



# **PEER EVALUATOR TRAINING MANUAL**

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# Acknowledgements

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# MODULE I: Introduction to Evaluation

## Lesson Objectives

At the end of this lesson you will be able to:

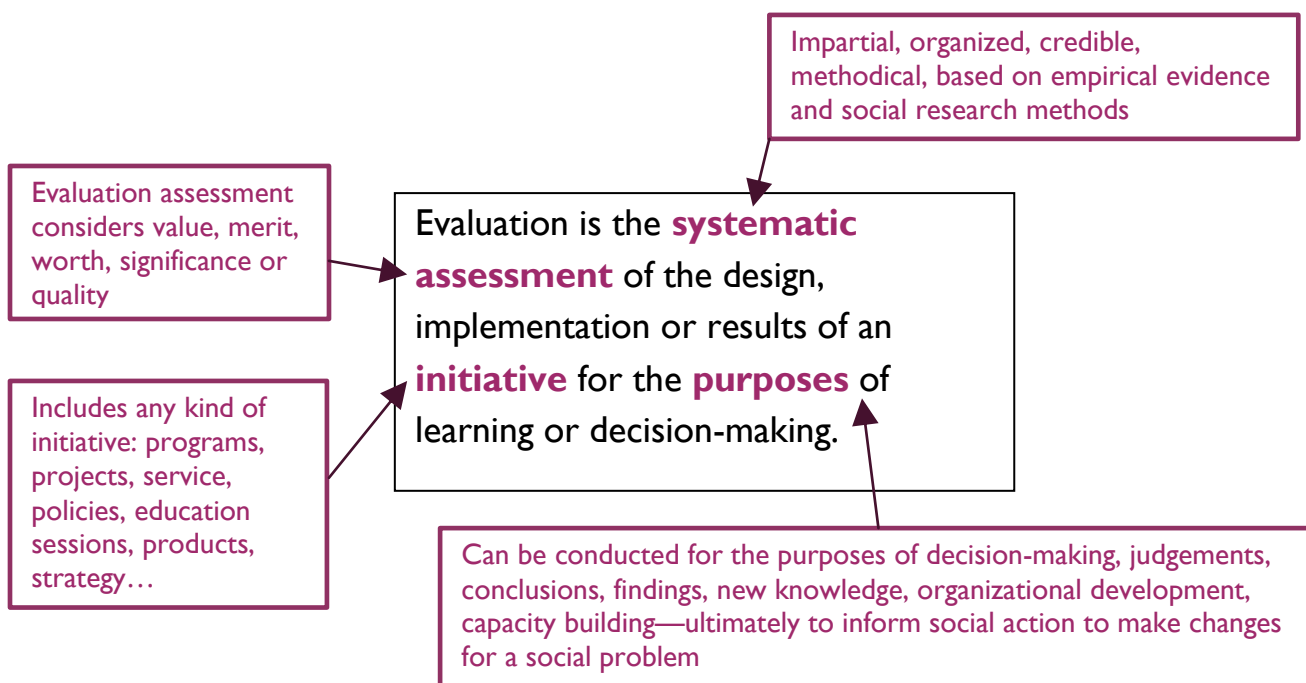
- Define evaluation in a health or social service program setting
- Explain the role of evaluation in program planning, implementation and improvement
- Distinguish the differences between evaluation and research

## Definition

What is evaluation?

There are many available definitions of evaluation. Most highlight that evaluation involves the systematic collection of data to inform decision-making or program improvement.

The Canadian Evaluation Society defines evaluation as (CES, n.d.):



Evaluations are conducted to answer questions of interest to program stakeholders. Typically, these questions address:

- Did we do what we said we would do?
- What worked and what didn't work?
- What difference did it make that we did this?
- What should we do differently next time?
- What did we learn from this?

## Evaluation Uses and Benefits

Evaluation has many uses for programs and services that are doing public or population health work or work in social service settings.

### Program Planning

- Document the need for a program – i.e. with a needs assessment
- Figure out the desired outcomes (changes) and ensure what inputs (resources) and activities are needed to bring about the changes – i.e. logic model
- Enhance community/stakeholder engagement, support and consensus building
- Determine if a program is effective and suitable for wide-spread dissemination

### Program Improvement

- Identify areas of strengths and weaknesses
- Recommend areas for improvement and innovation
- Maintain or improve program quality
- Identify training needs
- Use as a tool for advocating for program changes

### Program Management

- Determine if program achievements are on track
- Ensure that the program is reaching the intended audience
- Confirm attainment of stated goals and objectives
- Determine impacts and overall effectiveness
- Highlight areas for expansion or reduction
- Retain, reallocate, reduce or increase funding
- Facilitate informed decision-making, priority-setting and resource allocation
- Ensure alignment with organization's mission, purpose and goals

- Enhance staff participation or recruit new staff
- Improve staff engagement, sense of control, morale
- Increase accountability
- Ensure funds are being spent according to program plans
- Justify budget allocations
- Assess cost-effectiveness and/or efficiency

#### Communications

- Attract funders
- Demonstrate program benefits to stakeholders and community
- Enhance program/organizational profile
- Attract clients to the program

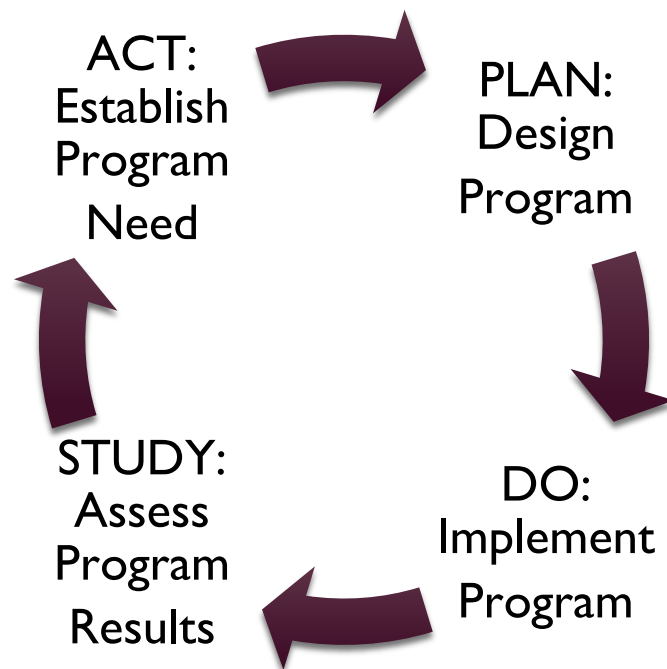
#### Evaluation in the Program Lifecycle

Evaluation plays an integral role in the planning and continuous improvement of public health and social service programs.

- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support. (Osborne and Gaebler, 1992)

As shown in the figure below, planning and evaluation support each other as evaluation results feed into the planning cycle to improve programs and inform decision-making about future programming.

## Simplified Project Planning Process



The table below describes the different types of evaluation that can be conducted at various points in the program lifecycle:

Program Step:	Evaluation Work:
Establish Program Need	<ul style="list-style-type: none"><li>• Needs assessment</li><li>• Implement evaluation recommendations for future programming</li></ul>
Design Program/Plan Program	<ul style="list-style-type: none"><li>• Evaluability assessment -- is the program ready to be evaluated? How will it be evaluated?</li></ul>
Implement Program	<ul style="list-style-type: none"><li>• Process evaluation (formative) – how is the program being implemented and delivered?</li></ul>

	<ul style="list-style-type: none"> <li>• Performance measurement – continuous process of collecting and analysing data to compare how well a project is being implemented against expected results</li> </ul>
Assess Program Results	<ul style="list-style-type: none"> <li>• Cost effectiveness evaluation</li> <li>• Outcome evaluation (summative) – what difference or changes did the program make?</li> </ul>

## Research versus Evaluation

We often hear research and evaluation talked about in very similar circles – they both use methods to gather data and work to answer a question. However, they are different disciplines and have different focuses and practices and it is important to take some time to distinguish between the two.

The first difference between research and evaluation is in their **purpose**.

As we saw previously that evaluations are conducted in order to measure the

**effectiveness** of a program or initiative **to inform decision-making about future programming**.

In contrast, research is conducted to develop or contribute to generalizable knowledge. A public health researcher, for example, might be interested in determining how many doses of HPV vaccine are needed to adequately protect people from acquiring the virus. An evaluator would study how the vaccine is distributed and whether it is reaching the target population.

This **research** is really going to help move our field forward.



This **evaluation** is really going to help our program become more effective.



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I can't tell you  
how valuable  
your program is

I can



Researcher

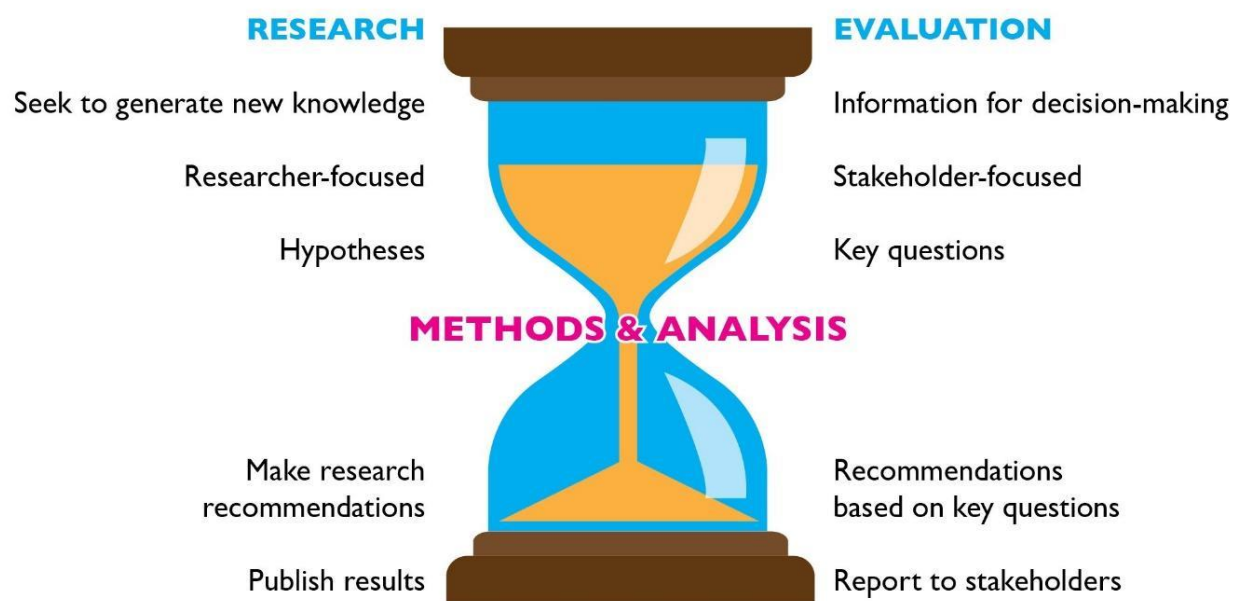


Evaluator

Some of the other high-level differences between research and evaluation include:

Research	Evaluation
<ul style="list-style-type: none"> <li>• Produces generalizable knowledge</li> <li>• Scientific inquiry based on intellectual curiosity</li> <li>• Advances broad knowledge and theory</li> <li>• Controlled setting</li> </ul>	<ul style="list-style-type: none"> <li>• Judges merit or worth</li> <li>• Policy and program interests of stakeholders is paramount</li> <li>• Provides information for decision-making on specific program</li> <li>• Conducted within settings of changing actors, priorities, resources and timelines (Chen, 2013)</li> </ul>

They also differ in other ways. Below is a great visual (adapted from LaVelle, 2010) that shows where research and evaluation diverge and where they come together and share steps in their processes. There are a lot of differences when we look at the beginning and end of research or evaluation projects but the disciplines come together around methods and analysis. Researchers and evaluators definitely speak the same language when it comes to methods!



Research and evaluation can also both engage in community-based or participatory ways of working. We have seen many research projects which have included peer researchers and are starting to see the engagement of peer evaluators to support participatory evaluation projects.

As new approaches to both research and evaluation emerge — for instance, community-based research or program or implementation science — the lines between the disciplines become less sharp. And there is certainly a great deal of debate on the topic. If you are interested in delving more deeply into this debate please check out Better Evaluation's blog post on ways of framing the difference between research and evaluation (Rogers, 2014).



## MODULE 2: Types of Evaluations and Approaches

### Lesson Objectives

We will now discuss the steps involved in conducting an evaluation, some common types of evaluation and several different approaches you can use to conduct your evaluations.

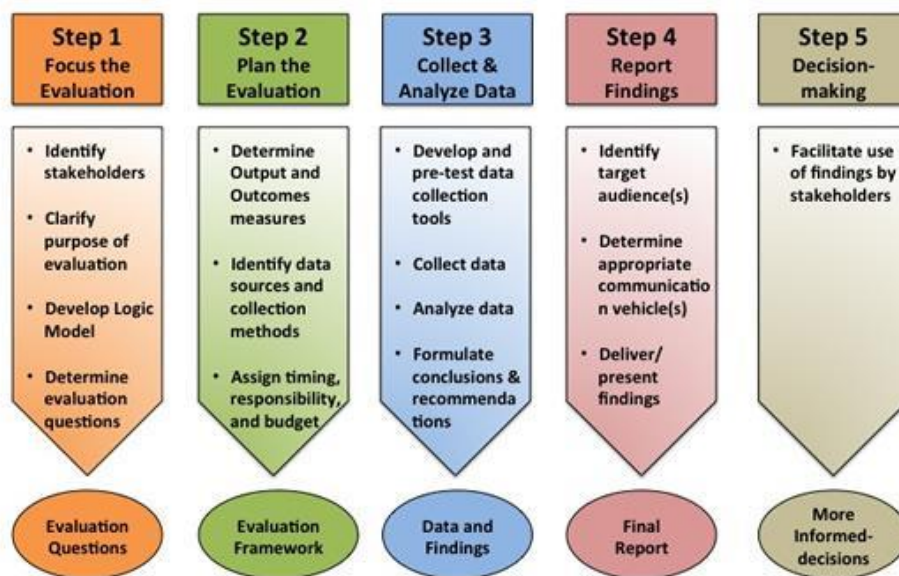
At the end of this lesson you will be able to:

- Describe the steps in conducting an evaluation
- Describe the major types of evaluation and approaches for conducting evaluation

### Basic Steps in Conducting an Evaluation

Let's start by looking at the basic steps in conducting an evaluation. Within the evaluation literature you will find various versions of these steps, however, they all follow a similar sequence. Have a look at the figure below. Note how a 'deliverable' is specified (as an oval shape) for every step in the process.

#### Steps in an Evaluation



Adapted from: Porteous et al, (1997).

Remember that evaluations can focus on all aspects of health or social service practice: programs, projects, multi-component interventions, policies, processes, services, strategies.

## Major Types of Evaluation

You may have heard the terms formative and summative evaluations. The table below offers four common types of evaluations: needs assessments, evaluability assessments, process evaluations, and outcome evaluations.

### Definitions of Common Types of Evaluation

Needs Assessment	A <b>systematic</b> process for gathering information about current conditions within a group that underlie the need for an intervention.
Evaluability Assessment	Negotiation and investigation undertaken jointly by the evaluator, the evaluation sponsor, and possibly other stakeholders to <b>determine if a program meets the preconditions for evaluation</b> and, if so, <b>how the evaluation should be designed to ensure maximum utility</b> . Evaluability Assessment questions include: Are the program objectives adequately defined? Will baseline data be available to track changes? Are there sufficient resources to conduct the evaluation?
Process (also called Formative) Evaluation	This form of evaluation assesses the <b>extent to which a program is operating as it was intended</b> . It typically assesses whether program activities are working as they were designed.
Outcome (also called Summative) Evaluation	This form of evaluation assesses the <b>extent to which a program achieves its outcome-oriented objectives</b> . It focuses on outputs and outcomes (including unintended effects) to measure program effectiveness but may also assess program process to understand how outcomes are achieved.
Cost-Benefit Analysis	An analysis that compares the benefits of a program to its costs, valued in dollars. A cost-benefit analysis is performed in order to select which alternative provides the greatest benefit for the least cost. For example, a coffee chain might

	do a cost-benefit analysis before deciding whether to open another outlet.
Cost Effectiveness Analysis (CEA)	An analysis used in cases where the costs of a program can be measured in dollars but the benefits cannot (for example, a reduction in new HIV infections). A CEA is used to compare alternative programs by measuring the cost of achieving each “unit” of benefit. For example, one program may cost \$200 to reduce each new HIV infection while another may cost \$400. Alternatively, you could think about the biggest impact for a given level of cost. For example, if you have \$20,000 which program will avert the most infections?

## Process and Outcome Evaluations

Within the evaluation literature, process evaluations are often called formative evaluation or implementation evaluation, and outcome evaluations are called summative evaluation or impact evaluation.

***“When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.”  
(Robert Stake)***



A formative evaluation intends to provide information that can be used to improve the program, just as tasting the soup as it is being prepared can result in the addition of more ingredients to improve the soup. In contrast, a summative evaluation intends to provide information that could be used to make judgements about the program, just as a group of people can pass judgement on the quality of the soup overall. Don't get too fussed about using the terms formative, summative, process or outcome. It is more important that you are clear about the purpose of your evaluation (whether it is being done to improve the program or to judge the effectiveness of the program).

Formative or process evaluations typically occur at a point when a program has been operating for a while. While there is no hard and fast rule as to how long exactly "a while" is, it should be long enough for the program activities to get up and running and accumulate some learnings.

Conversely, a summative or outcome evaluation is best conducted at a point when the program activities have been operating long enough to be able to detect the anticipated outcomes. In reality however, an outcome evaluation is often conducted at the end of a funding period or fiscal year to satisfy funders' legitimate needs for accountability.

Note that it is also common for an evaluation to cover both process and outcome issues.

## Process Evaluation

A process evaluation can be used to examine how well a program, strategy or policy is being implemented.

Typical questions addressed in a process evaluation include:

- Are the program activities being delivered as originally intended? (This line of investigation is also known as fidelity evaluation.)
- What is working and not working within the program to date?
  - Facilities
  - Location
  - Staffing (e.g., staff capacity to implement program)
  - Partnerships
  - Materials
  - Marketing
  - Length
  - Content

- Activities
- Resource levels
- Leadership and community support
- Participant engagement
- Budget
- To what extent are partners engaged?
- Do participants face barriers in accessing the program?
- Do participants withdraw or leave the program before finishing (program retention)?
- What are participant reactions to the program? Are they satisfied? Why or why not?
- Is the program actually reaching its intended target group and/or achieving anticipated participation levels (reach)?

## Outcome Evaluation

An outcome evaluation examines what impacts, benefits, or changes (both intended and unintended) have occurred as a result of the program. It answers the question, “So What?” as per the following example:

**Program staff:** We delivered our targeted harm reduction program in 3 communities to a total of 700 people who use drugs

**Funder:** So what?

**Program staff:** Well, 85% of people who use drugs in these communities are reporting using clean rigs ‘all’ or ‘almost all’ of the time and we have seen a reduction in new HIV infections by 20%.

Typical questions addressed in an outcome evaluation include:

- To what extent are the desired changes occurring?
- Are we achieving the outcomes we said we would?
- Who is benefiting and not benefiting from the program?
- What aspects of the program seem to work or not work?
- Are there any unintended or emerging outcomes that we did not anticipate?
- To what extent can these observed changes be attributed to the program?

## Common Approaches Used by Evaluators

As mentioned, evaluation **models** or **approaches** can be combined with any type of evaluation. You can conduct a participatory process evaluation or a participatory outcome evaluation. You may have already heard of, or used some of the approaches below.

### Definitions and Resources of Common Evaluation Models/Approaches

Model/Approach Description	Resources
<b>Participatory</b> An evaluation approach in which the evaluator works collaboratively with stakeholders in designing the evaluation plan, conducting the evaluation, and disseminating and using the findings (US Environmental Protection Agency, 2012).	<a href="#">PAN's Participatory Evaluation Primer (pdf)</a> <a href="#">Guide for Nonprofits (pdf)</a>
<b>Developmental</b> A developmental evaluation approach applies to an ongoing process of innovation in which both the path and the destination are evolving. Where more traditional approaches to evaluation try to predict the outcomes of the innovation and focus measurement on those goals, developmental evaluation is intended to support innovation within a context of uncertainty (Gamble, 2008). Recognizing that programs don't always unfold as planned or that the route to achieve desired outcomes may not be known, a developmental approach involves the responsive collection of data to shape practice.	<a href="#">A Practitioner's Guide to Developmental Evaluation (pdf)</a>
<b>Empowerment</b> An evaluation approach that involves the use of evaluation concepts, techniques, and findings to foster program success and self-determination among stakeholders. Principles of	<a href="#">Evaluation for Improvement (pdf)</a>

empowerment evaluation include but are not limited to: inclusion, capacity building, community ownership, and democratic participation (Fetterman, 2007).	
<b>Goals-based</b> Goals-based evaluations involve evaluating the extent to which programs are meeting predetermined goals and objectives (McNamara, 2002).	<a href="#">A Basic Guide to Program Evaluation (pdf)</a>
<b>Goal-free</b> An evaluation approach that focuses on the actual outcomes (intended or unintended), rather than the intended outcomes, of a program (Youker and Ingraham, 2014).	<a href="#">Pros and Cons about Goal-Free Evaluation (pdf)</a>
<b>Utilization-focused</b> An evaluation approach that focuses on intended use of the results by intended users (Patton, 2000).	<a href="#">Utilization-Focused Evaluation Checklist (pdf)</a>
<b>RE-AIM</b> An evaluation framework with predefined questions that address (R)each, (E)ffectiveness, (A)doption, (I)mplementation, and (M)aintenance. It is a systematic way for researchers, practitioners, and policy makers to evaluate health behaviour interventions (Institute for Healthcare Improvement, n.d.; RE-AIM, n.d.).	<a href="#">What is RE-AIM</a>

With your ongoing support  
we can make this evaluation  
a success.



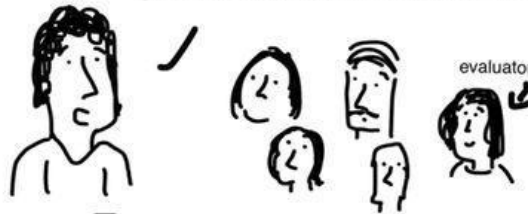
Collaborative

Working together, we will  
make this evaluation a success.



Participatory

We'll have help, but the success  
of the evaluation is in our hands.



Empowerment

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## Choosing Approaches

With so many types of evaluations and approaches, how do evaluators decide what to use? The choice of approach should be influenced by:

- Stakeholders' needs
- Type of intervention (the project, program, policy, etc. being evaluated)
- Purpose of the intervention
- Purpose of the evaluation
- Characteristics of the clients
- Developmental stage of the program or initiative
- Intended audience
- Subject area



You will also need to consider...

1. How much you want the evaluator to control the evaluation design
2. To what degree program participants or stakeholders could/should be involved in designing and implementing the evaluation
3. If the outcomes are clear and mandated by a funder, or if they evolve as the program unfolds

Many leading evaluators are of the opinion that the evaluation approach can significantly impact the utilization of findings. We will discuss this idea later in the course.

Note, however, there isn't always a clear distinction between the different approaches. There is a large amount of overlap between approaches, e.g., participatory and empowerment evaluation. It is also common and perfectly acceptable for an evaluator to use different elements of each approach depending on the context of the evaluation.

### **ACTIVITY BOX: Select a Case Study**

At the end of each module we will introduce activities that will help you learn and think through evaluation issues and approaches using a real-life case study example. Please turn to Appendix B. This appendix includes three case studies that have been picked from CATIE's [Programming Connection](#) site. This online toolkit highlights models of front-line programs that provide HIV prevention, testing, care, treatment, and support. The featured case studies and resources aim to inspire community based, public health, and clinical service providers with interesting and innovative programming strategies based on practice. You may choose from the following three case studies:

- ORCHID Program, Asian Society for the Intervention of AIDS (ASIA)
- The Power of One: Visualizing HIV Epidemiology, CATIE
- The Underwear Project, l'Anonyme
- 

When picking a case study, think about what would be interesting for your team and which project you would like to discuss from an evaluation planning and implementation perspective. The case study you choose will be used throughout the rest of this training.

## MODULE 3: Engaging Stakeholders

### Lesson Objectives

We will now discuss the important work of engaging stakeholders in your evaluation planning, implementation and dissemination.

At the end of this lesson you will be able to:

- Describe how to engage stakeholders in an evaluation
- Describe benefits of engaging stakeholders in an evaluation
- Know how to determine each stakeholder's level of power, influence and interest in an evaluation

### Role of Stakeholders

Stakeholders are any person or group who may affect or be affected by an evaluation. These are typically program managers, front line staff, and program participants, but can also include funders, program partners, and the community-at-large.

Some prefer to use the term **intended users**.

### **Who are stakeholders?**

*Individuals or groups who are affected by the outcome of the evaluation, are in a position to make decisions about the evaluation, and intend to use the evaluation process or findings to inform their decisions or actions (Patton, 2008).*

Stakeholders play a critical role in determining the type of evaluation undertaken and the approach used. Remember: the degree to which stakeholders are involved in an evaluation depends on the approach you select. You will want to identify and engage as many relevant stakeholders as possible up front to ensure the evaluation will meet their needs, suit the context, and use the most appropriate and feasible evaluation design. This planning will significantly increase the chances that the final results will be useful and used.

By engaging stakeholders or intended users upfront during the initial evaluation planning stage, you can:

- Plan the evaluation to meet their needs
- Reduce anxiety about the evaluation process
- Increase buy-in for participating in the evaluation
- Create conditions that can lead to an increase in the amount and reliability of the data collected
- Determine whether or not the evaluation is culturally-appropriate and culturally safe i.e., uses language and methods that reflect the target population of the intervention or ensures that systemic support for all people to participate without discrimination and engaging in shared respect and meaning
- Determine the necessary audiences, communication methods, and vehicles for sharing the final results
- Ensure that other factors such as gender, age, literacy, etc., are taken into account in the evaluation design
- Significantly increase the probability that the results will be utilized
- Build the evaluation capacity of intended users

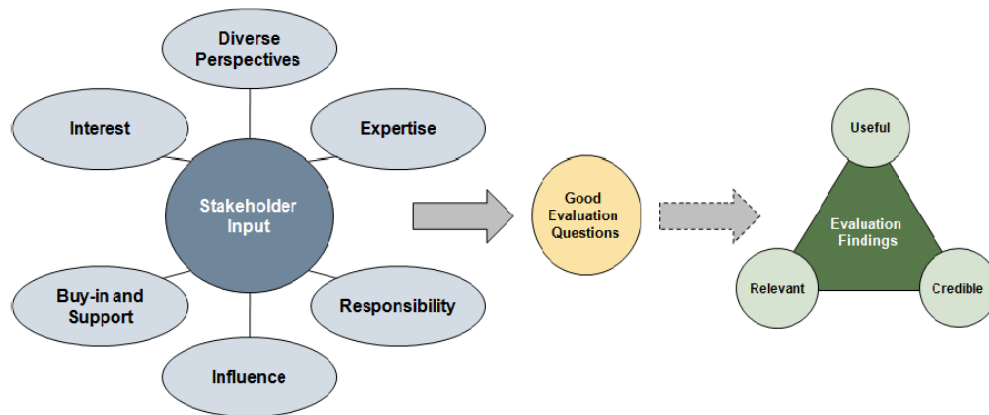
## How to Engage Stakeholders

Key stakeholders should be engaged throughout all steps of the evaluation process to improve the relevance and utilization of evaluation findings. Engaging stakeholders should be one of the first steps in the evaluation process. You can develop a stakeholder engagement plan. This plan is a living document and an important tool in your evaluation work. You should review your stakeholder engagement plan throughout the course of the project and update it as necessary.

Stakeholder engagement is fundamental to evaluation because stakeholders:

- are the ones who will need to determine the focus of the evaluation;
- have in-depth knowledge of the program or organization and the surrounding policy or social/economic contexts impacting the program;
- have access to program records and program participants;
- will assist in understanding and contextualizing the analysis of the evaluation data; and
- will ultimately use the findings and data generated from the evaluation to meet their needs.

The figure below (Preskill and Jones, 2009) illustrates the link between stakeholder input, the development of good evaluation questions and the usefulness, credibility and relevance of evaluation findings.



It is important to cast a wide net when you think about ‘who’ a stakeholder might be. They are individuals, groups or organizations who have a significant interest in how the program is running and its outcomes. Examples include: staff or service providers; project partners; funders; evaluation sponsors; program participants, clients or peers; Board of Directors or senior executives; community members; or other experts.

And remember -- **Keep it genuine!** (How not to engage stakeholders...)

I don't understand?

Those are good results.  
Just trust me.



freshspectrum.com

You don't understand my lingo?

Here, I'll say the same thing  
but slower and louder.



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## How Can Stakeholders Be Involved?

There are a number of key tasks that you might want to involve stakeholders in, including:

- Providing context and understanding about the program
- Focusing the evaluation work and identifying evaluation questions
- Developing or reviewing the logic model
- Helping with the development of data collection tools
- Helping with data collection or accessing evaluation respondents
- Supporting the interpretation of findings and providing context
- Developing recommendations; creating action-based plans based on the findings
- Disseminating the evaluation findings

Stakeholders can have different levels of involvement in an evaluation that can range from being an active participant in all aspects of the evaluation and being part of an evaluation advisory committee, to providing input occasionally, to being informed of the evaluation's progress at a high level, to receiving the final evaluation report and summary documents.

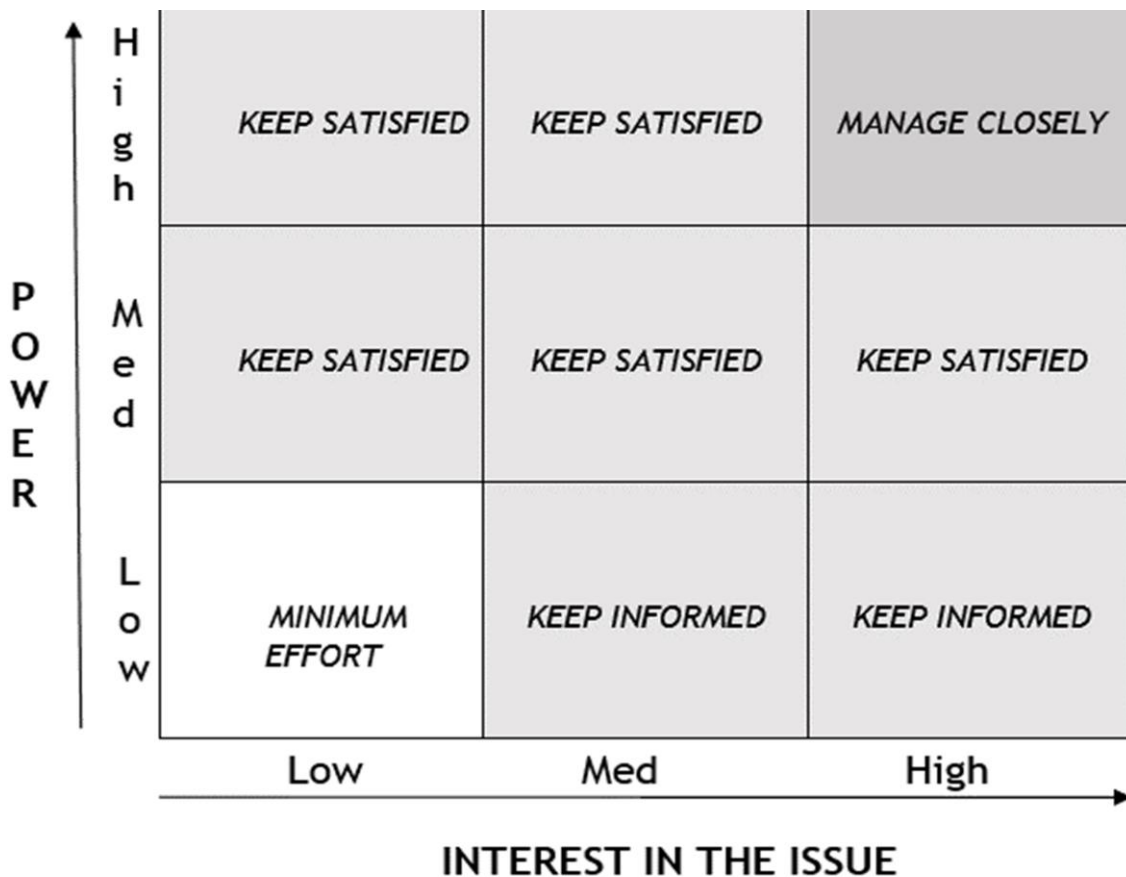
## Stakeholder Analysis

Once you have determined who your stakeholders are it is important the next step is to consider what each of your stakeholders' power, influence and interests are (Thompson, n.d.). There are many benefits to doing such an analysis including:

- You can use the opinions of your most powerful or influential stakeholder to shape your projects at an early stage.
- You can gain support from powerful or influential stakeholders to win more resources.
- By communicating with stakeholders early and frequently you can ensure that they fully understand what you are doing and understand the project's benefits allowing them to support you actively when needed.
- You can anticipate what people's reaction to your project may be and build in plans to build support or mitigate challenges.

The **Stakeholder Power/Interest Grid** (Evaluation Toolbox, n.d.) is a tool you can use to organize people who may have the power to block or advance your work and to determine the level of interest each stakeholder might have in your project. [Mind tool](#) by Rachel Thompson (n.d.) has an interactive map you can use to help with this process. This process will allow you to prioritize your level of engagement each of them. Stakeholders with a high level of power and interest in your project, or the issue of concern, need to be managed closely. This could involve them being part of a reference group or steering committee. Other stakeholders may need to be kept satisfied, such as through regular project updates and your ability to respond to their issues/concerns as they arise. Stakeholders with little power or interest do not require much of your time or effort.

### Stakeholder Power/Interest Grid



## ACTIVITY BOX: Stakeholder Engagement

Now that you have selected your case study (see the Activity Box at the end of Module 2) let's talk about stakeholder engagement.

With your case study in mind, find the Stakeholder Engagement Worksheet in the REACH Evaluation Toolkit (Appendix A) and list out all of the stakeholders for this project. Think about why they might be interested in the project and how they might best engage them in the project.

*OPTIONAL:* Now that you have identified the relevant stakeholders it is important to think about the power, influence and interest of each stakeholder and how these factors might affect their engagement with the project. Complete a Stakeholder Power/Interest Grid for your project's stakeholders.

### Discussion Questions:

- What did you learn doing this exercise?
- What was tricky? Was there anyone you missed the first time around?
- How regularly do you think engagement should happen? And how often do you think the engagement plan should be reviewed?
- What do you think are the most important things to remember when thinking about and doing stakeholder engagement for the purposes of an evaluation?

## MODULE 4: Describe the Program

### Lesson Objectives

We have taken some time to discuss some of the uses of evaluation in health and social services, the basic steps in how to conduct an evaluation, and different types and approaches to evaluation.

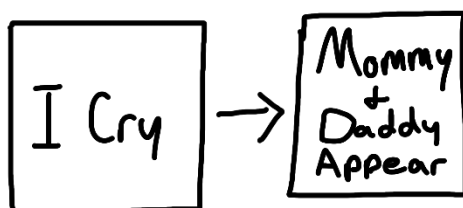
We will now begin the work of describing the program we are setting out to evaluate. The big focus of this work is the development of a logic model and the important role they play in planning your evaluation.

At the end of this lesson you will be able to:

- Explain the use of logic models in program planning and evaluation
- Describe the components of a logic model
- Recognize varying formats and adaptations of logic models
- Identify some limitations of logic models

### What is a Logic Model?

Baby's first logic model



*fresh spectrum*

Chances are that some of you have already heard the term logic model in your work. Simply put, a logic model is a visual tool that depicts what a program plans to do and achieve over time. Using a series of linked “if, then” relationships, a logic model makes explicit the connections between a program’s inputs, activities, outputs, and outcomes. Logic models are a way of making explicit the Theory of Change upon which an intervention is based, i.e. “If we do x, then y will happen”. Some evaluators refer to logic models as theories of change.



'If-Then' Statements (University of Wisconsin-Extension, 2005):



'If-Then' Statements can be a good starting point for developing a logic model. For instance: “**If** we have these inputs **then** we can do these activities”

For many, the logic model is considered a cornerstone of evaluation practice because it is one of the first steps in developing a full evaluation plan. The information provided in a logic model indicates what aspects of the program could be evaluated.

Logic models are also called:

- logical framework (or log frame)
- program logic
- theory of change
- program action
- model of change
- conceptual map
- program road map
- outcome map
- results chain

A logic model can be developed for a/an:

- single activity program
- large, multi-site program
- project
- complex intervention
- strategy
- policy or regulation
- process (i.e., a team working together)
- entire organization

## Using Logic Models

Logic models are an important foundation for developing an evaluation plan. However, did you know that they are also useful for program planning, management, accountability, communication, and consensus building?

Here are some of the uses of logic models:

- Evaluation
  - support evaluation planning
  - build consensus around program purpose and anticipated impacts
  - indicate what program effectiveness means
  - generate evaluation questions
  - identify what baseline data needs to be collected in order to demonstrate evidence of change
- Program planning
  - outline existing gaps and/or inconsistencies in a program and how the planned inputs and activities can target those gaps
- Program management
  - identify what to track and monitor to better manage results
  - serve as a foundation for creating budgets and work plans
- Communication
  - show stakeholders at a glance what a program is doing (activities) and what it is hoping to achieve (outcomes), emphasizing the link between the two
  - communicate the purpose of the program to others
- Consensus-building
  - build a common understanding and promote buy-in among both internal and external stakeholders about what a program is, how it works, and what it is trying to achieve
- Funder accountability
  - demonstrate to funders that you have purposefully identified what your program will do, what it hopes to achieve, and what resources you will need to accomplish your work.

For these reasons, you can see why it is ideal to develop a logic model at the beginning of a program and review it on a periodic basis (e.g. once a year) to ensure that it still accurately reflects the program.

## Overview of Logic Models

Logic models usually include:

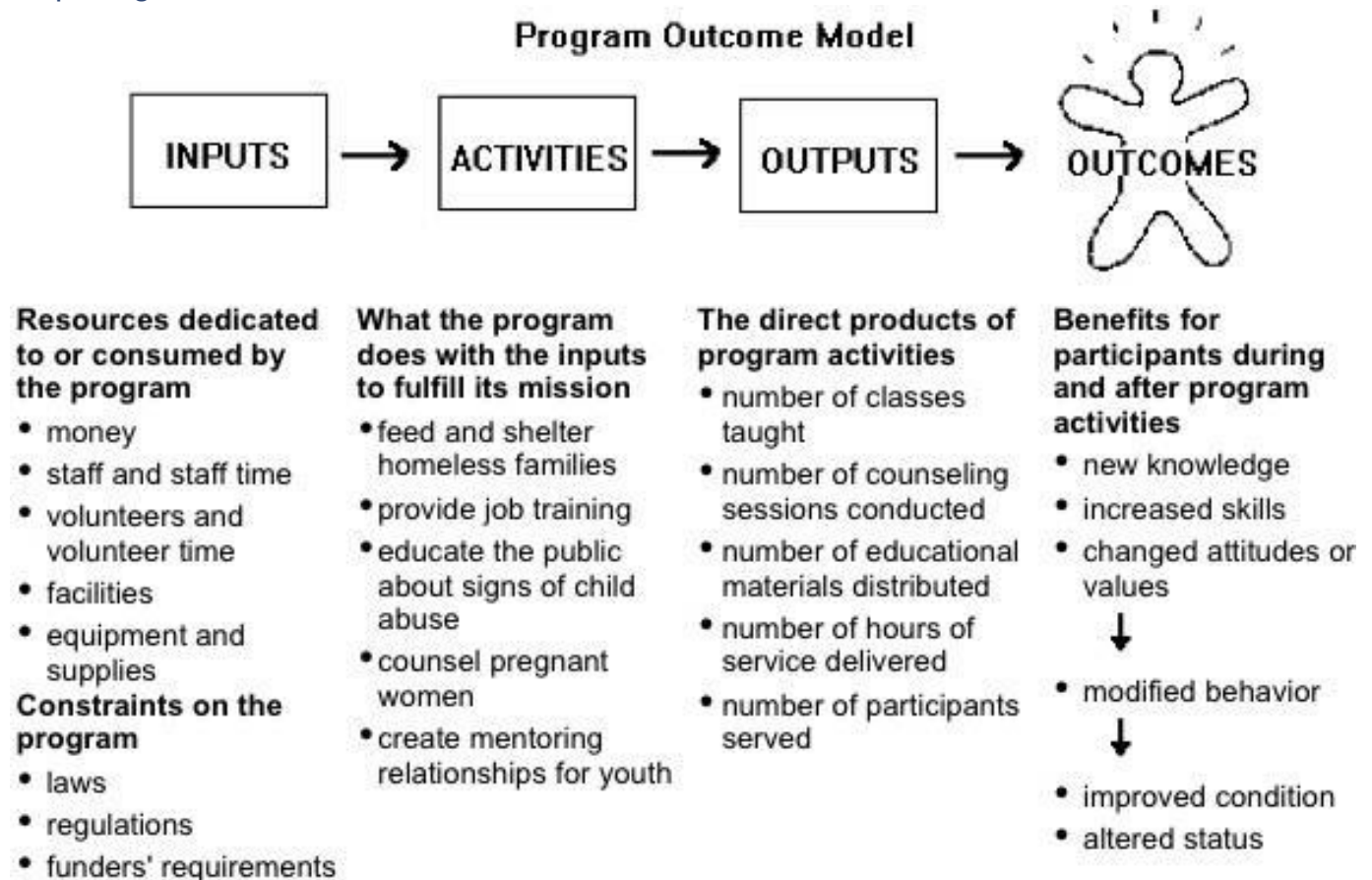
- Inputs
- Activities
- Outputs
- Outcomes

Other things that can be included in a logic model are:

- Reach
- Purpose
- Situation/context/rationale for the program
- Constraints
- Enablers
- Mission or vision

Have a look at this widely used example of a simple logic model below:

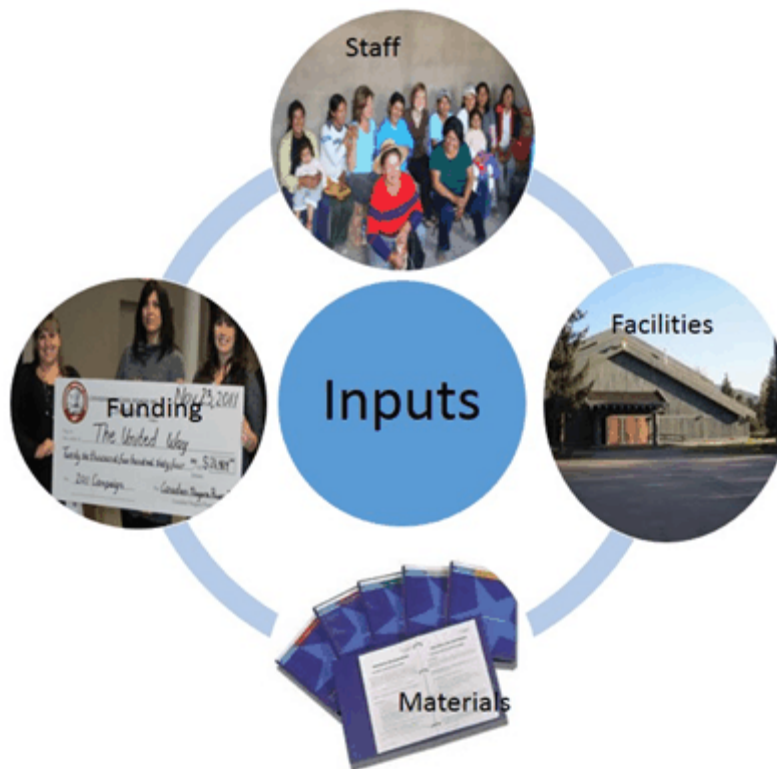
### Simple Logic Model



(United Way of America, 1996)

## Inputs

Inputs are the resources required to carry out the program. They typically include things like facilities, staff, equipment, materials, and funding.



## Activities

Activities are what the program does to meet its outcomes, goals, or objectives, for example:

- Train peer educators
- Deliver prevention workshops
- Distribute clean needles
- Develop partnerships

### Tips for Writing Activities:

- Use action verbs.
- Activities can be grouped under headings to show the different areas of work that your initiative is involved in. For example, under the heading of 'Education' you might include activities such as: develop curriculum, hire facilitator, promote event, and recruit participants. Other headings or groupings of activities might be Partnership Building, Policy Development or Knowledge Exchange.
- List activities in chronological order (if appropriate).

## Outputs

Outputs are the direct products or services stemming from the activities of the policy, program, project. Outputs are what is produced through the program.

### Tips for Writing Outputs:

- Outputs are usually things that can be counted and are often written with a #, numeric value or specific target.
- Each output usually relates to one activity, which is the direct "product" or "deliverable" of that activity.
- Outputs link with and create conditions for project outcomes, therefore ensuring that each output feeds into a corresponding outcome.
- List outputs in chronological order.

## Outcomes

Outcomes are the changes or benefits that happen as a result of a program or intervention. These can be changes in:

- Knowledge
- Skills
- Attitudes
- Behaviours or practices
- Conditions (e.g., prevalence, incidence, morbidity, mortality)
- Physical and social environments
- Policies, legislation, government direction, etc.

For example:

- Decreased incidence of injuries among youth aged 15-24 (condition)
- Increased kindergarten readiness (condition)
- Expanded organizational policy regarding falls prevention (policy)
- Greater adoption of healthy behaviours (behaviour)
- More bike racks (physical environment)

Note that outcomes can be both **anticipated**, e.g., decrease in gambling, and **unanticipated**, e.g., decrease in government funding for social programs. We also categorize outcomes as either **short**, **intermediate**, or **long-term**. More on that coming up.



*It's not how many  
worms the bird  
feeds its young,  
but how well the  
fledgling flies.*

(United Way of  
America, 1998)

### Tips for Writing Outcomes:

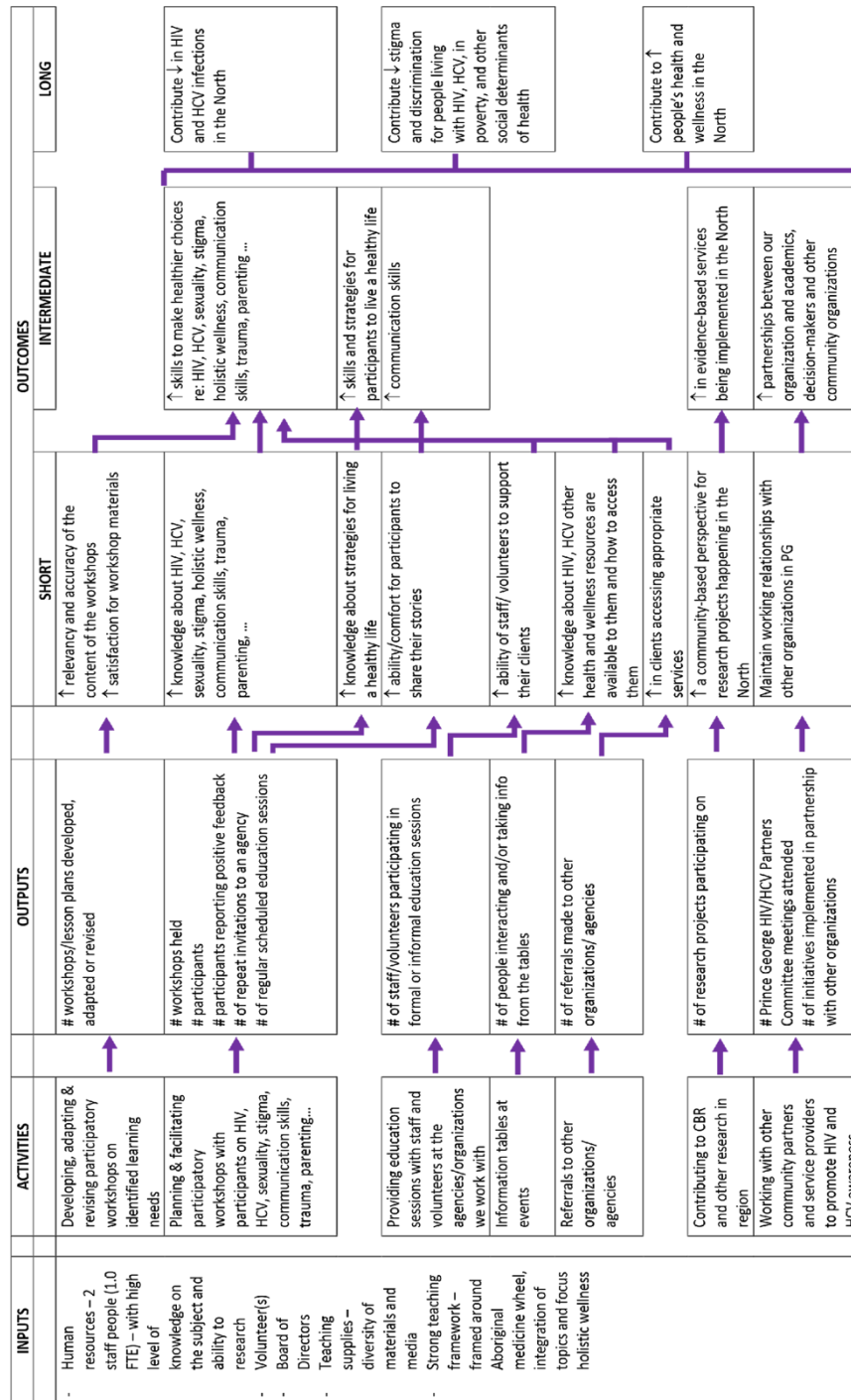
- Ensure each outcome includes a direction of change, e.g., increased, decreased, reduced, expanded, improved, better, more, etc.
- When deciding on outcomes, recognize that changes in awareness and knowledge tend to come before changes in attitudes, and that changes in attitude tend to come before changes in behaviour.
- Changes in behaviour often require more time and resources to measure than knowledge and attitudes.
- If you need some ideas for outcomes, look back at the program's goals. These may be formally documented or not. Often, long-term outcomes are just goals written in the past tense.

### Other Logic Model Examples

So, with these concepts in hand, have a look at the real-life examples in the pages that follow. These examples of logic models reflect different writing or presentation styles (e.g., down or across the page or using creative formats) that can tap into different levels of complexity.

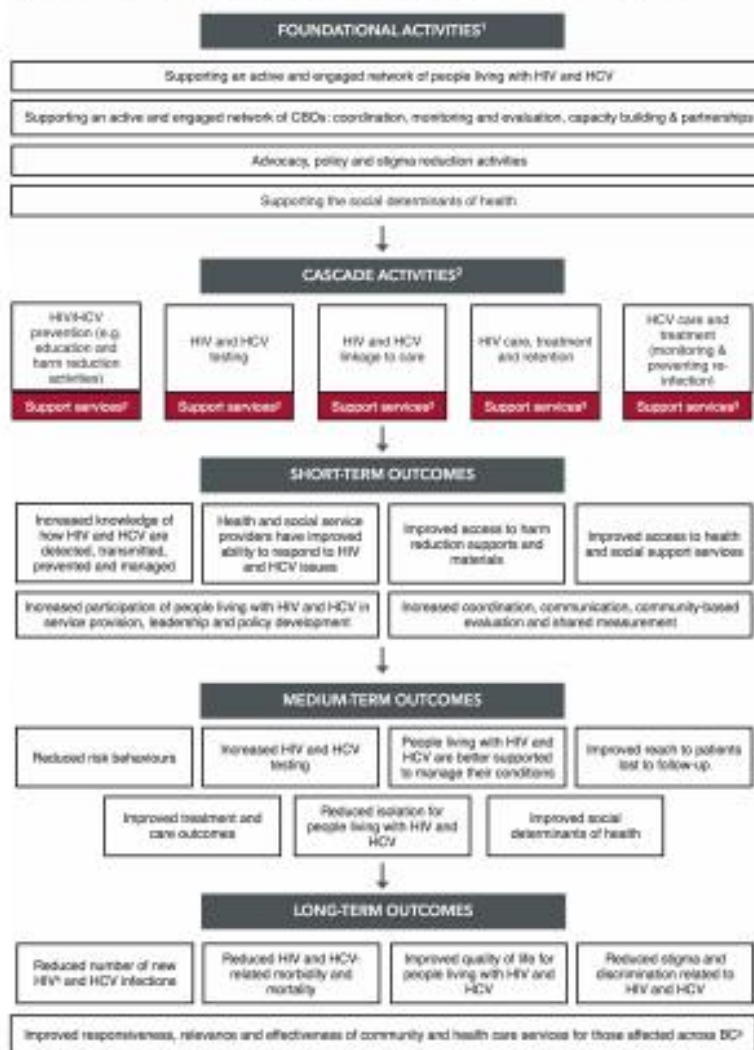


# An Organizational Logic Model (draft) by Northern HIV and Health Education Society (2015):



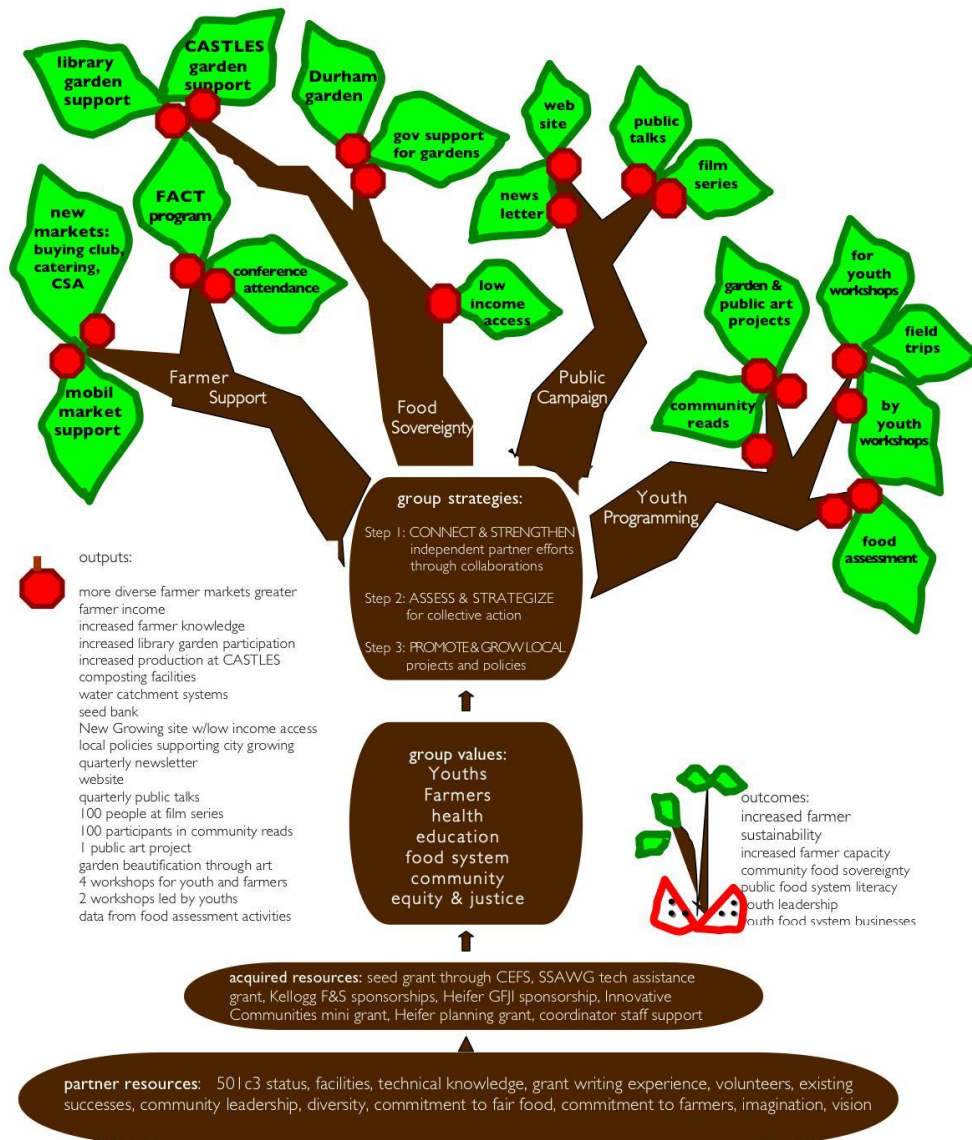
## A Sectoral Logic Model (PAN and PHSA, 2015):

**Figure 1. Logic model: Community-Based HIV and Hepatitis C Sectors in BC**



1. Important cross-cutting activities that are essential to the success of the cascade of prevention and care in BC.
2. Activities that take place along the cascade of prevention and care for BC.
3. Community-based organisations (CBOs) provide many support services to ensure people are engaged and retained throughout the cascade of prevention and care, such as counselling services and transportation to medical appointments. Note that such support services are also provided by other types of agencies and are essential to people's success along the cascade.
4. Ministry of Health. (2014). From Hope to Health: Towards an AIDS-free Generation. Retrieved from: <http://www.health.gov.bc.ca/library/publications/year2014/from-hope-to-health-aids-free.pdf>
5. Adapted from: Ministry of Health. (2014). Setting Priorities for the B.C. Health System. Retrieved from: <http://www.health.gov.bc.ca/library/publications/year2014/setting-priorities-BC-health-system.pdf>

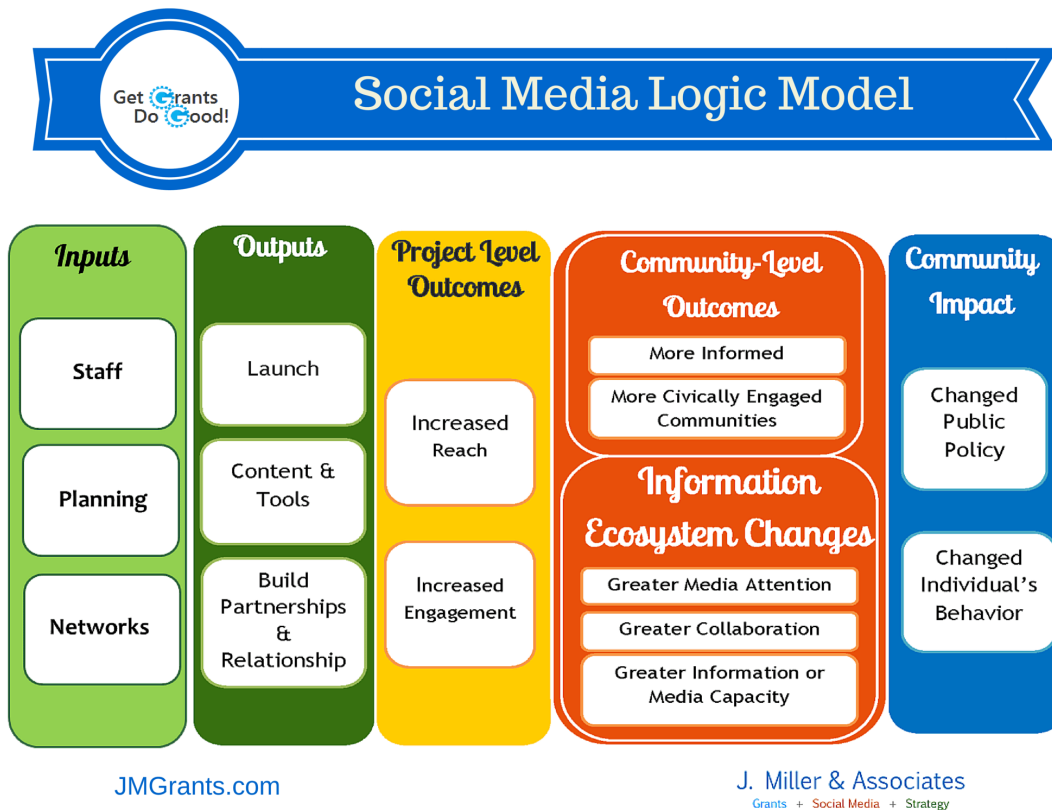
There is no cookie cutter mould for a logic model – they are built to fit the program. Take this logic model for Wayne Food Initiative (2008), for example, which includes community partners & youths in building a local, sustainable food system in Wayne County, North Carolina.



Wayne Food Initiative – WFI 2008/09

Logic models can also be simple and concise...

Social Media Logic Model (Miller, 2015)



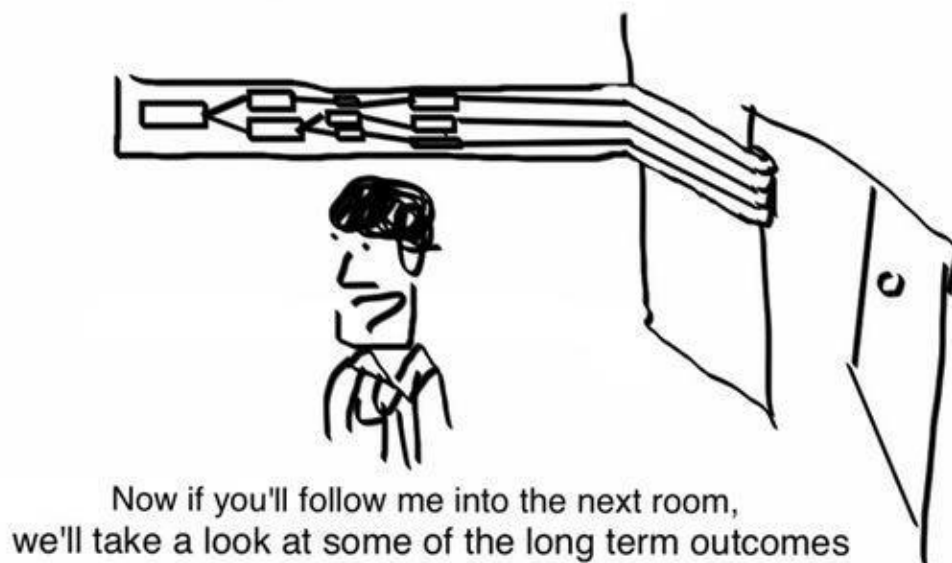
### Is It a Short-Term or Intermediate Outcome?

As mentioned, logic models usually identify three groupings of outcomes - short, intermediate, and long-term (some people refer to long-term outcomes as impacts). How do you determine whether your outcome is short-term, intermediate, or long-term, and how much time does each period entail? These are common questions and the bad news is there is no definitive timeline. The good news is that your logic model is **your own rational argument** (or theory of change) for what the program can achieve and when. So you have control over how you tell the story of your program.

Here are four guidelines that can help you place your outcomes in the right column:

- **Chronological** - short-term outcomes must always precede intermediate outcomes, and so on.
  - Changes in awareness and knowledge take place before changes in behaviour, so are often depicted as short-term outcome
  - Change in behaviour is often an intermediate-term outcome
  - Change in social and environmental conditions are often long-term outcomes
- **Ease of Measurement** - the data for short-term outcomes are typically easier to access than data for longer term ones.
- **Degree of Influence** - program activities tend to have more direct influence on short-term outcomes and less on intermediate and long-term outcomes.
- **Level of Impact** - short-term outcomes typically have an impact at the individual level, while long-term ones are more likely to impact the organizational, community, or population level.

Logic Model Tip: Models do not need to be drawn to scale



[freshspectrum.com](http://freshspectrum.com)

## Contribution versus Attribution

One of the key things practitioners want to know about programs is whether or not they are effective, meaning, did the programs cause the changes that are observed in the outcomes of interest? For example, if you are providing a lunchtime drop-in program for at-risk pregnant and new mothers, how do you know what part this program plays in improved child development, the long-term outcome of this program? Showing causality is difficult in public health because of the complexity of public health outcomes. Most outcomes will be influenced by multiple things, not just the one program.

The fact is that most evaluation studies are only able to show relationships, not cause and effect. To show cause and effect it is necessary to have:

- An association between a causal factor and an effect
- A logical time sequence
- Elimination of other possible causes
- Consistent association across trials/tests/cases
- Agreement with known facts or theory
- A dose - response relationship (The Health Communication Unit, 2002)

There are a number of ways evaluators deal with this challenge.

First, evaluators look for a program's contribution (i.e., evidence that the program influenced or contributed to an outcome) rather than trying to prove that the program was the only "cause" of the outcome (i.e., that the outcome can be attributed to the program).

Second, evaluators use the theory of change that identifies the linkages between short, intermediate and long-term outcomes. We have noted that program activities tend to have a more direct influence on short-term outcomes than intermediate and long-term outcomes. So, if the evaluation can show a direct link between program activities and immediate outcomes, then evidence supporting the theory of change (the linkage between short, intermediate and long-term outcomes) can be used to extrapolate the contribution of the program to the long-term outcomes.

This is where the distinction between short, intermediate, and long-term outcomes is most useful. Evaluators want to be able to show that improved prenatal nutrition in the target group can be **attributed** to the lunchtime drop-in program for at risk pregnant women, and that improved prenatal nutrition **contributes** to an overall decrease in low birth weight rates in the community.

## How to Develop Your Logic Model

As the evaluator, you can develop a first draft of a logic model on your own, then involve the evaluation stakeholders in reviewing and revising it. You will need to be very familiar with the program to understand the program activities and expected outcomes.

A better way, particularly if you are practicing participatory evaluation, is to **co-develop the logic model with the program stakeholders**. This activity can be done in an in-person meeting or over the internet using screen sharing applications so everyone can see the evolving model. Depending on the complexity of the program and the amount of stakeholder consensus, it will take about two hours to develop the model and refine it.

Do a little bit of research - review the literature - before the meeting to find examples of logic models of similar programs. This may give you some good ideas to incorporate in your logic model.

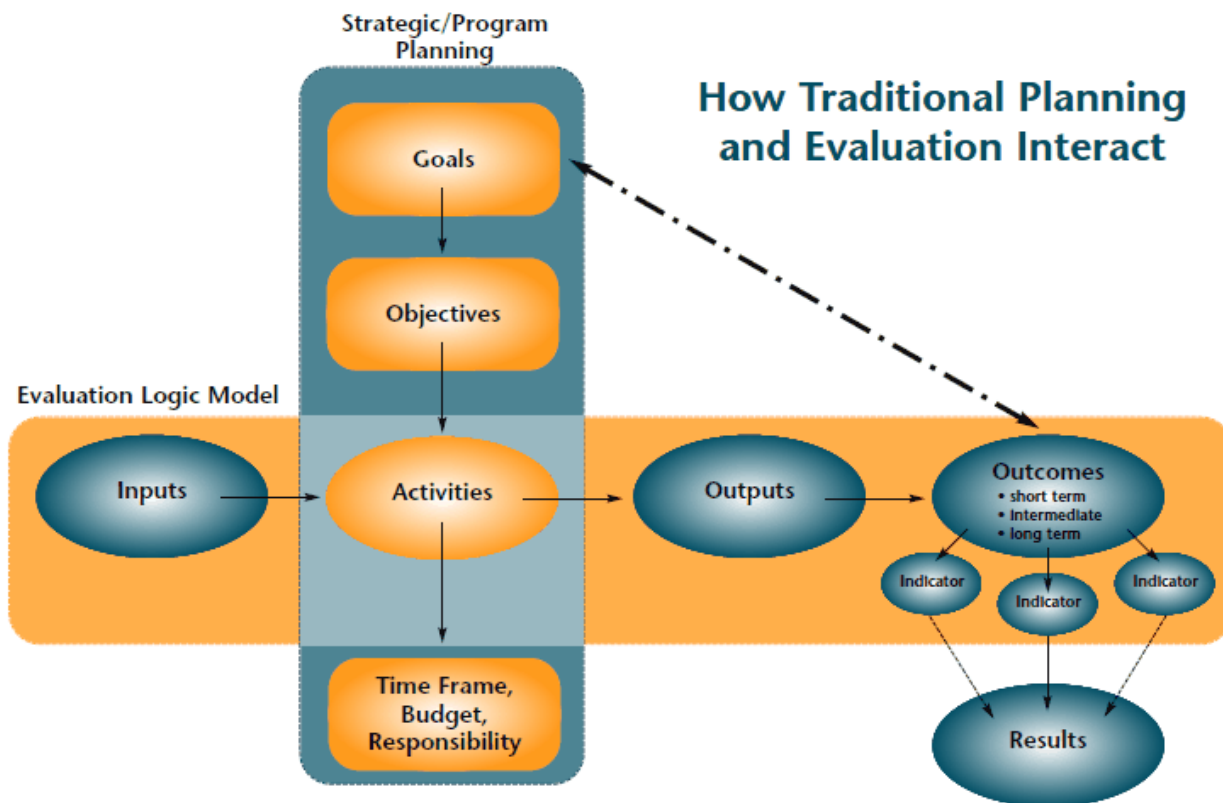
Here are some additional tips:

- It is important to note that evaluation is both an art and science, and there is no one “right” way to format your logic model.
- Ideally, logic model development is an iterative process between you and the evaluation’s stakeholders. Don’t worry or expect your logic model to be perfect the first time.
- The order that you complete the logic model doesn’t matter. You can start with listing activities and work through to outcomes or start with outcomes and work your way back to activities.
- If you get **stuck**, use Post-it™ notes (that’s why they’re called **stickies**) and follow this advice - **“When in doubt, write it out, then move it around.”**
- Creating a logic model is not just an exercise in filling in each square in a matrix. It must follow a theory of change that makes logical sense to you. We’ve seen people develop circular logic models because it made more sense to them.
- When you are finished, ask yourself: Would a layperson understand how the inputs and activities contribute to the achievement of the outcomes, e.g., the underlying assumptions and Theory of Change and the connections you are making? Can it be a stand-alone communication tool? Test it out with someone who doesn’t know the program. Does it make sense to them?



## What About Goals and Objectives?

For those of you who are more familiar with talking about your program's goals and objectives rather than outcomes, have a look at the diagram below (Community Solutions, n.d.). This visual is one evaluator's take on how the logic model intersects with traditional strategic planning terms.



## Limitations and Pitfalls

As useful as logic models are, they have several limitations that you should be aware of...

- Logic models only represent intentions, not reality. Some people choose to specify additional mitigating factors such as:
  - Assumptions
  - External factors
  - Constraints
  - Enablers



- Logic models are ideally developed at the beginning of a program. However, programs are non-linear, complex, dynamic, and operate in real-time, so don't let what you've put in your logic model stifle the need to adapt and innovate when necessary. If you need to change your program activities, then do so! Just make sure your outputs and outcomes reflect those changes.
- Sometimes, the most important outcomes are ones you don't anticipate, i.e., emergent or unanticipated outcomes. Don't develop evaluation blinders where you fail to see what's happening beyond what's in your logic model.
- Because of the linkages shown between short, intermediate and long-term outcomes, logic models may lead to the impression that these outcomes will be achieved in a direct linear fashion, when in reality, the road to change is much more complex and dynamic. Remember that logic models are meant to communicate program intentions. To counter this, many people end up including multiple connecting lines in their logic models. These lines portray a more dynamic flow but they can also create a very confusing and cluttered logic model. Find a format that is best suited to your program and context.

#### Here are a Few Other Pitfalls to Watch Out for...

- Thinking your logic model has to be "correct"
- Thinking your logic model is static and can never change
- Spending too much time on it
- Focusing too much on outcomes without adequate attention to inputs and outputs and the logical relationships that connect them to outcomes

## **ACTIVITY BOX: Case Study Logic Model**

You will need: your case study example, sticky notes, markers, a wall, neutral third person (who will not be working on this activity). Follow these steps:

- Each person silently brainstorms all inputs, activities, outputs or outcomes that come to mind. Do not organize them just do a simple brain dump (10 mins)
- Come together in your group and start organizing these into: inputs, activities, outputs and outcomes – which ones go together? (5 mins)
- Now setup your logic model framework – create a blank logic model (5 mins)
- Start to place your sticky notes in the proper columns and think about what order they should be in, in each column (15 min)
- Stand back, take a fresh look, find someone who hasn't been working on this project and see if they understand your logic model (5 min)

### **Group Discussion Questions (15 min):**

- What did you learn doing this exercise? Were you successful in communicating the program plan and theory of change over time?
- What was tricky? What would you do differently next time?
- What do you think are the most important things to remember when creating a logic model for an evaluation study?

## MODULE 5: Evaluation Plans and Frameworks

In our last lesson we looked at logic models and the roles they play in evaluation. Once you have developed your logic model you can develop a comprehensive evaluation plan.

### Lesson Objectives:

At the end of this lesson you will be able to:

- Explain the purpose of an evaluation plan
- List the components of a comprehensive evaluation plan
- Develop evaluation questions for an evaluation plan
- Select indicators to answer the evaluation questions

### What Is an Evaluation Plan?

An evaluation plan is like a road map for how an evaluation is to be conducted.

You may find that the terms ‘evaluation plan’ and ‘evaluation framework’ are frequently used interchangeably in the field. You may also see evaluation plans called:

- Evaluation designs
- Outcome measurement frameworks
- Impact measurement frameworks
- Results-based management and accountability frameworks
- Performance measurement strategies

In this course we are going to distinguish between the evaluation plan and the evaluation framework. The evaluation plan includes an evaluation framework and other components that explain how the full evaluation will be conducted (e.g., the stakeholder engagement plan, the data collection and analysis plan, and the communication plan); in contrast, the evaluation framework identifies what will be evaluated and how it will be evaluated.

An evaluation plan should be reviewed by the evaluation sponsor and key project stakeholders to ensure:

- Stakeholder understand and approve of the evaluation
- The evaluation is answering the right questions and using methods and tools that are appropriate given the program context
- That time and resources are available to conduct the evaluation

## Evaluation Plan Overview

A comprehensive evaluation plan contains several pieces. There are many different ideas and versions of what should go into an evaluation plan. Below are some of the common components you will find in a comprehensive evaluation plan:

- Program description
  - Overview of program
  - Needs assessment or rationale for the program
  - Logic model or theory of change
- Stakeholder engagement strategy
- Evaluation framework
  - Evaluation questions
  - Literature review supporting the evaluation
  - Indicators
  - Data collection and analysis plan
- Budget (covered later in this course)
- Work plan (covered later in this course)
- Communications plan (covered later in this course)

There are many examples of evaluation planning tools on the web. There is an example of an evaluation planning template included in the [REACH Evaluation Toolkit Workbook](#) (Appendix A) that you may choose to use.

Let's look at each of these components of an evaluation plan in more detail.

## Program Description

The development of a good evaluation plan requires a solid understanding of the program to be evaluated. Including the program description in the evaluation plan allows stakeholders to determine if you have a good understanding of the program. It also provides an opportunity to make sure that different stakeholders have a common understanding of the program. Information you might want to include in the program description are:

- Specific need(s) addressed
- Origin or purpose of the program
- Original mandate
- Program clients or target population
- Other stakeholders
- Frequency of program activities
- Duration of the program
- Funding sources and program budget
- Stage of development or implementation
- Context of the program or organization

Some of the ways you can learn about a program are:

- Review background documents (reports, strategic plans, or proposals)
- Visit the program website
- Study program data
- Talk to program stakeholders
- Observe the program activities in-person

A well-written and accurate program description is necessary for building trust between the evaluator and stakeholders as it demonstrates that you as the evaluator “get” the work they do.

## Needs Assessment or Rationale for the Program

In this introductory section of your evaluation plan, you should include information on why the program is being implemented. This description could include a summary of any needs assessments

that were conducted or a summary of the evidence-base for the programming (i.e., the theory of change for the program).

### Logic Model or Theory of Change

As discussed in the previous lesson, logic models or theories of change make the connections between program or policy inputs, activities, outputs and benefits explicit and are a critical component of the program description.

### Evaluation Questions

The next step in developing your evaluation plan is to determine what questions the evaluation is going to answer.

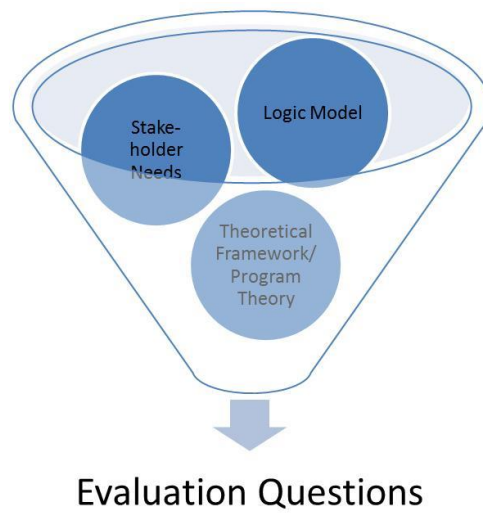
Evaluation questions are necessary to:

- Focus the evaluation on the most important information
- Identify what to measure

Evaluation questions should be developed based on:

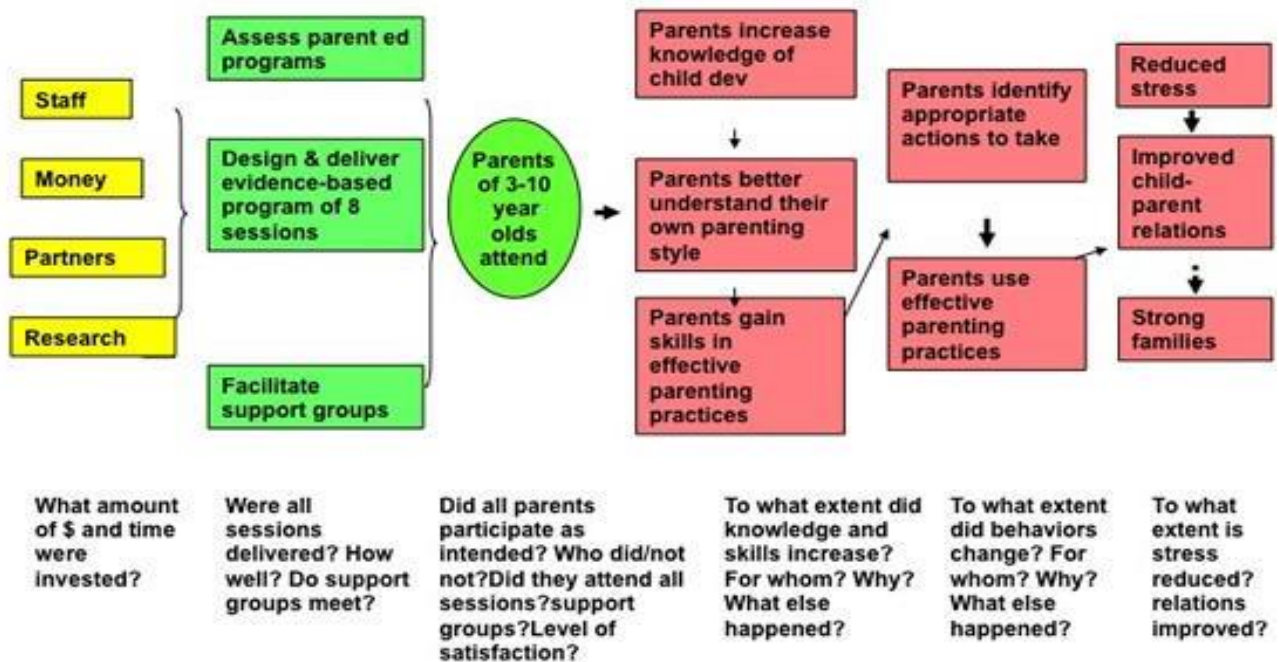
- Stakeholder need
- Outputs and outcomes identified in the logic model
- Theoretical framework or program theory

## Sources of Evaluation Questions:

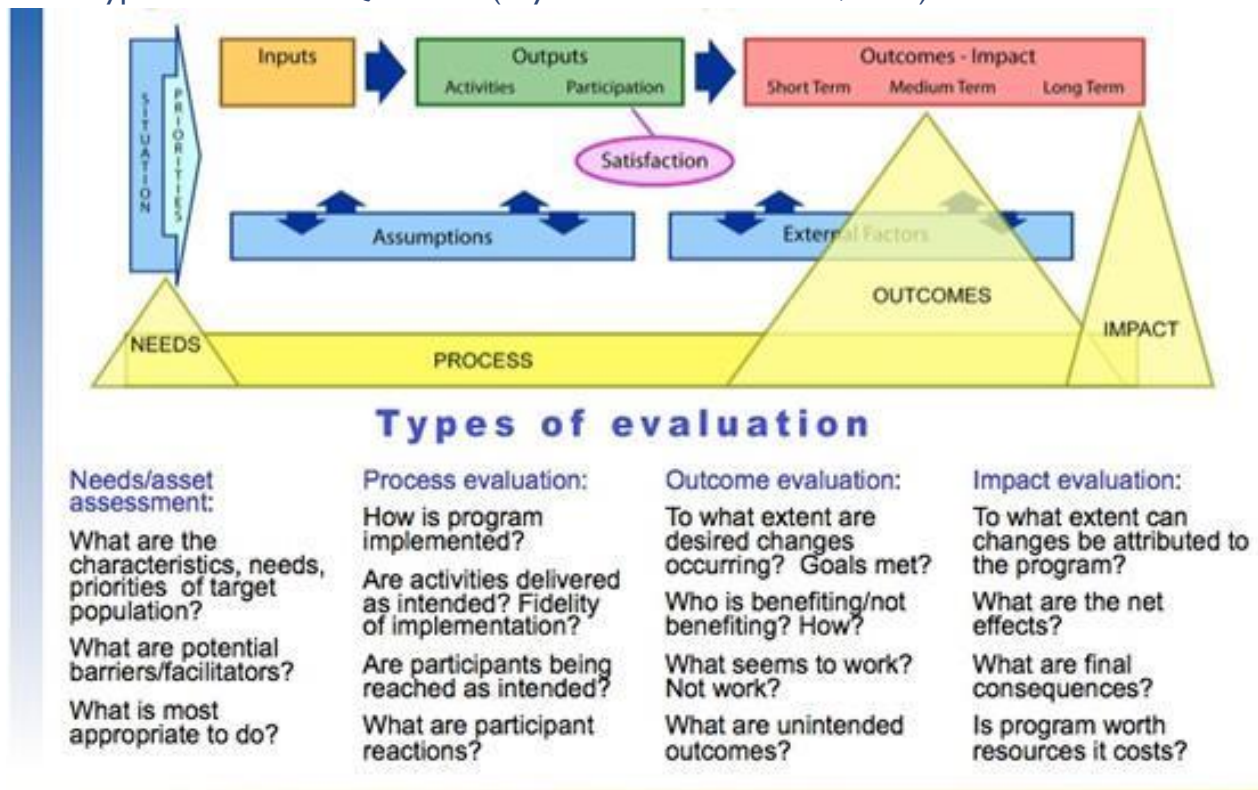


Below are two examples that show the evaluation questions that emerge from a logic model.

## Sample Evaluation Questions for a Parenting Education Program (Taylor-Powell and Henert, 2008)



## Different Types of Evaluation Questions (Taylor-Powell and Henert, 2008)



## Prioritizing Evaluation Questions

Because of time and resource constraints, it is not usually possible to evaluate everything we'd like. Therefore, we must be selective and strategic in deciding what to evaluate.

*"What gets measured gets done, so make sure you measure the important stuff"*

-Michael Quinn Patton

To help prioritize your evaluation questions, think about:

- Which questions are the most relevant, realistic, and useful to guide decision-making?
- What do stakeholders want the evaluation to accomplish?
- Which questions can demonstrate program impact?
- What will you want to tell others who are interested in your program?
- Which questions are mandatory if you are following a third-party accountability framework (e.g., funder agreement)?



THINK... What is important to KNOW and SHOW?

(Vancity Community Foundation, 2011)

### ACTIVITY BOX: Evaluation Question Brainstorm

Using the logic model you completed for your chosen case study in Module 4, write down as many relevant evaluation questions as you can think of. When you are done, refer back to the criteria presented earlier to help you identify the top three evaluation questions you generated during your brainstorming session.

### Literature Review

Once you have identified your evaluation questions (and possibly even before), it is good practice to conduct a brief literature review to determine if there are any existing evaluations of similar types of programs. The literature review will help you:

- Learn how the outcomes of interest have been conceptualized and operationalized in other evaluations
- Identify questions asked in other evaluations
- Identify measures, study designs, and/or data collection tools used in other evaluations
- Determine whether or not an evaluation is actually necessary, e.g., if a more rigorous one already exists in the literature, is it necessary to do one yourself?
- Compare your findings to evaluations of similar programs

The steps in conducting a literature review are covered in detail in this post entitled: [\*The Literature Review: A Few Tips On Conducting It\*](#)<sup>1</sup> from the University of Toronto (find it in Other Resources tab of your training binder).

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<sup>1</sup> <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

## Developing Indicators

Now that you have developed your evaluation questions, you will need to figure out what information you will collect to answer your questions. This step requires developing indicators.

### Indicators

Indicators are specific, observable, and measurable changes that tell us an outcome has been achieved.

Indicators turn intangible or abstract outcomes (or concepts) into something more tangible and concrete that can be measured. They literally indicate what data you will collect as evidence that your outcomes have been achieved. Another way of thinking about an indicator is a proxy for an outcome you can't directly measure.

### THINK...

**Intangible Outcome + Indicator = An Outcome That Can Be Measured**

### Fairy Tale Outcomes and Indicators

To start, let's look at some simple examples of indicators for common fairy tale outcomes...



### Example Fairy Tale Outcomes and Indicators

Fairy Tale	Outcome	Indicator
Cinderella	<i>Happily ever after</i>	<ul style="list-style-type: none"> <li># of new shoes in closet</li> <li>Cinderella's self-reports of increased happiness</li> </ul>
Three Little Pigs	<i>Greater housing security</i>	<ul style="list-style-type: none"> <li># of houses still standing</li> </ul>
Goldilocks and the Three Bears	<i>Greater sense of community</i>	<ul style="list-style-type: none"> <li># of visits from a nosy little girl</li> </ul>
Little Red Riding Hood	<i>Improved quality of life for seniors</i>	<ul style="list-style-type: none"> <li># of visits from a wolf</li> </ul>
Snow White	<i>Improved quality of life</i>	<ul style="list-style-type: none"> <li># of hours spent cleaning up after seven little men</li> </ul>

### Public Health Outcomes and Indicators

Here are some examples relevant to public health programs:

Outcome	Quantitative Indicators	Qualitative Indicators
Decreased incidence of low birth weight	<ul style="list-style-type: none"> <li>Rate of live born infants that weigh less than 2500 g [for a given time period].</li> </ul>	
Decreased exposure to second-hand smoke in vehicles and public places	<ul style="list-style-type: none"> <li>Rate of non-smoking population aged 12 and under who report being exposed to second-hand smoke in private vehicles and/or public places every day or almost every day during the past month.</li> </ul>	<ul style="list-style-type: none"> <li>Parents describe ways they have changed their smoking behaviour in vehicles and public places.</li> </ul>

<p><b>Improved water quality</b></p>	<ul style="list-style-type: none"> <li>• Number of boil water advisories (BWAs) issued by the medical officer of health by household-days affected.</li> <li>• Number of drinking water advisories (DWAs) issued by the medical officer of health by household-days affected.</li> </ul>	<ul style="list-style-type: none"> <li>• List of programs and policies implemented by municipality to improve water quality.</li> </ul>
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(Adapted from: Association of Public Health Epidemiologists of Ontario, 2012)

Indicators can be used to operationalize both outputs and outcomes. This is another area of evaluation practice where there are a number of different terms that are used. Indicators may also be called:

- Outcome indicators
- Performance indicators
- Key performance indicators (KPI)
- Performance measures
- Performance criteria
- Metrics
- Success criteria

### SMART or SMARTER Indicators

Because you want to ensure that your indicators turn the ‘un-measurable’ into the ‘measurable’, a good rule of thumb to follow when writing indicators is to make them SMART(ER) as per the figure below. The SMART(ER) concept is probably already familiar to many of you who have written SMART(ER) objectives.

<b>S</b> pecific	Should be clear to people with a basic knowledge of the issue or program and clearly articulated, well defined and focused
<b>M</b> easurable	Should have the capacity to be counted, observed, analysed, tested, or challenged.
<b>A</b> chievable	Should be realistic, practical and attainable within the program scope dependent upon availability of resources, knowledge and timeframe
<b>R</b> ealistic	State what results can realistically be achieved, given available resources
<b>T</b> ime-bound	Should have clear deadlines express

<b>Ethical</b>	Should carefully consider issues pertaining to ethics and the protection of participants
<b>Relevant</b>	Should provide information which is relevant to the process and stakeholders

### Targets

Indicators may also have specific targets or benchmarks associated with them.

### Example Indicators with Targets

Outcome	Indicator	Target
<b>a) Increased detection of breast cancer</b>	<ul style="list-style-type: none"> <li>Proportion of women aged 50-69 reporting having a screening mammogram in the past two years.</li> </ul>	<ul style="list-style-type: none"> <li>70% of women in target age group are screened every two years.</li> </ul>
<b>b) Decreased screen time for children</b>	<ul style="list-style-type: none"> <li>Prevalence of frequent leisure-time television or video viewing (15 or more hours per week).</li> </ul>	<ul style="list-style-type: none"> <li>14 or less hours per week.</li> </ul>

### Multiple Lines of Evidence/Triangulation of Findings

An important point to remember when developing indicators is the concept of ‘Multiple Lines of Evidence,’ or ‘Triangulation of Findings,’ as it is also known. Using multiple lines of evidence will increase the overall reliability and validity of your evaluation and boost stakeholder confidence in the conclusions.

Employing multiple lines of evidence basically means:

- Identifying and measuring more than one independent indicator for each outcome in your evaluation
- Using a combination of qualitative and quantitative data collection strategies (“mixed methods”) and qualitative and quantitative indicators
- Collecting data from different groups of stakeholders or across different contexts

There are many benefits to employing multiple lines of evidence. They can:

- Compensate for weak information in any one area
- Balance strong views provided by different program stakeholders
- Balance qualitative and quantitative data

(Canadian Evaluation Society, 2007)

## Selecting Indicators

There is no shortage of indicators you can use to measure your outcomes. You will likely discover that as you brainstorm indicators for each outcome, you will not be able to measure all of them due to budget or time constraints, or because the data are not feasible to collect. As with your evaluation questions, you will again have to prioritize.

Below is a checklist to help you select the best indicators possible:

### Checklist for Strong Indicators

- Valid - Does the indicator actually measure the result?
- Reliable - Is the indicator a consistent measure over time or over multiple uses?
- Sensitive - When the result changes, will the indicator be sensitive to those changes?
- Simplicity - How easy will it be to collect and analyse the data?
- Useful - Will the information be useful for decision making, learning, and program adjustment?
- Affordable/Accessible - Can the program afford to collect the information?

Choose performance indicators that provide the best possible measurement of the results achieved within the budget available and, wherever possible, use existing sources and data-collection methods. Look for a balance between **rigour** and **realism** (Global Affairs Canada, 2008).

## Evaluation Framework

Now that we have developed the evaluation questions and indicators for measuring them, we will organize them into the evaluation framework like the sample below.

Recall that earlier in this lesson, we said an evaluation framework identifies what will be evaluated and how it will be evaluated and it is one of the components of a complete evaluation plan. An evaluation framework can also be called:

- Evaluation matrix
- Data collection strategy or matrix
- Outcomes measurement framework
- Performance measurement framework
- Results-based framework
- Evaluation design
- Impact measurement framework

### Sample Evaluation Framework

Evaluation Question	Indicator	Data Source	Data Collection	Timing	Responsibility
1. In what areas of public health do EVAL1 learners work?	•	• PHAC online registration files	• Records review	• Post-module	• Suzy Evaluator
2. Do EVAL1 learners apply their new knowledge back on the job?	<ul style="list-style-type: none"> <li>• # of logic models developed</li> <li>• # of evaluation plans written</li> <li>• learners self-report increased application</li> </ul>	• Past learners	<ul style="list-style-type: none"> <li>• Post-module survey</li> <li>• Interviews with learners</li> </ul>	• 6 and 12 months post end of module	• Bob Evaluator
3. Is there greater use of evaluation results in our decision-making?	• staff and managers self-report increased use	<ul style="list-style-type: none"> <li>• Past learners</li> <li>• department managers</li> <li>• other key informants</li> </ul>	• interviews	• 6 and 12 months post end of module	Suzy Evaluator

As you can see, the evaluation framework tells you everything you need to know about what will be evaluated (through the listing of evaluation questions) and how it will be evaluated (the indicator, data source, data collection method, data collection time period), and who will be responsible for collecting the data. Don't worry about the Data Source and other columns for now, we will look at how to complete them later in the course. You can find an Evaluation Framework template in the [REACH Evaluation Toolkit Workbook](#) (Appendix A).

As we mentioned in the previous lesson, evaluation is both an art and science, and there is no one “right” way of displaying your evaluation framework. You need to select a format that is appropriate for your evaluation stakeholders and the requirements of your evaluation. The development of the full evaluation plan should be an iterative process between you and the stakeholders of the evaluation.

### **ACTIVITY BOX: Developing Indicators**

Working quietly by yourself:

- Use your case study logic model and look at the outcomes. Select one outcome and write three indicators (quantitative and/or qualitative) for measuring it. Remember to employ the concept of multiple lines of evidence.
- When you are finished, write your outcome and indicators on sticky notes and post them on the wall.

As a group, discuss whether the indicators you individually brainstormed fit the criteria of being SMART(ER). Do they meet the requirements for strong indicators?



# MODULE 6: Evaluation and Ethics

## Lesson Objectives

At the end of this lesson you will be able to:

- Describe the importance of ethics in evaluation
- Identify key ethical standards and principles
- Apply ethical standards and principles in an evaluation context

## *Let's Get Ethical!* Learning Module

In this module, you will engage in a self-learning online tool called “*Let's Get Ethical! Ethical Considerations in Program Evaluation*” (Ontario Centre of Excellence for Child and Youth Mental Health, n.d.)

- Go onto <http://www.excellenceforchildandyouth.ca/let-s-get-ethical-ethical-considerations-program-evaluation#> and a new window should load. If a pop-up blocker is enabled, you can click on the green “Relaunch” button (underneath a character holding a wrench) to open the module.
- Simply follow along and press the “Next” button when a slide is finished. However, if you wish to repeat any of the slides, you can use the play bar to take yourself to a specific point of the current slide or press the “Prev” button to go back to the previous slide.
- The “Menu” panel on the left hand side can also guide the pace of your learning.
- The expected time required to complete the module without pausing or repeating is approximately 30 minutes.
- Please note:
  - This module contains audio and requires Adobe Flash Player.
  - This module was developed by the Ontario Centre of Excellence for Child and Youth Mental Health. Thus, certain slides may not seem relevant to the work you will be engaging with (e.g. Assent and CHEO assent guidelines under Lesson 3).
  - On the first slide of Lesson 3, the module instructs audience to download “Evaluation Example” by clicking on the green arrow. Unfortunately, this webpage does not work. However, the contents under these activities are still helpful so please go ahead and follow along the slides.



## Ethics Checklists and Institutional Ethics Review Boards

It is critical to keep ethical considerations at the forefront of evaluation planning and implementation. Both evaluation and research involve some level of risk, ranging from high to low risk, for the participants. It is this risk that makes it very important to go through an ethical process when designing and conducting an evaluation. It also allows evaluation teams to determine if the costs to participants are worth the benefits. Strategies to protect the rights and dignity of those who participate in the evaluation should be incorporated into the way that you design and carry out your project – it is important to consider risks at ALL phases of the evaluation. Many professional organizations have their own set of guidelines, including the [Canadian Evaluation Society](#) see below and the [Tri-Council Policy Statement](#) (TCPS).

It is important to note that it could be necessary to undergo an ethical review with an institutional review board, for instance if there is some debate about whether your work is closer to research than evaluation or if you intended to publish evaluation findings. First, know your organizations' policies with regards to whether you require an ethical review and under what circumstances. Second, you can use a tool like [ARECCI guidelines and screening tool](#) provided by Alberta Innovates Health Solutions to explore whether your project requires a formal ethics review (this guide has a lot of great resources relating to evaluation and ethics).

Finally, the [REACH Evaluation Toolkit Workbook](#) (Appendix A) provides a quick evaluation ethics checklist for you to complete that will get you thinking about ethical concerns (see below). Read through these questions and give yourself a checkmark if you have addressed the ethical concerns listed.

## Evaluation Ethics Checklist

	<b>EVALUATION TOOLKIT</b> <b>Evaluation Ethics Checklist</b>
<b>Ethical Issues to Consider</b>	
<p><b>1. Weigh the risks and benefits</b></p> <p>Have you assessed all potential evaluation risks for participants, communities, community-based organizations, third parties, and the members of the evaluation team? Do the benefits of participation outweigh the costs/risks to the participants? Here are some risk categories to consider:</p> <ul style="list-style-type: none"> <li>• Physical Hazard</li> <li>• Psychological risk</li> <li>• Damage to reputation, privacy or breach of confidentiality life</li> <li>• Non-compliance with applicable laws and regulations</li> </ul>	
<p><b>2. Obtain informed consent:</b></p> <p>Evaluators and evaluation teams must ensure that participants have provided consent for the evaluation that is:</p> <ul style="list-style-type: none"> <li>• Free (voluntary and will not impact services they may receive)</li> <li>• Informed (have been provided with all the information they need to make a decision, including benefits and risk of their participation)</li> <li>• Ongoing (provide information throughout the evaluation on how participation in the evaluation will impact a participant)</li> </ul> <p>How are you going to ensure that you have obtained informed consent?</p> <p><u>Here are some procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Including a consent form for any data collection relating to the project, includes information on who is leading the project, description of the project, how confidentiality will be ensured, compensation, where to go if you have questions, a note about voluntary participation (can withdraw at any time and will not impact their relationship with the organization)</li> <li>• If you want to follow-up with participants at a later date (to share findings, ask follow-up questions, etc.) the evaluation team will need to have consent to contact a participant after first contact</li> </ul>	

<p><b>3. Ensure privacy and the control of information</b></p> <p>Evaluators and evaluation teams have a responsibility to ensure the privacy, confidentiality and security of participants' personal information including:</p> <ul style="list-style-type: none"> <li>• Information that directly identifies a participant (name, health number)</li> <li>• Information that indirectly identifies a participant (date of birth, address, physical characteristics) that could be together used to identify an individual especially when a samples comes from a small group of people (deductive disclosure)</li> </ul> <p>Have you considered issues concerning respect for privacy and confidentiality? Will personal information be collected through assessment activities (including health, HIV status, attitudes, values, concerns, beliefs, habits, social networks, or socioeconomic status, etc.)? How will the confidentiality of this information will be preserved?</p> <p><u>Here are some procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Ensuring privacy and confidentiality</li> <li>• Anonymity of data where possible (assigning codes or pseudonyms)</li> <li>• Physical safeguards: locked filing cabinets, computer privacy filters</li> <li>• Administrative safeguards: development of organizational policies and procedures around access to and sharing of information, data storage and destruction</li> <li>• Technical safeguards: computer passwords, firewalls, data encryption</li> <li>• Reporting data breaches or failures to participants</li> <li>• Aggregate data when appropriate</li> <li>• Assign unique IDs to data or using pseudonyms</li> <li>• Remove identifying information from qualitative data</li> </ul>	
<p><b>4. Safeguard fair and equitable treatment</b></p> <p>It is important that we are fair and equitable when evaluation teams decide about who to include in an evaluation. We want to make sure that we have a wide representation of people, groups and demographics in an evaluation.</p> <p><u>Here are some procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Unless an evaluation question is focused on a particular group (i.e. gay men or young Indigenous people) you must make an effort to include people of various backgrounds, ages and genders in your evaluation</li> <li>• If you are selecting participants based on certain criteria, you need to be transparent about this decision and it needs to be stated in the invitation to participate</li> </ul>	
<p><b>5. Consider conflicts of interest</b></p> <p>"A conflict of interest may arrive when activities or situations place an individual or institution in a real, potential or perceived conflict between the duties or responsibilities related to research, and personal, institutional or other interests" (TCPS, 2014).</p>	

<p>Relationships need to be examined carefully to identify and acknowledge conflicts of interest and evaluation teams must work to overcome any perceived or real conflicts of interest in an evaluation project.</p>	
<p><b>6. <i>Considerations for participatory and culturally safe evaluations</i></b>  When engaging in participatory evaluation have you engaged peers, people with lived experience, or the people who will be impacted by the program or evaluation in all levels of your evaluation? Has the evaluation considered culture? And is it culturally safe for participants?</p> <p><u>Here are some principles to consider:</u></p> <ul style="list-style-type: none"> <li>• Greater or Meaningful Involvement of People Living with HIV / AIDS (GIPA/MIPA)</li> <li>• individual and community empowerment</li> <li>• <a href="#">Indigenous Approaches to Program Evaluation</a> (National Collaborating Centre for Aboriginal Health, 2013)</li> </ul>	

# Principles of Research Ethics

Source: *Principles of Research Ethics Chart* by Community Research Ethics Network (2015)

<http://www.communityresearchethics.com/wp-content/uploads/2011/04/Principles-Chart-revised-March-2015.pdf>

Respect for Persons	Concern for Welfare	Concern for Justice	Respect for Community
<ul style="list-style-type: none"><li>• <b>Free and Informed Consent</b> Researchers will inform participants in clear language: what they will be asked to do; risks/benefits of participation; how their information will be used; their rights as a participant; etc.</li><li>• <b>Autonomy and Voluntariness</b> Potential participants understand that they will have the choice how or if their data will be used, without negative consequence</li><li>• <b>Vulnerability</b> All people, regardless of capacity, will be fully informed directly and/or through those authorized to make decisions on their behalf</li></ul>	<ul style="list-style-type: none"><li>• <b>Balance of Risks and Benefits</b> Harm to individuals, groups, and society, through the research process or its results, will be mitigated where foreseen. Harm may be: social, behavioural, psychological, physical, or economic</li><li>• <b>Participant Perspective</b> In all aspects of the research, participants' perspective and context (social, economic, cultural) will be considered</li><li>• <b>Confidentiality</b> Anonymity, confidentiality, and the privacy of participants, including any potential limitations, will be fully explained through the consent process</li></ul>	<ul style="list-style-type: none"><li>• <b>Equitable Treatment</b> All persons impacted by the research will be treated with equal respect and concern; the benefits of the research will be shared, where feasible, with all of those affected by its results</li><li>• <b>Appropriate inclusion</b> Individuals or groups will not be excluded from research for reasons unrelated to the research (e.g. gender, race, ethnicity, age, or disability)</li><li>• <b>Power</b> Researchers will be cognizant of, and work to mitigate, imbalances in power - between themselves and participants, among individual participants, or between participants and the groups to which they belong</li></ul>	<ul style="list-style-type: none"><li>• <b>Understanding the Community</b> Researchers will seek to understand and include relevant geographic or organizational communities and/or communities of interest related to their research</li><li>• <b>Respect for Community</b> Researchers will learn about and respect a community's cultural traditions, customs, and codes of conduct through the development of respectful relationships, collaboration, and engagement where appropriate</li><li>• <b>Community Inclusion</b> Communities and groups relevant to or likely to be affected by the research will be included in shaping the research and benefitting from its results</li></ul>

# Canadian Evaluation Society's Principles of Evaluation Ethics



## Ethics

### Competence

Evaluators are to be competent in their provision of service.

1. Evaluators should apply systematic methods of inquiry appropriate to the evaluation.
2. Evaluators should possess or provide content knowledge appropriate for the evaluation.
3. Evaluators should continuously strive to improve their methodological and practice skills.

### Integrity

Evaluators are to act with integrity in their relationships with all stakeholders.

1. Evaluators should accurately represent their level of skills and knowledge.
2. Evaluators should declare any conflict of interest to clients before embarking on an evaluation project and at any point where such conflict occurs. This includes conflict of interest on the part of either evaluator or stakeholder.
3. Evaluators should be sensitive to the cultural and social environment of all stakeholders and conduct themselves in a manner appropriate to this environment.
4. Evaluators should confer with the client on contractual decisions such as: confidentiality; privacy; communication; and, ownership of findings and reports.

### Accountability

Evaluators are to be accountable for their performance and their product.

1. Evaluators should be responsible for the provision of information to clients to facilitate their decision-making concerning the selection of appropriate evaluation strategies and methodologies. Such information should include the limitations of selected methodology.
2. Evaluators should be responsible for the clear, accurate, and fair, written and/or oral presentation of study findings and limitations, and recommendations.
3. Evaluators should be responsible in their fiscal decision-making so that expenditures are accounted for and clients receive good value for their dollars.
4. Evaluators should be responsible for the completion of the evaluation within a reasonable time as agreed to with the clients. Such agreements should acknowledge unprecedented delays resulting from factors beyond the evaluator's control.

Source: *Ethics* by the Canadian Evaluation Society (n.d.)

[http://evaluationcanada.ca/sites/default/files/ces\\_ethics\\_ethique\\_sce.pdf](http://evaluationcanada.ca/sites/default/files/ces_ethics_ethique_sce.pdf)

## Limits of Ethical Standards

Source: [\*Ethical Issues in Evaluation\*](#) by Sandra Mathison (n.d.), UBC

Ethical standards are a set of principles that guide the entire process of evaluation (from the planning phase to the reporting/utilization of results). However, they are not hard rules that can be applied to all decision-making. You may be faced with ethical conflicts and sometimes it will seem like you are choosing between *right* and *right*. Thus, ethical decisions are made taking particular contexts into consideration and individual characteristics and moral compass of evaluators (e.g. honesty, sincerity, kindness, competence, diligence, and discretion) play a role.

## Example Questions to Ask when Faced with Ethical Challenges

Source: [\*Ethical Issues – Tips for conducting program evaluation\*](#) by Cheryl Holm-Hansen (2007)

- What does my intuition tell me? Am I feeling stress or self-doubt about the chosen direction?
- Is there an established way that my colleagues would act in the same situation?
- Are there existing laws that apply? If so, what requirements do I need to follow?
- Which overarching ethical principles apply (e.g. helping others, doing no harm, acting fairly and being respectful?)
- What are my personal values and beliefs? What guidance do they provide?

## Steps Evaluators Can Take to Resolve Ethical Dilemmas

Source: [\*Ethical Issues in Evaluation\*](#) by Sandra Mathison (n.d.), UBC

Determine who is involved:

- Gather relevant information
- Involve others in deliberation
- Test for right-versus-wrong issues
- Invoke tests of a decision about a resolution or action
- Revisit and reflect on the decision



## **ACTIVITY BOX: Applying Standards and Principles of Ethics in Program Evaluation**

### **Group Discussion Questions:**

Thinking through the evaluation plan you are envisioning with your case study example (from Appendix B) have a group discussion relating to ethical issues using the following questions as a guide:

- How will the knowledge gained from this evaluation be useful?
- How will you ensure participant selection process is fair and appropriate and allows people from different places and communities to participate?
- What are some mechanisms you can build into the evaluation to ensure privacy and confidentiality of participants is protected? Think about this for the different phases of evaluation: recruitment, data collection, and sharing/reporting findings. Do you envision a special protection mechanism being used for participants of specific groups (e.g. a small/rural community, certain ethno-cultural community, etc.)?
- In planning an evaluation, it is important for evaluators to discuss whether the benefits of participating in this evaluation (from participants' point of view) outweigh the costs and risks. As a team, brainstorm the benefits and risks of participating in the evaluation.
- Now that you have identified the potential risks of participating in the evaluation of the case study, discuss what can the peer evaluator team do to minimize these risks.
- Is informed consent needed in this evaluation?
- Let's assume you are using an online evaluation survey as a data collection tool and it does not collect any information on participant's demographics, including name or address. Should the participant be concerned about the protection of his/her identity in this case?
- How do you prepare for a situation where data collection (e.g. completing in a survey or interview) brings back trauma while the participant jogs down memory from the past?
- What will you do if a potential participant is a relative, a friend or someone with whom you work closely? Are there any concerns regarding conflict of interest?

*Continued on next page*

## ACTIVITY BOX Continued...

### Group Discussion Questions Cont'd:

- After the evaluation data has been analyzed, the team finds out the program is not as successful as it seemed. In fear of losing funding, the team decides to exaggerate the success and omit a couple of negative findings in the report. Discuss the ethical issues of this scenario.
- What are some concerns about sharing the evaluation findings prematurely with friends, colleagues or the public?
- A stakeholder privately shares with you a view that conflicts with yours in designing the evaluation. What do you do?
- A woman who identifies with Malaysian ethnicity and has recently immigrated to Canada decides to participate in the evaluation. Any foreseeable concerns? What can you do to minimize harm?

### Group Activity

Apply the [ARECCI Ethics Screening Tool](#) to the case study you've selected from Appendix B to assess whether your evaluation project should go through an ethics board or if there are any big ethical concerns to keep track of!

## MODULE 7: Data Collection

Let's recap where we've come so far. We have discussed the different types and approaches to evaluation, reviewed logic models, examined the components of an evaluation plan and talked about evaluation and ethics.

Let's now turn our attention to determining how you will collect the data for your evaluation.

### Lesson Objectives

At the end of this lesson you will be able to:

- List common data collection methods
- Identify the steps in conducting common qualitative and quantitative data collection methods
- Summarize advantages & disadvantages of common data collection methods
- Design a data collection strategy for your evaluation

### Features of a Credible Evaluation

Every public health or social service practitioner wants to produce and/or use evaluation results that are credible. But what exactly makes for a 'credible' evaluation?

Adherence to the **Program Evaluation Standards** is one way to support credibility. There are a number of standards you can choose from:

- [Canadian Evaluation Society \(CES\) Evaluation Standards](#)
- [American Evaluation Association \(AEA\) Program Evaluation Standards](#)

### Canadian Evaluation Society's Program Evaluation Standards

The CES's program evaluation standards, which are linked to above, were developed by the Joint Committee on Standards for Educational Evaluation. Here is a high-level summary of the CES standards:

#### **Utility**

- Utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

#### **Feasibility**

- Feasibility standards are intended to increase evaluation effectiveness and efficiency.

#### **Propriety**

- Propriety standards support what is proper, fair, legal, right and just in evaluations.

#### **Accuracy**

- Accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

#### **Evaluation accountability**

- Evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative (or evaluating an evaluation) perspective focused on improvement and accountability for evaluation processes and products.

### Other Ways to Add Credibility to Your Evaluation

In addition to following the standards of the professional evaluation associations, you can add credibility to your evaluation by:

- Working very closely with stakeholders (the intended users of the evaluation) to ensure the evaluation matches their needs and the context of the program
- Using a rigorous data collection design

- Using multiple lines of evidence or multiple ways of gathering data to answer a question - if multiple tools all lead to similar results or the same patterns of findings, then credibility will be increased
- Partnering with an academically based researcher
- Asking an expert or someone with evaluation experience to review your evaluation plan

## Design Rigour

Design rigour is achieved by using appropriate tools and methods to meet the stated objectives of the evaluation (Ryan, 2005). For example, the data collection tools you choose should match the information needs of the stakeholders (i.e., the type of data they want or the level of precision needed). Once data are collected, the analytic techniques used should be implemented correctly and appropriately.

Rigour can also be enhanced by:

- The measurement of factors that can affect the experience of the program and program outcomes (like gender and other markers of diversity).
- Using multiple and mixed methods of data collection.
- The selection of an appropriate sample (e.g. a portion of certain group of people or people of your interest for evaluation) and sample size (e.g. number of people). In quantitative evaluations, the sample size should be large enough to enable the detection of changes and to generalize to the population of interest. This means, changes that happened or results seen in your sample is applicable to and also holds true for the larger, general population that you have not directly evaluated. Luckily there are several online sample size calculators that can help you figure out the best sample size. In qualitative studies, rigour is not dependant on the size of the sample but on its representativeness or in some cases, its diversity. Saturation is the standard that is typically used to determine the sample size in qualitative studies (Daly et al., 2007).
- Taking steps to minimize bias, including:
  - using culturally appropriate tools
  - consulting with an evaluation advisory committee
  - using standardized tools
  - using multiple respondent groups and multiple data collection methods

Let's look at the options for data collection designs for evaluation.

## Common Data Collection Designs

Your data collection design or plan (or research design, as it is also known) outlines how, when, and from whom data is going to be collected. Since this course is only an introduction to evaluation and not an advanced course on research design, we will focus on several of the most common evaluation designs.

There are three main types of research designs:

- Experimental designs - use random assignment to groups or programs.
- Quasi-experimental designs - do not use random assignment but do include either more than one group or more than one measurement period.
- Non-experimental designs - do not use random assignment or multiple measures. Examples include case study design or other single point in time designs like post program surveys.



## Quantitative versus Qualitative Data

Part of your research design involves deciding the type of data you want to collect and how you will collect it.



You're probably already familiar with the distinction between qualitative and quantitative data:

- Quantitative - data presented in numerical form
- Qualitative - data presented in narrative form

## Qualitative versus Quantitative Data

Qualitative Data	Quantitative Data
 <ul style="list-style-type: none"><li>• Yummy</li><li>• Delicious</li><li>• Guilt</li><li>• No willpower</li><li>• Because it was there</li><li>• I prefer chocolate to vanilla</li></ul>	 <ul style="list-style-type: none"><li>• 3 scoops ice cream</li><li>• 1 banana</li><li>• 3 tbsp. chocolate syrup</li><li>• 1/2 cup whipped cream</li><li>• 2 of Canada's Food Guide food groups represented</li><li>• 510 calories</li><li>• 2,133.84 kJ</li><li>• 19 Weight Watchers™ points</li><li>• 45 minutes of jumping rope to burn off</li></ul>

Below is another way of thinking about the difference between qualitative and quantitative data.

Qualitative Data	Quantitative Data
 <ul style="list-style-type: none"><li>• ‘Deep’</li><li>• In-depth understanding</li><li>• Descriptive or narrative data</li><li>• Collect detailed, in-depth data from a small sample of participants</li><li>• Richly detailed</li><li>• e.g., How did you feel about your attempt to quit smoking?</li><li>• Tools:<ul style="list-style-type: none"><li>○ program records</li><li>○ interviews</li><li>○ focus groups</li><li>○ observation</li><li>○ case studies</li></ul></li></ul>	 <ul style="list-style-type: none"><li>• ‘Wide’</li><li>• Broad understanding</li><li>• Numerical data</li><li>• Collect less-detailed data but from a much larger sample of participants, e.g. number of cigarettes smoked before and after a cessation program</li><li>• Tools:<ul style="list-style-type: none"><li>○ program records</li><li>○ surveys</li><li>○ observation</li><li>○ case studies</li></ul></li></ul>

When you look at your own evaluation framework, consider the type of data that would best answer your evaluation question. Are you primarily interested in collecting qualitative data, quantitative data or both?



## Getting Ready for Data Collection

Regardless of which data collection methods you use, there are some things you need to think about before you collect data.

### Involve Stakeholders

As discussed in Module 2, stakeholders can be involved in all aspects of the evaluation, including the selection of data collection methods and development of data collection tools. Remember: the degree to which stakeholders are involved in an evaluation depends on the approach you select.

### Pilot Test

Once you have developed your data collection tools, you should try them out or ‘pilot test’ them with your target population. Pilot testing your tools will enable you to work out any bugs before you begin your data collection. You can find out if your questions are clear, answerable, and provide the type of information you need. Your pilot test will also tell you if you have the right reading level and are using culturally appropriate language.

### Obtain Informed Consent and Consider Ethics

As discussed in Module 6, ethics and informed consent are essential elements of any evaluation. Use the Evaluation Checklist as a tool to make sure you are covering all your ethical bases.

### Sampling

You will need to think about who to collect data from and how many respondents you will need. Sampling is the process of selecting a part or portion of a population or other unit e.g., organizations or time periods. To find out more about sampling including sampling designs, check out this [webpage](#) from Better Evaluation.

As we mentioned earlier in this lesson, there are a number of sample size calculators available on line. For one example, check out the Survey System website.

In qualitative studies, the sample size is not dictated by the ability to generalize. Instead, saturation is used to determine sample size. When you begin to hear the same information from different participants, you have reached ‘saturation’ in your data. Once you reach saturation, you can stop collecting data.

## Common Data Collection Methods

There are two broad groupings of data: primary data and secondary data. Data observed or collected through first-hand experiences such as interviews, focus groups, surveys, or participant observation are known as primary data. Secondary data refers to data gathered in the past or obtained from another party or source. Examples include administrative data, program records, or program reports.

Let's have a quick look at seven of the most common forms of data collection used in evaluation:

- Program records or administrative data
- Document review
- Interviews
- Focus groups
- Surveys
- Observation
- Case studies

A short overview of each method is provided below, along with links to more detailed resources.

### Program Records or Administrative Data

Program records or administrative data are data collected in the process of providing a service, documenting service delivery or requesting payment for services rendered. These data are not collected for the purpose of evaluation but can be relevant to and useful for that “secondary use.” Some administrative data are population-based, and also tend to be broad in coverage but “shallow” in the sense of the amount of information collected about any single individual or encounter.

This form of data collection involves reviewing relevant program records that contain information that answers your evaluation questions. Typical program records may include:

- Service records
- Intake or registration forms
- Feedback forms
- Progress reports
- Financial records
- Case notes

When conducting a program records review, you will need to extract the relevant data from the record. Often times, a data extraction tool or template is developed to assist in collecting this type of information.

## Document Review

Program documents include any document that has been developed by the program you are evaluating. These documents can include requests for proposals, contracts, strategic plans, work plans, annual reports or websites. In some evaluations, these types of documents may have information that helps answer your evaluation questions. As with any data collection method, you need to know what you are looking for. The use of a data extraction tool can be useful here as well to help focus your review and provide a way to record the information obtained.

## Interviews

Interviews are one of the more common forms of qualitative data collection used in evaluation. They are useful when you want to collect detailed information on a participant's views or actions or explore ideas in depth. Interviews can also involve the collection of quantitative data. Interviews can be done in-person or over the phone.

There are several types of interviews:

Type	Description	Question Example
Unstructured	<ul style="list-style-type: none"><li>Questions are not pre-set which allows the interviewer free reign to learn about the interviewees experience; additional lines of questioning depend on interviewees responses</li></ul>	<i>"Tell me about your experience being a mentor."</i>
Structured	<ul style="list-style-type: none"><li>Involve a series of pre-set questions and an interview script</li><li>Questions are asked verbatim</li><li>Questions tend to be more direct and specific</li></ul>	<i>"What areas of mentoring were challenging for you?"</i>
Semi-structured	<ul style="list-style-type: none"><li>Involves a mix of structured and unstructured questions</li></ul>	<i>"How would you rate the facilitation of this module? Please explain your rating?"</i>

### Conducting the Interview

- Ask factual questions before opinion questions, e.g., ask, "What activities were conducted?" before, "What did you think of the activities?"
- Use probing questions as needed:
  - Can you give me an example?
  - Can you elaborate on that idea?
  - Would you explain that further?
  - I'm not sure I understand what you're saying.
  - Is there anything else?
- Don't rush to fill the silence or the "pregnant pause." Allow the interviewee time and space to fully consider their answer before responding.

Have a look at this example of an [interview script](#) (see Appendix I on page 11).

For an example of how to conduct a research interview, have a look at this [video](#), which demonstrates the difference between a 'good' versus 'poor' interview.

## Focus Groups

Focus groups are another common data collection method. A focus group is:

"...a group selected for its relevance to an evaluation that is engaged by a trained facilitator in a series of discussions designed for sharing insights, ideas, and observations on a topic of concern" (JCSEE, 1994).

Focus groups can be conducted in person or virtually - using phone or internet technology.

Focus groups are useful when:

- Depth and breadth of qualitative data or information is needed
- The desired information about behaviours and motivations is more complex than a questionnaire is able to capture
- A larger number of participants than can typically be obtained through interviews is needed
- The topic is amenable to discussion
- Participants are comfortable speaking in front of others
- Oral methods are more appropriate or acceptable to the target audience
- The evaluator is interested in obtaining a range of perspectives

The purpose of a focus group is not to arrive at consensus or generate vigorous debate. Rather, a well-conducted focus group is an opportunity for an evaluator to hear from several individuals at once, in a synergistic fashion, on how they view or feel about a particular topic.

The Universities Without Walls: eLearning for HIV Research webpage has a great [module on Focus Groups](#) as well as on [Indigenous Storytelling](#), which is a research method based on Indigenous ways of knowing and producing knowledge, which can be used to gather information for community-based research projects with Indigenous communities.

## Preparing for Focus Groups

Here are some things you need to think about:

- Where will you hold the focus group? You need to find a neutral space that is easily accessible for your participants.

- Will you audio record the focus group, use a note taker or both?
- Will you be able to pay for participant travel, child care (if relevant) and provide refreshments?
- How will you mitigate conflicts that may arise (i.e. What will you do if two people who are in disagreement and things get heated? Or if one person is dominating the conversation while another participant has not said a word?)

If you're conducting a virtual focus group - by phone or using internet technology - consider:

- The size of the group: 4-6 participants is optimal
- Minimize the number of questions (5-8)
- Limit the duration to one hour
- Provide the questions in advance

### Writing Focus Group Questions

Well-written focus group questions follow a question route:

- Opening question
- Introduction question
- Transition question
- Key questions (two to five)
- Ending question
- Final question

You can find a good example of a [focus group script or facilitator's guide here](#) (starting on page VI-65).

BRAND CAMP

by Tom Fishburne

THE "FOCUS GROUP  
OF ONE" SYNDROME

I DON'T CARE WHAT  
THE DATA SAYS...  
MY NEIGHBOR'S KID  
EATS THIS PRODUCT,  
AND HE THINKS...

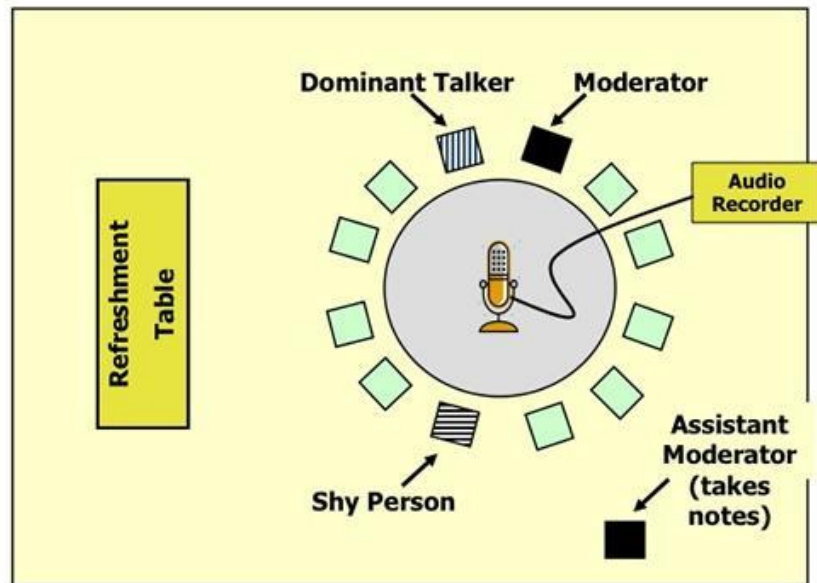


### Conducting Focus Groups

Depicted below is the optimal seating of participants for an in-person focus group. Designing this arrangement requires at least some preliminary knowledge about the participants. The optimal number of people in a focus group is 5-7. When you do not hear any new information, you will know you have reached saturation and do not need to conduct any further focus groups.

## Focus Group Room Arrangement

### Suggested Room Arrangement



(Canadian Evaluation Society, 2007)

## Alternate Focus Group Activities

Note that focus groups can also incorporate the following activities:

### Brainstorming



Resource: [How to Brainstorm](#)



Art or Drawing

Resource: [Early Childhood Art Focus Group](#)

Graphic Facilitation

Resource: [Graphic Facilitation Overview](#)

Open Space

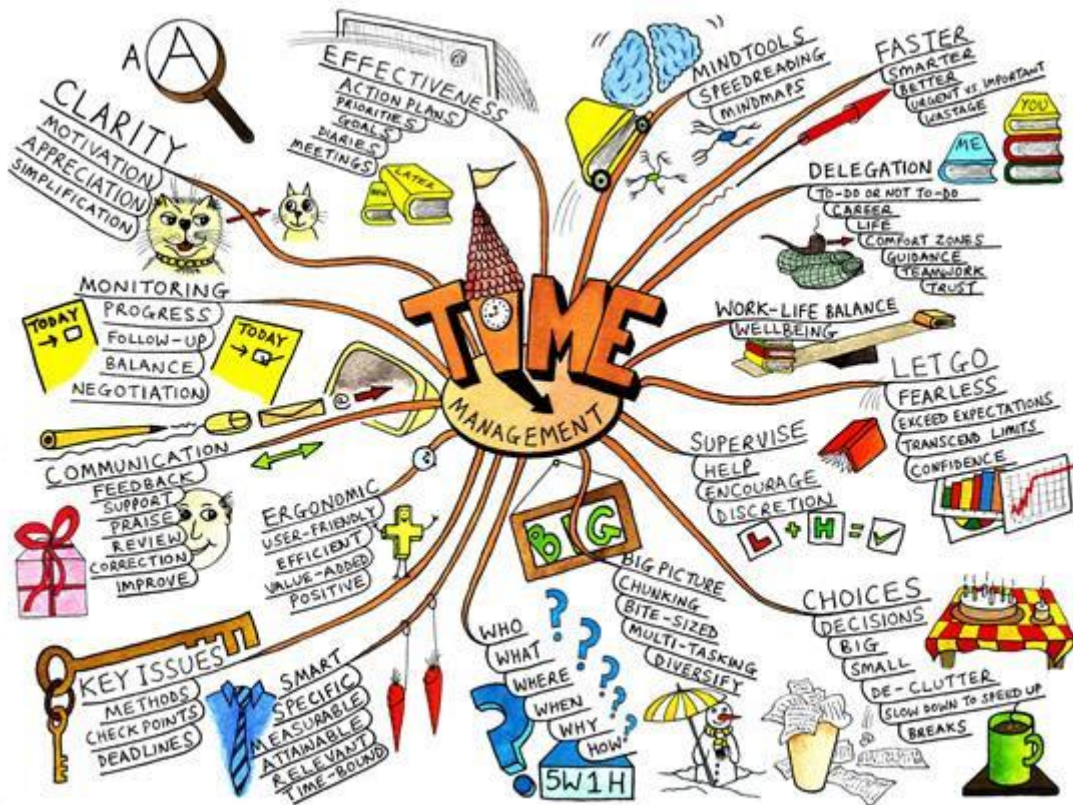
Resource: [What is Open Space?](#)

World Café



Resource: [The World Café Method](#)

## Mind Maps



Resource: [How to Make a Mind Map](#)

### Complete A Sentence

Have people complete a sentence, such as: "To me, healthy eating means \_\_\_\_\_."

## Surveys

A survey or questionnaire is another very common data collection method used in evaluation. Surveys are useful when you need to collect information from a large group of individuals relatively quickly and inexpensively.



Surveys can be administered in several different ways:

- Self-administered
  - Paper and pencil
  - Online
- Interviewer administered
  - In-person
  - Phone

Remember...

Your survey questions should be directly linked to your evaluation framework and the evaluation questions you have identified.

From a feasibility perspective, focus on the "need to know" questions versus the "nice to know" ones. You don't want to create a lengthy and unwieldy survey!

Since you usually only get one chance to reach respondents, how you design your survey can either make or break your evaluation.

The University of Wisconsin-Extension has a good resource for [survey and questionnaire design](#), as does the [Evaluation Toolbox](#).

## Observation

Observation is, just as it sounds, a data collection method where you as the evaluator attempt to observe program participants or others in a particular context without your presence interfering with their behaviour or actions. Observation provides an opportunity to document activities, behaviour and physical aspects without having to depend on peoples' willingness to respond to questions (Taylor-Powell, 1996).

Observation is useful when:

- The information you need to answer your evaluation questions is observable
- You are trying to understand a process, unfolding situation, or event

### Structured versus Unstructured Observation

Your observation process can be either **structured** or **unstructured**. In both cases you can record the events by using field notes, photos, or videos. When you are doing structured observations, you will also need to use observation guides, rating scales or checklists to record the events.

Type	Focus	When
Structured Observation	Looking <del>for</del> something	When you want to standardize and quantitatively assess how often participants do certain behaviours.
Unstructured	Looking <del>at</del> something	When you want to observe what participants do naturally in a certain environment as it relates to your evaluation questions.

(Taylor-Powell, 1996)

Again, the Universities Without Walls: eLearning for HIV Research webpage has a great [module on participant observation](#).

## Case Studies

As mentioned, case studies are an example of a non-experimental method. A case study is an intensive study of only a single **case** or **unit** of something, be it a program participant, event, policy, and so on. The purpose of a case study is to fully understand the case within its context and in a holistic manner. It usually involves extensive description and analysis of a hand-picked case over time and provides a level of detail that other forms of data collection, on their own, cannot. Case studies usually involve mixed methods i.e., the collection of both qualitative and quantitative data, and multiple lines of evidence. Case studies can involve the use of any and all of the data collection techniques we have previously discussed, program records or administrative data, document review, interviews, focus groups, surveys and observations.

Some examples of situations where you might want to use a case study include:

- You want an in-depth exploration of the program
- The program is unique
- You have 'outlier' data that you want to investigate in more detail, i.e., data that is outside the majority of responses
- The program outcomes are unpredictable or emerging
- You're evaluating an existing program in a different setting

## Advantages and Drawbacks of Different Data Collection Methods

We've now looked at seven data collection methods that you have at your disposal. Soon, you'll be asked to select the ones you will use in your evaluation. But first, let's examine some of their associated advantages and drawbacks of each method to help you select the most appropriate ones.

<b>Data Collection Method</b>	<b>Advantages</b>	<b>Drawbacks</b>
<b>Program Records and Administrative Data</b>	<ul style="list-style-type: none"> <li>• Large amounts of data that may be readily accessed</li> <li>• Can be population-based (administrative data)</li> <li>• Can contain high value outcomes (costs, patient outcomes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• May not be accessible</li> <li>• Quality may be unknown</li> <li>• May not have relevant information for answering evaluation questions</li> <li>• May take a lot of effort to extract data</li> </ul>
<b>Document Review</b>	<ul style="list-style-type: none"> <li>• May be readily available</li> </ul>	<ul style="list-style-type: none"> <li>• May not contain information to answer evaluation questions</li> <li>• May take a lot of effort to extract relevant information</li> </ul>
<b>Interviews</b>	<ul style="list-style-type: none"> <li>• Collects in-depth information</li> <li>• Allows opportunity to clarify responses and probe further</li> </ul>	<ul style="list-style-type: none"> <li>• Can take a long time to conduct interviews and analyse data</li> <li>• Limited sample size may prevent generalization of findings</li> </ul>
<b>Focus Groups</b>	<ul style="list-style-type: none"> <li>• Can collect in-depth information</li> <li>• Can involve a larger number of participants than interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Can take a long time to schedule, conduct and analyse data</li> <li>• Limited sample size may limit generalizations</li> </ul>
<b>Surveys</b>	<ul style="list-style-type: none"> <li>• Can collect larger amount of information from many people</li> <li>• Places least amount of burden on respondents</li> <li>• Online survey platforms have built-in analysis functions</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to collect in-depth information</li> <li>• No ability to seek clarification of responses</li> <li>• May produce low response rates or unrepresentative samples</li> </ul>

<b>Observation</b>	<ul style="list-style-type: none"> <li>• No response burden on participants</li> <li>• Can obtain information on phenomena that respondents may not be aware of</li> </ul>	<ul style="list-style-type: none"> <li>• Not all evaluation questions can be answered through observation</li> <li>• Observer bias</li> <li>• Observation may change behaviour</li> <li>• Can be time consuming to collect</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• Provides in-depth information</li> </ul>	<ul style="list-style-type: none"> <li>• Can be time consuming</li> <li>• May limit your ability to generalize</li> </ul>

## Data Collection Tools

Data collection tools are the specific instruments (questionnaires, interview questions, and so on) you use to gather the information for your evaluation. There are two types of data collection tools:

- Standardized tools - their validity and reliability is already established
- Non-standardized tools - ones you develop or adapt yourself

## Validity and Reliability

Your data collection tools will need to produce data that are:

- Reliable - the tool repeatedly produces the same results, and
- Valid - the tool actually measures what it is intended to measure





Think about a clock that always points to ten minutes to two. It is reliable because it always shows the same time but it is not valid because we know it is not showing the correct time (well, it is correct twice a day!). We're not going to delve too deeply into the validity and reliability of data collection tools here, as it is beyond the scope of this introductory course but it is worth keeping these notions in mind. For qualitative data, obtaining consistent responses over time is not of concern.



## ACTIVITY BOX: Developing Data Collection Strategies and Tools

### Case Study (My-Peer Toolkit): Evaluating the Freedom Centre Forum

#### **Overview**

The Freedom Centre Forum (FCF) is an online discussion forum for gay, lesbian, bisexual, trans, intersex and queer (GLBTIQ) youth. The FCF is a safe online space for young people to get information, peer support and talk to people who have similar experiences with sexuality and gender. It is a place for young people to ask questions, vent and share opinions about sexuality, gender, self-esteem and other things that are important to them. The FCF enables young people to get involved in the Freedom Centre community. Rules for participating in the FCF are published on the Freedom Centre website and trained volunteers moderate the space to ensure it remains safe for all participants.

#### **Target Group**

The Freedom Centre Forum is accessible by GLBTIQ youth worldwide but is primarily targeted at those young people living in Western Australia.

#### **Evaluation**

The Freedom Centre coordinator and another peer research assistant identified six main evaluation questions:

- 1) Why do young people access the FCF?
- 2) What features of the FCF do young people value the most?
- 3) What are the impacts on young people of participating in the FCF?
- 4) Who uses the FCF?
- 5) How do young people use the FCF? Do they use it for themselves? For a friend? Do they read only? Or do they read and post?
- 6) How safe is the FCF space?

The My-Peer project team worked with the two peer research assistants to design and develop five evaluation strategies which could be used to answer the evaluation questions. Using more than one evaluation strategy helps to increase the reliability of the data collected and allows different questions to be answered.

#### **Group Activity**

What are some of the evaluation strategies and data collection tools that would be appropriate in answering each of the evaluation questions?

# MODULE 8: Data Analysis

## Lesson Objectives

During this lesson we will explore:

- Introduction to data analysis
- Steps in data analysis
- Basics of quantitative analysis
- Basics of qualitative analysis
- Participatory analysis

## Introduction to Analysis

Data analysis follows data collection and allows evaluators to summarize data and to look for patterns, trends, or relationships in the data. It examines the information that the team has collected (sorting it, comparing it) in order to understand each “part” and its relationship to the “whole” (or whether you can make assumptions for the larger community). Analysis helps to answer the evaluation questions that the team has developed.

There are two options for data analysis: quantitative analysis and qualitative analysis. Given the importance of stakeholder engagement in evaluation, this unit will also explore participatory evaluation as an important tool.

## Steps in Analysis

There are a number of steps that are common to all types of analysis:

1. Review the evaluation questions -- now is the time to look back at the evaluation plan and questions that were developed prior to data collection in order to renew our understanding of the central issues and key questions. This step allows the team to be aware of unforeseen and relevant issues that were not anticipated.
2. Organize or clean the data you have collected:
  - a. Gather together all relevant information that has been collected. This step might include making sure that is all the same and in a useable format, which could involve

- 'cleaning' quantitative data (making sure it is all in numerical and useable format), transcribing interviews or focus groups and putting all related notes and information in one place
- b. Sort your information in a way that makes sense to your evaluation
3. Schedule a time for the peer evaluator team to discuss what was observed in the data collection phase:
- a. If you were sitting down with a friend and they asked you to describe what you learned in the course of the research, what key take-away themes or points would you share?
  - b. Discuss where the team's thoughts overlap and where they differ. Use this discussion of themes and differences to guide your focus for the subsequent data analysis steps.
4. Decide how to analyse the information:
- a. Determine what tools and methods you will use to analyse each type of data you collected
  - b. Decide whether you are going to look for similarities within the data, compare and contrast, or look at cases to highlight trends in the data (or whether you will look at the data using all of these approaches)
  - c. Decide how you will look across all of the data collected to look for patterns
5. Analyse quantitative information: Conduct data graphing, visual inspection, and/or statistical analysis (see more below).
6. Analyse qualitative information: Some tools include coding and thematic analysis (see more below).
7. Integrate the information and findings together to tell a complete story. Take note of interesting or significant results: look at statistical significance in quantitative data or key themes that appear in the qualitative data multiple times. Look for patterns that are emerging from the data and be prepared to be surprised.
8. Interpret the results - this step is where the evaluator and potentially a team of key stakeholders figures out what the results mean for the evaluation. Has your program had a positive effect, no effect, negative effect? Perhaps different aspects of a program have had varying levels of success. Has the team answered the evaluation questions? You can use qualitative data to add meaning, texture, and voice to these findings.

## Quantitative Analysis

Quantitative analysis tells a story with numbers, primarily by using statistics. Data is displayed and analysed mathematically. Quantitative research focuses on things that can be counted and examines how these things, or ‘variables,’ are related using statistical models. Quantitative research requires a large number of responses, or ‘cases’ to test for relationships between variables. As a result, quantitative research and the statistics it generates help us to get a bird’s eye view of the relationship between two variables; in other words, it provides us with an understanding of how two variables might be connected, but only at a high level of abstraction.

What, exactly, are **variables**? A variable is any factor, trait, or condition that can exist in differing amounts or types. It is important to note that variables are not always ‘quantitative’ or numerical. Things like political persuasion, marital status, race, height, and mental well-being can be variables. As demonstrated by the table below, we describe variables using **attributes**: an attribute describes the intensity, magnitude, quality, or nature of a variable. Surveys and experiments aim to measure variables using a fixed set of attributes.

Variables	Potential Attributes
Political persuasion	Conservative, Liberal, New Democrat
Marital status	Married, Divorced, Single
Race	Indigenous, Asian, Black, White, Hispanic
Height	65 cm, 95 cm, 125 cm, 150 cm, 168 cm, 200 cm
Mental well-being	Excellent, Very Good, Good, Not Good, Poor

### Levels of Measurement:

To analyse the relationship between a number of attributes associated with a variable, we must assign the attributes **values**. All attributes must be converted into numerical values for the purpose of quantitative analysis even if they cannot be rank-ordered; if the values cannot be rank-ordered, the numbers are shorter ‘placeholders’ for lengthier text-based descriptions.

‘Levels of measurement’ explain the relationship among the values assigned to the attributes. Knowing the level of measurement of your variables is critical because it guides your decision-making when

cleaning your quantitative data and preparing it for statistical analysis. Levels of measurement follow an ascending order in terms of how precise they are: a nominal measure, where the data cannot be rank-ordered, is the least precise, and ratio measures are the most precise. Each of these measures is described in more detail below. Ratio variables are best if you do not know what you are going to do with your data during the analysis phase, as these variables can be reorganized into less precise categories. It is impossible, however, to recategorize less precise variables like nominal and ordinal variables into more precise categories. Nominal and ordinal levels of measurement are *categorical*, whereas interval and ratio are *numerical* levels of measurement.

#### Four Levels of Measurement:

- N - Nominal
- O - Ordinal
- I - Interval
- R - Ratio

The [Visual Learners: Statistics](#) website includes images that may help you better understand the ideas presented below.

In **nominal measurement**, the variables have attributes that are:

- Mutually exclusive: the item being classified can only fit into one category of the variable and nothing occurs twice.
- Jointly exhaustive: the variable includes all of the possible categories. No matter what, I can identify myself in one of the categories. Covers everything.
- The attributes are non-ordered categories that cannot be ranked, such as gender, nationality, hair colour. For example, just because the values go from 1-5, it does not mean that the lower numbers mean 'less' of something and higher numbers mean 'more' of something.

**Ordinal variables** have:

- Attributes that are mutually exclusive and jointly exhaustive, like nominal variables.
- Unlike nominal variables, however, the attributes of ordinal variables **can** be logically ranked.

- The distance between categories isn't fixed: for example, you could have a variable related to income levels, where the distance between categories isn't equal (<\$20,000, \$20,000.01-\$50,000, \$50,000.01-\$75,000, >\$75,000.01).

**Interval variables** have:

- Attributes that are mutually exclusive and jointly exhaustive, like nominal and ordinal variables.
- Attributes can be logically ranked, like ordinal variables.
- Unlike ordinal variables, however, the distance between attributes is fixed.
- BUT, interval variables are unique in that there is no meaningful zero value: For example, when it is 0 degrees it doesn't mean there is no temperature – 0 is a temperature. Similarly, having an IQ of 0 doesn't mean you don't have *any* intelligence. We don't use interval variables often.
- There are not many interval variables. Celsius and IQ are the most common examples.

**Ratio variables** have:

- Many of the same characteristics as an interval measure: attributes that are mutually exclusive and jointly exhaustive, that can be rank ordered, with a fixed distance between them.
- BUT, ratio variables have a meaningful zero point: the zero point means nothing of something, whether that be the number of TVs you have, amount of your income, your number of years in school, and so forth. When comparing two people using a ratio variable we can compare how people are similar and different, how much they differ, who has more or less, or whether one is more of something than the other.

### Descriptive Statistics and Inferential Statistics

There are two main types of statistics used in quantitative analysis: **Descriptive statistics** and **inferential statistics**.

**Descriptive statistics** is the term used to describe a type of analysis that summarizes a data set and demonstrates patterns in the data. Descriptive statistics are very important because it would be very hard to determine what the data shows if we simply presented raw data, especially if there is a lot of data. Descriptive statistics allow us to present data in a meaningful way by providing a sense of the distribution of the data or the frequency of a particular value, as well as measures of central tendency (mean, median, mode) and measures of dispersion (range, standard deviation, variance). For example, if

we ran a marathon and wanted to know how our performance compares to that of the other runners, we would be interested in the distribution of the data - the time of the fastest and slowest runners - as well as the mean and median completion times, and perhaps even the range. Here are more details on the measures of central tendency and measures of dispersion:

- **Measures of central tendency:** Measures of the 'average' or 'typical' value of a variable, including the mean, mode and median (Public Profit, n.d.).
  - **Frequency:** How often a number is present in a set
  - **Mean:** The sum of a set of numbers, divided by the number of entries in the set (the mean is also known as the 'average')
  - **Mode:** The most common or frequent number in a set
  - **Median:** The "middle" value in a set of numbers
  - **Range:** The measure from the smallest measurement to the largest one. This is the simplest measure of statistical dispersion or "spread"
  - **Standard deviation:** A measure of the dispersion of a set of data from its mean. If the data points are further from the mean, there is higher deviation within the data set. Standard deviation is calculated as the square root of variance by determining the variation between each data point relative to the mean
  - **Variance:** The average of the squared differences from the mean. It informally measures how far a set of (random) numbers are spread out from their mean

As described earlier, the level of measurement affects how a variable can be analysed, including our ability to measure the central tendency:

- Nominal variables: Can measure mode, but not the median or mean.
- Ordinal variables: Can measure mode and median, but not the mean.
- Interval variables: Can measure mode, median and mean.
- Ratio variables: Can measure mode, median and mean.

We have seen that descriptive statistics provide information about our immediate group of data. For example, we could calculate the mean and standard deviation of completion times for everyone who participated in the marathon you ran and these numbers would provide valuable information about this group of runners. Any group of data like this, which includes all the data you are interested in, is called a **population**. A population can be small or large, as long as it includes all the data you are interested in. For example, if you were only interested in the marathon completion times of the people that ran the specific race you completed, those race participants would represent your whole population.

Descriptive statistics are applied to populations, and the properties of populations, like the mean or standard deviation, are called parameters as they represent the whole population (i.e., everybody you are interested in).

Often, however, you do not have access to the whole population you are interested in investigating, but only to a limited number of data. For example, you might be interested in the completion times of every person in Canada who runs marathons. It is not feasible to measure all completion times of all marathon runners in Canada so you have to measure a smaller **sample** of runners (e.g., 100 runners), which you select to represent the larger population of all Canadian marathon runners. Properties of these samples, such as the mean or standard deviation, are not called parameters, but statistics.

**Inferential statistics** are techniques that allow us to use the data you collect to make **generalizations** about the populations from which the samples were drawn; in other words, you are trying to draw conclusions that extend beyond the group of people you surveyed or spoke to.

Inferential statistics techniques such as T-tests, ANOVA, ANCOVA and regression analysis, among others, help us to ensure that the difference between two or more groups did not happen by chance alone. It is therefore important that the people who were surveyed accurately represent the population. The process of achieving this representativeness is called **sampling**. Inferential statistics arise out of the fact that sampling naturally incurs **sampling error** and thus a sample is not expected to perfectly represent the population.

Stating that a difference between two or more groups is **significant** means that you have made a decision that the probability of the difference observed between the two groups is large enough, compared with the variability within the groups, that it is unlikely to have occurred by chance. Most often, investigators use the probability value of .05 (i.e. being wrong 5 times out of 100 times) as the cut-off point: i.e., if it is found that if the likelihood that the difference was just an error or fluke is lower than 5 times out of 100 times ( $p < .05$ ), then the investigators conclude that it was more likely to be that the two groups were actually different.

The methods of inferential statistics are (1) the estimation of parameter(s) and (2) the testing of statistical hypotheses.

A great resource for evaluators to learn statistical concepts is the [WISE 2.0](#) site (web interface for statistics education) developed by the Claremont Graduate University. The Centers for Disease Control also has a good tool for [Analyzing Quantitative Data for Evaluation](#).



## Qualitative Analysis

Qualitative analysis is done on words or pictures provided by evaluation participants. This data can include:

- Open-ended responses to survey questions
- Interview notes or transcripts
- Focus group transcripts and notes
- Notes from ethnographic participant-observation
- Facilitator notes or reflections
- Photographs or drawings and participants' reflections or explanations of these visuals

There are two types of qualitative analysis: inductive and deductive.

1. **Inductive analysis:** the person doing the analysis discovers themes or patterns in the data, for instance data is analysed question by question searching for common themes
2. **Deductive analysis:** the person doing the analysis uses a pre-determined hypothesis or framework that check for cases that confirm the pre-determined themes.

When doing qualitative analysis, two major tools that evaluators use are:

- **Content analysis**, which reduces large amounts of unstructured content into manageable data relevant to the evaluation questions
- **Thematic coding**, which examines notes or passages of text that the evaluator can link to a common theme or idea and index into categories. In some ways, this tool allows evaluators to turn qualitative data into numbers or quantitative data

As described above, quantitative analysis provides a high-level understanding of the relationship between two variables; for example, quantitative analysis can give us information to show whether there is a link between the number of years in school and income earned. Qualitative data, by contrast, is focused on the meaning of action and experiences for individuals and groups, or the ways in which education gives people the skills or contacts useful for different paying jobs.

Unlike closed-end quantitative data collection tools where the researcher anticipates all the possible answers that a respondent might provide to a question, qualitative data collection tools are open-

ended and allow for the capacity to be surprised that closed-ended questions do not. This difference makes qualitative data and analysis a more participant-driven and iterative process, as the data collection tools might evolve over the course of the project to reflect what participants have told you. In turn, this affects the data analysis, in that qualitative responses cannot necessarily be put side-by-side and compared in the same way we usually do with quantitative data.

Because qualitative data is much more intensive to collect and analyse - scheduling and participating in interviews, transcribing audio recordings, and reading and coding transcripts takes a lot of time! - qualitative research studies typically examine a smaller number of cases in more detail. The rich and descriptive data collected, however, provides depth and texture to mixed-method studies and projects (i.e. those that use quantitative and qualitative methods). Qualitative data and analysis is also crucial when researchers and evaluators are attempting to learn about a social process or program that has not been previously studied or evaluated, as the qualitative phase of the project often provides guidance for the kinds of questions that might be useful to ask in a larger, quantitative project.

Qualitative data and analysis may be considered more subjective than quantitative data as the data collection and analysis phases are both dependent on people's opinions, assumptions, knowledge. It can be argued, however, that quantitative data is subjective too: the researcher or evaluator is critical in determining which questions are asked and how they are asked, as well as the structure of the evaluation, how the variables are coded, and how the statistical models are designed. While the final, numerical product of quantitative data analysis may appear objective, it is important to remember that a number of researcher- or evaluator-driven decision points were critical to reach that final stage.

The Centers for Disease Control has a good tool for [Analyzing Qualitative Data for Evaluation](#).

### Steps in Qualitative Analysis

Qualitative data analysis reveals the patterns present in the data: What are the similarities and dissimilarities across the data? Are the noted patterns widespread? What, if anything, explains these patterns? Qualitative analysts interrogate the data and find answers to these questions through the following steps:

1. Create a set of codes using a deductive approach by returning to the key questions guiding the data collection process.
2. Create a set of codes using an inductive approach by having a discussion with your team where you each provide a summary of your main findings: imagine you were having coffee with a friend and they asked you to tell them what you heard about during the data collection phase. What

would you tell them? If a finding was heard by more than one team member, use your shared descriptions to come up with codes that synthesise these ideas.

3. Add your inductive and deductive codes to a 'codebook' (a Word document) that you will keep at your side during the data analysis process. Each code should have a short description that explains how the code should be used; for example, the code "self-care" might be followed with the explanation "any time someone mentions the activities or ideas related to taking care of one's self." This step reminds you of what it is, exactly, that you set out hoping to better understand as a result of conducting this project and the codes needed to answer the questions you've put forth.
4. Read the sets of qualitative survey responses, interview transcripts, focus group transcripts and/or meeting notes once over without putting any marks on the page or screen.
5. **Open coding**, or the first round of coding: Read the data, this time highlighting and attaching the codes from the codebook to snippets of the data. Also use this first reading to determine *descriptive codes* that isolate the sections of the data that address key topics. Make notes in the margins about these emerging themes.
6. Review the margin notes to identify major themes that are emerging from the data. Record these themes in the codebook. Following this inductive approach, make note of more specific codes that relate to these broad themes. Some of these might even be *in vivo* codes, where you take a participant's words from the text and use them as a code. This technique is described as "letting the life spring out of the words."
7. **Focused coding**, or the second round of coding: Re-read the sets of qualitative survey responses, interview transcripts, focus group transcripts and/or meeting notes, again attaching codes from your codebook to the data but also looking for analytical codes related to patterns, hypotheses, and explanations that connect your codes.
8. Sort through your data and shift your coded snippets so that chunks of data attached to the same code can be looked at side-by-side.
9. Guided by your key themes and codes, identify similarities, differences and patterns in the data and write *short analytical 'memos'* that start to put forth some ideas about what you are seeing in the data. What points emerge repeatedly in the data, and what are some notable exceptions? Memoing is simply the writing of notes and commentaries concerning ideas and patterns that emerge in the process of reading and coding data. These memos can be used to elaborate on the codes devised and to summarize potential relationships that emerge among codes. Memos are also a record of the analyst's thoughts, reflections, and interpretations.
10. Based on these memos, elaborate a set of generalizations based on patterns observed in the data. Return to the key questions guiding your project and ask: Do these generalizations answer

these questions? Are there questions this data isn't answering? If there are gaps, return to the coded data to see if there is more memoing to be done.

11. If you are using a software program to conduct the analysis, you may consider running a lexical search to determine the number of times a keyword appears in your data. This step can be helpful in terms of quantifying your observations and cross-checking whether the data is saying what you think it is saying.
12. The final step is writing up your findings. Some questions to guide the content and structure of formulating the patterns include:
  - Magnitude: Are there different *levels* of this occurrence?
  - Structure: Are there different *types* of this occurrence?
  - Process: Is there an *order* amongst the elements of the structure?
  - Cause: What could be causing the occurrence?
  - Consequence: What/who does the occurrence affect?

## Participatory Analysis

*"The vast majority of our evaluation consulting engagements since 1992 have used a participatory approach. However, we recently realized that much of the "participatory-ness" of our evaluation projects was limited to the evaluation planning stage. Sometimes stakeholders would continue to be involved in implementing the evaluation—offering input on data collection instruments, for example, or being active participants in data collection. However, we felt that other opportunities for participation were being overlooked." (Veena Pankaj Myia Welsh Laura Ostenso, Innovation Network 2011)*

Participatory analysis is used within a participatory evaluation framework and works to engage stakeholders in the analysis and interpretation of data. The beauty of participatory analysis is that the evaluation data gets approached from a wide range of perspectives – in fact, there will be as many perspectives as there are analysers, since everyone is so different! While inviting this variety of opinions to the analysis may be daunting, it is also a tremendous opportunity to see far more richness and relevance in the data than you would get with only one or two people analysing.

Learning from community-based research studies, evaluators can engage stakeholders and people with lived experience in the analysis phase of an evaluation project. Teams have worked to find methods that support groups with mixed levels of education and familiarity with analysis, which allows community members to have more control of the interpretation.

There are many methods and formats participatory analysis can take, from having stakeholders actively engaged in the analysis process, to presenting first drafts of data and having stakeholders providing context and input on findings or recommendations. If data was collected by people with lived experience or a team of more than one or two people it is helpful to think about data synthesis – or what was the major themes data collectors heard and gathered through their experiential knowledge of the data coming out of this process (this synthesis work can then support analysis i.e. in supporting the development of a code book, etc.). Stakeholders and community members can be engaged to support across any and all of the steps in synthesis and analysis listed earlier in this module.

Although participatory analysis has been a rich process for many teams, it is important to know that it takes more time, resources and creativity when thinking through the development of procedures for this type of work. There is no “correct” way to analyse in a participatory manner; the right way for your group will depend on a number of factors:

- What is your timeline? Have you allowed for time to get input from stakeholders during this phase of the evaluation? Remember that involving more people takes more time.
- Where are your stakeholders located? A group that is centralized in one city or location will be able to meet in person, whereas more scattered groups might have to meet via phone or videoconference. There are many helpful tools to support “virtual” analysis meetings.
- What is your budget? Participatory analysis doesn’t have to be expensive, but a longer process can eat away at your budget. Also think of things like meeting costs, reimbursing participants for their time (through honoraria or other incentives), supplies you might use and food to serve at gatherings.
- What kind of space do you have? If you plan to hold analysis sessions in person, you should have access to a quiet, appropriately-sized, confidential space that is easily reachable by your stakeholders. If you have to seek out such a space and book it in advance, make time for that.
- How many people are willing to engage in the analysis process? Remember that this process, while challenging, should not be burdensome, so allow your stakeholders to arrive at their own decision to participate - don’t pressure them. Make sure to outline the expectations and responsibilities of being part of the participatory analysis group so that members know what they’re getting into and are comfortable with what is required of them. If your analysis phase requires a lot of work with a large amount of data, try to spread responsibilities throughout the group so that no one person feels they are doing the brunt of the job.

- What kind of talents and abilities lie with the people in your stakeholder group? People more readily take on tasks they feel comfortable with and are good at. Try to allow your group members some options in the types of tasks they can take on during the analysis process. For example, one person might be very good at note-taking and preparing meeting minutes.
- Another person might excel at organizing meetings. Another person might want to be in charge of facilitating the discussion. Because a main goal of participatory analysis is to build stakeholders' capacity for evaluation and research, try to allow for role changes as your people learn more about analysis and become comfortable enough to take on new activities.

Other important factors that have been found to add to success to participatory analysis include preparing accessible and clear procedures, using visual techniques and ensuring a positive and supportive atmosphere.

Participatory analysis can be used by an evaluation team to (adapted from Newhouse and Hutchinson, 2016):

- Encourage people to continue supporting what they helped to create
- Allow the larger community of stakeholders an opportunity to contribute to the analysis and provide context and input on a first draft of data and/or findings
- Validate the results: the more perspectives, the more reliable the results
- Ensure the analysis process is understood by more people
- Build evaluation capacity with stakeholders
- Provide an opportunity to share negative findings early, which allows time for organizations to respond and prepare for these to be shared
- Support the development of relevant, appropriate, meaningful recommendations
- Help sustain stakeholder interest and engagement in the evaluation process
- Increase the likelihood that findings and recommendations will be used in meaningful way by stakeholders.

One tool for participatory analysis is a “data party.” *What is a data party, you ask?* It is an opportunity for evaluators and key stakeholders to come together to increase their understanding of the evaluation's draft findings and to provide input into final conclusions and recommendations (cake and cheezies are optional but recommended!). Kylie Hutchinson has developed this great handout (<http://communitysolutions.ca/web/resources-public/>):

You're invited to a

# DATA PARTY!

**Who?** ➡ YOU AND YOUR KEY STAKEHOLDERS

**What?** ➡ A GATHERING THAT ALLOWS PEOPLE TO INTERACT WITH AND INCREASE THEIR UNDERSTANDING OF YOUR DRAFT FINDINGS, AND PROVIDE INPUT INTO FINAL CONCLUSIONS AND RECOMMENDATIONS. ALSO KNOWN AS PARTICIPATORY SENSE-MAKING, RESULTS-BRIEFINGS, AND PARTICIPATORY DATA ANALYSIS.

**When?** ➡ BEFORE YOU DRAFT THE FINAL REPORT.  
ALLOW FOR TWO HOURS MINIMUM.

**Why?** ➡ PEOPLE SUPPORT WHAT THEY HELPED TO CREATE!

**Where?** ➡ IN A SMALL GROUP, LARGE FORUM, OR ONLINE MEETING. IT'S UP TO YOU!

**How?** ➡ POSE REFLECTIVE QUESTIONS ABOUT THE FINDINGS TO THE GROUP SUCH AS:

- WHAT IS THIS DATA TELLING YOU?
- WHAT DO YOU THINK IS OCCURRING HERE, AND WHY?
- HOW DOES IT ALIGN WITH YOUR EXPECTATIONS?
- IS THIS BETTER OR WORSE THAN YOU EXPECTED?
- WHAT REALLY STANDS OUT FOR YOU?
- ARE THERE ANY SURPRISES HERE?
- WHAT RESPONSE DO YOU THINK IS REQUIRED HERE?
- HOW VIABLE ARE THESE RECOMMENDATIONS?
- WHICH FEEL MOST DOABLE?
- HOW MIGHT WE BEST COMMUNICATE THESE FINDINGS TO DECISION-MAKERS?



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Planning & Evaluation  
[www.communitysolutions.org](http://www.communitysolutions.org)  
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## ACTIVITY BOX: Developing a Data Analysis Plan

### Working together:

- Refer back to the activity at the end of Module 7. List the evaluation strategies and data collection tools you decided to use for your evaluation of **the Freedom Centre Forum**.
- Determine what kind of data your tools will produce – will it be quantitative or qualitative?
- Based on the data analysis steps described in this module, devise a plan and draft a timeline for analysing the data you collected. Will you analyse your quantitative data first, and use those findings to inform your analysis of the qualitative data, or the other way around? What difference does this order make to the data analysis and why?
- If you will be analysing qualitative data, refer back to the decisions you made about what it is that you were trying to understand from this evaluation. Using these rough ‘evaluation questions,’ brainstorm some key codes or themes to guide your reading and analysis of the notes and transcripts produced by your data collection tools and efforts.

## MODULE 9: Sharing and Using Findings from the Evaluation

### Lesson Objectives

At the end of this lesson you will be able to:

- Explain the importance of effectively reporting evaluation findings
- List the components of a typical final report
- Identify alternative communication products and vehicles to supplement a final report
- Develop a plan to communicate the evaluation findings
- List some of the factors known to increase the use of evaluation findings and recommendations
- Develop a plan for moving recommendations into actions



## Introduction

The traditional lengthy report containing evaluation findings and recommendations is not typically tailored to the needs of various stakeholders. Traditional reporting approaches could also improve their discussions of how to best to apply results in a real-life context. So, we will start by looking at more traditional forms of evaluation reporting before turning our attention to alternative (and sometimes more effective ways) of reporting. We will also discuss how we can adjust our reporting to increase the utilization of evaluation findings.

## Final Report Format

Evaluation findings are typically presented in a final report, and the report is usually broken down into some combinations of the following sections:

1. Executive summary
  - A maximum of 1 to 2 pages that provides a snapshot of the overall report
  - Briefly covers the purpose of the evaluation, methodology, main findings, and recommendations
2. Introduction and background (of intervention, program or service)
  - The need your program addresses
  - Program description, including program purpose, target population, frequency and duration of program, resources, and stage of development or implementation
  - Context of program or organization
  - Stakeholder identification and involvement
  - Logic model
3. Evaluation purpose
  - Why the evaluation was conducted
  - Key evaluation questions addressed
  - Budget and other parameters (optional)
4. Methodology
  - Data collection methods used
  - Data collection timeframe
  - Sample size and response rates
  - Sample recruitment procedures
  - Description of data collection tools (actual copies of the tools go in appendices)
  - Data analysis techniques

- Limitations
- 5. Results
  - Main findings organized by key evaluation questions
  - Succinct paragraphs that address each evaluation question, followed by applicable evidence
  - Key tables, charts, graphics
- 6. Discussion
  - Interpretation of findings
- 7. Conclusions
  - Summary of the discussion pulled together in coherent points
- 8. Recommendations
  - Actions to consider as a result of the findings and conclusions
- 9. Appendices
  - Evaluation plan (evaluation framework, logic model, and so on)
  - Data collection tools (questionnaires, interview questions, and so on)
  - Consent form
  - Data too detailed to include in the main body, e.g. large tables and so on

If an evaluation report is what you and your stakeholders think is best for sharing evaluation results, use the 1:3:25 rule: Start with one page for a main message, then a maximum three-page Executive Summary, and finally present your findings in no more than 25 pages of writing, using clear and accessible language (CHSRF, n.d.).

### Resources for Report Writing

- [Evaluation Briefs by CDC](#)
- [Art and Architecture of Writing Evaluation Reports by Treasury Board of Canada Secretariat](#)
- [Reader-Friendly Writing - 1:3:25 from Canadian Health Services Research Foundation](#)

### More Effective Forms of Reporting

Effective reporting is critical in the overall evaluation cycle, as it provides as an essential link between evaluation findings and action. Without it, the purpose of conducting the evaluation in the first place is lost.

While a detailed final evaluation report continues to be a dominant way to disseminate the evaluation findings, there is also a movement within the evaluation field to use more efficient and effective forms of communication.



**"Your final report is deep and wide.  
I almost drowned while reading it."**



**"The question is: shall we follow the 5 year,  
20 million dollar, 500 page task force recommendations,  
or just wing it as we go along?"**

## Three Tips for Effective Reporting

### 1. Target your audience

- As you will recall from earlier modules, stakeholders or intended users are the ones who have an interest in the program and its evaluation. The intended users typically include program managers, coordinators, frontline staff, program participants, partners, funders, and the community-at-large. They may:
  - Be affected by the evaluation results
  - Have provided information for the evaluation
  - Have funded the program
  - Make decisions based on the findings (including future funding decisions)
  - Participate in the program

- Partner to implement the program or act as a referral source (e.g. partners)
- Be interested in implementing the program in their organization (e.g. scale up or modelling)
- Different stakeholders have different needs with regards to evaluation information and findings because they:
  - Have different interests in the program
  - May view the 'effectiveness' of a program in different ways
  - Need to make different types of decisions
  - Use the information in different ways

For example, program managers will be interested in using the evaluation findings to improve the program, whereas funders will want to know if a program met its objectives and whether or not it should be re-funded.

- Based on your assessment of the needs of various intended users and assuming that your evaluation collected information that addresses all of these needs, you will have to identify the specific findings required by each group of stakeholders/intended users and tailor the communication for each group.

## 2. Develop a communications plan

- A communications plan determines to whom you will report, how and when, and approximately how much it will cost. Ideally, this plan is developed when you are developing the evaluation plan because reporting has budget implications and is not necessarily a one-time event that occurs at the end of the evaluation.
- To increase the stakeholder engagement, communication should be an ongoing process from the beginning of the evaluation and continuing beyond the delivery of the final report, ultimately to facilitate the maximum uptake of recommendations.
- Below is a basic communications plan template. The questions that follow this template will help you to fill out communications plan template (see Appendix A for a template).

<b>Audience</b> (Who do you need to share	<b>Content</b> (What key findings do you	<b>Format/Media</b> (What is the best format to share	<b>Timing</b> (When should this	<b>Resources</b> (What financial and	<b>Responsibility</b> (Who will lead the
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evaluation findings with?)	want to share with this audience? What is the main message?)	findings? One-page summary report? Presentation? What will catch and keep their attention?)	audience learn about evaluation findings? When are key decisions being made?)	human resources are required for this communication strategy?)	communication effort? Will it be the project leads, peers, evaluator?)
1.					
2.					
3.					
4.					

- A communication plan is useful because it helps to:
  - Target appropriate communication methods (dependent on intended users)
  - Allocate limited (possibly) communication funds strategically
  - Time your reporting events to coincide with other budget and planning decision-making cycles
  
- Questions that can help you determine appropriate communication method for each target group include:
  - What do they already know about the topic?
  - What are their preconceived ideas or misconceptions that must be addressed?
  - What sort of action do you require from them?
    - Feedback or reactions to the findings or recommendations
    - Increased awareness/understanding
    - Agreement and buy-in
    - A decision
  - Where do they typically get their information from?
  - What language level is appropriate?
  - Who is the highest priority? (if budget is limited)
  
- Questions that can help you identify audience needs (Duarte, 2008):

## Seven Questions to Knowing Your Audience



Insert a representative picture or illustration of an audience member in this rectangle. It helps to put a face on the audience.

### 1 What are they like?

Demographics and psychographics are a great start, but connecting with your audience means understanding them on a personal level. Take a walk in their shoes and describe what their life looks like each day.

### 2 Why are they here?

What do they think they're going to get out of this presentation? Why did they come to hear you? Are they willing participants or mandatory attendees? This is also a bit of a situation analysis.

### 3 What keeps them up at night?

Everyone has a fear, a pain point, a thorn in the side. Let your audience know you empathize—and offer a solution.

### 4 How can you solve their problem?

What's in it for the audience? How are you going to make their lives better?

### 5 What do you want them to do?

Answer the question "so what?"—and make sure there's clear action for your audience to take.

### 6 How can you best reach them?

People vary in how they receive information. This can include the set up of the room to the availability of materials after the presentation. Give the audience what they want, how they want it.

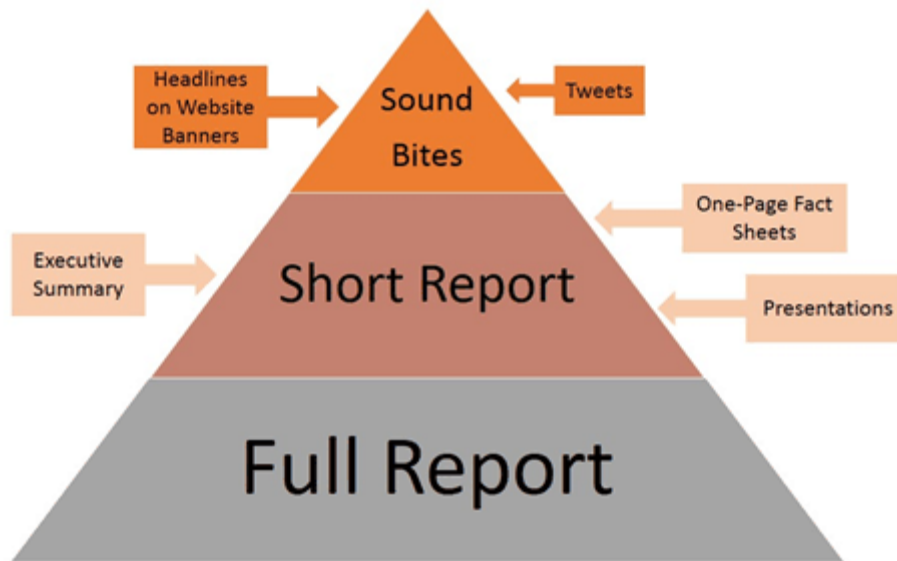
### 7 How might they resist?

What will keep them from adopting your message and carrying out your call to action?

© duarte.com 2008

### 3. Layer the information provided

- The idea of layering information is to create a series of communication products that build or link progressively from less detailed to more detailed products. Develop a series of linked communication products that allow your stakeholders to go as 'shallow' or 'deep' as they want. Different "product lines" can also focus on different findings.
- The diagram below describes the different layers of information you can provide in your series of communications products. Some stakeholders might be satisfied with the headlines or sound bites (top of the pyramid), while others might wish to dive deeper into the findings and learn a little more.



### Alternatives to a Final Report

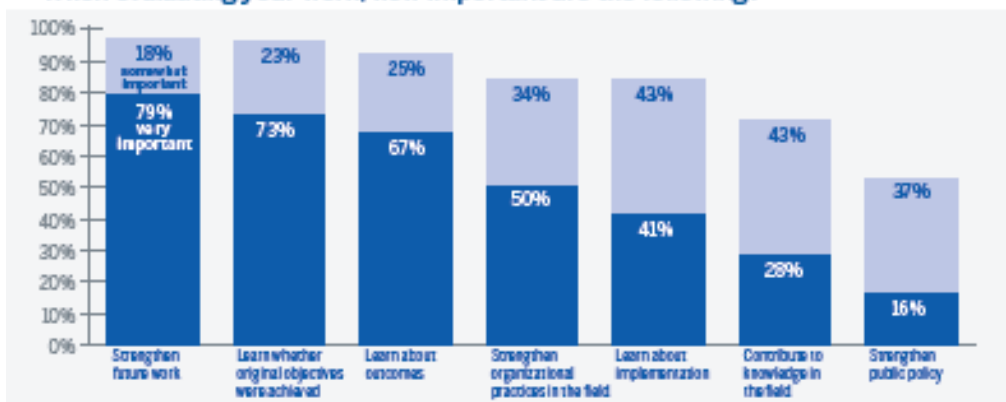
A final report is not for everyone! If we are really thinking about our stakeholders' needs, we must tailor how we report back findings and recommendations from the evaluation. Now is the time to be creative and to build something that will really engage your audience! Some ideas of alternatives are presented on the pages that follow.

### Easy-to-digest Visual Reports

## PURPOSE, APPROACHES, & RESOURCING

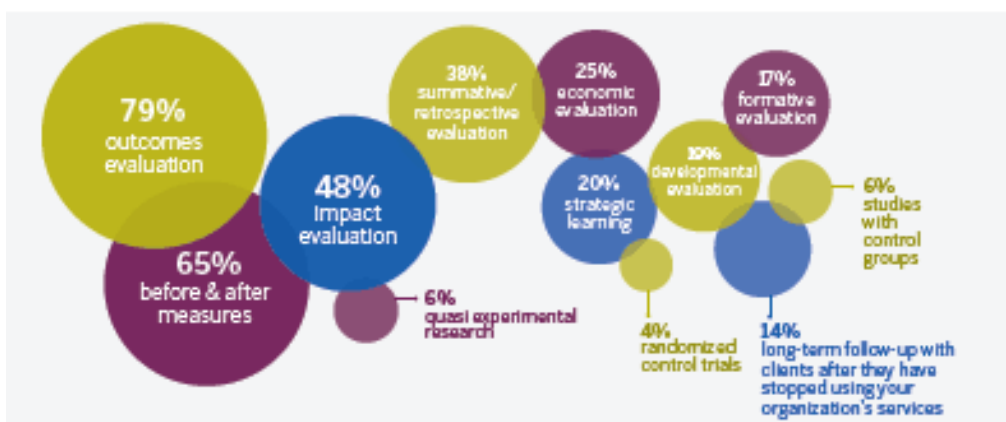
Evaluation can serve many purposes. It can be used to understand what is (or isn't) working. It can be used for accountability, to answer questions about how much work was done. It can also be a support for learning and improvement. Given these competing—but often complementary—purposes, how do nonprofit organizations stack up?

**When evaluating your work, how important are the following?**

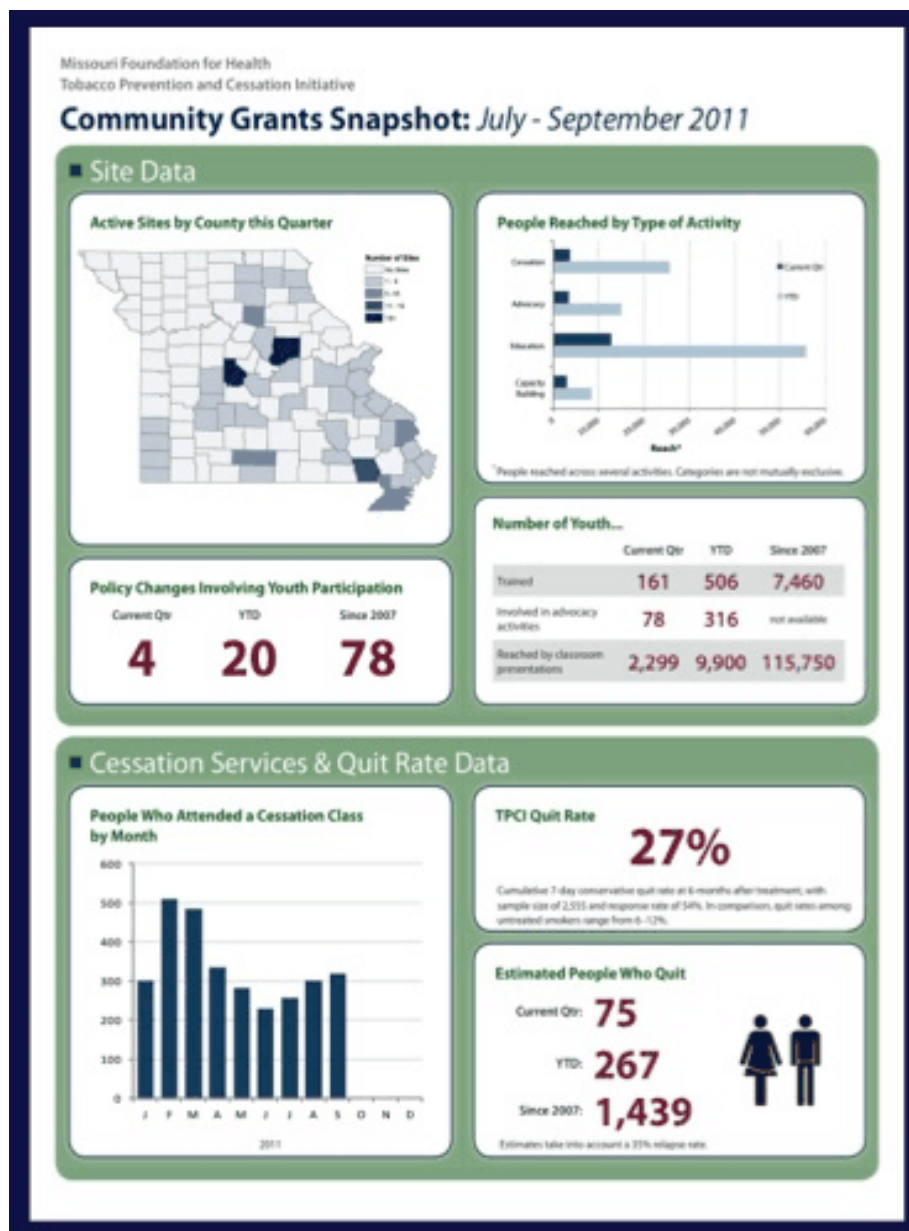


Setting up an evaluation also requires choosing an approach. There is an ever increasing variety of evaluation designs. For example, in the two years since the last State of Evaluation, two new evaluation designs (**developmental evaluation** and **strategic learning**) have been gaining traction. Overall, though, the majority of organizations report choosing designs that speak to how nonprofit efforts contribute to improved conditions for individuals, families, and communities—designs such as **outcomes evaluation** (79%), **before and after measures** (65%), and **impact evaluation** (48%).

### Common Evaluation Approaches



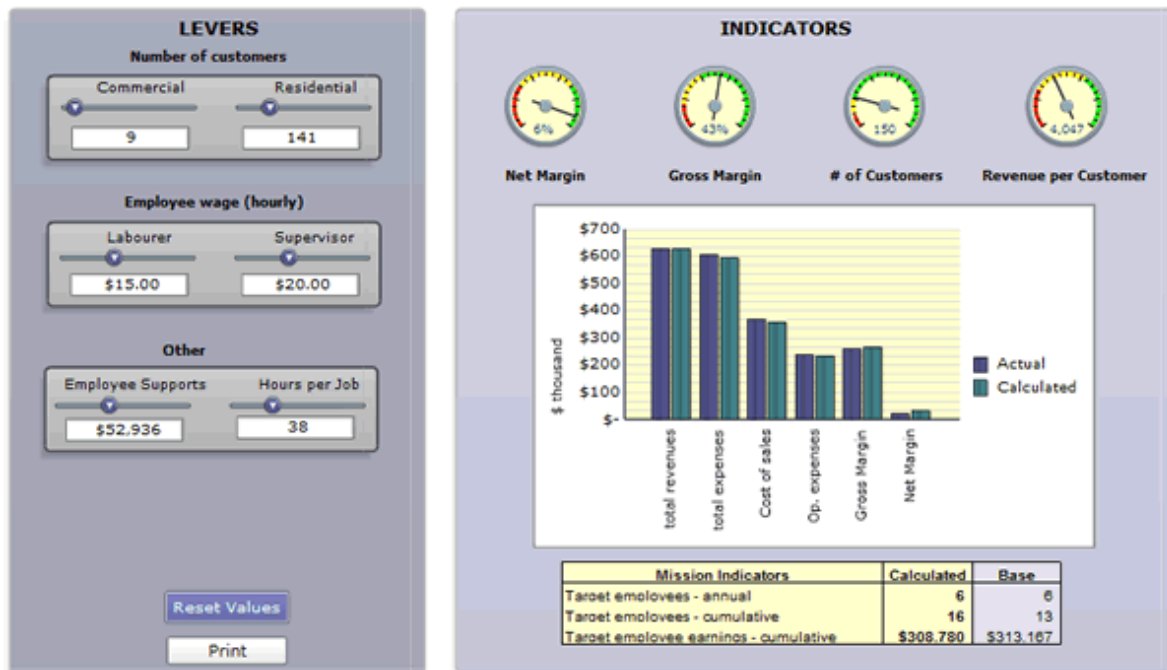






## Interactive Data Dashboards

This format allows users to engage with the data and to examine it in different ways

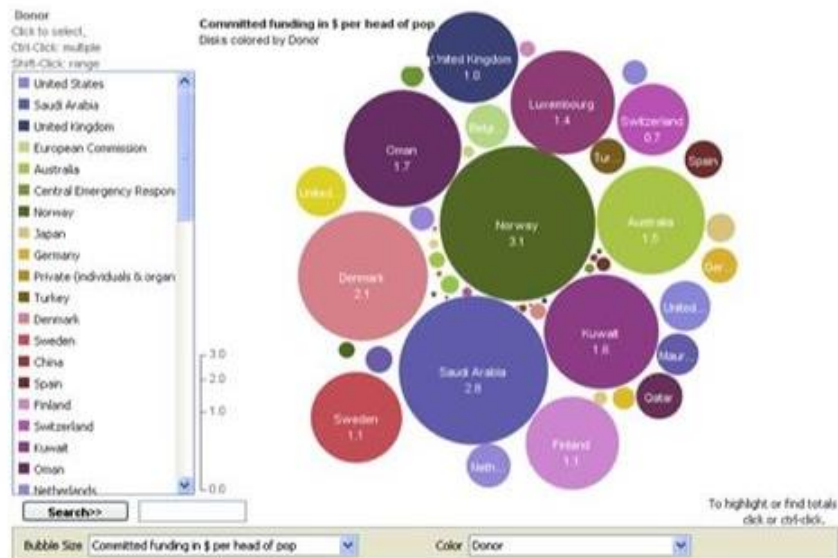


## Info Graphics

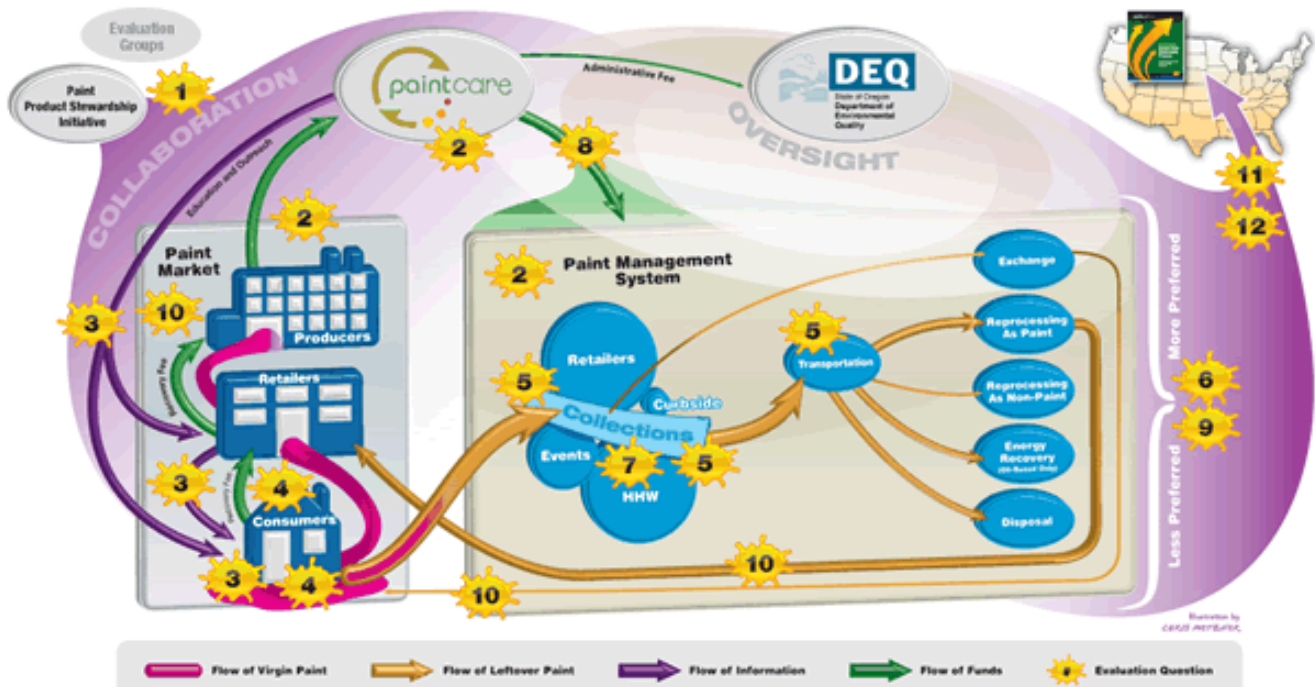
### Visualizations : Pakistan flood aid, as at 24 August 2010

Uploaded by: smfogers  
Description: >

Created at: Aug 23 2010



## Interactive Websites



## Engaging Oral Presentations



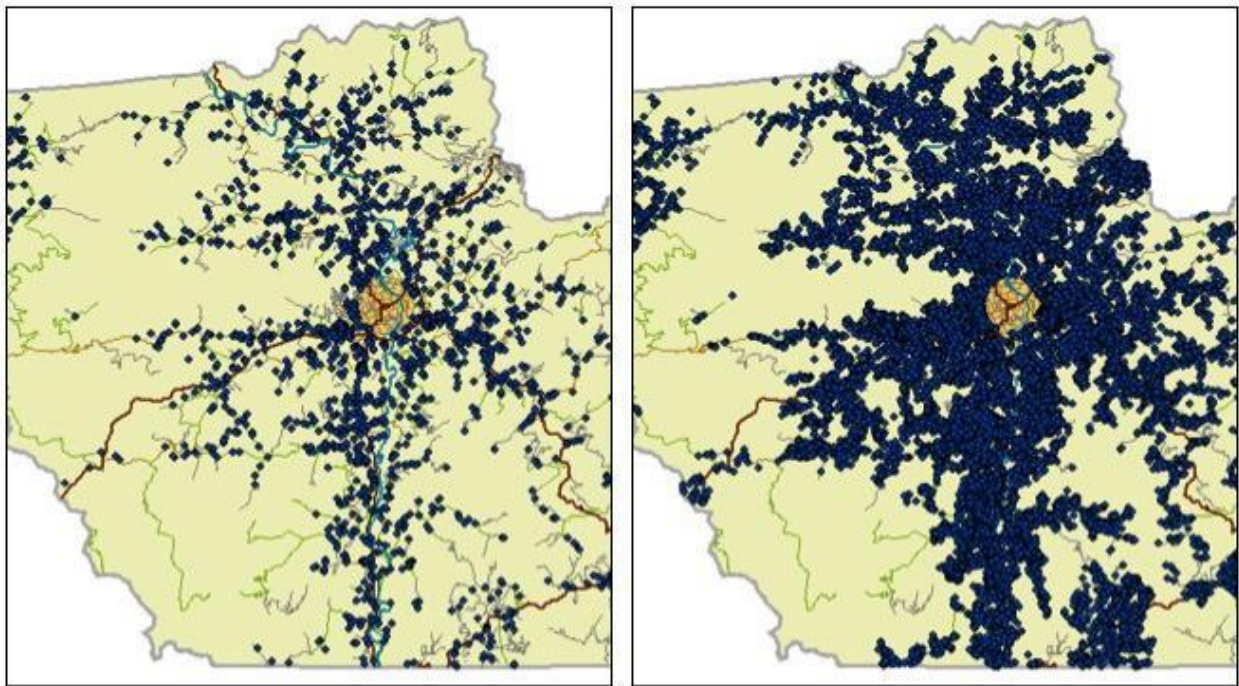


### Better PowerPoint

- [Tips on how to create PowerPoint slides](#)
- [What not to do when creating a PowerPoint presentation](#)
- [Slide Design Guide \(Stephanie Evergreen and Potent Presentations\)](#)

### GIS Mapping

## Before & After



### Reader-friendly Reports

- [Tips on reader-friendly writing](#)

### More Resources and Tools for Effective Reporting

- [American Evaluation Association 2011 Conference – Graphic Design for Evaluators](#)
- [Evaluation Report Layout Checklist \(Evergreen Data\)](#)

- [Data Visualization Checklist](#) (Evergreen Data)
- [Communicating evaluation findings](#)

## Uses of Evaluation Findings

Let's review some of the common uses of evaluation we learned:

- **Program Planning**
  - Document need for a program (needs assessments are considered a type of evaluation)
  - Determine desired outcomes and ensure inputs and activities will bring about the outcomes (through logic model development)
  - Enhance community/stakeholder engagement, support and consensus building
  - Determine if a program is effective and suitable for wide-spread dissemination
- **Program Improvement**
  - Identify areas of strength and weakness
  - Recommend areas for improvement or innovation
  - Maintain or improve program quality
  - Identify training needs
  - Use as a tool to advocate for program changes
- **Program Management**
  - Determine if program achievements are on track
  - Ensure that a program is reaching the intended audience
  - Confirm attainment of stated goals and objectives
  - Determine impacts and overall effectiveness
  - Highlight areas for expansion or reduction
  - Retain, reallocate, reduce, or increase funding
  - Facilitate informed decision-making, priority-setting, and resource allocation
  - Ensure alignment with organization's mission, purpose, and goals
  - Increase staff participation
  - Improve staff engagement, sense of control, morale
  - Increase accountability
  - Ensure funds are being spent according to program plans
  - Justify budget allocations
  - Assess cost-effectiveness and/or efficiency

- Communications
  - Attract funders
  - Demonstrate program benefits to stakeholders and community
  - Enhance program/organizational profile
  - Attract clients to the program

## Increasing Utilization

As you already know, the evaluation findings must be used in order for the evaluation to truly serve its purpose. Evaluators must learn to facilitate the uptake of recommendations and the use of findings, and understand that this is a process rather than a single event.

- Non-use of evaluation findings can be categorized as following (Patton, 2008):
  - Justified non-use: appropriate non-use because of weak evidence, a late report, poor evaluator performance, or other failures of the evaluators to adhere to the profession's standards and principles
  - Political non-use: findings are ignored because they conflict with a potential user's values, prejudices, preferences, and predisposition
  - Aggressive non-use: refers to a situation where an evaluation or evaluator is attacked and use is undermined because the results conflict with or raise questions about a preferred position
- Factors that increase utilization:
  - Engaging stakeholders and intended users throughout the evaluation process: early engagement ensures strong communication between evaluators and users, and increases user understanding of the evaluation's purpose and credibility. Frequent committee meetings also contribute to actual use of evaluation in decision-making.
  - Systematically building evaluation into decision making: timing the release of evaluation findings to pre-existing budget and planning cycles.
  - Evaluation quality: assurance that the evidence presented by evaluators is credible and rigorous, and that the methodology and type of evaluation model are positively associated with evaluation use.

- Objectivity of findings: highly objective evaluations that present fact-based and unbiased recommendations have been demonstrated to increase utilization of findings.
- Focused and well-balanced recommendations: clear and useful recommendations contribute to management decision-making; and recommendations that present different options for implementation have stimulated use.

Some scholars who interested in how evaluation results are used have dug deeper into the topic. Dreolin Fleischer and Christina Christie (2009) surveyed over a thousand American Evaluation Association (AEA) members to ask about factors that influence evaluation use. As you can see by the table below, there are many approaches one can take if they are hoping to maximize the use of evaluation findings and recommendations.

**Table 1**  
**Respondents' Perspectives Concerning Factors That Influence Use**

	Influential to Extremely Influential (%), <i>n</i> = 897
Planning for use at the beginning of the evaluation	91
Identifying and prioritizing intended <i>uses</i> of the evaluation	89
Communicating findings to stakeholders as the evaluation progresses	87
Identifying and prioritizing intended <i>users</i> of the evaluation	86
Involving stakeholders in the evaluation process	86
Developing a communicating and reporting plan	86
Interweaving the evaluation into organizational processes and procedures	83
Soliciting and using suggestions from stakeholders on the evaluation design	76
Designing the evaluation within resource limitations	74
Linking the evaluation to an established pattern of organizational life	72
Adhering to high standards of methodological rigor	65
Maintaining significant involvement in evaluation follow-up activities	65
Taking steps to prevent the misuse of evaluation findings	61
Demonstrating that the benefits of the evaluation will outweigh the costs	57
Establishing a balance of power among stakeholders	44

Note: The sample size varies across items. We chose to present the smallest sample size from the series of items as a conservative representation. This is the case for every table in the article.

## Moving Recommendations into Action

Based on the recommendations of your evaluation (e.g. how to improve programs to maximize program impact), we need to think about how to move them into action. There are many ways that



this can be systematized within an organization: you might build a data dashboard that lays out an action plan from the recommendations that staff can use for regular check-ins; a Board of Directors might relook at recommendations and determine how successful an organization has been in engaging with them; or you might all commit to ongoing data collection that is used by organizations for planning. It is extremely important to think about these processes and work with your organization to determine what is the best way forward. Then, **WRITE IT DOWN** so everyone is on board and can visualize the plan to move recommendations into action.

Below is a potential tool you can use to develop a plan for moving recommendations into action (find template in Appendix A). This planning tool can also act as a tool for ongoing reporting.

<b>Action Items</b> (What are the steps that you need to accomplish or reach the recommendation?)	<b>Responsibility</b> (Who is providing the report?)	<b>Report</b> (Please provide a progress update based on the agreed upon reporting mechanism)	<b>Status</b> (Has the action item been completed? In progress? Not started? Are you using a green light/yellow light/ red light system?)
<b>EVALUATION RECOMMENDATION # 1</b>			
1)			
2)			
<b>EVALUATION RECOMMENDATION # 2</b>			
1)			
2)			
3)			

# MODULE 10: Evaluation Work Planning and Management

## Lesson Objectives

At the end of this lesson you will be able to:

- Explain the purpose of an evaluation work plan and management
- Use a Gantt chart to develop an evaluation work plan
- Create an evaluation budget using a budget worksheet
- Develop risk management strategies using a worksheet

## Purpose of an Evaluation Work Plan

A work plan should accompany the implementation of an evaluation plan and incorporate project management practices. Developing a clear work plan with realistic timelines before starting your project will facilitate a timely implementation of the evaluation and help evaluators ensure the planned activities are on track to achieve the evaluation's intended goals and results.

## What is an Evaluation Work Plan?

An evaluation work plan is a tool commonly used by evaluators to manage the evaluation activities and ensure that they are conducted within the planned budgets and timeframes. One of the first steps of establishing a work plan is to develop a Gantt chart or critical path using a spreadsheet or a table. Below is a Gantt chart template and an example of a complete Gantt chart that evaluators can tailor to develop their own work plan.

## Gantt Chart Template

Evaluation Activities <i>(E.g. stakeholder engagement, evaluation design, data collection &amp; analysis, reporting, communicating findings, etc.)</i>	Hours <i>(How long will it take you to complete this activity? If there is more than one person working on the evaluation who is doing what?)</i>	Timeframe (GANTT CHART)											
		J	F	M	A	M	J	J	A	S	O	N	D
TOTAL													

From p. 15 of the REACH Evaluation Workbook (Appendix A)

Here is a YouTube video on how to make a Gantt chart in Microsoft Excel:

[http://betterevaluation.org/resources/guide/making\\_gantt\\_chart\\_using\\_excel](http://betterevaluation.org/resources/guide/making_gantt_chart_using_excel)

## Example of a Complete Gantt Chart

M&E- WORKPLAN												
Name:	Frank Smith											
Project:	WATSAN Project											
Quarter:	Q2, 2013 (April- June)											
Activity	APRIL				MAY				JUNE			
	WIK1	WIK2	WIK3	WIK4	WIK1	WIK2	WIK3	WIK4	WIK1	WIK2	WIK3	WIK4
Data Collection												
Develop monitoring tools	x	x	x	x								
Data collection	x	x	x	x								
Revision of survey tools									x	x	x	x
Data Gathering Management	x	x	x	x								
Field Visit	x	x	x	x	x	x	x	x	x	x	x	x
Follow up surveys									x	x	x	x
Report Development												
Household Progress Report					x	x	x	x				
Develop IS & establish reporting system	x	x	x	x	x	x	x	x	x	x	x	x
fact sheets and other communication materials	x	x	x	x	x	x	x	x	x	x	x	x
Monthly Report				x				x				x
Quarterly Report											x	x
Mid-term Evaluation report												
Dissemination												x
Data Management												
Generating fact sheets and other communication materials									x	x	x	x
Assembling Previous Rounds of Data files	x	x	x	x								
Developing a data book					x	x	x	x				
Data Sharing					x	x	x	x	x	x	x	x

## Establishing an Evaluation Project Budget

A well-planned evaluation needs to ensure adequate budget and resources are available to yield valid and reliable findings. Evaluation budgets are influenced by evaluator's role, scope of the evaluation, amount and type of data to be collected, evaluation approach (e.g. participatory evaluation will take more time because evaluator needs to hold meetings and review processes with relevant stakeholders), and completeness of the program plan.

Typical budget items to consider through planning, collecting and analysing data, and communication of findings are:

- Salary of evaluators (and external consultant fees when necessary)
- Honoraria (for participants, facilitators, and so on)
- Travel
- Hospitality and catering expenses (for evaluation planning meetings or group-based data collection, e.g. focus group)

- Administration overhead and operational costs (including equipment, supplies, and technological support like computers and software)
- Translation
- Transcription (for qualitative data)
- Copying and printing
- Report formatting and graphics

### Evaluation Budget Worksheet

<b>Evaluation cost categories</b>	<b>Description</b>	<b>Amount budgeted (\$)</b>
Staffing (external or internal evaluator(s), support staff, peer evaluators, etc.) [don't forget related benefit costs or GST costs if you are an independent consultant]		
Materials and supplies (e.g. telephone/teleconference lines, meeting costs, etc.)		
Equipment (e.g. online survey platform account, data analysis software, audio-recorders, computers, etc.)		
Travel (e.g. for meetings, consultations, conferences, etc.)		
Honoraria and incentives (e.g. honoraria for peer researchers, for peers who participate in interviews, incentives to participate in online surveys, etc.)		
Sharing findings (e.g. graphic design for reports, printing reports, producing webinars, hosting conferences, etc.)		
<b>TOTAL COST:</b>		

Here is a comprehensive checklist for developing and evaluating evaluation budgets:

<http://www.wmich.edu/sites/default/files/attachments/u350/2014/evaluationbudgets.pdf>

## Purpose of Developing Risk Management Strategies

Thinking through potential risks and strategizing about how to mitigate these risks are important to good project management practices and the prevention of harm. Potential risks include foreseeable limitations, challenges, and risks associated with the evaluation through all phases (planning, implementation of evaluation activities, sharing and utilizing data, and so on).

### Risk Management Worksheet

<b>Risk</b>	<b>Mitigation Strategy</b>
1.	1.
2.	2.
3.	3.

The simple two-column tool above can help you brainstorm some risks you may encounter over the course of your evaluation project, and some strategies you can implement to avoid these risks. It is better to have anticipated and avoided risks wherever possible!

## ACTIVITY BOX: Planning your Evaluation Project

### **Congratulations! You have reached the end of the last training module!**

The purpose of this activity is to bring together what you learned while completing this training. Since Module 2, you have been completing activities related to the case study of your choice (with the exception of the activities at the end of Modules 7 & 8).

Using the Gantt chart template provided in this module, write out a evaluation work plan that takes into account all of the steps your learned about in this training manual, including:

- 1) Choosing an evaluation approach that fits your project
- 2) Developing an engagement stakeholder plan
- 3) Engaging with stakeholders
- 4) Designing a logic model
- 5) Defining evaluation questions and indicators
- 6) Ensuring your project is ethically sound
- 7) Collecting data to answer your evaluation questions
- 8) Analysing the data you collected
- 9) Sharing and facilitating the use of evaluation findings

When setting the timelines and goals for the steps, remember to keep the project budget and potential project risks in mind.

After you've completed your Gantt chart, compare it to the Gantt charts of your teammates. Discuss the following questions:

- Where did your team make similar decisions about target hours and timeframes? Where did you differ? Discuss how you each decided on the target hours and timeframes for each activity where you and your teammates have different numbers.
- Review the similarities and differences in yours and your teammates' overarching timeframes for completing this evaluation project. How did you each come to these decisions? Edit your decisions based on your conversations with your teammates.
- Finally, refer to your Gantt chart to reflect on everything you have learned while working through this manual – which step of the evaluation process you are most excited about? What is it about that step that interests you the most?

## Appendix A: REACH 2.0 Evaluation Toolkit Workbook



### **EVALUTION TOOLKIT WORKBOOK**

Use in tandem with the  
REACH Online Evaluation Toolkit:

<http://www.reachprogramscience.ca/reach-pan-evaluation-toolkit/>

Last update:  
January 2016



## WORKSHEET: EVALUATION CHECKLIST

As outlined in the REACH Evaluation Toolkit, there are quite a few steps in the evaluation planning and implementation process. We have created an evaluation checklist to help keep on-track for the duration of your project (see Table 1). This document should be revisited throughout your evaluation project to monitor how the project is progressing on an ongoing basis.

**Table 1. Evaluation checklist**

**Date last reviewed/revised:**

Key evaluation activities	✓
<p><b>1. Describe the program/project/service that is being evaluated</b></p> <p>Sometimes it is helpful to explicitly describe the program you are planning on evaluating. You might want to include the following pieces of information:</p> <ul style="list-style-type: none"> <li>• What is the need that the program is addressing?</li> <li>• Purpose of the program - what change(s) are you hoping to make?</li> <li>• Who is the target population the program is working with?</li> <li>• Length or duration of the program</li> <li>• Resources available to implement the program</li> <li>• External contexts or influences that will impact the program</li> <li>• Any theories (social theories, health theories) that you might use to describe, understand and evaluate your program (helpful resource National Cancer Institute's <a href="#">Theory at a Glance: A Guide for Health Promotion Practice</a>)</li> </ul>	<input type="checkbox"/>
<p><b>2. Engage stakeholders</b></p> <p>Have you taken the time to identify, understand and engage stakeholders?</p> <p><b><u>TASKS:</u></b></p> <ul style="list-style-type: none"> <li>• Complete and use the <a href="#">REACH Stakeholder Engagement Worksheet</a> as an ongoing tool for your evaluation team</li> </ul>	<input type="checkbox"/>



<p>Have you considered the level of risk associated with your evaluation project for different stakeholder groups? Have you completed the <u><a href="#">REACH Evaluation Ethics Checklist?</a></u></p>	
<p><b>5. Evaluation planning and management</b>          Have you incorporated project management practices into your evaluation project (e.g. development of a work plan, budget and risk management strategies)?</p> <p><b><u>TASKS:</u></b></p> <ul style="list-style-type: none"> <li>• Use the <u><a href="#">REACH Work Plan Template</a></u> as a tool for your evaluation – this maps out the tasks involved in the evaluation, who is responsible for which pieces, and maps out the timeline for the project</li> <li>• Use the <u><a href="#">REACH Budget Template</a></u> as a tool for your evaluation -- this maps out all of the revenue and expenditures for the project (both actual and in-kind)</li> <li>• Think about potential risk and mitigation strategies that could impede the success of your evaluation. Use the <u><a href="#">REACH Risks Management Strategies</a></u> Worksheet as a tool.</li> </ul>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<p><b>6. Data collection</b>          Have you designed data collection tools with feedback from key stakeholders? Have you collected data to answer your evaluation questions?</p> <p><b><u>TASKS:</u></b></p> <ul style="list-style-type: none"> <li>• Working from our evaluation plan develop the necessary data collection tools. We will be creating the following tools (i.e. survey, interview guide, focus group, database, tally sheet, document review tool):             <div> <div>a) _____</div> <div>b) _____</div> <div>c) _____</div> <div>(add more as needed)</div> </div> </li> </ul>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

<ul style="list-style-type: none"> <li>• Develop a recruitment strategy for evaluation participants that casts a wide net. We want to make sure that we have a wide representation of people, groups and demographics in an evaluation.</li> <li>• Engage participants to gather and collect data ensuring that data is protected following procedures outlined in your ethics guide.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<p><b>7. Data analysis</b> Have you analyzed all of the data collected in your evaluation? Have stakeholders been engaged to help contextualize the findings and brainstorm recommendations for next steps?</p> <p><b><u>TASKS:</u></b></p> <ul style="list-style-type: none"> <li>• Analyse data – using methods appropriate to the methods (i.e. quantitative data – frequencies, statistics or qualitative data – content analysis)</li> <li>• Engage your stakeholders in the analysis process to help contextualize the data, identify recommendations from the findings and think about how best to present the data.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<p><b>8. Sharing and using evaluation findings</b> Have you created a communications plan for your evaluation findings? Have you shared evaluation findings with all key stakeholder groups in an engaging format? Have you determined how evaluation findings and recommendations will inform program improvements or adjustments?</p> <p><b><u>TASKS:</u></b></p> <ul style="list-style-type: none"> <li>• Use the <i>REACH Communications Plan Worksheet</i> to develop a plan on how best to engage key stakeholders in learning about your evaluation findings, recommendations and action plans</li> <li>• Develop recommendations based on your findings and consultation with stakeholders</li> <li>• Work from your Communication Plan to develop knowledge translation tools and products – Think creatively about how best to get your message across. A report may or may not be the best way to engage your stakeholder. Some KT products can include: <ul style="list-style-type: none"> <li>○ A reports – if you do write a report think about the 1:3:25 rule for reports, no matter what the topic a report shouldn't be longer than a</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

one-page outline with the main message, three page executive summary and 25 page report [CFHI Guidelines](#) [FCASS Guidelines](#)

- Short summaries, postcards
  - Presentations that can be used by the program, organization or stakeholders or put up online with narration
  - Visualizations or infographics
  - Interactive maps or spreadsheets
  - Briefing notes
  - Or many other ideas
- Use the [\*\*\*REACH Moving Recommendations Into Action\*\*\*](#) worksheet to create a plan on how to ensure your organization is going to commit to moving the evaluation recommendations into -- Be sure to build in regular check-ins to ensure that you are on track and if you aren't make sure to adapt or revise the plan.



## **WORKSHEET: ENGAGING STAKEHOLDERS**

Key stakeholders should be engaged throughout all steps of the evaluation process to improve the relevance and utilization of evaluation findings. As outlined in this evaluation toolkit, developing a plan to engage stakeholders should be one of the first steps in the evaluation process. This is a living document and an important tool in your evaluation work. You should review your stakeholder engagement worksheet throughout the course of the project and update and revise as necessary.

Stakeholder engagement is fundamental to evaluation because stakeholders:

- are the ones who will need to determine the focus of the evaluation;
- have in-depth knowledge of the program or organization and the surrounding policy or social/economic contexts impacting the program;
- have access to program records and program participants;
- will assist in understanding and contextualizing the analysis of the evaluation data; and
- will ultimately use the findings and data generated from the evaluation to meet their needs.

When you think about ‘who’ a stakeholder might be it is important to cast a wide net. They are individuals, groups or organizations who have a significant interest in how the program is running and its outcomes. Examples include: staff or service providers; project partners; funders; evaluation sponsors; program participants, clients or peers; Board of Directors or senior executives; community members; or other experts.

Finally, there are a number of key tasks that you might want to involve stakeholders in, including: providing context and understanding about the program; focusing the evaluation work and identifying evaluation questions; developing or reviewing the logic model; helping with the development of data collection tools; helping with data collection or accessing evaluation respondents; supporting the interpretation of findings and providing context; developing recommendations; creating action-based plans based on the findings; and disseminating the evaluation findings. Stakeholders can have different levels of involvement in an evaluation that can range from being an active participant in all aspects of the evaluation and being part of an evaluation advisory committee, to providing input occasionally, to being informed of the evaluation’s progress at a high level, to receiving the final evaluation report and summary documents.

A ‘stakeholder engagement worksheet’ has been provided to help your identify, understand and involve stakeholders throughout your evaluation (see Table 2 below). Populating each of the boxes in the stakeholder engagement worksheet will help you to critically think about stakeholders’ interests in the

evaluation and how you can make best use of their time and expertise. Note that the REACH Evaluation Toolkit contains links to documents about stakeholder engagement if you are seeking out additional information. Click [here](#) for more information.

**Table 2. Stakeholder engagement worksheet**

**Date last reviewed/revised:**

<b>Stakeholder</b> <i>(Name of person or stakeholder group, such as program manager, program participants, other community-based organizations, etc.)</i>	<b>What is their interest in the evaluation?</b> <i>(Examples: identifying areas for program improvement, are service recipients, potential for program replication, final evaluation findings, etc.)</i>	<b>How will the stakeholder be involved in the evaluation?</b> <i>(Examples: member of the Evaluation Advisory Committee, informed about evaluation, provide support, data source, etc.)</i>
1.		
2.		
3.		

Adapted from:

Centers for Disease Control and Prevention. (2012). Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. Retrieved from: <http://www.cdc.gov/eval/guide/step1/>



## **WORKSHEET: LOGIC MODEL**

Before jumping into the evaluation process, it is important that the program to be evaluated is defined in detail. Having a comprehensive understanding of the program's available resources, planned activities and intended changes will greatly support the evaluation planning process.

A key tool to begin mapping out the program is the logic model. The logic model is a systematic and visual way to illustrate the relationships among the program resources, planned activities and intended changes or results the program hopes to bring about. This is sometimes called the program theory. Logic models can be used for program planning and evaluation purposes. From a program perspective, logic models can serve as a useful tool when designing new initiatives and testing program assumptions. From an evaluation perspective, program logic models serve as a key reference point and can provide ideas for creating evaluation questions.

We have provided you with a worksheet to help you draft a logic model for the program you are evaluating (see Table 3). This worksheet provides a brief explanation of each of the logic model categories. As depicted with the arrow, each component of the logic model is intended to build upon the next, from the left to right. For instance, the activity of providing an educational workshop about HIV transmission would result in the short-term outcome of participants having increased knowledge of how HIV is transmitted. It is important to think about the linkages across the logic model and ensure that every activity feeds into an output and outcome and vice versa. Note that the REACH Evaluation Toolkit contains links to entire documents dedicated to creating logic models if you are seeking out additional information. Click [here](#) for more information.

It can be useful to engage program staff and other stakeholders in the creation of logic models given their intimate knowledge of the program's resources, activities and intended outcomes. However, it is recommended that you avoid the use of logic model terminology and speak to stakeholders about the how their program works, what they are going to do, and what changes they are hoping to see happen as a result of their work.

**Table 3. Logic model worksheet**



What resources are needed to operate the program? E.g. funding, staff, partnerships, etc.	If you have access to these resources, then you can use them to accomplish your planned activities.	If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended (outputs often described as a # of something)	If you accomplish your planned activities to the extent that you intended, then your participants will benefit in certain ways (outcomes are usually described using an action work describing a change)		
			Outcomes		
			“Expect to see”	“Want to see”	“Hope to see”
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short-Term Outcomes</b> <ul style="list-style-type: none"> <li>Achieved during program timeframes</li> <li>Within program control</li> </ul>	<b>Intermediate Outcomes</b> <ul style="list-style-type: none"> <li>Achieved at the end of program timeframe</li> <li>Follow from short term outcomes</li> </ul>	<b>Long-Term Outcomes</b> <ul style="list-style-type: none"> <li>Achieved after program timeframe</li> <li>Outside direct program control</li> </ul>
•	•	•	•	•	•

Adapted from:

- W.K. Kellogg Foundation: Logic Model Development Guide. <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- PointK Learning Center: Innovation Network. [http://www.innonet.org/client\\_docs/File/outcomes\\_chain.pdf](http://www.innonet.org/client_docs/File/outcomes_chain.pdf)

## WORKSHEET: EVALUATION PLAN

Once you have developed your logic model or program theory it is now time to focus your evaluation. To do this it can be useful to create an ‘evaluation plan’ to keep track of the key evaluation questions you are asking and how you are proposing to answer them. An evaluation plan can be thought of as a roadmap to your evaluation, describing what will be evaluated, how and when.

The first step is to identify the types of evaluation questions you want to ask. The logic model will identify many different types of questions relating to your program but it is important for your stakeholders to determine which questions are important for them. Evaluation questions can span the range of a program and can include questions relating to the: needs for the program; the resources needed to run the program; how the program is being implemented; are the activities being delivered as intended; are the right participants being reached; are the participants satisfied; are intended changes occurring; what are the unintended outcomes; is the program cost effective; and how is the program contributing to larger changes for the population? Given the potential scope the evaluation questions will need to be focused – you can’t look at everything.

Once you have decided on evaluation questions it is time to think about indicators. The indicators are the evidence or information that will tell you if your program is reaching its intended outcomes. There is often more than one indicator needed to measure an outcome, particularly when evaluation questions are complex and deal with many moving parts. Indicators can be quantitative and qualitative, and you may consider using two or more types of indicators to answer one evaluation question. Indicators should be SMART(ER):

<b>S</b> pecific	Should be clear to people with a basic knowledge of the issue or program and clearly articulated, well defined and focused
<b>M</b> easurable	Should have the capacity to be counted, observed, analyzed, tested, or challenged.
<b>A</b> chievable	Should be realistic, practical and attainable within the program scope dependent upon availability of resources, knowledge and timeframe
<b>R</b> ealistic	State what results can realistically be achieved, given available resources
<b>T</b> ime-bound	Should have clear deadlines express

<b>Ethical</b>	Should carefully consider issues pertaining to ethics and the protection of participants
<b>Relevant</b>	Should provide information which is relevant to the process and stakeholders

Once these are decided upon you can work on identifying data sources, building data collection tools (surveys, focus group interview guides, participant observation process, etc.) and deciding on the frequency of data collection. Note that the REACH Evaluation Toolkit contains links to documents with more information about evaluation design if you are seeking out additional information. Click [here](#) for more information.

A worksheet has been provided for you to create your own evaluation plan (see Table 4). Populating each of the boxes in this worksheet will help clarify the plan for the evaluation, both for the evaluation team and other stakeholders. Note that some individuals may call the evaluation plan an ‘evaluation framework’.

**Table 4. Evaluation plan worksheet**

<b>Evaluation Questions</b> (What questions will the evaluation answer?)	<b>Indicators</b> (How will you measure progress/ accomplishment? What data will we collect?)	<b>Data Sources</b> (What sources of information do you require to answer the evaluation question? E.g. program participants, general public, organizational administrative data, etc.)	<b>Data Collection Method</b> (What method(s) will be used to collect information to answer the evaluation question? E.g. online survey, focus group, etc.)	<b>Timeframe</b> (When will the evaluation question be answered? E.g. Winter 2016)	<b>Responsibility</b> (Who is responsible for gathering the data that answers this evaluation question?)
4.					
5.					
6.					



## WORKSHEET: ETHICS CHECKLIST

It is critical to keep ethical considerations at the forefront of evaluation planning and implementation. Both evaluation and research involve some level of risk, ranging from high to low risk, for the participants. It is this risk that makes it very important to go through an ethical process when designing and conducting an evaluation. It also allows evaluation teams to determine if the costs to participants are worth the benefits. Strategies to protect the rights and dignity of those who participate in the evaluation should be incorporated into the way that you design and carry out your project – it is important to consider at ALL phases of the evaluation. Many professional organizations have their own set of guidelines, including the [Canadian Evaluation Society](#) and the [Tri-Council Policy Statement \(TCPS\)](#)

We have provided a quick evaluation ethics checklist for you to complete that will get you thinking about ethical concerns (see Table 5). Read through these questions and give yourself a checkmark if you have addressed the ethical concerns lists.

It is important to note that it could be necessary to undergo an ethical review with an institutional review board, for instance if there is some debate about whether your work is closer to research than evaluation or if you intended to publish evaluation findings. First, know your organizations' policies with regards to whether you require an ethical review and under what circumstances. Second, you can use a tool like [ARECCI guidelines and screening tool](#) provided by Alberta Innovates Health Solutions to explore whether your project requires a formal ethics review (this guide has a lot of great resources relating to evaluation and ethics).

**Table 5. Evaluation ethics checklist**

Ethical Issues to Consider	✓
<p><b><i>1. Weigh the risks and benefits</i></b></p> <p>Have you assessed all potential evaluation risks for participants, communities, community-based organizations, third parties, and the members of the evaluation team? Do the benefits of participation outweigh the costs/risks to the participants? Here are some risk categories to consider:</p> <ul style="list-style-type: none"> <li>• Physical Hazard</li> <li>• Psychological risk</li> <li>• Damage to reputation, privacy or breach of confidentiality life</li> <li>• Non-compliance with applicable laws and regulations</li> </ul>	<input type="checkbox"/>

<p><b>2. Obtain informed consent:</b></p> <p>Evaluators and evaluation teams must ensure that participants have provided consent for the evaluation that is:</p> <ul style="list-style-type: none"> <li>• free (voluntary and will not impact services they may receive);</li> <li>• informed (have been provided with all the information they need to make a decision, including benefits and risk of their participation); and</li> <li>• ongoing (provide information throughout the evaluation on how participation in the evaluation will impact a participant).</li> </ul> <p>How are you going to ensure that you have obtained informed consent?</p> <p><u>Here are some procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Including a consent form for any data collection relating to the project, includes information on who is leading the project, description of the project, how confidentiality will be ensured, compensation, where to go if you have questions, a note about voluntary participation (can withdraw at any time and will not impact their relationship with the organization)</li> <li>• If you want to follow-up with participants at a later date (to share findings, ask follow-up questions, etc.) the evaluation team will need to have consent to contact a participant after first contact</li> </ul>	<input type="checkbox"/>
<p><b>3. Ensure privacy and the control of information</b></p> <p>Evaluators and evaluation teams have a responsibility to ensure the privacy, confidentiality and security of participants' personal information including:</p> <ul style="list-style-type: none"> <li>• information that directly identifies a participant (name, health number)</li> <li>• information that indirectly identifies a participants (date of birth, address, physical characteristics) that could be together used to identify an individual especially when a samples comes from a small group of people (deductive disclosure)</li> </ul> <p>Have you considered issues concerning respect for privacy and confidentiality? Will personal information be collected through assessment activities (including health, HIV status, attitudes, values, concerns, beliefs, habits, social networks, or socioeconomic status, etc.)? How will the confidentiality of this information will be preserved?</p> <p><u>Here are the procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Ensuring privacy and confidentiality</li> </ul>	<input type="checkbox"/>



<ul style="list-style-type: none"> <li>• Anonymity of data where possible (assigning codes or pseudonyms)</li> <li>• Physical safeguards: locked filing cabinets, computer privacy filters</li> <li>• Administrative safeguards: development of organizational policies and procedures around access to and sharing of information, data storage and destruction</li> <li>• Technical safeguards: computer passwords, firewalls, data encryption</li> <li>• Reporting data breaches or failures to participants</li> <li>• Aggregate data when appropriate</li> <li>• Assign unique IDs to data or using pseudonyms</li> <li>• Remove identifying information from qualitative data</li> </ul>	
<p><b>4. <i>Safeguard fair and equitable treatment</i></b></p> <p>It is important that we are fair and equitable when evaluation teams decide about who to include in an evaluation. We want to make sure that we have a wide representation of people, groups and demographics in an evaluation.</p> <p><u>Here are the procedures that should be implemented:</u></p> <ul style="list-style-type: none"> <li>• Unless an evaluation question is focused on a particular group (i.e. gay men or young Indigenous people) you must make an effort to include people of various backgrounds, ages and genders in your evaluation</li> <li>• If you are selecting participants on a certain criteria, you need to be transparent about this decision and it needs to be stated in the invitation to participate</li> </ul>	<input type="checkbox"/>
<p><b>5. <i>Consider conflicts of interest</i></b></p> <p>“A conflict of interest may arrive when activities or situations place an individual or institution in a real, potential or perceived conflict between the duties or responsibilities related to research, and personal, institutional or other interests” <a href="#">TCPS</a>.</p>	<input type="checkbox"/>

<p>Relationships needs to be examined carefully to identify and acknowledged and evaluation teams must work to overcome any perceived or real conflicts of interest in an evaluation project.</p>	
<p><b>6. Considerations for participatory and culturally safe evaluations</b></p> <p>When engaging in participatory evaluation have you engaged peers, people with lived experience, or the people who will be impacted by the program or evaluation in all levels of your evaluation? Has the evaluation considered culture? And is it culturally safe for participants?</p> <p><u>Here are some principles to consider:</u></p> <ul style="list-style-type: none"> <li>• Greater or Meaningful Involvement of People Living with HIV / AIDS (GIPA/MIPA)</li> <li>• individual and community empowerment</li> <li>• <u>Indigenous Approaches to Program Evaluation</u> (National Collaborating Centre for Aboriginal Health)</li> </ul>	<input type="checkbox"/>

Adapted from:

COCQ-SIDA: Politique de la conduite responsable de la recherche,

<http://cocqsida.com/assets/files/2.dossiers/Recherche/2.3-Politique-sur-la-conduite-responsable-de-la-recherche-COCQ-SIDA.pdf>

Let's Get Ethical! Ethical Considerations in Program Evaluation:

<http://www.excellenceforchildand youth.ca/let-s-get-ethical-ethical-considerations-program-evaluation>

## WORKSHEET: WORK PLAN

Planning for the conduction of an evaluation should incorporate project management practices. Developing a clear work plan with realistic timeframes is key for ensuring the evaluation remains on-track to achieve its intended results.

The ‘evaluation work plan’ is a key project management tool that is commonly used by evaluators to ensure all activities are carried out within specified budgets and timeframes. A worksheet has been provided for you to create a work plan for your evaluation project (see Table 6). Starting in the left hand column of the work plan, list the all of the evaluation activities, estimate the number of hours they will take to complete (if you have multiple people working on the evaluation it might be helpful to think through how many hours/person/activity), and roughly when they will be completed. Note that it is important to gather input from evaluation stakeholders to ensure the proposed timelines are realistic and meet their expectations. Use the [REACH Evaluation Checklist](#) (above) as a way to think through all of the activities to include in the work plan. Click [here](#) to check out more resources on the REACH Evaluation Toolkit.

**Table 6. Work plan worksheet**

Evaluation Activities  (E.g. stakeholder engagement, evaluation design, data collection & analysis, reporting, communicating findings, etc.)	Hours  (How long will it take you to complete this activity? If there is more than one person working on the evaluation who is doing what?)	Timeframe (GANTT CHART)											
		J	F	M	A	M	J	J	A	S	O	N	D

TOTAL													

## WORKSHEET: CREATING AN EVALUATION BUDGET

Planning for the conduction of an evaluation should incorporate the project management practice of creating a budget to ensure the evaluation remains within its intended financial scope. We have provided you with a straightforward worksheet that will help you to create a budget for your evaluation project (see Table 7). The left hand column lists cost categories commonly encountered in evaluations: staffing, materials and supplies, equipment, travel, honoraria and incentives, and sharing findings. Given that REACH is doing much of its work using a participatory evaluation lens and that we will be engaging peers (people with lived experience with HIV and/or HCV) as peer evaluators and for data collection it is important to think through honoraria to compensate people for the time and expertise they are contributing to the evaluation. The Pacific AIDS Network has developed a useful [tip sheet on peer compensation](#) for your reference.

Once you have generally identified the costs associated with your project, provide brief descriptions of the costs involved and the funding allocated to each category. Note that if you are working as an external evaluator, you will likely need to create more detailed budgets that specify the amount of time (you can use your work plan to help calculate this) and money that will be spent on each evaluation activity. Click [here](#) to check out more resources on the REACH Evaluation Toolkit.

**Table 7. Evaluation budget worksheet**

Evaluation cost categories	Description	Amount budgeted (\$)
Staffing ( <i>external or internal evaluator, support staff, peer evaluators, etc.</i> ) <i>[don't forget related benefit costs or GST costs if you are an independent consultant]</i>		
Materials and supplies (e.g. <i>telephone/teleconference lines, meeting costs, etc.</i> )		
Equipment (e.g. <i>online survey platform account, data analysis software, audio-recorder, computer, etc.</i> )		

Travel (e.g. for meetings, consultations, conferences, etc.)		
Honoraria and incentives (e.g. honoraria for peer researchers, for peers who are completing data collection tools, incentives to participate in online surveys, etc.)		
Sharing findings (e.g. graphic design for reports, printing reports, webinars, conferences, etc.)		
<b>TOTAL COST:</b>		

## WORKSHEET: RISK MANAGEMENT STRATEGIES

Planning for an evaluation should incorporate the project management practice of conducting a risk management exercises in order to prevent harm from occurring. It is helpful to think at the beginning of an evaluation about identifying potential limitations, challenges and risks and then about potential mitigation strategies. Your stakeholders will be able to support your work in this area and once identified will be able to help you navigate around these potential challenges.

We have provided you with a worksheet that will help you to brainstorm strategies to address potential risks associated with carrying out your evaluation project (see Table 8). To use this worksheet, begin by listing potential risks associated with the evaluation and then brainstorm potential strategies that could be implemented to minimize those risks. This exercise could help you to identify risks in advance and then prevent them from occurring. It is also suggested that this worksheet is populated with a group or team and is revisited throughout the evaluation project for adjustments – it is a living document to be revised as you go.

**Table 8. Risk management worksheet**

**Date last reviewed/revised:**

Risk	Mitigation Strategy
1.	1.
2.	2.
3.	3.

## WORKSHEET: CREATING A COMMUNICATIONS PLAN

Once evaluation findings have been written up into some form of report, it is critical to ensure that results and recommendations are shared with key stakeholder groups. Effective communication strategies can facilitate learning among stakeholders and to ensure the information gathered through the evaluation is used to inform program improvements and guide policy.

Given that there are a number of things to consider when sharing evaluation findings, it can be useful to create a ‘communications plan’, which outlines a set of strategies you intend to use to communicate findings with key audiences. A communications plan template has been provided for you in Table 9 below and should be developed with key stakeholders in the evaluation. Filling in each category across the table will help to ensure that:

- specific messages are shared with the correct stakeholders at the right time
- relevant communication methods are used for different stakeholder groups
- resources needed to communicate to key audiences are in place
- a timeframe for sharing key messages is established

**Table 9. Basic communications plan template**

<b>Audience</b> <i>(Who do you need to share evaluation findings with?)</i>	<b>Content</b> <i>(What key findings do you want to share with this audience? What is the main message?)</i>	<b>Format/Media</b> <i>(What is the best format to share findings? One-page summary report? Presentation? What will catch and keep their attention?)</i>	<b>Timing</b> <i>(When should this audience learn about evaluation findings? When are key decisions being made?)</i>	<b>Resources</b> <i>(What financial and human resources are required for this communication strategy?)</i>	<b>Responsibility</b> <i>(Who will lead the communication effort? Will it be the project leads, peers, evaluator?)</i>
7.					



8.					
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Adapted from:

- Preskill, H. (2006). Communicating and Reporting Evaluation Processes and Findings. Presentation at the AEA/CDC Summer Evaluation Institute.
- The Pell Institute for the Study of Opportunity in Higher Education, The Institute for Higher Education Policy, & Pathways to College Network. (2015). The Evaluation Toolkit. Retrieved from: <http://toolkit.pellinstitute.org/evaluation-guide/communicate-improve/create-a-template/>

## WORKSHEET: MOVING RECOMMENDATIONS INTO ACTION

You have come to the end of your evaluation. Yay! Give yourselves a pat on the back.

But wait, your work is not done yet. The evaluation has given your organization a lot of great recommendations on how to do your work better and how to improve services for your clients or the people you work with. Now it is time to think about the best way to move your evaluation recommendations into action.

The Moving Recommendations into Action – Overall Summary template has been provided for you in Table 10 below and should be developed with key stakeholders and leadership within your organization. Filling in each category across the table will help to ensure that:

- There is a commitment from everyone in the organization to read and support the recommendations in the evaluation and to find ways to move them forward to improve programs or services
- The organization has identified an individual or group (i.e. Board of Directors) who is responsible for overseeing progress relating to the evaluation recommendations
- Everyone is on the same page about the steps needed to move the recommendations into action, who is going to lead each step, how they are going to be evaluated or reported on and a timeframe for the work

We have also provided you with an ongoing reporting tool in Table 11 below to support the ongoing monitoring of progress relating to the evaluation recommendations.

**Table 10. Moving Recommendations into Action – Overall Summary**

<b>Evaluation Recommendation</b>	<b>Action Items</b>	<b>Partners</b>	<b>Responsibility</b>	<b>Report</b>	<b>Timeframe</b>	<b>Oversight</b>
<i>(What were the major recommendations that came out of the evaluation? Do these recommendations</i>	<i>(What are the steps that you need to accomplish or reach the recommendation?)</i>	<i>(Who are the people or organizations that you need to engage and build partnerships with in order to implement the</i>	<i>(Who is responsible for each action item? Is this one person or a team/group?)</i>	<i>(How are you providing regular updates? Are providing a narrative? Using ongoing</i>	<i>(How often will action items be reported on?)</i>	<i>(Who is responsible for overseeing the action items and recommendations? Who will be</i>

<i>make sense to key stakeholders?)</i>		<i>recommendations?)</i>		<i>monitoring data/ indicators?</i>		<i>receiving the ongoing reports?)</i>
9.	a)					
	b)					
	c)					

**Table 11. Moving Recommendations into Action – Ongoing Reporting**

<b>Action Items</b> <i>(What are the steps that you need to accomplish or reach the recommendation?)</i>	<b>Responsibility</b> <i>(Who is providing the report?)</i>	<b>Report</b> <i>(Please provide an update based on the agreed upon reporting mechanism – see Table I - Overall Summary table)</i>	<b>Status</b> <i>(Has the action item been completed? In progress? Not started? Are you using a green light/yellow light/ red light system?)</i>
<b>RECOMMENDATION – No. 1</b>			
1)			
2)			
3)			
<b>RECOMMENDATION – No. 2</b>			
1)			
2)			

## Appendix B: Case Studies – CATIE’s Programming Connection



Adobe Acrobat  
Document



Canada's source for  
HIV and hepatitis C  
information

La source canadienne  
de renseignements sur  
le VIH et l'hépatite C

# ORCHID

## Programming Connection

### Case Study



**Organization:** Asian Society for the Intervention of AIDS (ASIA)

**Region:** Vancouver, British Columbia

**Prepared:** 2010

### Quick Facts

Goal (immediate)	To increase the ability of female Asian sex workers employed in massage parlours to know their rights and options and to make informed sexual health decisions.
Goal (ultimate)	To reduce sexually transmitted infections (STIs), including HIV, among female Asian sex workers employed in massage parlours and their clients.
Population	East and South-east Asian, Ethnocultural communities, Sex workers, Women
Participants	Asian women employed by indoor commercial sex establishments
Type of Program	Outreach, Support
Setting	Massage parlours
Required Resources	Two outreach workers per outreach team—at least one a current or former sex worker Condoms, lube, safer-sex and legal literature in the primary language of target clientele Snacks/gifts for massage parlour managers/employees
Scope and Duration	Monthly meetings with massage parlour managers as required to build trust, followed up with monthly meetings with sex workers on an ongoing basis.
Date Started	2004
Region	Vancouver, British Columbia
Recruitment	Peer outreach workers are recruited primarily from among clients served by the project.

	Other volunteers are recruited by posting flyers at universities. Massage parlour managers/employees are recruited through ongoing outreach.
Challenges	Finding and approaching massage parlours where sexual services are sold, engaging and following up with transient sex workers, securing long-term funding and retaining volunteers.
Evaluation	Interviews and surveys of participants, staff and outreach workers, community members and a massage parlour manager.

## What is the program?

ORCHID uses a peer-based face-to-face outreach approach to educate women who engage in indoor sex work, helping them to feel comfortable engaging in intimate discussions about their sexual health in order to empower them to make competent, informed sexual health decisions. Outreach occurs in massage parlours where sex work takes place. On an annual basis, ORCHID maintains relationships with 25 to 34 massage parlours in and around Vancouver.

ORCHID's services are offered in the first language spoken by the women, which is usually Mandarin or Cantonese. A research component of the project was established to better understand and document the educational needs, demographic characteristics and STI incidence of the target population. While this component is not required to implement ORCHID, it provides valuable information to the ORCHID team as well as HIV and STI testing services to the women in the massage parlours.

## Why Was the Program Developed?

Though the majority of sex work in Canada takes place indoors, outreach and research addressing the needs of sex workers in Canada has largely been focused on those who work at street level. Indoor sex workers can also be vulnerable to violence and face multiple barriers to accessing services and education, particularly when the workers are newcomers to Canada or do not speak English as a first language. And, while exchanging sex for money is not illegal in Canada, many of the activities that surround it are, including being found in "brothels" and soliciting sex in a public place. Consequently, brothels or indoor commercial sex establishments are often disguised as massage parlours, which regularly close and reopen elsewhere, making it difficult for service providers to locate and keep track of them and their employees.

Specific challenges faced by female Asian indoor sex workers when it comes to protecting themselves from STIs include:

- Absence of condom-wearing policies
- Lack of access to nonjudgmental health resources, social services and police/legal support
- Reluctance of massage parlour managers (who are usually male) to discuss the sexual health issues of their female employees
- Difficulty negotiating safer sexual practices in English
- Heightened risk of violence, discrimination, social isolation, poverty and addiction

In recognition of the impact of these issues, in 2004 the Asian Society for the Intervention of AIDS (ASIA)—in collaboration with the British Columbia Centre for Disease Control, the University of British Columbia and Simon Fraser University—began to develop an outreach program for Asian women working in sex establishments disguised as massage parlours. The resulting project has been continuously revised to improve its capacity to meet the needs of women employed as sex workers in massage parlours in the Vancouver area. It is a unique example of successfully building relationships with indoor commercial sex work establishments over a long period of time.

## How Does the Program Work?

The ORCHID project is delivered in two components: outreach and research. Both involve the delivery of services to indoor sex workers.

The outreach component is administered by teams of two people, each consisting of a peer (a woman who is a current or former sex worker and who is paid for her work with ORCHID) and a volunteer. Each outreach team engages monthly with three to five massage parlours to offer:

- Information and resources on safer sex and legal issues affecting sex workers
- An opportunity for sex workers to talk about their work to an outreach worker and fellow sex workers
- Assessments and referrals to other social and health services available to sex workers

The three to five parlours visited by each outreach team are collectively referred to as that team's "route."

The research component of the project is delivered by two researchers who visit massage parlours to collect information from sex workers and provide point-of-care STI and HIV testing. During this component of the project, the research team visits parlours weekly to offer testing.

## **Location**

ORCHID coordinates outreach to massage parlours in Vancouver and some surrounding cities, including: Burnaby, Richmond and Surrey. To date, the ORCHID project has delivered services to 55 different sex work locations. At any given time, regular contact exists between the project and 25 to 30 different massage parlours. Some additional establishments take packages with safer-sex literature and supplies from ORCHID but deny that sexual services are being offered in their establishments.

## **Recruitment and Engagement**

### **Outreach workers**

Originally, peer outreach workers were recruited through collaboration with another organization, but now that ORCHID has developed more solid relationships with women working in massage parlours, the majority of peers are recruited directly by outreach teams.

Volunteer outreach workers are recruited through flyers posted at the University of British Columbia and Simon Fraser University. The content of the flyers generally includes a description of the project and contact information for the ORCHID Project coordinator.

When the project first began, many outreach team members experienced burnout from frustration with massage parlour managers who were (as many continue to be) reluctant to grant access to their employees. The ORCHID project coordinators responded by rotating outreach teams to different parlour routes to ensure that each group was engaged and able to interact with women in the establishments. As relationships with managers have improved over time, outreach workers are now assigned to regular routes to ensure consistency, which helps to build and maintain trust with the massage parlours.

### **Massage Parlour Managers**

To convince massage parlours to participate in the ORCHID project, outreach teams begin by having informal conversations with the establishments' managers. This is often a difficult process, as many managers are hesitant to become involved for fear of legal consequences. Outreach team members must, therefore, be dedicated to a long-term commitment to the project.

- Step 1: Identify massage parlour locations  
ORCHID identifies massage parlour locations by searching the adult entertainment advertisement sections in newspapers and magazines.
- Step 2: Confirm where sexual services are being offered by Asian women.  
To determine which locations listed in newspapers and magazines employ Asian sex workers, ORCHID administrators visit online forums that have been created by and for clients to discuss sexual services and the women who perform them. ORCHID administrators find that these forums portray women in grotesque and demeaning ways. For this reason, they are only accessed by ORCHID administrators and not by the volunteer team members.

- **Step 3: Approach massage parlours**  
Outreach teams approach those massage parlours that employ Asian women, bringing a letter explaining the project activities to the manager along with a small gift (such as a box of cookies) which, particularly in Chinese culture, is commonly accepted as a gracious gesture and demonstrates cultural sensitivity and respect.

At the beginning of the first visit, teams provide a language-specific explanation to the manager (and possibly the women) of what ORCHID is and what ORCHID can offer to them. They are presented with an outreach package and told that ORCHID can visit the parlour once a month to drop off supplies. The face-to-face visits are critical in building trust, as telephone calls have been unsuccessful and mailed literature can be confusing for the manager and easily lost, ignored or discarded.

If the parlour is not responsive to the initial visit, the outreach team does not insist. They leave and return in approximately one month. During the first few visits to a parlour, it is important for outreach workers to wear identifiable ORCHID shirts and bring ORCHID pamphlets, legal rights cards, small purses with condoms and lube and the outreach package.

- **Step 4: Maintaining engagement**  
The outreach team visits each of the massage parlours on its route once a month. It is not uncommon for outreach workers to meet with a massage parlour manager regularly over the space of a year or longer before being allowed to communicate directly with sex workers.

Since ORCHID first began, more managers have become willing to accept outreach teams into their establishments, as the reputation of the project has built trust among proprietors and sex workers alike.

Once an outreach team has won the trust of a massage parlour manager, the team makes arrangements to visit the establishment when it is not busy to meet with the employees. The optimal time for entry into the parlours differs according to each particular establishment and its location.

For more information on engaging massage parlour managers, please see *ORCHID Outreach Dos and Don'ts* in [Program Materials](#).

## **A History of Trust Building**

The ORCHID project originally sought only to provide Asian women employed by massage parlours with sexual health information and support. During a series of police raids on massage parlours in Vancouver in 2006, women who were working in many of the parlours supported by ORCHID were taken to precincts throughout the province, completely unaware of the legal process and their rights.

When outreach teams went to visit the parlours on their routes following the raids, many establishments had either moved or refused to let teams in. Parlours assumed the ORCHID project was responsible for informing the police about their location and the services they were providing. Project coordinators had to once again determine the location of massage parlours where Asian women were offering sexual services to clients and approach them anew.

Meanwhile, ORCHID applied for a grant from the Law Foundation of British Columbia to obtain funding in conjunction with the Pivot Legal Society for the creation of literature on the legal rights of sex workers. The resulting series of pamphlets (published in both traditional and simplified Chinese) explains the relationship of sex work to child protection, the police, immigration rights, and municipal and federal law.

Not only has this addition to the project provided the target clientele with an important and much-needed resource, it has also armed outreach teams with a clear indicator for parlour managers that they are not affiliated with the police, making it easier for the outreach teams to gain entry.

## **Sex Workers**

Once outreach teams are allowed to enter the massage parlours, they offer small gifts to those women who are not with clients as a gesture of cultural sensitivity and respect, and they engage the women in conversation about the ORCHID project, sexual health and legal issues. Free condoms and lubricant in small Chinese-style purses, along with pamphlets on sexual health and legal issues, are also distributed. Women are often encouraged to speak to the ORCHID team because, in many cases, this is a new opportunity for them to learn about their sexual health, receive free safer-sex supplies and ask questions in complete confidentiality.



## Training

Both peers and volunteers undergo an initial three-hour ORCHID training session, which covers an introduction to common STIs and HIV, as well as techniques for engaging parlours and delivering information to Asian women employed by massage parlours as sex workers.

The techniques taught have been developed over the course of the project. For example, if a parlour claims that no sex work is taking place on its premises, the complimentary Chinese-style purses with safer-sex supplies are offered with the suggestion that women can use them in their personal lives.

Ongoing training workshops that expand on the topics presented in the initial session are also provided. These scenario/discussion-based workshops address how best to translate information and work as a team to reach female sex workers. The concerns of outreach team members are addressed during training workshops and are reported regularly to project coordinators.

For more information on ORCHID's training techniques, see [Program Materials](#) and contact ORCHID.

## Outreach in Massage Parlours

After a relationship has been established with the sex workers according to ORCHID's strategy for recruitment and engagement, the outreach team meets with women to identify how well they understand sexual health and legal rights issues. Subsequent visits are then organized to educate women on these and any additional issues they have requested information on. The outreach team typically visits each parlour once more to drop off additional safer-sex supplies.

The relationship between a parlour and the outreach team, as well as the atmosphere encountered during visits, varies from place to place and from visit to visit. At some parlours, outreach workers have long informal visits to build rapport and have educational conversations, whereas a small number of parlours are more rigid, allowing only enough time for a quick exchange of information and the distribution of packages. In parlours where casual conversations are allowed, outreach workers are able to spend more time with the women, brainstorming strategies to negotiate safer sex with clients and explaining their legal and health care rights.

Regardless the duration of a visit, the outreach team must:

- Deliver packages immediately after entry
- Ask how the parlour is doing (business wise) and determine if the parlour has had any recent issues with police
- Establish if there is a need for street nurses, STI testing and/or workshops on STIs and safer sex

Key topics and resources provided by the outreach team include:

- Answers to health-related questions
- Sexual health education pamphlets
- Safer-sex supplies in Chinese-style purses
- Information on legal rights of sex workers
- Health care referrals and support
- Interpretation and translation services

Drawing on feedback from the target clientele, ORCHID plans to broaden future outreach efforts to include programming specifically targeted to women who are new to sex work, as these women may face even more challenges than their more seasoned colleagues.

There are also plans to make targeted safer-sex literature available to massage parlour managers and clients. Additionally, off-site workshops to provide women with self-defence training are being planned to help women negotiate safer sex with more aggressive clients.

After establishing critical rapport with sex workers and their employers, the outreach team requests if members of the ORCHID research group may also enter the establishment. This request is always directed to the massage parlour manager and is made by either the outreach team or the ORCHID project coordinator. It is stressed that the

research team is safe and nonjudgmental and benefits sex workers by providing health care services. In addition, all women who participate in the research are offered a monetary honorarium, which also acts as an incentive. Consequently, many parlours agree to allow the research team to visit.

Once granted entry, the research team of two asks the women to complete a demographic questionnaire, which identifies key characteristics of Asian women employed as sex workers in massage parlours and assesses their knowledge of HIV and other STI risk. The researchers also provide on-site STI and rapid HIV testing.

With rapid HIV tests, results are delivered immediately, while STI results are delivered to the women within a week. Treatments are discussed in pre-test counselling, and in post-test counselling in the event of a positive test. To date, there have been no positive HIV tests. When treatment for an STI is required, the research team supplies the treatment. In cases where this is not possible (such as wart treatments), a letter explaining and requesting treatment is given to the infected woman, who can then pass it along to a physician. For more information on the number of tests administered, please see [Program Materials](#).

## **Required Resources**

### **Human resources**

- 1 project coordinator
- 2 outreach team members per route

The project coordinator must understand the cultural nuances of commercial sex work, massage parlours and the communities that sex workers and managers come from. ORCHID has been coordinated successfully by both men and women.

The outreach teams are comprised of two workers. Both must identify as women and be comfortable and nonjudgmental when speaking about sex. One worker must be a current or former sex worker (the peer) and one must speak the first language of the women on that team's route. Each parlour tends to employ women who share the same first language, and, whenever possible, each outreach team's route consists of parlours in which the same primary language is spoken.

Mandarin and Cantonese are the predominant first languages spoken at the massage parlours served by ORCHID; however, as new massage parlours employing women who speak other languages are discovered and approached, volunteers and peers speaking these languages are recruited.

ORCHID utilizes the services of researchers to learn more about the women and to offer HIV and STI testing. However, having researchers on the team is not required to implement the program. The service delivery team can administer a demographic questionnaire and offer HIV and STI testing and counselling, if they have the training to do so. However, for ORCHID, having two arms of the project has been helpful, as it has allowed each arm to focus on its area of expertise. The research arm is experienced in administering questionnaires and STI tests to "vulnerable" populations and is able to report on the research to further improve the service delivery.

### **Material resources**

- Condoms
- Lubricant
- Latex gloves
- Sexual health and legal information pamphlets in the first language of target clientele
- Gifts for parlour managers (such as cookies or other culturally appropriate items)
- Gifts for female sex workers (such as Chinese-style purses in which safer-sex supplies can be stored)
- STI and HIV tests

### **Financial resources**

- Honoraria for peer outreach workers. ORCHID pays peers \$15/hour for outreach, meetings/training and to create outreach packages (labelling condoms and collating resources)
- Condoms, purses and snacks

- Translation and printing of informational pamphlets

Given the sensitive nature of the project, funding must be long term and sustainable.

## **Barriers to Implementation**

- Given the criminalized nature of indoor sex work, establishments that offer sex work often close and reopen, either in the same location or elsewhere. This can make it difficult to keep track of where sex work is taking place and maintain ongoing relationships with business managers and sex workers.
- Building trust with people involved in sex work, either as sex workers or managers, can be a challenge. Multiple contacts with venues can be required prior to being granted access or successfully engaging sex workers with education and resources.
- Indoor sex workers may move from one establishment to another, making it difficult for outreach workers to maintain ongoing contact with women and therefore building and maintaining trust.
- Volunteer retention can be difficult when volunteers are faced with repeated rejection from massage parlour managers.

## **Evaluation**

In February and March 2008, an independent consultant evaluated the ORCHID project. The evaluation was based on a method called triangulation that involves compiling data from diverse sources and via multiple methods to insure a valid and comprehensive understanding of the subject matter. Interview and survey questions were based on questions posed by the project coordinator and were developed in consultation with peers. Peers' input and feedback for the survey design was a highly valuable contribution to the evaluation, as it facilitated the development of a community-relevant approach to questioning.

The evaluation involved conducting 14 interviews (with the project coordinator, the executive director, the research coordinator, three peers, four volunteers and four key community members). The consultant also conducted 10 surveys of recipients of ORCHID services and one survey of a manager of a massage parlour in which ORCHID provided services. The results of this analysis indicated that the project is highly valued at all levels of engagement. For more information about the evaluation and the evaluation report, please contact ORCHID.

## **Participant perspectives**

According to both the survey and interviews, women engaged in sex work experienced an improvement in their:

- Use of condoms
- HIV and STI transmission and prevention knowledge
- Ability to effectively communicate with clients about safer sexual practices
- Awareness of support and medical services, such as HIV and other STI testing
- Sense of trust and community in an environment where being mistrustful, secretive and self-sufficient is often the norm
- Ease in communicating with the outreach team

## **Outreach worker perspectives**

During interviews, peer outreach workers reported experiencing:

- A sense of giving back to their community
- Increased ability to communicate, work in groups and manage the care of their own social and health issues
- Attraction to the safe and supportive environment provided by the project—empowering some of the peer outreach workers to look toward moving on to another profession

During interviews, volunteer outreach workers reported:

- Learning new interpersonal, cross-cultural communication skills
- Gaining new experiences and knowledge, particularly from working with the peer outreach workers.
- A decrease in assumptions and prejudices as knowledge of female sex workers is increased

In addition to the external evaluation, ORCHID assesses the needs of the women in the parlour by asking informal questions about their satisfaction with current ORCHID services and interest in future services. The team also takes note of questions asked by the women and parlour owners, which is recorded using the ORCHID Outreach Report. This information is used to inform future outreach activities and visits.

The ORCHID team asserts that, based on its experience, the program is effective, as evidenced by the following:

- The women in the parlours continue to speak to and build relationships with the outreach teams.
- Over time the women discuss private details of their lives with the outreach teams.
- Women call ORCHID for services based on referrals from other sex workers.

## **Learned and Confirmed**

- Gaining entry to massage parlours where sexual services are being provided requires patience and persistence to firmly establish trust with managers and sex workers.
- Understanding the complex social, legal, economic and cultural issues involved in indoor sex work is critical in connecting with female Asian sex workers employed in massage parlours.
- Providing safer-sex information in the primary language of the target population increases the ability of sex workers in this group to understand and apply the information.
- Working with partner organizations to meet different needs of the target population can build trust with sex workers as well as their employers, in turn establishing the project's reputation as trustworthy with a more extensive community of sex workers.
- In cases where peers have disclosed their own experience in the sex trade with sex workers, the outreach team develops trusting relationships more quickly with the women they serve.

## **Program Materials**

- [ORCHID materials and tools](http://www.catie.ca/sites/default/files/Package%20yes%20-%20program%20materials.pdf)  
(<http://www.catie.ca/sites/default/files/Package yes - program materials.pdf>)
- [ORCHID Bi-Annual Update 2007 & 2008](http://www.catie.ca/sites/default/files/Package%202%20-%20biannual%20update.pdf)  
(<http://www.catie.ca/sites/default/files/Package 2 - biannual update.pdf>)

## **Other Useful Materials**

### **Information found on the CATIE website**

- [Information on the effects policy and law can have on people living with and vulnerable to HIV](http://www.catie.ca/en/prevention/social-and-legal-issues#legal)  
(<http://www.catie.ca/en/prevention/social-and-legal-issues#legal>)
- [Information on sexual health and safer sex](http://www.catie.ca/en/prevention/sexual-health)  
(<http://www.catie.ca/en/prevention/sexual-health>)
- [Information on culture, race and ethnicity](http://www.catie.ca/en/prevention/social-and-legal-issues#social)  
(<http://www.catie.ca/en/prevention/social-and-legal-issues#social>)
- [Information on HIV prevention with sex workers](http://www.catie.ca/en/prevention/populations#sexworkers)  
(<http://www.catie.ca/en/prevention/populations#sexworkers>)
- [Information on the laws relating to sex work and non-consensual sex](http://www.catie.ca/en/prevention/social-and-legal-issues#legal)  
(<http://www.catie.ca/en/prevention/social-and-legal-issues#legal>)
- [CATIE Ordering Centre: Resources for sex workers and service providers who work with sex workers](http://orders.catie.ca/index.php?cPath=14_177)  
([http://orders.catie.ca/index.php?cPath=14\\_177](http://orders.catie.ca/index.php?cPath=14_177))

## **Resources**

### **Stella**

2009, Stella

Client resources

English, French

[More information](http://www.catie.ca/en/resources/stella)

(<http://www.catie.ca/en/resources/stella>)

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information

La source canadienne  
de renseignements sur  
le VIH et l'hépatite C



# The Power of One: Visualizing HIV Epidemiology

## Programming Connection

### Case Study

**Organization:** CATIE

**Region:** National

**Prepared:** 2010

### Quick Facts

Goal (immediate)	Allow viewers to better understand HIV statistics
Goal (ultimate)	Improve overall awareness of the impact of HIV
Participants	People of all ages, backgrounds and experiences
Type of Program	Exhibit
Setting	Any available space, from a hallway to a boardroom or gallery
Required Resources	Compelling and accurate statistics Uncooked rice Display paper and tags Baking scale HIV 101 literature Additional supplies if transportation is required
Scope and Duration	The exhibit can be mounted on almost any scale for almost any duration of time according to the needs of the target audience and the resources of the Project Coordinator
Date Started	2009
Region	National
Recruitment	None required

Challenges	Finding compelling and relevant statistics related to the area where the exhibit is displayed
Evaluation	Comments by audience members at the conclusion of the exhibit

## What is the program?

The Power of One turns statistics about HIV in Canada into an interactive exhibit with an art-gallery feel, allowing people to visually experience the scope of HIV's impact. In the exhibit, each fact is visually represented with a pile of rice—each grain of rice represents one person. The exhibit is tailored as much as possible to present statistics relevant to the audience to whom it is being shown—statistics that are relevant to a group of teenage students will differ from those that are relevant to a group of HIV conference attendees. It works particularly well in university and school settings, at AIDS service organizations (ASOs), at conferences and almost anywhere that HIV outreach is required. The exhibit is inexpensive and highly adaptable. It can be mounted in a hallway to catch passersby or in a gymnasium in the style of an art exhibition. It can be on display for hours or months. At the core of the exhibit, regardless of its size or duration, is the selection of key statistics on HIV and more general statistics of relevance to the target audience where the exhibit is being held.

## Why Was the Program Developed?

The impact of HIV can be difficult to grasp and can even intimidate some people, yet statistics represent a significant part of any attempt to measure and understand the virus' impact. In designing HIV prevention programs, for example, it is important to know the *incidence* of HIV to know where the epidemic is heading. In providing HIV care, treatment and support, meanwhile, it is important to know the *prevalence* of HIV to understand who is in need of services as well as what types of services and how many. Finding a way to understand and present HIV numbers in an interesting and meaningful way has been an ongoing challenge for HIV/AIDS educators since the start of the epidemic.

The Power of One was inspired by the "Of All The People In All The World" exhibits mounted around the world by the UK-based theatre company Stan's Café. These exhibits use grains of rice to represent the populations of towns, cities, nations and continents, as well as the number of people born each day, the number of people who die each day, the number of deaths in the Holocaust and much more.

As Stan's Café describes its own project, "The exhibit uses grains of rice to bring formally abstract statistics to startling and powerful life." At an exhibition in a stadium in Stuttgart, Germany, Stan's Café used 104 tons of rice to represent the population of the entire world.

Taking the concept of using rice to illustrate statistics and the premise that one grain of rice equals one person, CATIE began counting and weighing rice to create a visual picture of HIV in Canada in November 2009 at the Ontario HIV Treatment Network Research Conference. The strong interest in this presentation combined with positive feedback encouraged CATIE to offer it in other settings.

## How Does the Program Work?

### Location

This exhibit has been mounted in hallways, small banquet rooms, large public spaces and boardrooms. The design of the exhibit is very open to interpretation and space restrictions. There need only be enough room to make it visually impactful. Piles of rice representing different statistics can be placed on sheets of brightly coloured or white paper. They can be arranged on tables or even the floor.

### Recruitment and Engagement

Anyone can put the exhibit together, and the exhibit can be mounted almost anywhere. Having toured the exhibit around Canada—stopping in Vancouver, Saskatoon, Montreal and Fredericton—CATIE finds it works very well with all types of audiences, particularly those with a limited knowledge of HIV.



An exhibit can last for hours or months depending on the location and audience. CATIE has mounted a small version of the exhibit in the hallway at a university for three hours and a larger version in a boardroom during an HIV conference for three full days. In such cases, the proximity of the exhibits to other events/activities was sufficient to attract an audience without any added advertising. The simplicity and ease of mounting a Power of One exhibit makes it impactful simply by its presence.

The exhibit does not necessarily require promotion, as it can “piggy back” on other events happening on a campus or at a conference or institution. However, if promotional materials are used to attract an audience, it is important to note that because the concept of the project is highly visual, it doesn’t easily translate to the written word. Consequently, promotional materials should rely heavily on creative visuals (such as photos of different piles of rice and people interacting with them) to attract audiences rather than on citing the very numbers the exhibit tries to steer audiences away from. An example of CATIE’s promotional poster for the Power of One exhibit is available in [Program Materials](#).

With enough space, resources and marketing dedicated to the project, an even larger version of the exhibit could run for a more extended period of time to draw a larger audience in the style of the “Of All The People In All The World” exhibits.

## **Training**

No formal training is required in order for an individual or organization to create a Power of One exhibit.

## **Setting Up the Exhibit**

### **Exhibit Space and Audience**

Preparing a Power of One exhibit begins by anticipating the target audience for the exhibit and identifying the space where the exhibit will be held. This is important for gathering relevant statistics, as statistics that are relevant to a group of teenage students will differ from those that are relevant to a group of HIV conference attendees. Furthermore, if space is constrained, there may be a limitation to the number and scope of statistics that can be selected.

### **Statistics**

Gathering statistics is the single most important step in preparing an impactful exhibit. There are two types of statistics that must be gathered:

- HIV statistics
- General statistics to provide context

A good starting point for national and provincial HIV statistics is the HIV/AIDS Surveillance Report released twice a year by the Public Health Agency of Canada (PHAC). For HIV estimates, PHAC’s national HIV/AIDS Epi Update is released every three years. See links to these documents in the [Other Useful Resources](#) section for more information.

In gathering HIV statistics, CATIE tends to start with some key national statistics, as these are relevant to all audiences and serve as a solid base for more specific statistics. Similar data with a more localized focus can then be pulled from the provincial statistics.

Examples of HIV statistics are:

- People estimated to be living with HIV in Canada
- People diagnosed with HIV during immigration screenings
- Number of youth (aged 15-29) diagnosed with HIV in Canada

Examples of specific regional statistics (where available):

- People living with HIV in the province where the exhibit will be displayed
- Number of people working at AIDS service organizations in the region

- Number of names on a local AIDS memorial

For an overview of the Epidemiology of HIV in Canada, including key definitions of epidemiological terms, see the [Other Useful Resources](#) section.

Next, these HIV statistics must be put into a context that is immediately relevant to the exhibit's anticipated audience. If 40,000 people fit into a local concert hall and there are an estimated 65,000 people living with HIV in Canada, for example, the two piles of rice made to illustrate these numbers will give audiences an instant picture of the scope of the epidemic in terms immediately relevant to their local experience.

Examples of general statistics to provide context:

- The number of people who can be seated in a local concert hall
- The number of students attending a local high school or university
- The number of passengers who ride a particular train route daily
- People diagnosed with heart disease each year in the region

General local statistics can be found at local libraries and in local newspapers or by contacting local health officials, researchers and local organizations such as schools, food banks and community centres in the city or region where the exhibit will be mounted.

When choosing statistics, make sure they are:

- Numbers of people
- Appropriate
- Realistic

The single most important consideration when selecting statistics is to be sure that they are numbers of people, not numbers of days, cars or anything else. While it may be interesting to know the number of pounds of coffee consumed by the average person in a year or the number of cars on an expressway on a busy weekend, these are not numbers of people and cannot, therefore, be illustrated using the formula for the Power of One exhibit in which one grain of rice equals one person.

Statistics should also be chosen with a certain reverence for the context in which they will be displayed. Overtly whimsical or silly statistics (for example, the number of people who have a pet hamster) should be avoided so as not to trivialize the exhibit's main subject.

It is also important to be realistic, as larger numbers require more rice. So while it may be interesting to show the number of people living with HIV in the world, dealing with such a large number requires a more complex plan than the Power of One exhibits have employed to date. To purchase, store, exhibit and recycle or donate more than 33 million grains of rice requires an elaborate plan and a great deal of organized support.

The beauty of Power of One is that it can be easily presented without a great deal of support and planning simply by sticking to numbers that can be effectively illustrated with a smaller budget and staff.

### **Building the Piles of Rice**

To avoid having to count each grain of rice, the statistics are converted to grains of rice with the following formula:

1. Count out 500 grains of rice.
2. Weigh the 500 grains of rice.
3. Divide the weight by 500 to get the weight of 1 grain of rice.
4. Take statistic and multiply it by the weight of 1 grain of rice.

For example, if one grain of rice weighs .025 grams, then:

65,000 people living with HIV in Canada x .025 = 1,625 grams of rice

Any type of rice may be used in the exhibition, though white long-grain rice is usually the least expensive. Using a

baking scale, the rice is weighed then placed on a sheet of paper with an accompanying “name tag” to identify the pile of rice (“People living with HIV in Canada”). When creating piles of rice for numbers that are smaller than 200, rice should be counted out.

To display each statistic, CATIE has used sheets of red art paper of consistent size and texture to allow the white rice and white name tags to stand out clearly against them and to match the colour scheme of the organization’s logo. Stan’s Café uses white paper of different sizes in its “Of All The People In All The World” exhibits, and other groups have used multi-coloured paper. The presentation is entirely at the discretion of the presenter.

Once the paper is chosen and the rice is weighed, the statistics are arranged together in the exhibit space. Their juxtapositions can be moving, shocking, celebratory, witty and/or thought provoking. CATIE finds that starting with one grain of rice on one sheet of paper with the tag “You” and working up in ever larger piles to the very largest pile (usually “People living with HIV in Canada”) is the most effective way of letting the statistics speak for themselves without putting any specific value on any one pile.

It is also possible to deliberately juxtapose different statistics to suggest certain conclusions. However, this should be done only after giving serious consideration to the purpose of the exhibit, which is to allow people to draw their own conclusions after seeing statistics brought into a different perspective.

Similarly, CATIE has avoided writing the actual numbers represented on tags, as the exhibit is designed to move away from seeing statistics in numbers and toward seeing them in visual, physical terms. However, some groups who have created a Power of One exhibit under CATIE’s guidance have chosen to include numbers on the back of the tags for those who wish to “peek” at the numbers.

## **Exhibition**

During the time that the Power of One exhibit is open to the public, people should be allowed to interact with the piles of rice as they choose for maximum engagement. CATIE has found that some people like to touch and count the rice. Still others have formed the rice into shapes, such as an AIDS ribbon to express solidarity or a needle for those who became infected through injection drug use (however, disparate shapes of the piles of rice can make the visual contrast between piles more difficult to discern).

“One of the piles at a workshop was labeled ‘Estimated number of people who’ve died of HIV/AIDS infection to 2008 in Canada.’ I had one guy come up to me with tears in his eyes, holding one grain of rice and saying, ‘I know that my friend isn’t in this pile. Can I add him?’ This is powerful for people.” - Melissa Egan, Educator and Power of One project coordinator, CATIE

Though the exhibit does not require a guide or facilitator, it is recommended that a person with sufficient knowledge of HIV be present near the end of the exhibit to answer questions, provide literature on HIV and encourage an appropriate amount of interaction with the exhibit while dissuading anyone from any disruptive or frivolous interaction (such as removing or displacing the rice).

In addition to HIV 101 literature, CATIE brings copies of a four-page epidemiological fact sheet for distribution at each exhibit. Copies of more detailed reports from PHAC on national and population-specific surveillance reporting are also available for perusal for anyone interested in a more in-depth look at HIV statistics. Please see the [Other Useful Resources](#) section for these and other documents.

## **Breaking Down the Exhibit**

The rice used for the Power of One exhibit can be swept from each sheet of coloured paper into a plastic baggie labeled with the statistic it represents to be reused the next time the exhibit is mounted. It is helpful to have a tiny dustpan and brush to facilitate the collection of rice into the baggies as well as a suitcase for transporting them.

In the event that the exhibit is not expected to be remounted or should travel considerations make the transportation of rice impractical, the rice can often be given to a local community organization at the conclusion of the exhibit to be used as food.

## **Required Resources**

## Human resources

Anyone can put the exhibit together provided he or she is familiar with basic information on HIV statistics and their relevance to the target audience.

## Material resources

- Rice (8 kilograms for a small exhibit)
- Sheets of coloured paper (20 sheets for a small exhibit)
- Tags with statistics expressed in human terms
- Baking scale
- Small dustpan and brush
- Plastic baggies
- Suitcase

## Financial resources

The cost of the exhibit depends largely on the number and size of statistics that will be on display. Eight kilograms of white long-grain rice costs less than \$15 and is sufficient for a small exhibit. Art-store-quality paper costs about \$1 per sheet, and 20 sheets are sufficient for a small exhibit. A reasonably sensitive baking scale costs about \$60. So, a small exhibit that requires no transportation will cost less than \$100. Literature on HIV/AIDS for distribution at the exhibit is available for free from CATIE's Ordering Centre and can be located through the [Other Useful Resources](#) section of this case study.

Depending on where the exhibit is mounted, a marketing budget for flyers, advertisements, a press release, etc., may also be added to ensure that the exhibition is well attended.

## Barriers to Implementation

There are no major barriers to mounting a Power of One exhibit. However, the following minor challenges should be accounted for to allow sufficient planning time.

- Local and regional HIV statistics are not always available.
- Finding statistics that are expressed in numbers of people as opposed to numbers of kilometres, days, dollars, etc., may require resourcefulness and creativity.
- Depicting statistics with large numbers requires large quantities of rice, which can be difficult to purchase, transport, store, exhibit and dispose of.

## Evaluation

To collect audience feedback on the Power of One, four bowls are placed near the end of the exhibit: a large bowl full of rice bearing the phrase "This exhibit has helped me understand the impact of HIV in Canada" and three smaller empty bowls bearing the tags "agree," "neither agree nor disagree" and "disagree." Each audience member may take a grain of rice from the large bowl and put it into the bowl that best represents his or her answer to the question. At the conclusion of the exhibit, the grains of rice in each bowl can be counted.

Numbers from past exhibit evaluations:

- Agree: 362 (86%)
- Neither agree nor disagree: 54 (13%)
- Disagree: 6 (1%)

It is recommended that an attendant be stationed near the evaluation portion of the exhibit to answer questions as people exit and to invite them to leave comments in the accompanying comment book.

Testimonials from audience members:

- Thank you for letting me hold the truth in my hands.

- Seeing these mountains of rice made me feel like I wasn't alone.
- We don't have an appreciation of numbers that we can't count on two hands. This really drives the point home.
- Puts things in perspective...better than a Power Point!
- Should be mandatory viewing by all MDs.
- Excellent visual of HIV/AIDS, STIs and the experience of hunger around the globe.

## Learned and Confirmed

- Transforming statistics into physical piles of rice can make them more accessible, particularly to those who are confused, overwhelmed or intimidated by numbers.
- Keeping an interactive, participatory atmosphere in an exhibition and situating the exhibition in an accessible setting can improve audience engagement.
- Finding compelling non-HIV statistics with which to compare HIV statistics can serve as important points of reference and comparison, especially for audiences with limited awareness of HIV.
- Focusing on statistics that can be easily illustrated with small piles of rice keeps the exhibit costs and staffing needs to a minimum.
- ASOs and other organizations can effectively draw attention to specific HIV-related issues by displaying important statistics in a context that is relevant to their target audience.

## Program Materials

- [The Power of One: Promotional flyer](http://www.catie.ca/sites/default/files/Promotional%20flyer%20for%202010%20CAHR%20ver%204%20EN%20-%20FINAL%20-%20KL.pdf)  
([http://www.catie.ca/sites/default/files/Promotional flyer for 2010 CAHR ver 4 EN - FINAL - KL.pdf](http://www.catie.ca/sites/default/files/Promotional%20flyer%20for%202010%20CAHR%20ver%204%20EN%20-%20FINAL%20-%20KL.pdf))
- [The Power of One: Images from past exhibits](http://www.catie.ca/sites/default/files/Package%20photos.pdf)  
([http://www.catie.ca/sites/default/files/Package photos.pdf](http://www.catie.ca/sites/default/files/Package%20photos.pdf))

## Other Useful Materials

### Resources

#### [A Guide to HIV/AIDS epidemiological and surveillance terms](#)

2002, Canadian AIDS Society (CAS)

Report

English, French

[More information](#)

(<http://www.catie.ca/en/resources/guide-hivaids-epidemiological-and-surveillance-terms>)

#### [Provincial HIV Resources / Ressources VIH provincial](#)

2010, CATIE

Case study collection

English, French

[More information](#)

(<http://www.catie.ca/en/resources/provincial-hiv-resources-ressources-vih-provincial>)

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Canada's source for  
HIV and hepatitis C  
information

La source canadienne  
de renseignements sur  
le VIH et l'hépatite C



# The Underwear Project

## Programming Connection

### Case Study

**Organization:** l'Anonyme

**Region:** Montreal, Quebec

**Prepared:** 2010

### Quick Facts

Goal (immediate)	To promote safer sex to young women and men and to equip service providers with a tool to engage youth in around their sexual health
Goal (ultimate)	To reduce transmission of sexually transmitted infections (STIs) and HIV as well as unintended pregnancies among youth in this community
Population	Youth
Participants	Students and clients of schools and community and youth centres serving at risk youth aged 14-30
Type of Program	Campaign, Outreach
Setting	A meeting space in a school or other participating organization where youth congregate
Required Resources	A Project Coordinator One service provider per organization served Descriptive and promotional program materials Condoms and other safer-sex resources Underwear for focus groups to mark up with ideas Underwear printed with slogans
Scope and Duration	Two to three meetings of consulting committee, two to three 60- to 90-minute focus groups, one half-day facilitator training, and ongoing intervention over the course of a school semester or community centre season
Date Started	2007



Region	Montreal, Quebec
Recruitment	Service providers who work with youth are recruited over time through ongoing outreach and through contacts during consultations; youth are engaged primarily through outreach activities of these service providers
Challenges	Implementation requires a complex series of steps and resources, and scheduling around schedules of service providers is challenging
Evaluation	Advisory committee's review of feedback collected from service providers and participating youth

## What is the program?

The “Hey fille! Mets tes culottes!” and “Attache ta tuque! Fais un homme de toi!” programs (which translate roughly to “Hey Girl! Put On Your Pants!” and “Hang On to Your Hat! Make a Man of Yourself!” and are collectively referred to in this case study as “The Underwear Project”) encourage young women and men in Montreal’s Saint-Michel neighbourhood to practice safer sex despite conflicting pressures related to expected gender roles from families, sexual partners, peers and the community in general. The crux of this program is outreach to youth using underwear bearing peer-developed safer-sex messages.



While a select number of youth participate in a focus group to create peer-based messaging around safer sex, the majority of participants are engaged during the program’s one-on-one outreach stage in which the underwear with the safer-sex messaging is distributed to participants by service providers, serving as a departure point for deeper discussions about sexual health. The underwear comes attached with a condom and a wallet-sized resource card that lists contact information for multiple youth-focused services, including a teen help line, resources on where to access housing, legal rights, and nearby clinics offering reproductive and sexual health services and HIV, STI and pregnancy testing.

Furthermore, the goal is for the underwear to serve as an ongoing tool to engage youth in safer sex: By wearing the slogan in such an intimate place and by associating it so closely with their sexuality, participants can keep the concepts of safer sex that have been discussed with service providers during outreach clearly in mind. When the young women and men wear their unique underwear, it can serve as a discussion point for safer sex with their peers and sexual partners.

Note: The one-on-one outreach using the slogan-bearing underwear happens in institutions where l’Anonyme also presents a series of workshops on sexual health. These workshops complement the Underwear Project but are out of the scope of the present case study.

## Why Was the Program Developed?

In 2004, L’Anonyme initiated the “Mets tes culottes!” (“Put on your pants!”) project to educate sex workers, people who use drugs and street-involved youth about sexual health. It was based on a political protest campaign in the United States during which women wrote anti-George W. Bush slogans on their underwear, which L’Anonyme

adapted to suit its mobile outreach unit, printing both women's and men's underwear with safer-sex messages and distributing them during outreach. L'Anonyme also provided training to partner agencies for implementing "Mets tes culottes!" The project ended in 2007, after groups serving these populations in Montreal and Quebec City had received training and underwear to distribute.

Through the work of its mobile outreach unit, a considerable need for education about sex and HIV and STIs in Montreal's Saint-Michel neighbourhood—particularly among groups that were not targeted by the original project, such as young women, some of whom were mothers—was identified by both field observations and data reported by neighbourhood organizations.

To serve these young women, the original project was adapted into the "Hey fille! Mets tes culottes!" ("Hey Girl! Put on your pants!") in 2007. Several schools and community centres serving at risk youth were engaged in delivering the project, and young women were engaged in selecting their own safer-sex messaging to be printed on the underwear, which were, in turn, distributed through the program.

In 2009, the project was again successfully adapted—this time for the young men of the neighbourhood—to become "Attache ta tuque! Fais un home de toi!" ("Hang On to Your Hat! Make a Man of Yourself!")

The program was adapted by selecting new themes for the training that were more relevant to the men (such as "masculinity and stereotypes"), choosing men's underwear on which to print slogans and engaging other area high schools and community organizations in the project.

## **What's in a name?**

In Canadian French, the term "Mets tes culottes" means "Put on your pants" (or "panties"), which means "take responsibility."

"Attache ta tuque" means "Hang on to your hat," which means "get ready," as it does in English, with an emphasis on "keeping your wits about you."

## **How Does the Program Work?**

The Underwear Project is delivered in almost exactly the same manner to young women and young men. Only the name of the program ("Hey fille!" for young women, "Attache ta tuque!" for young men) and the type of underwear distributed differs. During the outreach component of the program, however, service providers are invited to tailor their approach to one-on-one outreach to meet the specific needs of the individual they engage in discussion about the project. The service providers can choose to run the project for either men or women or both.

The project has two distinct components:

- Creation of underwear including the selection of slogans (through focus groups with youth)
- Service provider training and outreach to youth

During slogan selection, youth are consulted in focus groups to brainstorm possible slogans for the underwear (which are distributed in the outreach stage of the program) based on relevant sexual health topics.

Outreach workers and educators who have agreed to use the underwear to engage youth in discussions on safer sex in their organizations participate in a half-day training to prepare for ongoing outreach (on prevention issues using the underwear as a tool) based on the Information, Motivation, Behavioural skills model. They, in turn, engage youth in deeper discussions of sexual health by presenting them with underwear bearing the safer-sex slogan designed by their peers. For more information on the IMB approach, see [Other Useful Resources](#).

## **Location**

The staff of L'Anonyme generally conduct focus groups with youth in a meeting space within the school/organization that has signed on to the project. This space is usually the same one in which the service provider from the participating organization also meets with youth. This can help the youth feel comfortable, as they are already familiar with the space.

Training for service providers can take place in meeting rooms at partner organizations or community health centres

or anywhere that is relatively quiet and accessible to all participating service providers.

After the focus groups and training, the service providers continue one-on-one outreach with the youth within their institutions as opportunity arises and scheduling permits.

## **Recruitment and Engagement**

### **Service Providers**

L'Anonyme has been building relationships with key institutions serving youth in the Saint-Michel neighbourhood for more than five years and has established an advisory committee consisting of project partners, including key service providers (educators, outreach workers, nurses, facilitators, etc.) at schools, youth centres, community organizations and local community service centres.

L'Anonyme begins the implementation of a “Hey fille!” or “Attache ta tuque!” program months before it officially begins by sending a letter of commitment to the directors of partner organizations that have expressed a willingness to participate. Members of these organizations may have expressed support during informal discussions at local community events or during consultations with L'Anonyme staff. The letter of commitment serves to reinforce a commitment at an organizational level.

The Project Coordinator follows up to schedule trainings (for service providers) and focus groups (with youth).

### **Participants**

Once the service providers have confirmed their own participation and have identified dates when focus groups will occur, they recruit participants (youth) from within their institutions by promoting focus groups through word of mouth and within their regular forms of communication (newsletters, organizational calendars, bulletin boards, etc.). Meals and/or refreshments are offered as incentives for participation.

Service providers determine how many focus groups they will host based on the interest expressed by the youth in their institution and time constraints. Each focus group is promoted separately no more than a few weeks before it is scheduled to occur. In L'Anonyme's experience, giving more advance notice merely diffuses the message and doesn't increase participation.

## **Training**

Service providers who are implementing the program within their institutions are engaged in a half-day training that:

- Introduces L'Anonyme
- Provides an overview of The Underwear Project
- Describes the need for prevention projects and how they work
- Gives an overview of risk factors linked to STIs and HIV
- Explains how the program's underwear can be used as an educational tool

At the end of the training, service providers have a chance to share experiences, ask questions and address concerns. They also have a chance to practice using the distribution of the underwear as a way to initiate intimate discussions with youth about sexual health. This helps them anticipate questions and situations that may arise. During the training, they receive a guide to one-on-one outreach.

For examples of some of L'Anonyme's training materials, please see [Program Materials](#).

## **Notes from L'Anonyme for effective sex education among young people in their community:**

- Be specific, factual, descriptive.
- Try to conduct outreach in an informal context, such as during a sports or arts activity.
- Use illustrations relevant to youth: music, sports, popular films, etc.

### **Specific notes for effective sex education among young men:**

- Recognize the appetite for risk among some young men.
- Be sensitive to pressures to adhere to masculine stereotypes that may be exerted on young men by their family, community or peers.
- Consider how boys behave in groups (some boys exaggerate their sexual behaviours).

### **Specific notes for effective sex education among young women:**

- Recognize the pressure to perform sexually that may be exerted on young women by their peers and intimate partners.
- Be sensitive to conflicting pressures to be “non-sexual” that may be exerted on them by parents and community leaders.
- Consider how girls behave in groups (some girls hide their sexual behaviours).

## **Focus Groups**



The purpose of the focus groups is to engage young women or men in the creation of new safer-sex slogans to be printed on underwear that will eventually be distributed to their peers. Each focus group generally includes eight to 10 youth.

As the “Hey fille! Mets tes culottes!” program focuses on reaching out to young women, an organization implementing “Hey fille!” will invite only women to participate in a focus group. Similarly, the focus group in “Attache ta tuque!” includes young men only. Participating in a focus group offers youth the chance to be active in the creation of a social marketing campaign to promote sexual health. They are also provided refreshments and an opportunity to socialize with their peers around a unique topic of conversation.

Each focus group is led by a facilitator from L’Anonyme. In one 60- to 90-minute session, participants are given an overview of the project and asked to fill out a short questionnaire to assess their knowledge, motivations and skills related to sexual health in order to help generate conversation and set the tone of the brainstorming to follow.

While the facilitator will address questions and discuss some basics on HIV/STI prevention at this time, this is not meant to be an HIV/STI outreach or education session. The purpose of the focus group is to find out what types of slogans resonate with participants before they have been exposed to more in-depth HIV/STI information so that the slogan speaks in the language of the participants and their peers.

To stimulate the creative process, participants are presented examples of safer-sex slogans from previous campaigns (whether peer-based or not). Collectively, they speak about which slogans they do and don’t like, then brainstorm ideas for new slogans.

Participants break into groups of three or four. Each group is given a pair of underwear and asked to choose one of the slogans or to invent their own. They are asked to be creative in incorporating the logos of both L’Anonyme and The Underwear Project—as well as their own chosen slogan—into the underwear design by using a marker or paper cut-outs.

One member from each group reports back to the larger group, attempting to “sell” their slogan and presentation to their peers. Participants vote to select their favourites. The session concludes with participants sharing

refreshments or a meal.

After all focus groups have finished selecting their favourite slogans, the staff from L'Anonyme meet to make a final selection, choosing the slogan(s) that is the most accurate in terms of sexual health information and that may have the biggest impact. Over the next few months, the underwear design is finalized by L'Anonyme and copies are made for all participating institutions. L'Anonyme has produced two different underwear designs per project to give youth the chance to select their favourite.

L'Anonyme produces about 1,200 pairs of underwear per year, with the amount being determined by the project budget and circulated according to the demand from participating community organizations.

## **Service Provider Outreach**

Once the underwear has been printed with the slogan, it is distributed to the service provider at each participating institution. This individual determines how best to distribute the underwear in his or her classes, activities and other events. The purpose is for the underwear to be used as a tool for engaging young people in meaningful conversations about sexual health.

Outreach with youth can be done either in groups or one-on-one. The underwear is a useful tool to engage youth at any moment when there is an opportunity for deeper discussion about sexual health to take place. For example, the underwear may be distributed during a group discussion on sexuality at a youth centre in which a strong rapport between the facilitator and participants has been established.

Ideally, a one-on-one approach to outreach provides the optimal condition for exploring individual concerns. A school counsellor, for example, may distribute the underwear individually to students when they come to her for personal advice. In this intimate setting, the counsellor can use the underwear as a way of sparking a conversation about challenges the young man or woman may face when it comes to practicing safer sex.

When presenting the underwear, it is suggested that it be taken out of its packaging to prominently display the attached condom and wallet-sized resources card, which contains details of the project partners as well as many useful resources on sexual health.

Though participants in the program may each receive underwear at different times under different circumstances, the launch of the underwear campaign can serve as a unifying event in the school and/or neighbourhood. As more and more young people receive the garments, word of mouth can spread, turning the underwear into an iconic symbol to those who have obtained them. In other words, they can achieve a cult-like status among youth who associate them with being “cool.”

## **Required Resources**

### **Human resources**

A Project Coordinator is required to centrally manage the program, and experienced service providers already working with youth in schools and community organizations are required to conduct the actual outreach.

#### **Project Coordinator**

- Comfortable discussing sex with young women and men and with challenging them to question myths and misinformation about sex and stereotypes associated with “appropriate” gender-specific behaviour with their peers
- Flexible in working with service providers from the different partner organizations that form the advisory committee
- Skilled at developing, organizing and facilitating trainings for service providers

#### **Service Providers**

- Comfortable discussing sex with young women and men and with challenging them to question myths and misinformation about sexuality and “appropriate” gender-specific behaviour in groups of their peers
- Interested in preventing transmission of HIV and STIs

- Committed to providing ongoing year-round support to young people in their community, storing resources in their offices for distribution and serving as a liaison between the Project Coordinator and the institution staff

## **Material resources**

- Printed materials (project guides, brochures, resource cards for underwear)
- Underwear
- Food to be served at focus groups to encourage participation
- Condoms

## **Financial resources**

Excluding administration fees and salaries, approximate costs of the major expenses for running the program in Montreal are:

- 1,200 pairs of underwear printed with slogans – \$9,000
- Refreshments for focus groups – \$40 to \$50 for an event hosting eight participants
- Project guides for facilitators – \$12 to \$20 per guide

While this project has its own funding (ACAP), partner organizations contribute generously by lending their facilities, equipment and outreach workers to the project. Condoms attached to the underwear are supplied by the Montreal Department of Public Health.

## **Barriers to Implementation**

- Creating a slogan through a series of focus groups, then printing the slogan on underwear and distributing the underwear through trained service providers involves a complex series of steps and resources.
- Different levels of commitment from different service providers at different organizations can make scheduling of trainings and focus groups a challenge.
- Evaluating the impact of the program can be challenging, as the effect of safer-sex slogans on behaviour is difficult if not impossible to measure objectively, particularly among youth who may be adjusting to the many cultural and social dynamics the program attempts to address in its outreach efforts.

## **Evaluation**

The advisory committee gauges the effectiveness of the program by surveying both young participants and the service providers who work with them. Surveys are administered to evaluate:

- The satisfaction of service providers with training
- The satisfaction of young people participating in focus groups
- The changes in behaviour, knowledge and attitudes in young participants according to their own perception and as perceived by service providers who have engaged them in discussions related to HIV/STIs with the help of the slogan-bearing underwear

Over the course of the “Hey fille!” and “Attache ta tuque!” programs from 2007-2010:

- 15 trainings were offered to 78 service providers, and each training was adapted to the needs of the specific community where the training took place. The vast majority of trainees said they felt they acquired new transferable knowledge on HIV and STIs during the training.
- 3,600 pairs of underwear (each with a condom and resource card attached) were distributed.
- The majority of service providers said they felt that the underwear helped facilitate meaningful discussions about sexual health with the young women and men they reached out to.

## **Learned and Confirmed**

- Involving youth in the creation of a safer-sex campaign aimed at other youth improves overall engagement in the campaign
- A safer-sex campaign that includes the distribution of a somewhat unorthodox take-away item, such as a pair of underwear with a safer-sex slogan, creates a “buzz” that helps generate interest and discussion.
- Youth often receive conflicting messages about sexuality from family, community leaders and peers, making

consistency of messaging in sexual health outreach essential.

- Some young men may exaggerate their sexual experiences when discussing sexuality among their peers, making one-on-one discussions important when assessing their challenges negotiating and concerns around sexual health.
- Some young women may disguise their sexual experience in a group setting to avoid judgment of their peers and/or leaders, making one-on-one discussions important when assessing their challenges negotiating and concerns around sexual health.

## Program Materials

- [Attache ta tuque ! Fais un homme de toi ! Description et originalité du project](http://www.catie.ca/sites/default/files/Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi%20Description%20et%20originalite%20du%20project.pdf)  
([http://www.catie.ca/sites/default/files/Attache ta tuque Fais un homme de toi Description et originalite du project.pdf](http://www.catie.ca/sites/default/files/Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi%20Description%20et%20originalite%20du%20project.pdf))
- [Analyse des besoins : « Attache ta tuque ! Fais un homme de toi ! »](http://www.catie.ca/sites/default/files/Analyse%20des%20besoins%20Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi.pdf)  
([http://www.catie.ca/sites/default/files/Analyse des besoins Attache ta tuque Fais un homme de toi.pdf](http://www.catie.ca/sites/default/files/Analyse%20des%20besoins%20Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi.pdf))
- [Manuel pour le projet « Attache ta tuque! Fais un homme de toi! »](http://www.catie.ca/sites/default/files/traning%20manual%20-%20att.pdf)  
([http://www.catie.ca/sites/default/files/traning manual - att.pdf](http://www.catie.ca/sites/default/files/traning%20manual%20-%20att.pdf))
- [Manuel pour le projet « Hey fille ! Mets tes culottes ! »](http://www.catie.ca/sites/default/files/Training%20manual%20-%20hey%20fille.pdf)  
([http://www.catie.ca/sites/default/files/Training manual - hey fille.pdf](http://www.catie.ca/sites/default/files/Training%20manual%20-%20hey%20fille.pdf))
- [Affiche du Attache ta tuque! Fais un homme de toi!](http://www.catie.ca/sites/default/files/Poster%20AttacheTaTuque.pdf)  
([http://www.catie.ca/sites/default/files/Poster\\_AttacheTaTuque.pdf](http://www.catie.ca/sites/default/files/Poster%20AttacheTaTuque.pdf))
- [Questionnaires des programmes Hey fille! Mets tes culottes ! at Attache ta tuque ! Fais un homme de toi !](http://www.catie.ca/sites/default/files/Questionnaires%203.pdf)  
([http://www.catie.ca/sites/default/files/Questionnaires 3.pdf](http://www.catie.ca/sites/default/files/Questionnaires%203.pdf))
- [Tags pour sous-vêtements pour les projets « Attache ta tuque! Fais un homme de toi! » et « Hey fille! Mets tes culottes! »](http://www.catie.ca/sites/default/files/Package%20-%20hang%20tags.pdf)  
([http://www.catie.ca/sites/default/files/Package - hang tags.pdf](http://www.catie.ca/sites/default/files/Package%20-%20hang%20tags.pdf))
- [Attache ta tuque ! Fais un homme de toi ! Fiche d'evaluation](http://www.catie.ca/sites/default/files/Fiches%20de%20Feedback%204%20pages.pdf)  
([http://www.catie.ca/sites/default/files/Fiches de Feedback 4 pages.pdf](http://www.catie.ca/sites/default/files/Fiches%20de%20Feedback%204%20pages.pdf))
- [Attache ta tuque ! Fais un homme de toi ! Formation destinée aux intervenants](http://www.catie.ca/sites/default/files/Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi%20Formation%20destinee%20aux%20intervenants.pdf)  
([http://www.catie.ca/sites/default/files/Attache ta tuque Fais un homme de toi Formation destinee aux intervenants.pdf](http://www.catie.ca/sites/default/files/Attache%20ta%20tuque%20Fais%20un%20homme%20de%20toi%20Formation%20destinee%20aux%20intervenants.pdf))

## Other Useful Materials

### Information found on the CATIE website

- [Information on prevention for and about young people](http://www.catie.ca/en/prevention/populations#youth)  
(<http://www.catie.ca/en/prevention/populations#youth>)
- [CATIE Ordering Centre: Resources for Youth](http://orders.catie.ca/index.php?cPath=14_181)  
([http://orders.catie.ca/index.php?cPath=14\\_181](http://orders.catie.ca/index.php?cPath=14_181))

## Resources

### **Sexual health education in the schools: Questions & answers, 3rd Edition**

2010, Sex Information and Education Council of Canada (SIECCAN)

Report

English

[More information](#)

(<http://www.catie.ca/en/resources/sexual-health-education-schools-questions-answers-3rd-edition>)

### **Making the Case for School-Based Sexual Health Education: The IMB Model for Behaviourally Effective Sexual Health Education**

2009, [www.sexualityandu.ca](http://www.sexualityandu.ca)

Report

English, French

[More information](#)

(<http://www.catie.ca/en/resources/making-case-school-based-sexual-health-education-imb-model-behaviourally-effective-sexual->)

**Canadian youth, sexual health and HIV/AIDS study : factors influencing knowledge, attitudes and behaviours**

2003, Council of Ministers of Education, Canada

Report

English, French

[More information](#)

(<http://www.catie.ca/en/resources/canadian-youth-sexual-health-and-hiv-aids-study-factors-influencing-knowledge-attitudes-and>)

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