



Safe Communities Foundation New Zealand

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Guidelines for Conducting Evaluations

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Parts of these guidelines have been adapted from similar guidelines produced internationally to support the effective evaluation of injury prevention projects. As is often the case these days an internet search provided many sources of information. We are grateful to all the various data sources reviewed for their insights and expertise. These guidelines are intended to be a practical tool for practitioners not an academic publication. As such, to make this resource more accessible, no referencing is included. The compilation of the material reflects the considerable expertise of the authors, in particular, Dr Carolyn Coggan.

Additionally, components of these guidelines have previously been presented at international and national conferences and workshops and the authors are grateful to those individuals who have provided feedback on aspects of these evaluation guidelines. Feedback received from both injury prevention and community safety practitioners and evaluation specialists was useful to ensure that the final compilation of this evaluation resource would be useful for those in the field. The next step identified by this group was for SCFNZ to ensure that the utility of the guidelines be enhanced through appropriate dissemination, including the delivery of workshops/forums.

Finally, we acknowledge the Accident Compensation Corporation (ACC) as the funder of this resource, although the information included in these evaluation guidelines are those of the authors, and may not necessarily reflect the views of the ACC.

SECTION ONE: INTRODUCTION

Purpose of evaluation

Evaluation is the process of determining whether a project or certain aspects of projects worked and if not, why. It provides practical information so that you can design, carry out, and use the results of your evaluation in a way that will improve your project. In addition, evaluation shows if your project has had unexpected benefits or created unexpected problems.

Data gathered during evaluation enables people to create the best possible projects, to learn from mistakes, to make modifications as needed, to monitor progress towards the projects goal, and to judge the projects ultimate effect.

Indeed NOT evaluating a project is irresponsible because, without evaluation, we cannot tell if the project benefits or harms the people we are trying to help.

Evaluation will also show whether activities other than those planned by the project would have been better.

Why evaluate injury prevention projects?

- To learn whether proposed project materials are suitable for the people who are to receive them.
- To learn whether project plans are feasible before they are put into effect.
- To have an early warning system for problems that could become serious if unattended.
- To monitor whether projects are producing the desired results.
- To enable managers/coordinators to improve service.
- To monitor progress towards the project's goals.
- To produce data on which to base future projects.
- To demonstrate the effectiveness of the project to the target population, to the public, to others who want to conduct similar projects, and to those who fund the project.

Fear of evaluation

Evaluation is a word that often promotes feelings of fear and dread, or at least boredom on the part of some injury prevention practitioners and stakeholders. Early attempts to evaluate projects took one of two forms: 1) evaluation based on practical experience; and 2) evaluation based on academic rigour. Both approaches had strengths and weaknesses. For example, in the first approach the emphasis was on not disrupting project activities and the design was often weak with the data produced lacking credibility. Whereas the second approach tended to be very labour intensive and intrusive. While the second approach was generally well designed and rigorously conducted this approach usually lacked practical application.

Sometimes you find that there is a reluctance to undertake an evaluation because of a fear of what it will show. The major obstacle to evaluation was people's perception: "*It shows only what's wrong*". Well-designed evaluation always produces unexpected information. However that information is just as likely to be about something that works well as it is to be about something that needs improvement. What is important

is to remember to expect pleasant surprises; and recognise that, by showing you **why** certain components of your project do not work, evaluation will often make what seemed an intractable problem easy to solve.

With this change in perspective, evaluation ceases to be a threat and becomes an opportunity.

Remember: Approach evaluation as learning for good practice.

Questions answered by evaluation

What? Did we do what we said we would do?

Why? What did we learn about what worked and what didn't work?

So What? What difference did it make that we did this work?

Now what? What could we do differently?

Group exercise:

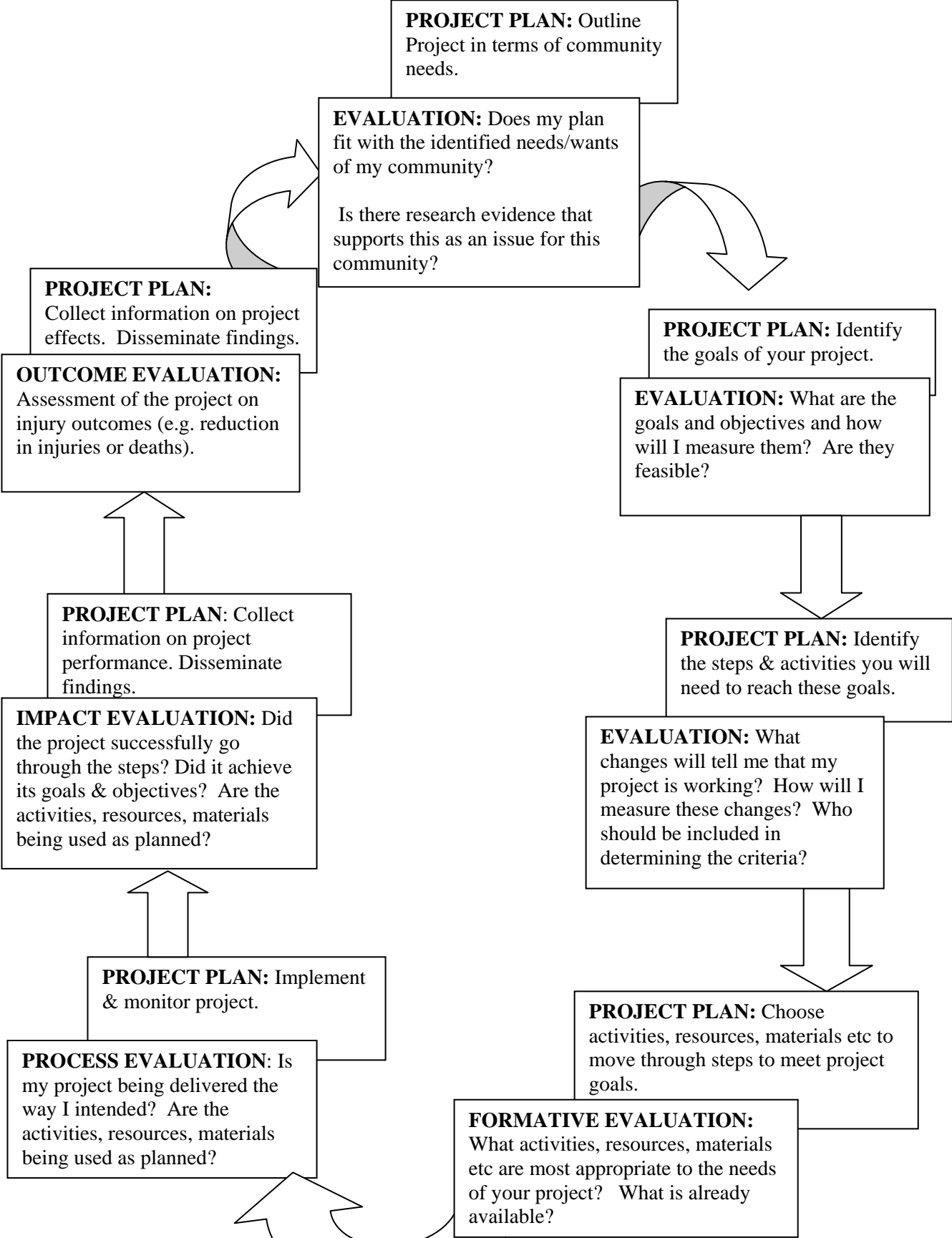
Presenter example:

We all conduct evaluation whenever we are thinking about buying something. For example, if we were considering buying a car, we must decide where to look, then if the car we want is actually worth the asking price. Others may also want to take into consideration such things as: colour, whether or not it would meet our needs (i.e. can all the whanau fit in), while others will be more focused on mechanical issues or safety issues.

Group example:

Think about a time in your life when you have gone through a similar process as described above. Do you know recognise that evaluation is part of everyday activity?

SECTION TWO: EVALUATION IN THE CONTEXT OF PROJECT PLANNING



To be successful, the planning of a project and evaluation should go hand in hand. That is, you should be asking yourself evaluation questions as you design the project

and think about its implementation. Then you can evaluate your project as you implement it.

The above diagram outlines the planning and evaluation phases that you will use as you work your way from ideas to action. The sequence of planning and evaluation stages should bring you full circle, ready to consider what your project should tackle next. In this way your project continually evolves.

Step 1: Identify your issue

Ideally, a project evaluation plan should be designed when a project is in its planning phases or when a project is just starting. This begins with establishing goals and objectives and it continues throughout the project implementation.

Within a “community development” project, a key element is to work alongside people within your community in order to identify issues of concern to them. Searching the literature and other sources of data also needs to occur when choosing a project. A combination of community needs working alongside an evidence-based approach is important.

However, it is also important to acknowledge that power relations do exist and that a key role for project developers is to identify the nature of these relations. Community development projects require a certain “mindset” by those involved. It is important that collective analyses (evidence based data and community needs assessments) are jointly debated to ensure that the best possible projects are developed for specific communities. While all projects should ideally be evidence-based; that is, data shows that the problems exists and research has also shown that this project or projects with similar elements have been effective. Of equal importance is the need for projects to have relevance for community members and that your project is acceptable to community groups prior to its implementation.

It may sound obvious but you need to understand the problem you are facing before you can expect to solve it. All too often, decisions are made to implement a project based on a reaction to a single event, for example, a single, tragic fatal crash among young people. It is always wise to take the time to understand your problem before you try to solve it. Problem identification serves an important function. It provides you with the information you need to select an appropriate activity and target audience for your project within your community. You will be looking for information on the extent of the problem, underlying causes, potential strategies, and the people most affected. This information should enable you to select the most effective activities and should include:

- How big is the issue/problem?
- Who is most affected?
- Is it changing?
- How is it changing?
- What has been tried successfully elsewhere to address the issue/problem?

Step 2: Describe the project

A project description:

- Summarises the project being evaluated;
- Explains what the project is trying to accomplish and how it tries to bring about those changes;
- Illustrates the activities that make up the project;
- Specifies the way in which the project will be implemented;
- Establishes a project's ability to make changes; and
- Describes how the project fits into the larger organisational and community environment.

How a project is described sets the frame of reference for all future decisions about its evaluation. The development of a set of critical questions helps you to establish the purpose of your project. Critical questions help you clarify your project's purpose, structure and setting and also develop your evaluation strategy.

Critical questions must be developed in consultation with your stakeholders and others involved with your initiative and its evaluation. Critical questions are unique to each project because they reflect the perspectives and agendas of the people asking the questions and the setting of the project.

Once you have identified your project in broad terms you need to develop project goals and objectives.

Goals are general statements about what you want your project to accomplish. For example, to improve injury prevention practices among young people within your community.

Project objectives state what the project intends to achieve. This is, the changes that are expected as a direct result of your project. Objectives need to be clear, realistic, and attainable and where possible, measurable. What is important is that objectives cover the range of desired effects of the project. The objectives should stimulate thinking and debate about the most effective, not the most familiar, strategies to use.

Project objectives should be **SMART** (**S**pecific, **M**easurable, **A**ction-oriented, **R**easonable, and **T**ime-specific).

Specific: Objectives are specific if they can be measured. Your objectives will help to define your project activities and identify your target audience. And, remember that each objective should contain only one main idea.

Measurable: An objective is measurable if you can provide a count or state how much change has occurred. In order to determine whether or not your participants changed, you must be able to measure change on a given characteristics (e.g. knowledge, skill, attitude, environment, and/or behaviour).

To do this you have to know the level where they were at the start of your project. And then, you have to measure again at the end of the project to see if there was any change. You can gather this type of information using tools such as questionnaires, or by using methods such as focus groups.

Action-orientated: Action is good. You usually can see an action and count the number of times it happens. The development of a logic model will help you to refine your objectives.

A logic model is a map that graphically illustrates how your project activities will lead to the expected short-term impacts and long-term outcomes. It will make it clear whether your project makes sense and whether the expected impacts and outcomes are realistic given the planned activities. In 2007, in the field of injury prevention, the use of logic models as a tool for evaluation planning is becoming more widespread. The development of a logic model for a new injury prevention programme or project can be an important step in programme planning as it leads to improvements in the clarity of programme plans and more effective programme implementation.

The development of a logic model for an existing programme or project can produce the very important result of increased consensus among stakeholders with regard to the relationship between activities and intended outcomes for programme participants as well as more accuracy in the process of defining intended outcomes. In short, a logic model shows what your project is expected to achieve and how it is expected to work, based on an expected chain of events.

For example:

Problem: Alcohol and traffic-related injury and death in males under 20.

Investments - If:

- Law enforcement resources are committed;
- Education resources and skills are committed; and
- People come together.

Procedures, activities and products

- To strengthen enforcement of drinking-related laws;
- To provide alcohol and drivers' education to males, 20 years;
- To deliver host responsibility programme to the target audiences (ie night-clubs, parents, young people, sporting clubs); and
- To foster change in alcohol sales to minors.

Short term impacts – Then:

- Increased citations;
- Increased knowledge about risk and protective factors;
- Decreased alcohol sales to minors; and
- Changes in drinking and driving behaviours.

Long-term outcomes – Then:

- There will be a reduction in traffic-related injuries and deaths due to alcohol misuse among males 20 years and under.

In story form the logic model describes a project that says:

“When law enforcement resources are committed, where educational resources and skills are committed, and when people come together, there will be stronger law enforcement, increased provision of education services, increased provision of host responsibility programmes, and efforts to change alcohol sales to minors. When these activities are in place, we will see an increase in penalties for driving under the influence, increased evidence of knowledge about alcohol-related risks, and a decrease in alcohol sales to underage youth. These changes will ultimately lead to a reduction in traffic-related injuries and deaths related to alcohol in the under-20 male population in our area.

Realistic: Objectives need to be realistic. Meeting objectives depends on your project activities, your available resources and what you can reasonably deliver. Look at the content of your activities, the length and how often you have contact with participants, and the money and people you have available to deliver the project. Then, consider whether or not your objectives are feasible.

Time-specific: Projects don't last forever and objectives should have deadlines. Deadlines can keep people focused on what needs to be accomplished by when. Deadlines make it clear to everyone when results can be expected.

Evaluations are about asking questions and then deciding the best way to get useful answers. An evaluation that does not provide you with information that you and others can use is a waste of time, effort and money – and is also very frustrating. Time spent on the planning phase is very worthwhile.

SECTION THREE: TYPES OF EVALUATION

Ideally, evaluation is an ongoing process that begins as soon as the idea for a project is conceived, interweaves with project activities throughout the life of the project, and ends after the project is finished. By evaluating each step, projects can catch and solve problems early, which not only saves resources (people, time and money) but makes success more likely. The four types of evaluation usually employed in community development are:

- Formative;
- Process;
- Impact; and
- Outcome.

To find out what stage of evaluation your project is ready for, answer the questions below. Then follow the directions provided after the answer.

Question: Does your project meet any of the following criteria?

- It is just being planned and you want to determine how best to operate;
- It has some problems you do not know how to solve;
- It has just been modified and you want to know whether the modifications work; and
- It has just been adapted for a new setting, population, problem, or behaviour.

Yes to any of the four criteria. Begin formative evaluation.

No to all criteria. Read the next question.

Question: Your project is now in operation. Do you have information on who is being targeted, who is not being targeted, and how much targeting you are providing.

Yes. Read next question.

No. Begin process evaluation. You may also be ready for impact evaluation. Read next question.

Question: Your project has completed at least one encounter with one member or one group in the target population (e.g. completed one training class). Have you measured the results of that encounter?

Yes. Read next question.

No. You are ready for impact evaluation. If you believe you have had enough encounters to allow you to measure your success in meeting your overall project goals, read the next question.

Question: *For ongoing projects:* Has sufficient time passed and have you had contact with a sufficient number of people to allow you to measure how well the project has done in meeting its ultimate goal of, for example, reducing road related injuries or deaths? *For one-off projects:* Is the project completed?

Yes. You are ready for outcome evaluation.

No. Reread the questions above and if you remain uncertain, contact either an internal or external person with expertise in evaluation.

Formative evaluation

Formative evaluation is a way of making sure project plans, procedures, activities, materials, and modifications will work as planned. Begin formative evaluation as soon as the idea for a project is conceived. Conduct further formative evaluation whenever an existing project is being adapted for use with a different target population or in a new location or setting. A project's success under one set of circumstances is not a guarantee of success under other circumstances. Another occasion for formative evaluation is when a project in operation develops problems but the reason is unclear or the solution not obvious.

When to use:

- During the development of a new project;
- When an existing project: 1) is being modified; 2) has problems with no obvious solutions; or 3) is being used in a new setting, with a new population, or to target a new problem or behaviour.

What it shows:

- Whether proposed initiatives/messages are likely to reach, to be understood by, and to be accepted by the people you are trying to service (e.g. shows strengths and weaknesses of proposed initiatives/materials).
- How people in the target population get information (e.g. which newspapers they read or radio stations they listen to).
- Whom the target population respects as a spokesperson (e.g. sports celebrity or the mayor).
- Provides details that project developers may have overlooked in terms of materials, strategies, or mechanisms for distributing information (e.g. that the target population has difficulty reaching the location where training classes are held).

Why it is useful:

- Allows projects to make revisions before the full effort begins.
- Maximises the likelihood that the project will succeed.

Process evaluation

The purpose of process evaluation is to learn whether the project is serving the target population as planned and whether the number of people being served is more or less than expected. Begin process evaluation as soon as the project goes into operation. At this stage, you are not looking for results. You are merely trying to learn whether you are connecting with people in your target population as planned and whether they are connecting with you. Essentially, process evaluation documents the things that you do during a project; for example, what is being done, how, when, how much it costs, and what key people think of it. This type of information is very valuable for others who want to repeat elements of your project.

When to use:

- As soon as the project begins operation.

What it shows:

- How well a project is working (e.g. how many people are participating in the project and how many are not).
- How the project is operating (e.g. description of who gets what, by whom and how).

Why it is useful:

- Allows projects to make revisions before the full effort begins.
- Maximises the likelihood that the project will succeed.

Impact evaluation

The term impact evaluation refers to the immediate effects of a project or process. Types of information collected in impact evaluation include: people's perceptions of the project; short term changes in knowledge, attitudes and behaviour of people who have been involved with the project; and short term changes in environments directly affected by the project.

When to use:

- After the project has made contact with at least one person or one group of people in the target population.

What it shows:

- The degree to which a project is meeting its intermediate goals (e.g. how awareness about the value of smoke alarms has changed among project participants).
- Changes in the target population's knowledge, attitudes, and beliefs.

Why it is useful:

- Allows coordinators/management to modify materials or move resources from a non-productive to a productive area of the project.
- Tells coordinators/management whether the project is moving towards achieving the project's goals/objectives.

Outcome evaluation

The purpose of outcome evaluation is to learn how well the project succeeded in achieving its ultimate goal (i.e. decreasing fire-related injury deaths and hospitalisations). Such decreases are difficult to measure, as measuring changes in events that occur infrequently takes a long time (usually years) and requires a large number of study participants. Analysis of routinely collected injury statistical data such as that available from New Zealand Health Information Services, Accident Compensation Corporation, Police, or Land Transport New Zealand, while important, is beyond the expertise of most injury prevention and community safety practitioners and therefore has not been included in these evaluation guidelines.

Worthwhile outcome evaluation requires substantial resources, skills and long time-frames. We would suggest that it is therefore unrealistic for community-based providers to undertake these activities alone. This is because long-term changes in knowledge, attitudes, behaviour or environments are usually incremental, long-term and brought about by a combination of factors. It is therefore difficult to claim that any overall, long-term change is a direct result of your project. There are almost always

other activities that also impact (positively or negatively) on people and the environment. With this in mind for most community based injury prevention projects with modest resources, formative, process, or impact evaluation is often a more appropriate and manageable option.

When to use:

- For ongoing projects (e.g. safety classes offered each year): at appropriate intervals.
- For one-off projects (e.g. a 6-month project to distribute and install smoke alarms); when project is complete.

What it shows:

- Changes in the target population's behaviour.
- Although not without difficulties, the degree to which the project has met its ultimate goal (e.g. the extent to which the installation of smoke alarms has reduced injury and death due to fire within the defined geographical location of the project).

Why it is useful:

- Allows project to learn from their successes and failures and to incorporate what they have learned into their next project.
- Provides evidence of success for use in future requests for funding.

SECTION FOUR: SAFE COMMUNITY LOGIC MODEL

Following numerous discussions with both practitioners and academics involved in International Safe Communities Network, the need for a logic model was identified. As a consequence, the authors of this resource developed the following logic model as a guide to be applied to evaluations within a Safe Community setting. As indicated in the next table, one outcome, two impact and four process evaluation goals have been established. A set of measures for each goal has also been identified. It is assumed that formative evaluation would have been conducted prior to the establishment of the Safe Community coalition.

A review by the authors of this guide found that most Safe Community programmes had as their ultimate goal a reduction in the incidence and severity of injuries. However, it is taken as a given that the visions, goals, objectives and strategies of any Safe Community programme need to be reflected in the appropriate identification of measures to assess the effects of any Safe Community programme. Additionally, in New Zealand, and based on the framework developed by the New Zealand Injury Prevention Strategy, many of our Safe Communities have also adopted the two impact goals of: achieving a positive safety culture; and creating safe environments.

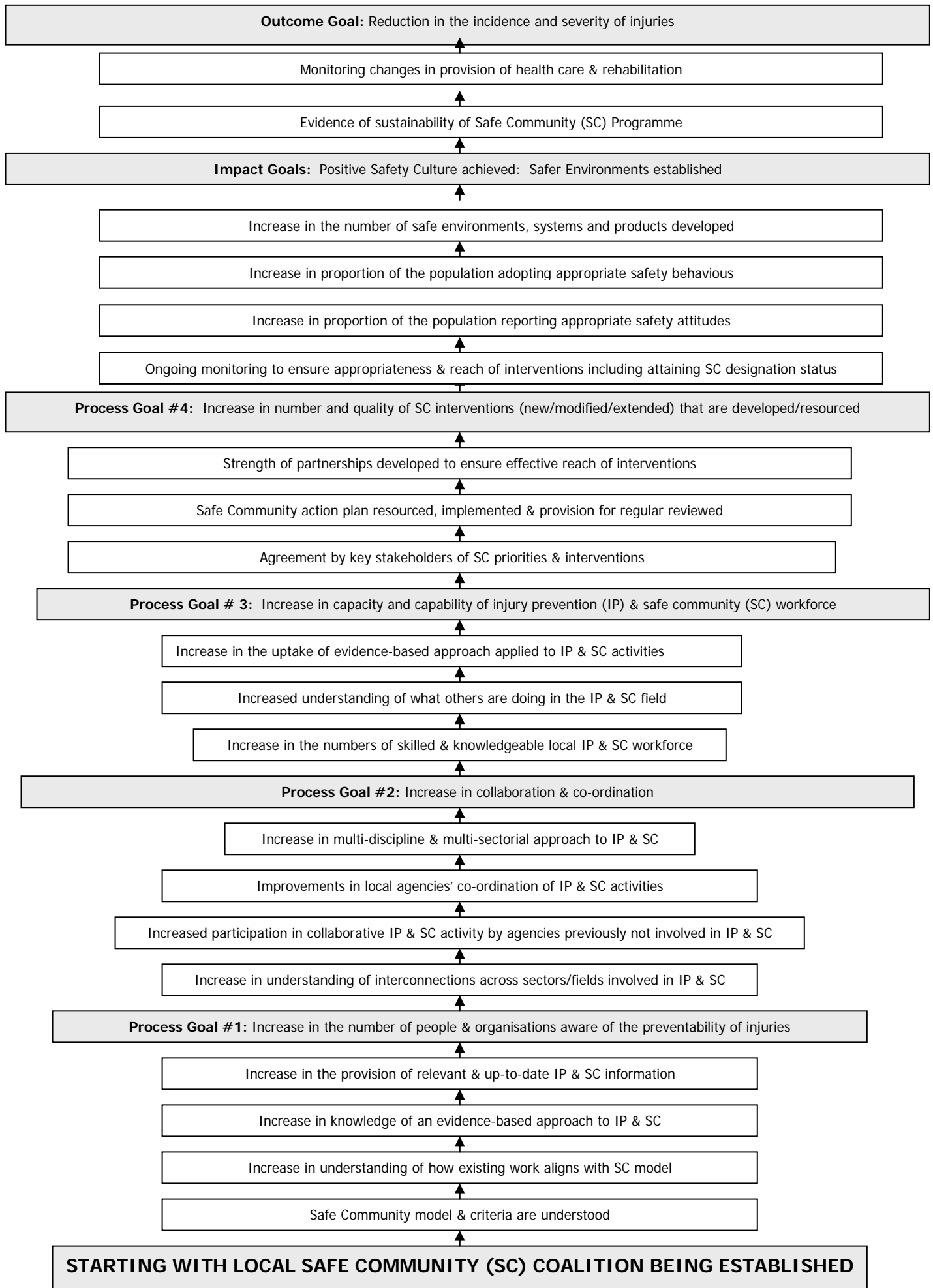
A positive safety culture is defined as “a shared set of beliefs, attitudes, values and ways of behaving that support the prevention of injury”. Safe environments are social and physical surroundings or conditions that support the prevention of injury.

However, in order to achieve a positive safety culture and safe environments you need to demonstrate an increase in the number and quality of Safe Community interventions, process goal number four. To achieve your process goal number four, you need to have sufficient numbers of people available and appropriately trained to deliver your interventions. Hence process goal number three - an increase in the capacity and capability of the injury prevention and community safety workforce.

The cornerstone of any Safe Community programme is effective collaboration and coordination, therefore process goal number two is an increase in collaboration and coordination. However, people and organisations are unlikely to collaborate and coordinate if they aren't aware that injuries are a problem or do not believe that they are preventable. Hence process evaluation goal number one is an increase in awareness of the preventability of injuries.

Experience would indicate that you need to start with a focus on achieving process goal one, then two, three and four, then move on to achieving the impact goals and measures and ultimately, following sufficient penetration and reach, achieve the outcome evaluation goal and measures of a reduction in the incidence and severity of injuries. In the following table, under each of the proposed evaluation goals we have identified a range of measures.

Logic Model of outcome, impact & process goals & measures for Safe Community Programmes



SECTION FIVE: UNDERTAKING EVALUATION

Steps involved in any evaluation

Every evaluation must contain certain basic components regardless of the type (i.e. formative, process, impact or outcome) of evaluation being applied to your project. The following five steps, which are necessary for any evaluation, are described in detail in this section:

- 1) Determine the resources you have available for your evaluation;
- 2) Define the objective(s) of the evaluation;
- 3) Define the data gathering process (i.e. write down the type of information to be collected, who and how information is to be collected from and choose suitable methods for collecting the information);
- 4) Analysis of evaluation findings (i.e. process the raw information, analyse the processed information); and
- 5) Write an evaluation report describing the evaluation's findings.

1: *Resources available*

- Identify people who will be involved in designing, collecting, analysing and interpreting the data or information;
- Determine who you will need, what they will do, and how long it will take them to carry out the activities involved in the evaluation;
- Determine what external resources, such as a consultant, you will need to help with specific tasks.

In addition, the following questions may help you approach how you focus the evaluation design:

- What kind of information needs are your users likely to have?
- How could the information produced by the evaluation be used?
- What are possible evaluation questions for your project?
- What types of evidence could help you show that the project is working?
- How could you go about getting the evidence needed?
- Do you need help with the technical and design aspects of your evaluation?
And if yes, is there anyone you can ask?

Readers are encouraged to use worksheet one (page 27) to determine the resources you have available to conduct the evaluation.

2: Evaluation objectives

Once you have an idea of the type of evaluation you are going to do, it is useful to set your evaluation objectives. Evaluation objectives state the purpose of your evaluation. It is vital that your evaluation objectives relate to your project. However, if your evaluation is going to focus on a specific area of your project, this needs to be reflected in your evaluation objectives. In general, make sure the evaluation aims are:

- Clear and concise;
- Accurate and reflect what you intend to cover;
- Clearly understood by stakeholders; and
- Written as a series of numbered or bullet-pointed statements.

Readers are encouraged to use worksheet two (page 28) to better align their project objectives, evaluation objectives and to identify what activities you will need to do to meet your evaluation objectives.

3: Defining the data gathering process

Once you have decided what you will measure to determine if your project achieved its objectives, you will need to decide how you will gather the information needed.

What you will measure must be tied directly to the objectives you have established for your evaluation and project. As mentioned above, the length of time that you have to carry out an evaluation will also have an impact on what you will be able to measure. For instance, if you only have funding for a year, in order to collect the data before and after the project, analyse it and write your report you may need to make sure the project ends one to three months before the report is due (depending on how many staff hours you have to commit).

There are two methods of data collection: quantitative and/or qualitative. In evaluation, both methods are important and useful and which method you use depends on the questions you are trying to answer. It is important to choose the method that best suits the data you are collecting. Most evaluations use a combination of the two methods, and both are used for collecting data for formative, process, impact and outcome evaluations.

Quantitative methods are ways of gathering data that can be expressed in numbers. That is, quantitative methods involve collecting data in the form of numbers to be analysed. Quantitative methods can be used for both process and outcome evaluation and can be beneficial because you can draw conclusions about your target population from the results. Quantitative data shows changes in knowledge, attitudes, skills, environment and behaviours and can also be used to show satisfaction.

Characteristics of quantitative methods:

- Provide structured data;
- Make it easier to collect data from a large number of participants;
- Can generalise and quantify results;
- Can be compared statistically; and
- Allow conclusions to be drawn about the target population.

The most common types of quantitative methods and tools used in evaluation are surveys or questionnaires and document reviews (refer to table below for more details).

Qualitative methods permit the evaluator to study selected issues in depth and detail. That is, qualitative methods are subjective and are used to find out the feelings, beliefs, and impressions of the people participating in the project and/or evaluation. Qualitative methods are useful to describe and explain why a change may or may not have occurred.

Characteristics of qualitative methods:

- Used to gather detailed, in-depth data;
- Not always generalisable to the entire population;
- Provide language, context, and relationships of ideas; and
- Cannot be easily compared statistically.

Qualitative data can be collected at different points in your project:

- Before the project begins to pilot test aspects of the project and/or “tools” to be used in the evaluation.
- During the project to test plans, procedures and materials if a problem arise. With data from focus group participants most problems can be fixed before they cause too much damage.
- After the project is completed to explain results, to find out the participants’ perceptions of and feelings about the project, for feedback, and barriers and strengths of the project.

The qualitative methods most commonly used are: 1) focus groups; 2) personal interviews; 3) observations; and 4) case studies (refer table below for more details).

Description of Methods and Data Collection Tools

Method	When to use	When not to use	Advantages	Challenges
Surveys or Questionnaires	<ul style="list-style-type: none"> - When you need standardised responses from a large number of people. - When you want easily measurable knowledge, attitudes, skills, environment, and/or behaviour information. - When you plan to compare changes in responses before and after an activity. - When you need to quickly and/or easily get lots of information from people in a non-threatening way. 	<ul style="list-style-type: none"> - When you need a lot of detailed information from a small number of people. - When you want to emphasise context richness rather than numbers. - When you need to tell a story. 	<ul style="list-style-type: none"> - Can complete survey anonymously. - Inexpensive. - Easy to compare and analyse. - Possible to administer to many people. - Can get lots of data. - Many sample surveys already exist. - Can collect quantitative data to be compared. 	<ul style="list-style-type: none"> - Might not get careful feedback. - Wording can bias clients' responses. - Are impersonal. - In surveys, may need sampling expert (eg someone who can assist in choosing the individuals or groups who will receive the survey). - Does not get the full story.
Focus Groups	<ul style="list-style-type: none"> - When you want to learn about consensus or disagreement on a topic. - When there is a small and homogeneous group of people that you want to interview together. - When you are looking for a range of ideas related to a complex topic. - When you want to tell a story. 	<ul style="list-style-type: none"> - When you do not have someone with appropriate skills to conduct the focus group. - When participants are not comfortable with each other. - When you plan to compare changes in responses before and after an activity. - When participants have had too little involvement or interest in the topic. 	<ul style="list-style-type: none"> - Can quickly and reliably get common impressions. - Can be an efficient way to get a range and depth of information in a short time. - Can convey key information about programmes. 	<ul style="list-style-type: none"> - Can be hard to analyse responses. - Need good facilitator. - Difficult to schedule 6-8 people together.
Telephone interviews	<ul style="list-style-type: none"> - For long-term follow-up. - When it is difficult to get an entire group of people together at the same time. - When your target population has telephones. 	<ul style="list-style-type: none"> - When you need a lot of detailed information. - When anonymity is important for getting honest answers to sensitive questions. - When your target population does not have telephones. 	<ul style="list-style-type: none"> - Can get a full range and depth of information. - Can develop a relationship with clients. - Can be flexible. - Can get a better response rate than mailed surveys. 	<ul style="list-style-type: none"> - Can take too much time. - Can be hard to analyse and compare. - Can be costly. - Can bias clients' responses. - Requires trained interviewers. - Provides less anonymity.

In-person interviews	<ul style="list-style-type: none"> - To collect data from people with key information. - To have open-ended discussion on a range of issues. - To obtain in-depth information on an individual basis about perceptions and concerns. 	<ul style="list-style-type: none"> - When anonymity is important. - When you need quantitative information. 	<ul style="list-style-type: none"> - Can be used to discuss sensitive issues that interviewee may be reluctant to discuss in a group. - Can probe individual experience in depth. 	<ul style="list-style-type: none"> - Can be time consuming. - Can bias clients' responses. - Can be hard to analyse and compare. - Requires trained interviewers. - Provides no anonymity. - Can be costly.
Document review	<ul style="list-style-type: none"> - When you want to know about implementation of a programme. - When you want data from outside your programme to compare. 	<ul style="list-style-type: none"> - When you are not sure if the data or information is reliable and/or valid. 	<ul style="list-style-type: none"> - Can get comprehensive and historical information. - Does not interrupt programme. - Information already exists. - Few biases. 	<ul style="list-style-type: none"> - Can take time to document. - Information may be incomplete. - Requires good and consistent recording skills on the part of programme staff. - Data restricted to what already exists.
Observations	<ul style="list-style-type: none"> - To see first hand how an activity operates and how the programme is being implemented. 	<ul style="list-style-type: none"> - When your presence would be disruptive to the participants. 	<ul style="list-style-type: none"> - Provides first hand knowledge of a situation. - Can discover problems that parties are unaware of. - Can produce information from people who have difficulty verbalising their points of view. - More objective. 	<ul style="list-style-type: none"> - Can affect activity being observed. - Can be time consuming. - Can be labour intensive. - Not always easy to code and analyse observational data.
Case Studies	<ul style="list-style-type: none"> - To fully understand or depict clients' experiences in a programme. 	<ul style="list-style-type: none"> - When you have large numbers of participants. 	<ul style="list-style-type: none"> - Can fully depict clients' experience with programme input, process and results. - Powerful means to portray programme to outsiders. 	<ul style="list-style-type: none"> - Can be time consuming to collect, organise and describe.

Tips for using different types of questionnaire questions and examples

<p>Open-ended questions</p>	<ul style="list-style-type: none"> • Use when you want people to express themselves freely. • Use when you want information about participants' ideas and perceptions. • Use when you cannot list all of the possible responses. • Use when you don't know how people will respond to a question. • Respondents can provide long or short answered questions. • Note: these are more difficult to analyse. <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. Can you tell me your top 3 risk factors for falls you identified from using the Falls Prevention Booklet? 2. What changes did you make to your behaviour or environment? 3. Why did you make changes to your behaviour or environment? 4. Which items in the Safety First kit did you think were the most useful? 								
<p>Multiple choice questions</p>	<ul style="list-style-type: none"> • Use to collect quantitative data. • A list of answers is provided. • The participant must choose an answer from those already provided. • You may need to have an "other" category to choose from in case none of the answers provided are right for the respondent. <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. Circle the age range you are in: a) under 50 b) 50-65 c) 66-80 d) over 80. 2. Have you made any of the following changes to your home to make it safer? <ol style="list-style-type: none"> a. Installed more lights b. Installed hand rails c. Removed loose rugs d. Safety modifications to house structure or furniture e. Other _____ 								
<p>Ranking Scales</p>	<ul style="list-style-type: none"> • These require the respondents to sort items by assigning a number, usually in the order of importance to them. <p><i>Example</i></p> <ol style="list-style-type: none"> 1. Please rank in order of importance which factors you think will help prevent falls. Rank in order, where 1 is the most important and 7 is the least important. <table style="margin-left: 20px;"> <tr> <td>- exercising daily</td> <td>- fixing uneven sidewalks</td> </tr> <tr> <td>- using a cordless phone</td> <td>- moving more slowly</td> </tr> <tr> <td>- avoiding getting up quickly</td> <td>- keeping lights on</td> </tr> <tr> <td>- not drinking alcohol</td> <td></td> </tr> </table> 	- exercising daily	- fixing uneven sidewalks	- using a cordless phone	- moving more slowly	- avoiding getting up quickly	- keeping lights on	- not drinking alcohol	
- exercising daily	- fixing uneven sidewalks								
- using a cordless phone	- moving more slowly								
- avoiding getting up quickly	- keeping lights on								
- not drinking alcohol									
<p>True or false</p>	<ul style="list-style-type: none"> • True or False questions give very limited options for the participants. • These questions do not show subtle changes in attitudes. • The questions need to be written very clearly and simply because any ambiguity will make it difficult to answer. <p><i>Example</i></p> <ol style="list-style-type: none"> 1. Seniors' injuries due to falls in the home are preventable. <p><input type="checkbox"/> True</p> <p><input type="checkbox"/> False</p> 								
<p>Rating Scales</p>	<ul style="list-style-type: none"> • Use a rating scale when you want people to rate their preferences or perceptions • These have points at either end of a scale that are opposite of each other. • Usually each point along the scale has a rating or agreement associated with it. • Most scales have 4, 5, or 7 points on the scale. <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Seniors' injuries due to falls in the home are preventable Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> 2. Do you consider injuries to seniors' in the home a serious issue Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> 3. Since receiving the kit, would you say that your awareness of falls prevention in the home has increased Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> 4. Rate how important the programme was in making you more aware of the resources in your community to help you prevent falls? Strongly agree Agree Neutral Disagree Strongly disagree 5. How likely do you think it is that you will fall in the next 6 months? Check only one Very likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Somewhat unlikely <input type="checkbox"/> very unlikely <input type="checkbox"/> I don't know <input type="checkbox"/> 								

Readers are encouraged to use worksheet three (page 29) to identify the timeline for your evaluation; worksheet four (page 30) to identify your participants; and worksheet five (page 31) to identify how you will collect your data.

4: *Analyses of findings*

While the work involved in planning an evaluation is critical to success, the way in which data is analysed must be ethical and respectful to all involved in the project and evaluation.

Analysis and synthesis are methods to discover and summarise evaluation findings. In evaluations that use multiple methods, patterns in evidence are detected by:

- Isolating important findings (analysis);
- Combining different sources of information to reach a large understanding (synthesis).

Analysis and synthesis involve deciding how to organise, classify, compare, and display information. These decisions are guided by the questions being asked, the types of data available, and especially, by input from stakeholders and primary intended users.

The first step in interpreting your data is to decide if you have the time and ability to do this yourself or if you will need to get outside help from a consultant.

If you have quantitative data from surveys or questionnaires, you will want to code it, enter it into a computer database and analyse it. If you have qualitative data from focus groups and interviews, you will want to code it by looking for similar responses and then summarising your findings.

Readers are encouraged to use worksheet six (pages 32 to 36) for analysing quantitative and qualitative data.

5: *Report evaluation findings*

Once the results are in, and before you celebrate, you need to pay attention to a very important step in the process. A successful evaluation is worthless if no-one knows about it or cannot understand what is being said. Remember that the participants will be especially interested in reading the final report.

Many other different individuals or groups will also be interested in finding out about your project. The following are things to remember about your evaluation report:

- Avoid conclusions that are not grounded in valid data.
- There are different ways of presenting your evaluation results. For example, a written report or presentation.
- You will want to use the information that you gathered in a way that will benefit your community, the participants, and the individuals involved in delivering the project. However, do not exclude negative findings that may be important to improving your project.
- An evaluation is a learning process and as a result, it is important that you do something about what you learned.
- Overall, any report should be accurate, balanced and fair.
- It should be completed in a timely manner to provide useful feedback.

Readers are encouraged to use worksheet seven (page 37) to identify the audiences for your evaluation report.

Report checklist:

- Decide who your audience is.

Section 1: Executive summary

- Provide a two to three page summary of the highlights of the evaluation.
- Briefly describe what was evaluated and why, the basic results, and your recommendations.

Section 2: Table of contents

- Tell the reader what information is there and where they will find it.
- Provide a list of all the major sections, the major headings under each section, the appendices, and their page numbers.

Section 3: Introduction

- Outline the purpose of the evaluation and describe the evaluation questions that you are trying to answer.
- Describe the programme, its goals and objectives, and who was involved in the programme.
- Provide historical or background information and how it was funded.
- Provide reasons for doing process and/or outcomes evaluations.

Section 4: Evaluation plan and procedures

- Describe how you conducted your evaluation.
- Provide information on the goals and objectives of the evaluation.
- Describe the evaluation methodology.
- Describe information about the tools that you used to collect information.
- Describe how you developed these tools.
- Discuss how well the tools worked in collecting the information that you thought was important.
- Describe how you collected the information.

Section 5: Analysis

- Describe the strategies and statistical procedures that you used in order to make sense of all the information that you collected.

Section 6: Results

- Outline the results, that is, what you found out.
- Include any tables, graphs or charts that are helpful in illustrating or describing your results.
- Report and explain any unintended findings.
- Note any limitations to your evaluation.
- Assure anonymity and confidentiality.

Section 7: Conclusions and recommendations

- Provide a summary of the evaluation.
- Determine how well the goals and objectives were reached.
- Ensure conclusions are based on the results.
- Describe strengths of the programme, that is, what were the successes and why these are important.
- Describe weaknesses of the programme, based on the results from the evaluation. That is, what areas of the programme need improvement and why?
- Describe lessons learned?
- Make recommendations based on the results and conclusions.

Section 8: Appendices

- Include copies of any evaluation tools such as questionnaires or interview questions.
- Include detailed tables of evaluation results.
- Include references or bibliography.
- Include other details that people might be interested in but are not required in the main part of the report.

What do you do now?

One of the most important principles of evaluation is utilisation. That is, one of the important issues in undertaking an evaluation is doing something with the findings. For example:

- What will you do differently as a result of what you learned?
- What changes will you make to your project?
- How will you make these changes?
- Are your evaluation findings worthy of publication in either a peer-reviewed journal and/or other forms of dissemination?

Readers are encouraged to use worksheet eight (page 38) to identify what their next steps could be?

Appendices

Worksheet 1 - What resources do you have available to conduct the evaluation?

Professional staff _____

Support staff _____

Time _____

Money _____

Office supplies & equipment _____

Consultants _____

Computer & data support _____

Telecommunications _____

Travel _____

Space _____

Other _____

Worksheet 2 - What activities will you need to do to meet your objectives?

Use the following table to link your programme activities to your evaluation objectives for each goal.

Purpose of your evaluation _____

	Project Objectives	Evaluation Objectives	Evaluation Activities
1.			
2.			
3.			
4.			

Worksheet 3 - What is the timeline for your evaluation?

List the tasks that need to be done, who is responsible for completing them, what resources are needed and when you expect to complete the task. You can be as general or as specific as you like.

Task	Person responsible	Resources	Completion Date

Worksheet 4 - Who are the evaluation participants and how will you access them?

1. Who is your target population?

2. How will you assess them? (Where, when, etc.)

a) Where? (at the programme, by mail, at school. etc.)

b) When? (during the programme, before and after the intervention, in the evenings by phone, etc.)

3. How will you make sure that you have access to this group for the entire evaluation time-frame?

4. How will you keep track of the participants during your evaluation?

5. Will you provide any incentives? (If yes, what options do you have)?

Worksheet 5 - How will you collect your data?

Objective:

What specific knowledge, skill, attitude, environment or behaviour are you measuring? What specific questions are you trying to ask?

How will you collect the data/info* (Specific data collection instruments)	Who will collect the data/info?	When will you collect the data/info	Where will you collect the data/info

**Will you use a survey/questionnaire, counting system, focus group, personal interview, document review, and/or other method to collect your data?*

Worksheet 6 -Analysing quantitative and qualitative data

Analysing quantitative data

Quantitative data is objective and can be compared statistically. It can be simple or complex depending on how you use the information, how much data you have and whether you need or want to report on the statistical significance of the findings.

Statistically significant means that it is unlikely that a group of individuals would give the same response by chance. For our purposes we will keep this simple. The steps involved in analysing quantitative data are:

- Make a master copy of your data and store it separately from your working copy. Sometimes accidents can happen. Always keep a master copy of your data.
- Organise your data in a database. Usually the question number goes across the top (a column for each question) and the participant numbers down the side (a row for each participant).
- Tabulate the data, that is, add up the number of ratings, rankings, yes, and no, for each question.
- Consider calculating means, or averages for ratings and rankings, for each question. For example, "For question #1 the average ranking on a scale from 1 to 5 was 4.2".
- Calculate t-tests and chi-squares using a computer. If you want stronger statistical tests to show if changes are significant, you can use computer programme to do simple tests such as t-tests and chi-squares. This usually will require help from a data analyst.
- Report ranges of answers. When writing your final report, it is important to write the results but it is also important to report the range of answers, e.g., 20 people ranked "1", 30 ranked "2", 20 people ranked "3", etc. This allows your readers to see how responses were distributed.

The following table provides examples of how to analyse your quantitative data.

Statistical Ways to Analyse Quantitative Data

Frequency	<ul style="list-style-type: none"> • This describes the number of times a particular response occurs. To calculate frequency, you simply add the number of times a response occurs. • For example, the number of participants who choose each response to a question. <ol style="list-style-type: none"> 1) What age group do you fit in? <ul style="list-style-type: none"> <input type="checkbox"/> 55–65 years <input type="checkbox"/> 65–75 years <input type="checkbox"/> over 75 years <p>Frequency is the number of respondents who checked the 55 – 65 years box, the number who checked the 65-75 years box and the number who checked the over 75 years box. There are 45 participants. 15 checked 55-65 years, 18 checked 65-75 years, and 12 checked over 75 years. So the frequencies are 15, 18 and 12, respectively.</p> 2) Having your medication reviewed by a pharmacist can help decrease your chances of falling. <table style="margin-left: 20px; border: none;"> <tr> <td style="text-align: center;">Strongly disagree</td> <td style="text-align: center;">Somewhat disagree</td> <td style="text-align: center;">Don't know</td> <td style="text-align: center;">Somewhat agree</td> <td style="text-align: center;">Strongly agree</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table> <p>Count the number of participants who respond to each point in your scale. For example, there were 25 participants: 4 responded "strongly disagree", 9 responded somewhat disagree" 5 responded "don't know" 4 responded "somewhat agree" and 3 responded "strongly agree".</p> 	Strongly disagree	Somewhat disagree	Don't know	Somewhat agree	Strongly agree	1	2	3	4	5
Strongly disagree	Somewhat disagree	Don't know	Somewhat agree	Strongly agree							
1	2	3	4	5							

<p>Percentage</p>	<ul style="list-style-type: none"> This describes the proportion of times a particular response occurs. It is the number of times a particular response occurs (frequency) divided by the total number of responses, and then multiplied by 100. <p style="text-align: center;">$Frequency / total\ no. \times 100 = \%$</p> <p>Example: Using question #1 in the frequency example above, you have 45 participants. 15-55 to 65 years, 18-65 to 75 years, and 12 over 75 years.</p> <p>$15/45 \times 100 = 33\%$ are 55 to 65 years $18/45 \times 100 = 40\%$ are 65 to 75 years $12/45 \times 100 = 27\%$ are over 75 years</p> <p>For question #2, the percentages for response rates would be as follows: $4/25 \times 100 = 16\%$ responded Strongly Disagree (1) $9/25 \times 100 = 36\%$ responded Somewhat Disagree (2) $5/25 \times 100 = 20\%$ responded Don't Know (3) $4/25 \times 100 = 16\%$ responded Somewhat Agree (4) $3/25 \times 100 = 12\%$ responded Strongly Agree (5)</p> <p>Note: the percentages should add up to 100%.</p>
<p>Mean</p>	<ul style="list-style-type: none"> This is the average. It is the sum of the responses divided by the total number of responses. <p style="text-align: center;">$\frac{Sum\ of\ responses}{Total\ no.\ responses} = mean$</p> <p>Example: Using question #2 in the frequency example above you had 25 participants: 4 responded "strongly disagree", 9 responded somewhat disagree" 5 responded "don't know" 4 responded "somewhat agree" and 3 responded "strongly agree". You have already scored the 5 responses on a scale of 1 to 5. Therefore: $(1+1+1+1) + (2+2+2+2+2+2+2+2+2) + (3+3+3+3+3) + (4+4+4+4) + (5+5+5) = 68$ $68/25 = 2.72$ The mean 2.72</p> <p>The mean tells you that the majority of the participants were more likely to respond that they disagreed and don't know than agreed with the statement or question.</p>
<p>T-test</p>	<ul style="list-style-type: none"> This compares two sets of data to determine if there is a difference between their mean or average scores, or, if it is just due to chance. This can be used to compare pre-survey data and post-survey data to see if there is a statistically significant change in participants' knowledge, skills, attitudes, environment and/or behaviours. It can be used to compare different groups, for example, males and females, youth and adults, control and experimental. T-tests are complicated to calculate; therefore it is best to use a computer. You may want to ask a consultant for help.

How do you interpret your results?

Now that you have numbers and data about your programme's success, how do you tell others about these results?

The following are some tips and examples on how to interpret your data:

- Keep it simple.** Trying to impress others with complicated explanations and numbers only results in confusion.
- Refer back to your objectives to see if you met them.** Discuss reasons why or why not.
- When discussing change, talk in terms of percent change.** For example, there was a 32% increase in knowledge about preventing falls; 14% of the youth changed their behaviours.

- **Be sure to include any unanticipated results**, both positive and negative, and possible reasons for their occurrence.
- **Make the numbers meaningful.** Add statistics to your discussion only if they are relevant to your evaluation and your programme.

Example:

Using the data from Question #2 in the examples used in *Statistical Ways to Analyse Quantitative Data* table above, here are some examples of how to interpret your results.

Question #2 is a statement designed to measure beliefs and attitudes:

Having your medication reviewed by a pharmacist can help decrease your chances of falling.

It would be administered both before and after the programme has been carried out. The data in the above example is from the pre-test. It showed that the majority, or 52%, strongly or somewhat disagreed, and less than one-third (28%) strongly or somewhat agreed with this statement. Twenty-percent stated that they don't know.

After the programme was carried out the survey was given again and the following results were found for Question #2.

2/25 or 8% responded Strongly Disagree (1)
 6/25 or 24% responded Somewhat Disagree (2)
 2/25 or 8% responded Don't Know (3)
 9/25 or 36% responded Somewhat Agree (4)
 6/25 or 24% responded Strongly Agree (5)

*The mean average is $(2 \times 1) + (6 \times 2) + (2 \times 3) + (9 \times 4) + (6 \times 5) = 86$
 $86/25 = 3.44$*

Therefore, the results can be interpreted in the following way:

First of all, present the results in a table:

	Strongly disagree (1)	Somewhat Disagree (2)	Don't know (3)	Somewhat Agree (4)	Strongly Agree (5)
Pre-test	4 (16%)	9 (36%)	5 (20%)	4 (16%)	3 (12%)
Post-test	2 (8%)	6 (24%)	2 (8%)	9 (36%)	6 (24%)
Percent Change	-8%	-12%	-12%	+20%	+12%

Next, determine if the changes were in the direction that you wanted. In this case you wanted people's attitudes to change towards agreeing with the statement. In fact, they did. The greatest changes were in increasing the agreement response rates.

So how do we say this?

1. State the population you are talking about.

Twenty-five people responded to a questionnaire sent before and after a falls prevention programme was carried out in their community.

2. Describe the question and the results found.

They were asked to respond to the following question. "Having your medication reviewed by a pharmacist can help decrease your chances of falling", using a five-point scale where

“1” means “Strongly Disagree” and “5” means “Strongly Agree”. Before the programme was implemented half of the respondents (52%) somewhat or strongly disagreed with this statement, while 20% stated they did not know and only 28% somewhat or strongly agreed. However, after they participated in the programme this had changed to almost two-thirds somewhat or strongly agreed (60%) and only 32% somewhat or strongly disagreed and 8% did not know. In addition, the mean score increased from 2.72 before the programme to 3.44 after. Although this may not be a large change, it is a change in the desired direction.

3. Draw the conclusions based on these results.

From the results we conclude that there was a shift in attitudes and beliefs amongst the 25 people who responded to our survey from disagreeing that a medication review by a pharmacist can help decrease chances of falling to agreeing with this statement. This would suggest that our programme may have changed the beliefs of some of the people who participated.

As you can see, this is not an exact science. There are no right and wrong ways of presenting your results. What you should keep in mind are what questions you are trying to answer. While not always necessary, it is recommended that a t-test be done to see if the results are significant, but this is beyond the scope of these guidelines.

Analysing Data

Qualitative data reflects the subjective experience or perspective of the participants. It is not usually compared statistically and most likely consists of written transcripts from focus groups or interviews. The first step is always to transcribe the focus groups or interviews verbatim. Then you should look for themes and patterns of what participants said.

The following steps are often used when analysing qualitative data:

- Read through the whole interview transcript. Note: Don't wait until all of your interviews are completed – qualitative analysis begins as soon as your research does. This way you can add or change questions to get better data, or to follow-up hunches that you're developing.
- Code and categorise the ideas. Go through the transcript line by line. Every separate idea expressed by the participant should be noted. You can label these ideas using either your participant's or your own words – this is called “coding” your data. (It is helpful to use colour coding with highlighter pens).

You will find that several of these “codes” naturally seem to hang together into larger units or categories. Some codes remain isolated, but they are repeated often enough to be upgraded to category status. The presence of other codes will confuse you, as they don't seem to “fit”. In this case, you can decide whether or not it is relevant to your evaluation goals and objectives. If it is not – ignore it. You can always return to your transcripts for further analysis later, should you need to. If it is relevant, you can add more probing questions to your next interviews to get more details.

- Understand what the participants are telling you. As you work through the transcript noting ideas and grouping them together, you will find that you are developing a larger understanding of what your participants are telling you. This understanding is what you take with you to your next interview transcript, constantly checking for it. When fit does not occur, don't force it – let the data continue to speak for itself. You may find that your original concept of the theme was not quite accurate enough and needs to be revisited. This is how a good understanding of the data grows.
- Find the themes. Eventually, you will have enough of an understanding of the data to reduce it down to a few “themes”. These themes will provide you with the answers to your evaluation

questions. A major advantage of qualitative evaluations is that you will also have an appreciation of the reasons behind the answers. It is this depth of understanding that makes all the extra work of qualitative data analysis worthwhile.

- Use quotes as examples. Look for quotes that will provide a good example of the theme that you have identified. Remember that this process is very subjective; it is important to give your readers some evidence to justify your conclusions.

Worksheet 7 - Who is the audience for your evaluation report?

Who is the audience	What information would they like to receive?	What is the best way of presenting the evaluation results?
Audience #1 – Target audience		
Audience #2		
Audience #3		
Audience #4		
Audience #5		

Worksheet 8 - What are your next steps?

When you have finished your evaluation, what will be your next steps? Should you publish your findings?

What changes do you anticipate that you will make to your programme?

Who will you involve in making these changes?

What kinds of resources will you need?

GLOSSARY OF DEFINITIONS

Attitudes: People's biases, inclinations, or tendencies that influence their response to situations, activities, people, or project goals.

Baseline information: Data gathered on the target population before an injury prevention project begins.

Closed-ended questions: Questions that allow respondents to choose only from a list of possible answers. (Compare open-ended questions).

Community capacity: The commitment, resources, and skills that a community can mobilise and use to address community issues and problems and strengthen community assets; the characteristics of communities that affect their ability to identify and address social and economic health issues; the cultivation and use of transferable knowledge, skills, systems, and other resources to affect community – and individual-level change.

Comparison group: A group whose characteristics are as similar as possible to those of the project group. To evaluate project impacts, evaluators compare differences in changes between the two groups (see also intervention group).

Data: Information produced by and used in evaluation – includes numbers, words, pictures, or any type of information used.

Evaluation: Evaluation is the process of determining whether projects – or certain aspects of projects – are appropriate, adequate, effective, and efficient, and, if not, how to make them so. In addition, evaluation shows if projects have unexpected benefits or create unexpected problems. Provides data to support judgments about a programme's worth so that decisions can be made about continuation or expansion.

Evaluation design: A blueprint, strategy, or outline to answer questions about a programme. Includes a clear statement about the purpose and plans for gathering, processing, and interpreting the information needed.

Evaluation methods: Data collection options and strategies selected to match or fit the overall design and answer the evaluation questions. Methods depend on knowing who the information is for, how it will be used, what types of information are needed and when, and the resources available.

Focus groups: A qualitative method of evaluating project materials, plans, and results. A facilitator moderates a discussion among 4-8 people allowing them to talk freely on the subject of interest.

Formative evaluation: Research conducted (usually while the project materials are being developed) on a project's proposed materials, procedures, and methods. Information collected for a specific period of time, often during the start-up or pilot phase of a project, to refine and improve implementation and solve unanticipated problems.

Impact evaluation: Research to determine how well a project is meeting its intermediate goals of changes in people's knowledge, attitudes and beliefs. Assesses whether a programme has achieved desired intermediate changes in individuals, population groups, or organisations.

Indicators: Benchmarks used to measure or test changes. Indicators can be at the level of individuals (e.g. behavioural changes), organisations (e.g. service delivery hours), or communities (e.g. unemployment rates, quality of life variables).

Instrument: The tool used to gather information on people's knowledge, attitudes, beliefs, or behaviours (e.g. a questionnaire).

Intervention: The method, device, or process used to prevent an undesirable outcome.

Intervention group: The group in a study or project or evaluation that is to receive the project or intervention.

Item: One question or statement on an instrument used to measure knowledge, attitudes, beliefs, or behaviours.

Open-ended questions: Questions that allow respondents to answer freely in their own words (compared to closed-ended questions).

Outcome evaluation: Research to determine how well projects succeeded in achieving their ultimate goal, for example, reducing traffic related injuries and deaths.

Pilot test: A small scale trial conducted before a full-scale project begins to see if the planned methods, procedures, activities and materials will work.

Process evaluation: Addresses questions related to how a programme is implemented. Compares what was suppose to happen with what actually happened. Answers questions about why the programme succeeded, failed, or requires revising. Also includes assessments of whether the project and its materials are reaching the target population and, if so, in what quantity.

Programme: A series of activities supported by a group of resources intended to achieve specific outcomes among particular groups.

Qualitative data: Information gathered from interviews, observations, or documents. May include detailed descriptions of situations, events, people, interactions, observed behaviours, and people's own thoughts about their experiences, attitudes, and beliefs. Other data sources are excerpts or entire passages from documents, correspondence, records and case histories.

Qualitative methods: Ways of collecting descriptive data on the knowledge, attitudes, beliefs, and behaviours of the target population. In general, information gathered using qualitative methods is not given a numerical value.

Quantitative methods: Ways of collecting numerical data on the target population. Use quantitative data to draw conclusions about the target population.

Reach: The number of people or households who receive the project's message or intervention.

Sample: A subset of people in a particular population.

Sampling frame: Complete list of all people or households in the target populations.

Sample size: A subset of cases (e.g. individuals, records, communities) selected from a population. In quantitative research, large samples generally enhance confidence in survey results. A minimum total number in a sample is important for some statistical tests.

Stakeholders: People who care about what will be learned from the evaluation and about what will be done with the knowledge gained.

Survey: A quantitative method of collecting information at one point in time on the target population. Surveys may be conducted by interview (in person or by telephone) or by self-administered questionnaires.

Target population: The people, households or community the project intends to serve (or be delivered to).

Themes: Patterns or recurrent ideas that emerge as qualitative data are collected, analysed and interpreted.

Units of analysis: The primary focus of data collection and analysis. Can be individuals, groups of people (e.g. classrooms), neighborhoods, cities, states, or countries. Units may also be events or incidents (e.g. service delivery failures). Each unit may require different kinds of data. The focus of analysis also varies and affects what can be said (e.g. if the unit of analysis is a city, one cannot make a statement about the impact of the programme on an individual).