



USAID
FROM THE AMERICAN PEOPLE

PROGRAM**NET**

Accelerating Evaluation Use through Infographics and Visual Design

Jessica R. Pomerantz

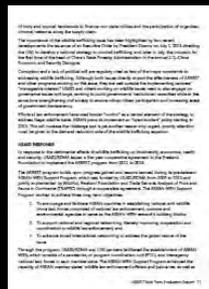
Apr. 2, 2015

What will the next generation of evaluations look like?

What if...?

Instead of Program Background

Visual Timeline

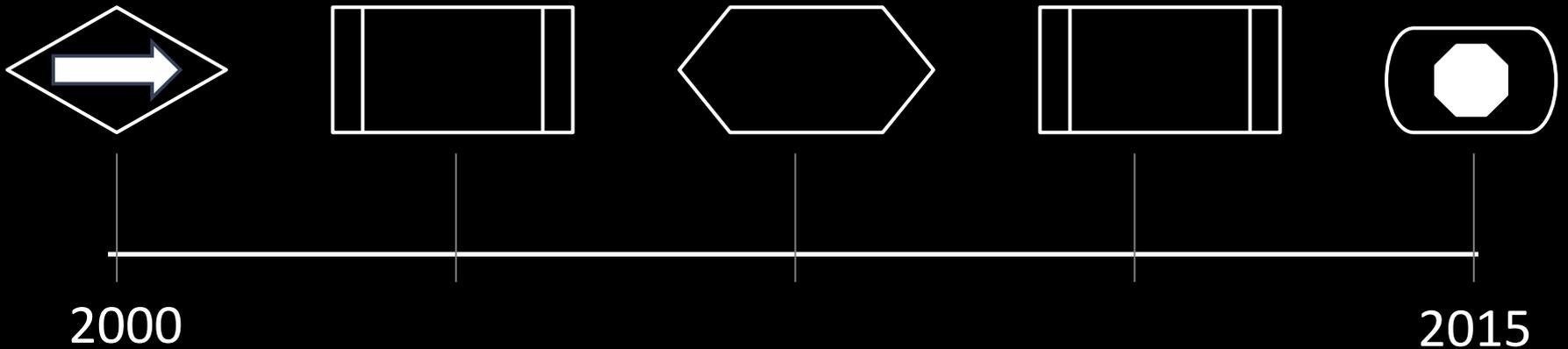


2000

2015

Visual Timeline

document project milestones

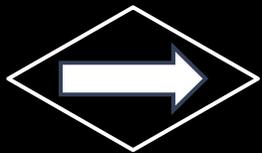


Visual Timeline

track a key indicator

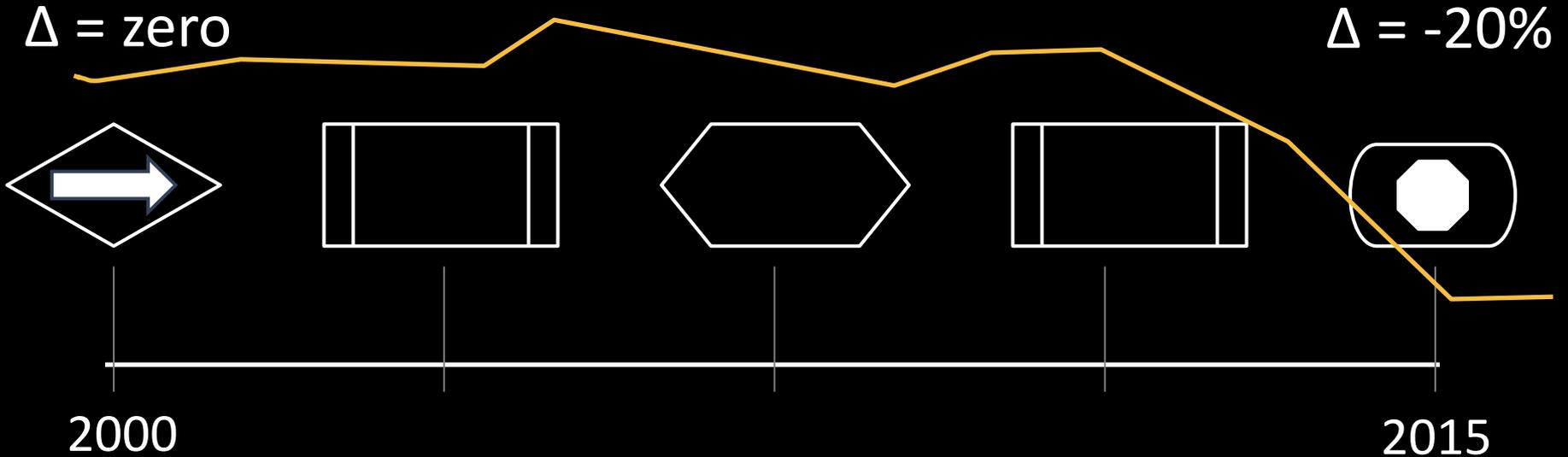
$\Delta = \text{zero}$

$\Delta = -20\%$



2000

2015

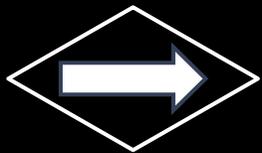


Visual Timeline

provide context

$\Delta = \text{zero}$

$\Delta = -20\%$



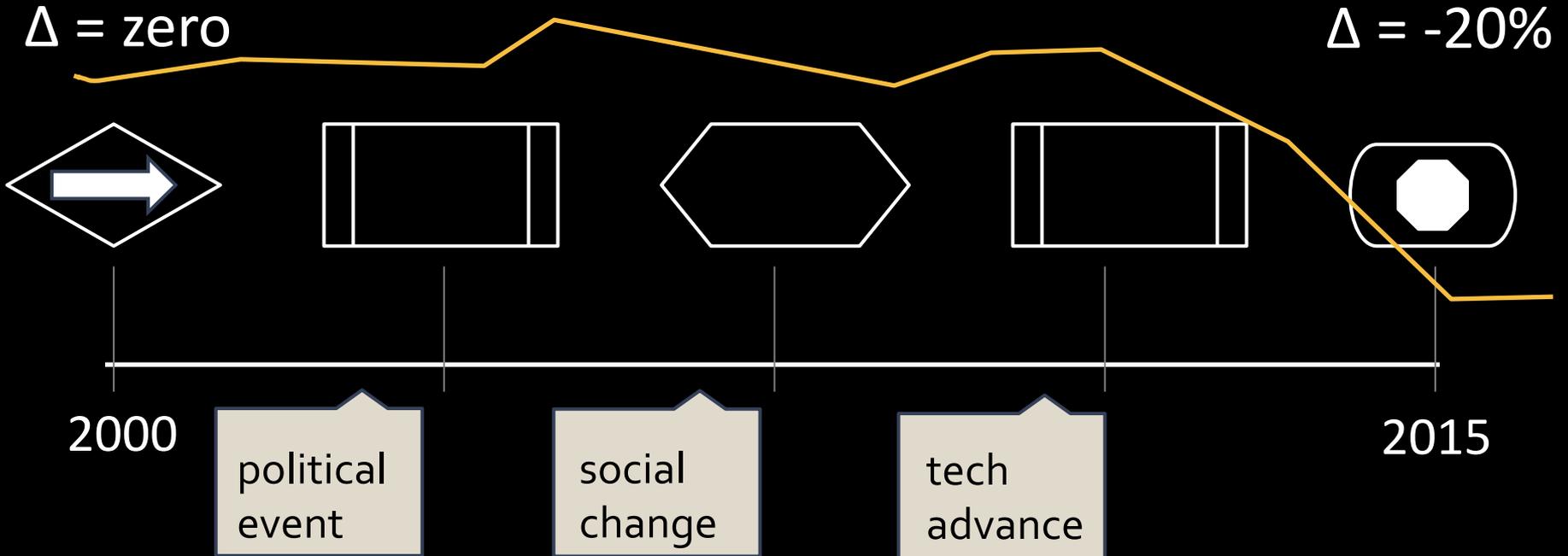
2000

political
event

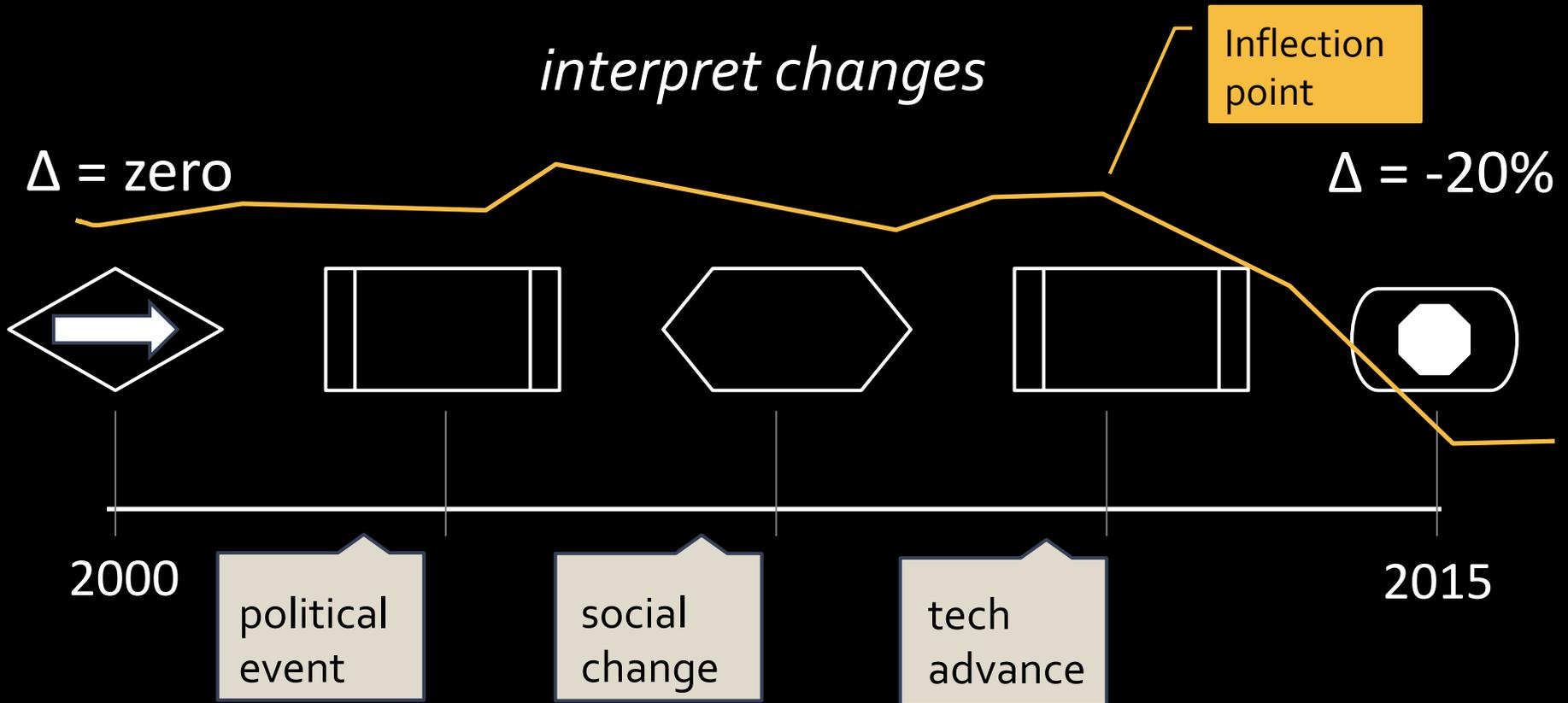
social
change

tech
advance

2015



Visual Timeline



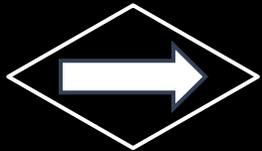
Visual Timeline

include visual project details

Inflection point

$\Delta = \text{zero}$

$\Delta = -20\%$



2000

political event

social change

tech advance

2015

Evaluation use through visual design

II. PROGRAM BACKGROUND

II.1. Program Overview

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals. The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

II.2. Program Objectives

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

II.3. Program Structure

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

II.4. Program Impact

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

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Figure 1: Global Reach of the Program

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

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II.5. Program Impact

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

© 2023 New York University

II.6. Program Impact

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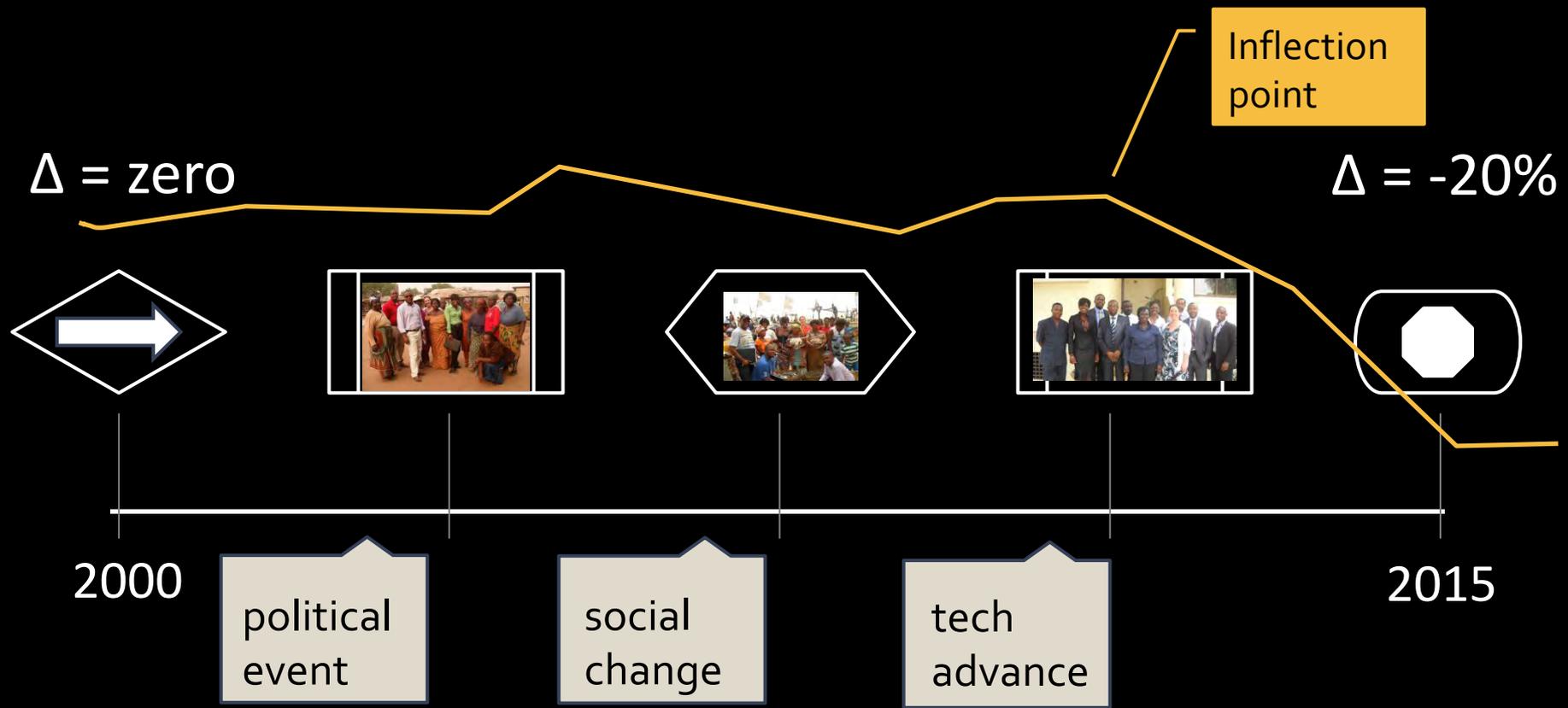
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II.7. Program Impact

The program is designed to provide a comprehensive overview of the program's background, including its history, mission, and goals.

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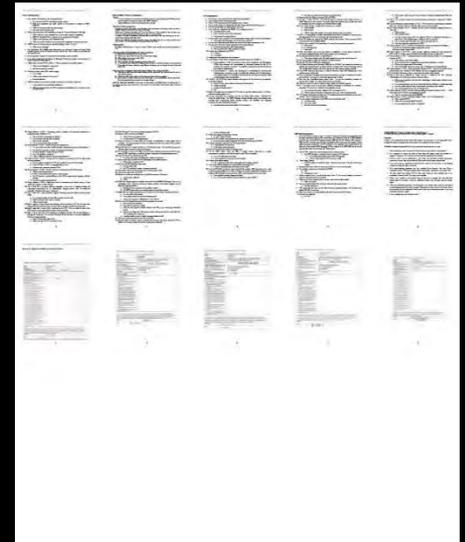
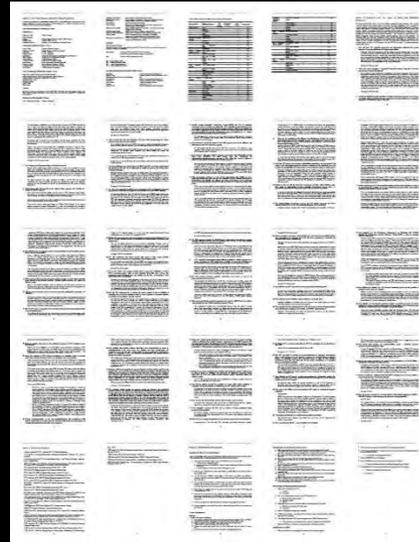
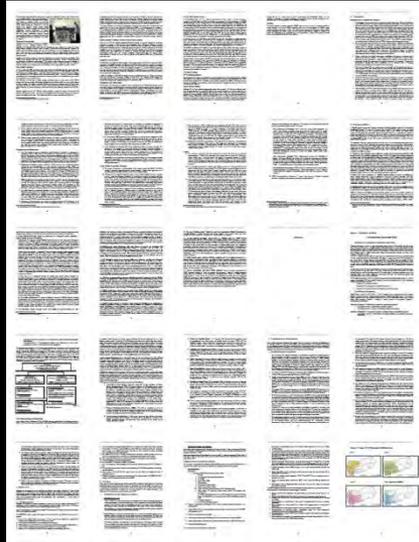
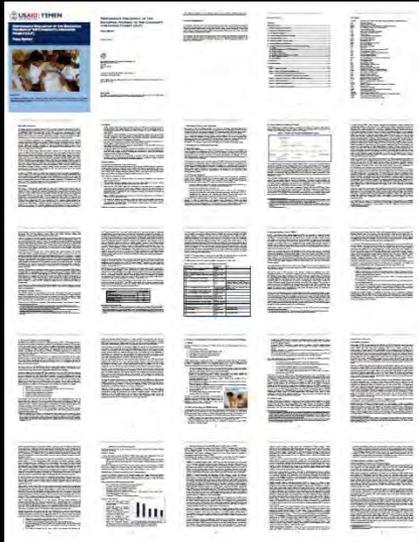
Evaluation use through visual design



A **wealth** of information
creates a **poverty** of
attention

What if...?

Instead of 90 pages



What if...?

One page

USAID Yemen Community Livelihoods Project Performance Evaluation			
Date of final report: October 2014		Project period: 2010-2014	
Evaluator: International Business and Technical Consultants, Inc. (4-person team)		Methodology: Document review, focus group discussions, interviews	
Evaluation limitations: Security issues			
4 years \$123M	Results	<i>If we evaluated again, we would ask-</i>	
<i>Inputs...</i>	<i>...Outputs</i>	Performance evaluation	Impact evaluation
Yemen Early Grade Reading Approach	522 schools rehabilitated	Did YEGRA reach the maximum number of children it could have?	Why invest in literacy programs?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children educated?
Increased facility access	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials, backpacks and desks provided	21,953 desks in schools	Desks were too big for some children and caused injuries; was that corrected?	What was the value to participants of providing materials?
Public perception ☺ campaign	Reading score ↑ increased by .6 (.2 in control group)	What did we learn about USAID process in Yemen?	Did the increase in reading scores lead to improved livelihoods?
Summary of evaluator response to questions in the statement of work			
Negative externalities due to the project	Ineffective/inadequate—Not achieved	Indeterminate—Unknown	Adequate—Achieved
School overcrowding Desk injuries	Education approach as a precursor to livelihood improvement LogFrame / project design Synergies with the Responsive Governance Project Documentation of achievements Project monitoring Teacher Aid Kit training and long-term usage Sustainability Hand-over of grants to local education departments Baseline and project data, data accuracy Definition of grant objectives and specific goals Project planning Internal monitoring—not enough staff Gender component	Integration with other livelihood components could have been better Increased community participation due to grants Direct implementation vs. grants to partners	Trust building, via training parents and infrastructure improvement Maintaining successful components of MOE and NGO programs that benefited from prior USAID funding Performance Management and Evaluation Plan Qualitative M&E system Reaching target beneficiaries Ministry of Education participation Positive perceptions Understanding of national context

What if...?

One page

Program Title Evaluation Details			
4 years \$123M	Results	<i>If we evaluated again, we would ask-</i>	
<i>Inputs...</i>	<i>...Outputs</i>	Performance evaluation	Impact evaluation
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What if...?

One page

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	Performance evaluation	Impact evaluation		
	Did YEGRA reach the maximum number of children it could have?	Why invest in literacy programs?		
	Inputs	Outputs	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children educated?
			How many schools received improved access?	Have more disabled children begun attending school?
			Desks were too big for some children and caused injuries; was that corrected?	What was the value to participants of providing materials?
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What if...?

One page

Program Title			
Evaluation Details			
Program budget		Additional evaluation questions	
Inputs	Outputs	Performance	Impact
Negative externalities due to the project School overcrowding Desk injuries	Ineffective/inadequate—Not achieved Education approach as a precursor to livelihood improvement LogFrame / project design Synergies with the Responsive Governance Project Documentation of achievements Project monitoring Teacher Aid Kit training and long-term usage Sustainability Hand-over of grants to local education departments Baseline and project data, data accuracy Definition of grant objectives and specific goals Project planning Internal monitoring—not enough staff Gender component	Indeterminate—Unknown Integration with other livelihood components could have been better Increased community participation due to grants Direct implementation vs. grants to partners	Adequate—Achieved Trust building, via training parents and infrastructure improvement Maintaining successful components of MOE and NGO programs that benefited from prior USAID funding Performance Management and Evaluation Plan Qualitative M&E system Reaching target beneficiaries Ministry of Education participation Positive perceptions Understanding of national context

What if...?

One page

Program Title			
Evaluation Details			
Program budget		Additional evaluation questions	
Inputs	Outputs	Performance	Impact
Project outcomes			
Achievements			
Outcome undetermined			
Outcomes not yet achieved			
Externalities			

**What do we want the next generation of
evaluations to look like
in order to achieve maximum utility?**



JESSICA POMERANTZ

THE LIST

LARGEST PUBLIC SCHOOL DISTRICTS

LISTED BY STUDENT PROFICIENCY LEVELS

RESEARCHED BY:

Jessica Pomerantz
jpomerantz@bizjournals.com
505.348.8321

Rank	School district Address Superintendent	Phone Website Email	% of students proficient or above in reading and math*	Enrollment	Teacher count	Student-teacher ratio	Attendance rate
1	Los Alamos Public Schools 2075 Trinity Drive, Los Alamos 87544 Eugene Schmidt, superintendent	505-663-2222 laschools.net e.schmidt@laschools.net	79.0%	3,525	282	12.50	93.6%
2	Rio Rancho Public Schools 500 Laser Road, Albuquerque 87124 V. Sue Cleveland, superintendent	505-896-0667 rpps.net district@rpps.net	62.3%	16,870	1,085	15.55	93.9%
3	Alamogordo Public Schools 1211 Hawaii Ave., Alamogordo 88310 George Straface, superintendent	575-812-6000 aps4kids.org gstraface@aps4kids.org	58.3%	6,334	379	16.71	96.5%
4	Moriarty Municipal Schools 200 Center St., Moriarty 87035 Karen Couch, superintendent	505-832-4471 moriarty.k12.nm.us karen.couch@mesd.us	57.5%	3,237	245	13.21	93.4%
5	Artesia Public Schools 1106 W. Quay St., Artesia 88210 Crit Caton, superintendent	575-746-3585 bulldogs.org cdcaton@bulldogs.org	53.8%	3,660	266	13.76	94.8%
6	Clovis Municipal Schools 1009 Main St., Clovis 88101 Terry Myers, superintendent	575-769-4300 cms.k12.nm.us terry.myers@clovis-schools.org	53.6%	8,817	511	17.25	95.8%
7	Silver Consolidated Schools 2810 N. Swan St., Silver City 88061 Lon Streib, superintendent	575-956-2000 silverschools.org lstreib@silver.k12.nm.us	52.6%	3,061	213	14.37	93.8%
8	Roswell Independent Schools 300 N. Kentucky Ave., Roswell 88201 Tom Burris, superintendent	575-627-2500 risd.k12.nm.us tburris@risd.k12.nm.us	50.3%	10,201	637	16.01	96.5%
9	Carlsbad Municipal Schools 408 N. Canyon St., Carlsbad 88220 Gary Perkowski, superintendent	575-234-3300 edline.net/pages/carlsbad_municipal_schools gary.perkowski@carlsbad.k12.nm.us	49.2%	6,118	378	16.19	95.8%
10	Los Lunas Public Schools 119 Luna Ave., Los Lunas 87031 Bernard Saiz, superintendent	505-865-9636 llschools.net cieremans@llschools.net	48.1%	8,473	512	16.55	94.2%
11	Aztec Municipal Schools 1118 W. Aztec Blvd., Aztec 87410 Kirk Carpenter, superintendent	505-334-9474 aztecschools.com adcarpkj@aztec.k12.nm.us	48.0%	3,436	221	15.55	95.0%
12	Lovington Public Schools 18 W. Washington St., Lovington 88260 Darin Manes, superintendent	575-739-2200 lovingtonschools.net darinmanes@lovingtonschools.net	47.9%	3,399	207	16.42	95.7%
13	Albuquerque Public Schools 6400 Upton Blvd. NE, Albuquerque 87110 Tommy Adams, superintendent	505-880-3700 aps.edu	47.6%	141,318	8,504	14.26	94.0%

Top 10 Highest attendance rate

- 1 Albuquerque
- 2 Alamogordo
- 3 Roswell
- 4 Clovis
- 5 Carlsbad
- 6 Lovington
- 7 Las Cruces
- 8 Aztec
- 9 Artesia
- 10 Hobbs

19,341

Number of teachers employed
by school districts on The List

THE LIST

LARGEST PUBLIC SCHOOL DISTRICTS

A CLOSER LOOK

Pass or fail?

Seventeen of New Mexico's largest school districts have below-average levels of student proficiency in reading and math

This week we took the top 25 school districts by enrollment and ranked them according to the district's percentage of students who are proficient or above in reading and math. Then we analyzed the data to see if there was any correlation

between proficiency and enrollment, student-teacher ratio, attendance rates or poverty rates. Here's what we found.

There appeared to be no link between student-teacher ratio and student proficiency, or size of district and proficiency.

There was a slight but positive correlation between attendance rates and proficiency, suggesting it helps a little if students show up to class.

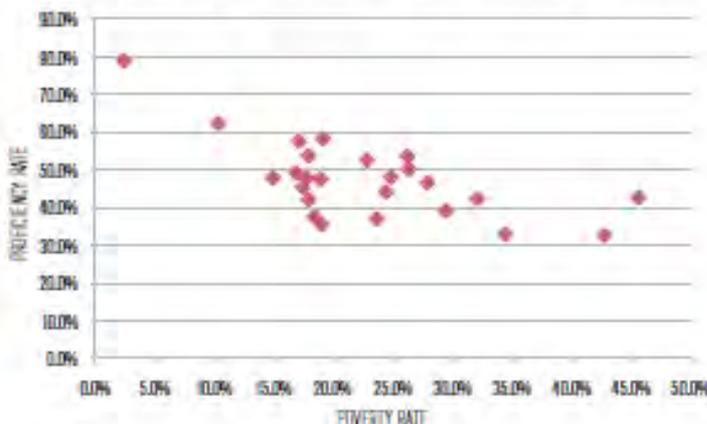
There was a strong negative correlation between poverty rates and student

proficiency, but some districts bucked the statistical trend: Clovis and Los Lunas are in the top 10 for poverty rates and for proficiency levels.

Is there a correlation between student proficiency and...

student-teacher ratio?	No	
poverty rates?	Yes	Strong; negatively correlated
district enrollment size?	No	
attendance rates?	Yes	Weak; positively correlated

Poverty rates go up, level of proficiency goes down



Top 10 Highest poverty rates

- 1 Gadsden
- 2 Deming
- 3 Gallup-Mckinley
- 4 Grants-Cibola
- 5 Central Consolidated (Shiprock)
- 6 Las Cruces
- 7 Roswell
- 8 Clovis
- 9 Los Lunas
- 10 Belen

Source: In-house analysis performed on NMSBA data

What is student proficiency?

The Standards Based Assessment is given to public and charter school students throughout New Mexico in grades 3-8, 10 and 11. The state-mandated, standardized test is used to assess whether students meet grade-specific state standards.

Beginning with the Class of 2013, the SBA also will serve as the high school exit exam. Students must pass or demonstrate an alternate level of competency through other standardized tests like the ACT or SAT.

Elementary and middle school students are tested in reading, math, science and writing. High school students are tested in reading, math and science.

Scores reported here in the NM PED data are for reading and math only.

These are excerpted practice questions from the 2012-2013 NMSBA/High School Graduation Assessment: math and reading items for middle grade II



North Mountain State Park Hiking Tips



A good hiking expedition should be planned out in advance. Whether it is a hike on a mountain trail or through the woods, an enjoyable hiking excursion can easily turn into a dangerous situation if safety precautions are not taken. North Mountain State Park recommends hikers consider the following tips before hitting any trails:

- Make a copy of your itinerary to give to a family member or a friend. Make sure that someone close to you knows where you are and how long you will be gone.
- Wear a good pair of hiking boots or durable athletic shoes. The wet ground will be very soft, uneven, and unpredictable.

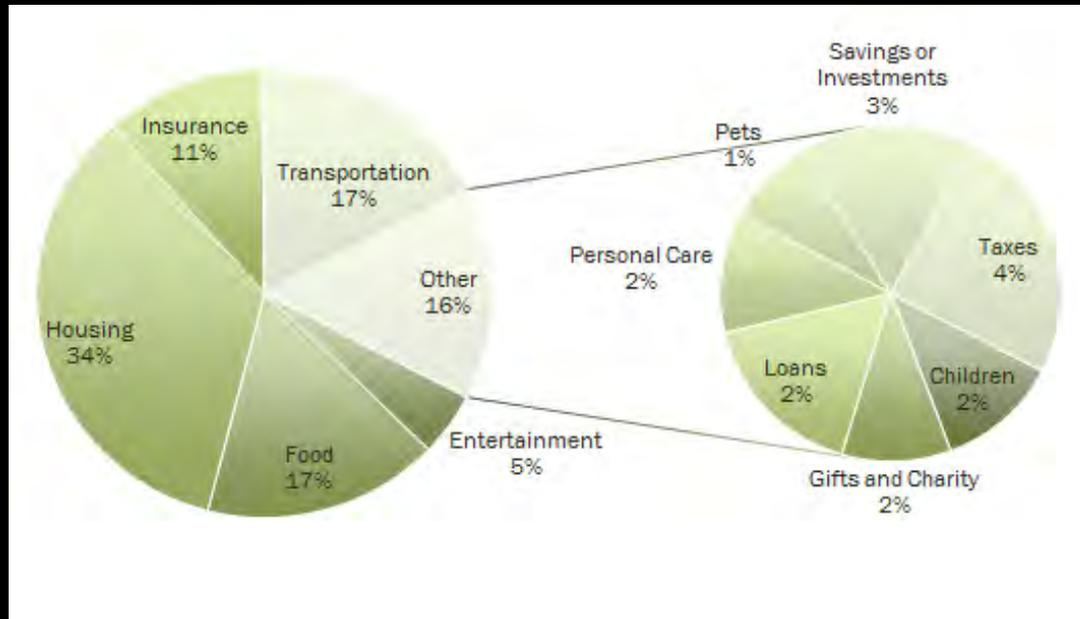


The Basics

What are my visual options?

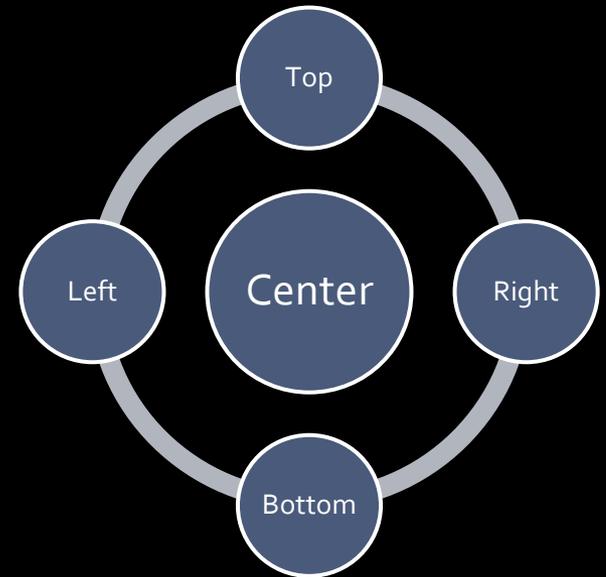
What are my visualization options?

Statistical graphics



What are my visualization options?

SmartArt



What are my visualization options?

Clip art



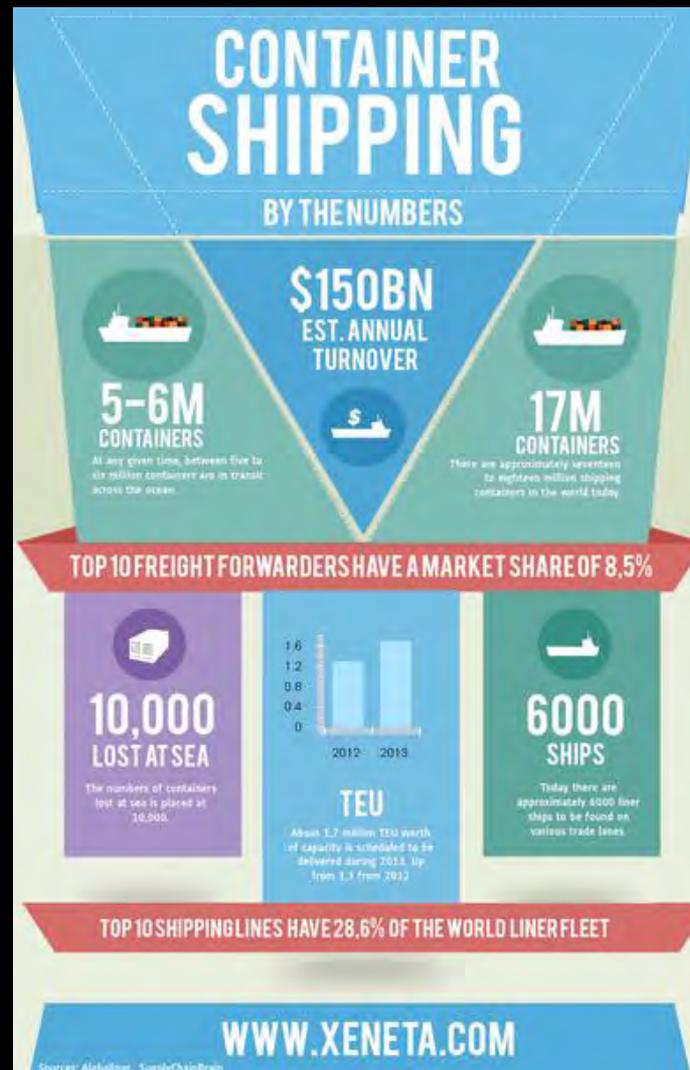
What are my visualization options?

Timeline



What are my visualization options?

By the numbers



What are my visualization options?

Mapping



What are my visualization options?

Visual article

A VISUAL GUIDE TO ARTICLE OPTIMIZATION

Search Engine Market Share

Explicit Core Search Share Percentages

Search Engine	Percentage
Google	64.8%
Yahoo!	16.3%
Bing	14.7%
Others	4.2%

Search Engine Click-Thru Behavior

Percentage of search engine users

62% of users clicked on a search result within the first results page.

Result Position	Percentage of Users
1st	28%
2nd	10%
3rd	10%

"If you want your article to show up on the first page of search engine results, it has to be optimized. Optimization is done by following these simple rules:

STEP BY STEP

- ### 1 Determine your audience

Before you write any article, you need to consider who it is for, and optimize the choice of language and terminology for that audience. Don't try to write about quantum physics to lawyers.
- ### 2 Write valuable content

Whatever your article promises, deliver it with relevant content. Write something your audience will find useful and valuable so your readers will want to share it with others. Try some link baits:

Link Bait
Explain a How to/ Step by Step
Use Humor
Attack a Concept/ Idea
Provide News
Answer a Question
Solve a Problem
- ### 3 Include title in H1 tags

<H1> How to optimize your article </H1>
- ### 4 Appropriate use of keywords

Search engines pick up on keywords

Keywords aren't only helpful for better search engine rankings; they are also useful to help your readers easily understand what you are talking about, in the context you mean it.

Important:

 - Keywords have to make sense when you use them.
 - Good keyword saturation is about 1-3%.
- ### 5 Use of format options

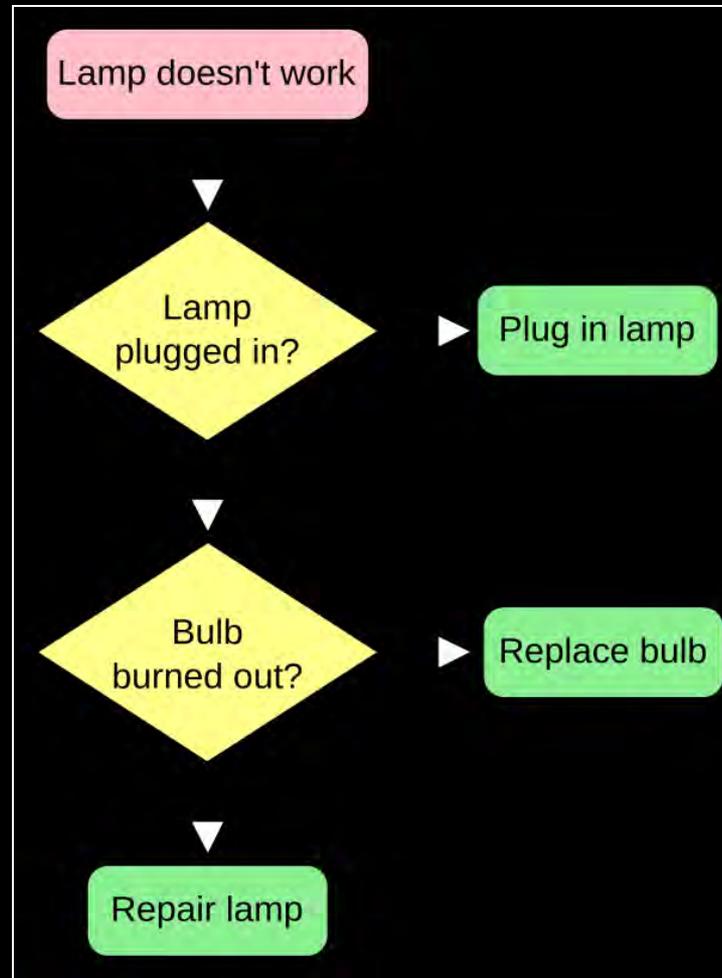
Use **bold**, *italic*, and underline when it seems appropriate.

This will allow the reader to scan the article for the important points first and easily determine if the bulk of the article is worth their time.
- ### 6 Use anchor text

Most article directories will let you place one to three incidents of anchor text in the body of the article. This is an excellent way to get a link back to your website!
- ### 7 Check spelling and grammar

What are my visualization options?

Flowchart



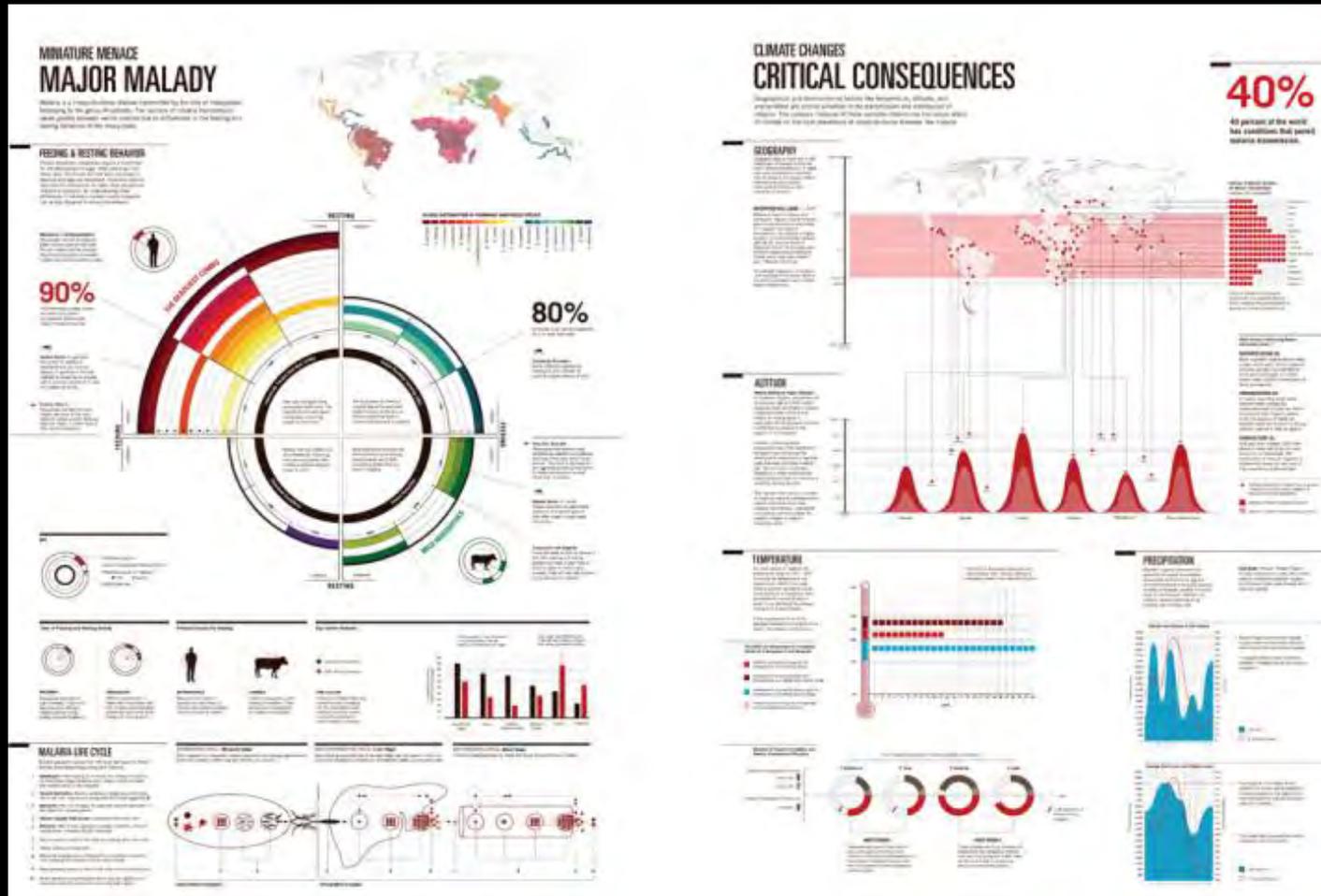
What are my visualization options?

Useful bait



What are my visualization options?

Data visualization



What are my visualization options?

Versus infographic



What are my visualization options?

Photo infographic



Timing

Before the evaluation

How do I know what visual I need?

How do I know what visual I need?

Which part of the evaluation?

How do I know what visual I need?

Which part of the evaluation?

1. Who is your audience?

How do I know what visual I need?

Which part of the evaluation?

1. Who is your audience?
2. What's your goal for the evaluation utilization?

How do I know what visual I need?

Which part of the evaluation?

1. Who is your audience?

✓ *Make an adaptive project decision or inform future project design?*

2. What's your goal for the evaluation utilization?

✓ *Highlight a specific finding?*

✓ *Describe a success or failure?*

✓ *Give an overview?*

✓ *To communicate results publicly?*

How do I know what visual I need?

Which part of the evaluation?

1. Who is your audience?

✓ *Make an adaptive project decision or inform future project design?*

2. What's your goal for the evaluation utilization?

✓ *Highlight a specific finding?*

✓ *Describe a success or failure?*

✓ *Give an overview?*

✓ *To communicate results publicly?*

3. *How can you use the evaluation to tell a compelling story?*

How do I know what visual I need?

What type of visualization?

Statistical graphics

SmartArt

Clip art

Timeline

By the numbers

Mapping

Photo infographic

Visual article

Data visualization

Useful bait

Flowchart

Versus infographic

Statistical graphics.....	Visual data presentation
SmartArt.....	Pre-designed diagram
Clip art.....	Free visual elements
Timeline.....	Chronological narrative
By the numbers.....	Summarizing data
Mapping.....	GIS data or geographic content
Photo infographic.....	The focus is one object
Visual article.....	Multiple graphic elements and a story
Data visualization.....	Complex data analysis via graphics
Useful bait.....	Seeking web traffic or attention
Flowchart.....	Describing a process
Versus infographic.....	Comparing two things

Timing

After the evaluation

Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program



Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program

Which part of the evaluation?



Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program

Which part of the evaluation?

Executive summary

Purpose & evaluation questions

Program background

Evaluation method & limitations

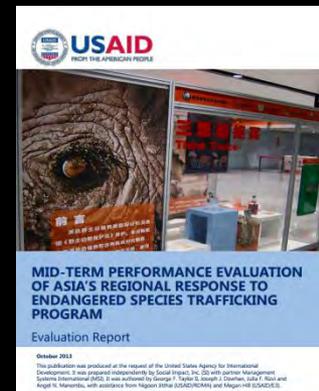
Looking back (2011-2013)

Pre-existing figures & tables



Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program

Goal: Inform future project design

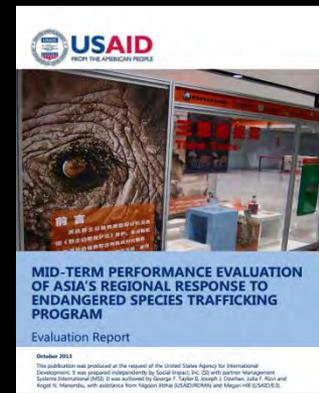


Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program

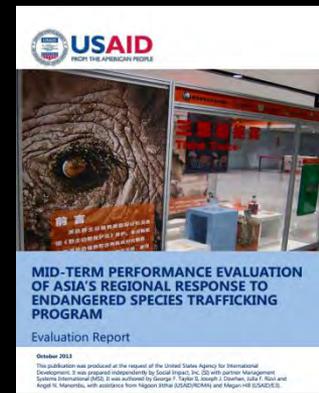
Goal: Inform future project design

Audience:

- 1. USAID**
- 2. Development industrial complex**



Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program



Goal: Inform future project design

Audience:

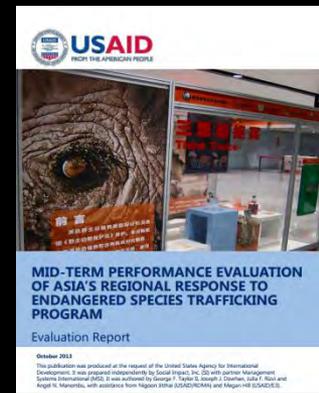


Focus:

1. USAID
2. Development industrial complex

1. Recommendations
2. Background

Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program



Goal: Inform future project design

Audience:



Focus:

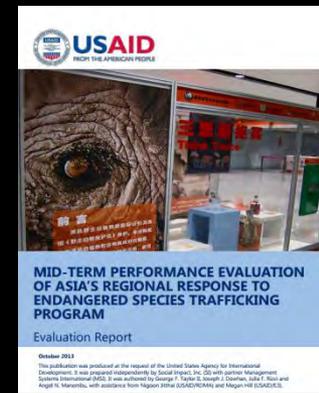
1. USAID
2. Development industrial complex

1. Recommendations
2. Background

Which part of the evaluation:

1. Evaluation recommendations
2. Program background

Mid-Term Performance Evaluation of Asia's Regional Response to Endangered Species Trafficking Program



Goal: Inform future project design

Audience:



Focus:

1. USAID
2. Development industrial complex

1. Recommendations
2. Background

Which part of the evaluation:



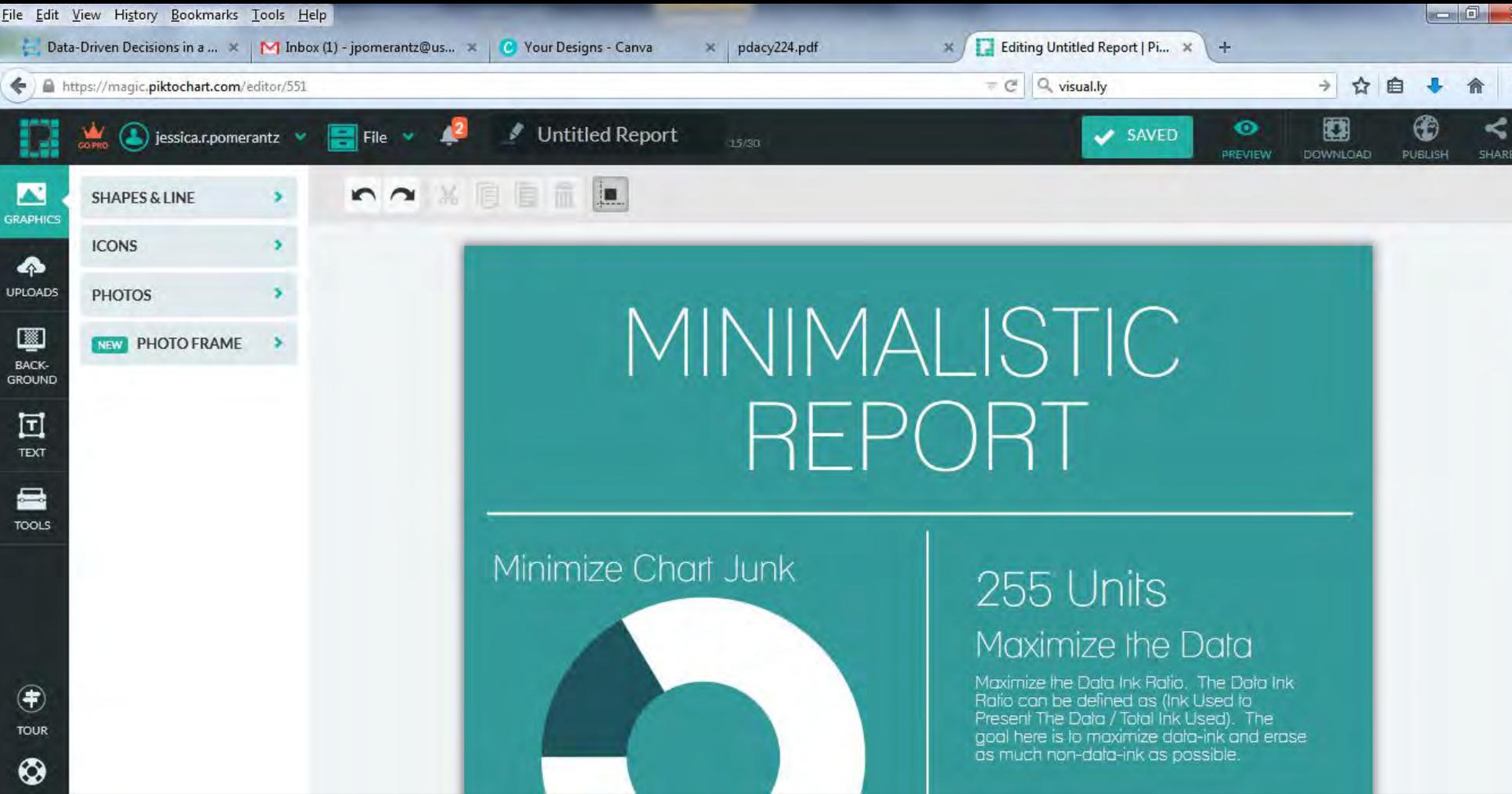
Which visual:

1. Evaluation recommendations
2. Program background

1. Visual article
2. Timeline

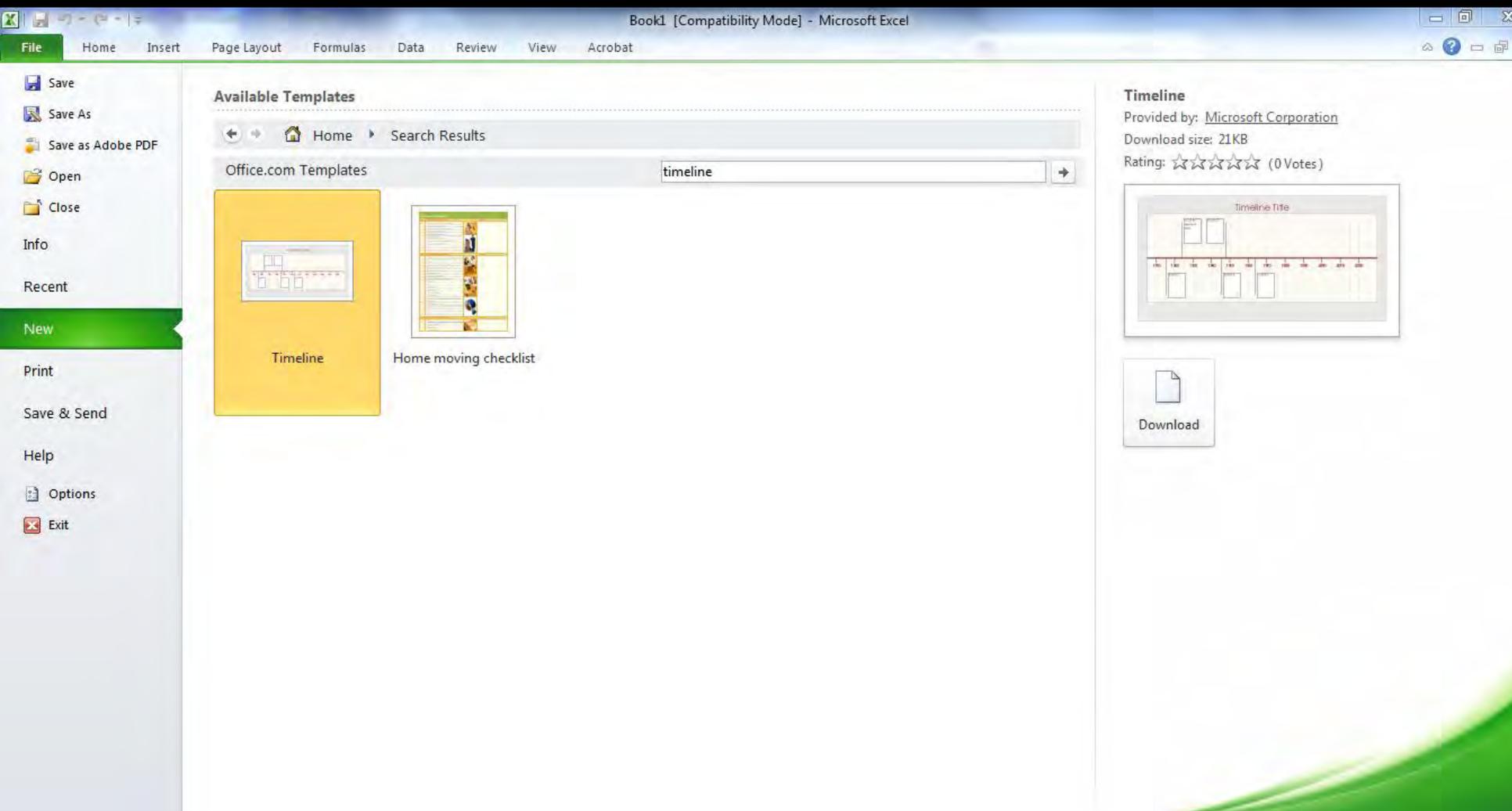
Focus:
Recommendations

Which visual:
Visual article



Focus: Program background

Which visual: Timeline



Timeline Title

Click to
replace
text.

Event 3



Timeline Instructions:

- To delete these instructions, click this text box and then press DELETE.
- To move the entire timeline up or down on the page, delete or insert rows above the timeline title.
- To move a text box, click the box and drag it to the new location.
- To move a connector line, click the line and drag the yellow diamond to the new location.
- To change a date on the timeline, click the cell that contains the date and type the new date.

1920

1930

1940

1950

1960

1970

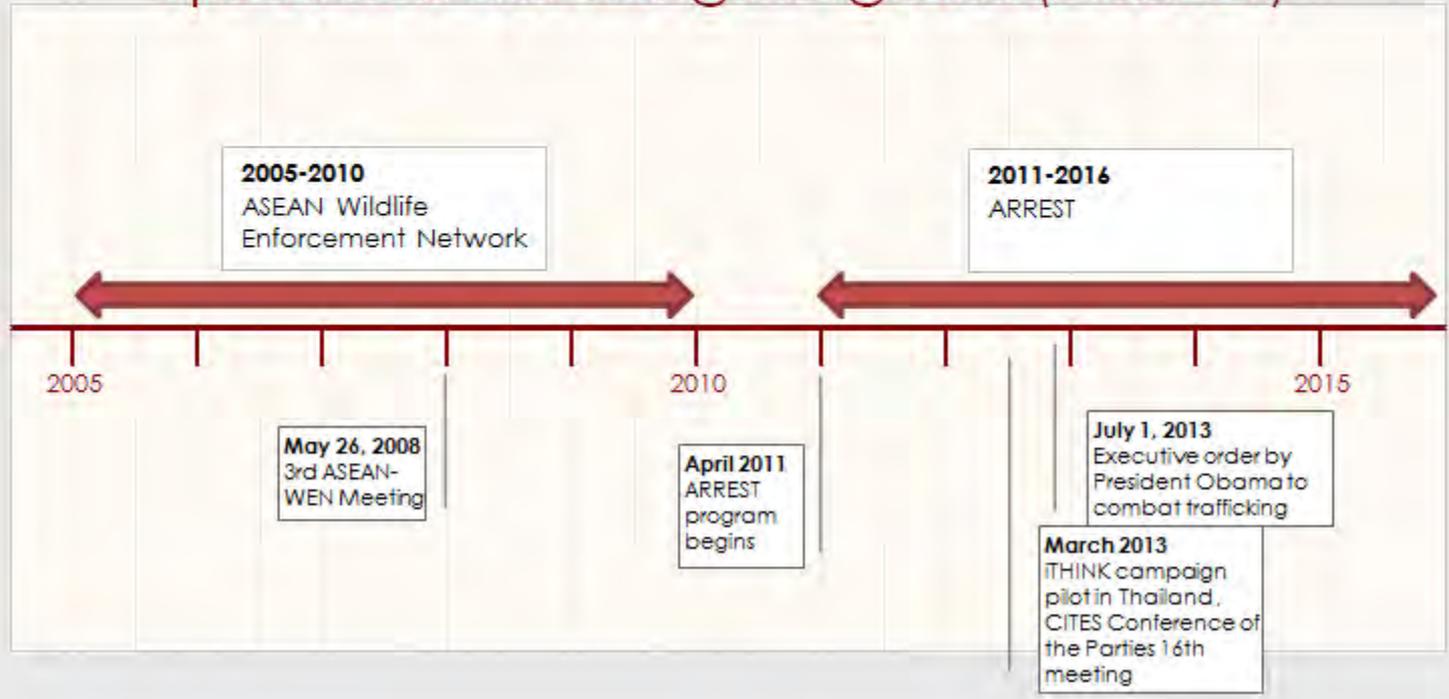
Event 1

Event 4

Event 5

Timeline

Asia's Regional Response to Endangered Species Trafficking Program (ARREST)



SEARCH female

LAYOUTS

TEXT

BKGROUND

UPLOADS

54.5%



consumption

is expected to grow
in the future ↑

BEAR BILE CONSUMPTION

"consumers of bear bile
have no distinct
profile" 👤 👤



+ Add a new page

consumption

is expected to grow
in the future



BEAR BILE CONSUMPTION

*consumers of bear bile

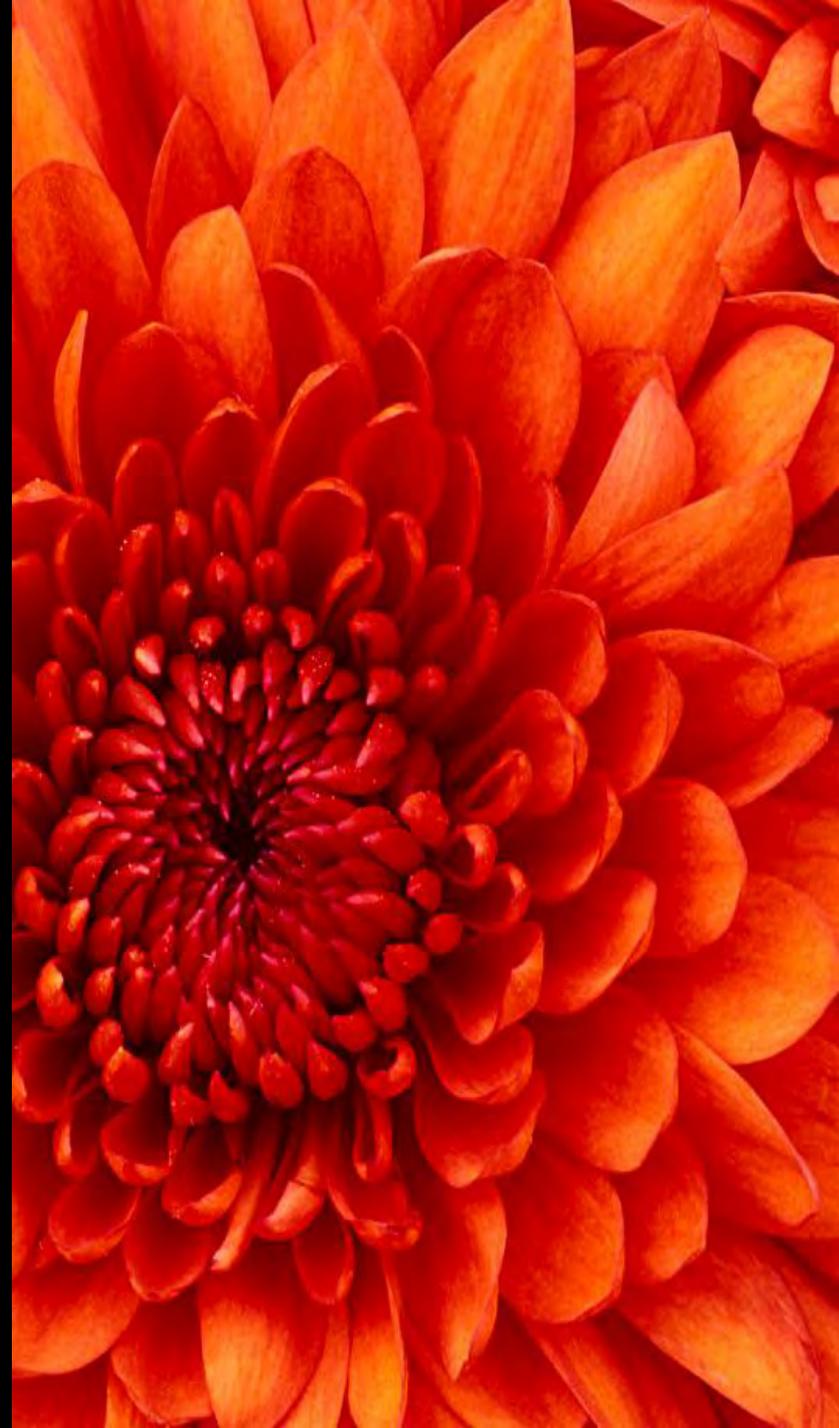
have no distinct
profile"



No info and no graphic...?

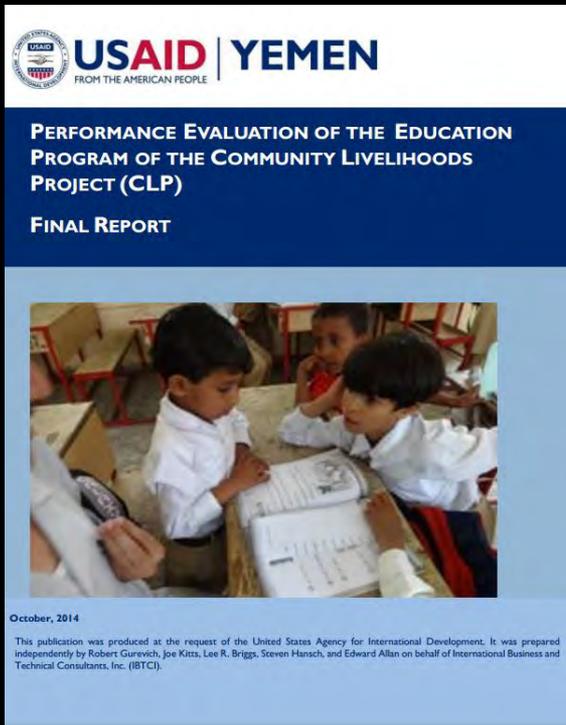
What to do when you're data-free

1. Text & icons can be beautiful and interesting too
2. Change your angle?
3. Bail! Looks like people are going to have to read the report



The one-pager

Performance Evaluation of the Education Program of the Community Livelihoods Project (CLP)



The one-pager

Performance Evaluation of the Education Program of the Community Livelihoods Project (CLP)



PERFORMANCE EVALUATION OF THE EDUCATION PROGRAM OF THE COMMUNITY LIVELIHOODS PROJECT (CLP)

FINAL REPORT



October, 2014

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Robert Gurevich, Joe Kitra, Lee R. Briggs, Steven Hansch, and Edward Allan on behalf of International Business and Technical Consultants, Inc. (IBTC).

USAID Yemen Community Livelihoods Project Performance Evaluation			
Date of final report: October 2014		Project period: 2010-2014	
Evaluator: International Business and Technical Consultants, Inc. (4-person team)		Methodology: Document review, focus group discussions, interviews	
Evaluation limitations: Security issues			
4 years \$123M	Results	<i>If we evaluated again, we would ask-</i>	
<i>Inputs...</i>	<i>...Outputs</i>	Performance evaluation	Impact evaluation
Yemen Early Grade Reading Approach	522 schools rehabilitated	Did YEGRA reach the maximum number of children it could have?	Why invest in literacy programs?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children educated?
Increased facility access	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials, backpacks and desks provided	21,953 desks in schools	Desks were too big for some children and caused injuries; was that corrected?	What was the value to participants of providing materials?
Public perception 🗣️	Reading score ↑ increased by .6 (.2 in control group)	What did we learn about USAID process in Yemen?	Did the increase in reading scores lead to improved livelihoods?
Summary of evaluator response to questions in the statement of work			
Negative externalities due to the project	Ineffective/inadequate—Not achieved	Indeterminate—Unknown	Adequate—Achieved
School overcrowding	Education approach as a precursor to livelihood improvement LoqFrame / project design Synergies with the Responsive Governance Project Documentation of achievements Project monitoring Teacher Aid Kit training and long-term usage Sustainability Hand-over of grants to local education departments Baseline and project data, data accuracy Definition of grant objectives and specific goals Project planning Internal monitoring—not enough staff Gender component	Integration with other livelihood components could have been better Increased community participation due to grants Direct implementation vs. grants to partners	Trust building, via training parents and infrastructure improvement Maintaining successful components of MOE and MGC programs that benefited from prior USAID funding Performance Management and Evaluation Plan Qualitative M&E system Reaching target beneficiaries Ministry of Education participation Positive perceptions Understanding of national context

The one-pager

Performance Evaluation of the Education Program of the Community Livelihoods Project (CLP)

4 years \$123M	Results
<i>Inputs...</i>	<i>...Outputs</i>
Yemen Early Grade Reading Approach	522 schools rehabilitated
School upgrades	Sanitary facilities constructed
Increased facility access	Disability access improved
Reading materials, backpacks and desks provided	21,953 desks in schools
Public perception campaign	Reading score ↑ increased by .6 (.2 in control group)

USAID Yemen Community Livelihoods Project Performance Evaluation

Date of final report: October 2014
 Project period: 2010-2014
 Evaluator: International Business and Technical Consultants, Inc. (4 person team)
 Funding: PEP Document review, Focus group discussions, interviews Evaluation limitations: Security issues

4 years \$123M	Results	If we evaluated again, we would ask...	
Inputs	Outputs	Performance evaluation	Impact evaluation
Yemen Early Grade Reading Approach	522 schools rehabilitated	Did EGRA reach the maximum number of children it could reach?	Why invest in literacy programs?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children attending school?
Increased facility access	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials, backpacks and desks provided	21,953 desks in schools	Desks were too long for some children and caused injuries. How did we respond?	What was the value to participants of providing additional desks?
Public perception campaign	Reading score ↑ increased by .6 (.2 in control group)	What did we learn about USGID projects in Yemen?	Did the increase in reading scores lead to improved educational outcomes?

Summary of evaluation responses to questions in the statement of work

Key questions	Key findings	Recommendations—Unknown	Recommendations—Addressed
Did the program reach the maximum number of children it could reach?	Did EGRA reach the maximum number of children it could reach?	Investigate why some schools were not reached.	Investigate why some schools were not reached.
Did additional sanitary facilities result in more children attending school?	Did additional sanitary facilities result in more children attending school?	Investigate why some schools were not reached.	Investigate why some schools were not reached.
Have more disabled children begun attending school?	Have more disabled children begun attending school?	Investigate why some schools were not reached.	Investigate why some schools were not reached.
What was the value to participants of providing additional desks?	What was the value to participants of providing additional desks?	Investigate why some schools were not reached.	Investigate why some schools were not reached.
Did the increase in reading scores lead to improved educational outcomes?	Did the increase in reading scores lead to improved educational outcomes?	Investigate why some schools were not reached.	Investigate why some schools were not reached.

The one-pager

Performance Evaluation of the Education Program of the Community Livelihoods Project (CLP)

USAID Yemen Community Livelihoods Project Performance Evaluation			
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4 years \$123M	If we evaluated again, we would ask-		
Inputs	Outputs	Performance evaluation	Impact evaluation
Yemen Early Grade Reading Approach	522 schools rehabilitated	Did YEGRA reach the maximum number of children it could have?	Why invest in literacy programs?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children educated?
Investment facility services	Quality Assessments	How many schools received investment services?	How many disabled children began attending school?
Reading materials, backpacks and desks provided	21,353 desks in schools	Desks were too big for some children and caused injuries. Were they corrected?	What was the value to participants of providing materials?
Public perception (Q survey)	Reading scores increased by 4 (2 to 6 score point)	What did we learn about USAID process in Yemen?	Did the increase in reading scores lead to improved livelihoods?
Summary of evaluation responses to questions in the statement of work			
Recognize achievements due to the project	Not achieved	Unachievable—Unknown	Achievable—Achieved
<ul style="list-style-type: none"> Long-term impact Integration with the Afghanistan Government Plan Dissemination of achievements Project monitoring Transfer of all training and technical skills Local ownership Desk review Timeliness Transfer of project to local education authorities Baseline and project data data accuracy Collaboration of government and private sector Project partners Internal management and project staff Gender awareness 	<ul style="list-style-type: none"> USAID's impact assessment Integration with the Afghanistan Government Plan Dissemination of achievements Project monitoring Transfer of all training and technical skills Local ownership Desk review Timeliness Transfer of project to local education authorities Baseline and project data data accuracy Collaboration of government and private sector Project partners Internal management and project staff Gender awareness 	<ul style="list-style-type: none"> Integration with other national counterparts, those that have been done Increased community participation Direct representation in state level partners 	<ul style="list-style-type: none"> USAID's impact assessment Integration with the Afghanistan Government Plan Dissemination of achievements Project monitoring Transfer of all training and technical skills Local ownership Desk review Timeliness Transfer of project to local education authorities Baseline and project data data accuracy Collaboration of government and private sector Project partners Internal management and project staff Gender awareness

<i>If we evaluated again, we would ask-</i>	
Performance evaluation	Impact evaluation
Did YEGRA reach the maximum number of children it could have?	Why invest in literacy programs?
How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children educated?
How many schools received improved access?	Have more disabled children begun attending school?
Desks were too big for some children and caused injuries; was that corrected?	What was the value to participants of providing materials?
What did we learn about USAID process in Yemen?	Did the increase in reading scores lead to improved livelihoods?

The one-pager

Performance Evaluation of the Education Program of the Community Livelihoods Project (CLP)

Summary of evaluator response to questions in the statement of work			
Negative externalities due to the project	Ineffective/inadequate—Not achieved	Indeterminate—Unknown	Adequate—Achieved
School overcrowding Desk injuries	Education approach as a precursor to livelihood improvement LogFrame / project design Synergies with the Responsive Governance Project Documentation of achievements Project monitoring Teacher Aid Kit training and long-term usage Sustainability Hand-over of grants to local education departments Baseline and project data, data accuracy Definition of grant objectives and specific goals Project planning Internal monitoring—not enough staff Gender component	Integration with other livelihood components could have been better Increased community participation due to grants Direct implementation vs. grants to partners	Trust building, via training parents and infrastructure improvement Maintaining successful components of MOE and NGO programs that benefited from prior USAID funding Performance Management and Evaluation Plan Qualitative M&E system Reaching target beneficiaries Ministry of Education participation Positive perceptions Understanding of national context

USAID Yemen Community Livelihoods Project Performance Evaluation			
Date of final report: October 2014		Project period: 2010-2014	
Evaluator: International Business and Technical Consultants, Inc. (a person team)			
Technology: Document review, focus group discussions, interviews Evaluation limitations: Security issues			
4 years \$123M	Results	If we evaluated again, we would ask:	
Inputs	Outputs	Performance evaluation	Impact evaluation
Yemen Early Grade Reading Approach	120 schools rehabilitated	Did EGRA result in the expected number of children it could reach?	Why invest in literacy programs?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children attending school?
Sanitation facility	Quality Assess improved	How many schools received improved assess?	Have more disabled children begun attending school?
Reading materials	21,000 books in schools	Books were too big for some children and caused injuries. Are they corrected?	What was the value to participants of providing books?
Public awareness (C)	Reading survey 4 conducted by 4 (2 in control group)	What did we learn about USAID projects in Yemen?	Did the increase in reading scores lead to improved livelihoods?

Summary of evaluator response to questions in the statement of work			
Negative externalities due to the project	Ineffective/inadequate—Not achieved	Indeterminate—Unknown	Adequate—Achieved
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The one (or two)-pager



UGANDA LIVELIHOODS AND ENTERPRISES FOR AGRICULTURAL DEVELOPMENT

LEAD:
2008-2013

The Livelihoods and Enterprises for Agricultural Development (LEAD) project, implemented by ARD, aims to help integrate farmers and related micro- and small and medium enterprises (SMEs) into commodity value chains so that they gain improved access to markets, and more empowered relationships with suppliers, processors and traders.

EVALUATION:
2011

The purpose of this midterm evaluation (MTE) was to gain an independent opinion of the performance of LEAD in order to help guide the Mission with regard to future project designs under the Feed the Future program.

COMPILING THE EVIDENCE



Document
Review



FGDs



Key Informant
Interviews



Surveys



Observations

WHAT DID WE FIND?

Progress was made in all key areas of the LEAD Project except towards increasing trade capacity.

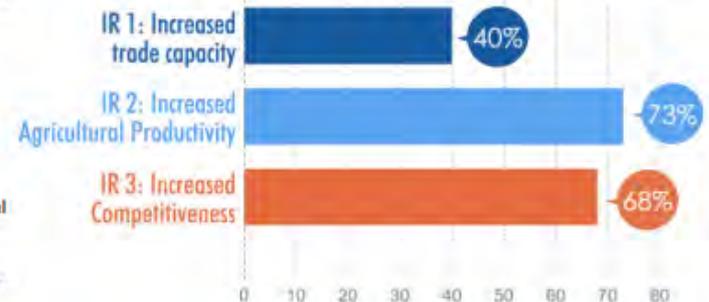
Recommendations include:

- Focusing on market infrastructure activities
- Identify strategies to address low producer organization (PO) adoption
- Halt the inclusion of additional POs

Proposed Value Chains



Percent of Performance Targets that were Met or Exceeded



Cross-cutting issues shaped the design, implementation, and results

- After the return to stability in Northern Uganda, people returning from camps were mobilized into joining POs
- Interventions were aimed to address the needs of the large number of OVCs that resulted from the war. An estimated 20,000 OVCs were reached with social/technical assistance, while 8,464 households were reached with agricultural inputs. The OVC interventions were effective in facilitating the return to stability of households, however, the provision of free inputs generated unintended dependency
- Recommendations include to include gender issues as a key consideration in PO formation and mobilization

Open Data in the Governance of South African Higher Education

One-pager example

Open Data in the Governance of South African Higher Education

Primary research question
What is the level of use and possible impact of open data in the governance of South African higher education?

Secondary research question
What is the role of intermediaries in the supply and use of open data in the governance of South African higher education?

The South African higher education governance open data ecosystem

Background

The Centre for Higher Education Transformation (CHET) is a non-governmental organisation that conducts research on African universities at both institutional and systemic levels.

CHET's research focuses on issues of university governance, performance indicators, differentiation, knowledge production and the links between higher education and development.

Method

Case study
CHET Open Data Platform
www.chet.org.za/sahe-open-data/
Data collection
Semi-structured interviews with data users (University planners (U) + HES researchers (R)) and the primary data provider (CHET)

Data users

University planners (institutional-level policy)
Governance mechanism: university councils
Higher education studies (HES) researchers (national policy)
Governance mechanism: research-policy nexus

Primary data provider
Government (Department for Higher Education and Training)

Primary data source
Higher Education Management Information System (HEMIS)

Findings

1 CHET's open data is being used by university planners and HES researchers, albeit infrequently. Researchers expressed the need for richer data.

2 Recommendations: CHET should take note of these findings when planning any modifications to its open data platform; it may need to carve a more differentiated role for itself based on the needs of different user groups and given the presence of other intermediaries in the open data ecosystem.

3 HEMIS is an isolated data source. Granting access to HEMIS by trustees (under controlled conditions to protect personal data) could further stimulate the evolution of the open data ecosystem and relieve pressure on capacity-constrained government departments.

4 This could strengthen the impact of open data on the governance of South African public universities. Recommendations: Invitate discussions between CHET and other stakeholders on how to share HEMIS data or to improve the data labels currently made available online.

5 There are concerns at both government and university levels about how data will be used and (re)interpreted, and this may constrain future data supply. Recommendations: Improve data literacy, particularly among journalists.

6 Open data intermediaries increase the connectivity and data privacy, while there is a rich publicly-funded dataset on South African higher education, the data remains largely inaccessible or unusable to universities and researchers in HES. Despite these constraints, the ODIC research shows that intermediaries in the ecosystem are playing a valuable role in making the data both available and usable.

7 Open data intermediaries provide both supply-side as well as demand-side. CHET's work as HE performance indicators was extended not only to contribute to government's steering mechanisms, but also to contribute to the governance capacity of South African universities. The ODIC research supports CHET's ambition to build institutional-level capacity. Further research is required to confirm the use of CHET data in steering of the South African higher education system, although there is some evidence of CHET's data being referenced in national policy documents.

8 Intermediaries may assume the role of a 'negative broker' in a data ecosystem. The ODIC research shows that intermediaries such as CHET play an enabling role of mediation and innovation within the ecosystem. CHET enables new connections and solutions within the ecosystem. CHET is also located outside of the two primary institutions – the state and the university – thus enabling it to play a mediating role.

9 Intermediaries operationalise the effects and use of open data. Intermediaries play an important role in curating the 'democratising' effects of disciplinary surveillance on open data. Intermediaries, as actors who may operate outside of the boundaries of the state apparatus and of the institution of the university, have the propensity to challenge how data is collected, interpreted and shared. Their role as de-institutionalised actors could contribute to restoring the democratic value of open data. The ODIC research shows that CHET is already playing a unique role to ensure open data justice as it challenges existing, imposed norms in the collection and use of open data in the governance of South Africa's public university system.

Conclusions

o The HE governance open data ecosystem has evolved despite poor data provision by government because of the presence of intermediaries in the ecosystem.

o By providing a richer information context and by making the data interoperable, government could improve the uptake of data by new users and intermediaries, as well as by the existing intermediaries.

o Increasing the fluidity of government open data could remove uncertainties around both the degree of access provided by intermediaries and the financial sustainability of the open platforms provided by intermediaries.

<http://www.opendataresearch.org/sites/default/files/publications/UCT%20A1%20Poster%20for%20Berlin%20PRINT%20%281%29.pdf>

Using text and color only example

	Simple	Feasible	Complex	Challenging	Extremely Challenging
Policies	Minimal role of policy/regulation	Low role of policy/regulation	Regulated market with supportive policies	Highly regulated market with policy changes required	Highly regulated and controversial changes required
Infrastructure	Minimal need for infrastructure	Dependent on existing infrastructure	Requires some improvements to existing infrastructure	Requires moderate improvements to infrastructure	Requires major improvements to infrastructure
Human capital	Minimal need for human capital development	Low-moderate need for human capital development	Moderate need to train a limited number of people	Requires high level of training for large numbers of people	Requires national scale training programs

<https://ligtt.org/sites/all/files/page/50BTs-List.pdf>

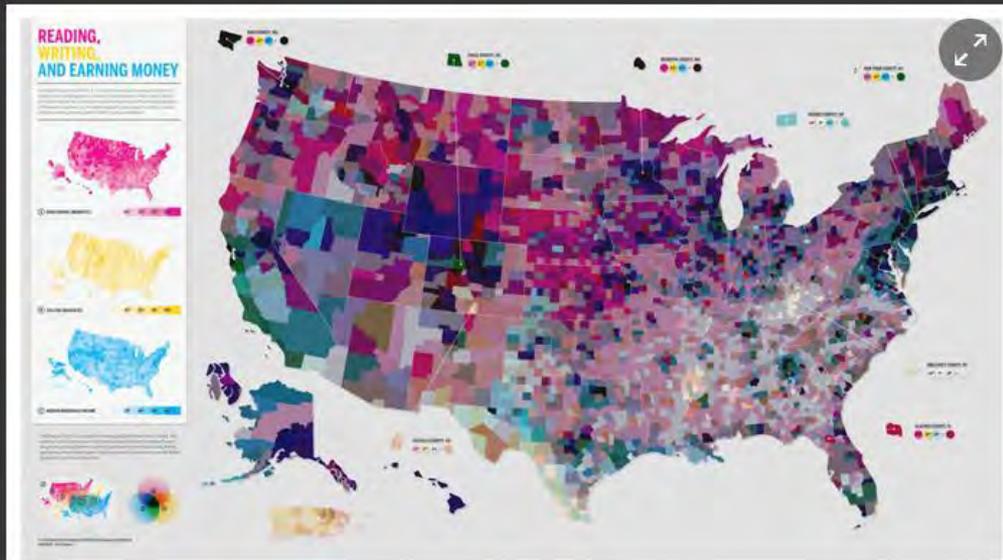
Cautions

Visualize responsibly

📷 16 useless infographics

If it's an image that displays and explains information quickly and clearly, it's an infographic. But we've collected some that are head-craning, eye-squinting, eyebrow-raising nightmares that leave you more confused than before you clicked 'next'. The result is an exciting gallery of infographics that tell you nothing.

If you manage to understand all 16 of the infographics in this gallery, write to data@theguardian.com and we'll pick one lucky person to win our incredible prize (the prize is a ruler and a ball-point pen).



<http://www.theguardian.com/news/datablog/gallery/2013/aug/01/16-useless-infographics>

Visualize responsibly

Data Visualization Checklist

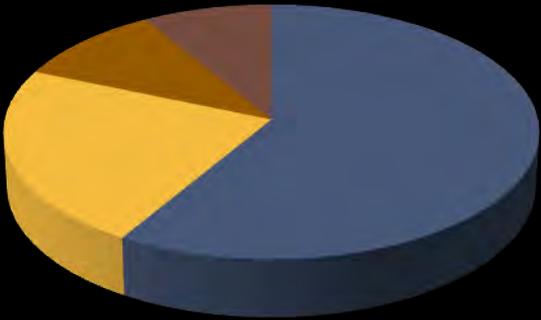
by Stephanie Evergreen & Ann K. Emery
May 2014

This checklist is meant to be used as a guide for the development of high impact data visualizations. Rate each aspect of the data visualization by circling the most appropriate number, where 2 points means the guideline was fully met, 1 means it was partially met, and 0 means it was not met at all. n/a should not be used frequently, but reserved for when the guideline truly does not apply. For example, a pie chart has no axes lines or tick marks to rate. Refer to the Data Visualization Anatomy Chart on the last page for guidance on vocabulary.

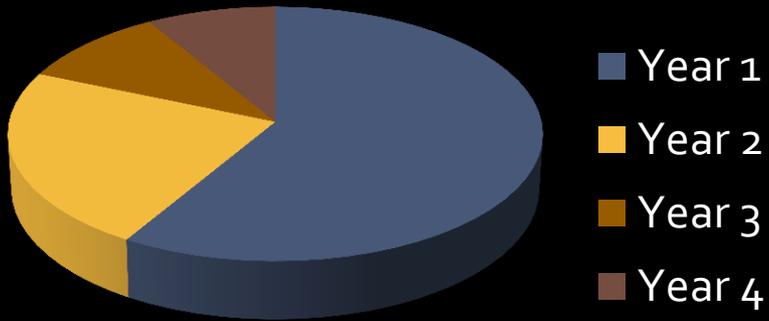
	Guideline	Rating
Text Graphs don't contain much text, so existing text must encapsulate your message and pack a punch.	6-12 word descriptive title is left-justified in upper left corner Short titles enable readers to comprehend takeaway messages even while quickly skimming the graph. Rather than a generic phrase, use a descriptive sentence that encapsulates the graph's finding or "so what?" Western cultures start reading in the upper left, so locate the title there.	2 1 0 n/a
	Subtitle and/or annotations provide additional information Subtitles and annotations (call-out text within the graph) can add explanatory and interpretive power to a graph. Use them to answer questions a viewer might have or to highlight one or two data points.	2 1 0 n/a
	Text size is hierarchical and readable Titles are in a larger size than subtitles or annotations, which are larger than labels, which are larger than axis labels, which are larger than source information. The smallest text - axis labels - are at least 9 point font size on paper, at least 20 on screen.	2 1 0 n/a
	Text is horizontal Titles, subtitles, annotations, and data labels are horizontal (not vertical or diagonal). Line labels and axis labels can deviate from this rule and still receive full points.	2 1 0 n/a
	Data are labeled directly Position data labels near the data rather than in a separate legend (e.g., on top of or next to bars or pie slices, and next to lines in line charts). Eliminate/embed legends when possible because eye movement back and forth between the legend and the data can interrupt the brain's attempts to interpret the graph.	2 1 0 n/a
	Labels are used sparingly Focus attention by removing the redundancy. For example, in line charts, label every other year on an axis.	2 1 0 n/a

<http://stephanieevergreen.com/dataviz-checklist/>

Visualize responsibly



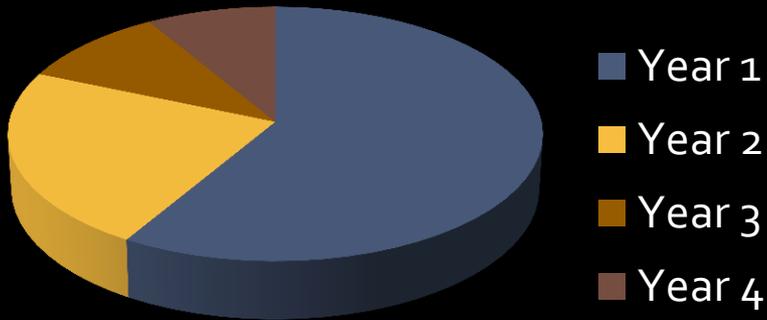
Visualize responsibly



Increase in capacity

Visualize responsibly

3-D pie charts: Not legible!

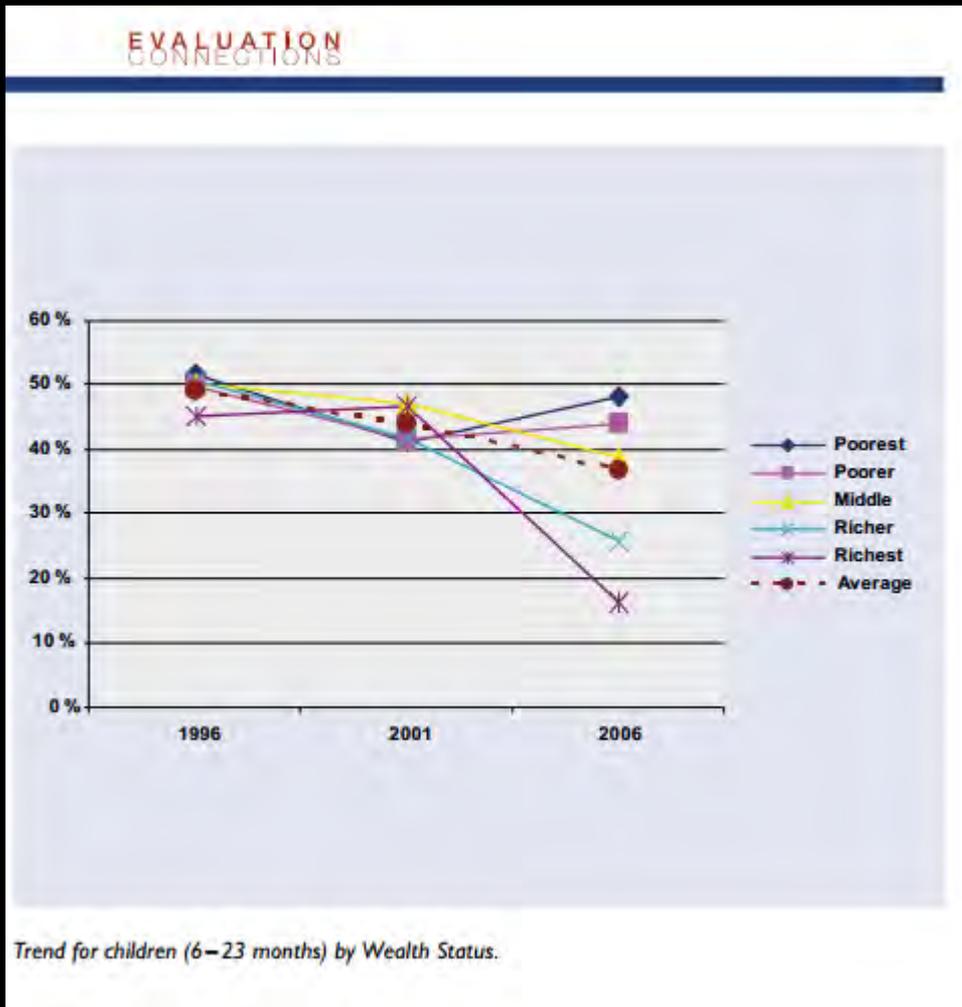


Increase in capacity

Why have a legend instead of direct labels?

What does this caption mean?

Visualize responsibly



Crowded line graph: Not legible!

Why have a legend instead of direct labels?

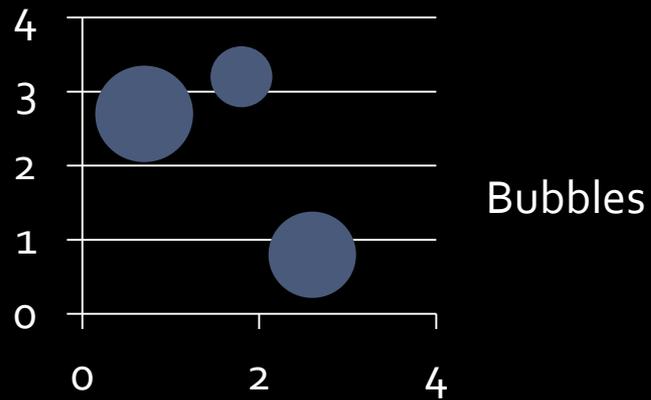
What does this caption mean? (And why is it so tiny?)

Visualize responsibly

Watch out for...

Visualize responsibly

Watch out for...

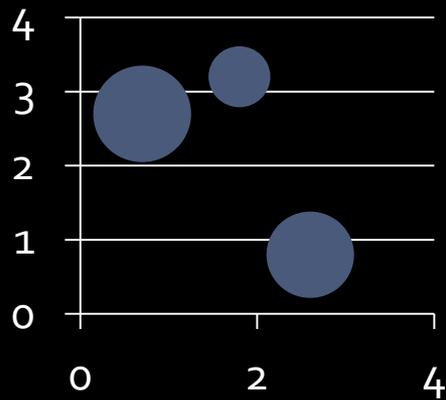


Visualize responsibly

Watch out for...



Low-resolution photos



Bubbles

Visualize responsibly

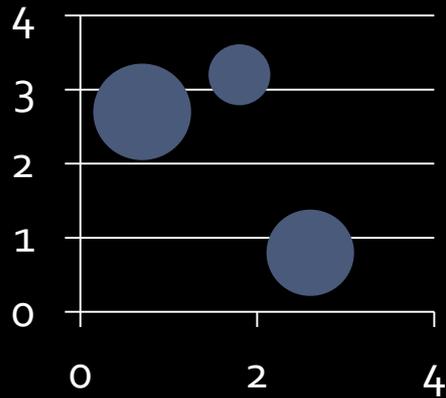
Watch out for...



Low-resolution photos



Stretched photos



Bubbles

Visualize responsibly

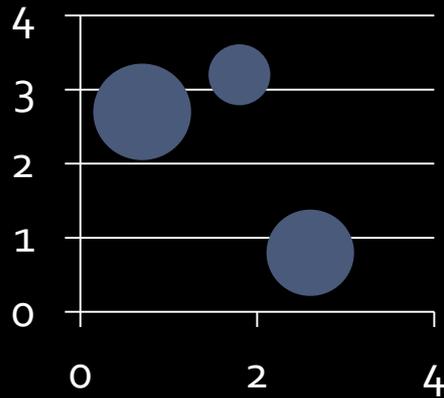
Watch out for...



Low-resolution photos

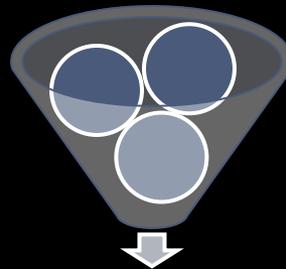


Stretched photos

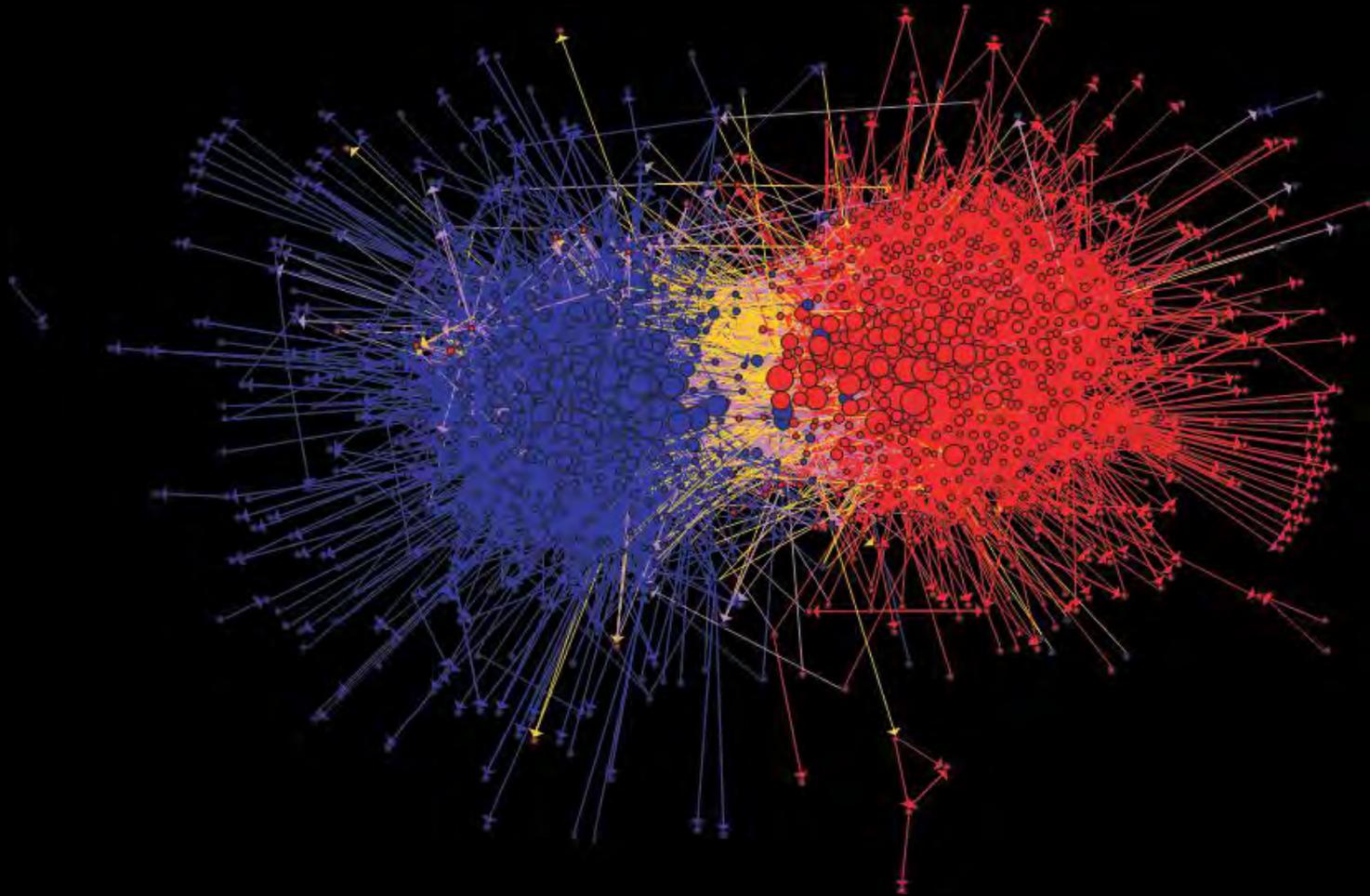


Bubbles

This funnel thing



Think about utilization



Accelerating evaluation use through design

What if...?

Instead of measuring intermediate results

What if...?

Instead of measuring intermediate results

10 people trained



What if...?

Instead of measuring intermediate results

10 people trained



*We evaluated **process***

7 out of 10

on the

Equitable Development Index



What if...?

Instead of measuring five metrics

What if...?

Instead of measuring ___ metrics

from one institution's perspective

78 % have WatSan access

22% increase in nutrition

118% decrease in _____

What if...?

Instead of measuring ___ metrics

from one institution's perspective

We had a framework of success measurement

from multiple perspectives

78 % have WatSan access

22% increase in nutrition

118% decrease in _____

What if...?

Instead of measuring ___ metrics

from one institution's perspective

78 % have WatSan access

22% increase in nutrition

118% decrease in _____

We had a framework of success measurement

from multiple perspectives

Rubric

Measurement	x	y	z
Beneficiary			
Donor			
Staff			
Partner			

What if...?

Instead of Recommendations

Recommendations

- **Consult with a gender specialist to identify opportunities to approach demand reduction and law enforcement capacity building in a more holistic manner that addresses the different roles of men and women in both sustaining and combating wildlife trafficking as appropriate.** To understand gender only from the USAID Gender Guidelines is not sufficient. A gender specialist could be hired, on a consultative basis, to develop and mainstream gender sensitivity into each ARREST program component. (Freeland, Implementing Partners, USAID/RDMA Gender Advisor)
- **Articulate in program design and reporting documents how Freeland seeks to ensure that men and women have equal access to and gain equal benefits from activities related to all three ARREST program components.** Develop performance indicators to track the impact of ARREST program components on men and women. Most importantly, clarification is needed on how the ARREST program will increase the participation of women and ensure that its activities benefit both men and women. (Freeland)
- **Include gender analysis of wildlife trafficking in the ARREST work plan, and implement actions to address issues identified by the analysis.** As an organization, it is important for Freeland to identify gender focal points that will guarantee that the ARREST program approach is gender-sensitive—in design, implementation, monitoring and reporting. Freeland could share and discuss its gender-analysis findings with other NGOs and donors to promote women's participation in combating wildlife crime. (Freeland)
- **Build upon demand-reduction surveys by developing advocacy materials that highlight gender issues and behaviors related to wildlife trafficking.** Consider targeting iTHINK campaign messages to men or women specifically, utilizing tailored approaches based upon their knowledge, attitudes and behaviors. (Freeland)
- **Include more women in ARREST activities that promote law enforcement capacity building to combat wildlife crime.** Facilitate the involvement of more female forest rangers and sea guards, customs officials at airports and sea ports, forensics and quarantine officers, judges and prosecutors, wildlife law analysts, intelligence agents and parliamentarians—when necessary, requiring governments to nominate eligible male and female candidates for training and capacity building. (Freeland)

What if...?

Instead of Recommendations

Recommendations

- **Consult with a gender specialist to identify opportunities to approach demand reduction and law enforcement capacity building in a more holistic manner that addresses the different roles of men and women in both sustaining and combating wildlife trafficking as appropriate.** To understand gender only from the USAID Gender Guidelines is not sufficient. A gender specialist could be hired, on a consultative basis, to develop and mainstream gender sensitivity into each ARREST program component. (Freeland, Implementing Partners, USAID/RDMA Gender Advisor)
- **Articulate in program design and reporting documents how Freeland seeks to ensure that men and women have equal access to and gain equal benefits from activities related to all three ARREST program components.** Develop performance indicators to track the impact of ARREST program components on men and women. Most importantly, clarification is needed on how the ARREST program will increase the participation of women and ensure that its activities benefit both men and women. (Freeland)
- **Include gender analysis of wildlife trafficking in the ARREST work plan, and implement actions to address issues identified by the analysis.** As an organization, it is important for Freeland to identify gender focal points that will guarantee that the ARREST program approach is gender-sensitive—in design, implementation, monitoring and reporting. Freeland could share and discuss its gender-analysis findings with other NGOs and donors to promote women's participation in combating wildlife crime. (Freeland)
- **Build upon demand-reduction surveys by developing advocacy materials that highlight gender issues and behaviors related to wildlife trafficking.** Consider targeting iTHINK campaign messages to men or women specifically, utilizing tailored approaches based upon their knowledge, attitudes and behaviors. (Freeland)
- **Include more women in ARREST activities that promote law enforcement capacity building to combat wildlife crime.** Facilitate the involvement of more female forest rangers and sea guards, customs officials at airports and sea ports, forensics and quarantine officers, judges and prosecutors, wildlife law analysts, intelligence agents and parliamentarians—when necessary, requiring governments to nominate eligible male and female candidates for training and capacity building. (Freeland)

Recommendations based on parameters

	Simple	↔	Complex
Policy Change			
Process Change			
Product Change			

Recommendations

arranged by change focus

	Simple	↔	Complex
Policy Change			
Process Change			
Product Change			

Recommendations

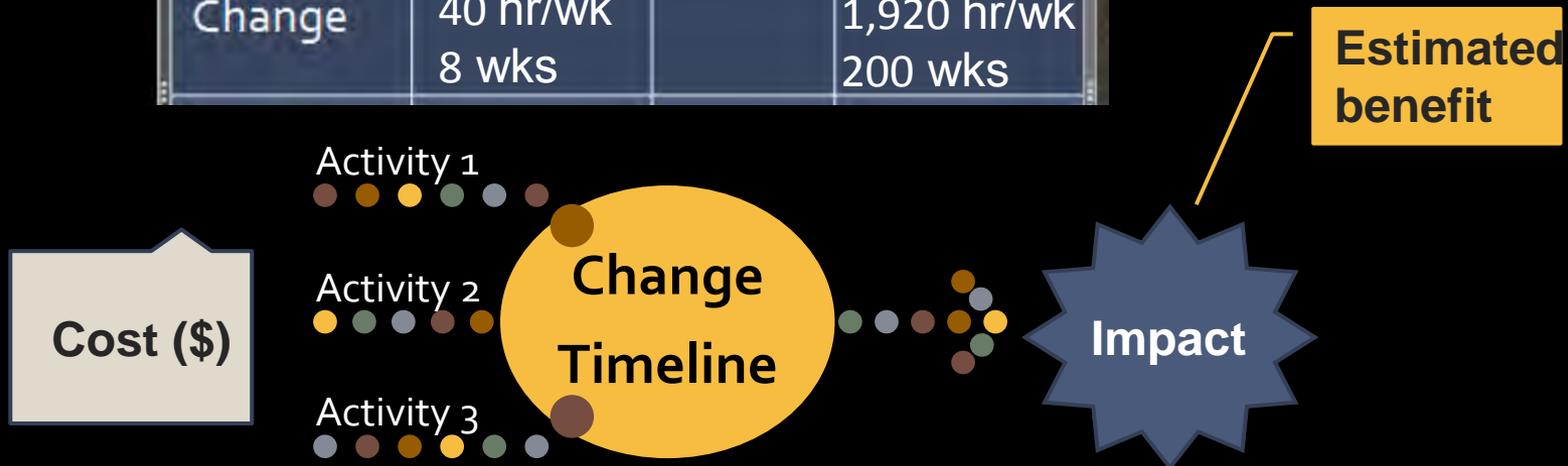
degree of difficulty with time estimates

	Simple	↔	Complex
Policy Change	2 ppl. 40 hr/wk 8 wks		8 inst. 1,920 hr/wk 200 wks
Process Change			
Product Change			

Recommendations

change management plan

	Simple	↔	Complex
Policy Change	2 ppl. 40 hr/wk 8 wks		8 inst. 1,920 hr/wk 200 wks



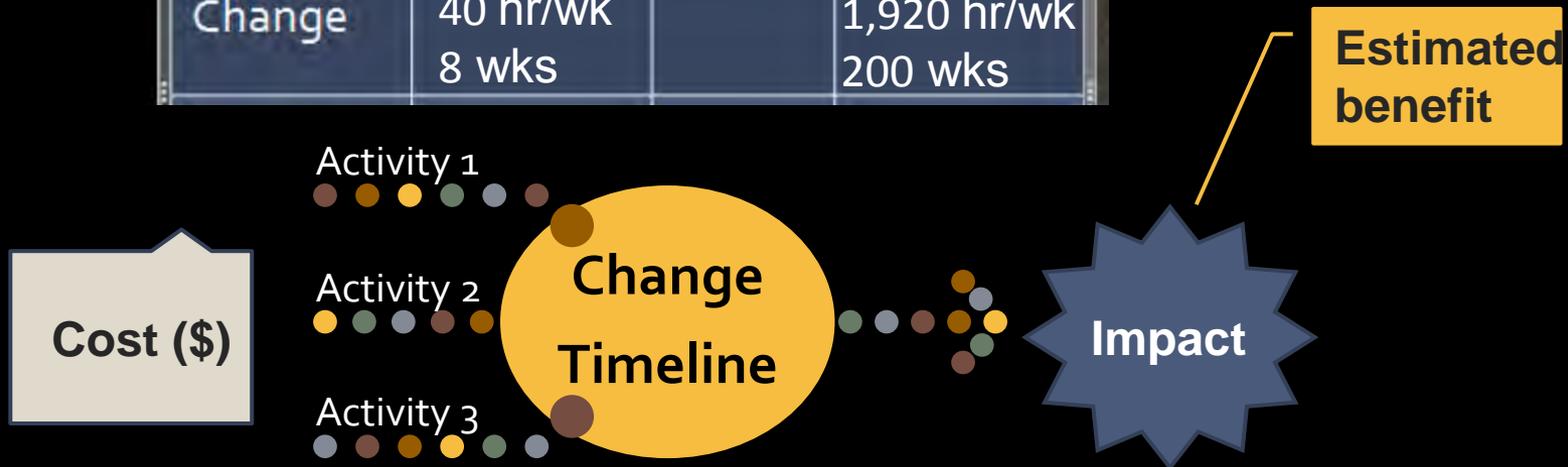
Evaluation use through visual design

Recommendations

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Evaluation use through visual design

	Simple	↔	Complex
Policy Change	2 ppl. 40 hr/wk 8 wks		8 inst. 1,920 hr/wk 200 wks



What would a useful
evaluation look like to
you?

External Resources

Chartsbin

[maps]

Coursera

[courses]

Over 100 resources

[tools]

Alberto Cairo

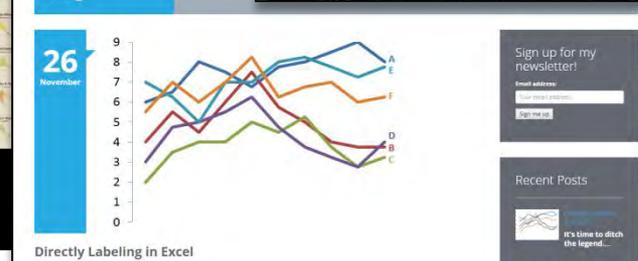
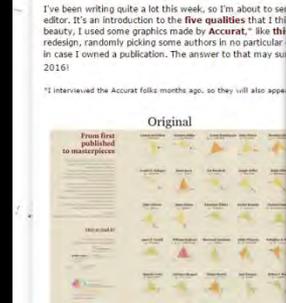
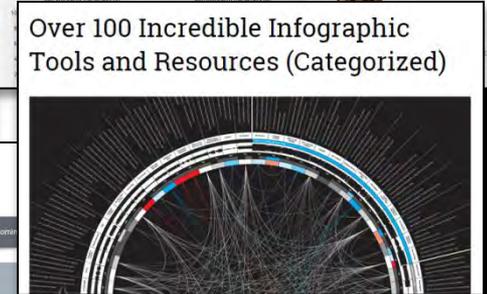
[tips]

Stephanie Evergreen

[tips]

Visual.ly blog

[tips]



Internal Resources

explorer.devtechlab.com [data, maps]

USAID geocenter [data, maps]

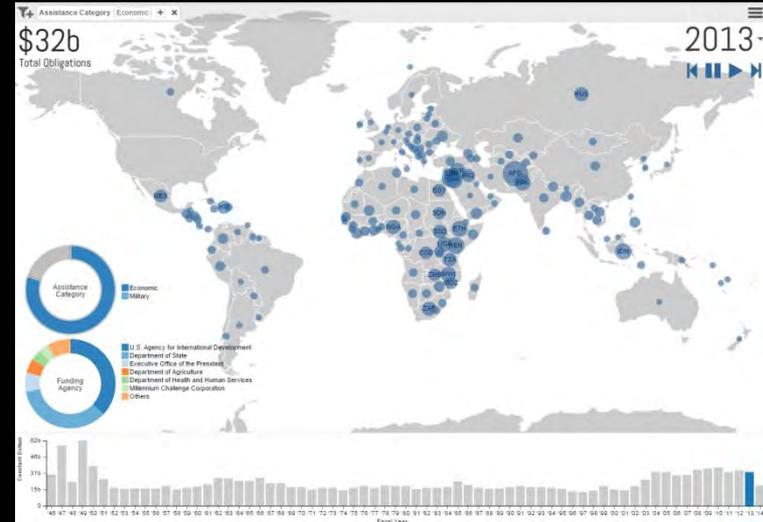
map.usaid.gov [maps]

USAID University [courses]

usaid.gov/developer [tools]

usaid.gov/results-and-data/data-resources

[tools]



Pop Quiz

How many in-house designers does USAID have?

- a. 0**
- b. 2.5**
- c. 5**
- d. 10**
- e. 20**

Pop Quiz

How many in-house designers does USAID have?

b. 2.5

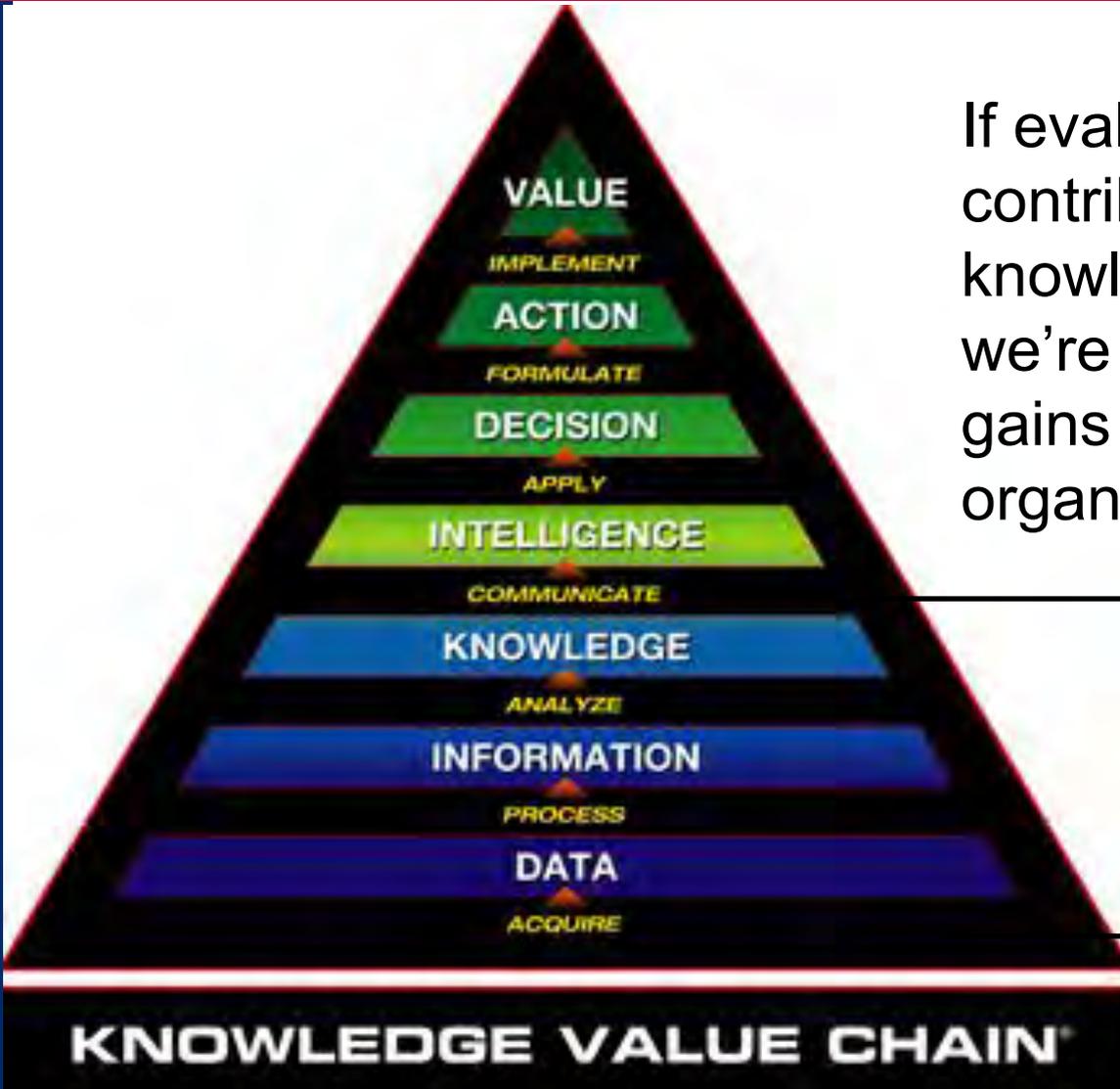
Tips from the experts

From a conversation with USAID in-house designers

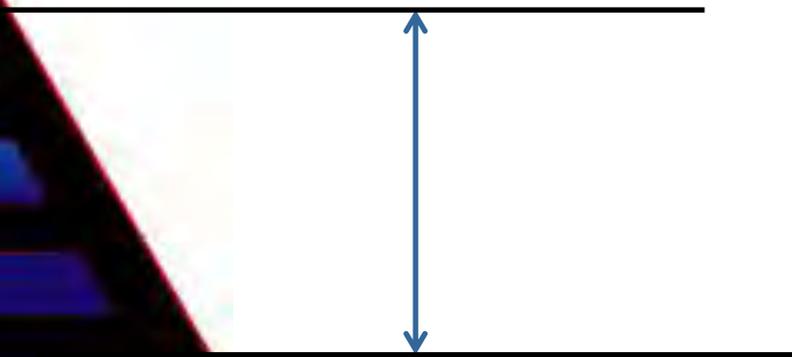
- 1. Create your concept and message first*
- 2. The graphic comes second*
- 3. Think about the shelf life*

Three more ways to increase evaluation use

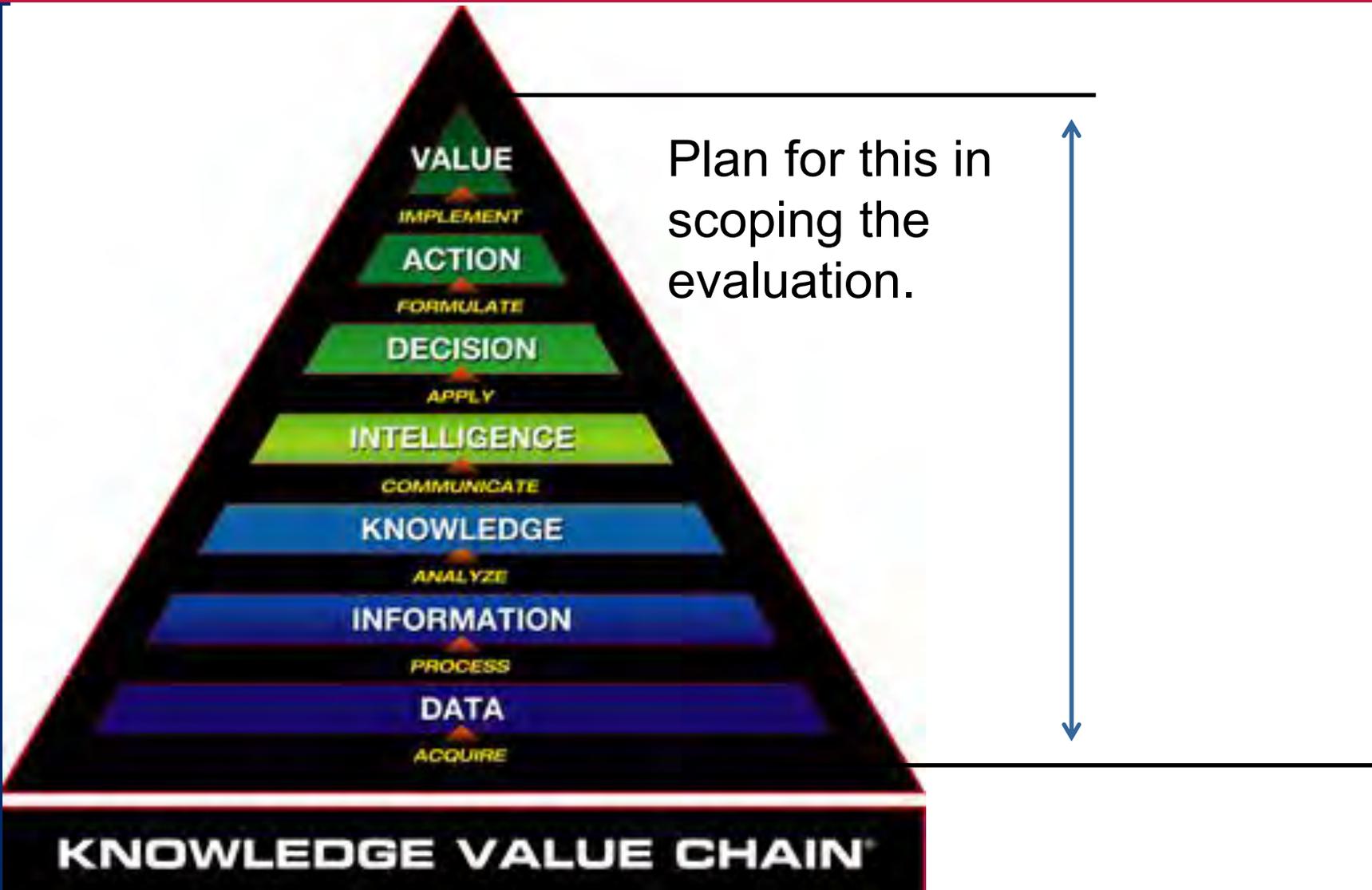
1. Incorporate evaluation into your knowledge value chain.



If evaluations aren't contributing to the *entire* knowledge value chain, we're missing out on gains to our organizational resilience.



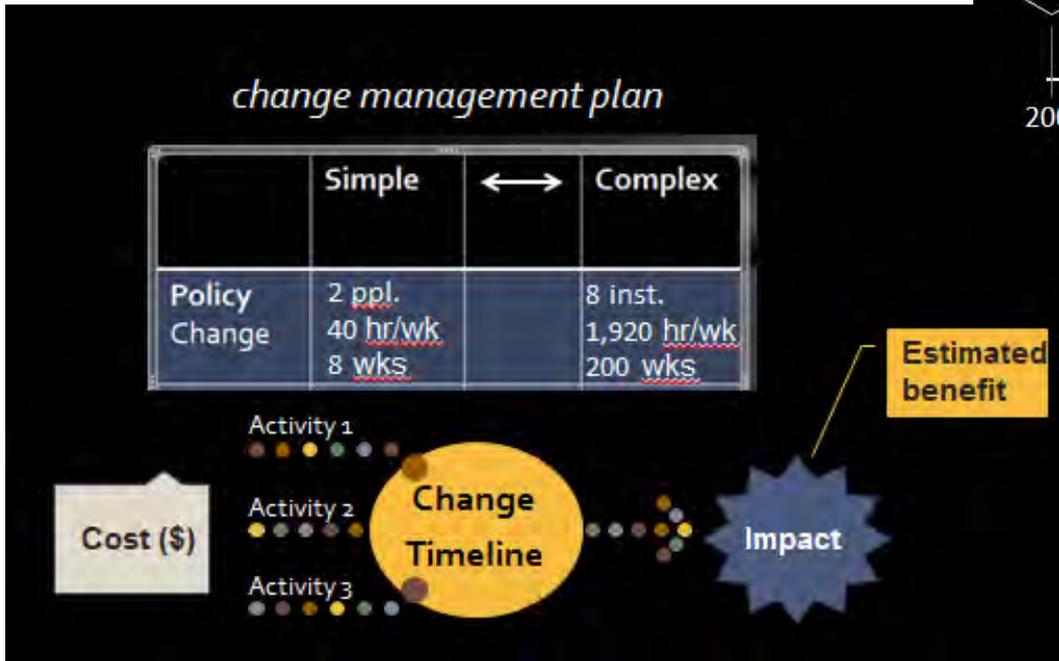
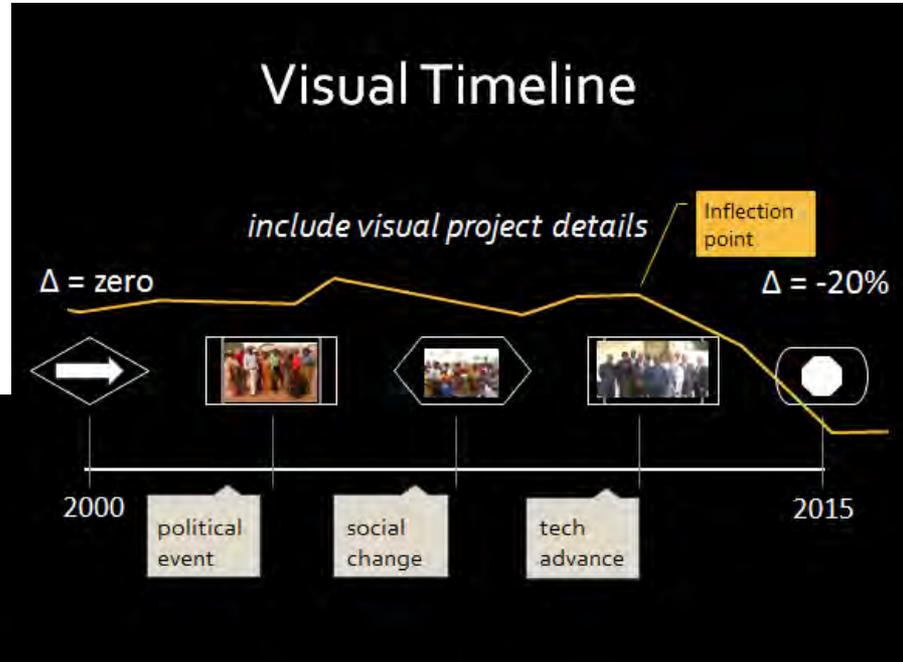
1. Incorporate evaluation into your knowledge value chain.



2. Use evaluation to create adaptive management and communication tools.

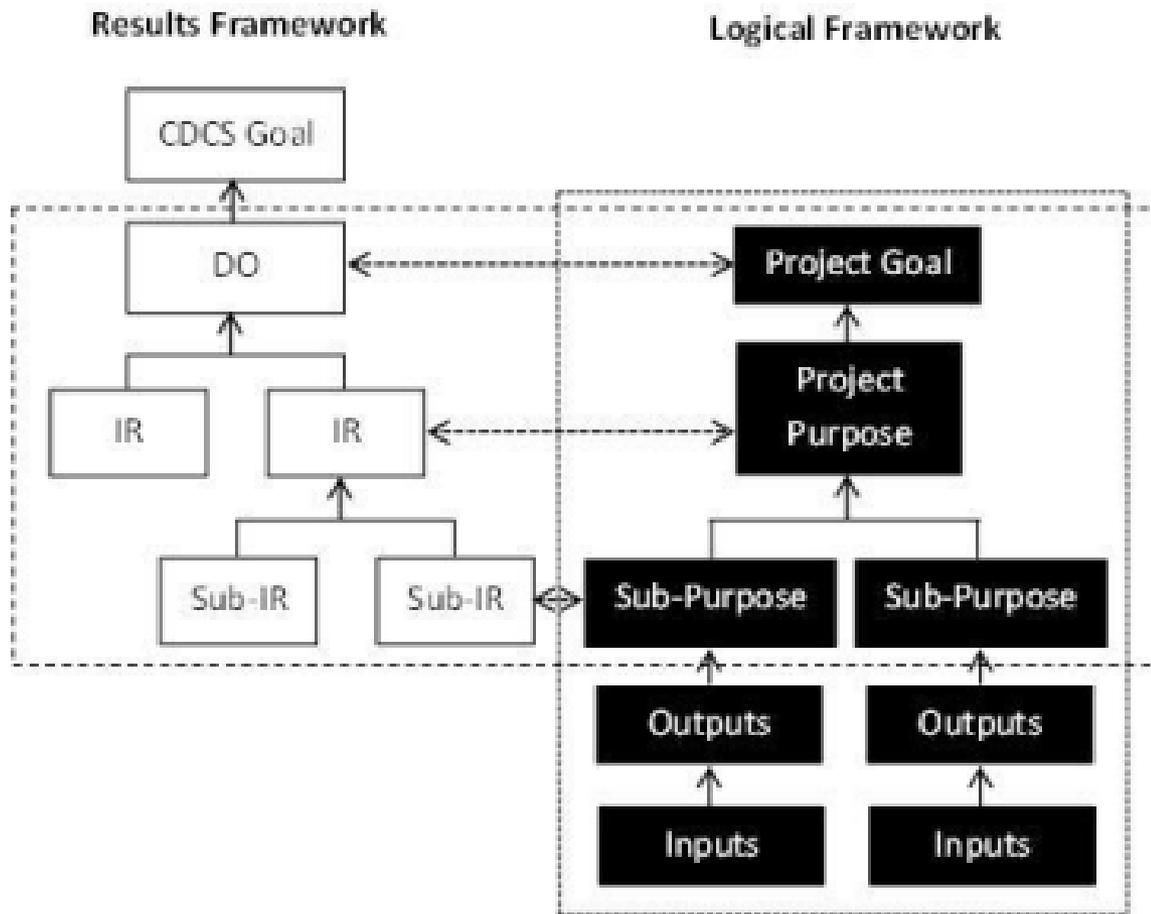
Rubric

Measurement	x	y	z
Beneficiary			
Donor			
Staff			
Partner			

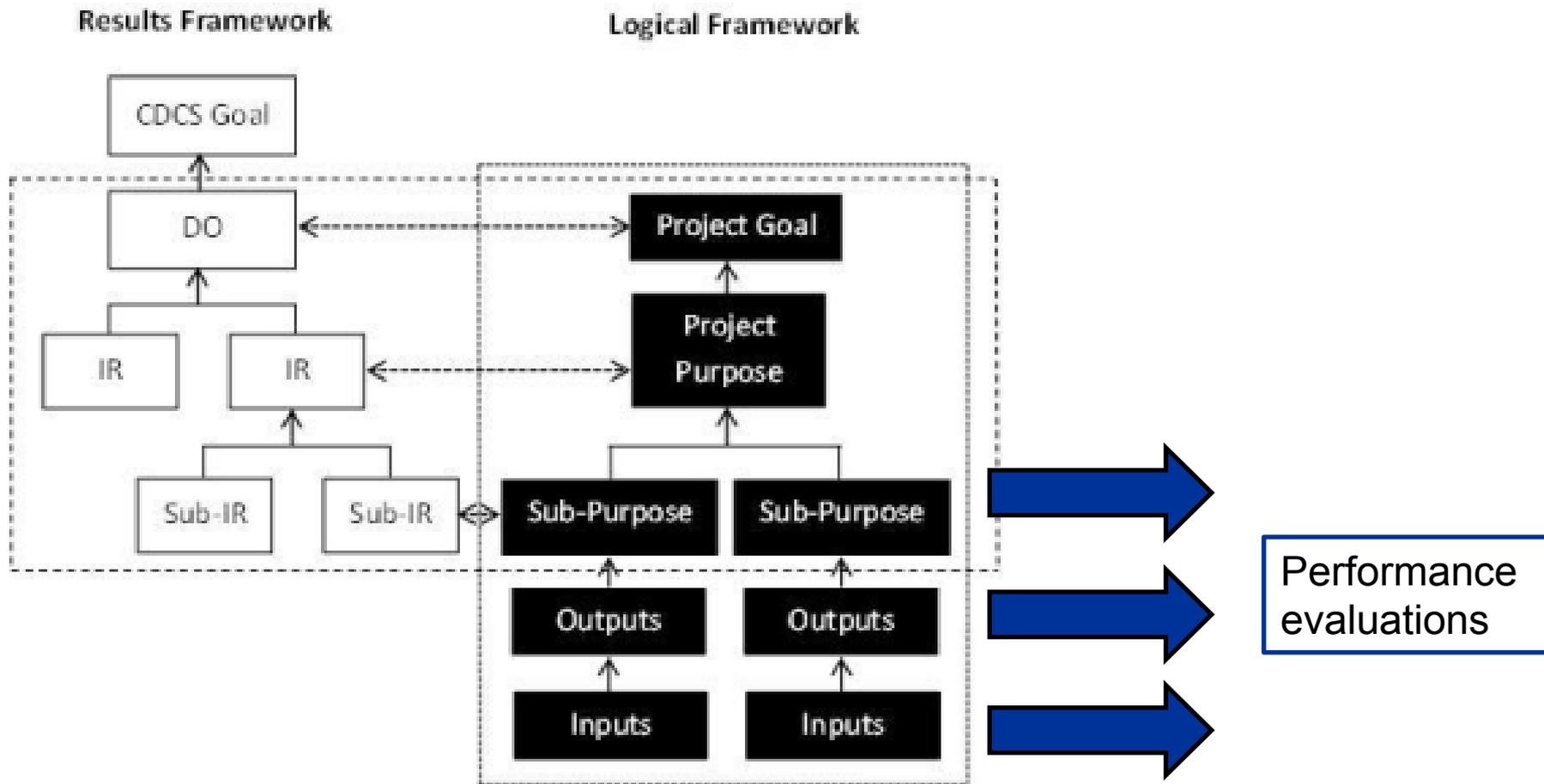


	Simple	Feasible	Complex	Challenging	Extremely Challenging
Policy	Minimal role of policy/regulation.	Low role of policy/regulation.	Requires market wide supportive policies.	Highly regulated market with policy changes required.	Highly regulated and commercial changes required.
Infrastructure	Minimal need for infrastructure.	Dependent on existing infrastructure.	Requires some investments to existing infrastructure.	Requires market wide investments to infrastructure.	Requires major investments to infrastructure.
Human capital	Minimal need for human capital development.	Low/moderate need for human capital development.	Moderate need to train a limited number of people.	Requires high level of training for large numbers of people.	Requires national wide training programs.

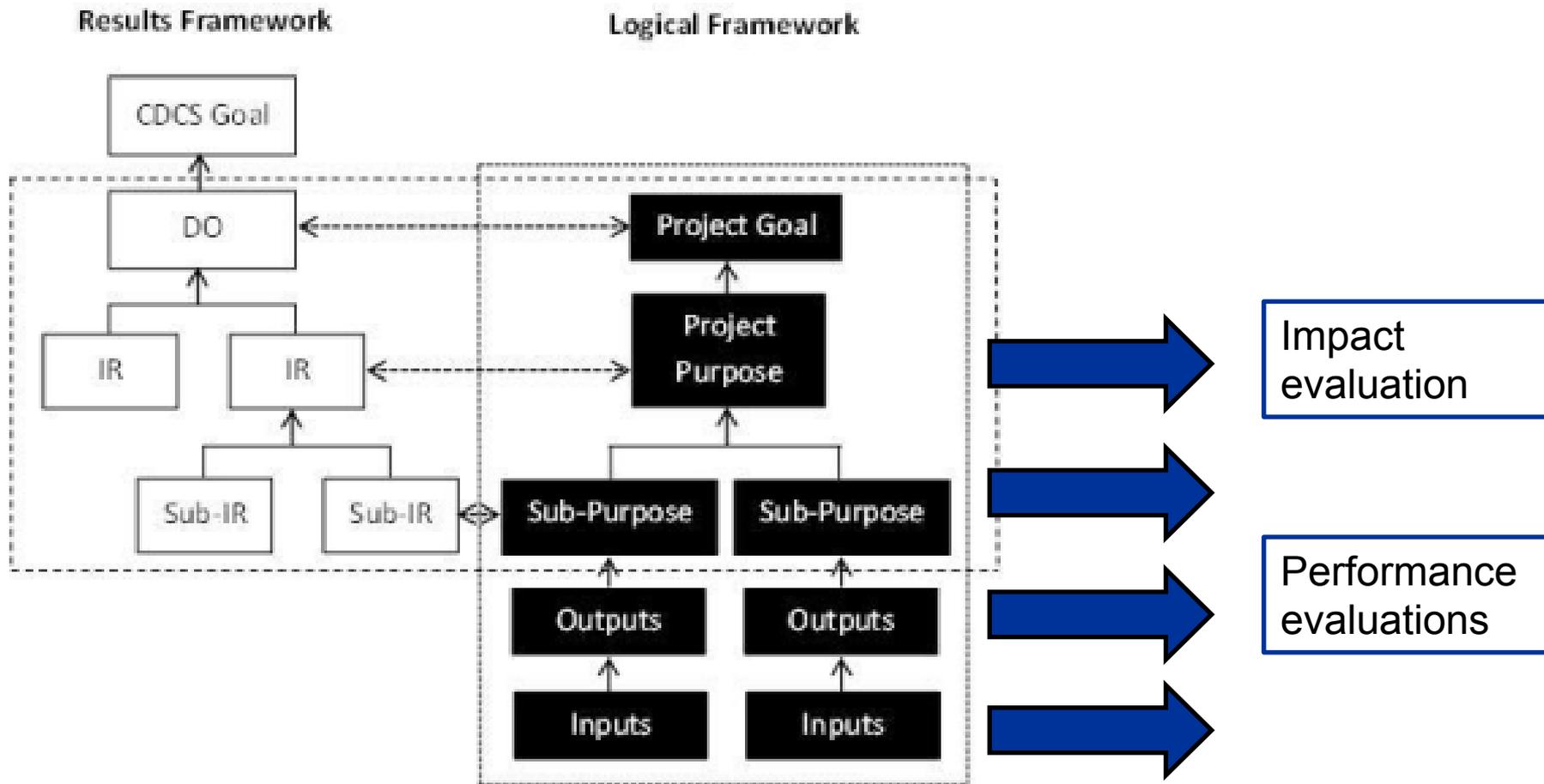
3. Distribute evaluations among the framework to contribute to learning.



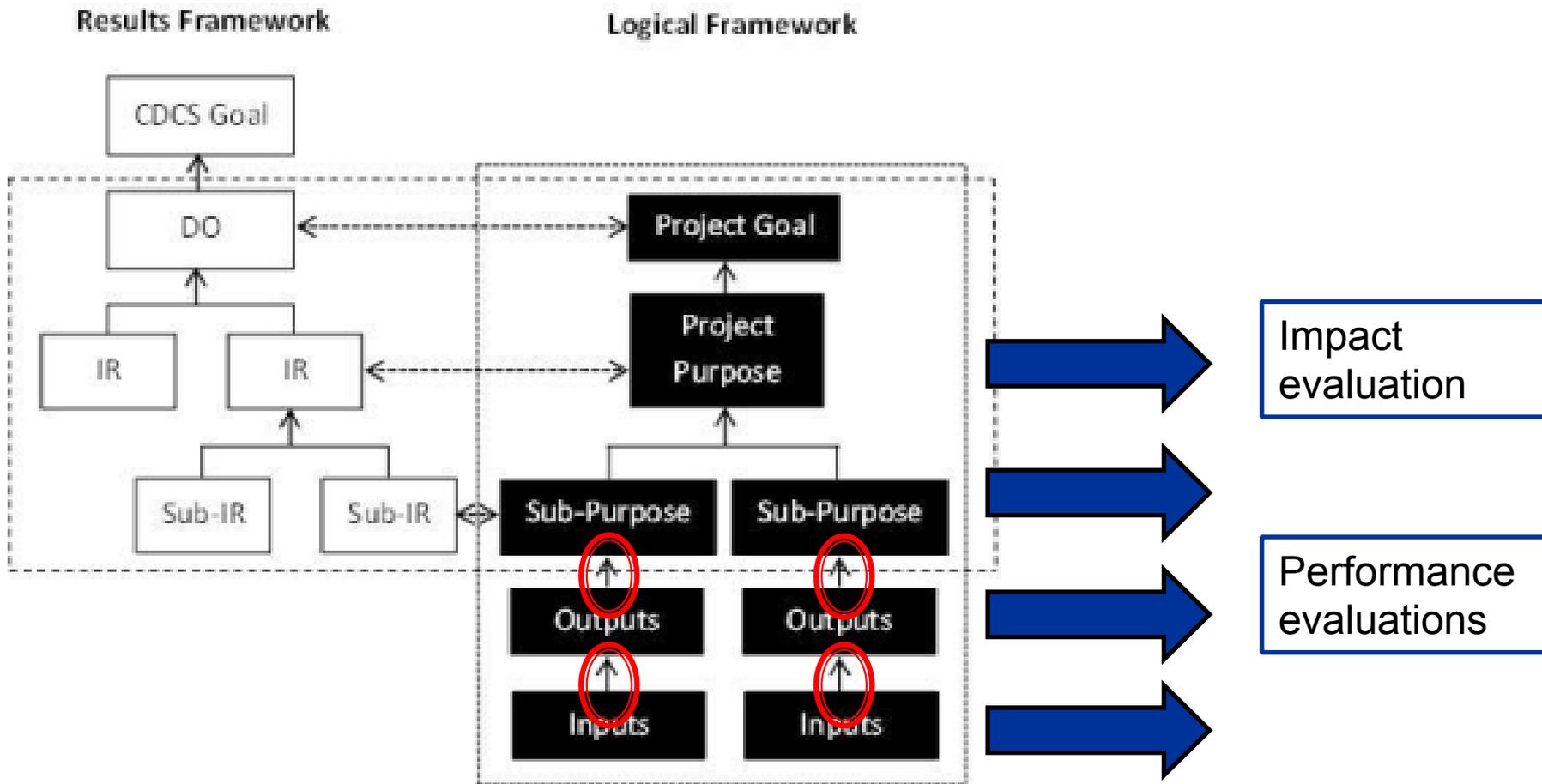
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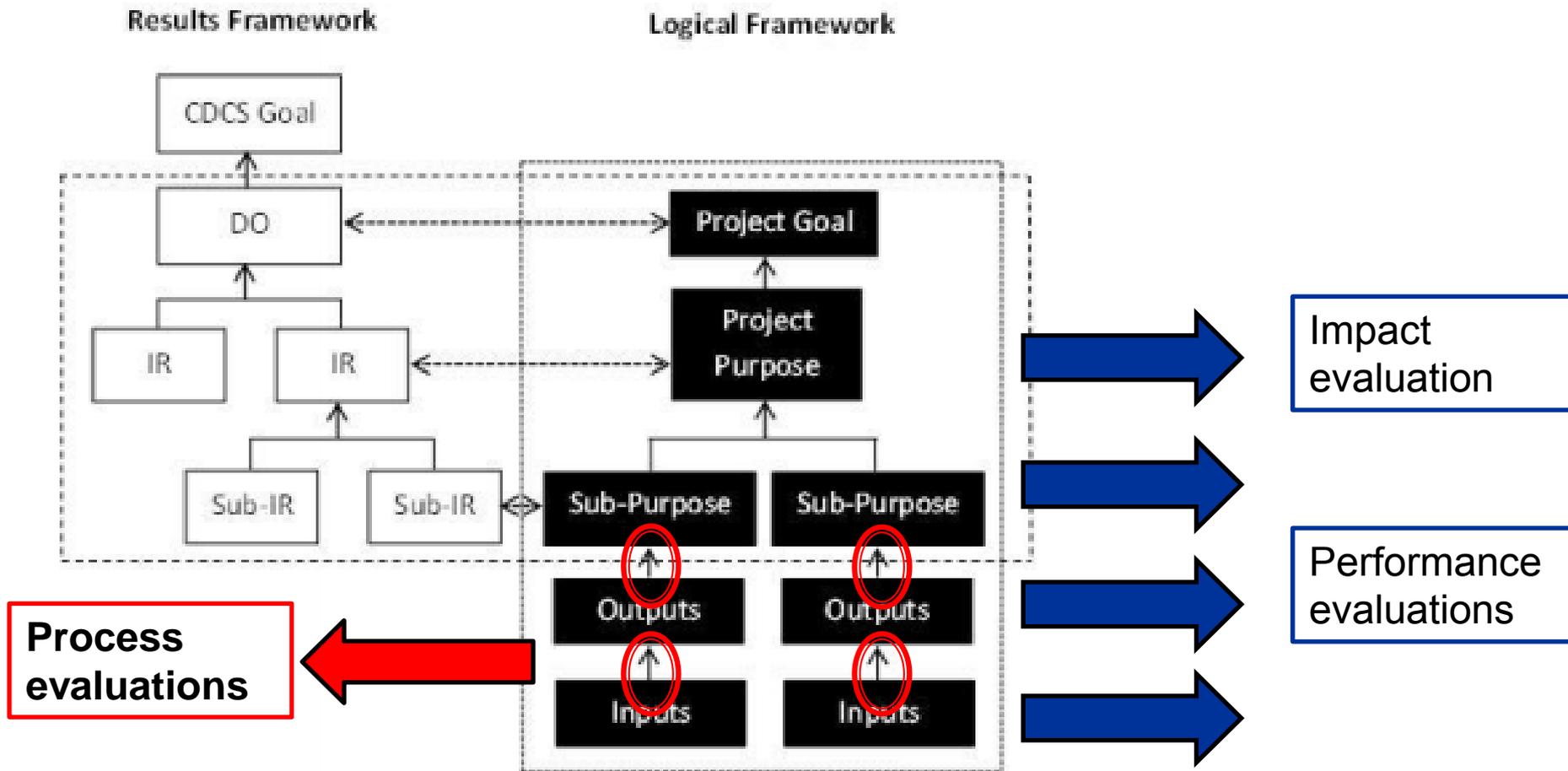
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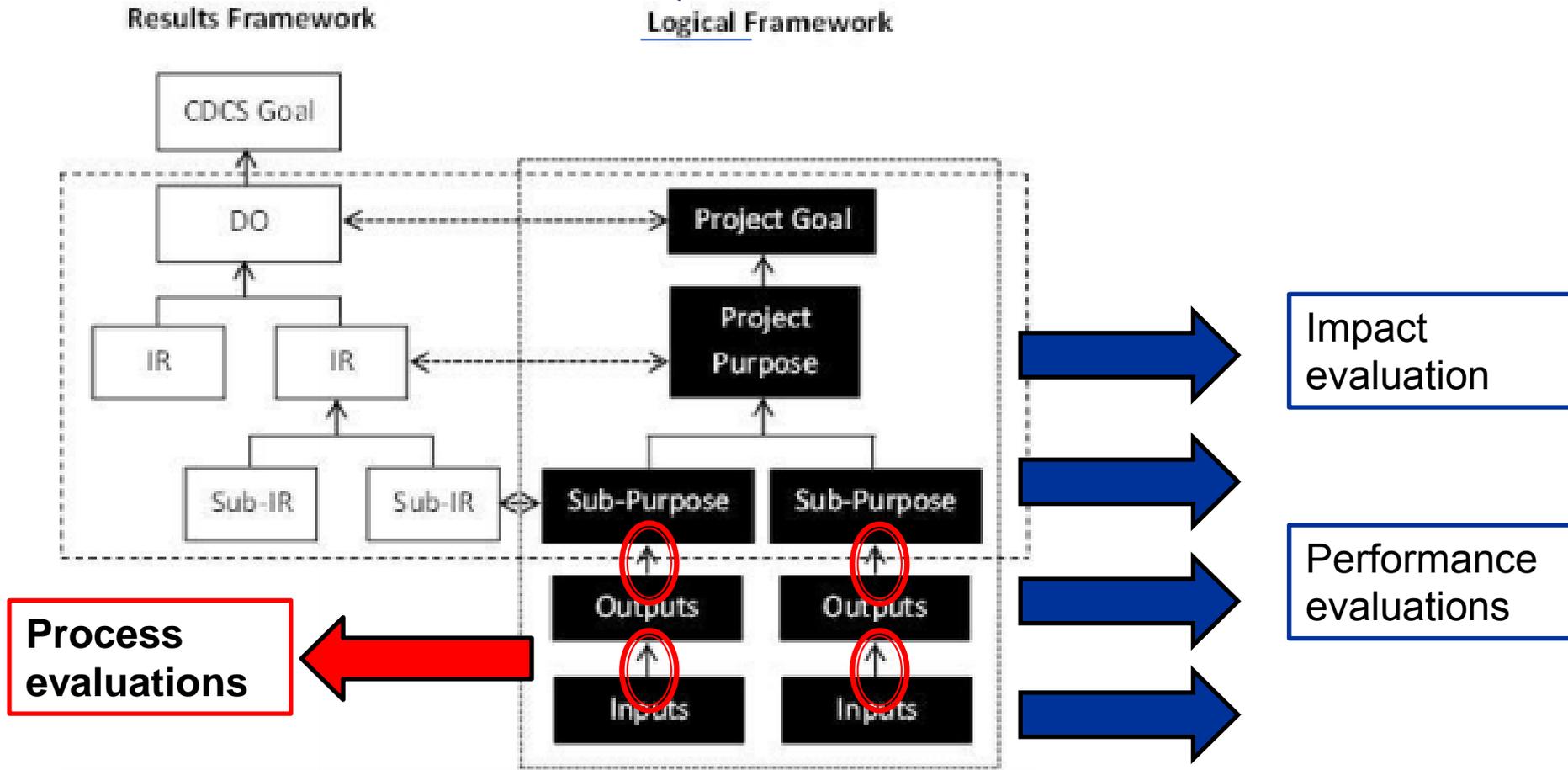
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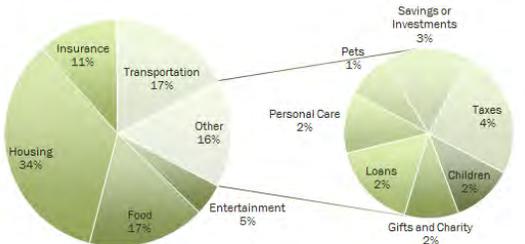
Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

The Basics.

Pick a description of the product you'd like to see accompany your evaluation in the column on the left. In the middle column, click on its linked name for an example, a full description of what that design element is, sample phrasing for your statement of work, plus its associated strengths and weaknesses.

What product do we want?	What is the corresponding infographic or visual design element?	Complexity scale: 1-10 1 = Do it yourself 10 = Call the experts
Diagram of a simple process, structure, or hierarchy	SmartArt	1
Free visual elements	Clip art	1
A one-page summary of the evaluation	One-pager	1
Visual data presentation	Statistical graphic	2
Chronological narrative	Timeline	2
Presenting individual pieces of data about a topic	By the numbers	3
One object or topic depicted in a realistic photograph	Photo infographic	4
Comparison of two things	Versus infographic	5
Reference tool and/or website attention seeker	Useful bait	6
Diagram of a more complicated process with multiple pathways, resource streams, or decision points	Flowchart	7
GIS data or geographic content	Mapping	8
One story containing multiple visual elements	Visual article	9
Complex data analysis via graphics	Data visualization	10

Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

Statistical graphic	Description	Statement of work	Strengths	Weaknesses
visual data presentation				
	<p>Visualization of quantitative data. Microsoft Office provides multiple options for do-it-yourself charts: column, line, bar, pie, bar, scatter, doughnut, radar, and more.</p> <p>Click on <i>Insert</i> and <i>Chart</i> in the Illustrations group in Excel or Word to view options.</p>	<p>“Contractor will present summary statistics and any related data analysis conducted as part of the evaluation through statistical graphics in draft and final reports. Plans for data collection, analysis, and presentation through charts and graphs will be included in the evaluation methodology section. “</p>	<p>Many options available. Quick and easy to create. No additional software needed beyond Microsoft Office.</p>	<p>Popular options often not the most accurate or informative. Must select the appropriate type of chart for the data or the graphic is not useful. Charts or graphs can easily become misleading or difficult to interpret.</p>
<p>Example: Microsoft Office templates</p>			<p>https://templates.office.com/Templates</p>	

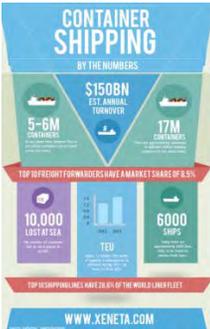
SmartArt	Description	Statement of work	Strengths	Weaknesses
pre-designed diagrams				
	<p>Graphics in Microsoft Office that allow you to add text and pictures to diagrams of lists, processes, cycles, hierarchies, relationships, and more. Click on <i>Insert</i> and select <i>SmartArt</i> in the Illustrations group in Excel or Word to view options.</p>	<p>“Contractor will identify any related processes, cycles, hierarchies, or relationships through SmartArt graphics as part of draft and final reports. “</p>	<p>Many options available. Quick and easy to create. No additional software needed beyond Microsoft Office.</p>	<p>Overused graphics lose meaning. Designs not exhaustive of all processes.</p>
<p>Example: Microsoft Office support</p>			<p>https://support.office.com/en-ca/article/Create-a-SmartArt-graphic-fac94c93-500b-4a0a-97af-124040594842</p>	

Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

Clip art	Description	Statement of work	Strengths	Weaknesses
free visual elements				
	<p>Pre-made images and illustrations available for free online and through Microsoft Office via Bing image search.</p> <p>Click on <i>Insert</i> and select <i>Clip Art</i> in the Illustrations group in Excel or Word to view options.</p>	<p>“Contractor will apply graphics to report as needed, including clip art and other low cost or free visual aids as part of draft and final reports.”</p>	<p>Free.</p>	<p>Graphics are pre-designed and cannot be manipulated.</p> <p>Microsoft Office replaced the clip art gallery with Bing image search in Dec. 2014 and some images may be protected by copyright.</p>
<p>Example: Microsoft Office search https://support.office.com/en-au/article/Search-for-pictures-or-clip-art-online-0a01ae25-973c-4c2c-8eaf-8c8e1f9ab530</p>				

Timeline	Description	Statement of work	Strengths	Weaknesses
chronological narrative				
	<p>Visual representation of a sequence of events through pictures, text, or additional data.</p> <p>Describes the program background, or visualizes the steps in the evaluation methodology.</p> <p>Combine with other deliverables, such as project photographs.</p>	<p>“Contractor will develop a timeline of major program milestones based on literature reviews, key informant interviews, focus group discussions, and computer-administered surveys, plus photographs of field sites from implementing partners.”</p>	<p>Replaces a text-based narrative with a larger variety of information about the program history, the evaluation tactics, or any chronological sequence of events related to the evaluation.</p>	<p>Visual timelines are an art—not a science.</p> <p>Too many events will crowd out the image.</p> <p>Evaluators will need assistance in gathering relevant historical markers, which may not even be apparent and can shift per interview or document.</p>
<p>Example: Lego Brick 50th Anniversary Timeline http://www.infographicdesign.org/projects/10-great-timeline-infographics/</p>				

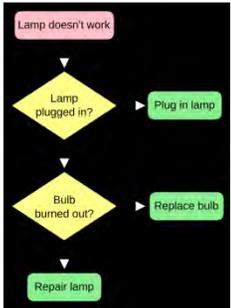
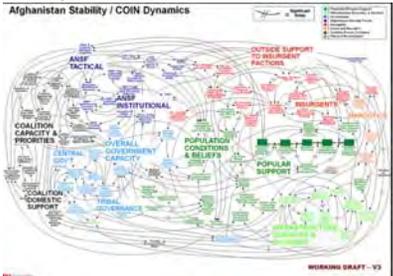
Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

By the numbers	Description	Statement of work	Strengths	Weaknesses
summarizing data				
	<p>Data and statistics compiled into one visual design. Summarizes program inputs or outputs; describes an evaluation-related sector or industry discussion, a project activity, or the entire program.</p>	<p>“As part of the evaluation report, contractor will provide contextual research in the form of a by the numbers visual that summarizes major changes in the energy sector within the province over the last ten years.”</p>	<p>Summarizes a lot of content while providing basic context on a topic.</p>	<p>Single pieces of numerical information can underrepresent trends or focus on only one aspect of a subject.</p>
<p>Example: Container Shipping by the Numbers</p>		<p>https://www.xeneta.com/blog/container-shipping-by-the-numbers-infographic/</p>		

Mapping	Description	Statement of work	Strengths	Weaknesses
GIS data or geographic content				
	<p>Combine geographic information with additional graphics, data, color coding, or other design elements to communicate program outcomes or inform project design.</p>	<p>“Final deliverables will include mapping the project sites with a visual display of funding amounts next to public opinion poll results and keyword summary derived from the qualitative content analysis per site.”</p>	<p>Condenses large amounts of information to visually compare the desired geographic units (project site, municipality, village, town, city, state, country, region) in one snapshot.</p>	
<p>Example: Jobs Tied to International Trade http://asiasociety.org/blog/asia/map-day-five-facts-about-us-you-should-know-%E2%80%94-and-one-you-cant-ignore</p>		<p>Weaknesses example: 16 Useless Infographics http://www.theguardian.com/news/datablog/gallery/2013/aug/01/16-useless-infographics</p>		

Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

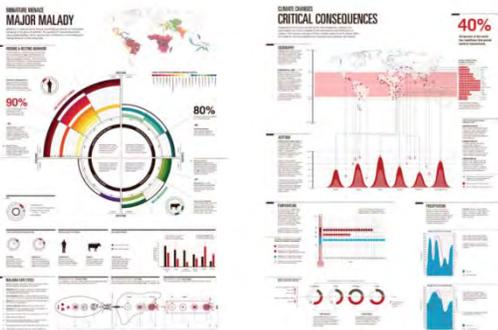
Visual article	Description	Statement of work	Strengths	Weaknesses
one story, multiple graphic elements				
	A full-length narrative on one topic expressed through multiple visual elements.	“Final deliverable should include a visual article infographic describing the program background by illustrating statistical changes in the gender composition of local governance units over the past twenty years.”	Covers an entire topic rather than just one aspect.	Article quality contingent upon trifecta of designer ability, availability of data, and visual content—though you could say the same about any of these visuals, really.
Example: A Visual Guide to Article Optimization			http://visual.ly/visual-guide-article-optimization	

Flowchart	Description	Statement of work	Strengths	Weaknesses
describing a process				
	Diagram that illustrates a process.	“As part of evaluation methodology, contractor will observe and document the process of registering newly arrived internally displaced persons for inclusion in the deliverables as a flowchart. ”	Documents a process for communication to others.	Complicated processes can be tricky to document and interpret; see below. 
Example: Lamp Quality Control Flowchart			http://www.brighthubpm.com/methods-strategies/97835-working-with-flowcharts-for-tqm/	
Weaknesses example: Afghanistan Stability			http://www.theguardian.com/news/datablog/2010/apr/29/mcchrysal-afghanistan-powerpoint-slide	

Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

Useful bait	Description	Statement of work	Strengths	Weaknesses
reference tool, web attention seeker				
 <p>18 WAYS TO TIE A NECKTIE Presented by: Real Men Real Style</p> <p>FOUR IN HAND KNOT How To Tie a Tie Series - 1 of 18</p> <p>KNOT FEATURES Common Easy to Tie Small Knot Uneven Knot</p>	A reference tool, visual explanation, or otherwise utilitarian graphic often used to increase website traffic.	“Deliverables will include useful bait infographic, <i>Five ways to link smallholder farmers to markets</i> , provided in .jpg format for implementing partner website.”	Simple visual instructions meant to attract an audience; designed to “go viral” if that’s what you’re after.	If it does “go viral” and your website doesn’t have the bandwidth, prepare for a crash. Not intended for time sensitive information or to provide a novel form of analysis.

Example: 18 Ways to Tie a Necktie

Data visualization	Description	Statement of work	Strengths	Weaknesses
complex data analysis via graphics				
 <p>MAJOR MALADY</p> <p>CRITICAL CONSEQUENCES</p> <p>90% 80% 40%</p>	Graphical representation of data designed to visually communicate a unique analysis for descriptive or exploratory purposes.	“Contractor will propose ideas in the evaluation methodology for interactive online data visualization about emergency response management written in JavaScript and based on given data sets.”	Easier to absorb large amounts of information. Relationships and patterns are easier to detect.	Lots of potential for misleading audiences. Can be confusing, distracting, overly complex, ambiguous, hideous, or many other terrible adjectives.

Example: Understanding Malaria

<http://arcadenw.org/article/scientific-visualization>

Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

Versus infographic comparing two things	Description	Statement of work	Strengths	Weaknesses
 <p>The infographic titled 'facebook vs television' compares the two. It includes a pie chart for 'UK Facebook User Gender Breakdown' showing 48.1% Male and 51.8% Female. Another pie chart shows 'UK Facebook User Age Breakdown' with segments for 13-17 (12.8%), 18-24 (25.8%), 25-34 (24.4%), 35-44 (17.7%), 45-54 (16.8%), 55-64 (1.9%), and 65+ (1.1%).</p>	<p>Visual comparison of two things.</p>	<p>“Contractor will address pros and cons of cold storage provision compared to food preservation through smoking or chemical methods as part of the value chain analysis and provide versus infographic documenting any cost-benefit discrepancies.”</p>	<p>Can assist the decision-making process by presenting pros and cons of two alternate options.</p>	<p>Limited to comparison of two things—any more can be a jumble.</p>
<p>Example: Facebook vs. Television</p>			<p>http://visual.ly/facebook-vs-television</p>	

Photo infographic one topical object	Description	Statement of work	Strengths	Weaknesses
 <p>The infographic 'THE FACTS BEHIND OIL PRICES' features a central image of a red gas can. It is surrounded by eight numbered points: 1. Geopolitical Events, 2. Liquidity and Infrastructure, 3. Currency Fluctuations, 4. Changing Supply Landscape, 5. Taxes, 6. OPEC, 7. Global Demand, and 8. Environmental Policies.</p>	<p>Realistic photo with text and numbers to describe an issue or answer a question.</p>	<p>“Final deliverables to include solar irrigation photo infographic summary of project outcomes to date.”</p>	<p>Simple, powerful design.</p>	<p>Contingent upon audience interest and a compelling image.</p>
<p>Example: The Facts Behind Oil Prices</p>			<p>http://www.cmegroup.com/trading/energy/images/infographic-whats-behind-oil-prices_small.jpg</p>	

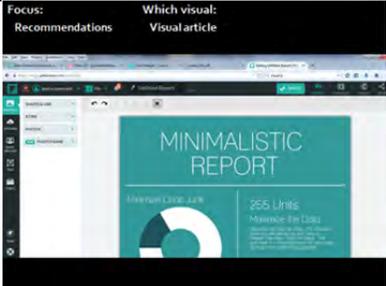
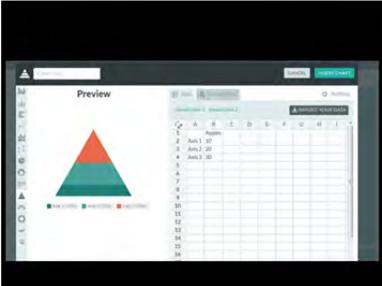
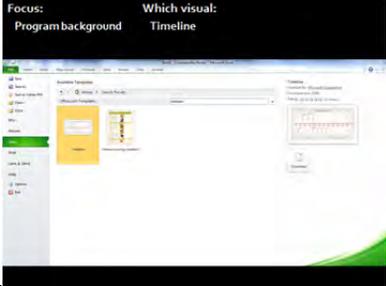
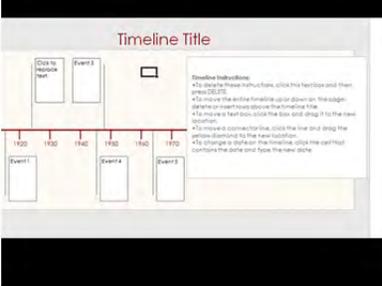
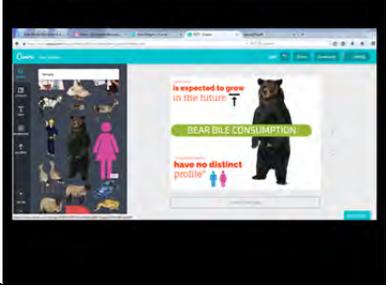
Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

One-pager	Description	Statement of work	Strengths	Weaknesses				
a one-page summary of the evaluation								
<div style="text-align: center; padding: 5px;">Project Title Evaluation Details</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Project budget</td> <td style="width: 50%; padding: 5px;">Additional evaluation questions</td> </tr> <tr> <td style="padding: 5px;">Inputs Outputs</td> <td style="padding: 5px;">Performance evaluation Impact <u>evaluation</u></td> </tr> </table> <div style="background-color: #4a698c; color: white; padding: 5px;">Project outcomes</div> <div style="background-color: #4a698c; color: white; padding: 5px;">Achievements</div> <div style="background-color: #4a698c; color: white; padding: 5px;">Outcome undetermined</div> <div style="background-color: #4a698c; color: white; padding: 5px;">Outcomes not yet achieved</div> <div style="background-color: #4a698c; color: white; padding: 5px;">Externalities</div>	Project budget	Additional evaluation questions	Inputs Outputs	Performance evaluation Impact <u>evaluation</u>	A very, very brief version of the evaluation.	“Final deliverables to include one-pager in the attached format detailing evaluation information, any additional evaluation questions raised by implementing partners following the conclusion of the evaluation period, and a summary of project outcomes, achievements, unachieved project objectives, and any recorded externalities arising from project implementation as of mid-term.”	Time-saving essentials of the evaluation.	Loss of detail.
Project budget	Additional evaluation questions							
Inputs Outputs	Performance evaluation Impact <u>evaluation</u>							
Example: Author-created								

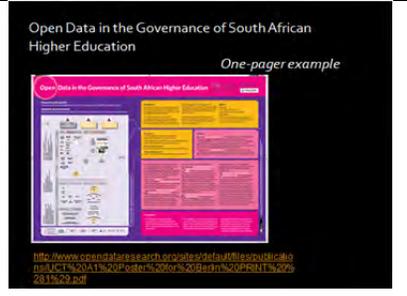
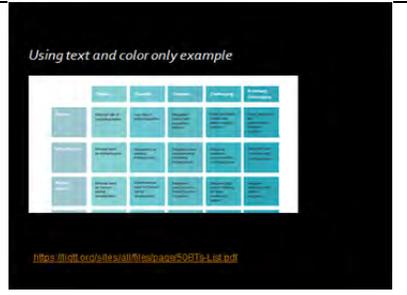
Webinar: Accelerating Evaluation Use Through Infographics and Visual Design

A Listing of References and Resources from the Webinar

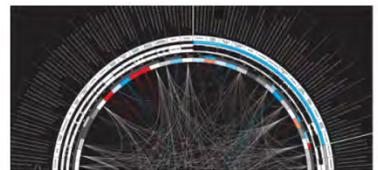
In order of appearance

Creating your own infographic after the evaluation has concluded		Visual article
Tool		
		Website http://piktochart.com/
Creating your own infographic after the evaluation has concluded		Timeline
Tool		
		Website https://templates.office.com/
Creating your own infographic after the evaluation has concluded		Photo infographic
Tool		
		Website https://www.canva.com/

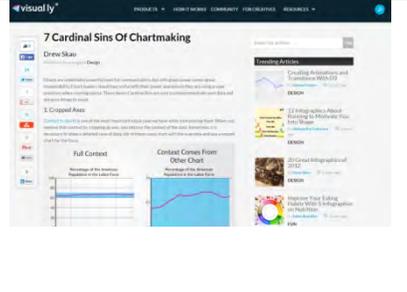
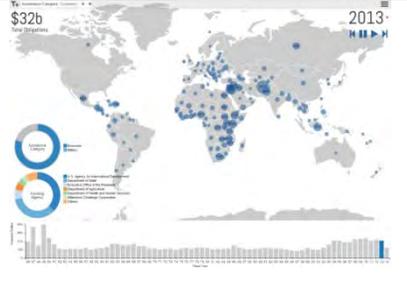
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<p>One-pager with a process model</p> <p>Example</p>	<p>Open Data in the Governance of South African Higher Education</p>
 <p>Open Data in the Governance of South African Higher Education</p> <p>One-pager example</p> <p>http://www.opendataresearch.org/sites/default/files/publications/UCT%20A1%20Poster%20for%20Berlin%20PRINT%20%281%29.pdf</p>	<p>Website</p> <p>http://www.opendataresearch.org/sites/default/files/publications/UCT%20A1%20Poster%20for%20Berlin%20PRINT%20%281%29.pdf</p>
<p>Using text and color only</p> <p>Example</p>	<p>50 Breakthroughs; Institute for Globally Transformative Technologies, Lawrence Berkeley National Lab</p>
 <p>Using text and color only example</p> <p>https://ligtt.org/sites/all/files/page/50BTs-List.pdf</p>	<p>Website</p> <p>https://ligtt.org/sites/all/files/page/50BTs-List.pdf</p>
<p>Visualize responsibly</p> <p>Example</p>	<p>16 Useless Infographics; The Guardian</p>
 <p>Visualize responsibly</p> <p>16 useless infographics</p> <p>http://www.theguardian.com/news/datablog/gallery/2013/aug/01/16-useless-infographics</p>	<p>Website</p> <p>http://www.theguardian.com/news/datablog/gallery/2013/aug/01/16-useless-infographics</p>

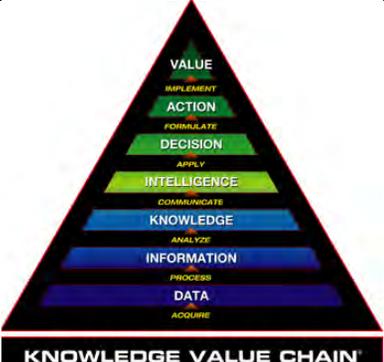
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<p>External resources</p> <p>Courses</p>	<p>Coursera</p>
	<p>Website https://www.coursera.org/</p>
<p>External resources</p> <p>Tools</p>	<p>Over 100 Incredible Infographic Tools and Resources</p>
<p>Over 100 Incredible Infographic Tools and Resources (Categorized)</p> 	<p>Website http://dailytekk.com/2012/02/27/over-100-incredible-infographic-tools-and-resources/</p>
<p>External resources</p> <p>Tips</p>	<p>Alberto Cairo, blog, The Functional Art</p>
	<p>Website http://www.thefunctionalart.com/</p>

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<p>External resources</p>	<p>Visual.ly, blog</p>
<p>Tips</p> 	<p>Website http://blog.visual.ly/category/visualization/</p>
<p>Internal resources</p>	<p>USAID Foreign Aid Explorer</p>
<p>Data, maps</p> 	<p>Website explorer.devtechlab.com</p>
<p>Internal resources</p>	<p>USAID GeoCenter</p>
<p>ArcGIS</p> 	<p>Website http://www.arcgis.com/home/group.html?owner=usaidgeocenter&title=USAID%20GeoCenter</p>

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<p>Internal resources</p> <p>Maps</p>	<p>USAID Interactive Map</p>
	<p>Website http://map.usaid.gov/</p>
<p>Internal resources</p> <p>Data extraction, APIs</p>	<p>USAID Developer Resources</p>
	<p>Website http://www.usaid.gov/developer</p>
<p>Knowledge Value Chain</p> <p>Diagram</p>	<p>Tim Powell, Competing in the Knowledge Economy</p>
	<p>Website http://www.knowledgevaluechain.com/</p>