****

**Evaluating Education and Training**

**Appendix XX: Resources Book**



Upper 424 Aviation Road NE

Calgary, Alberta, T2E 8H6, Canada

Phone: + 1 (403) 243-3285, Fax: + 1 (403) 243-6199

E-mail: [resources@cawst.org](file:///N%3A%5CEducation%20Program%20Development%5CTemplates%5Cresources%40cawst.org), Website: [www.cawst.org](file:///N%3A%5CEducation%20Program%20Development%5CTemplates%5Cwww.cawst.org)

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

One of CAWST’s core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing the availability of information to those who need it most.

This document is open content and licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>.

You are free to:

* + - Share – Copy and redistribute the material in any medium or format
		- Remix – Remix, transform, and build upon the material for any purpose, even commercially

Under the following terms:

* Attribution – You must give appropriate credit to CAWST, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests that CAWST endorses you or your use. Please include our website: [www.cawst.org](file:///C%3A%5CUsers%5CSchuelert%5CDownloads%5Cwww.cawst.org)

CAWST will produce updated versions of this document periodically. For this reason, we do not recommend hosting this document to download from your website.



[*http://resources.cawst.org*](http://resources.cawst.org)

**Stay up-to-date and get support:**

* Latest updates to this document
* Other workshop and training related resources
* Support on using this document in your work

*CAWST provides mentoring and coaching on the use of its education and training resources.*

**Evaluating Education and Training**

**Resources Book**

Name:

Date:

**Contents**

[Introduction 1](#_Toc469924290)

[R1: Styles of Evaluation and Who is Involved 2](#_Toc469924291)

[R2: Theory of Change for Evaluating Education and Training Activities 3](#_Toc469924292)

[R3: Ways to Collect Information 4](#_Toc469924293)

[R4: Data Collection Plan 6](#_Toc469924294)

[R5: Planning Effective Interviews 7](#_Toc469924295)

[R6: Writing Effective Questionnaires 13](#_Toc469924296)

[R7: Planning a Focus Group 18](#_Toc469924297)

[R8: Planning for Data Collection by Observation 23](#_Toc469924298)

[R9: Question Types 27](#_Toc469924299)

# Introduction

This is your Evaluating Education and Training (EET) Resource Book. This book is used during the EET Workshop, and as part of the Creating Effective WASH Training Workshop.

The resources in this workbook are for evaluating education programs, but can also be used to design a process for gathering information on other topics. In Creating Effective WASH Training, we discuss how the tools can be used to gather information about a workshop you would like to design. The facilitator will tell you which resources to use at different times throughout the workshop.

## R1: Styles of Evaluation and Who is Involved

|  |  |  |  |
| --- | --- | --- | --- |
| **Style of Evaluation** | **Who is Involved?** | **Strengths** | **Weaknesses** |
| Independent | Independent consultant is the main person responsible for all parts of the evaluation | * Competent in evaluation methods
* Rapid
* Brings new perspectives
 | * Chance for incomplete or irrelevant findings
* Minimal internal learning
* Lower acceptance of findings and uptake of solutions
 |
| Internal | Project delivery team are responsible for, or included in the evaluation design, data collection, analysis, and management.  | * Maximises relevance of information
* Maximises learning
* Higher acceptance of findings and uptake of solutions by project team
 | * Possible lack of evaluation expertise
* Potential for bias, or overlooking issues
 |
| Participatory | Project stakeholders such as beneficiaries, donors, and government are included in the evaluation design, data collection, analysis, management.  | * Learning by all involved with the project
* Opportunity for capacity development
* High acceptance of findings and uptake of solutions by all stakeholders
 | * Lack of evaluation expertise
* Slow and resource intensive
 |

## R2: Theory of Change for Evaluating Education and Training Activities

|  |  |  |
| --- | --- | --- |
| **Stage** | **Description** | **Examples of what to include** |
| Reaction | Did the participants like it? | Focus on the participant’s reaction to the:* Workshop content
* Instructional method
* Facilitator
* Training environment
* Workshop logistics
 |
| Learning | What knowledge, skills or attitudes did the participants retain? | Focus on the key learning outcomes you expect from the education program. |
| Behaviour | What are the participants doing differently?  | Focus on what the participants are doing differently as a result of the training. How are participants applying what they learned in their life or at work? |
| Results | What overall change happened | Focus on the impact to the ultimate beneficiaries. What changes have happened in the community as a result of the participant’s changes in behaviour? |

**References:**

Karen Lawson, 2009, the Trainers Handbook

Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006). Evaluating Training Programs: The Four Levels (3rd Ed.). Berrett-Koehler Publishers.

## R3: Ways to Collect Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Method** | **Examples of Use Within Kirkpatrick Framework** | **Use When…** | **Do Not Use When…** |
| **Survey or Questionnaire:** A written set of questions, designed to find specific information.  | Reaction For example; Workshop feedback formLearningFor example; Pre and post workshop testsBehaviour:For example; Questionnaire on how participants are using new skills | * You need responses from many people in a short time
* You can send the survey by email, or hand out paper copies (For example; before, during or after a training workshop).
* Your questions are straight-forward, closed, or short answer
* You want the respondents to feel comfortable making criticisms, by making their response anonymous
* You want to reduce biases that can occur due to interviewer style
* Your respondents have good reading and writing skills
 | * You need answers to complicated, values based, or descriptive questions
* You want to probe, or ask follow up questions
* Your respondents have poor reading and / or writing skills
 |
| **In-Person Interview**A verbal interaction between people who are physically in the same place. Can be fully structured, semi-structured, or unstructured.  | Reaction, Learning, Behaviour, ResultsFor example; Post workshop interview focusing on any, or all of the Kirkpatrick categories | * Your respondents have poor reading and / or writing skills
* Your questions are complicated, values based, or descriptive
* You do not need many responses
* You can access the respondents easily
 | * You want the respondents to feel comfortable making criticisms
* You need many responses in a short time
* It is difficult to access the respondents in person. For example; due to security concerns, or remote locations.
 |
| **Phone Interview:**A verbal interaction between people over the phone. Can range between fully structured, semi-structured, or unstructured. | Reaction, Learning, Behaviour, Results* For example; Post workshop interview focusing on any, or all of the Kirkpatrick categories
 | * It is difficult to access the respondents in person. For example; due to security concerns, or remote locations.
* Your respondents are available by phone
* You need responses from many people in a short time
 | * Respondents aren’t available by phone
* You want the respondents to feel comfortable making criticisms
* Your questions are complicated, values based, or descriptive
* You need to observe respondents body language, or review information.
 |
| **Focus Group:**A social interaction between a group of people from a target population. It is moderated, and focused on the topic of interest.  | BehaviourFor example; Group discussion of how participants are using the new skillsResultsFor example; Group discussion of results in the community | * You want to hear ideas from people
* You want to understand common practices, perspectives, and barriers within that group of people, in a short timeframe
* You are looking for qualitative information, relevant to the people in that group
* You want to explore sensitive topics
* You want to validate data collected through a different method
 | * You need answers to be straight forward, closed, or short answer questions
* You want to understand individual’s knowledge, practices or ideas
* You want quantitative or statistically representative information.
* There is a risk of the participants developing expectations that are not going to be fulfilled.
* The participants are not comfortable with each other
 |
| **Observation:**Allows the observer to watch the participant perform a task and assess them on certain criteria. | BehaviourFor example; Observation of participants training others, Observation of participants constructing a latrineResultsFor example; Observe community WASH situation | * When self-reported information is likely to be different to actual behaviour
* You want to be sure that your findings reflect reality
* You do not need many responses
* You can access the project site or event easily
* You want to understand the behaviour of people and interactions
* If participants are unable to provide information through interviews or surveys
 | * It is difficult to access the site or event. For example; due to security concerns, or remote locations.
* You need many responses in a short time
 |

## R4: Data Collection Plan

Fill out one form for each stakeholder that you need to find information on

|  |  |
| --- | --- |
| **Stakeholder:**This is the group you will collect data from |  |
| **From Region:**What region is best, based on the constraints? |  |
| **How many?**How many of these stakeholders do you need to collect data from? |  |
| **Other details:**Anything else needed for selecting individuals from the stakeholder group |  |
| **Collection method 1:**What method will you use to collect the information from this stakeholder? Choose from questionnaire, in-person interview, telephone interview, focus group, observation |  |
| **For indicators:**List the evaluation indicators that you will collect information on using this method |  |
| **Collection method 2:** Fill out if two methods will be used to collect information from the same stakeholder |  |
| **For indicators:**List the evaluation indicators that you will collect information on using this method |  |

## R5: Planning Effective Interviews

An interview is a verbal interaction between people, either in person or over the phone. An interview can gather rich, detailed information, and allows for clarifications to be made between the interviewer and the interviewee.

**Choosing an Interview Style**

The style of an interview can range from an open conversation, to a fully structured set of questions. The style should be selected based on what sort of information you need. The best style depends on the goals of the research, and what it will be used for.

* Very open interview style – It is more like a discussion guided by the interviewer than a set of interview questions. It is useful for early stages of research when you don’t know much about the topic and want broad perspectives and ideas. For example, for a needs assessment.
* Semi Structured Interview – The interviewer has prepared a set of interview questions. They may change the question order, or question wording depending on how the interviewee responds.
* Very structured interview – The interviewer uses a very rigid interview plan, and does not vary interview wording or question order. This is useful when you want to compare results of several interviews, or prove a theory. For example, when requiring a statistical analysis of results.

A semi- or fully structured interview is best for evaluations, as data collected this way can be analyzed easily.

**Choosing an Interview Mode**

The most common modes for interviews are (1) in person, and (2) by phone. Through in-person interviews, we can build trust, respond to body language, and spend more time with the interviewee. However, phone interviews can be more time-efficient if there are challenges with accessing the interviewees in-person, or a high number of interviewees are needed.

**Preparing the Interview Plan**

No matter the style of the interview, you will need to prepare a detailed interview plan beforehand. The plan should include an introduction, the interview questions, closing or summary remarks, and space to record notes.

The following tips can help to successfully prepare the interview plan:

1. Make sure the questions that you ask during the interview will cover the information you need. Use the evaluation indicators that you have developed to guide the interview questions. Make sure that each question targets one specific topic, and avoid adding any questions that are unnecessary.
2. Keep the interview brief. It can be tempting to ask for more information, or more details than you actually need. This creates a longer interview, taking more of the interviewees time, and limiting the number of interviews. Focus on the most important information.
3. Use simple language, and be prepared to re-phrase questions during the interview (unless you are planning a very structured interview). This can prevent the question from causing discomfort to the interviewee, reduce confusion, or clarify what the question means.
4. Use appropriate questions for the type of information you need. A benefit of an interview over a written survey is the chance for the interviewee to share experiences and perspectives. Hence more open questions may be appropriate compared with questionnaires. Open questions are questions that cannot be answered with a ‘yes’ or ‘no’. Refer to Appendix E for a description of a variety of question types for interviews and questionnaires.
5. Plan a comfortable atmosphere for the interview. Some ideas for this include:
* Choose a location that the interviewee is familiar with, and which is free from distractions.
* Prepare an introduction explaining your research goals, why you want to interview them, and expresses your thanks for their participation.
* Explain to the interviewee whether the interview is confidential, and who the information could be shared with.
* Order the interview questions logically and with a flow similar to a normal conversation. Start with easy questions, include difficult or sensitive questions in the middle, and end with a chance for the interviewee to comment.
1. Plan the interview questions so that they are not biased or leading. Each question should not indicate any judgement over what sort of answer you would like to hear.
2. Plan how to record the interview. Most interviews are recorded by either taking notes during the interview, or through audio recordings. An audio recording can save time during the interview. It can help the interviewer to focus their full attention on asking the questions and responding appropriately. However, a lot of time is needed later to transcribe the information into a useable format. Taking notes during the interview can reduce the time needed to process the data after the interviews. However, it must be done with care so that all useful information is captured, without breaking up the flow of the interview. Sometimes, it is useful for a second person to record information, so the interviewer can focus on asking questions and responding. Whichever method for recording information is used, it is important to plan how you will record the data before starting the interviews. This will ensure that all materials and equipment are available and working properly.

**Pre-testing the Interview**

After creating a draft interview outline, we can test it to find out if it will collect the required information (Crawford, 1997). In this way, you can make adjustments or corrections before starting the data collection. Through pre-testing the interview questionnaire, you can find out:

* Whether the questions are worded in a way that achieves the desired results
* Whether the questions can be understood by the participants
* Whether the order of questions is appropriate
* How long the interviews will take
* Whether any questions should be removed, or added (Crawford, 1997)

Another reason for pre-testing the interview questionnaires is so the data collection team can get familiar with the interview questions. Without careful and consistent use of the questionnaire, the quality of the data could be compromised. The data collection team may have a mixed level of experience with conducting interviews. Hence it is important that each member has a chance to practice and receive feedback.

Pre-testing can be done in the office, or field, by conducing practice interviews on a small number of test subjects. It is best if the pre-test subjects are real project stakeholders, however if they are not available you can use roleplays.

After pre-testing the questionnaire, your team should make final adjustments to it before starting the data collection process.

**During the Interview**

Your behaviour during the interview also has a large impact on its success.

1. Give a clear introduction to the interview, to make sure the participant understands the purpose for the interview.
2. Be prepared to use probing questions to gather more depth and detail. Some examples of probing questions include:
* “Then what happened?”
* “Can you give me an example?”
* “You mentioned that…”
1. Summarizing information can help to clarify the information, and make sure you have understood what they have said. You can even show your notes to the respondent, to make sure you have captured what they mean.
2. When asking the questions, allow enough silence to give the interviewee time to think, or expand on their answers.
3. Do not interrupt the interviewee or contradict their views.
4. Lean forward, and use other body language cues to show that you are interested and listening to their answers.
5. Record the data accurately, but without causing distraction to the interviewee. For this reason, it can be useful to have a separate person asking the interview questions, and recording the data.

**References:**

Clifford, S. (2014). TIPSHEET – QUALITATIVE INTERVIEWING. Duke Initiative on Survey Methodology. Retrieved from <http://www.dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Qualitative%20Interviews.pdf>

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, *204*, 291 – 295. http://doi.org/10.1038/bdj.2008.192

**Template for Planning an Interview**

*Interview heading:*

**Contact Details**

|  |  |
| --- | --- |
| Interviewee name |  |
| Region |  |
| Phone number and/ or email |  |
| *Add other contact details if relevant* |  |

**Introduction**

*Include a greeting, explain who you work for, and explain the purpose of the interview. Give an idea of how long the interview will take. Write what you plan to say.*

Consent: Would you be willing to participate in this interview? **Yes No**

Check whether they are a valid interviewee.

eg. Did they attend the workshop?

**Interview Questions:**

Can be broken into ‘reaction’, ‘learning’, ‘behaviour’ and ‘results’, or a different order if it makes more sense.

Question 1:

*Write your question here, leaving space for recording the information*

Question 2:

*Write your question here, leaving space for recording the information*

Question 3:

*Write your question here, leaving space for recording the information*

Question 4:

*Write your question here, leaving space for recording the information*

Question 5:

*Write your question here, leaving space for recording the information*

*Insert more questions as needed….*

***Thank you and next steps:***

## R6: Writing Effective Questionnaires

A questionnaire is a written set of questions, developed for surveying a group of people. A questionnaire is a useful way to gather information from large numbers of people from a target population. A good design is key to encouraging responses to the questionnaire, and ensuring the data is unbiased, complete and accurate.

**Decide on Mode of Questionnaire**

Questionnaires can be presented on paper or online. The best choice depends on the target respondents and how you can access them. For people who have access to internet and email, an online questionnaire can make the distribution more efficient. Additionally, online questionnaires can include useful features such as question logic, formatting options and automatic data tabulation. Paper surveys may be required when your respondents do not have access to reliable internet, or when visiting them in person.

If your respondents do not have good reading and writing skills, you should interview them, rather than using a questionnaire.

**Tips for Writing an Effective Questionnaire**

There are many factors to consider for the design of a good questionnaire:

1. Design the questionnaire to gather the information you need to meet your evaluation objectives. Use the evaluation indicators that you have developed to guide the questions.
2. Plan how to analyze the data as you design the questions to make sure the information will meet your requirements.
3. Keep the questionnaire brief. It can be tempting to ask for more information than you actually need. This creates a longer questionnaire, taking more of the respondent’s time, and this may limit the number of responses received. Focus on the most important information.
4. Make sure questions are worded as clearly as possible, to limit confusion and increase the quality of the responses. Use simple language, limit abbreviations or jargon, and make sure that each question only targets one topic. Each question should contain all of the information that is necessary for the respondents to understand.
5. Choose appropriate question types for the information you need. For questionnaires, closed questions are quick and easy for the respondents to answer, and they are also easy to interpret. Open questions can provide a space for respondents to share their ideas or perspectives. However, they can be subject to different interpretations and can be more complicated to analyze. It is more interesting for the respondent if the questionnaire includes a variety of question types. Refer to Appendix E for a description of different question types.
6. Avoid questions that include complicated tables or graphs. If the respondent is not used to reading tables and graphs, they can cause confusion.
7. Avoid biased or leading questions. Each question should not indicate any judgement over what sort of answer you would like to receive.
8. A clear and concise introduction can encourage people to respond. Include an introduction to the questionnaire which describes:
* The purpose of the questionnaire – why it is important, and how it can benefit the respondent.
* How long it should take to complete
* Confidentiality, and how the results will be used
* Contact details
* Final date for reply
1. Consider the question order. The questions should flow in a logical order, and be categorized by subject. To encourage responses, start with easy questions, and include sensitive or difficult questions near the end of the survey.
2. Consider the user experience. A respondent will be more likely to complete the questionnaire if the survey is easy to fill out. Whether the survey is on paper, or online, consider the format and style of the questionnaire to maximise user experience. For online surveys, consider asking screening questions, and question routing, so that each respondent only answers questions relevant to them.

**Pre-testing the Questionnaire**

After creating a draft questionnaire, you must test it to find out if it will collect the required information (Crawford, 1997). In this way, you can make adjustments or corrections before starting the data collection. Through pre-testing the questionnaire, you can find out:

* Whether the questions are worded in a way that achieves the desired results
* Whether the questions can be understood by the respondents
* Whether the order of questions is appropriate
* Whether any questions should be removed, or added (Crawford, 1997)

Pre-testing can be done by asking a small number of ‘test respondents’ to complete the questionnaire, and asking for feedback. It is best if the test respondents are real project stakeholders, however if they are not available you can ask people who have not been involved.

After pre-testing the questionnaire, your team should make final adjustments to it before starting the data collection process.

**Administering the Questionnaire**

When the questionnaire is finalized, you must make a plan for successfully administering it. You will need to decide:

* Who to send the questionnaire to
* How to distribute the questionnaire. For example, in person, by email, by mail.
* The time period over which you will accept completed questionnaires
* How to encourage respondents to complete the questionnaire, by reminding or providing an incentive for them to respond
* How you will follow up with respondents after they have completed the questionnaire

**References:**

Gould, S. (2011). How to Write a Questionnaire. Birmingham City University. Retrieved from <http://library.bcu.ac.uk/learner/writingguides/1.05.htm>

DataStar. (2010). Getting The Right Answers: 10 Tips To Better Questionnaire Design. DataStar. Retrieved from http://www.surveystar.com/startips/jan2010.pdf

**Template for Writing a Questionnaire**

*Questionnaire heading:*

**Contact Details**

|  |  |
| --- | --- |
| Interviewee name |  |
| Region |  |
| Phone number and/ or email |  |
| *Add other contact details if relevant* |  |

**Introduction**

*Include a greeting, explain who you work for, and explain the purpose of the interview. Give an idea of how long the interview will take.*

Include a question to check whether they are a valid respondent.

eg. Did they attend the workshop?

**Questions:**

Can be broken into ‘reaction’, ‘learning’, ‘behaviour’ and ‘results’, or a different order if it makes more sense.

Question 1:

*Write your question here, leaving space for the respondent to answer*

Question 2:

*Write your question here, leaving space for the respondent to answer*

Question 3:

*Write your question here, leaving space for the respondent to answer*

Question 4:

*Write your question here, leaving space for the respondent to answer*

Question 5:

*Write your question here, leaving space for the respondent to answer*

*Insert more questions as needed….*

***Thank you and next steps:***

## R7: Planning a Focus Group

A focus group is a facilitated discussion between a group of people on a particular topic. Focus groups are guided by a moderator or facilitator to collect specific information from the group. During a focus group, interactions between members of the group influence the discussion. These must be taken into account during analysis.

This information sheet contains ideas for planning and delivering a successful focus group.

**Structure and the Extent of Facilitator Involvement:**

The structure of a focus group can vary, from following a strict protocol, to allowing ideas to emerge by unstructured discussion. For a more structured focus group, the facilitator will usually take an active role in asking questions and managing the group dynamics. For unstructured focus groups, the facilitator might purposely take on an observational role rather than guiding or managing the group.

For evaluations of education and training programs, a semi- or highly structured focus group is usually most appropriate. This is because it ensures that the data you collect is relevant to the evaluation, and is complete.

**Selection of Participants for a Focus Group:**

You must consider the group dynamics when designing a focus group. The size of the focus group affects how participants will relate to each other. It should be large enough to represent a wide range of opinions, but small enough to encourage participation. A group of 6-10 people is ideal, but depending on the purpose of the group, you can include more or less. Sometimes, it is appropriate to select participants that already know each other. In other cases, it can be better for participants to be unknown to each other. You must also consider the power dynamics in the group. For example, a manager and their staff member many not be comfortable sharing their opinions if they are in the same group. When selecting the participants, think about the topics that need to be covered, and the methods to be used.

**Planning the Focus Group Activities:**

Plan the focus group activities so the focus group achieves its purpose and gathers the information you need. It is equally important to plan how to make the participants feel comfortable, engaged and involved throughout the focus group. Participatory facilitation techniques can be useful for this.

You should develop a written plan for the focus groups to ensure that the desired activities and topics get covered. Some important elements to include in the focus group plan include:

* A concise, clear introduction to explain the purpose for the focus group. The introduction also sets the group’s expectations, explains the importance of their opinions, and describes how the information will be used.
* An icebreaker to help participants to get to know each other and the facilitators.
* Participatory activities designed to meet the goals of the focus group. Consider large or small group discussions, brainstorming, games, role-plays and pair sharing. The best methods depend on the topics you are interested in, and the type of data you need to collect.
* A conclusion and time to thank the participants for their involvement.

It is important to consider how much time will be required to achieve the purpose of the focus group. Select the activities to fit within the expected timeframe.

If the topics you are gathering information on are not suitable for group discussions, then a focus group is not suitable.

**Location for the Focus Group:**

The location and setting affects how the participants are able to interact and how comfortable they feel. The location should be large enough for participants to move around and interact with each other. It should also be quiet, comfortable and free from distractions. You should arrive at the focus group location early to set up and make the space as comfortable as possible.

**Facilitating a Focus Group:**

You should consider the following tips when moderating a focus group:

* Give a clear introduction to the focus group, to make sure that participants understand the purpose for the focus group.
* Respond to each contribution from the group actively, to encourage participation. If someone’s response is off-topic, gently steer the discussion back on topic without making them feel embarrassed.
* Do not express your own views, as this could discourage participants from contributing contrary views. Instead, focus on reinforcing all contributions and guiding the discussion without influencing it.
* Focus on making the participants feel comfortable, safe, and relaxed throughout the discussion.
* Moderate so that each participant is able to contribute fairly. Do not let the discussion be dominated by one individual, or one point of view. Encourage alternative views and perspectives to be discussed.

**Recording the Information:**

You must plan how the relevant information will be recorded during the focus group. Two or more people, in addition to the facilitator, should attend to observe, take photos, and record information. The recorders should take note of the discussion, non-verbal information, and any external influences that may have had an impact on the discussion. Depending on how the information is going to be used, consider filming or recording the audio from the focus group. Immediately after the focus group, the facilitator and recorders or observers should debrief to discuss and summarize what happened.

**References:**

Cohen, D., & Crabtree, B. (2006). Qualitative Research Guidelines Project. Robert Wood Johnson Foundation. Retrieved from http://www.qualres.org/HomeFocu-3647.html

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, *204*, 291 – 295. http://doi.org/10.1038/bdj.2008.192

University of Texas. (2015). Conducting Focus Groups. University of Texas. Retrieved from http://learningsciences.utexas.edu/sites/default/files/focus\_groups\_-\_conducting.pdf

**Template for Planning a Focus Group**

**XX minutes total**

Focus Group Description

 *Describe broadly what the focus group is about*

Focus Group Objectives

 *Outline the objectives for the focus group. What are you planning to achieve?*

Materials

*List all of the materials that will be required for the focus group*



Preparation

 *Include the things you need to do in advance for the focus group*

Introduction XX minutes

*Include a description of how you will introduce the participants at the start of the focus group. Include an ice-breaker activity, and a description of the purpose of the focus group.*

1. Icebreaker activity:
2. Present the focus group description or learning outcomes.

Activity 1 XX minutes

*Describe the steps you will need to take to facilitate the first activity in the focus group*

1. 

Activity 2 XX minutes

*Describe the steps you will need to take to facilitate the second activity in the focus group*



Thank you and Closing XX minutes

*Describe how you will close the focus group, including thanking the participants for their input.*

1. 

Notes from Focus Group:

*Record information here*

## R8: Planning for Data Collection by Observation

“Observation is a way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting.” (Evaluation Research Team, 2008)

Observation can be a useful method to evaluate behaviour. It can also validate whether the information given to you through other data collection methods (interviews, surveys), is accurate. Observations must be planned thoroughly to make sure that the desired data is collected and recorded in a systematic way.

**Tips for Planning Data Collection by Observation**

**Decide on the focus for the observation:** Design the observation to gather the information you need to meet the evaluation goals. Use the indicators that you have developed to decide what information you need.

**Decide whether the observation will be ‘direct’ or ‘indirect’:** Direct observation happens when you watch interactions, behaviours, or events as they are happening. For example, watching a community member do a check on their water filter to find out whether they know how to maintain it properly.

Indirect observation occurs when you watch the results of the interaction, behaviour, or events. For example, observing the condition of a water filter, which can indicate whether it is being maintained properly.

**Plan what to record, and how to record the information:** There are three common options for recording information during an observation:

* Observation checklist: This is a standardized form is which specifies pre-set questions and answers. During the observation, the observer fills in the form based on what they see.
* Observation guide: A list of the general behaviours, topics, or interactions to be observed. The observer can write notes alongside each item on the list to make sure all topics are covered.
* Observation notes: An open ended narrative, which is not guided or standardized in any way.

For evaluations, an observation checklist or guide are best as they ensure the required data is recorded in a standardized way.

**Consider the observation environment:** To collect accurate data by observation, the conditions should be as uninterrupted by the observers as possible. The best way to do this would be to observe covertly, without the participants knowing that you are observing them. However, for the evaluation to be ethical, we need to tell the participants the observation is happening. If people know they are being observed, they might behave differently to how they normally would. To minimize the effects of the observer/s you can:

* Explain to the participants that you want them to act exactly as they normally would,
* Explain to the participants that they are not being graded or judged,
* Be as unobtrusive as possible,
* Limit the number of observers to the absolute minimum needed to record the data.

**Train the Observers:** Sometimes, there are a team of observers who are responsible for observing different participants. In this case, make sure that you train each observer so that the information they gather is consistent and accurate. Conduct practice observations so each observer understands what information is relevant, and how to record it accurately.

**References**

Evaluation Research Team. (2008). Data Collection Methods for Program Evaluation: Observation. Centre for Disease Control. Retrieved from http://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf

Cohen, D., & Crabtree, B. (2006). Qualitative Research Guidelines Project. Robert Wood Johnson Foundation. Retrieved from http://www.qualres.org/HomeFocu-3647.html

**Template for Planning an Observation**

*Heading for observation:*

**Contact Details**

|  |  |
| --- | --- |
| Name of person being observed |  |
| Region |  |
| Phone number and/ or email |  |
| *Add other contact details if relevant* |  |

**Introduction**

*Include a greeting, explain who you work for, and explain the purpose of the observation. Explain that you do not want them to change their normal behaviour, they should pretend you are not there. Write what you plan to say.*

Check whether they are a valid respondent

eg. Did they attend the workshop?

**Observation Checklist**

*Write a checklist of the things you need to observe. Leave space for you to record your findings.*

Notes:

*You may want to include a large space for general notes after the checklist*

***Thank you and feedback:***

*Thank the person that you observed for their time. Provide any immediate feedback that you have for them.*

## R9: Question Types

The main aspects to consider when planning interview or survey questions are:

* The content and purpose of the question.
* The response format, so you can properly analyze the information.
* Consider how the question should be worded so that it is clear and will address the issue of interest.

This Appendix provides some examples of different types of questions that you can use in an interview or questionnaire. Use this Appendix to help come up with ideas for questions for your interview or questionnaire.

**Open Ended Questions:**

Open ended questions should be used when you want a full range of responses, and want to discover relevant issues. They allow in-depth exploration of the respondent’s views, new ideas to be expressed, and might yield unexpected answers.

However, open ended questions require more time, and can be more difficult for respondents to answer. For this reason, you should limit the number of open ended questions. Also, the information collected from open ended questions is more complicated to summarize and analyze.

**Example 1. Short answer:**

What are some ways that you can prevent diseases transmission by feces?

**Example 2. Complete the Sentence:**

The workshop would have been more useful to my work if…….

**Closed-ended Questions:**

Closed ended questions present the responders with several choices, from which they need to select for their answer. Close ended questions are quick and easy to answer, and can be used to measure knowledge or ability. Another advantage of closed ended questions is that the information generated is straightforward to summarize and analyze. Disadvantages include the limited number of response options, and the lack of ability to capture depth.

**Example 1. Yes/ No**

During the workshop, we used different tools, such as pictures, playing cards and posters to teach the information. Were these tools effective?

Yes No

**Example 2. Multiple Choice**

What are the five steps in the multi barrier approach to household water treatment? Please check the correct answer:

|  |  |
| --- | --- |
| [ ]  | *Source protection, Sedimentation, Filtration, Disinfection, Safe storage* |
| [ ]  | *Coagulation, Sedimentation, Filtration, Disinfection, Safe storage* |
| [ ]  | *Hand washing, Coagulation, Sedimentation, Filtration, Disinfection*  |
| [ ]  | *Source protection, Hand washing, Coagulation, Filtration, Disinfection* |

A scale or rating is a type of closed question that is used to determine the degree of a response. It can provide a more precise measure than a yes/no or true/false question, and the information provided can be summarized and analyzed rapidly.

**Example 3. Rating**

Please indicate how much you agree or disagree with the following statement: “The workshop was useful”:

|  |  |
| --- | --- |
| [ ]  | *Strongly agree* |
| [ ]  | *Agree* |
| [ ]  | *Neutral*  |
| [ ]  | *Disagree* |
| [ ]  | *Strongly disagree* |

**Example 4. Step Scale**

Please place a (B) on the step to show how confident felt about teaching WASH topics BEFORE the workshop, and an (a) on the step to show how confident you feel about teaching WASH topics AFTER the workshop.

Very Confident

Not Confident at all

A ranking is a type of closed question that shows the relative importance of various options. The number of response options should be kept low so the is question simple for respondents to answer.

**Example 5 Ranking.**

Rank the following activities in the workshop by how relevant you found them to be for your job, by placing the numbers 1 – 4 in the boxes. (1 = the most relevant, 4 = the least relevant)

|  |  |
| --- | --- |
| [ ]  | *Diseases transmission and blocking* |
| [ ]  | *Multi barrier approach to HWTS* |
| [ ]  | *Hand washing – techniques and critical times* |
| [ ]  | *Tippy tap construction* |

**Partially Open Ended**

Partially open ended questions can be used as a mid-ground between open and closed ended questions. Respondents can add their own response, or add details to their response so that new ideas can be captured. They can provide information that is easier to summarize and analyze than a fully open ended question, but contains more detail and depth than a fully closed ended question.

**Example 1. Two choice questions with room for explanation or comments:**

During the workshop, we used different tools, such as pictures, playing cards and posters to teach the information. Were these tools effective?

Yes No

Please explain why / why not?

**Example 2. Checklist with an option to add other response**

Since attending the workshop, have you taught community members about any WASH topics you learned in the workshop? Please tick all that apply:

|  |  |
| --- | --- |
| [ ]  | Diseases transmission and blocking |
| [ ]  | Multi barrier approach to HWTS |
| [ ]  | Hand washing – techniques and critical times |
| [ ]  | Tippy tap construction |
| [ ]  | Other (specify) ……………………………………………. |
| [ ]  | None – I did not teach any community members about topics I learned in the workshop |

**References**

Kiernan, N., & Brock, G. (2000). A Technique to Measure Opinions, Skills, Intentions, and Behaviours That’s Different-Even Fun. *Journal of Extension*, *38*(6). Retrieved from <http://www.joe.org/joe/2000december/tt2.php>

Lawson, K. (2009). The Trainers Handbook. Pfieffer.

Trochim, W. (2006). Research Methods Knowledge Base. Web Centre for Social Research Methods. Retrieved from http://www.socialresearchmethods.net/kb/survwrit.htm

University of Texas. (2007). Instructional Assessment Resources (IAR). The University of Texas at Austin. Retrieved from <http://learningsciences.utexas.edu/sites/default/files/assess_teaching_survey_question_types.pdf>