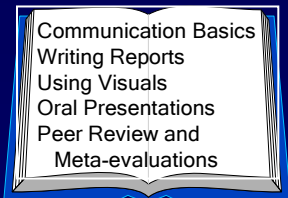
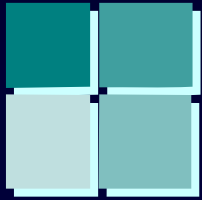


IPDET

Module 11: Presenting Results

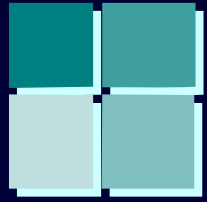


Presenting
Results



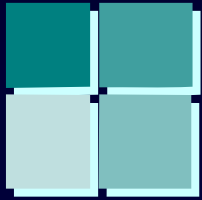
Introduction

- Communication Basics
- Writing Evaluation Reports for Your Audience
- Using Visual Information
- Making Oral Presentations
- Peer-Review and Meta-Evaluation



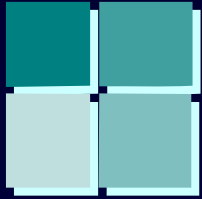
Purpose of Communicating

- The goal is to communicate, not to impress
- Make it easy for your reader to get your point (Do not play “hide and seek”)
- Keep your purpose and audience in mind



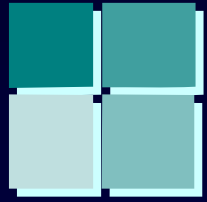
Choosing Words

- Use words that are:
 - simple
 - active
 - positive
 - short and concise
 - conversational
 - familiar
 - direct



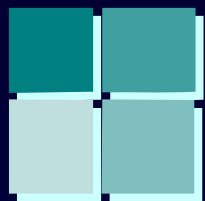
Communication Strategy

- Point of doing an evaluation is so the results can inform:
 - policymaking
 - program changes
 - program replication
- May need multiple products to communicate
- Communication strategy helps identify products you need and who for
- Develop communication strategy before the evaluation



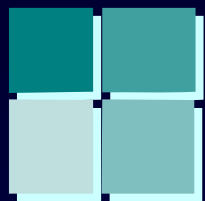
Questions for Communication Strategy

- Who will receive what information?
- In what format?
- When?
- Who will prepare the information?
- Who will deliver the information?



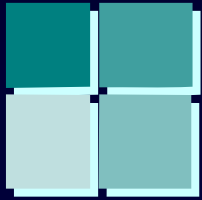
Strategies for All Phases

- Before the evaluation
 - to ensure everyone is on board
- During the evaluation
 - to ensure everyone is informed of progress
 - no surprises
- After the evaluation
 - to disseminate results, to make decisions



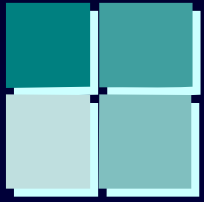
What Kinds of Communication?

- Informal
 - phone
 - email
 - faxes
 - communications
- Formal
 - briefings
 - presentations
 - written reports



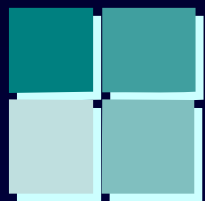
Checklist for Strategy

Audience	Product	Responsible?	Due Date
Donor	<ul style="list-style-type: none">• formal report	team leader	6/1
Advisory board	<ul style="list-style-type: none">• oral briefing	member A	6/1
Local stakeholders	<ul style="list-style-type: none">• executive summary• oral briefing	member B	6/1
Program staff	<ul style="list-style-type: none">• copy of formal report• executive summary	member C	6/1
Local govt. officials	<ul style="list-style-type: none">• oral briefing	team leader	6/5
Participants	<ul style="list-style-type: none">• oral briefing	team leader	6/5
Dev. eval. community	<ul style="list-style-type: none">• article for publication	team leader	8/1



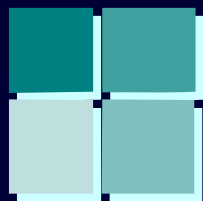
Feedback

- Set up a process to bring stakeholders and evaluator together to discuss:
 - findings
 - insights
 - alternative actions
 - next steps



Large Group Discussions

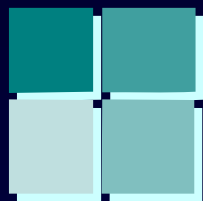
- Consider all the stakeholders connected with your program
- Identify challenges in communicating evaluation results to different stakeholders



Keys for Writing a Report

- Keep it simple
- Avoid acronyms
- Provide enough information about your research methods so others can judge its credibility
- Place technical information in an appendix
- Always provide the limitations of the study with cautions to interpretations
- Organize around major themes or research questions

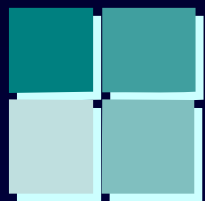
(continued on next slide)



Keys for Writing a Report

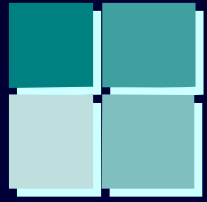
(cont.)

- Place major point up front. Lead each paragraph with your point
- Leave time to revise, revise, and revise!
- Find a person to be a cold reader. Ideally, this should be a detail oriented person, who is looking to make sure every “i” is dotted and every “t” is crossed
- Support conclusions and recommendations with evidence



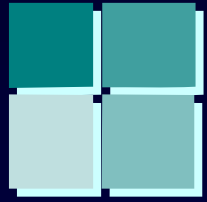
The Executive Summary

- Provides a quick overview of the study:
 - issues
 - questions
 - methods
 - findings
 - recommendations



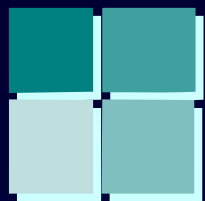
Executive Summary Format

- The executive summary should be short, two pages are great, more than four are too much
- Set up with headings to the left so it is easy for readers to scan the report



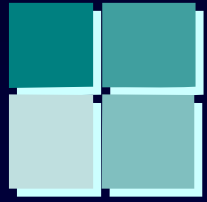
Basic Components of the Executive Summary

- Brief Overview or Introduction
- Description of the Study
- Background
- Major Findings
- Conclusions/Recommendations



Body of the Report

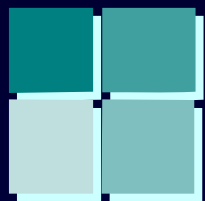
- Introduction
- Description of the evaluation
- Findings
- Conclusions
- Recommendations



Introduction in Body of Report

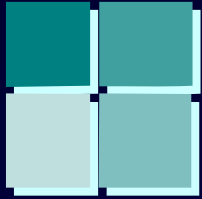
Should contain:

- The “hook” that draws readers into the report
- Evaluation questions and purpose of the report
- Background of the program
- Program’s goals and objectives



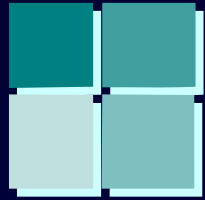
Description of the Evaluation in Body of Report

- Evaluation focus
- Evaluation design
- Evaluation questions
- Methodology and strategy for analysis
- Limitations of the methodology
- Who was involved and their timeframes



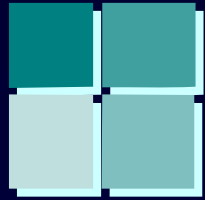
Findings in Body of Report

- Present data so that your audience can understand them
- Present data selectively - what are your most important points?
- Organize the findings around study questions, major themes, or program components
- Use charts and tables to illustrate and help highlight your major points



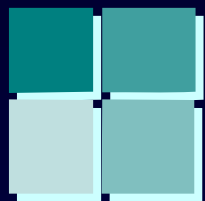
Conclusions in Body of Report

- The final part of your report
- Conclusions:
 - connect to your research questions or evaluation focus
 - are based on findings and emphasize what the report means
 - add no new details



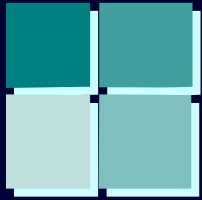
Recommendations in Body of Report

- May be part of the conclusions
- Recommendations answer the question:
 - What do you want the reader to do?
- Recommendations should:
 - be based on the conclusions
 - be clear and specific, identifying who should do what and when



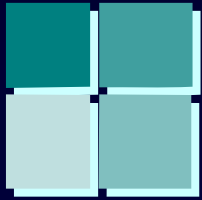
Recommendation Tracking System (RTS)

- RTS is a technique that allows stakeholders to check the implementation of evaluation recommendations
- RTS uses a matrix to track:
 - date of recommendation
 - who is responsible for taking action
 - response/ progress



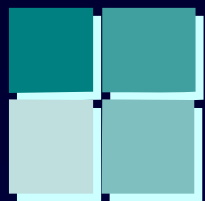
Example of an RTS

Recommendation	Date	Who is Responsible	Response/ Progress
1.			
2.			
3.			
4.			



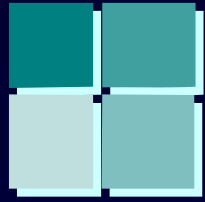
Reasons to Use Graphics

- Add interest
- Communicate information more clearly and effectively
- Can be used to “lighten” the density of continuous text
- Provide a focal point – attract your audience to key points



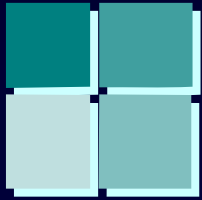
Characteristics of Good Graphics

- simple
- communicate without needing text
- easily reproduced
- clearly labeled
- patterns can be distinguished
- culturally appropriate
- correctly placed in the text
- consistently numbered and titled
- sources provided and credit given



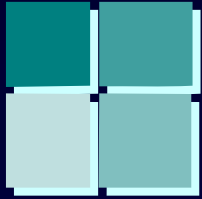
Each Visual Aid Must Have:

- Title
- Number and name of the figure within the section
- Provide a list of tables and figures at the beginning of the document



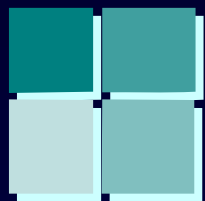
Kinds of Visuals

- Pictures and illustrations
- Organization charts
- Gantt charts
- Graphs and data charts
- Tables
- Evaluation concepts



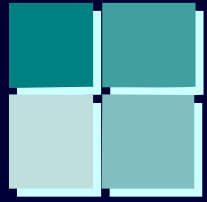
Pictures and Illustrations

- Picture is worth a thousand words
- Research conclusions for using pictures and illustrations:
 - when illustrations are relevant to the content, then moderate to substantial gains can be expected in learning
 - when illustrations are NOT relevant to the content, or even worse, conflicting, you can expect NO gain in learning and maybe even confusion



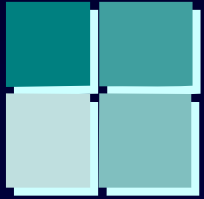
Connect Narrative to Illustration

- If you use a picture or illustration, be sure to use the narrative of the report to tell the audience what they are supposed to see in the picture
- Direct them to the picture and tell them what to look for



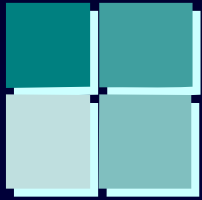
Types of Pictures and Illustrations

- Maps
- Sketches
- Line Drawings
- Photographs



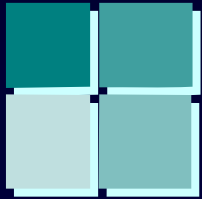
Data Charts and Graphs

- Graphs – visual representation of a relationship between two or more variables
- Charts – graphic displays, such as: line charts, pie charts, and bar charts

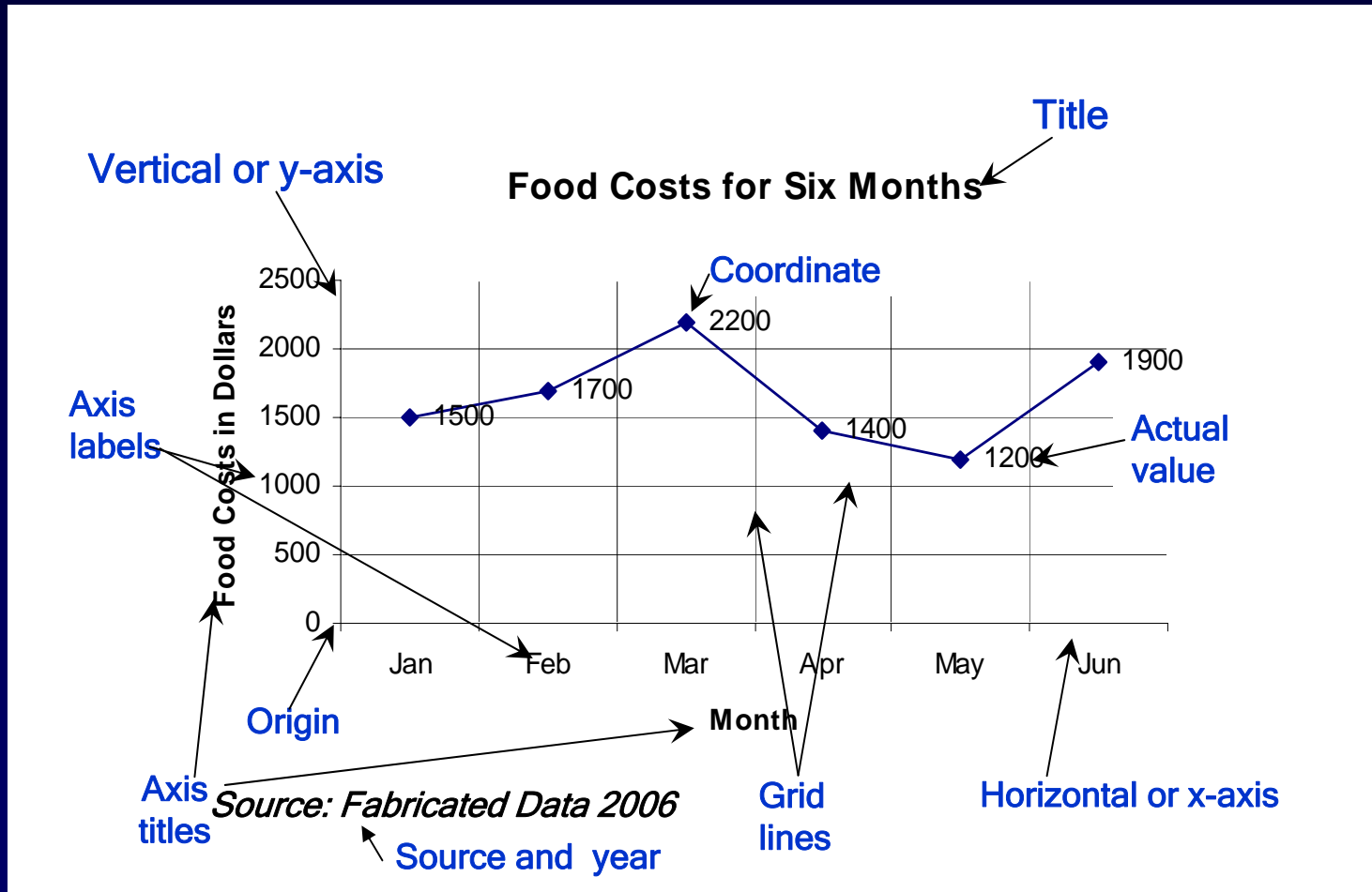


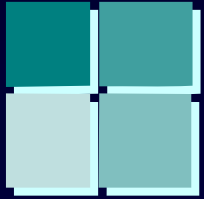
Effective Charts

- Easy to read
 - Use upper and lower case (not all capital letters)
 - Only a few type faces
- Use the message in the title
- Avoid busy patterns
- Use white space
- Keep the chart simple
- Keep scales honest (proportional)
- Use title to convey message
- Put supporting data in an appendix



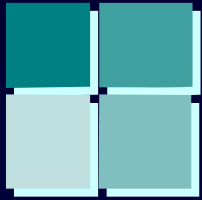
Parts of a Graph





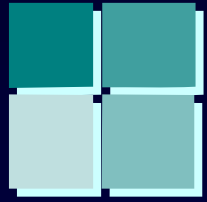
Graphs should Include

- Title and number
- Source
- Year the data were collected
- Data in chronological order
- Data portrayed using comparable definitions



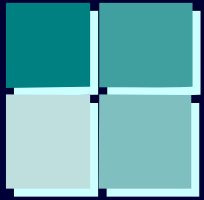
Format Style for Graphs

- No overlapping categories
- Patterns or textures that are clear even when photocopied
- Patterns clearly labeled using a legend
- Have no extra line and patterns - only what is necessary
- Avoid black - it is difficult to reproduce accurately
- Lettering that does not go below 10pt font



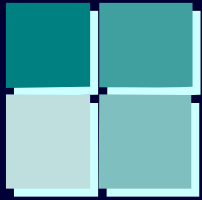
Types of Graphs

- Line graph
- Bar graph
- Pie graph or pie chart

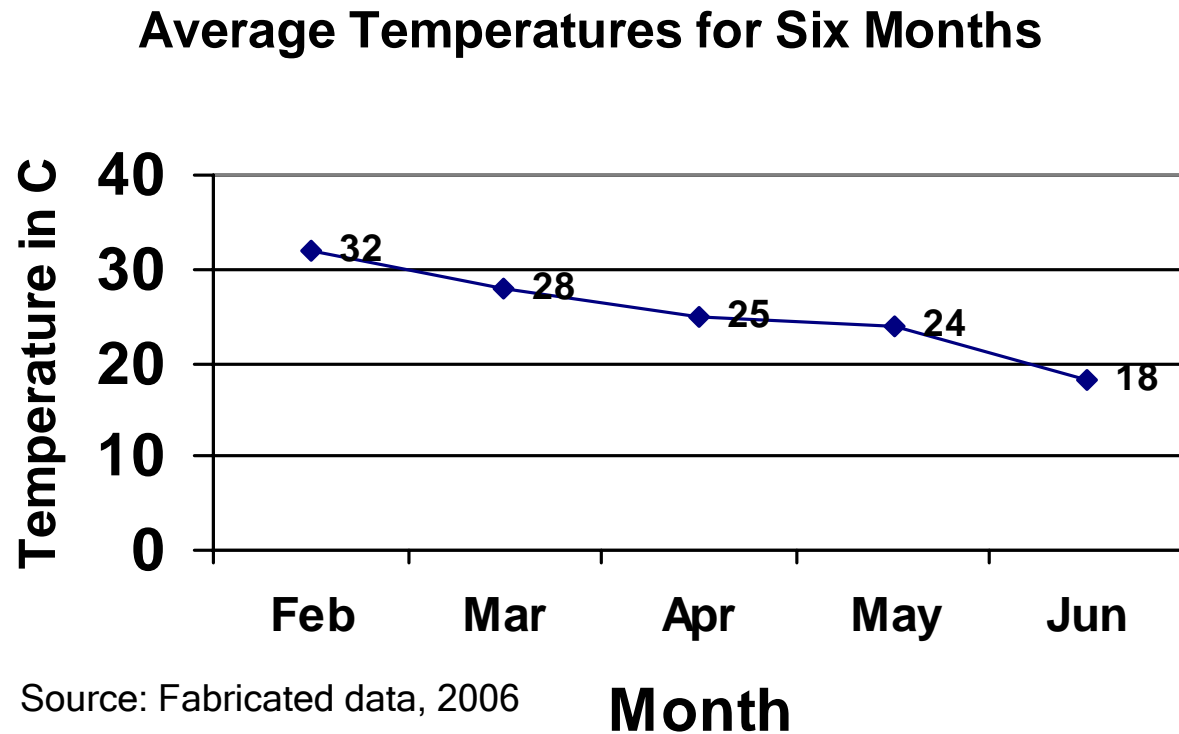


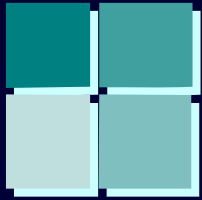
Line Graphs

- A way to summarize how two pieces of information are related and how they vary
- Show data changes over time
- Show continuous interval or ratio data

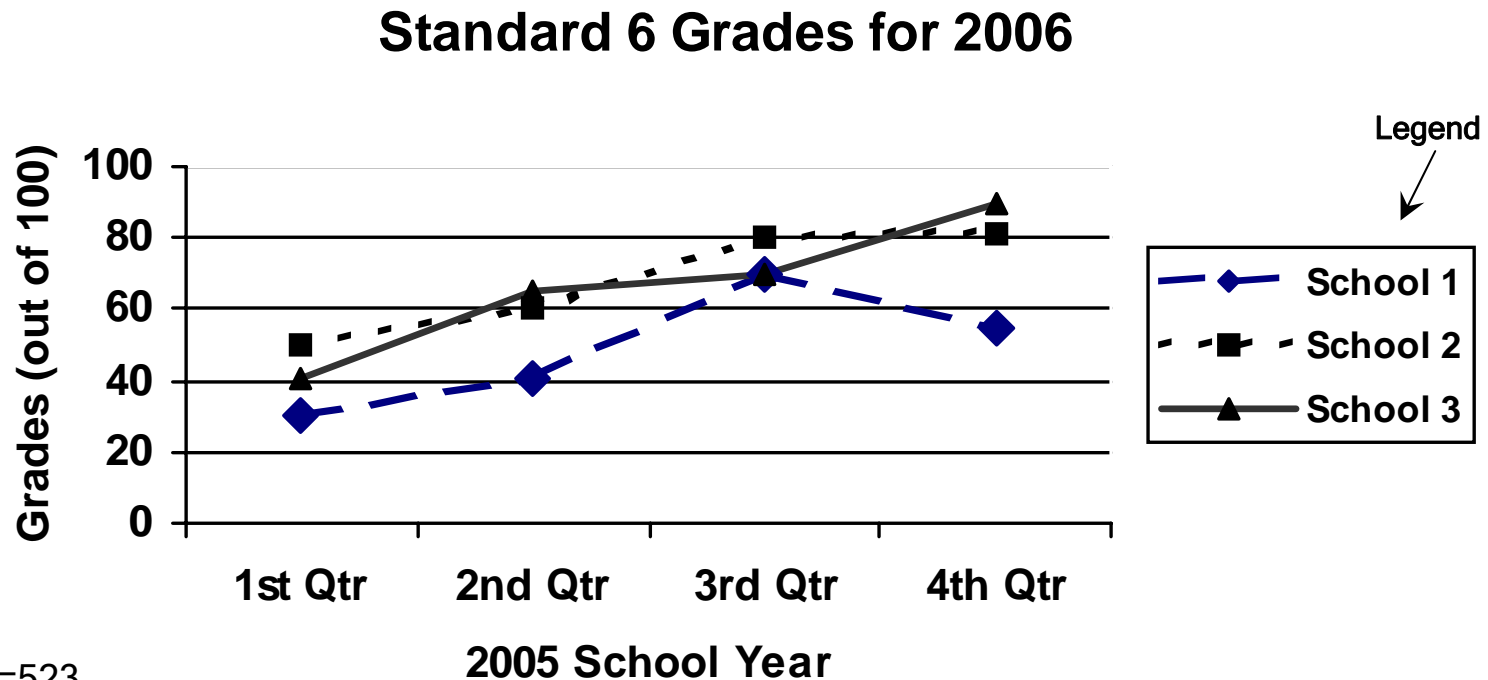


Example of Line Graph - One Line



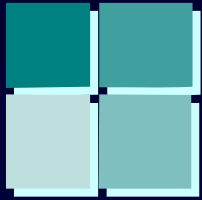


Example of Line Graph - Multiple Lines



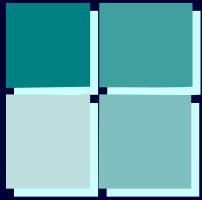
N=523

Source: Fabricated data, 2006

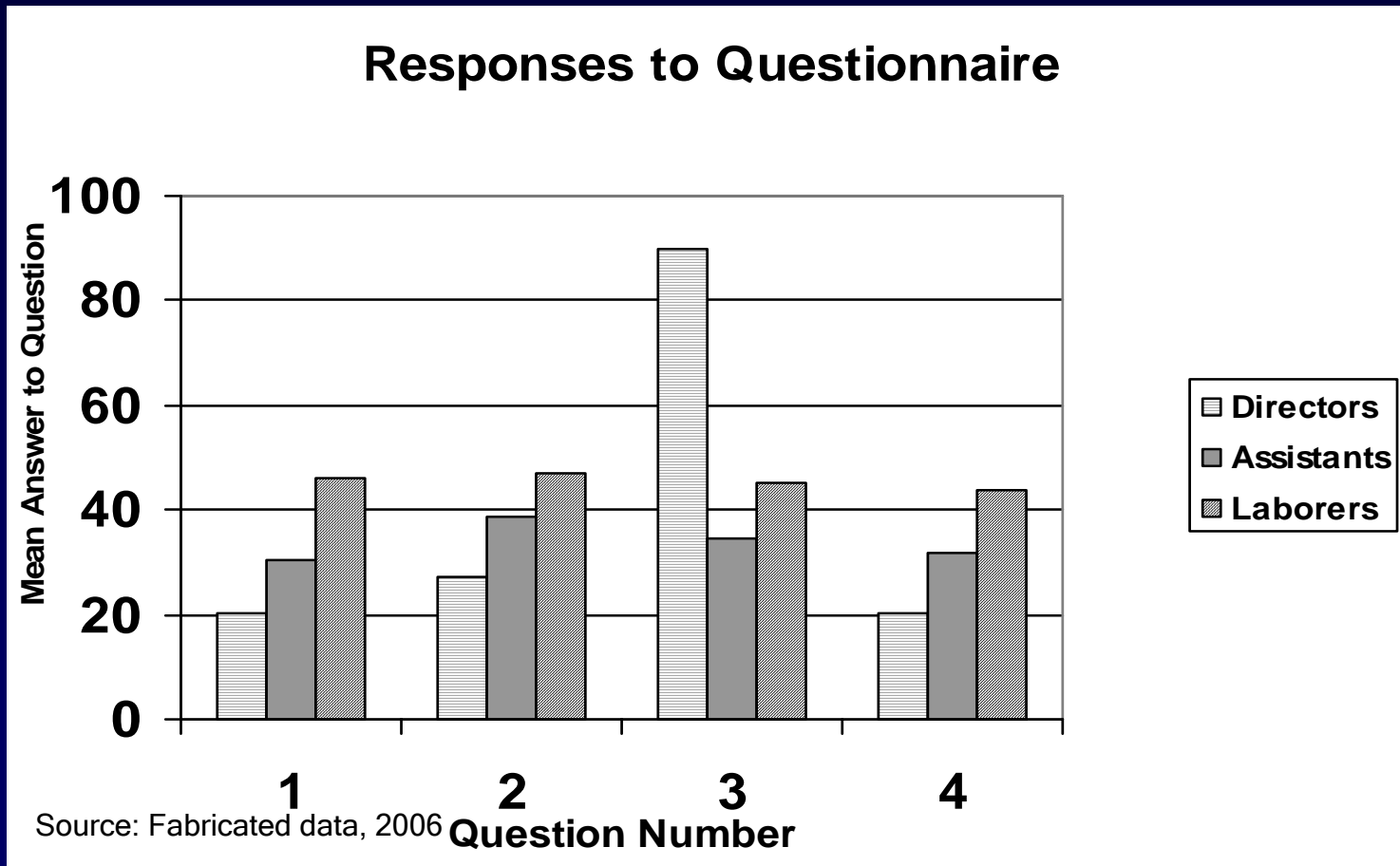


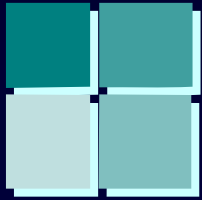
Bar Graphs

- Use bars to represent quantities and allow us to compare numbers
- Type of bar graphs
 - single: information about a single variable
 - multiple: information for more than one variable
- Often show nominal or categorical data



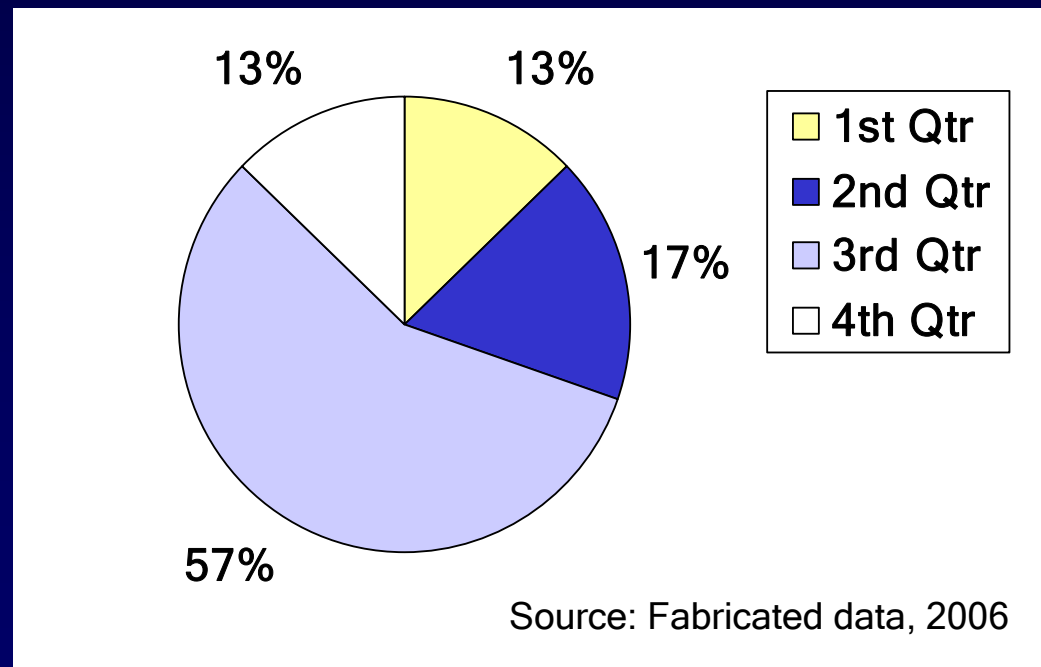
Example - Multiple Bar Graph



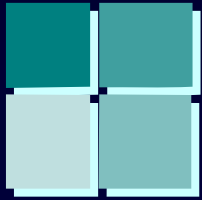


Pie Charts

- Used to display the size of parts that make up a whole
- Example

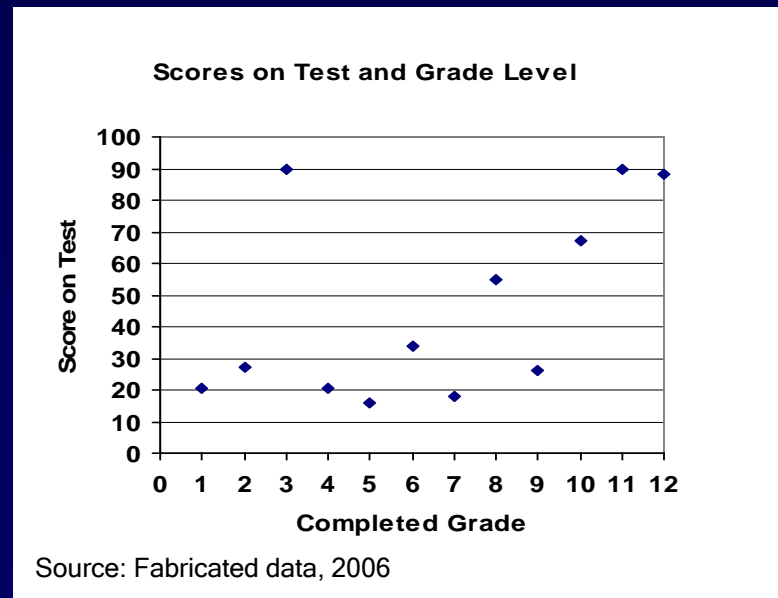


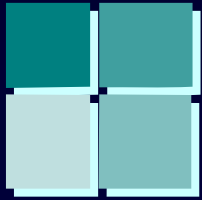
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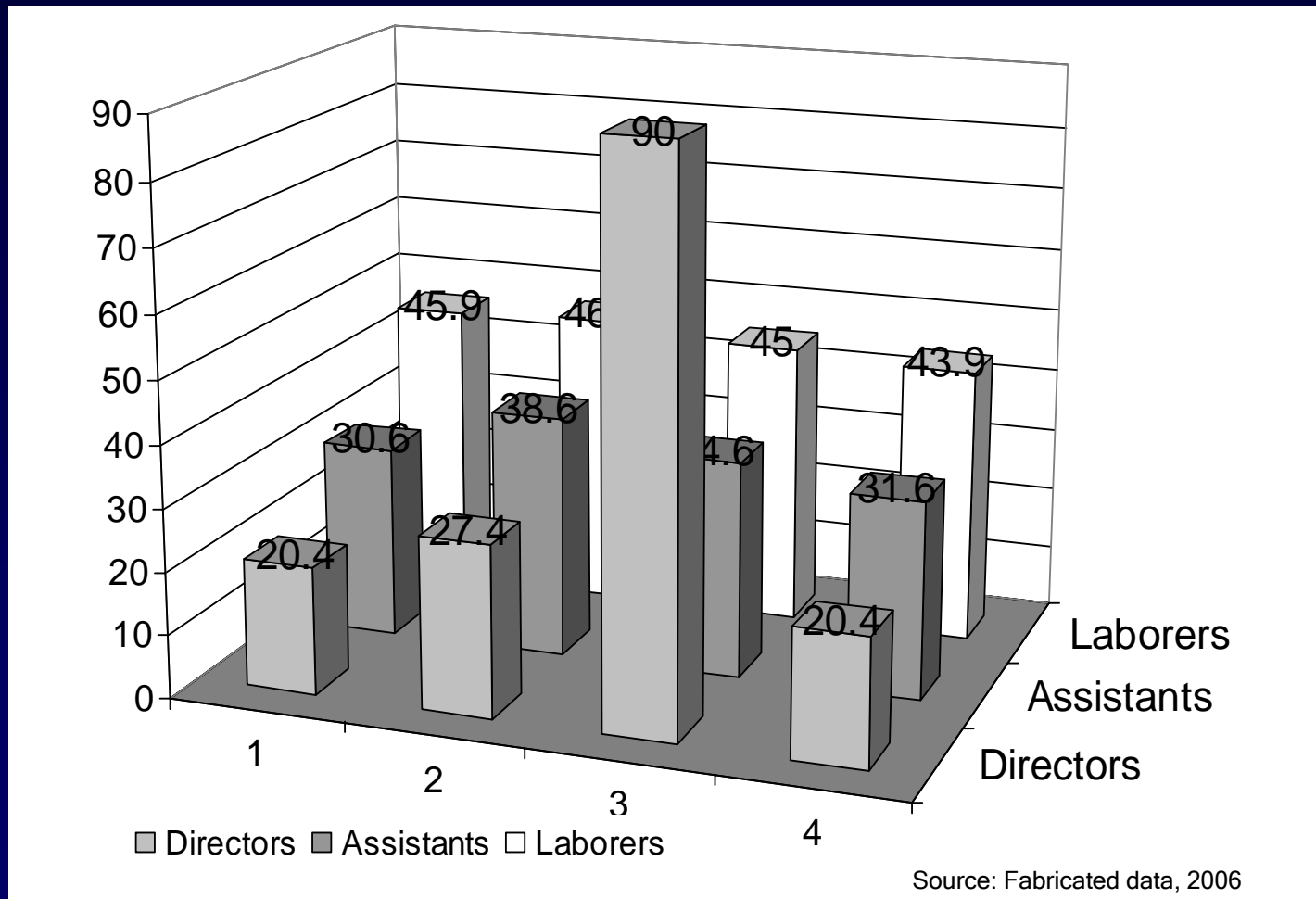
Scatter Diagram

- Similar to a line graph except coordinates have no lines between them
- Used if you want to see if there is a relationship

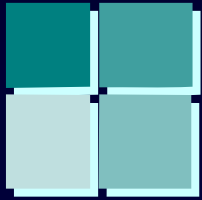




Poor Example



Source: Fabricated data, 2006



When to Use

If you want to:

Then choose:

Show trends over time

Line Chart

Show percent of a single variable

Single Bar Chart

Compare several items

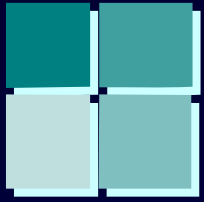
Multiple Bar Chart

Show parts of a whole

Pie Chart

Show trend or relationships between non-linear data

Scatter Diagram



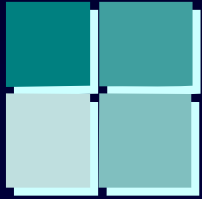
Tables

- Used to present information in an organized manner
- Types:
 - data table
 - classification table (matrix)



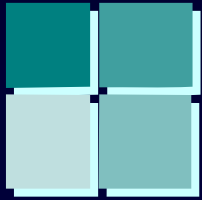
Data Tables

- Used to present numerical information
- In the report, describe what to see and look for in the data table
- Include the year and source



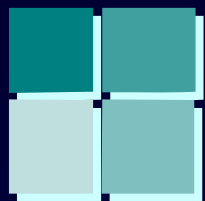
Data Table Principles

- Round-off number to no more than *two significant figures*
- Give averages of rows and columns (as appropriate) to help audience make comparisons
- Put the most important comparisons into columns
- Too many lines may make it difficult to read



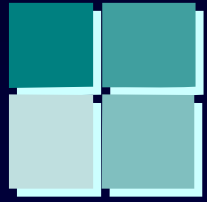
Example of Data Table (with lines)

Participant number	Height	Weight	Age	District
1	44	30	7.2	North
2	46	35	7.1	East
3	40	20	7.6	North
4	32	22	7.2	South
5	29	23	7.0	South
6	50	38	7.8	North
7	44	30	7.3	West
8	44	28	7.3	West
9	42	30	7.5	East
10	48	45	7.9	South



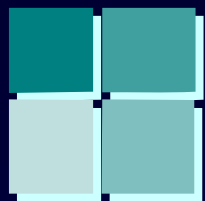
Example of Data Table (without lines)

Participant number	Height	Weight	Age	District
1	44	30	7.2	North
2	46	35	7.1	East
3	40	20	7.6	North
4	32	22	7.2	South
5	29	23	7.0	South
6	50	38	7.8	North
7	44	30	7.3	West
8	44	28	7.3	West
9	42	30	7.5	East
10	48	45	7.9	South



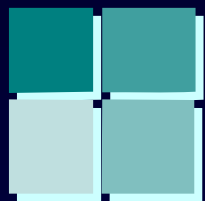
Classification Tables (Matrix)

- A tabular layout that shows a list of things organized according to different factors
- Can help illustrate complex information



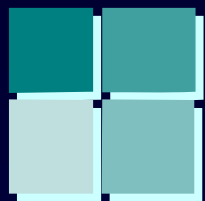
Example of Classification Table (Matrix)

Audience	Product	Who is responsible	Due date
Donor	Formal report	Team leader	6/1/06
Advisory board	Oral briefing	Team member A	6/1/06
Local stakeholders	Executive summary Oral briefing	Team member B	6/1/06
Program staff	Copy of formal report Executive summary	Team member C	6/1/06
Local government officials	Oral briefing	Team leader	6/5/06
Participants	Oral briefing	Team leader	6/5/06
Development Evaluation Community	Article for publication	Team leader	8/1/06



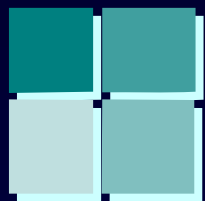
Evaluation Concepts

- Help you visualize your evaluation concepts
 - research design
 - impact
 - program logic charts



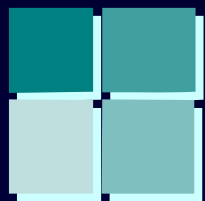
Experimental Research Design

	Program Group	Comparison Group
Baseline		
Time + n		



Quasi-Experimental Design

	Program Group	Comparison Group
Baseline		
Time + n		

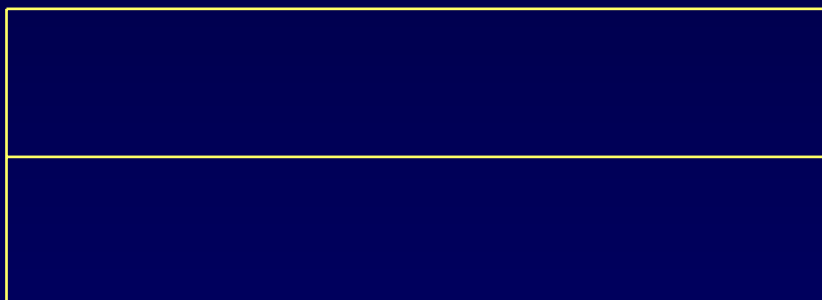


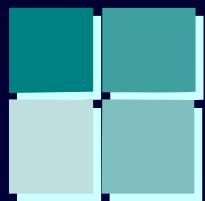
Historical or Retrospective Design

Program Group

Baseline

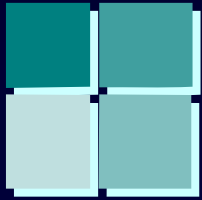
Time + n



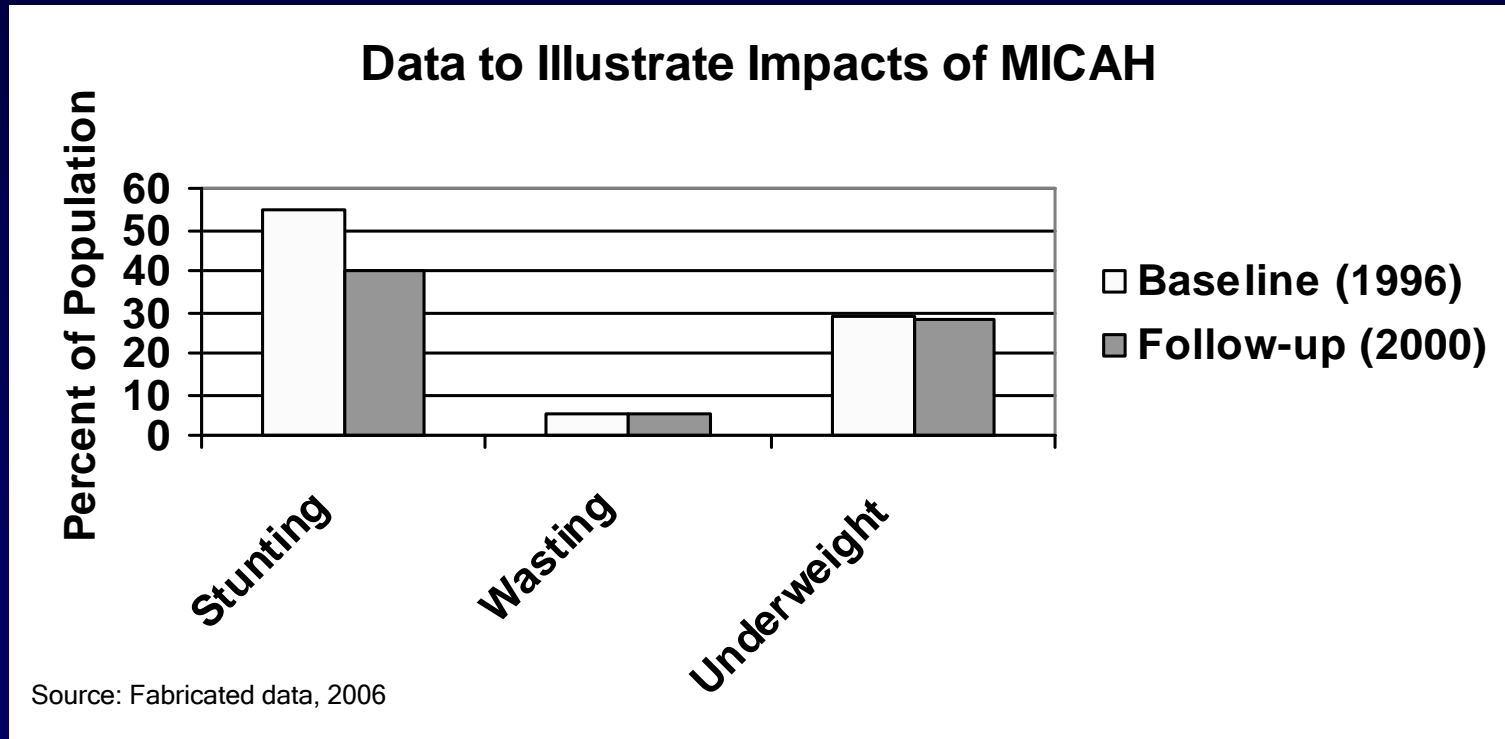


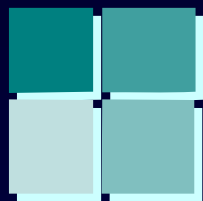
Impact

- You may be able to illustrate impact using a graphic
- Compare the measurement at baseline to the results



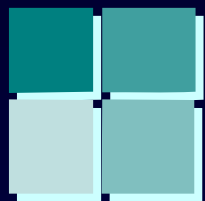
Example Impact Graphic



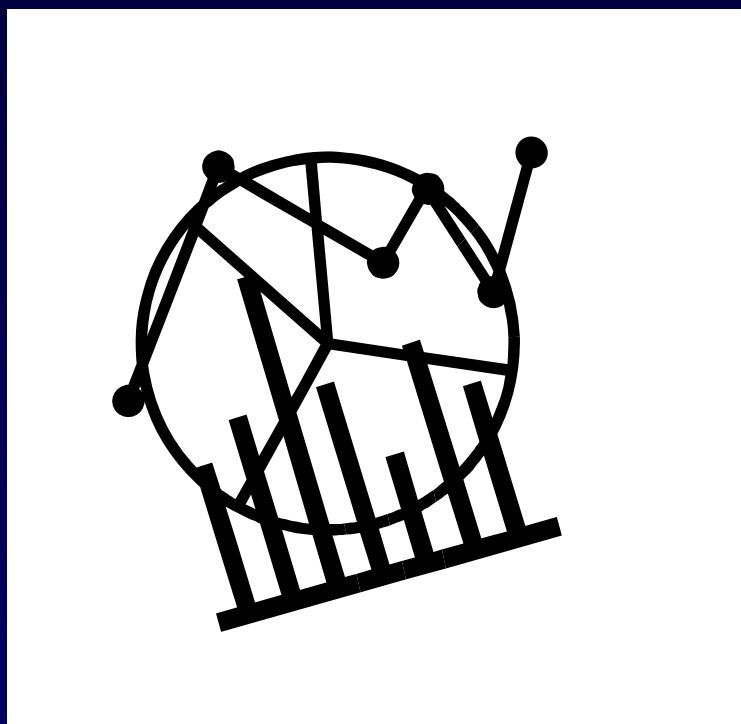


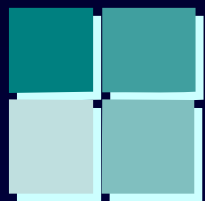
Theory of Change Model

- Show the model used for theory of change
 - program theory model
 - logic model
 - outcome model
 - logical framework
- Should have been validated by the program “owners”



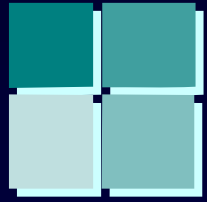
Too Much of a Good Thing





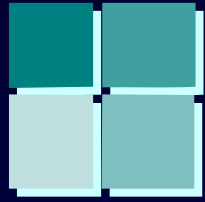
Oral Presentations: Planning for Your Audience

- Ask these questions:
 - Who is your audience?
 - What do they expect?
 - What is your point?
 - What are the three things you want the audience to remember?
 - How much time do you have?
 - What are the resources of the room for delivery: slides, overheads, PowerPoint, posters?



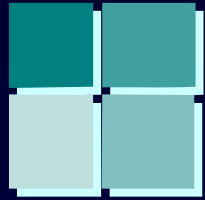
Preparing Your Presentation

- Always keep your audience in mind
- Simple rule for presentations:
 - Tell them what you will tell them
 - Tell them
 - Tell them what you told them



Enhancing Your Presentation

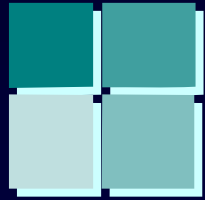
- Make visual enhancements to help communicate
- Consider making copies of some data or visuals for audience
- Have a back-up plan in case of electricity or equipment failure (overhead projector, computer, etc.)
- Have a *few well-chosen* handouts



Designing Overheads and Handouts

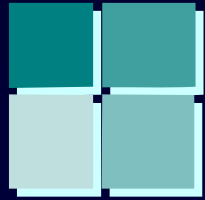
- Use few words
- Use clear visuals
- Use lots of white space
 - norm is no more than eight lines of text for a single slide
- Audience is there to listen, you do not need to put everything into overheads and handouts

(continued on next slide)



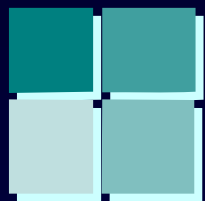
Designing Overheads and Handouts (cont.)

- Handouts before or after presentation?
 - People tend to look ahead, you may lose attention
 - If you are presenting complex data or tables, hand out the tables as you talk about them
- If printing slides, no more than two slides per page



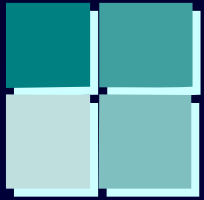
Practicing Your Presentation

- Rehearse alone at first
- Then, rehearse in front of another person or persons
- Get feedback from others
- Adjust your presentation based on what you feel and what others say
- As you practice, keep track of time
- Talk to people, not your notes, try to make eye-contact



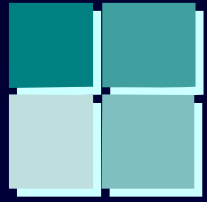
Peer Review

- Process used for checking the work performed by one's equals (peers)
- Peers evaluate work based on specific criteria



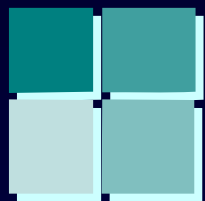
Meta-Evaluation

- Evaluations of an evaluation
- Done to identify strengths, limitations, and/or other uses of evaluations



Meta-Evaluation Criteria of Merit

- Validity
- Utility
- Credibility
- Cost-effectiveness
- Ethicality



Five Ways to Do Meta-Evaluation

- Apply the KEC list to the evaluation itself
- Use a special meta-evaluation checklist
- Replicate the evaluation, doing it the same way, and compare results
- Do the evaluation using a different methodology and compare the results
- Apply the Program Evaluation Standards

 To continue on to the
 **Next Module** click here

 To return to the
 **Table of Contents** click here