Qualitative Data Collection Tools for M & E

Josefina V. Almeda, Ph.D.

Head of Agency / Executive Director III

PHILIPPINE STATISTICAL RESEARCH AND TRAINING INSTITUTE

Associate Professor V

SCHOOL OF STATISTICS, UNIVERSITY OF THE PHILIPPINES DILIMAN

Outline

- Most Common Types of Evaluation
- Data Collection Methods in M & E
- Qualitative Data Collection Tools

Most Common Types of Evaluation

1. Formative Evaluation
2. Economic Evaluation
3. Process Evaluation
4. Impact Evaluation
5. Outcome Evaluation
6. Summative Evaluation

1. Formative Evaluation

- Ensures that a program or program activity is feasible, appropriate, and acceptable BEFORE it is fully implemented
- Usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified.

2. Economic Evaluation

- Also called Cost-Benefit Analysis
- Conducted at the beginning of a program or during the operation of an existing program
- It provides what resources are being used in a program and their costs compared to outcomes
- Provides program managers and funders a way to assess cost relative to effects

3. Process Evaluation

- Determines whether program activities have been implemented as intended and resulted in certain outputs.
- May be conducted periodically throughout the life of the program and start by reviewing the activities and output components of the logic model (i.e., the left side)
- It allows you to track program information related to WHO, WHAT, WHEN, and WHERE Qs
  - To whom did you direct program efforts
  - What has your program done?
  - When and where did your program activities take place?
  - What are the barriers/facilitators to the implementation of program activities?

4. Outcome Evaluation

- Measures program effects in the target population by assessing the progress in the outcomes that the program is to address.
- To design an outcome evaluation, begin with a review of the outcome components of your logic model (i.e., the right side)

Outcome evaluation will help answer questions such as:

- Were the beneficiaries who received the intervention more likely to have better outcomes than those who did not?
- Did the implementation of the intervention result in changes in knowledge, attitudes, skills among the beneficiaries of the target population?
- Do the benefits of the intervention justify a continued allocation of resources?

5. Impact Evaluation

- Assesses program effectiveness in achieving its ultimate goals.

Impact evaluation will help answer questions such as:

- Has the overall program goal been achieved?
- What, if any factors outside the program have contributed or hindered the desired change?
- What, if any unintended change has occurred as a result of the program?

6. Summative Evaluation

- At the completion of the program it may also be valuable to conduct summative evaluation.

This considers the entire program cycle and assists in decisions such as:

- Do you continue the program?
- If so, do you continue it in its entirety?
- Is it possible to implement the program in other settings?
- How sustainable is the program?
- What elements could have helped or hindered the program?
- What recommendations have evolved out of the program?

RECAP

Given the following questions, determine if it is

A. Process Evaluation
B. Output Evaluation
C. Outcome Evaluation
D. Impact Evaluation

Write the correct letter on the CHAT BOX.

1. What have the program participants benefitted? **C. Outcome**
2. How many participants completed all the sessions? **B. Output**
3. Are the activities adequate to address the needs of the participants? **A. Process**
4. How many counseling sessions were offered? **B. Output**
5. What are the immediate effects of the program on the participants? **C. Outcome**
6. Did the program intervention improved the welfare of the participants? **D. Impact**

RECAP

Write in the chat box FORMATIVE OR SUMMATIVE EVALUATION.

1. 

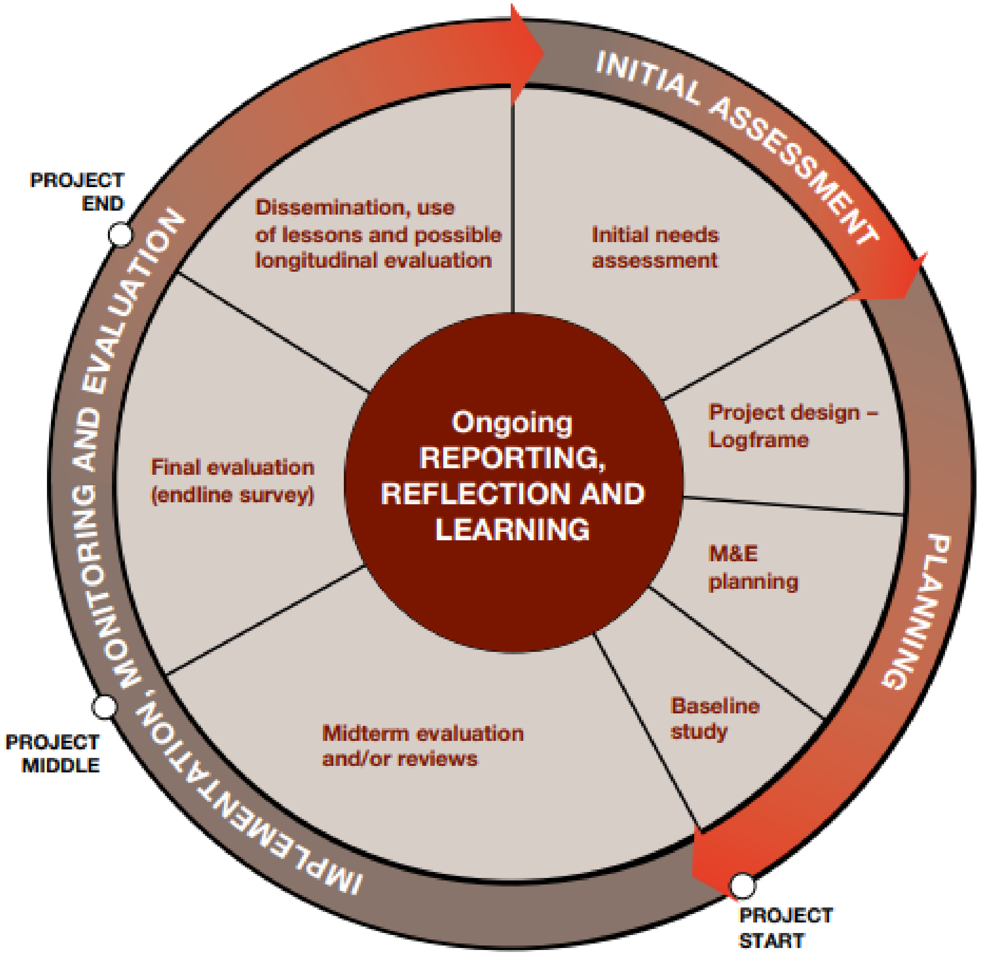
2. 

FORMATIVE EVALUATION

SUMMATIVE EVALUATION

Data Collection Methods in M and E

- Almost all monitoring and evaluation (M&E) work involves data collection.
- Data can be collected though many different mechanisms.



Choosing the Evaluation Methods

- **Qualitative methods** may be employed for formative and process evaluations, e.g. FGD, short-answer or open-ended questionnaires

- **Quantitative methods** may be used for impact and outcome evaluations, e.g., experimental or quasi-experimental design

Qualitative Data Collection

- Provides in depth information on some of the more intangible factors like experiences, opinions, motivations, behaviors or descriptions of a process, event or a particular context relevant to your project
- Uses people's stories, experiences and feelings to measure change.
- Answers the question WHY or HOW

Qualitative Research

- Findings are not generalizable to any specific population
- Each case study produces a unique piece of evidence that can help identify patterns among different studies of the same issue
- Results produced can be subjective and can be subject to bias in their interpretation
- Analysis of data can be quite complex and time-consuming

Data Collection Tools

Interviews

Observation

Video & Photography

Questionnaire

Literature and Document Review

Data Collection Tools

OBSERVATION

- Involves 'seeing' things – such as objects, processes, relationships, events – and formally recording the information
- **Structured or direct observation** is a process in which observations are recorded against an agreed checklist.
- **Expert observation** is usually carried out by someone with specific expertise in an area of work, and involves the expert observing and recording information on a subject.
- **Participatory observation** is intended for beneficiaries of a project or programme

Data Collection Tools

PHOTOGRAPHY & VIDEO

- Photographs with or without written captions to provide additional information.
- Videos are often accompanied by a commentary

Data Collection Tools

CASE STUDIES

- Descriptive piece of work that can provide in-depth information on a topic
- Usually written, but can also be presented as photographs, films or videos
- Often focus on people

Data Collection Tools

LITERATURE REVIEW AND DOCUMENT REVIEW

- Review of secondary data can be either qualitative or quantitative in nature
- Cost-effective and timely baseline information and a historical perspective of the project or intervention.

Data Collection Tools

FOCUS GROUP DISCUSSION

- facilitated discussions held with a small group of people who have specialist knowledge or interest in a particular topic
- used to find out the perceptions and attitudes of a defined group of people
- Around 6-12 people
- Uses a short list of guide questions
- Designed to probe for in-depth information
- Can be used throughout the lifecycle of a project

When should you use a FGD?

- Understand an issue at a deeper level than you can access with a survey
- Helpful for adding meaning and understanding to existing knowledge, or getting at the "why" and "how" of a topic.

SURVEY would be a good way to learn that 54% of the population prefers Program A.

FGD is a good way to learn *why* 54% of the population prefers Program A.

- FGDs are a good way to verify that people's stated preferences are the same as their actual preferences.

Example: 54% of surveyed people might say that they prefer Program A. However, talking to the group in more detail might reveal that their actual preference is Program B.

When should you use a FGD?

Answer the following questions with a YES or NO:

1. Do you need statistical data?
2. Will harm come to people sharing their ideas?
3. Are people polarized by your topic?

How should we populate a focus group?

- Focus group needs to have a homogeneous element
- Invite people with different perspectives but have some commonality.

Steps Before Conducting a FGD for M and E

Step 1: Have an evaluation design

Step 2: Understand the project and its theory of change

Step 3: Develop the questions and pilot test the questions

How to Conduct a FGD

- Introduce Yourself
- Introduce Your Organization
- Explain Objectives of the Assignment
- Build Confidence and Trust
- Start by Informal Talk
- Avoid Direct Personal Questions
- Use Discussion Pointers
- Don't Interrupt and Listen with Patience
- Don't Reject Others Opinion
- Be Thankful and Humble

Creating the Questionnaire

- Keep the number of questions reasonable (under 10, if possible).
- Keep the questions simple and short.
- Clear wording on questions
- Ask carefully questions about sensitive issues or topics
- Avoid questions answerable by a simple "Yes" or "No"

Question Types

- **Probe questions**: these introduce participants to the discussion topic and make them feel more comfortable sharing their opinion with the group
- **Follow-up questions**: delve further into the discussion topic and the participants' opinions
- **Exit question**: check to ensure that you didn't miss anything

Example of Question Types

Say that you run two education programs, and you'd like to know why Program A sees better attendance than Program B. You could use the following questions to explore this issue:

Probe Questions:

- How familiar are you with our programs?
- How often do you attend our programs?
- What is your favorite program?

Follow-Up Questions:

- What are your favorite and least favorite aspects of Program A?
- What are your favorite and least favorite aspects of Program B?
- What influences whether you attend a program?
- What influences whether your friends attend a program?
- If we were to close a program, which one should we close and why?

Exit Question:

- Is there anything else you'd like to say about our programs?

Selecting the Participants

- **Sex**: Will men and women feel comfortable discussing this topic in a mixed group?
- **Age**: Will age affect the way that people react to this topic?
- **Hierarchy**: Will people of different hierarchical positions be able to discuss this topic equally?
- Certain criteria should be set up front and used to screen potential FGD participants.

Moderator Techniques for FGD

- Remain neutral
- Elicit further information from shy participants
- Deal with dominant participants by acknowledging their opinion and soliciting other opinions.
- Paraphrase or summarize long, unclear comments by participants.

Preparing for the FGD

- Participants have provided informed consent
- Location and time of the FGD are clear to all participants
- Invite 10-20% extra participants
- FGD is in a public place that is convenient for participants
- Collect demographic data from participants, design a short form that takes no more than 2 or 3 minutes to complete

- Use a good audio or video recorder
- Transcribe the FGD as soon as the conversation is completed
- Take notes in the midst of the dialogue and after the episode with the participants.
- Pay a participation fee to the FGD participants
- Make arrangements for refreshments too.
- 60 to 90 minutes

Key Informant Interview

- Qualitative in-depth interviews with people who know what is going on in the community or have knowledge about a topic of interest
- Purpose is to collect information from a wide range of people (15 to 35 people)
- Can provide insight on the nature of problems and give recommendations for solutions.
- Telephone Interviews or Face-to-Face Interviews

When are Key Informant Interviews Appropriate

- Need to understand motivation, behavior, and perspectives of stakeholders on an issue
- To get information from people with diverse backgrounds and opinions
- To generate recommendations
- To discuss sensitive topics, get respondents' candid discussion of the topic
- When quantitative data collected through other methods need to be interpreted.
- To get information about a pressing issue or problem in the community from a limited number of well-connected and informed community experts

Advantages and Limitations of KII

Advantages of key informant interviews include:

- Provide information directly from knowledgeable people
- Provide flexibility to explore new ideas and issues not anticipated during planning
- Inexpensive and simple to conduct

Some Limitations:

- Not appropriate if quantitative data are needed
- May be biased if informants are not carefully selected
- Susceptible to interviewer biases
- May be difficult to prove validity of findings

Steps in Conducting the KII

Step 1. Formulate study questions.

Step 2. Prepare a short interview guide.

Step 3. Select key informants (25 to 35).

- Identify the groups and organizations from which key informants should be drawn
- Select a few people from each category after consulting with people familiar with the groups under consideration.

Step 4. Conduct interviews.

Step 5. Take adequate notes.

Step 6. Analyze interview data.

Step 7. Check for reliability and validity.

RECAP: TRUE or FALSE

1. Qualitative data collections answer the questions WHY or HOW. **TRUE**
2. Findings from qualitative research can be generalized to any specific population. **FALSE**
3. Literature review and document review are qualitative in nature. **FALSE**
4. Focus group needs to have participants with some commonality. **TRUE**
5. FGD moderator may agree or disagree with participants’ comments. **FALSE**

RECAP: TRUE or FALSE

6. FGD can be conducted for half day or whole day schedule. **FALSE**
7. Key informant interview is to collect information from wide range of people. **TRUE**
8. KII can be used to discuss sensitive topics. **TRUE**
9. KII is expensive and difficult to conduct. **FALSE**
10. KII can be conducted only through face-to-face interviews. **FALSE**

THANK YOU VERY MUCH FOR LISTENING!