



CENTRE FOR
COMMUNITY
BASED RESEARCH



EVALUATION
CAPACITY
NETWORK



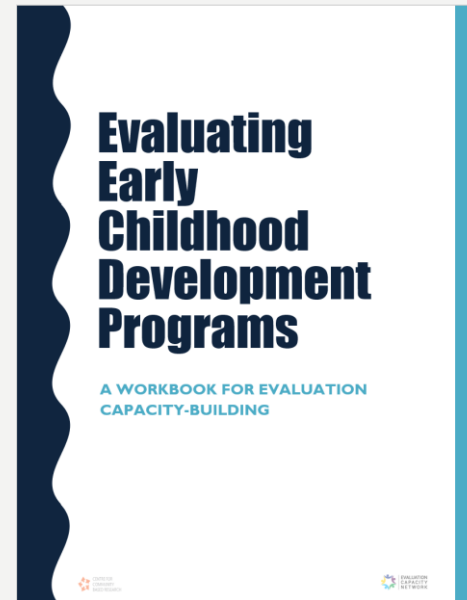
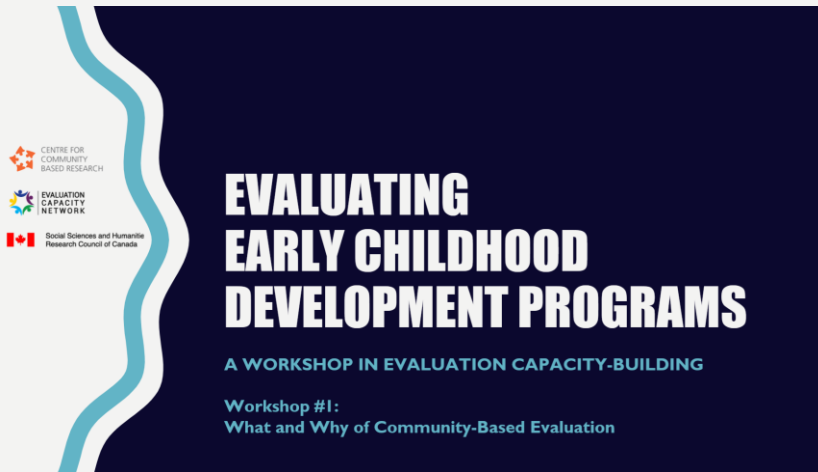
Social Sciences and Humanities
Research Council of Canada

EVALUATING EARLY CHILDHOOD DEVELOPMENT PROGRAMS

**Slide Deck # 4: Information Gathering and
Analysis**

How To Use These Slide Decks

Review the **slides** and practice on the **evaluation workbook**.

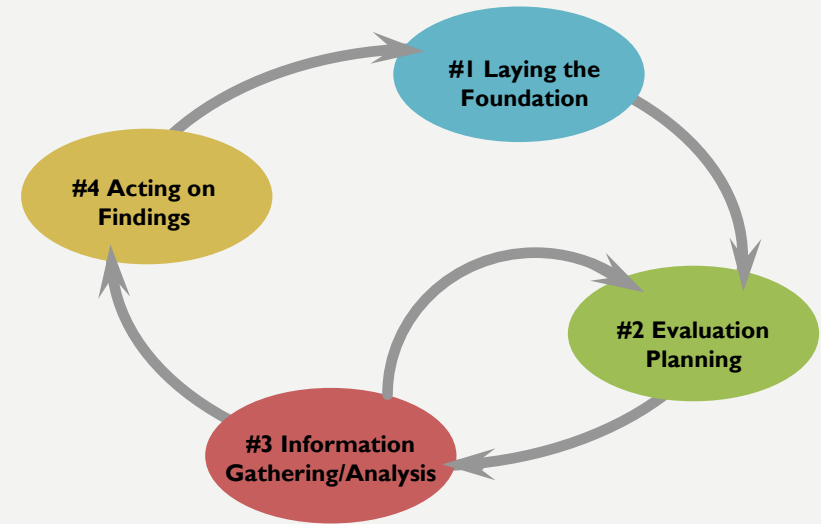


look for  to find the corresponding exercise page on the workbook!

Visit www.evaluationcapacitynetwork.com to access

- The complimentary evaluation workbook
- Complimentary live webinars' recordings

Welcome Back!



Slide deck #1: Introduction to community-based evaluation

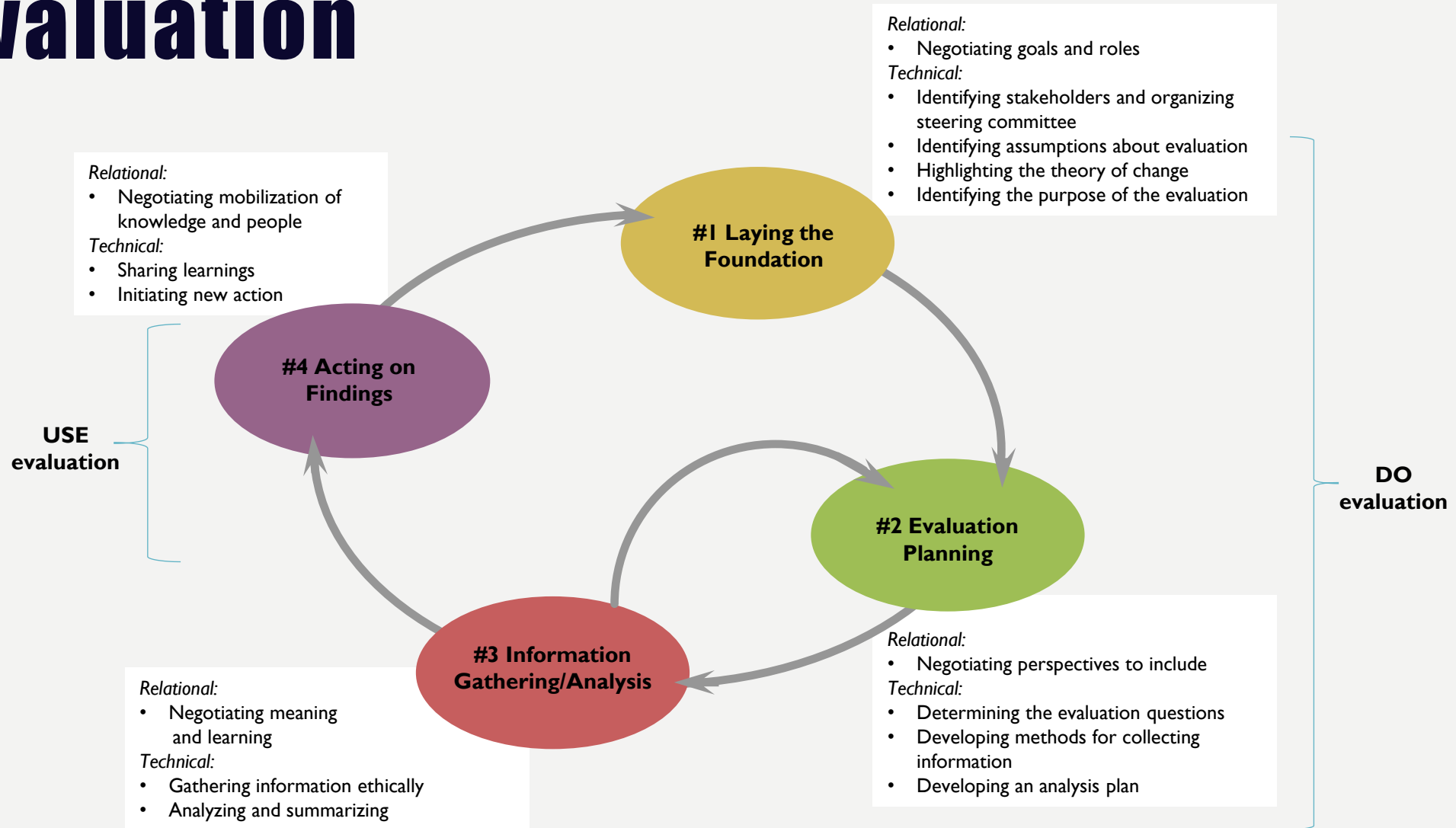
Slide deck #2: Laying the foundation in community-based evaluation

Slide deck #3: Community-based evaluation planning

 **Slide deck #4: Information gathering and analysis** 

Slide deck #5: Acting on findings

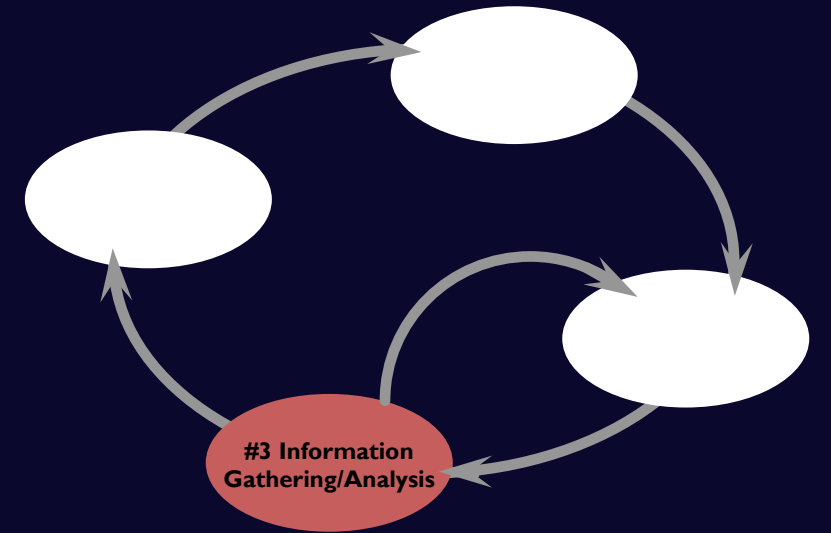
The Four Phases Of Community-based Evaluation



What This Slide Deck Covers

Phase #3 Information Gathering and Analysis

1. Gather information ethically
2. Analyze & summarize information





1

Gather Information Ethically

Data Gathering

Ensure that...

- Data is gathered **according to the plan**
- People are **trained adequately** to gather data and deal with specific populations
- There are **regular meetings with steering committee** to reflect on data collection process and learnings
- Any **issues are raised** with the steering committee
- **Pilot tests** are run before your main tests
- **Ethics** is considered and followed throughout the evaluation



Ethics

What is ethics in evaluation?

- Doing no harm—both on an individual and community level
- Ensuring there is informed consent
 - ✓ People must be aware of the purpose of the evaluation
 - ✓ People need to agree to participate
- Throughout the evaluation process, one must:
 - ✓ Protect all stakeholders involved (especially the vulnerable)
 - ✓ Be aware of who is (or will be) using/accessing data
 - ✓ Recognize power dynamics, problematic relationships and ulterior motivations



Ethics In Research With Children

Addressing children's vulnerability

- Acquire **“real” informed consent** (i.e., use age-appropriate language and ensure an understanding about the study and its purpose)
- Be aware of **unequal power relationships** and build relationships of trust and mutual-accountability (i.e., involve adults who children know and trust in data gathering)
- Ensure that the **research environment and methods** suit children's interests and circumstances
- Inform children of the circumstances that may require **sharing their information with others** (i.e., health risks)

Einarsdóttir, J. (2007)

Your Turn

Within your program or community...

- What ethical challenges might you face when researching with children?
- What steps could you take to address these ethical challenges?



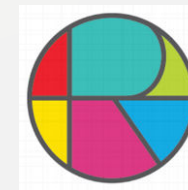
Strategies for Ethical Practice

Three ways to ensure your community-based evaluation addresses ethics

1. Train community researchers according to ethical standards and practices
2. Have the steering committee play an ongoing role in discussing ethical issues
3. Seek external support for a formal ethics review to ensure your evaluation does no harm and maximizes benefits to the community

Community Research Ethics Office (CREO)

- Does ethical review for community-based research and evaluation
- CREO mission is to strengthen and support community research by responding to the needs of community researchers to easily access an ethical support and review process.
- CREO's four core principles are
 - Respect for Persons
 - Concern for Welfare
 - Concern for Justice
 - Respect for Community
- More info: www.communityresearchethics.com



COMMUNITY
RESEARCH
ETHICS OFFICE

Four Ethical Principles Used By CREO

Respect for Persons

- **Free and Informed Consent**

Researchers will inform participants in clear language: what they will be asked to do; risks/benefits of participation; how their information will be used; their rights as a participant; etc.

- **Autonomy and Voluntariness**

Potential participants understand that they will have the choice how or if their data will be used, without negative consequence

- **Vulnerability**

All people, regardless of capacity, will be fully informed directly and/or through those authorized to make decisions on their behalf

Concern for Welfare

- **Balance of Risks and Benefits**

Harm to individuals, groups, and society, through the research process or its results, will be mitigated where foreseen. Harm may be: social, behavioural, psychological, physical, or economic

- **Participant Perspective**

In all aspects of the research, participants' perspective and context (social, economic, cultural) will be considered

- **Confidentiality**

Anonymity, confidentiality, and the privacy of participants, including any potential limitations, will be fully explained through the consent process

Concern for Justice

- **Equitable Treatment**

All persons impacted by the research will be treated with equal respect and concern; the benefits of the research will be shared, where feasible, with all of those affected by its results

- **Appropriate inclusion**

Individuals or groups will not be excluded from research for reasons unrelated to the research (e.g. gender, race, ethnicity, age, or disability)

- **Power**

Researchers will be cognizant of, and work to mitigate, imbalances in power - between themselves and participants, among individual participants, or between participants and the groups to which they belong

Respect for Community

- **Understanding the Community**

Researchers will seek to understand and include relevant geographic or organizational communities and/or communities of interest related to their research

- **Respect for Community**

Researchers will learn about and respect a community's cultural traditions, customs, and codes of conduct through the development of respectful relationships, collaboration, and engagement where appropriate

- **Community Inclusion**

Communities and groups relevant to or likely to be affected by the research will be included in shaping the research and benefitting from its results



OCAP – Indigenous Ethical Principles

OCAP™ originated in 1998 at a brainstorming session held by the National Steering Committee (NSC) of the First Nations and Inuit Regional Longitudinal Health Survey, later incorporated as the First Nations Information Governance Centre (FNIGC) in 2010

- More info: <https://fnigc.ca/what-we-do/ocap-and-information-governance/>

The First Nations Principles of OCAP™



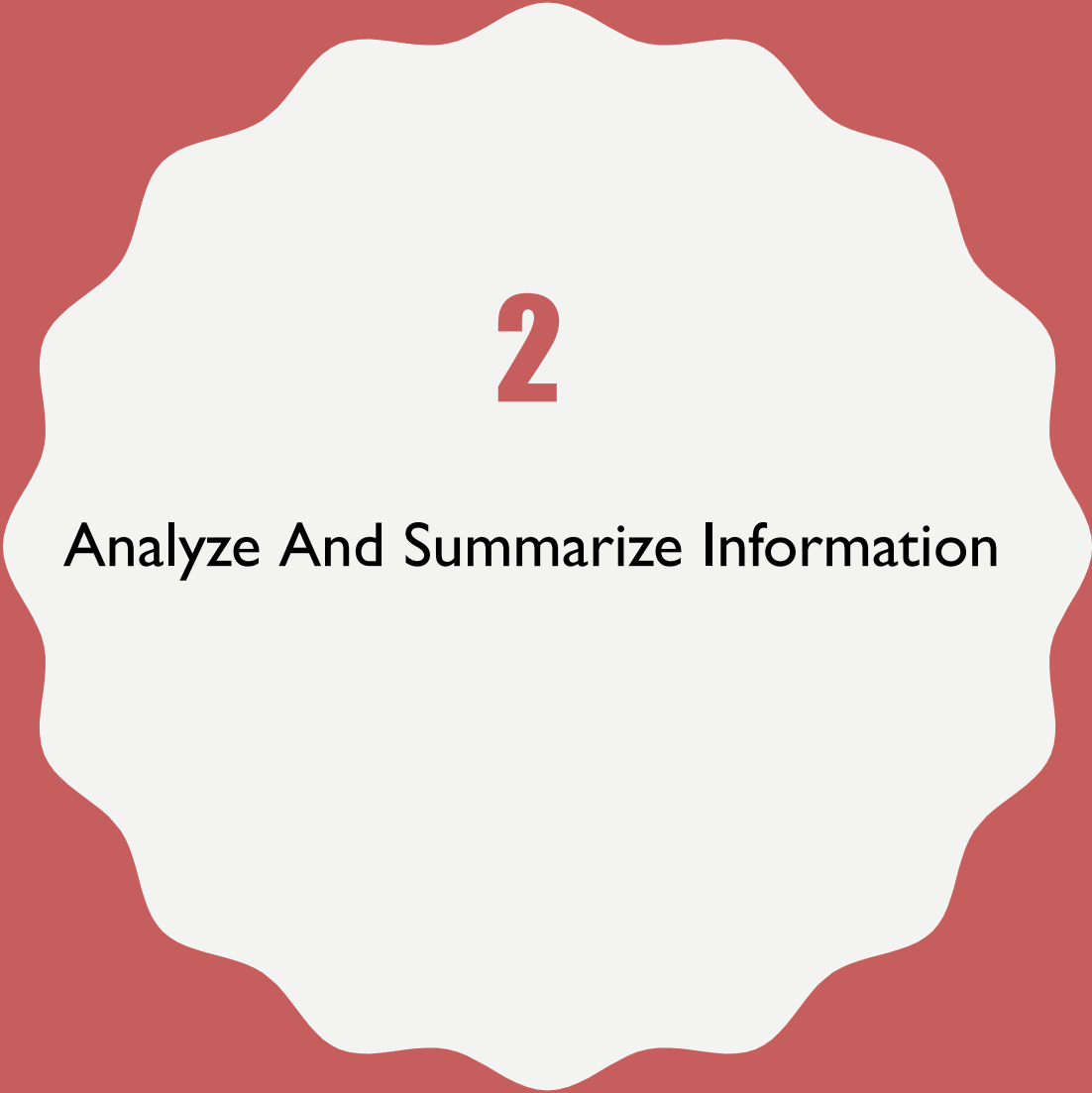
OCAP

Ownership – “of information by an Indigenous community collectively in the same way that an individual owns their personal information”

Control – “over all aspects of research and information management processes which impact them... from conception to completion”.

Access – “to information and data about themselves and their communities, regardless of where it is currently held...to manage and make decisions regarding access to their collective information. This may be achieved, in practice, through standardized, formal protocols.”

Possession – as “a mechanism by which ownership can be asserted and protected. When data owned by one party is in the possession of another, there is a risk of breach or misuse.”



2

Analyze And Summarize Information

Quantitative vs. Qualitative Data



Quantitative data ...

- Data is in the form of numbers
- Is concerned with measurement
- Provides breadth of understanding



Qualitative data ...

- Data is in the form of words and stories
- Is concerned with meaning
- Probes for the lived experience of individuals

Overview Of **Qualitative** Analysis

Words and images are the source of analysis

- Qualitative analysis is **interpretive** – it searches for meaning
- Qualitative analysis is concerned more with **building theory** than it is with testing theory
- Qualitative analysis can be an **iterative process**
- Analysis starts after some data has been collected. Further data is gathered on the basis of that analysis.
- Qualitative analysis typically is **more time consuming** than quantitative analysis

Steps In Qualitative Analysis

1



Organize the data for analysis

(e.g., transcribe audio or video conversations, collate photos, edit film) and “clean” the data of words or images that participants don’t want included (due to issues of confidentiality, stigma, legal)

2



Revisit your research question

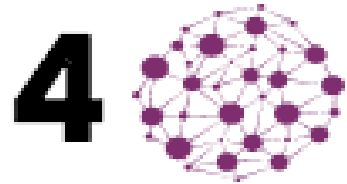
(what did you initially want to know?) and revisit your theory (if applicable) (e.g., critical, interpretive, evaluation, etc.)

3



Read over your data, summarize by coding and categorizing

Steps In **Qualitative** Analysis



4

Generate themes

search for patterns and interconnections among categories (e.g., commonalities and divergences)



5

Begin writing

(e.g., mapping and building overarching interconnections, including calling on the literature)



6

Provide and receive feedback

- Peer checks (members of a research team debrief and challenge one another)
- Endorsement of participants (findings are fed back and validated by stakeholders)
- Analytical depth (results move beyond anecdotes or simple descriptions to present and defend an interpretation that links multiple findings and theory)

Overview Of Quantitative Analysis

Numbers are the source of analysis

- Data analysis **brings theoretical ideas** formulated at the beginning of the study with evidence (the data) collected in the process of research
- The main task of quantitative data analysis is to **assess whether the empirical evidence supports or refutes the theoretical arguments** of the study
- It does this by **searching for patterns in the numbers** by using mathematical and statistical techniques
- Involves **using software** and **creating charts/visual presentations** of trends

Steps In Quantitative Analysis

1

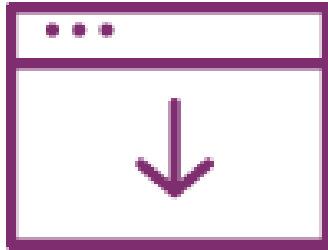


Enter and organize the data for analysis

- a. Familiarize yourself with appropriate software (e.g., Microsoft excel or another spreadsheet software)
- b. Enter your data into electronic format
- c. “Clean” the data (e.g., inclusion criteria)
- d. Sort the data gathered through open-ended questions into pre-set categories. Develop a code-book that numerically quantifies each response option for each question

Steps In Quantitative Analysis

2



Export numerical data into statistical software

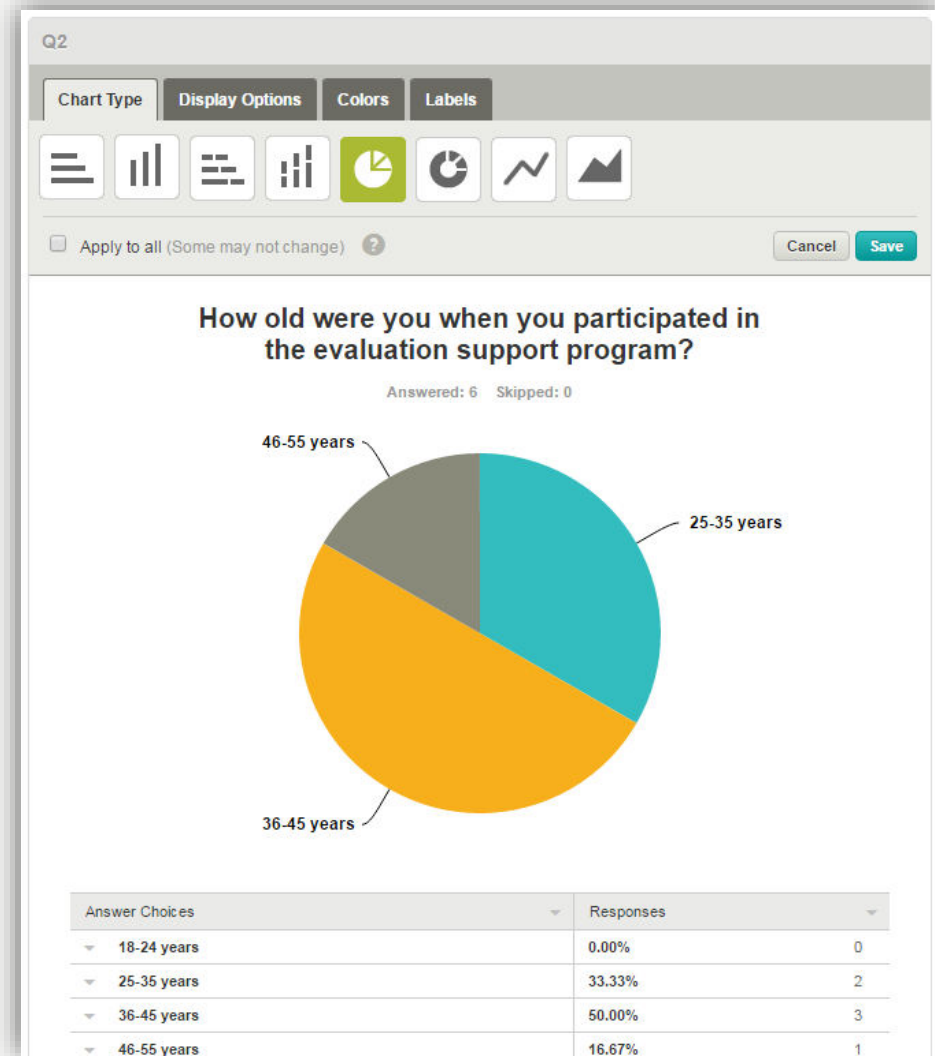
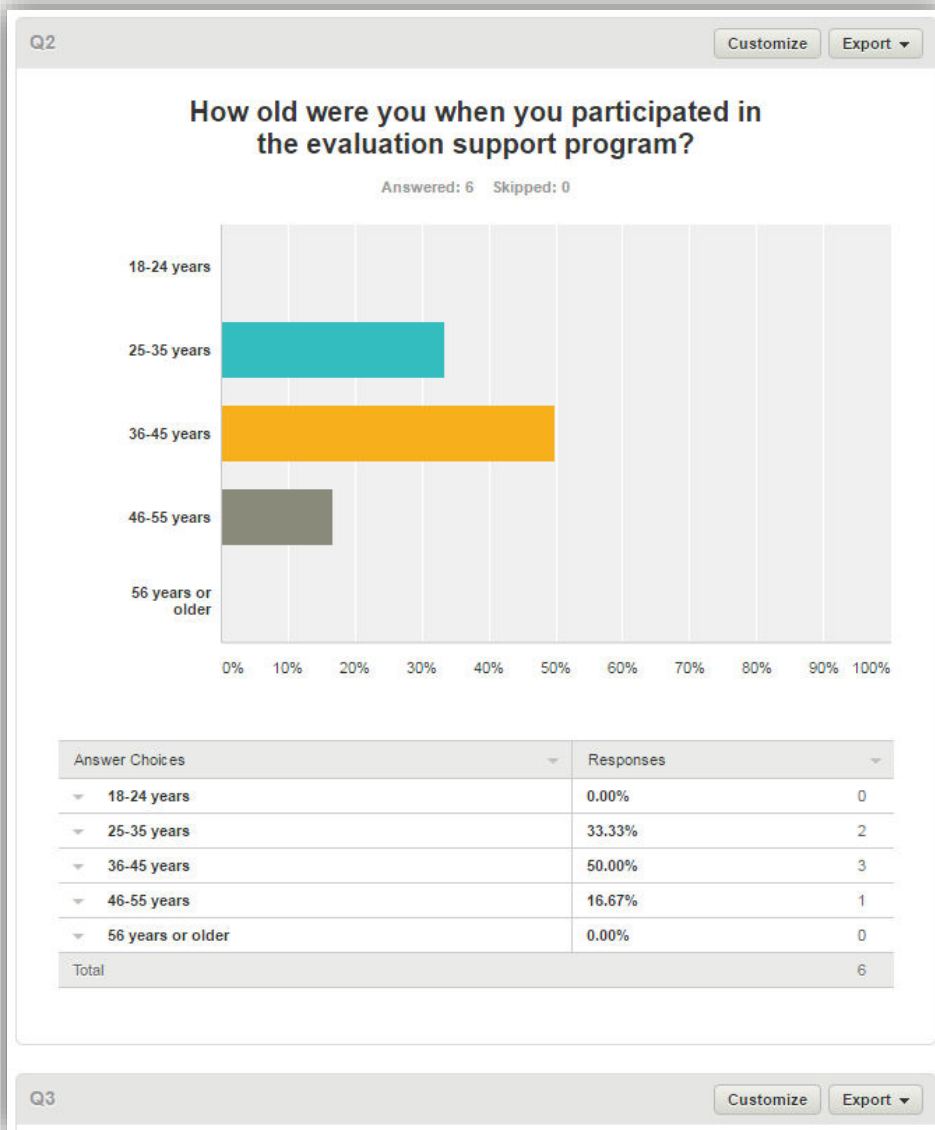
3



Run descriptive statistics that describes your sample

(e.g., frequency, variables as a percentage of a whole, measures of central tendency, dispersion and distribution) **and/or inferential statistics that extrapolate results** (e.g., statistical significance between/within two or more variables, testing hypotheses, multiple regression)

Analyze Results Using Survey Software



Analyze Results Using Other Software

To show descriptive frequencies
Microsoft excel

	Male	Female
Attended Group	30	40
Did Not Attend Group	20	60

To create your own customizable
charts
Piktochart.com

Figure 1: Age of survey participants (n=18)



To perform statistical tests, e.g.,
chi square tests

PSPP (<http://pspp.awardspace.com/>)

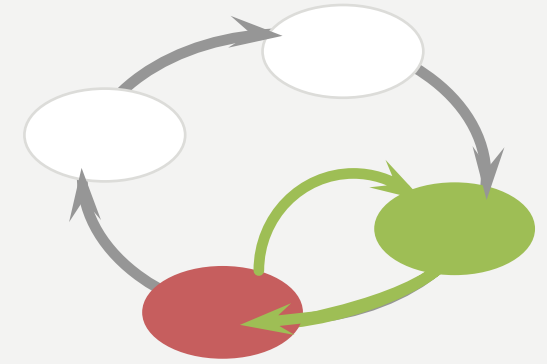
Gender * New_friends [count, row %, column %, total %].

Gender	New_friends		Total
	Yes	No	
Male	43.00 86.00% 70.49% 51.81%	7.00 14.00% 31.82% 8.43%	50.00 100.00% 60.24% 60.24%
Female	18.00 54.55% 29.51% 21.69%	15.00 45.45% 68.18% 18.07%	33.00 100.00% 39.76% 39.76%
Total	61.00 73.49% 100.00% 73.49%	22.00 26.51% 100.00% 26.51%	83.00 100.00% 100.00% 100.00%

Chi-square tests.

Statistic	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. (1-tailed)
Pearson Chi-Square	10.10	1	.001	.002	.002
Likelihood Ratio	10.02	1	.002		
Fisher's Exact Test					
Continuity Correction	8.55	1	.003		
Linear-by-Linear Association	9.97	1	.002		
N of Valid Cases	83				

Be Open for The Unexpected



Collect

data according to the plan that was developed



Consult

with the steering committee if any changes are needed regarding the collection or analysis of the data



Adjust

as necessary

Bringing Together Qualitative And Quantitative

First Analyze:



Perform content analysis
with qualitative data



Perform statistical analysis
with quantitative data



By method
*What does each method say about
the main research questions?*



By stakeholders
*What does each stakeholder group say
about the main research questions?*

And Then Summarize:



Across methods

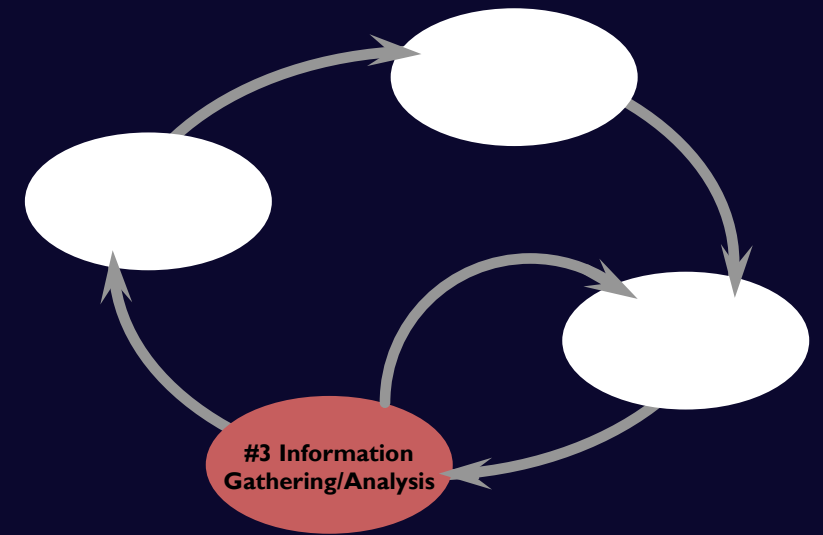


Across stakeholders

Recap

#3 Information Gathering/Analysis

- Gather information ethically
- Analyse & summarize information



What Is Next ...

In slide deck #5, you will learn about **acting on findings** that includes:

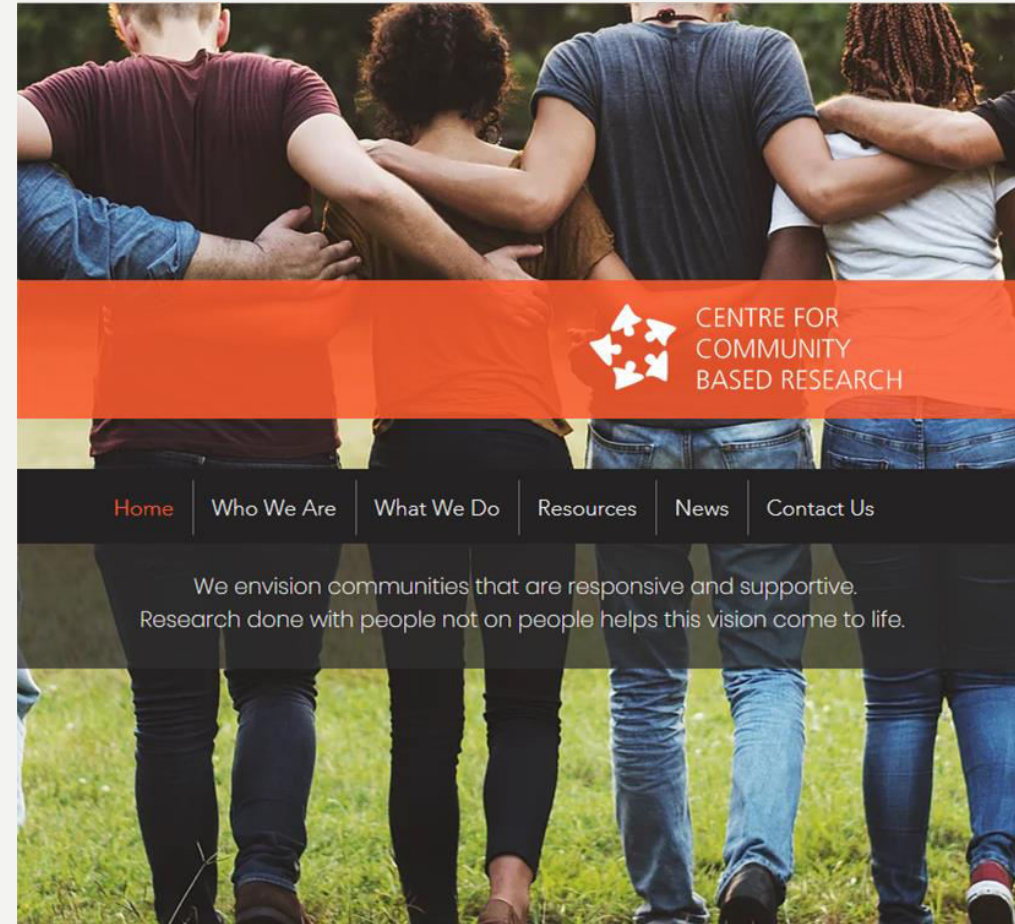
- Sharing learnings
- Initiating new action

Need Additional Support?



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- Coaching and mentoring
- Partnering on an evaluation
- Proposal development
- Evaluation support, training and webinars using the [*Community Based Research Excellence Tool \(CBRET\)*](#)
- Customized training in community-based research and evaluation
- For even more support, visit: www.communitybasedresearch.ca



And More Support...



- Coaching and mentoring
- Enroll in UEval, a one-week evaluation institute
- Participate in the [Eval Lab](#)
- Access online resources (lectures, modules, tip sheets)
- Join the [ECN Network!](#)

