UNBOUND

Unbound Evaluation Manual

TABLE OF CONTENTS

1 Why evaluate

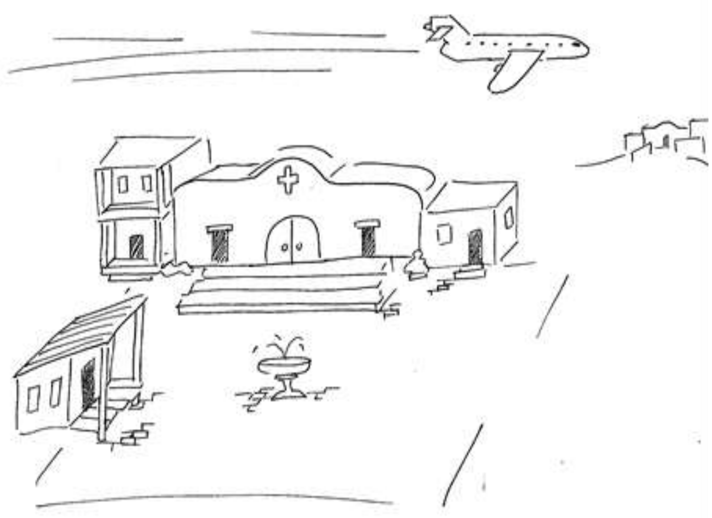
The work we do through Unbound has many demands – from visiting families, attending mothers groups, preparing celebrations for birthdays and holidays, ensuring our elders needs are heard and met, interacting and mentoring with scholars, among other things. It is easy to get caught up in the movement from one demand to another. Evaluation allows us to balance our action with deep, critical, and timely reflection. It is a way for us to pause and reflect on our action so we can learn if our programs are the best we can offer the families. Evaluation allows us to determine the relevance, impact, and effectiveness of programs to improve our understanding and inform our future decisions. We evaluate to find out if what we set out to change through our programs is really changing.

We evaluate to:

- Increase capacity for critical thinking and informed decision-making
- Find out what activities and programs are working
- Learn what activities and programs are not contributing towards program goals
- Discover if programs are worth the resources
- Find practices that work the best for our families
- Learn how external factors influence programs

2 Unbound evaluation approach

Unbound uses a three-tier approach for the evaluation of program outcomes for program participants and their families. The **Plane** captures multiple programs and countries, but with less detail. The **Plaza** provides a picture of a community its own context. The **Porch** offers broad detail, but narrow understanding.



2.1 Plane

Unbound's global evaluations measure organizational outcomes for participants in Unbound programs across projects. These broad investigations help tell our organizational story and understand the effectiveness of our global programmatic approach in key areas of focus. These evaluations are designed by the Kansas evaluation team and conducted with the assistance of project evaluators.

2.2 Plaza

Plaza level evaluations are designed and implemented by each project in order to better understand their local programs. Each project is required to conduct at least two evaluations per year according to the sponsorship manual. With training and technical support from the Unbound Kansas evaluation team, these evaluations ask questions regarding the program's accomplishments and how they can improve to better serve Unbound families. Secondly, the findings from these project-led evaluations collectively provide global evidence of our program outcomes and best practices.

2.3 Porch

Unbound's individualized program and one-to-one sponsorship model allow us to understand and communicate outcomes not just at a global or community level, but on a very personal level. Unbound is utilizing Poverty Stoplight for participant directed local programming and for increasing goal orientation in the use of cash transfers. The activity of setting goals and then regularly reflecting on their progress toward goal achievement provides sponsored members insight into their individual success.

Poverty Stoplight

With the Poverty Stoplight's participatory framework hosted on a global technological platform, participants gain a comprehensive picture of how they experience poverty with real time access to their own data. It is as much an intervention as it is a tool for needs assessment and outcomes evaluation. Using a scorecard that was locally developed with input from program participants, families identify and prioritize their needs, envision how to change their situation, and continually evaluate their progress. At a community level program are developed in response to participant identified priorities. At a global level, Unbound is able to understand program impacts across locations and contexts by using the scorecards standard dimensions.

(Picture credit: Becky Findley)

3 Roles and responsibilities in evaluation at Unbound

There are several key stakeholders with different roles in and responsibilities in the evaluation of programs in Unbound. Please review the table below to understand which stakeholders have responsibility for evaluating the program.

	Global capacity building	*Global evaluations*	*Project directed evaluations*	*Poverty stoplight*
Kansas Evaluation team	• Provide job description for evaluation partner • Facilitate evaluation network • Offer evaluation training • Maintain resources • Provide technical feedback on methods and reporting • Coordinate organization-wide learning and sharing of findings • Provide quarterly status report to regional teams	• Develop global evaluation design • Train Project evaluation contacts in data collection • Support project evaluation teams by responding to questions and concerns • Analyze and return the results	• Provide implementation support throughout evaluation cycle, from planning to analysis • Maintains a library of project directed evaluation results • Maintain the Program Evaluation website and Dashboard	• Provide onboarding training support in the initial phases (in partnership with FP) • Maintain an ongoing relationship with FP to facilitate updates/technical troubleshooting. • Provide technical feedback and ideas to evaluate program outcomes based on framework's data points • Synthesize findings from project site evaluations for global learning
Kansas Regional team	• Work with project team to identify evaluation partner • Facilitate channels of communication and keep evaluation specialist abreast of project workflow • Assess culture of learning in project audits and staff evaluations	• Be informed of results • Utilize results to support global program strategy	• Work with project team to identify subjects of evaluation or key evaluation questions • Provide content feedback on evaluation reporting • Participate in wrap-up virtual calls • Encourage use of findings and follow-up	• Work with project teams to utilize insights for identifying community needs and develop participant directed programming • Work with project teams to follow up and reflect on set objective • Encourage project teams to identify opportunities for evaluating program outcomes based on community needs and set objectives.
Project Evaluation Director/Contact	• Participate in evaluation training • Participate in Evaluation Network • Develop the evaluation capacity of project team and	• Receive training in data collection process and ask clarifying questions when needed to fully understand • Collect data according to process and inform Kansas	• Partner with sponsored members & families to identify outcomes and evaluation design • Communicate directly with evaluation specialist and	• • Work with program participants and local teams to adapt indicators • Work with PC and team to set vision and implement the

	sponsored families through building a culture of learning and emphasizing evaluative thinking • Assume responsibility for the role as facilitator in all activities or process related to the evaluation.	evaluation team whenever there are concerns to credibility of data	regional team regarding subjects of evaluation and implementation plans • Partner with sponsored members & families to collect and analyze data • Report findings and share learning to families, teams and Kansas • Update the dashboard and google drive with completed evaluations	rollout of PS to program participants • Analyze trends among participants scored poverty indicators to identify evaluation focus areas.
Project Coordinator and team	• Participate in the culture of learning within the project through the practice of reflection and action and practicing evaluative thinking. • Facilitate the way to evaluate. Promote the benefits of evaluation.	• Be informed of the results	• Partner with Evaluation Director and sponsored members and families to identify and prioritize outcomes for evaluation • Ensure use of findings in project decisions and program improvements • Facilitate the way to evaluate. Promote the benefits of evaluation.	• • Partner with Project Evaluation Director/Contact, project teams and sponsored members/families to set vision and implement the rollout of PS to program participants • Work with project teams and Kansas regional teams to develop and deliver interventions targeting frequently prioritized indicators in the framework • Partner with Program Evaluation Director to reflect on set objectives and trends among indicators to identify evaluation focus areas

Different roles of Evaluation Director/Lead Evaluator/Evaluation Contact

At Unbound we include different stakeholders in the evaluation process. This makes the evaluation participatory. In a participatory evaluation the evaluator adopts the roles of a facilitator, a mediator, a coach, and a critical friend.

- Facilitator- The evaluator must help their team understand their common objectives and assist them in planning and achieving those objectives. The evaluator uses and seeks various techniques to open or enhance the dialogue. The evaluator makes an effort to maintain a balance between the various voices during conversations.
- Mediator- The evaluator may need to act as a mediator to assist the group in reaching consensus on any disagreements that pre-exist or emerge in the meetings so that they have a solid basis for future action.
- Coach- It is the evaluator's responsibility to teach, train, and develop the evaluation capacity of the team and acting as a coach to the team. The evaluator must be aware that every evaluation is an opportunity to build the stakeholders' evaluative capacity and evaluative thinking.
- Critical friend- The evaluator should be a trusted person who is not afraid to ask questions and examine ideas through different lens to help the team examine ideas from other perspectives. It is important for the evaluator to offer honest feedback with respect. The evaluator should take the time to fully understand the context of the ideas presented.

4 Evaluative thinking

Evaluative thinking is a process of critical thinking motivated by a desire for knowledge and a belief in the value of evidence. *It is simply asking the question "How do we know what we think we know"* in regards to how the program contributes to changes in the lives of participants.

4.1 Evaluative thinking involves

Thinking skills

- Questioning
- Reflection
- Evidence-based decision making
- Strategizing
- Identifying assumptions

Evaluative attitudes

- Desire for truth
- Belief in value of evaluation
- Belief in value of evidence (data)
- Inquisitiveness
- Skepticism

4.2 Steps to evaluative thinking

1. Pose thoughtful questions
2. Identify assumptions
3. Pursue deeper understanding through reflection and perspective taking

4. Make informed decisions to either act or not act on the found evidence

Evaluative thinking is not just for evaluators, it is for everyone. When program stakeholders think evaluatively they transform into knowledge workers by using reflective practice and collaboratively make real-time course corrections.

Developing a culture of evaluative thinking is critical for organizational learning and program innovation. It creates a demand for evidence through outcomes-oriented evaluations as well as increases the use of evaluation findings to improve the program.

5 Evaluation cycle

5.1 Explore the background

Focusing on Outcomes

Many project work plans, annual reflections, and monitoring reports are filled with extensive data on program outputs, but rarely evaluate outcomes**. Outcome-focused evaluation** shifts the focus from programs and activities to the results experienced by participants.

To focus on outcomes, ask yourself and your team questions like…

- What is the situation now and how will a community be different because Unbound is present?
- How will children's circumstances change because they are part of the Unbound sponsorship program?
- What change do you hope to see in the status of mothers because of their participation in self-help groups?
- What will children be able to do because they received tutoring?
- How will youth feel after attending this workshop?

Evaluator and author Michael Quinn Patton suggests the following types of change that express outcomes. The table has been filled with possible Unbound examples.

Type of Change	Unbound Example
Change in circumstances	Children with substandard housing will obtain adequate housing
Change in status	Unemployed parents will become employed
Change in behavior	Truant children will regularly attend school
Change in functioning	Youth will become responsible for their own community participation
Change in attitude	Youth will have greater level of self-esteem

Change in knowledge	Mothers will understand relationship between washing hands and disease prevention
Change in skills	Mothers participating in sewing workshop will know how to sew 10 basic clothing items
Maintenance	Elderly will continue to live safely at home
Prevention	Youth will not engage in drug use

6 Theory of change

6.1 What is a theory of change and what is it for?

Theory of change (TOC) can be a visual representation of a program, component, aspect, initiative, or objective. TOC is a tool that helps us to design and measure the success of our programs in the short, medium, and long term. It is a visual representation of the change we expect to see through the implementation of a "program" and how we will get there. TOC is a simple way to verify the connections between activities and expected results and to identify what we want to measure. It also helps us to understand the logic behind our programs, i.e., the assumptions we have about them, and that in turn is useful for deciding what we need to have evidence on.

It helps, among other things:

- To keep the focus on results, and
- To critically question which approaches work, and which ones don't.

First, identify a "program" you want to learn more about or have questions about.

Components of the theory of change:

Normally, the components of the theory of change are:

Theory of Change Graphic by W.K. Kellogg Foundation

6.2 Where does a theory of change start?

There is more than one way to create a theory of change. For **monitoring and evaluation,** start with identifying the program activities and develop the theory of change toward the desired results and impact.
Theory of change can also be a tool for Program development and strategic planning. For **program development,** start from the desired outcomes and work your way back to develop activities to achieve the desired results. For **strategic planning**, verify the harmony among the activities and results, start with a brain-storming session for each of these two categories and then create the connections between them. Finally, review if there are desired results that need more focus through activities.

If the "program" we are working on is a "program" that still exists, then the theory of change is in a permanent process of construction.

Other considerations:

The theory of change might appear to be a difficult concept to apply. In that case, we can try to simplify it.

- If it is difficult to contain your program to a linear model, then you could create a diagram that better represents the flow of the program connections. This might mean creating a model in a cyclical pattern or web of various steps and connections for each point.
- If stakeholders have lower levels of literacy you can use pictures or images.

- If the different components of a theory of change are difficult to understand you simplify by asking "If I do this... what happens?" and "Then If I do that... what happens?" Etc. This will create a cause-and-effect diagram from the program activities to the long-term changes in the lives of participants.

6.3 Defining the evaluation

Before beginning any evaluation, it is important to…

1) Identify the groups or individuals who will use the results of the evaluation and how they will use them.
2) Clarify the purpose and intent of the program that you plan to evaluate. What is the program supposed to accomplish? What are the goals, objectives, and desired outcomes? Refer to work plans, goal statements, program participants and staff.

Helpful Hint: The second point should be developed using the input of those identified in the first.

7 Framing your evaluation plan

7.1 Guiding principles

The four principles identified below should guide you through the evaluation cycle, from developing your theory of change to deciding on design and methods and ultimately to the analysis and sharing of results.

- Credibility - Evaluation design and implementation must have sufficient rigor to ensure that findings are valid.
- Simplicity - Focus on limited number of strategic outcome measures to keep evaluation efforts feasible and clear.
- Utilization - Only pursue evaluation initiatives when practical and tangible utilization of results is defined.
- Participation - Sponsored members and families actively involved in formulating evaluation questions, interpreting results, and determining program improvements

7.2 Evaluation matrix

The evaluation design matrix is an essential tool for planning and organizing an evaluation. It is a table with one row for each evaluation question and columns that address evaluation design issues such as data collection methods, data sources, analysis methods, criteria for comparisons, etc.
Central evaluation question is the main question guided by the outcome(s) that is the focus of inquiry in your evaluation. It frames the evaluation to highlight certain outcomes out of all the desired outcomes of a program.
An **indicator** is something that can be measured that lets us know the existence of the desired outcomes. Learn more about how to identify indicators in the next section.

Key Evaluation questions break down the central evaluation question into more specific questions regarding program outcomes.
Respondent questions are the questions we directly ask evaluation participants. These are questions in a survey, an interview, a focus group, etc. Respondent questions are a way to estimate the chosen Indicators.

Central question:				
Questions	**Indicators**	**Methods**	**Respondent questions**	**Results**

7.3 Identifying Indicators

An **indicator** gives evidence of the presence of the status, skill, behavior, attitude or circumstance defined as an outcome. An indicator approximates the desired phenomenon. It should allow the evaluator to realistically judge the presence and extent of the outcome in the target population. There may be many indicators of one outcome. Careful selections of indicators can improve the validity and reliability of the evaluation.

***Helpful hint*:** Do not begin discussing indicators until the program outcomes have been fully defined by program stakeholders (participants, staff, and other evaluation users).

What factors should be considered when selecting an indicator?

- **Importance of the outcome** – Don't try to measure everything, prioritize. Which identified outcomes are the most important or the outcomes of which you have the least evidence?
- **Access to data** – What sources of information already exist? Is the necessary data accessible through records the office already collects?
- **Resources for data collection** – Are there time, money, people, and other resources available? Are there other indicators that would be less resource intensive to measure, but still relevant? Are there indicators that would better facilitate broad participation?
- **Established indicators or proxy indicators** – Do scales, tests, and rating systems already exist that are relevant to the specific outcome to be measured?
- **How will the results be used** – Will this affect a long-term, project-wide program change or a small group activity? What indicators would best respond to these needs and the intended users?

Helpful Hint: While desired outcomes may remain the same, indicators may change, and should change, if new measurement methods or access to data become available.
Many evaluators use the mnemonic device ***SMART*** to guide their selection of indicators.

Is the indicator…

Specific?
Measurable?
Achievable?
Relevant?
Time bound?

Consider the examples you provided in the table on the previous page. What indicators might be SMART ways to evaluate the desired outcomes listed?

Clearly defined outcomes and relevant indicators will guide the evaluation plan, method selection, data collection, and analysis. Careful attention to this key step will support an evaluation that is credible and simple, yielding results for intended users that truly inform decisions and increase understanding.

8 Selecting Methods

Next it is time to determine what methods are simple, credible, useful and participatory for collecting data on the identified indicators. What are evaluation methods and how are they used? Evaluation methods are split into two categories, quantitative and qualitative.

8.1 Quantitative methods

Quantitative methods answer the question "how many?" Their results are numbers or quantity based. This means the findings can be valued numerically as percentages, costs, rates, etc. It is used to determine how many participants experience attitudes, opinions, behaviors, and other defined variables in order to generalize results to the larger population.

8.2 Qualitative methods

Qualitative methods seek to answer the questions "what are participants experiencing?" and "why are they experiencing it?" Qualitative methods deliver non-numerical data that are primarily used for exploration and deeper understanding of underlying reasons, opinions, and motivations of participants. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative studies. Qualitative data collection methods vary in their use of unstructured or semi-structured techniques that gather information through open-ended questioning and conversation for describing a phenomenon in a deep comprehensive manner.

8.3 Mixed methods

Mixed methods combine quantitative and qualitative methods to have holistic findings. Qualitative data may offer explanations about patterns observed in quantitative data; triangulation of data can confirm or reject the findings obtained from one source of data.

9 How to choose methods?

Data collection methods should be selected based on how well they measure the indicators and what resources are available.

Here are some helpful questions that may help guide in the selection of methods:

- What type of changes do we want to measure? For instance, do we want to measure changes of attitude, behavior, or skills, or changes in knowledge, or circumstances etc.?
- Do we want to measure individual or group outcomes? Do we want to measure changes at the group level or at the individual level?
- What resources do we have? How many people are going to help in collecting data, analysis, etc.? Do we need money? What for? How much time do we have, etc.?
- Who are the participants in the program, or whom are we hoping to see the outcomes/ changes on? Do they know how to read? Do they know how to write? How can we help them to understand better and answer, or to share their thoughts in a comfortable and self-confident way?
- How are the indicators most credibly measured? Is there a way to measure the indicators directly or will you need to rely on the report of the participant? For example, reviewing the benefits purchased in a benefit logbook vs. asking parents what benefits were purchased.
- Are the questions about how widely or frequently outcomes are experienced i.e. quantitative? Or are they in regards to what and the manner in which outcomes are experienced i.e. qualitative? or both?
- Is the method convenient and appropriate for the participants? For example, if you select focus group discussion, ensure that the respondents can conveniently attend the focus group.
- Is virtual way of data collection appropriate for participants? Will the method allow for virtual data collection if this is what is appropriate for an evaluation? These are a few examples of questions to help guide your decision-making.

To understand which specific data collection method is better for the purpose of an evaluation, please also read the section "Collecting data" in this Manual.

9.1 Designing Evaluation to measure change.

The primary purpose of an outcome-focused evaluation is to measure how a program is or is not contributing to desired program changes or outcomes. We design evaluations with that measurement purpose always in mind. There are different ways to design methods to measure change. Some examples of designs that have been used more commonly in Unbound are shared below. <u>It is important to remember that there are many other designs for evaluations and there are no limitations, just the balance with feasibility and appropriate fit with the evaluation questions.</u>

- **Self-reported change:** Participants reflect on how their thoughts, attitudes or actions have changed thanks to the program. They report changes and/or frequency through reflection with data collection methods. With questions such as: How has "such thing" changed for you now that you are in the program? Or What was "such thing" like for you before you were in the program and what is it like now?
- **Pretest - Posttest:** The same indicators are measured before and after program participation for the same or similar group of people. In the analysis, the findings are compared to see the

differences. It can be done by administering the same data collection method with the same, or almost the same content, before and after program participation. It can also be done by comparing archival data with newly collected data. This design helps us to understand for example: what were families' goals when they entered the program and what they are now to understand changes. To a certain extent, it can help to attribute changes observed in program participants to the program, when there are outside forces that maybe influencing the outcomes.

- **Comparison group:** The outcomes of participants are compared with those of people who are not participating in the program being evaluated. In this design it is important that the characteristics of the people in both the participant and comparison groups that may influence the responses are similar. For example, characteristics such as whether they live in rural or urban areas, socioeconomic level, employment status, gender, level of education, etc. In this type of design there are ethical issues to consider. The people in the comparison group should have the opportunity in the future to participate in the program to be measured.

Any design has advantages and disadvantages that must be understood in order to choose what works best for the evaluation according to its purpose.

10 Selecting a sample

10.1 What is it and what is it for?

A sample is a representation of the population.
Sampling is the process of selecting evaluation participants/ respondents from the total population, or all program participants. By understanding the results of these participants, we may draw conclusions about the other program participants who did not participate in the evaluation.
In some cases, it might be possible to gather data on an entire population (for example, some data might be available from every sponsored friend or family of one small group, or about one subproject), but in most cases, it will be necessary to take a sample of projects, subprojects, small groups, sites, events, or people to maintain simplicity in your evaluation design. Deciding on sampling strategies is an important part of an evaluation design. Decision should be strategic and well considered, informed by the purpose, the nature of the initiative, the nature and requirements of particular methods, and the resources available.

Results are more accurate from a well-chosen sample with a high response rate than from a population with a poor biased response rate.

10.2 Types of sampling and how to define them

It is different to choose a sample for a quantitative method than for a qualitative method.
Since quantitative methods give us findings that are generalizable to the population in order to use statistical observations to draw conclusions a representative sample must be taken. A

representative sample is one that resembles the population from which it was drawn and is large enough to be able to generalize the findings with a certain degree of credibility. We recommend using a sample size calculator to determine the needed sample size. A larger sample than recommended by the calculator will increase work with little increase to credibility. You can find a link to a sample size calculator in the appendix. The strength of the sample should be chosen to meet the purpose of each evaluation in accordance with the guiding principles.

The purpose of using **qualitative methods** in evaluations is not to have generalizable findings but rather to have detailed and in-depth findings on a particular question. Qualitative evaluations rely on verbal narrative such as written or spoken data to draw conclusions. The samples drawn when qualitative methods are used are much smaller and are determined by significant repetition of information or data saturation. Samples in qualitative analysis are not based on population size but on how many participants are needed to respond to the evaluation questions thoroughly.

When in doubt, we recommend you discuss the appropriate sample size for your selected methods with the Kansas evaluation team.

Types of sampling

There are diverse forms of sampling that maybe used on their own or in combination with one another. broad types of sampling and most common used are:

Few different types of Sampling:

- *Random sampling*
- *Convenience sampling*
- *Cluster sampling*
- *Purposive sampling*

Random sampling: Uses random or quasi-random methods to select the sample and then uses statistical inference to draw conclusions about the population); For instance, random sampling is similar to putting every population's name or number in a hat and drawing out names. One way to do it is by selecting every "X" number of files from the list. Such as, every 5th number would be selected from a list of population.

Convenience sampling: selects readily accessible information-rich cases to study. It is based on the sampler selector's preference and judgment and has a high risk of bias. A way to reduce the risk is to use it together with random sampling. Convenience sampling use analytical inference to draw conclusions of wider applicability. A sample is selected from the successful families of a sample selection chosen according to his/her preference, based on proximity with office or other preferences.

Cluster sampling: with cluster sampling, the sampler selector divides the population into separate groups, called clusters. Then, a simple random sample of clusters is selected from the population. For example, the population is divided into groups, such as subprojects are divided in mothers groups. Those mother-groups could be considered as the clusters. Then a random selection of clusters is done, where the mother-group that were randomly selected serve to tell us which subprojects to go for data collection.

Purposive sampling: Participants are selected based on personal characteristics or experiences to meet the purpose of the evaluation. For example, you may be conducting an evaluation on families who are using benefits for nutrition. You might review benefit logs and exclude those who did not purchase nutritional items using their benefits from the study.

11 Collecting data

There are different ways you can collect data. It is important to consider the type of information you want to gather for your evaluation, the population you are working with, the challenges that may occur when collecting data, health-related safety challenges, and how you will analyze that information, among other things before you decide how to collect your data.

11.1 Collecting data from individual members:

The methods that you have chosen might call for collecting data from individual members to share their own realities. Collecting data from individuals reduces the possibility of external influence on the responses. Some of the ways you can do that can be through questionnaires of surveys, in-depth or key informant interviews, or even stories or anecdotes of the chosen sample of individuals for your evaluation.

11.2 Collecting data from groups:

When you want to gather opinions of groups of individuals about their shared experiences or realities, you might collect data through focus group discussions, brainstorming, World Café, Ripple effect mapping, participatory methods, etc. Through these techniques or methods, you can collect data in a way where each individual's responses might not be as highlighted as when they are collected individually but the focus will be on highlighting the groups' shared realities. Group data collection allows for respondents to build on the responses of the others in the group. This can lead to more in-depth and detailed data.

11.3 Existing documents and/or project records:

Often the information we are trying to gather for our indicators that correspond to our evaluation questions have already been collected as records of our families. In such cases, you can retrieve the data from existing documents and/or project records. Some of the ways that projects have done this have been through collecting data from family records, school records, records maintained by individual families, and records maintained by mothers' groups. Using information that already exists is effective and can save time in the evaluation process.

11.4 Observation:

Gathering information by observing people, places and/ or processes either directly or through photographs or videos can be another interesting way of understanding the realities of sponsored families. Collecting data through systematic observations can provide contextual information effectively and/or understand changes in the changes over time.

Evaluators' role in data collection

While the evaluator plays a leading role in data collection, this process is not limited to the evaluator or the evaluation team alone. Including other project members administering surveys, facilitating focus groups, or reviewing files for archival data will help build evaluation capacity and promote evaluative thinking.

The evaluator must train any additional data collectors on the data collection and consolidation process. Providing training in the data collection process is necessary to ensure data quality and accuracy.

They should be made aware of the existing power imbalance that may affect the quality of responses. This places a greater responsibility to the stronger party to act ethically such that they don't take advantage of their position to influence responses.
Data collectors must also be instructed on measures of confidentiality and voluntary participation of respondents. As an evaluator, you will build the capacity of data collectors to gather the information from the sponsored members in an open, neutral, and compassionate manner.
It is not an expectation that the evaluator will accompany the data collectors or participate in every step of the process. However, the evaluator should monitor the process to ensure credibility of the data and understand any limitations to or concerns about quality is necessary.

Virtual Data Collection
Unprecedented situations will require evaluators to collect data remotely without physically interacting with the participants, for instance, during Covid 19 pandemic period. During such instances they need to be cognizant of the fact that they will lose the benefits of context, observational power, and will have little to no control over the external influences of the responses. With this in mind, evaluators need to critically think and invent ways in which they ensure data collected virtually is authentic and from the correct source. We need be careful of the bias that might be brought about by barriers of digital inequality.

12 Analyzing results

Analyzing results is the summarizing and looking for patterns in the data in order to answer your evaluation questions. There are multiple approaches to analyzing quantitative and qualitative data but the general steps for analysis are:

Data and information entry: Consolidate the data in the document or program of your choice such as Microsoft Excel, SurveyMonkey or other platforms of analysis.

Data and information cleaning: Data cleaning means detecting and removing or correcting errors and inconsistencies in the data or information set due to erroneous or inaccurate entry.

Quantitative analysis: Summarize data through statistics to show the patterns in the responses such as averages, frequency, dispersion. You may also use cross tabulation or even correlation to deepen the learning from the data and respond to the evaluation questions.

Qualitative analysis: Qualitative analysis techniques can be analyzed to find content or themes. Such analysis requires reducing large amounts of unstructured textual content into manageable data relevant to the evaluation questions. Finding themes means recording or identifying passages of text or images that are linked by a common theme or idea. In qualitative analysis it is important to pay attention not just to what was said, but how it was said and in what context. Were emotions conveyed? How were they conveyed?

13 Forming conclusions:

The final step in analysis is to bring the data together into an overall conclusion. This step may be done by the evaluators alone or with key stakeholders or decision-makers. You do this by using the results to respond to your key evaluation questions. Most of the time, evaluation results will be mixed, with some being desired results and some being undesired results. This will lead to a complex synthesis as shown in the matrix below:

Questions	Indicators	Methods		Results	Synthesis
Evaluation Question 1	*Indicator 1*			*Positive indication of outcomes*	***YES*** *the outcomes are positive for certain indicators but* ***not positive*** *for other indicators pertaining to our first evaluation question*
	Indicator 2			*Negative indication of outcomes*	
	Indicator 3			*Positive indication of outcomes*	

If the program has been evaluated previously, use the previous findings in comparison to the new findings to form conclusions.
Throughout the process, it is important to maintain a perspective of openness and acceptance of the findings as they unfold in the analysis.

14 Presenting results and developing conclusions and recommendations to encourage programmatic improvement

"The most important value of evaluation is that it incites argumentation and directs it to a reasoned debate." Valovirta

After the results have been analyzed and you have your initial conclusions, it is time to present the findings to the stakeholders who will be the primary users of the information, such as the coordinator, the program implementers and program participants.
Sharing the results with those closest to the program serves three primary purposes:

- Confirm the findings and deepen the conclusions: The primary users can add context to the findings based on their experiences and observations. Their perspectives can confirm the data and help explain the patterns by providing additional context to the findings.
- Develop recommendations: The insight provided by the primary users is vital to forming recommendations, or action steps for program development and/or improvement.
- Discover more questions: Often times evaluation results can raise additional questions. These questions provide value for further exploration.

The goal of each presentation is for the primary users to understand the evaluation findings and their significance for the program. Keep this in mind as you plan to present the results. Ensure your communication through words, visuals, charts and graphs are easy for others to read and understand.

When deciding on the format of the presentation, think of how the audience best receives information. For example, if you are presenting the results to a group of mother leaders with varied literacy levels, you may opt for a dynamic presentation or a game instead of a formal report or presentation with writing. You may find that you need to communicate the same results differently to accommodate different stakeholder groups.

After the primary users have understood the findings, it is time for them to determine recommendations for program improvement. Your role as evaluator is to facilitate this process, ensuring the stakeholders' voices are heard and that their recommendations are based in the evaluation findings and within the scope of the program.

The final recommendations should be included in the final evaluation matrix/evaluation summary/ evaluation report sent to Kansas before the final closing call to ensure that the reflection process is accurate and coming from an informed standpoint.

Once the evaluation has been completed and final report has been shared with stakeholders, including the Kansas Evaluation Team, the next step will be to enter the completed evaluation details in the dashboard. Evaluators are also encouraged to upload any reports or documentation that they are ready and willing to share with fellow Unbound evaluators in their google drive. This will foster mutual learning, collective knowledge and eventually support our goal of overall programmatic improvement of Unbound.

15 Evaluation reflection

New learning about evaluation can come from reflecting on the process of doing an evaluation. Each evaluation has parts that went well and parts that did not go as intended. When you have completed your evaluation cycle, reflecting on these parts of the evaluation process lead to continued growth as a evaluator. This process can be done individually and with those who assisted in the evaluation to get a variety of perspectives. Ask yourself and the evaluation team:

- What worked well with the evaluation process? What were the strengths of the evaluation? Why did this go well?
- What did not work well during the evaluation process? What were the weaknesses of the evaluation? What can be done differently next time to improve the process?

Record your responses for reflection before future evaluations.

16 Appendix

16.1 Tools and Resources

SurveyMonkey is a tool for data collection, consolidation and analysis
https://www.surveymonkey.com/
Sample calculator is a tool to determine the needed number of evaluation participants
https://www.surveymonkey.com/mp/sample-size-calculator/
Better Evaluation is a website that aims to increase evaluation knowledge and skill.
https://www.betterevaluation.org/
Program Evaluation Web Page is a tool created for the Unbound evaluation network.
Program Evaluation (google.com)

16.2 Goals, Objectives, Outcomes: What is the difference and why does it matter?

Definition	Example
Goal – Broad, general statement of purpose. A goal can also be more closed-ended and specify the long-term intended result of the project or program.	Sponsored students will participate in higher education.
Objective – Specific, measurable, time-bound operational statement of the desired accomplishments of the program that are necessary to achieve its goal.	Increase the number of sponsored students completing 4 years of mathematics in secondary school.
Inputs – Resources dedicated to the program or used to provide services and benefits.	Money. Human resources. Time.
Program outputs – Products or services delivered to program participants or other such activities viewed as part of the program's contribution to society. Measures of outputs would include things such as workshops held or number of people served.	Offered weekly math tutoring services. 245 sponsored students attended math tutoring program. Paid tuition for 300 sponsored.
Outcome - Benefit or change resulting from an action. Often used to refer to benefits to individuals, families, communities, or larger populations during or after program participation. Can also refer to change in organizations, or programs. Specific, targeted change in behavior, status, circumstances, knowledge, skills, etc.	Students have improved math skills. Increase in the number of students meeting mathematics requirements for university admission. Students have the opportunity to participate in higher education.
Indicator – Measure of an outcome. Indicates the presence of status, skill, behavior, attitude or circumstance defined as an outcome, but is not actually that outcome. There may be many indicators of one outcome.	Score on math skills test. Number of students with passing grades in mathematics. Admission letters from tech schools or universities.