



YOUR GUIDE TO EVALUATION DESIGN



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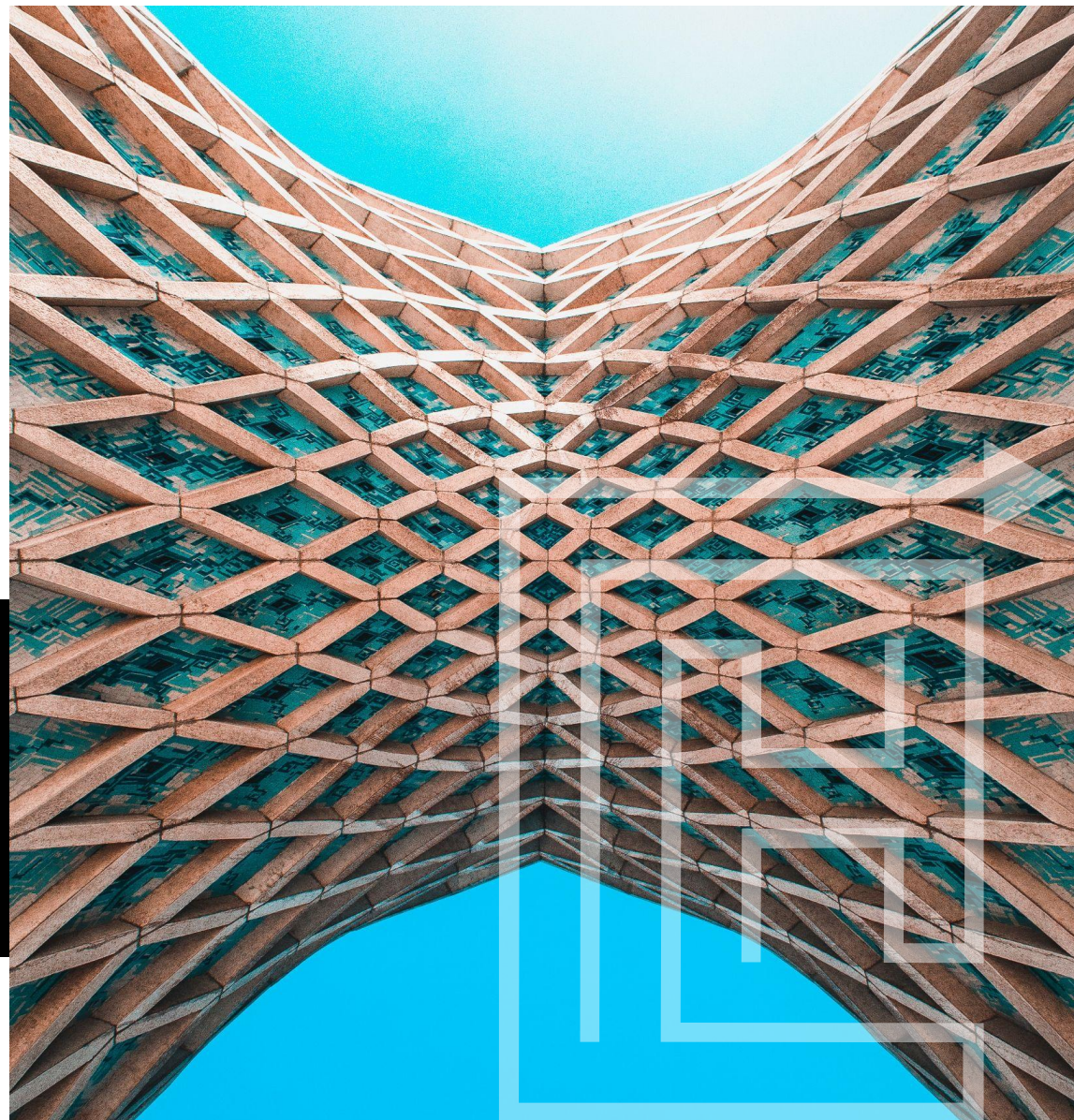




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01



**WHAT ARE YOU
ASKING AND WHY?**

DEFINE A CLEAR PURPOSE

A common mistake is to begin collecting your data before specifying which questions you need answering and why.

Defining a clear purpose can act as a guide for designing the evaluation.



DIFFERENT TYPES OF PURPOSE

Fundamentally you can distinguish between two types of purpose:

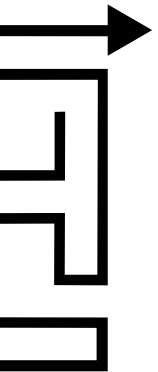
- One is about supporting an ongoing development e.g. by clarifying strengths and weaknesses of an activity.
- Another is to stop and assess the results of an action or fulfillment of goals.

Concrete examples:

To assess if an effort works like it's intended.

To live up to external demands for evaluation.

To get insights on processes that are important for implementation.



FORMULATING GOOD QUESTIONS

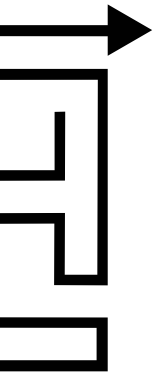
Make them explorative, e.g. what characterizes the target group investigated?

Delimit descriptions, e.g. how does the target group bring in a certain tool in a specific situation?

Have an action-oriented scope, e.g. how does the target group prepare for a specific situation?

Test a hypothesis, e.g. does “a” have relevance for “b”?

Have an assessment scope, e.g. what is the best way to work with the results if you want to fulfill specific intentions?



02

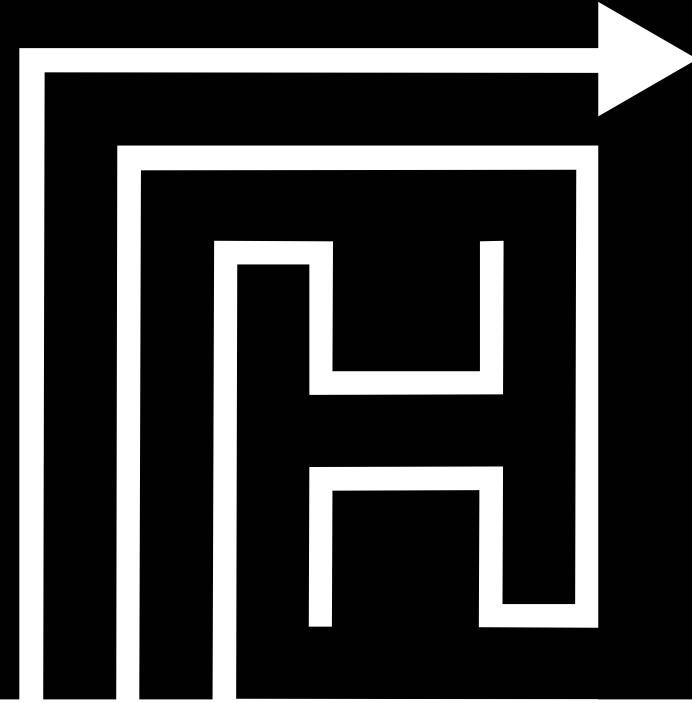


**EVALUATION OR
INVESTIGATION?**

IT IS IMPORTANT TO CLARIFY IF

YOU ARE MAKING AN EVALUATION

OR AN INVESTIGATION



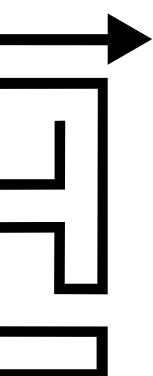
Evaluation - a special type of investigation

In evaluations you assess according to certain criteria e.g.

- Effect. Measuring if an effort makes a difference.
- Fulfillment of goals. Measuring if predefined expectations are met in practice.

WHEN DO YOU EVALUATE?

Investigations can have other purposes than to evaluate. E.g. mapping a practice and investigating how something works without wanting to assess this practice or compare it to another.



If you want to learn about an issue that's not yet clarified it might be more beneficial to do a broad investigation than making assessments.

If you want to learn if some specific demands are being carried out in practice on the other hand, then an evaluation would be the way to go.

An evaluation needs to be able to be assessed on a specific foundation e.g. concrete criteria, goals, demands etc.

03



**CHOOSING THE
RIGHT METHOD**

QUALITATIVE

QUANTITATIVE

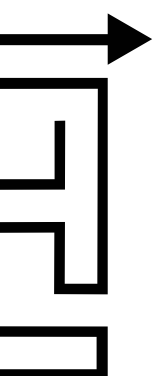
OR A

MIX OF BOTH

QUALITATIVE METHODS

Qualitative methods are suitable for seeking in-depth knowledge about a phenomenon and if you're interested in questions like:

- why
- how



Qualitative methods helps getting an understanding of less known phenomena and in-depth understanding of already known phenomena.

Types of qualitative methods:

Different kinds of interviews.

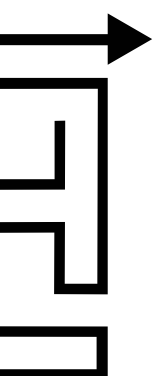
Observations.

Analysis of written documents.

QUANTITATIVE METHODS

With this method countable data is collected. This is relevant if you want to learn about the dissemination of phenomena and if you're interested in questions like:

- how many
- how often



Quantitative methods require a certain level of knowledge about a subject to formulate questions and define categories for a survey.

Types of quantitative methods:

Surveys that are sent out to a group of respondents

Index examination using pre-collected data organised in registres with a certain type of information e.g. education

MIXED METHODS

Many evaluations seek out questions that require both qualitative and quantitative methods to get broad as well as in-depth insights. The downside is, that it takes a lot of resources so do an estimation of what you need answered.

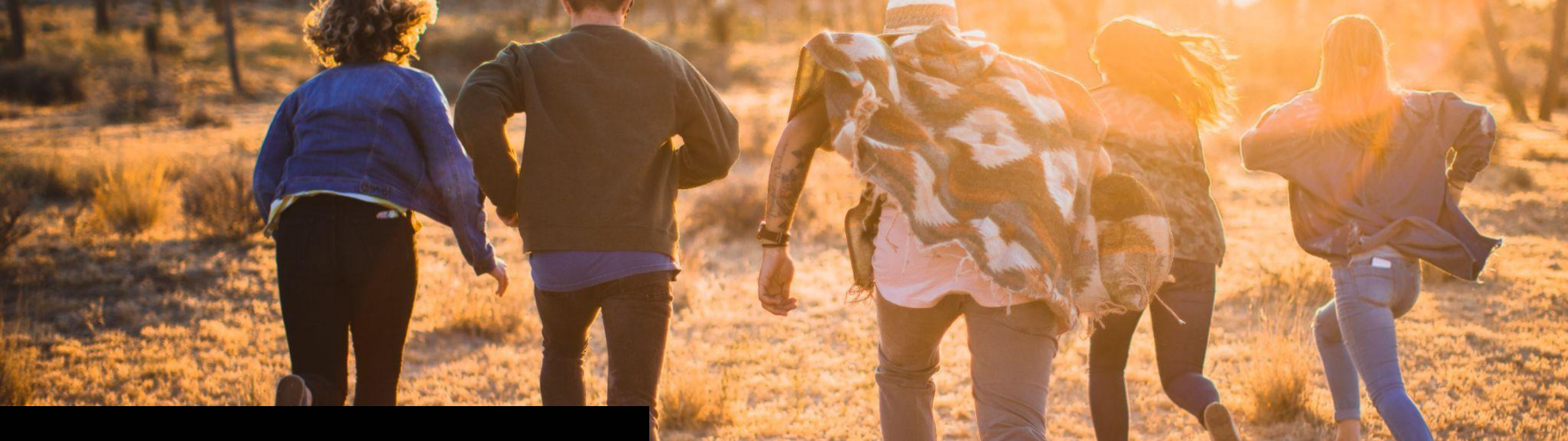
Beware

A common pitfall is to choose a method before defining the purpose of the evaluation and formulating specific questions.

04



**WHO SHOULD YOU
INVOLVE AND WHEN?**



INVOLVEMENT

Who to involve in an evaluation depends on the purpose and the certain framework of the project, but involving other people's expertise will improve both form and content. To distinguish who to involve when, we will divide the evaluation process into 3 phases.

INVOLVEMENT - 3 PHASES

START-UP

When deciding on the evaluation's:

Purpose, assessment criteria, available resources, methodology

Involve everyone executing the evaluation.
Test with a couple of possible informants.

ANALYSIS

When data-collection is finished it's good idea to verify the results with:

Experts and practitioners in the field of investigation.

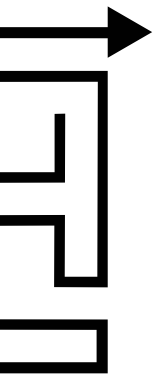
Informants who has contributed to the evaluation.

COMMUNICATION

For your evaluation to lead to any change, it's important how the results are communicated.

Involve professional communicators to help with tone of voice, content, communication channels etc.

Maybe the results have to be communicated different to different target groups.



05



**GIVE LIFE TO YOUR
RESULTS**

WHEN COMMUNICATING YOUR RESULTS MAKE SURE TO

Identify the primary target group(s)

Delimit project focus

Engage and cultivate interest

Make results accessible



IDENTIFY THE PRIMARY TARGET GROUP(S)

Before beginning the evaluation it's important to identify the primary target group(s). This will help you decide on purpose, scope, verification and how to communicate the results.

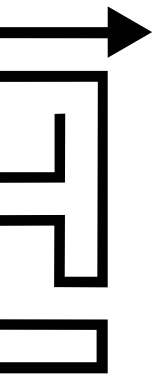
If there's more than one target group, this might indicate more than one way of communicating.

DELIMIT FOCUS

Delimiting the project focus will help define the purpose and ensure conclusions in relation to the purpose.

Consider what's important to include (and what's not necessary) when:

- formulating evaluation questions
- designing the evaluation
- collecting data
- analysing data





ENGAGE AND CULTIVATE INTEREST

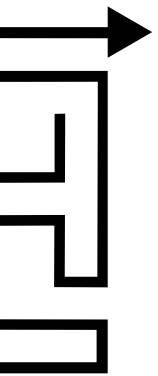
Involve others in the project. The involvement of target groups - also in the communication of the results - will cultivate their experience of ownership and aid their curiosity about the results. And hopefully motivate them to share the results with others.

MAKE RESULTS ACCESSIBLE

Communicate your results in a short and accessible way. If you're writing a report make sure to share results in a conclusion that can be read on it's own.

Make sure to include commission, purpose, methodology and results.

Another way to present the results can be through short 2 minute videos discussing backdrop, results and actions.





Source: Danmarks Evalueringsinstitut

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