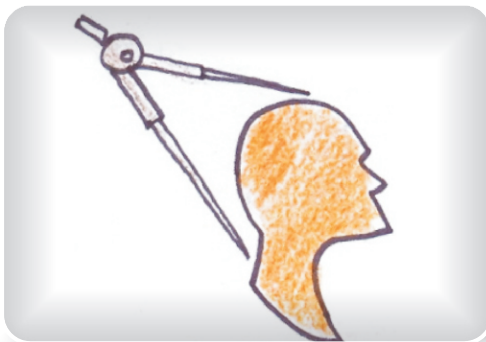


Participant's Handbook

3-Day Training Workshop on
Conducting
**Base
End** **Line**
Surveys



January 2012

for
**Sub-Grantees (Cycle 1, 2, 3 & 4)
of Gender Equity Program (GEP)**
(FCG (Pvt.) Ltd. Sub-Grant No. 51 - Cycle 2)

Contents

This workbook belongs to

Name:

Designation:

Department:

Organization:

Contact:

Role in conducting a survey:

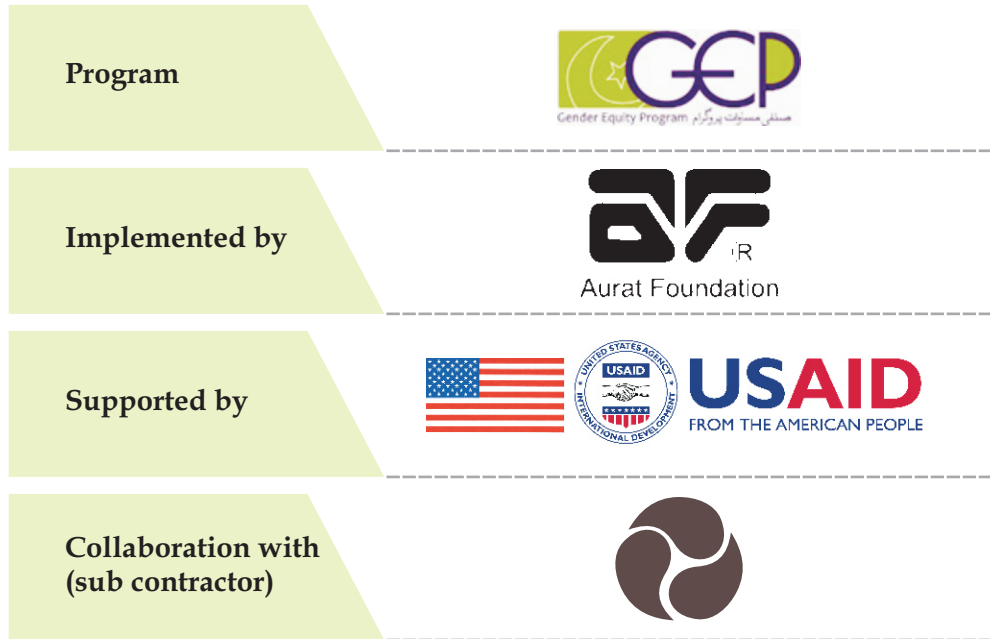
Acronyms

AF	Aurat Publications and Information Service Foundation
FCG	Four Corners Group Pvt. Ltd.
FGD	Focus Group Discussion
GEP	Gender Equity Program
GBV	Gender Based Violence
GB	Gilgit Baltistan
GoP	Government of Pakistan
F2F	Face to Face Interviews
HH	Household
KAP	Knowledge Attitude and Practices
OBL	Outcome-Based Learning
SEC	Socio Economic Class
SPU	Sample Point Unit
TAF	The Asia Foundation
TNA	Training Needs Assessment
TVC	Television Commercial
USAID	United States Agency for International Development

About The Gender Equity Program



The Gender Equity Program (GEP) is being implemented by the Aurat Publications and Information Service Foundation (AF) in collaboration with The Asia Foundation (TAF). The GEP is a five-year project, supported by the United States Agency for International Development (USAID), and aims to promote women's rights and empowerment in a manner consistent with the current gender-related policies and programs of the Government of Pakistan (GoP).



About the Grantee/ Implementing Agency for Grant # 49 & 50



Four Corners Group (Pvt.) Ltd.

FCG works on business enhancement and training as well as business intelligence and research. In this regard, FCG-Training Unit has been responsible for conducting over 200 training sessions for clients ranging from public sector development institutions to private sector enterprises. Trainings are either standardized, or are contextualized to meet clients' needs. Meanwhile, the FCG-Research unit has conducted qualitative and quantitative research, research consulting, execution and tracking for clients in Pakistan as well as the UAE, Bangladesh and Afghanistan.

FCG training methodology is outcome-based learning (OBL) which ensures that target skills and competencies are created among the participants of a training. FCG Trainings are applied and experiential in nature as they draw upon real-life cases and on-going research knowledge. Trainings at FCG are handled by a dedicated unit focused on enhancing human potential. The unit is called FCG Human Capital. For more details please visit.

www.fourcg.com - www.fcghumancapital.com.pk

Each respective team lead will put together a team of qualified professionals to implement the activities and achieve the targets that have been set for each particular phase.

Workshop Objectives

At the end of the three day course, participants will be able to:

- ✿ Set smart objectives for the baseline and endline assessment of their projects
- ✿ Develop qualitative and quantitative, gender sensitive indicators
- ✿ Design research data collection tools (Survey Questionnaire, Case Study Data Collection) with relevant coding scheme that is appropriate to the objectives and the indicators
- ✿ Execute surveys and collect data for case studies
- ✿ Interpret qualitative and quantitative data into meaningful program information



Agenda



Session	Title
1	Introduction
2	Pre-test
3	Spectrum of Social Sector Research
4	Stages of Base/Endline Survey
4.1	Stage 1 - Identification of Rationale and objectives



Session	Title
	Recap
4.2	Stage 2 - Description of the research location/geographical context
4.3	Stage 3 - Methodology of the survey
4.4	Stage 4 - Results



Session	Title
	Recap
4.5	Stage 5 - Presenting Results
5	Recap & Review of Workbook
6	Post-test
7	Evaluation and Close

1 Session

INTRODUCTION

Expectation and Fears



Norms

احترام

- ◀... ایک دوسرے کا احترام کریں گے۔
- ◀... ایک دوسرے کو بولنے کا موقع دیں گے۔
- ◀... ایک دوسرے کی دل آزاری نہیں کریں گے۔
- ◀... ایک دوسرے کا باعہوم اور بالخصوص احترام کریں گے۔

وقت

- ◀... وقت کی پابندی کریں گے۔
- ◀... فضول باتوں میں وقت کو ضائع نہیں کریں گے۔
- ◀... موبائل فون کے استعمال سے گریز کریں گے۔
- ◀... ٹریز کی بات کو فور سے سنیں گے۔
- ◀... سیاسی اور مذہبی گفتگو سے پرہیز کریں گے۔

دیگر

- ◀... ہر روز دوپہرائی کے لیے دہروئی کے لیے رضا کار کا انتخاب کریں گے۔
- ◀... ہر روز کی حاصل ہونے والی معلومات کے بارے میں آگاہ کریں گے۔

وسائل

- ◀... تمام وسائل کا خیال رکھیں گے۔
- ◀... چیزوں کو اپنی جگہ رکھیں گے۔
- ◀... ماحول کو صاف رکھیں گے۔

2 Session

Pre-Test

Instructions:

- 1 - You will have 30 min to complete the pre-test.
- 2 - Fill the personal data (Name, Designation, Department, Organization).
- 3 - Read all the questions and ask for trainer help, if required.
- 4 - Write all the answers in capital letters.

3 Session

Spectrum of Social Sector Research

It is research involving social scientific methods, theories and concepts, which can enhance our understanding of the social processes and problems encountered by individuals and groups in society.

Social research can be qualitative or quantitative.

Quantitative and Qualitative Research

Quantitative research is, as the term suggests, concerned with the collection and analysis of data in numeric form. It tends to emphasize relatively large-scale and representative sets of data, and is often, presented or perceived as being about the gathering of 'facts'.

Qualitative research, on the other hand, is concerned with collecting and analysing information in as many forms, chiefly non-numeric, as possible. It tends to focus on exploring, in as much detail as possible, smaller numbers of instances or examples which are seen as being interesting or illuminating, and aims to achieve 'depth' rather than 'breadth'. (Blaxter, Hughes and Tight, 1996: 61)¹. Qualitative research focuses on capturing perceptions, feelings and human reactions.

Both qualitative and quantitative research in social work is carried out for the three purposes:

1. Establishing baselines or snapshots of pre-intervention state of affairs
2. Monitoring and tracking progress on established indicators
3. Evaluate post-intervention results in comparison to the baseline to measure success

¹Blaxter, L, Hughes, C and Tight, M (1996) How to Research, Buckingham, Open University Press

4 Session

Stages of Base/Endline Survey

Stage 4.1

Identification of Rationale and objectives

This stage involves must contain a clear presentation of the issues surrounding the research and its objectives, as well as specific questions which will be dealt with during the survey.

It involves:

- Specifying objectives
- Identifying variables and indicators

Stage 4.2

Description of the research location/ geographical context

This stage concerns the criteria used for selecting the location as well as gathering general relevant information on the study population. It can include:

- Characteristics of the community
- Basic public services and
- Economic circumstances of the community

Stage 4.3

Methodology of the survey

This stage provides a detailed outline of the overall study and describe the design of the tools, the sampling strategies (including the sizes of the samples) and the methods used for gathering the data.

Major task involved at this stage include:

- Selecting a sample
- Selecting data collection method
- Designing data collection tool and its coding
- Pretesting data collection tool
- Administering a survey

Stages of Base/Endline Survey

Stage 4.4

Results

This stage describes and analyzes the data collected in the field. It involves use of descriptive and inferential statistics to obtain meaningful information from the data that can be used in decision making.

The tasks involved at this stage include:

- Cleaning data
- Analyzing quantitative data
- Interpreting findings
- Avoiding fallacies
- Presenting results
- Extracting case studies

Stage 4.5

Presenting Results, Conclusions and Recommendations

Conclusion is where you form a summary of all your arguments and state your final stand. The conclusion of any research is the most valuable single part of it.

It usually involves:

- The analytical summary
- The recommendations

Stage
4.1

Identification of Rationale and objectives

This is generally the function of the sponsor of the inquiry. A sponsor may be...a government agency trying to assess the current needs of the primary recipients and their families for a social welfare program or an NGO trying to ascertain the influence of an intervention on the current attitude of the community towards girls' education. The sponsors need to convince the donors and themselves that the objective is justified to carry out an intervention in the area and also to develop benchmarks against which they can monitor their progress.

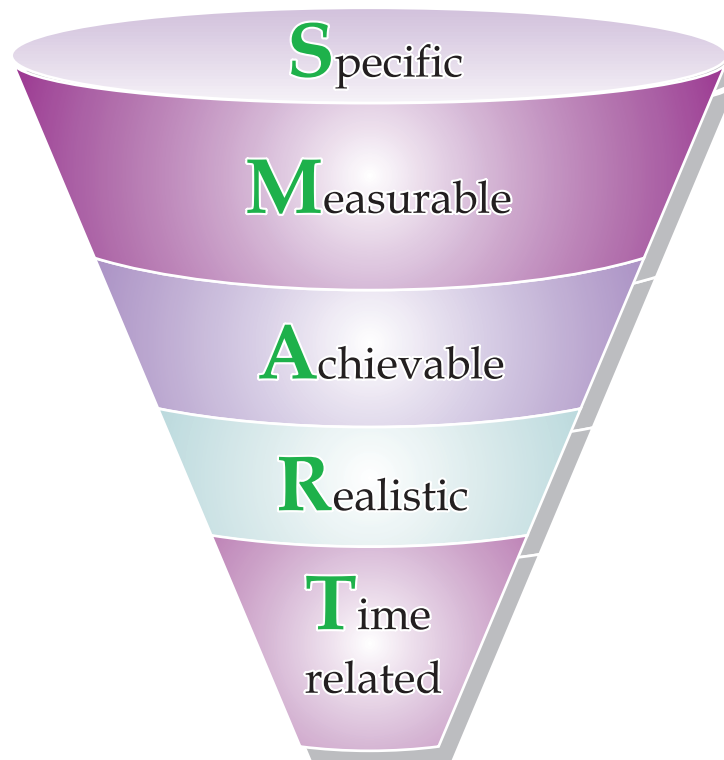
The objectives of a baseline or endline should be as specific, clear-cut, and unambiguous, as possible. Trade-offs typically exists and sometimes this only becomes apparent as the planning process proceeds. Therefore, it is important to make the sponsor a full participant in every planning step.

Discussion Point

List 3-5 projects your organization is running and identify their sponsors.

1.
2.
3.
4.
5.

SMART Objectives



What are the possible objectives of conducting a baseline?

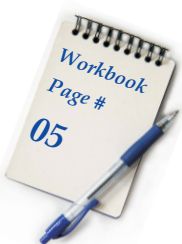
- ✿ To determine the extent of certain behaviour patterns in a population and the usage levels of certain services, and to collect demographic information (prevalence of certain practices, attitudes, school attendance, ethnic groups, etc.)
- ✿ To determine current indicator levels before intervention and to prepare the programme objectives
- ✿ To establish the target level/objectives of the project/programme
- ✿ To draw conclusions that can be applied generally to the whole population of a locality/intervention zone before the intervention begins

What are the possible objectives of conducting an endline?

- ✿ To assess the extent to which project interventions have achieved their objectives
- ✿ To compare the results with other projects to plan for the future
- ✿ To demonstrate organization's concern for accountability to donor agencies
- ✿ To draw conclusions that can be applied generally to the whole population of a locality/intervention zone after the intervention has been implemented

Similarities and differences between baseline and endline study

Baseline Study	Endline Study
A baseline is a measurement of a known phenomenon that is used as a reference for subsequent measurements.	An endline is about assessment of the results of an intervention
A baseline is about identification of a significant state, meaning your set of numbers met an approval status, publicly recognized (by donors, government agencies, etc.)	An endline is done for the same indicators as the baseline
A baseline can provide justification for the use of a particular intervention	An endline uses similar methodology as in the baseline
After a baseline is established, we can then take other measurements and compare them to the base line.	An endline compares the findings from the baseline to measure the outputs of an intervention



Identifying Major Variables And Their Indicators

Surveys are usually quantitative in nature i.e., they require quantifying the relationships between variables. Variables are the attributes you measure on your subjects, in this case, people. These variables are generally driven out of the objectives and are converted into measurable units to obtain information. Variables can represent people characteristics (e.g. age, education, sex), the things you are interested in (e.g. political attitude, helping behavior, discrimination and other psychological or sociological variables), and variables representing the timing of measurements and nature of any treatments subjects receive (e.g. before and after an educational development intervention).

To be able to measure these variables, the data collection team has to "operationalize" all the variables.



Example

We must define what we mean by "empowerment" and which conditions will identify it if we are studying that. We might choose to define empowerment as any of the following (indicators):²

- ✳ Having control or gaining further control;
- ✳ Having a say and being listened to;
- ✳ Being able to define and create from women's perspective;
- ✳ Being able to influence social choices and decision affecting the whole society;
- ✳ Being recognized and respected as equal citizens in human beings with a contribution to make.

Indicators For Gender Violence



- ✳ Overt physical abuse (battering, sexual assault at home and work place),
- ✳ Psychological abuse (confinement, forced marriage, credible threats)
- ✳ Genderized deprivation of sources for physical and psychological well being (health, nutrition, education, means of livelihood, psychological support),
- ✳ Commodification of women (trafficking, forced prostitution etc.)

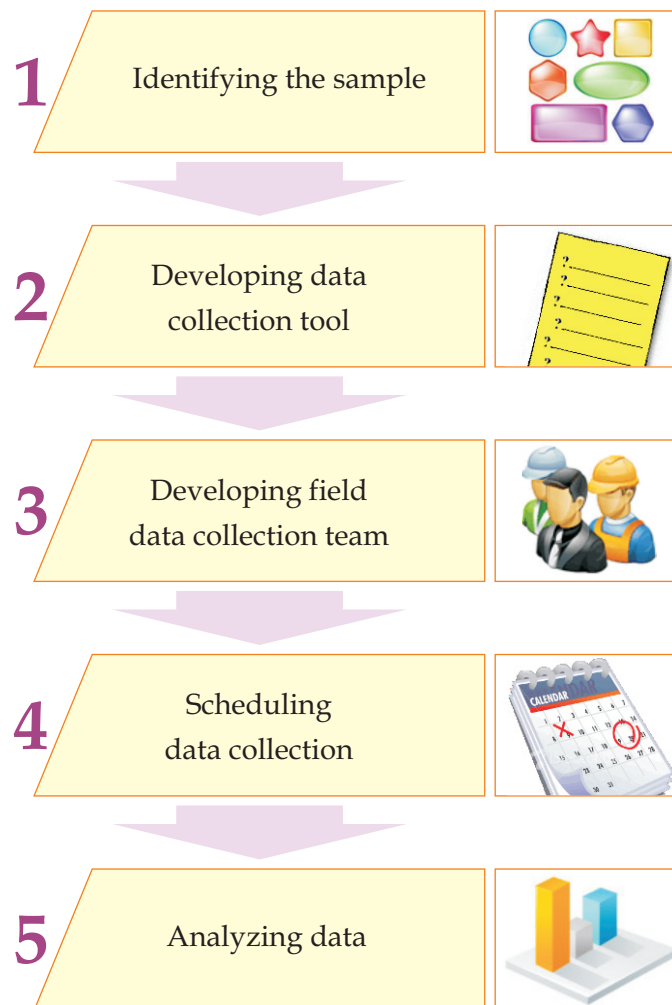


² Griffin, Vanessa (ed.) (1987), Women, Development and Empowerment: A Pacific Feminist Perspective, Kualalumpur, Asia and Pacific Development Centre.

Stage
4.2

Description of the Research Location/ Geographical Context

Research is never carried out in space. The understanding of the location and geographical context of the baseline or endline research is very important for the effective execution and analysis of research. It can help in:



Ensuring A Good Coverage Through Sampling Frame

A critical element in any survey is to locate (or “cover”) all the members of the population being studied so that they have a chance to be sampled. To achieve this, a list (termed as sampling frame) is usually constructed.

In a mail survey, a frame could be all of the postal addresses in Gilgit-Baltistan; for a personal survey, a frame might be the names and addresses of all the households in District Malir, Karachi; in a telephone survey at The Quaid-e-Azam University in Islamabad, the frame might simply be a list of student names and telephone numbers.

A sampling frame can also consist of geographic areas with well-defined natural or artificial boundaries, when no suitable population list exists. In this instance, a sample of geographic areas (referred to as “area segments”) is selected and interviewers canvass the sample and list the appropriate units—households, schools, retail stores or whatever—so that these units have a chance of being included in the final sample.

Importance

The quality of the sampling frame—whether it is up-to-date and complete—is probably the dominant feature for ensuring adequate coverage of the desired population to be surveyed.

The sample plan also must be described in sufficient detail to allow a reasonably accurate calculation of sampling errors. These two features make it scientifically valid to draw inferences from the sample results about the entire population that the sample represents.



Types of Sampling



Random sampling
(probability sampling)

Random sampling is done in a process in which every element in a determined population has equal chances of being selected into the sample.

The selecting criteria are computed so that the derived sample represents the whole population. This method can be expensive, time consuming, complicated and it needs a large population in order to select your sample.



Non-random sampling
(Non-probability sampling)

Non-random sampling is a procedure, which does not give equal chance to every element in the population to be selected into sample.

The sample selected may be non-representative of the population. The researcher decides what elements to include in the sample.

Find an Example?

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Let Us Consider This!

1 - Suppose one of your friends is blindfolded and he comes to catch five of you out of all the rest spread all over this room. Will this be random sampling?

 Yes No

2 - Suppose you want to take the opinion of university students about the gender bias in the examination system and you go to the nearest university and ask a sample of 30 students you meet there at random, what kind of sampling will this be?

 Random Non-Random

3 - Suppose you want to take the opinions of men and women separately about their attitude towards girl education, what kind of sampling will you carry out?

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How Large Must The Sample Size Be?

In a bona fide survey, the sample is not selected haphazardly or only from persons who volunteer to participate. It is scientifically chosen so that each person in the population will have a measurable chance of selection. This way, the results can be reliably projected from the sample to the larger population.

The sample size required partly depends on the statistical quality needed for survey findings and to how the results will be used. Ideally, it should be based on how precise the final estimates must be. In practice, usually a trade-off is made between the ideal sample and the expected cost of the survey.

There is no simple rule for sample size that can be used for all surveys. Much depends on the professional and financial resources available. Analysts, though, often find that a moderate sample size is sufficient statistically and operationally. For example, the well-known national polls frequently use samples of about 1,000 persons to get reasonable information about national attitudes and opinions.

When it is realized that a properly selected sample of only 1,000 individuals can reflect various characteristics of the total population, it is easy to appreciate the value of using surveys to make informed decisions in a complex society such as ours.



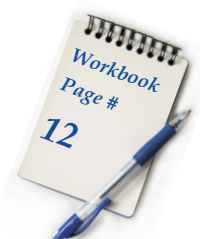
This internet provides lots of useful resources on calculating sample size. we have found the following on-line sample size calculator very useful.

www.surveysystem.com/sscalc.htm

another useful web resource is:

www.ifad.org/gender/tools/hfs/anthropometry/ant_3.htm

Participants estimate sample size on workbook and calculate exact sample size using above-mentioned web-resources.



Selecting Data Collection Method

A survey for the baseline and the endline can utilize both qualitative and quantitative approach depending on the objectives of the study and its variables. There are five common ways to get information. These are: literature searches, talking with people, focus groups, personal interviews, telephone/personal/mail surveys.

Focus Group



Literature Search



Personal Interviews



Talking with People



Telephone/Mail Surveys



Focus Group



A focus group is used as a preliminary research technique to explore people's ideas and attitudes. It is often used to test new approaches (such as products or advertising), and to discover customer concerns. A group of 6 to 20 people meet in a conference-room-like setting with a trained moderator. The room usually contains a one-way mirror for viewing, including audio and video capabilities. The moderator leads the group's discussion and keeps the focus on the areas you want to explore. Focus groups can be conducted within a couple of weeks. Their disadvantage is that the sample is small and may not be representative of the population in general.

Literature Search



A literature search involves reviewing all readily available materials. These materials can include internal company information, relevant trade publications, newspapers, magazines, annual reports, company literature, on-line data bases, and any other published materials. It is a very inexpensive method of gathering information, although it generally does not yield timely information. Literature searches take between one and eight weeks.

Personal Interviews



Personal interviews are a way to get in-depth and comprehensive information. They involve one person interviewing another person for personal or detailed information. Personal interviews are very expensive because of the one-to-one nature of the interview. Typically, an interviewer will ask questions from a written questionnaire and record the answers verbatim. Sometimes, the questionnaire is simply a list of topics that the research wants to discuss with an industry expert. Personal interviews (because of their expense) are generally used only when subjects are not likely to respond to other survey methods.

Talking with People



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Telephone/Mail Surveys



Surveys are the fastest method of gathering information from a relatively large sample. The interviewer follows a prepared script that is essentially the same as a written questionnaire. They are ideal for large sample sizes, or when the sample comes from a wide geographic area. The main disadvantage is the inability to probe respondents for more detailed information. The surveys can be done one-to-one, through telephone or through mail.

Methods and Tools for “Survey”

Surveys can be classified by their method of data collection. Mail, telephone interview, and in-person interview surveys are the most common.

Face to Face Interviews

- ✿ Allows for full range of attitudes to be expressed
- ✿ Can probe for detail



- ✿ Respondents may not have time to reflect
- ✿ Time and resource intensive
- ✿ Requires skilled interviewers

- ✿ Takes less time and is less costly.
- ✿ Avoids interviewer bias
- ✿ Data can be collected quickly if done in person (not for mail surveys)
- ✿ Allows large number of respondents to be surveyed
- ✿ Respondents may feel more comfortable answering sensitive questions

Self-Completed Questionnaires



- ✿ Questions must be well structured.
- ✿ Richness of detail is limited to written comments
- ✿ Questions cannot be clarified
- ✿ Response rates usually low if mail survey; varies depending on topic and participants
- ✿ Literacy level may restrict use
- ✿ May need to translate

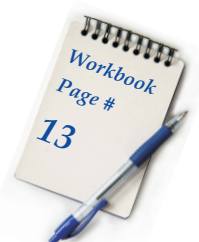
- ✿ Requires less time and expense than face-to-face
- ✿ Reduces nonverbal interviewer bias
- ✿ Instructions & questions can be clarified
- ✿ Eliminates personal risk to interviewer

Telephone Survey



- ✿ Respondents may not have time to reflect on answers
- ✿ Easy for respondents to break interview before end
- ✿ Can be seen as invasive but less so than face-to-face interview
- ✿ Respondents may not answer sensitive questions truthfully
- ✿ Respondents have to have a phone

(From Nancy Porteous et al. Program Evaluation Toolkit. Ottawa-Carleton Health Department, 1997)



Designing Data Collection Tool - Questionnaire

Planning the questionnaire is one of the most critical stages in the survey development process.

- ✿ It requires that the concepts be clearly defined and questions unambiguously phrased; otherwise, the resulting data are apt to be seriously misleading.

Consider how we might apply this strategy in a survey to estimate the incidence of robbery victimization. One might start out by simply asking, "Were you robbed during the last six months?" Although apparently straightforward and clear-cut, the question does present an ambiguous stimulus. Many respondents are unaware of the legal distinction between robbery (involving personal confrontation of the victim by the offender) and burglary (involving breaking and entering but no confrontation).

- ✿ Designing a suitable questionnaire entails more than well-defined concepts and distinct phraseology. Attention must also be given to its length. Long questionnaires are apt to induce respondent fatigue and errors arising from inattention, refusals, and incomplete answers.
- ✿ Other factors include such diverse considerations as...the order in which the questions are asked...their appearance... even such things as the questionnaire's physical size and format.

Framing Survey Questions

How simple are these questions?



- * "Do you own a car?"
- * "How many hours do you normally work per week in your job?"
- * "How many hours per week do you spend on work while at home?"

Question wording and the orientation of the question makes a crucial difference to responses.

Ask yourself repeatedly "What information, precisely, do I want to obtain out from this question?"



- * Needs or desires?
- * What do they mean to me?
- * What might they mean to others?
- * Is there any difference?



The following exercise involves identifying the error in different questions. You are required to provide an alternative with discussion in the pair and justify your solution in the group

Question	Improved Question
When do you usually go to work?
When was the last time that you went to the doctor for a physical examination on your own or because you had to?
With what frequency have you experienced this of late?
What would you do when you had only a few things to buy and there were a lot of people in the checkout line?
How important is it for the pharmacy to carry a large number of different brands of contraceptives?
How many times have you got sick with diarrhea this year?
What minor symptoms, such as headaches or soreness, have you experienced during the past month?
Don't you think that the nurses ought to be paid more?
Do you advocate a lower speed limit to save human lives?
What percentage of your monthly income do you spend on rent or house payments?

Attributes of Questions

1 - Focus



Ask as precisely as possible exactly what it is you want to know.

When do you usually go to work?

What time do you normally leave home for work?

2 - Brevity



Short questions reduce errors! Omit "or," "not" and strings of items

When was the last time that you went to the doctor for a physical examination on your own or because you had to?

How many months ago was your last physical examination?

3 - Clarity



does everyone understand the question in the same way?

Vague questions produce vague, maybe hypothetical, answers

Some questions intend to present a dichotomy, which gets lost in the verbiage of the original version. The respondent might respond "Yes, I do.")

4 - Vocabulary



Note the use of reading age formulae, etc.

With what frequency have you experienced this of late?

How many times have you had this happen recently?

5 - Grammar



The best questions are simple sentences (subject and predicate)

What would you do when you had only a few things to buy and there were a lot of people in the checkout line?

Suppose you have only a few things to buy. There are a lot of people in the checkout line. What would you do?

6 - State criteria



by which person should respond

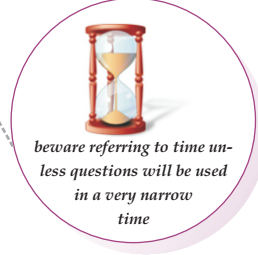
How important is it for the pharmacy to carry a large number of different brands of analgesic?

How important is it to you that this pharmacy carries a large number of different brands of analgesic?

Attributes of Questions

7 - Time referents

How many times have you played golf this year?



How many times did you play golf during 1993?

8 - Giving examples

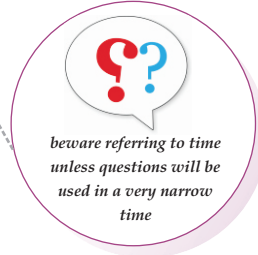
How many times have you played golf this year?



How many times did you play golf during 1993?

9 - Double barreled questions

Do you regularly take vitamins to avoid getting sick?



Do you regularly take vitamins? Why or why not? (or, "If so, why do you do so?")

10 - Leading questions

suggest a particular answer! "More people have seen the movie "Gone with the



Wind" than any other produced this century. Have you seen it?"

11 - Leading questions

Do you advocate a lower speed limit to save human lives?



Does traffic safety require a lower speed limit?

12 - Demanding questions

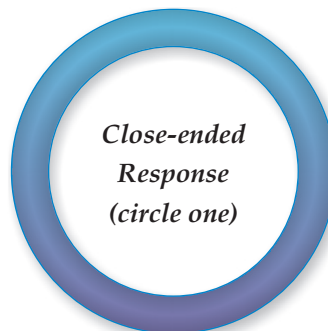
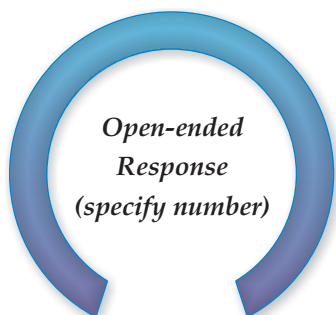
What percentage of your monthly income do you spend on rent or house payments?



How much is your monthly rent (or house payments)? How much is your average monthly income?

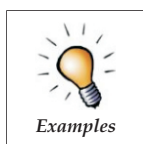
Open-ended vs Closed-Ended Questions

Questions can be formatted for open-ended or close-ended responses. For example, “How many cups of coffee did you drink yesterday?”

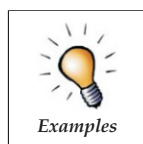


Close-ended response choices must exhaust the entire range of answers. These choices must be mutually exclusive so that a single answer cannot fall into more than one category. The differences between the response choices should also be clear, so that respondents find it easy to select the response that best represents their answer.

In summary, questions and response choices need to be constructed so that respondents can be successful in giving answers that meet the analytic needs of the inquiry.



Examples



Examples



The Questionnaire as a Whole

When you think you've finished the individual questions, step back and look at the

- ✿ It needs a strong introduction conveying to the respondent what the survey is about.
- ✿ It should indicate why the questions are being asked.
- ✿ It needs interesting and readily answerable questions at the beginning to gain respondent attention and build rapport.
- ✿ The conclusion should be gentle and friendly, expressing gratitude for the respondent's time and effort.

Respondents are more likely to cooperate if the questions are simple, clear, easy to answer, and personally relevant to them.

The questions need to flow well from one to the next, and designers should be aware that earlier questions provide information and context to the respondents that they may use in later answers. Often the answer to one question may influence the answer to a later question.

For instance, suppose respondents are asked first

*How do you feel about your marriage? and later on
How do you feel about life in general?*

Answers to the second question may be tempered by the first question. These so-called "order effects" are difficult to predict and often become apparent only through field tests of the questionnaire, in which different orderings of the questions are compared.

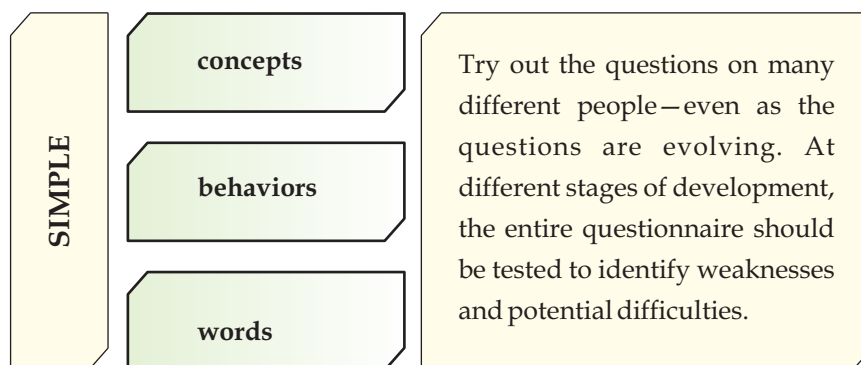
Use The KISS Strategy

(Keep It Simple, Statistician)



The three most important things for any questionnaire designer to remember are simplicity, simplicity, and simplicity.

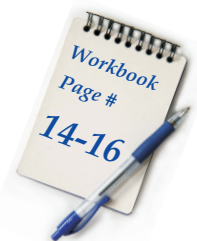
Ideas need to be conveyed clearly and questions should be easy to comprehend. There must be no guesswork for the respondent. Take important and complex topics and translate them into...



The questionnaire designer must understand the need to.....

pretest, pretest, and then pretest some more

Want to see your questionnaire again??



Scheduling a Survey

How much time should be allotted for a survey?

This varies with the type of survey and the particular situation. Sometimes a survey can be done in two or three weeks – if it involves a brief questionnaire and if the data are to be collected by telephone from a list already available. More commonly, a survey of 1,000 individuals or more could take anywhere from a few months to one year – from initial planning to having results ready for analysis.



The steps in a survey are not necessarily sequential; many of them can be overlapped.

Some, such as listing and sampling housing units in the areas to be covered, can be carried out while a questionnaire is being put into final form. Although they are not additive, all of these steps are time consuming. Perhaps the most common planning error is to underestimate the time needed by making a global estimate, without considering these individual stages.



Administering the Questionnaire

Interview Etiquette

- ✿ Dress appropriately.
- ✿ Present official document/certificate from organization or project if necessary.
- ✿ Be punctual (if appointments have been made).
- ✿ Do not enter the house unless you are invited.
- ✿ If you remain outside, do not ask for a chair; sit on the porch, steps, etc.
- ✿ Tell people how long the questionnaire will take.
- ✿ Do not accept lunch (unless it would be rude to refuse).
- ✿ Do not give gifts to interviewees.
- ✿ Thank interviewees at the end.

Guidelines for conducting face to face surveys

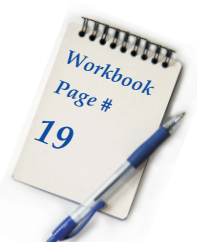
Considerations for Face-to-Face Survey

- 1- In a face to face interview, keep the greeting as short as possible, rather than including a lot of information about the survey.
- 2- Ask the first question quickly, to engage the respondent's attention and get them started right away.
- 3- Ask questions to determine if the person is qualified to be included, if that cannot be determined in advance.
- 4- Anyone has the right to refuse, but the vast majority are friendly and cooperative and will not decline.
- 5- Be confident that once a respondent begins to respond, they will rarely stop before completion.



Example

“Good morning [afternoon, evening]. My name is _____ [first name only] and I'm representing [name of the organisation]. I'd like to ask you some quick survey questions about your daily health practices.” [ask first question immediately].



Training for field data collectors

- 1 Train both supervisors and interviewers
- 2 Provide an overview of the project and its purposes.
- 3 "Walk through" the questionnaire and other materials, describing each element and its use.
- 4 Provide copies of all materials in a binder for future reference containing all foreseeable (and most unforeseeable!) questions the interviewer may be asked. This will help to standardize how difficult situations are handled.
- 5 Illustrate how the interviewer is to approach the respondents, how to explain the nature of the study.
- 6 Explain how data are to be recorded, and any scoring that has to be done.
- 7 Do a trial run by conducting a mock interview of one of the supervisors or interviewers.
- 8 Answer any questions that arise.
- 9 Question supervisors and interviewers to ensure they understand each aspect of the task. Maybe use a formal quiz (e.g., including videotaped examples of bad interviews for them to criticize)
- 10 Have each interviewer conduct one or two interviews with each other, while monitoring how they perform.
- 11 Review reimbursement methods and office organization.
- 12 Distribute actual survey materials.

Exercise



Participants prepare a training program for field staff and conduct mock sessions.

Response rates

1 - What is the response rate?

Response rate refer to the extent to which data is provided by the simple.

2 - What is the acceptable response rate?

Probably no clear answer (other than 100%): they vary widely.

3 - Can you give examples of response rates, and discuss factors influencing these?

A friend obtained a 105% response rate for a study in the military. Upon investigation, he learned that some of the soldiers were allowed to miss exercise to fill in the questionnaire. Apparently some of them expressed a clear preference...

In another study researchers noted clear contrasts in response rates between rural areas (high rates) and inner-urban dwellings (much lower rates).

4 - Why do you think this may have occurred?

Instructions

You are asked to consult on a survey of the prevalence of high risk sexual behaviours, in order to assess the risk of HIV transmission.

Propose methods to enhance response, and again try to identify the underlying principles.

.....

.....

.....

.....

.....

General Principles of Obtaining a High Response

1 - Treat the Respondent Respectfully:

- ✿ show positive regard
- ✿ give verbal appreciation
- ✿ use a consulting approach
- ✿ support his or her values
- ✿ offer tangible rewards
- ✿ make the questionnaire interesting
- ✿ establish a sense of valuing the respondent

2 - Consider Possible Motives to Respond:

- ✿ advantage to participant
- ✿ altruism, feeling of belonging, contributing
- ✿ the participant is inherently interested in the topic

3 - Practical Considerations:

- ✿ make it simple to respond
- ✿ be careful with time between follow-up letters
- ✿ foot-in-the-door technique involves first sending a small request that is simple to comply with, then follow it with a "reward" of the real questionnaire
- ✿ Send plenty of reminders
- ✿ Ensure legitimacy

4 - Reduce Costs to Respondent:

- ✿ make the task appear brief
- ✿ reduce physical and mental effort required
- ✿ eliminate any chance for embarrassment
- ✿ avoid any implication of subordination
- ✿ eliminate any direct monetary cost

5 - Establish Trust:

- ✿ provide a token of appreciation in advance
- ✿ identify with a known organization that has legitimacy
- ✿ build on other exchange relationships



Exercise

Put yourself in the place of a person receiving a mailed questionnaire.
What questions will you ask yourself?

1	
2	
3	
4	
5	

Now, your questionnaire will have to meet this challenge!

Suppose your questionnaire is to be mailed. Think about it. Why may it not get answered?

- ✿ The questionnaire never reached its destination (wrong address, etc)
- ✿ It arrived, but was discarded unopened because it resembled junk mail
- ✿ It was opened, but the person opening it failed to bring it to the attention of the person supposed to complete it
- ✿ The instructions (e.g. concerning who should answer it) were unclear, so nobody bothered to fill it in
- ✿ The desired person received the questionnaire but saw no convincing reason to complete it and threw it away
- ✿ The respondent decided to fill it in, but laid it aside and never got back to it
- ✿ The questionnaire was filled in, but the return address was misplaced, or it was too far to get it to the mail box and it was never posted back.

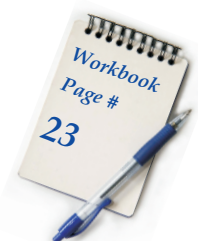
Scary, Eh?

Exercise



Now do the same for your preferred method of surveying.
This exercise enables you to plan ahead and deal with potential problems that will lead to non-response.

What can you do about it?



Pretesting a Questionnaire

Now that questionnaire is developed, you must ask yourself one final question before going into the field: "Will this questionnaire work in the way I've intended?"

This important question is the basis of survey pretesting. Consider the pretest phase a dry run where you uncover any defects in your questions. Give the questionnaire to a small sample of respondents. Find out how well your questionnaire works, whether there are areas of confusion, and if the questionnaire could be made to read more smoothly.

After pretesting, you should expect to make some changes to the format or content of the document. For this reason, it is important to remember the first rule of pretesting: Do not pretest with a final, printed version of your questionnaire.

Your pretest can vary in its degree of formality, but you should always conduct one. Following are some guidelines that should help you perform successful pretests.

- 1- The first stage of the pretest process is that participants are aware they are taking a pretest. The interviewer should either administer the questionnaire face-to-face, or over the telephone, and discuss the questions with respondents. It requires interviewers to sense confusion, ambiguity or hesitation in the respondents.

This stage can be informal. You might gather an objective group of recruits and have them respond and critique the questionnaire. Participants should be encouraged to be open. If you are planning to do more than one pretest, respondents do not have to resemble your target population. Directly ask respondents about their interpretation of specific questions. You may find that people read what you wrote quite differently than you intended.

- 2- At some point, a pretest should be conducted in the same way as the final questionnaire. Time constraints may make it impossible to perform a mailed pretest. If that is the case, you should be particularly rigorous in alternative-method pretests.
- 3- With a new survey, conduct two pretests at the very least; remember that you will have to pretest changes from the first round.

It is possible to perform only one pretest, but this is advisable only for questions that have been administered to similar audiences before.

- 4- It is difficult to say how many participants to have per pretest. A rule of thumb is a sample of 25 to 75 for a large-scale study depending upon time constraints and resources as well as whether or not a similar study has been conducted with a similar population.
- 5- It is advisable to have at least one pretest sample resemble your actual sample as closely as possible. If you are planning to survey a finite population you may not want to use up potential respondents in the pretest.

If you cannot find another source of similar pretesters, then you might use people from your final sample in both the pretest and the actual survey. This tactic, though imperfect, can be used to your advantage. Often people have a better feeling about something that they helped to construct.

Pretesting a Questionnaire

- 6- Remember that your participants are the experts when it comes to understanding your questions. But, you are the ultimate authority. There are times when suggestions made by participants are either impractical or run contrary to the rules of sound methodology. Keep the balance in mind.
- 7- Count on some changes resulting from the first pretest. If no weaknesses were uncovered, you should presume that there was a problem with your pretest, rather than perfection in your questionnaire.
- 8- Look at the responses to open-ended questions you have included. If there are very few comments, the wording, positioning or spacing of the item may not have been sufficient.
- 9- Examine the frequencies of the items. If there is little or no variance among responses, the question may not be measuring what you want as clearly as you would like.
- 10- Are there a lot of "Don't Know" responses? Too many may indicate a poorly constructed scale, unclear or inappropriate wording.
- 11- See if there are scaled items that received more than one response, no response or write-in answers. If this is the case, re-examine and refine your response scales.
- 12- Ensure that respondents had no trouble following the instructions included and that skip patterns were followed.
- 13- Time how long it takes to complete the survey. Remember, questionnaires that are too long will alienate your respondents.

The pretest is an element of the survey process that should not be omitted. Without a pretest, even experienced researchers can administer a faulty survey, putting into question any results.



Criteria of Measurement Quality

1 - Reliability

2 - Validity

1 - Reliability

does a particular technique that is applied repeatedly to the same object yield the same result each time



Example

- ✿ Single observer – subjectivity
- ✿ Be careful to ask about things the respondent is likely to know

The use of measuring devices in Olympic track and field events. For the vast majority of people, ordinary measuring rulers and their degree of accuracy are reliable enough. However, for an Olympic event, such as the discus throw, the slightest variation in a measuring device -- whether it is a tape, clock, or other device -- could mean the difference between the gold and silver medals. Additionally, it could mean the difference between a new world record and outright failure to qualify for an event.

Methods of Reliability

Test-Retest Method

if answers vary,
measurement unreliable

Split-Half Method

used in measuring a
complex social concept
Divide indicators in half

Using Established Measures

reliable in previous
research

2 - Validity

the extent to which a question or scale is measuring the concept it says it is.



Example

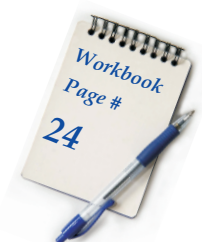
- ✿ Is your survey/ research related to accepted theory?
- ✿ Be careful to ask about things that are related to accepted body of knowledge on your research topic.

Many recreational activities of high school students involve driving cars. A researcher, wanting to measure whether recreational activities have a negative effect on grade point average in high school students, might conduct a survey asking how many students drive to school and then attempt to find a correlation between these two factors. Because many students might use their cars for purposes other than or in addition to recreation (e.g., driving to work after school, driving to school rather than walking or taking a bus), this research study might prove invalid. Even if a strong correlation was found between driving and grade point average, driving to school in and of itself would seem to be an invalid measure of recreational activity.

Threats to Validity

Even if you think your choice of control and experimental groups was correct, this kind of research is subject to problems. These are called threats to internal validity. These are:

- 1** *History* Changes which may have occurred since you began the experiment.
- 2** *Maturation* Changes in attitudes, emotions, feelings and knowledge of subject of an experiment with time.
- 3** *Instrument Decay* All instruments, including your questionnaires, keep changing in validity. Moreover, people may not answer them with the same enthusiasm. Hence they measure different things.
- 4** *Selection* If you have selected people who are not matched you will get wrong results. Even after matching or randomization problems in selection can occur.
- 5** *Mortality* People may drop out, leave, fall ill or even die. This will change your results.
- 6** *Statistical Regression* Extreme scores tend to be less extreme in a subsequent observation i.e. they regress toward the mean score.
- 7** *Sensitization* People are aware and hence sensitive to the survey. They think they have to act in a certain way and hence do not give real results.
- 8** *Researcher's Bias* Researchers bias the responses of subjects. Without knowing they convey their own attitudes to the subjects. Sometimes they record what they expect to see and not what is really happening.



Stage
4.4

Results

When designing a questionnaire, it is important to remember that the information collected will need to be processed and analysed when it is completed and returned.

The following points are considered:

- ✿ In most cases, the information contained in the questionnaire will need to be entered into a computer package which allows it to be analysed.
- ✿ Commonly used packages include Excel, Access, and SPSS,
- ✿ Some of these packages are simple to use, but have limitations in terms of statistical analysis unless you can use more complicated programming.
- ✿ Before the questionnaire is entered into the package, it will need a data template designing so that each questionnaire is entered in the same way. Also, a coding frame will need to be developed which gives the rules for data entry.
- ✿ During the design of the questionnaire, the processing and analysis need to be considered, to help them run more smoothly.

Use ID Numbers

Each questionnaire is given an ID number so that it can be easily identified and filed. It is helpful to leave a place on the questionnaire so that this can be added in the same place for each questionnaire.

Format of the Data and Data Validation

Some packages require the format to be pre-set e.g. Access, SPSS, although others allow us to enter data without setting the format - e.g. Excel. For example the data may be:

- ✿ Date
- ✿ Numeric
- ✿ Alphabetic
- ✿ Alphanumeric
- ✿ Large amounts of text

Care should also be taken with some packages - for example if numeric data is entered as text and sorted in SPSS, it will sort as 1,100,2,200 - giving us real problems with analysis.



Exercise

Below is a Likert-type scale that might be used to evaluate your opinion of the workshop you are in. There are five response categories: Strongly Agree through Neither Agree nor Disagree to Strongly Disagree. If 5 represents the most positive attitude, how would the different items be valued?

#	Items	SA	A	N	D	SD
1	This workshop is not very challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The general level of facilitation is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I really think I am learning a lot from this workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Participants' suggestions are given little attention here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	This workshop does a good job of preparing one for a research career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	This workshop is below my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record your own answers to the above items and sum up your score.

Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Show Codes on the Questionnaire

Each question on the questionnaire will need a code for each possible response, and where possible this should be shown on the questionnaire particularly for telephone/face-to-face/internet questionnaires.

Example of telephone, mail or face-to-face question with coding

Q1: Which of these age bands do you fall into?

Interviewer - Please circle:

18 - 24	1
25 - 34	2
35 - 44	3
45 - 54	4
55 - 64	5
65 +	6

Be consistent with the use of codes

Codes should be consistent in all questions – for example Yes=1, No=2, Don't know=3.

This is particularly important when using scales – for example if 1= very satisfied & 5 = very dissatisfied

For one question it should be the same for all questions about satisfaction where this is appropriate.

Leave space for coding open questions on the questionnaire

Space for coding should be left on the questionnaire for open questions in case these questions need to be post-coded.

Take care with administration

When administering a questionnaire, for example when posting out questionnaires, care must be taken so that:

- ✿ All pages are included and are in the right order.
- ✿ All documents are included in any mail outs – for example, ensuring that both the letter, any accompanying documentation, the questionnaire and a reply paid envelope are included in the pack

Check returned questionnaires

Particularly on self-completion questionnaires - include questions being completed incorrectly, being missed (either accidentally or deliberately), or not following routing properly. Where possible, either the interviewer can check the missing or incorrect information, or the respondent can be asked directly if this is possible. If it is not possible to correct the missing information, the coding frame should include instructions of how to handle these types of problems.

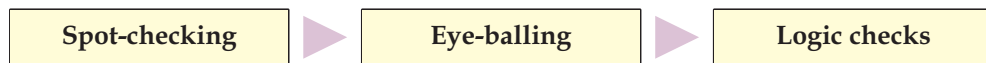
Cleaning Data

Screening Phase

Examine data for five different kinds of possible errors:

- 1- Lack of data – Do some questions have far fewer answers than surrounding questions?
- 2- Excess of data – Are there duplicate responses?
- 3- Outliers/inconsistencies – Are there values that are so far beyond the typical that they seem potentially erroneous?
- 4- Strange patterns – Are there patterns that imply cheating rather than honest answers? For instance, does a respondent alternate between ratings of 4 and 5 on every other topic in a matrix question?
- 5- Suspect analysis results – Do the answers to some questions seem counterintuitive or extremely unlikely?

Three most commonly used in cleaning methods are (United Way of America, 1996):



Spot-checking

This technique involves comparing the raw data to the electronically entered data to check for data-entry and coding errors.

To spot-check quantitative survey data, you would randomly select several participants' completed paper surveys and compare them to the data on the electronic spreadsheet.

For qualitative data you would use this approach to check whether participants' words were transcribed accurately and are attributed to the right individual.

If you do find an error in your first round of spot-checking you should randomly check another round of the raw data. If you continue to find errors, and it is clear that it was not an isolated incident, you will need to go over all of the raw data to ensure that each record was entered correctly.

Eye-balling

This technique involves reviewing the data for errors that may have resulted from a data-entry or coding mistake.

For example, question 5 from sample code book above reads: Did you participate in the summer program? Participants can only respond to this question with a "no" or "yes." "No" is assigned a value of 0, while "yes" responses are assigned a value of 1. Therefore, any number other than a 0 or 1 in the "Q5" column on the sample spreadsheet would be an obvious error.

If you find such errors you will need to go back to the original raw data survey and enter that participant's answer correctly.

Logic checks

This technique involves a careful review of the electronically entered data to make sure that the answers to the different questions "make sense."

For example, if participant 001 on the sample spreadsheet indicated that they did not attend the summer program in question 5, it would be illogical for this participant to have provided a satisfaction rating in their response to question 6. The only logical response for this participant would be "99" or "not applicable."

As with the other types of errors, if you find one you will need to go back to the original raw data for that participant and enter the correct data instead.

Diagnosis Phase

From the Screening Phase you have highlighted data that needs investigation. To clarify suspect data, you often must review all of a respondent's answers to determine if the data makes sense taken in context. Sometimes you must review a cross-section of different respondents' answers, to identify issues such as a skip pattern that was specified incorrectly.

With this research complete, what is the true nature of the data that you've highlighted? The five possible values the authors give:

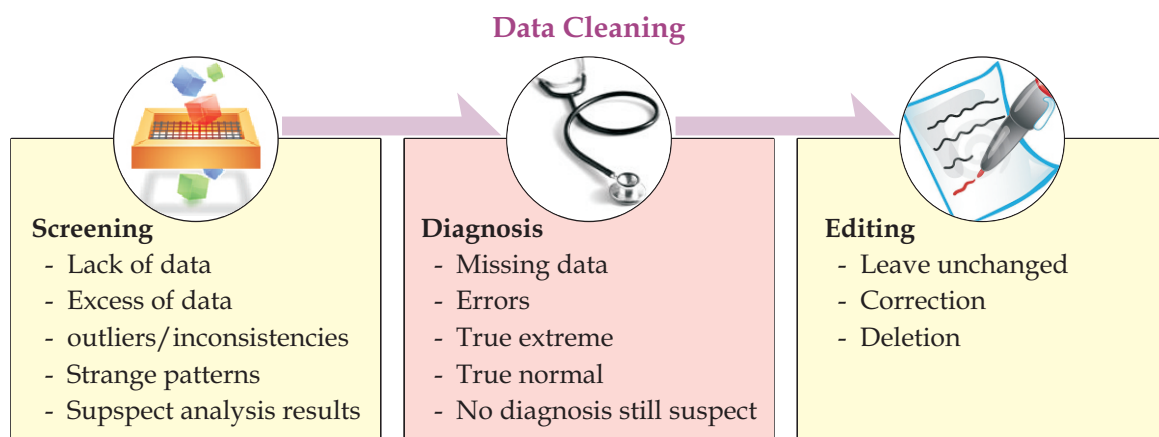
- 1- Missing data – Answers omitted by the respondent or questions skipped over
- 2- Errors – Typos or answers that indicate the question was misunderstood
- 3- True extreme – An answer that seems high but can be justified by other answers (e.g., the respondent working 100 hours a week because they work a full-time job and two part-time jobs)
- 4- True normal – A valid answer
- 5- No diagnosis, still suspect – The verdict is out on this “idiopathic” data. When it comes time for the Treatment Phase, you may need to make a judgment call on how to treat this data.

Treatment Phase

You've screened the data and tried to come to a verdict on whether suspect data is guilty or innocent. You have three choices for what to do with suspect data:

- 1- Leave it unchanged – The most conservative course of action is to accept this data as a valid response and make no change to it. The larger your sample size, the less that one suspect response will affect the analysis; the smaller your sample size, the more difficult the decision.
- 2- Correct the data – If the respondent's original intent can be determined, then I am in favor of fixing their answer. For instance, perhaps it is clear from the respondent's explanation for their ratings that they reversed the scale in their minds; you can invert each of their answers to this question to correct the issue. Some statisticians will argue for imputation, replacing the answers with imputed values, such as the mean for that variable, but the techniques for imputation can become quite elaborate and are best left to professional statisticians.
- 3- Delete the data – The data seems illogical and the value is so far from the norm that it will affect descriptive or inferential statistics. What to do? Delete just this response or delete the entire record? Whenever you begin to toss out data, it raises the possibility that you are “cherry picking” the data to get the answer you want.

However you choose to treat the data, make sure to document in your survey report what steps you took, how many responses were affected and for which questions.



Source: Van den Broeck J, Argeseanu Cunningham S, Eeckels R, Herbst K (2005) Data Cleaning: Detecting, Diagnosing and Editing Data Abnormalities, PLoS Med 2(10): e287.

Analysing Quantitative Data

As quantitative data deals with figures and numbers, it becomes imperative that these numbers go through a process, which helps us convert this data into usable information. This process of converting figurative data into meaningful information is called statistics.

Statistics help us organize data and derive information out of it. The component of statistics that deal with organizing the collected data is called descriptive statistics. It describes the attributes of the sample...

- ✿ Mean
- ✿ Median
- ✿ Mode
- ✿ Range
- ✿ Standard Deviation

...are all descriptive statistics.

The statistical methods that help us learn about the sample and allow us to infer similar attributes for the population is called inferential statistics. It not only describes how the sample is like on a particular examined dimension but also let us make certain generalizations about the population based on the sample findings.

- ✿ t-test
- ✿ ANOVA
- ✿ Correlation measures
- ✿ Regression Analysis
- ✿ Chi Squar

...are some of the measures of inferential statistics. All these statistics incorporate the descriptive statistics.

How to Choose a Statistical Test for Data Analysis?

Choice of stats for data analysis depends on a number of factors:

The PURPOSE of your study

Whether the study is descriptive or analytical, correlational or causal.

The TYPE of sampling

Whether the sample is selected randomly or non-randomly.

The sample SIZE

Usually inferential statistics cannot be applied on a very small sample.

The measurement SCALE used

Specific statistics can be applied to specific measurement scales. Most inferential statistics require that the data is in interval or ratio scale.

Functions of Commonly Used Descriptive Statistics

Sr.	Function	Detail	Why Do we Do That?
1	Mean	It is also called the Arithmetic Mean.	Tells us about the average responses of the sample.
2	Median	It divides the data into two identical halves.	It is the midpoint of any data.
3	Mode	The most repeatedly occurring response is called the mode.	It tells us about the most frequent response or observation
4	Range	It is the distance of individual data from the mean.	Tells us how far the data is away from the mean.
5	Standard Deviation	It is the square root of range.	Used for computation of most inferential statistics.

Interpreting Findings

Statistical analyses seem complicated, but they are really pretty simple. We are measuring a few individuals in each treatment group and trying to make statements about all of the individuals in that group – without measuring them all. We gather data on a few and make “inferences” or estimates about a larger group that we did not measure. This is essentially the same as measuring the height of all the children in four third-grade classes in a city, and then based on these four classes, trying to describe the “average” height of all third graders in the city.

When analyzing data, your goal is simple: You wish to make the strongest possible conclusion from limited amounts of data. While doing that, be careful of the following:

Don't expect "certainty"

**Examine the underlying
assumptions**

**Identify your
personal biases**

**Consider alternate
interpretations**

How to Avoid Fallacies

Not all information is equally valuable - Not all interpretations are equally valid.

Evaluate the Sources

- ✿ Is the source up-to-date?
- ✿ different kinds of information have different shelf lives
- ✿ Is the printed source dependable?
- ✿ Is the information relatively unbiased?
- ✿ How does the source measure up to others?

Evaluate the Evidence

- ✿ Is the evidence sufficient?
- ✿ Is the presentation of the evidence balanced and reasonable?
- ✿ Overstatement (or over generalization – exaggeration)
- ✿ Omission of vital facts
- ✿ Deceptive framing of the facts
- ✿ Can the evidence be verified?

Interpret Your Findings

- ✿ What level of certainty is warranted?
 - The ultimate truth – the conclusive answer
 - The probable answer – most likely true given current knowledge
 - The inconclusive answer – realization that the truth of the matter is currently unknown
- ✿ Are the underlying assumptions sound?
 - Assumptions are notions that are taken for granted. An argument can make sense given the assumptions but fail if the assumptions themselves are untrustworthy.
- ✿ To what extent has bias influenced the interpretation?
- ✿ Are other interpretations possible?

How Standards of Proof Vary for Different Audiences

- ✿ The scientist demands evidence that indicates at least 95% certainty
- ✿ The juror demands evidence that indicates only 51% certainty
- ✿ The corporate executive demands immediate (even if insufficient) evidence
- ✿ Specific cultures may have their own standards for authentic, reliable, persuasive evidence

Avoid Errors in Reasoning

- ✿ Faulty generalization
 - A jump from a limited observation to a sweeping conclusion
- ✿ Faulty causal reasoning
 - A link between a two factors as cause and effect that fails to recognize the real cause
 - Ignores other causes
 - Ignores other effects
 - Invents a causal sequence
 - Confuses correlation with causation
 - Rationalizes

Avoid Statistical Fallacies

- ✿ Common statistical fallacies
 - The sanitized statistic
 - The meaningless statistic
 - The undefined average
 - The distorted percentage figure
 - The bogus ranking
- ✿ The limitations of number crunching
 - Confusion of Correlation with Causation
 - The biased meta-analysis
 - The fallible computer model
- ✿ Misleading terminology

Check for Weak Spots

- ✿ Scrutinize all generalizations
- ✿ Treat causal claims skeptically
- ✿ Look for statistical fallacies
- ✿ Consider the limits of computer analysis
- ✿ Look for misleading terminology
- ✿ Interpret the reality behind the numbers
- ✿ Consider the study's possible limitations
- ✿ Look for the whole story

Using a case study as an evaluation tool

The purpose of a case study is to study intensely one set (or unit) of something – programs, cities, counties, worksites – as a distinct whole.

This kind of rich detail lets evaluators assess programs in a way that several data elements across a large variety of cases cannot. In a case study, note that some of the data collected might be quantitative, such as the number of instances of compliance at various times of the day.

Case studies do not necessarily use qualitative data only. Overall, case studies are considered to be a qualitative technique, but they can contain quantitative information. However, the overall goal of a case study, which is to understand a select subset as a distinct whole in its particular context, distinguishes the case study from other designs.

When to use a case study

A case study is particularly useful for evaluating programs when programs are unique, when an established program is implemented in a new setting, when a unique outcome warrants further investigation, or when a program occurs in an unpredictable environment.

A case study evaluation allows greater latitude in seeking out and assessing program impacts.

Data Collection

Data collection in case study evaluation is designed to answer the classic journalism questions: who, what, when, where, and why. Specifically, the case study evaluator needs to know:

- 1- Who was involved in the program?
- 2- What did they do, in terms of activities?
- 3- In what context were they working: political, organizational, cultural, etc.?
- 4- When did the program activities take place?
- 5- Where did the activities take place?
- 6- Why did participants do what they did?
- 7- What, if anything, about the actions taken caused the observed changes to take place (if indeed there were changes)?

But how are the answers to these questions found? The chief sources of information in doing case study evaluation are interviews (including focus groups), observations, and documents.

With multiple sources of data, one generally can draw a more complete picture of what occurred and why.

Data Analysis and Interpretation

The goal of the case study evaluation is to collect and present data from multiple sources in sufficient detail that a critical audience believes the story that is told.

Guidelines for Gender Sensitive Research

What is a gender sensitive research?

Gender sensitive research is not research on women or on gender relationships; it is research that takes into account gender as a significant variable in environmental and development studies. Men and women have different roles, which impact differently on the environment and development. Moreover, the power relations between men and women can greatly influence the perspective of men and women on environmental and development problems. Thus, gender sensitive research pays attention to the similarities and the differences between men and women's experiences and viewpoints, and gives equal value to each.

What is the problem with traditional research?

Remembering that women constitute the other half of the population is important. Overlooking women's experiences and points of view leads to the wrong conclusions, or at least an incomplete picture of the problem.

What are the benefits of engendering research?

- Methodologies that empower
- Sustainable environmental policies
- Sustainable mountain development
- Guidelines for engendering research
- Acknowledge our own bias
- Define a conceptual framework reflecting men's and women's experiences
- Ensure gender sensitive formulation of the research question
- Use inclusive definitions of concepts; avoid male bias, prejudices and generalisations
- Use qualitative tools to capture people's perspectives and diversity of viewpoints
- Ensure equitable representation and participation of men and women
- Use gender sensitive research tools
- Use and produce gender disaggregated data and conduct a gender analysis
- Anticipate impacts of new policies or practices on men and women
- Highlight the gender dimension
- Using gender sensitive language in the research report
- Advocating for gender sensitive practices

Checklist for Gender Sensitive Research

- Acknowledge our own bias
- Identify the human and social components of the research object
- Define a conceptual framework reflecting men's and women's experiences
- Avoid male bias, prejudices and double standards
- Develop a gender sensitive methodology
- Build a gender balanced research team
- Choose a gender balanced sample
- Give value to both men's and women's experiences
- Use and produce gender disaggregated data
- Conduct a gender analysis
- Anticipate impacts of new policies or practices on men and women
- Use gender sensitive language in the research report

What goes into a success story: SRRE

Situation	What prompted the program?
Response	How did the project respond? (inputs and outputs)
Results	Who benefitted? What resulted? (outcomes)
Evidence	What's the evidence? (evaluation)

Situation:

Tell why did the organization start the program. What problem, issue or concern needed addressing? Who cares? Who are the key stakeholders? The opening should make the case for why the project stepped in.

Response:

Describe Extension's response including inputs (staff, funding, volunteers, research, expertise) and outputs. Outputs include activities (teaching, facilitation, product development) and people reached (number of people and demographics). Describe partnerships and external funding sources. Be sure to spell out Extension's role in programming. Although we often work with other agencies and teams, it's important to emphasize Extension's contribution.

Results:

Use quantitative and qualitative data to describe important outcomes (changes and benefits) achieved as a result of Extension's response. Who benefitted and how? Outcomes include changes in knowledge, skills, motivation, behavior, decision making, practices, policies, social action, social, economic and environmental conditions. Describe outcomes in terms of value or meaning. For example, "Thirty participants increased their knowledge of safe food-handling practices (outcome). This should lead to better food-handling practices and fewer food-borne illnesses" (expected value). In other words, help the reader understand the meaning behind the change. Link to existing research, if possible, and include future plans or lessons learned based on results.

Evidence:

Briefly describe how you evaluated the program to attain the reported evidence. Include the data collection method (pre- or post-test surveys, interviews, testimonials), sample (number and how selected), response rate and the date of data collection. Remember – a good success story depends on credible information.

5 Steps to Writing the Case Study

- 1** Determine what your case study will be about. Think about the problems you have discussed in class or you have come across in your reading in this field. Begin by researching at the library and on the internet in order to hone in on a specific problem. Once you have identified a problem, read as much as you can about it in books, journals, magazines, newspapers, etc. Take notes and remember to keep track of your sources for later citations in your case study.
- 2** Choose a case site. Think of a location, an organization, company, or individuals who are dealing with that problem. Plan and set up interviews with these people. Your interviewees should all be involved at the same company or organization (your case "site"). They can be workers, volunteers, customers, or other stakeholders with an interest in solving the problem you have identified.
- 3** Begin your interviewing process. Talk to individuals at your case site about the issue. Ask what they have tried to do to solve the problem, their feelings about the situation, and what they might do differently. Ask open-ended questions that will provide you with information about what is working, how the situation developed, which parties are involved, and what a typical day is like. Stay away from yes or no questions, or you may not get the information you are seeking.
- 4** Analyze your information. You will need to take the information you gathered in your library and internet research along with your "case" information from the interview and determine which items pertain most to the problem. Organize all of your information in the same place.
- 5** Write the case study. The case study should have the following sections:
 - ✿ Introduction to the problem: This is from your library and internet research and describes the problem in a greater sense.
 - ✿ Background on the case: Information about your case study site, where or who it is, what makes it a good sample of the larger group, what makes it special?
 - ✿ The next several sections should be about the problem as it pertains to the case. Describe for the reader what you learned in your interviews about the problem at this site, how it developed, what solutions have already been proposed and/or tried, and feelings and thoughts of those working or visiting there.
 - ✿ The concluding paragraph should wrap it up with possible solutions, without solving the case per se. It might make some final references to the interviewees and their thoughts about possible solutions, while leaving it open to the reader to come up with a different answer.

Stage
4.5

Presenting Results, Conclusions and Recommendations

This section of the report is important because it demonstrates the meaning of your research. Without this section, readers will not necessarily understand what your research proves, or they might not see how it differs from or improves on other research.

Your interpretation will be most convincing if it proceeds logically. There may be many ways to organize your interpretation of data logically; consider your readers' needs to help you decide how to organize your information:

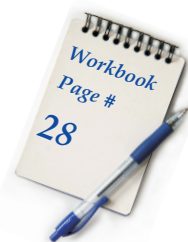
- ✿ What does your reader need to know before anything else in order to understand and be persuaded to believe your argument?
- ✿ What does your reader need to know next, or what naturally follows from this first idea?
- ✿ What is the most important thing for your reader to understand from your interpretation? Consider placing this first.

Always remember, the research report should answer one basic question:



Guidelines for reporting statistical findings in social research

- 1 Describe statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the reported results.
- 2 When possible, quantify findings and present them with appropriate indicators of measurement error or uncertainty (such as confidence intervals).
- 3 Avoid sole reliance on statistical hypothesis testing, such as the use of P values, which fails to convey important quantitative information.
- 4 Discuss eligibility of experimental subjects.
- 5 Give details about randomization.
- 6 Give numbers of observations.
- 7 Report losses to observation (such as dropouts or refusals).
- 8 References for study design and statistical methods should be to standard works (with pages stated) when possible rather than to papers where designs or methods were originally reported.
- 9 Specify any general use computer programs used.
- 10 Put general descriptions of statistical methods in the Methods section. When data are summarized in the Results section, specify the statistical methods used to analyse them.
- 11 Define statistical terms, abbreviations, and most symbols.



Research Ethics For The Development Sector

1

Respect for persons

It requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives.

2

Beneficence

It requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved.

3

Justice

It requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate.

4

Respect for communities

: It “confers on the researcher an obligation to respect the values and interests of the community in research and, wherever possible, to protect the community from harm. This principle is, in fact, fundamental for research when community-wide knowledge, values, and relationships are critical to research success and may in turn be affected by the research process or its outcomes.

5

Informed consent

It is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important tools for ensuring respect for persons during research.

6

Confidentiality

Conversation is a social act that requires give and take. As survey researchers we “take” a lot of information from participants and therefore can feel a strong need to “give” similar information in return. People also enjoy talking about what they hear and learn – and researchers are no different. It may be tempting to pass along seemingly inconsequential information from one participant to another – for example, a funny statement or some news that appears to be common knowledge. Don't do it! People can become upset and untrusting about even seemingly trivial comments being shared, especially if they have divulged very personal information and grow concerned that you will divulge more.

