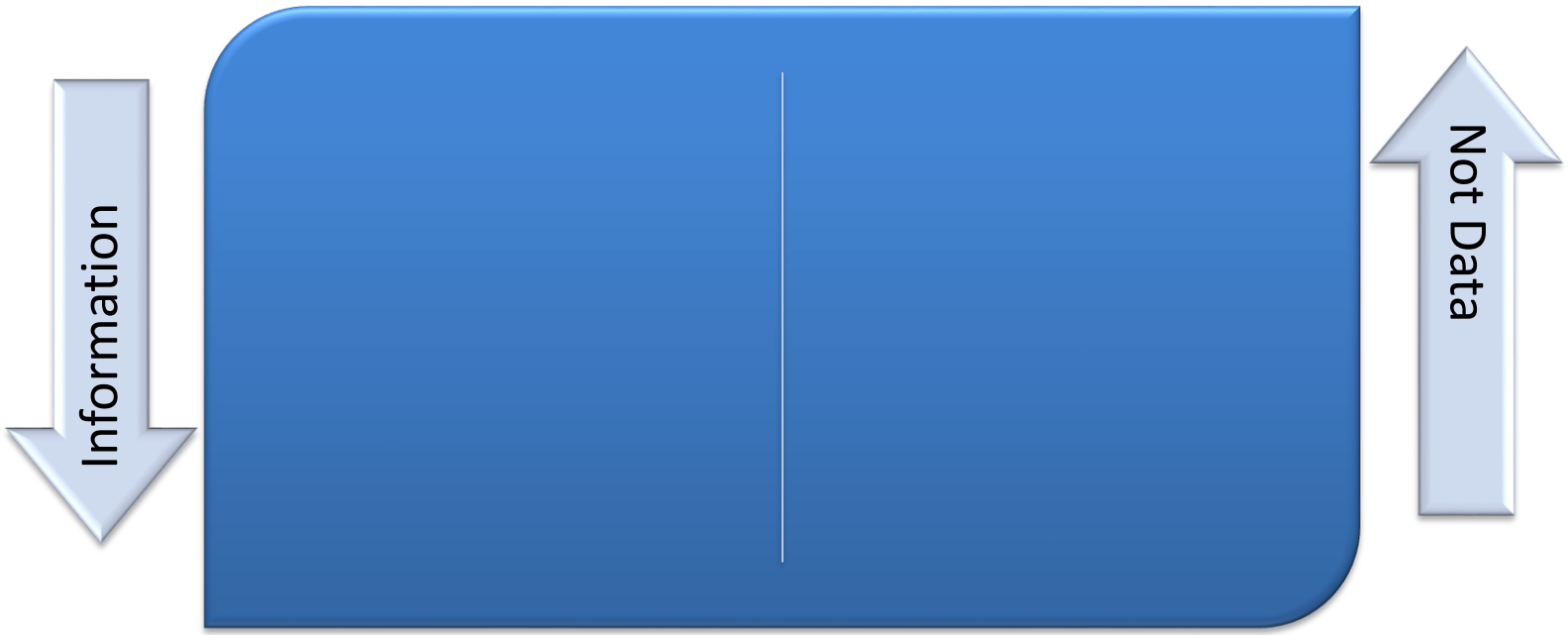
Effective Communication Research and Evaluation Findings for Policy and Action

Tools for Researchers and Evaluator

What to Communicate



Data vs. information

Can be used interchangeably, but:

data often refers to raw data, unprocessed information

Data represent unstructured facts

Data are not interpreted

information usually refers to processed data, or data presented in some sort of context

Information has meaning and use to a particular recipient in a particular context

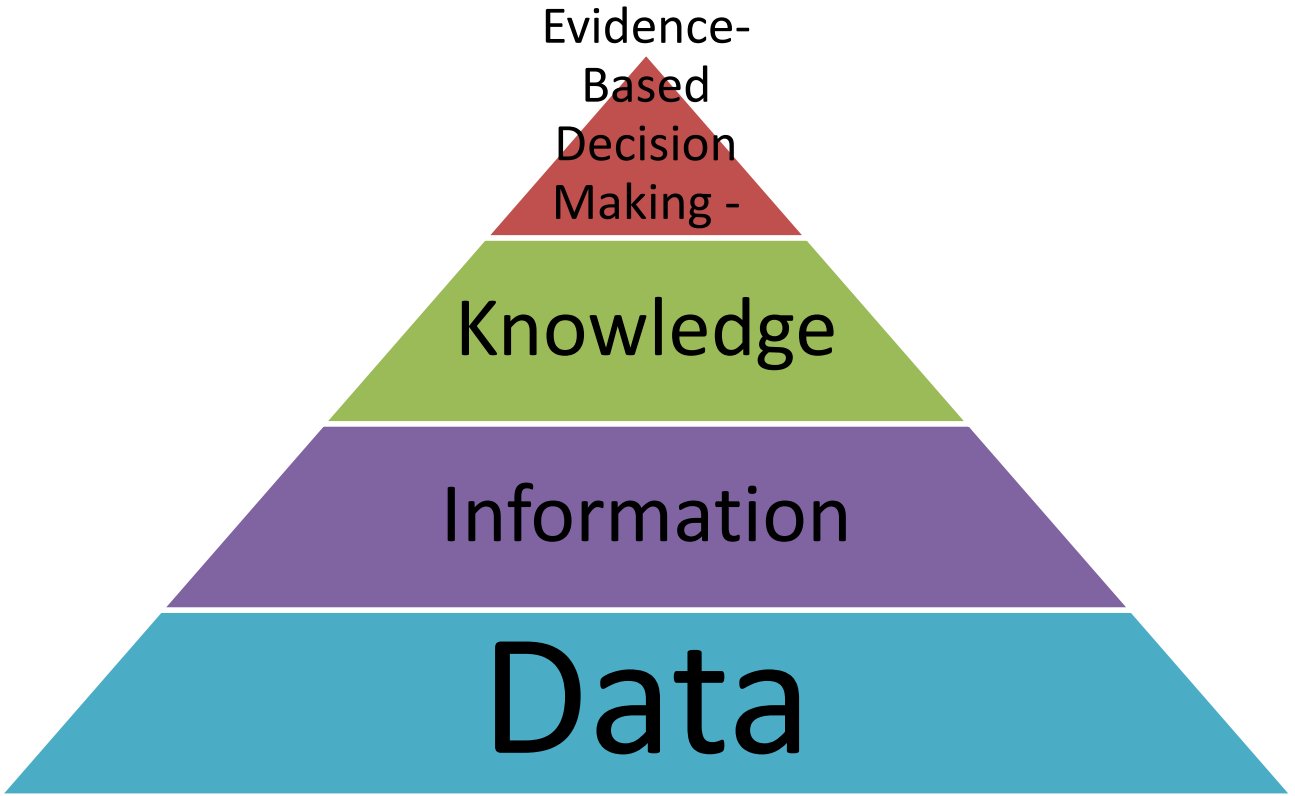
Information

Information comes from selecting data, summarizing it and presenting it in such a way that it is useful to the recipient

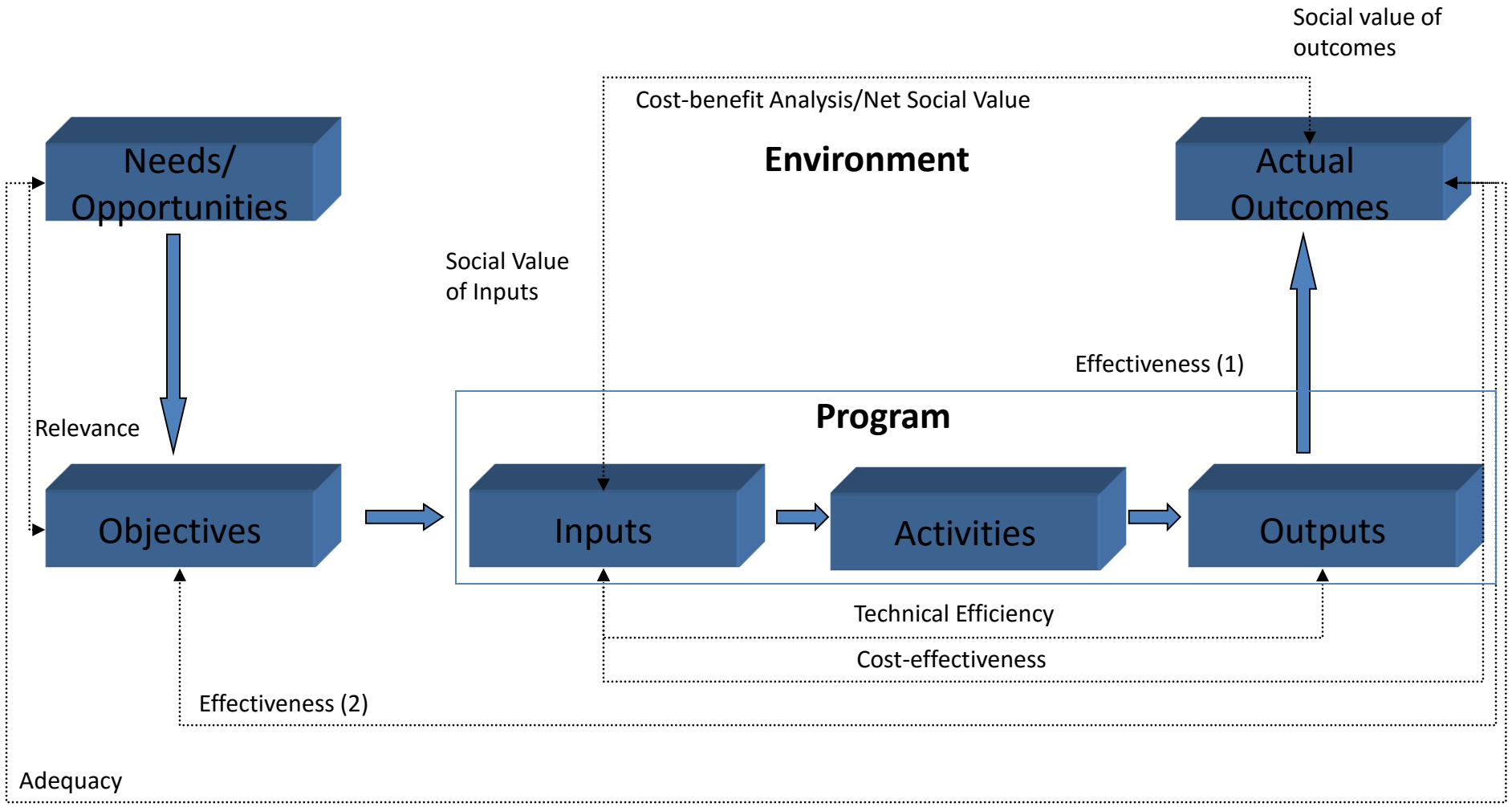
Information equals to knowledge and it is “Explicit knowledge”

Information expresses what is meant clearly, with nothing left implied

Evidence Pyramid



An Open Systems Model of Programs logic



Adapted from James C. McDavid, Laura R. L. Hawthorn; Program Evaluation & Performance Measurement, An Introduction to Practice

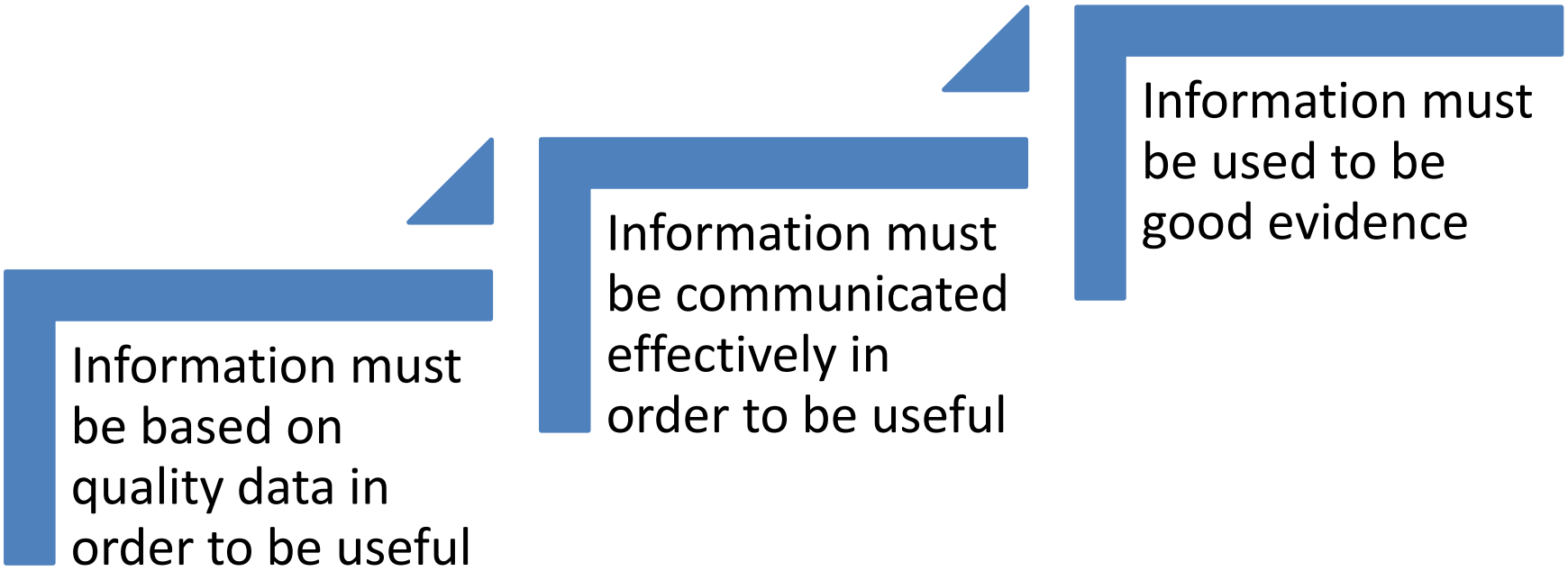
What information do you need to communicate?

Depends on

- the audience
- your goals
- the format/setting/medium

Choose appropriately!

Information and Good Evidence for Policy Making



Use and Flow of Information

Limited View

Assessment, Accountability

KEY CRITERIA

- Donor Requirements
- Country 's Input
- Reporting
- Commitments made by program
- Precedent Programs

INFORMATION

Broader View

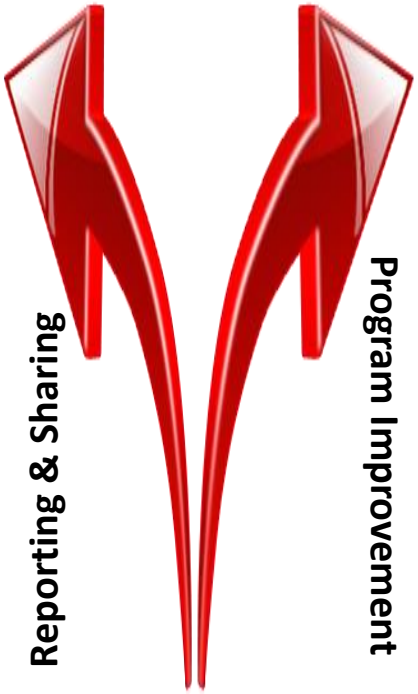
Management Decision Making, Accountability, and Policy Making

Donors. Partners, PUBLICATIONS
OUTSIDE THE PROGRAM

BENEFICIARIES, COMMUNITIES, STAFF, MANAGEMENT, TRAINERS, COUNTRY MANAGEMENT
WITHIN PROGRAM

SOME KEY ISSUES

- **Donor Requirements**
- **Reporting Commitments (ITT, QDPR)**
- **Representation of Program Performance (strengths & weaknesses)**
- **Compilation, verification, aggregation, desegregations of data**
- **Combination of quantitative & qualitative data**
- **Constraints & achievements to highlight**



SOME KEY ISSUES

- **What types of information are most useful**
- **Who needs what information**
- **How to disseminate**
- **How information can lead to community ownership, improved staff performance, accountability**
- **How and by whom will information be interpreted**
- **Level of effort in collection and dissemination of information**

INFORMATION

Key Issues Researchers and Evaluators face in Communicating Results

What types of information are most useful

Who needs what information

How to disseminate

How information can lead to community ownership, improved staff performance, accountability

How and by whom will information be interpreted

Level of effort in collection and dissemination of information

Level of aggregation and disaggregation

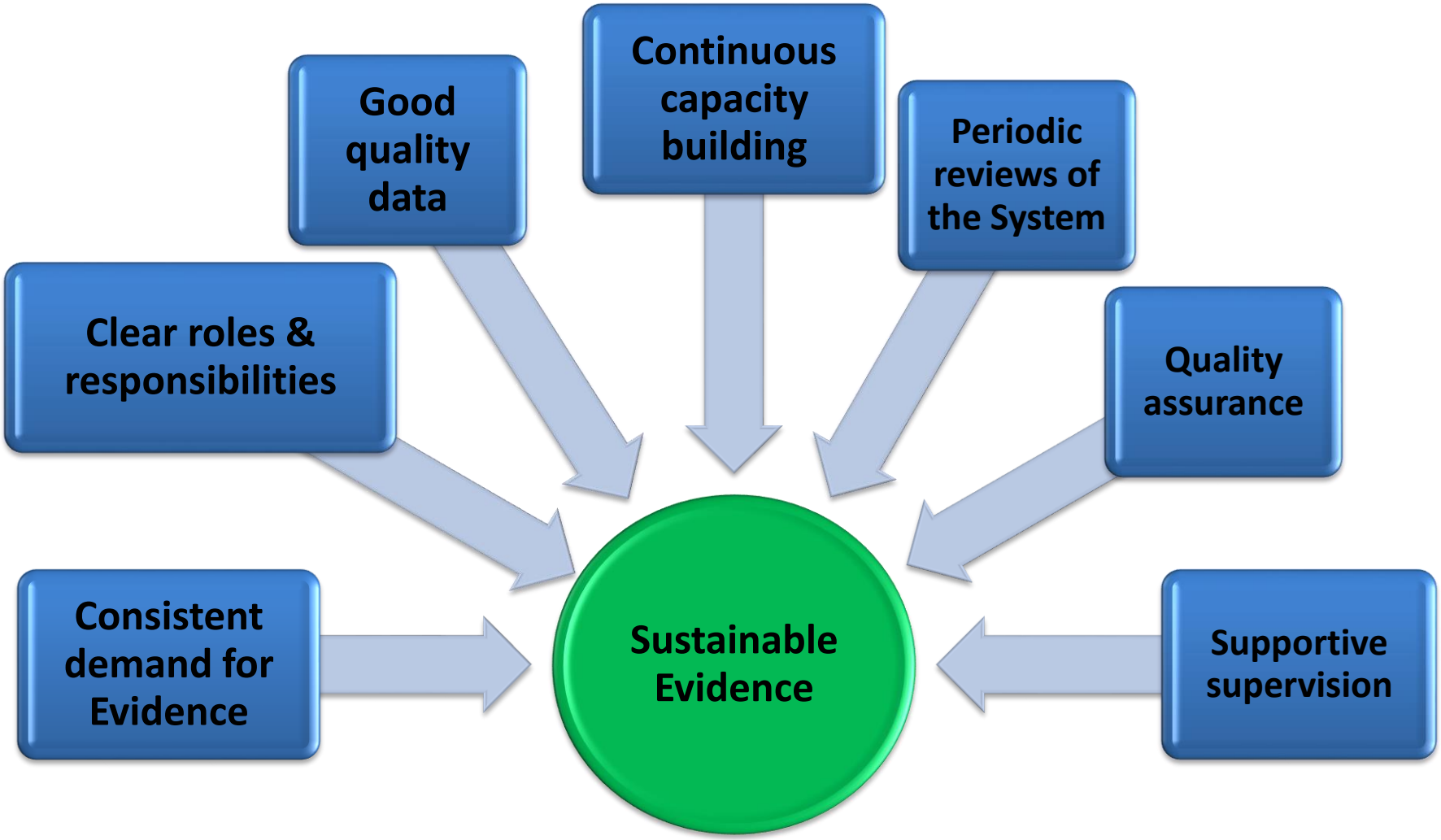
How to improve the use of Evidence for Decision Making and Policy Reforms

Relevance to the Need of the Decision-Makers

Credibility of the Data and information

Timely Dissemination

Sustaining the Evidence for Policy Making



Evidence Generation Not an End in Itself

Evidence generation does not have inherent value - the value of Evidence comes from the need for, and the utilization of information produce by Researchers and Evaluators for sound policy making, good management decision making, and evidence-based accountability