

MONITORING  
AND EVALUATING  
INFORMATION AND  
COMMUNICATION FOR  
DEVELOPMENT (ICD)  
PROGRAMMES

**GUIDELINES**



# MONITORING AND EVALUATING INFORMATION AND COMMUNICATION FOR DEVELOPMENT (ICD) PROGRAMMES

## GUIDELINES MARCH 2005

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# ABOUT THESE GUIDELINES

## Who are they for?

If you work for the Department for International Development (DFID) and need advice on monitoring and evaluating Information and Communication for Development (ICD) programmes, these guidelines are for you. They don't provide a set of rules, but do introduce a range of approaches for you to choose from at various stages in your programme. Where possible, we signpost you to sources of further information. You can use the guidelines as a reference tool or to help you work with consultants.

## What ICD programmes do the guidelines apply to?

- Face-to-face communication or information activities such as counselling or extension visits
- Community-level communications such as theatre, role-playing, workshops, posters and other print materials
- TV, radio, film and video
- Internet and email communications programmes
- Telecommunications-based projects

## DFID mainly uses ICD programmes that:

1. support media and information and communication technologies (ICTs) as ends in themselves
2. use media and ICTs to add value to development sectors and programmes

## Using the guidelines

Guidance is structured around the programme cycle:

- **Section 1** - things to think about before you start
- **Section 2** - planning and budgeting
- **Section 3** - monitoring and evaluation at the start of your programme
- **Section 4** - methods for ongoing monitoring and evaluation
- **Section 5** - measuring impacts and outcomes at the end of your programme
- **Section 6** - introduces the tools of good practice
- Sources of further information are contained in **Section 7**

## Acronyms used in the guidelines

FGD	Focus Group Discussion
ICD	Information and Communication for Development
ICT	Information and Communication Technology
IDRC	International Development Research Centre (Canada)
JHU CCP	Johns Hopkins University Center for Communications Programs (USA)
KABP	Knowledge, Attitudes, Behaviour and Practice
KAP	Knowledge, Attitudes and Practice
PEER	Participatory Ethnographic Evaluation and Research
PM&E	Participatory Monitoring and Evaluation
PRA	Participatory Rural Appraisal
PRCA	Participatory Rural Communication Appraisal
RAP	Rapid Assessment Procedures

# BEFORE YOU START

## Why monitor and evaluate ICD programmes?

DFID policy says we should monitor and evaluate our communications to:

- demonstrate good management;
- learn lessons for future projects; and
- show that we are accountable for our work.

But you should bear in mind that it is difficult to evaluate human behaviour and social process, so there are no ready-made ways for measuring the success of ICD projects.

## 06 Problems behind the theory

Communications initiatives can be divided into two approaches, each with its own problems:

### 1. Behaviour-change initiatives

The behaviour-change approach uses targeted messages to change an individual's behaviour. Its main problem is that human behaviour isn't always a logical response to a held belief. So the indicators we use to measure change might be fundamentally flawed.

### 2. Social-change initiatives

Some initiatives try to inspire social change by giving people information to use however they like - perhaps to inspire community dialogue or collective action. The main problem with evaluating social change is that it is often too fluid, long-term and intangible to measure.

## Practical difficulties in evaluating ICD programmes

- It is difficult to define a specific target audience for initiatives that have an effect over a wide area. (For example: broadcast campaigns)
- In some sectors (like farming), change happens slowly. So it is hard to measure impact over a short period
- It is not always clear that an ICD programme - rather than political, social or economic factors - has been responsible for change
- Some communications goals - good governance, social gain, empowerment - are difficult to measure objectively or put a value on
- If developing-world audiences have little media choice, it can be hard to find out their opinions on the quality of ICD programmes
- It is difficult to evaluate communications in highly politicised areas or places of conflict
- Finally, the fast-changing nature of new technologies makes it difficult to measure their impact

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So you should be aware that monitoring and evaluation processes rely on personal judgement as well as theory. Bear in mind that there is no single, best evaluation method.

# PLANNING AND BUDGETING

## Three questions to start with

1. What will your monitoring and evaluation activity focus on?
  - Formative appraisal at the start of your programme - see **section 3**
  - Ongoing processes - see **section 4**
  - Impact and outcomes at the end of your programme - see **section 5**
  - All or a combination of these?
2. What is it you want to find out?
3. Are all stakeholders aware of what questions need to be asked?

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## Choosing a suitable methodology

### Is experimental research right for your programme?

Experimental research uses scientific tests to show how effective communications are. This normally involves before-and-after surveys or treatment-and-control groups with randomly chosen respondents.

It is almost impossible to do experimental research without baseline data, and this usually determines your approach. But the reality is that many LCD projects start without baseline data, so alternative research methods are sometimes more appropriate.

### How will you measure success?

You will need to decide what indicators to use to measure your programme's success. If you are considering participatory research methods, it is a good idea to involve your target audience in deciding how success will be measured.

### Will you use quantitative or qualitative methods?

Monitoring and evaluation methods are either quantitative or qualitative, but you can use a combination of the two approaches. Many people use quantitative methods to define audience characteristics and to analyse statistical findings. Then they add depth and texture using qualitative methods - which answer 'how' and 'why' questions using a section of the target audience.

### Example: Multi-method evaluation of community telecentres in Africa

In 2000-01, the International Development Research Centre (IDRC) commissioned a series of studies of community telecentres in Africa. It used both qualitative and quantitative approaches to collect data from actual and potential telecentre users, combining:

- focus groups
- document analysis
- usage and site observation
- exit polls
- questionnaires
- interviews

(Ref. Etta and Parvyn-Wamahiu 2003)

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## Setting a budget

Opinions vary as to what percentage of your budget should be dedicated to evaluation. A rough rule of thumb would be between ten and 15 per cent.

With small projects and those with short time-frames, evaluation might take up a larger part of the budget. This might also be the case with pilot projects, which try to determine how successful a programme will be if it is rolled out at a later date. In cases like this, evaluation costs might take up 30 per cent or more of the total budget.

## Who should carry out the work?

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In the past, expatriates have played a significant role in conducting research. But it's now considered good practice to use local resources, where possible, and to train and employ local assessors.

With any external evaluator, whether expatriate or local, it is a good idea to ask for an evaluation framework, which should include:

- a basic evaluation design (will it be descriptive, experimental, participatory, ethnographic?)
- a timeframe
- data collection methods
- an analytical framework
- an outline of what resources will be needed

It is also worth bearing in mind DFID's five measures of evaluation quality: utility, accuracy, independence, credibility and propriety.

## Questions to ask at the planning stage

- Who are being evaluated (individuals, groups, social networks, organisations)?
- What kind of sample will be used (random, stratified, cluster)?
- What type of data will be collected? Who will it be collected from? And how will it be collected (surveys, focus groups)?
- What types of evaluation methods will be used (before-and-after, time-series)?
- How will the data collected be analysed (statistical analysis, content analysis)?
- How will it be ensured that the findings are valid?
- How will the results be shared with others?
- What is the proposed time frame?
- What logistical and administrative arrangements do you/the contractor need to make?
- How will ethical issues and confidentiality be handled?
- What types and levels of resource are needed (personnel, supplies, cash)?

(Taken from *Behaviour and beyond: an evaluation perspective*, Manoncourt and Webb, 2000)

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# FORMATIVE APPRAISAL

This section outlines methods for carrying out research at the start of your project.

## 1. Measuring KABP

### The approach

KABP (sometimes reduced to KAP) is an acronym that stands for **knowledge, attitude, behaviour and practice**. Research that measures KABP is based on the assumption that a person's knowledge influences their attitude, which in turn influences their behaviour. It usually involves written, standardised questionnaires that are composed of yes/no questions.

### 12 Example: Typical KABP questions

Typical KABP questions in an HIV/AIDS survey might be:

**Knowledge:** Do you know how HIV/AIDS is transmitted?

**Attitude:** Would you share a meal with someone who is HIV positive?

**Behaviour/practice:** Did you use a condom at your last sexual encounter?

### The application

KABP surveys are useful for finding out what your target audience already knows and does. They can give an insight into a large group of people in a short time frame, and are particularly useful if you plan to paint a before-and-after picture of a programme's success. Data has statistical significance if you randomly select your interviewees, and it can be used as a baseline against which to measure findings at the end of your project.

Most KABP surveys need to be supplemented by qualitative research. This combined approach provides valuable information for developing messages for campaign-type programmes.

### The difficulties

Sometimes human behaviour doesn't follow a logical progression. Knowledge of an issue doesn't always result in a change of attitude and behaviour. Community values can override individual interests. So sometimes collective or institutional changes are necessary before individuals can be targeted effectively.

Other things to be aware of:

- People might lie on questionnaires, particularly if they've been asked about sensitive or sexual matters
- People can distort what other people think or do.
- Using closed, predetermined, inflexible questions can mean you miss out on vital information
- People are generally suspicious of surveys.
- Your target audience might be experiencing so-called 'questionnaire fatigue'.

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### Example: Research for an information campaign on Rwanda's gacaca process

In 2001, research was carried out into how the Rwandan public viewed the proposed gacaca process, which aimed to bring genocide suspects before community courts. Researchers used a mixture of quantitative survey and qualitative focus group methods to gauge public opinion. Findings were used to inform an awareness-raising campaign, providing valuable information on what media should be used and what key messages should be. The study also provided a baseline against which the success of the project could be measured.

More information can be found at [www.jhuccp.org/pubs/sp/19/English/ch1.shtml](http://www.jhuccp.org/pubs/sp/19/English/ch1.shtml)

## 2. Rapid assessment procedures (RAP)

### The approach

RAP offers a qualitative alternative to measuring KABP. In RAP, the researcher gets an insight into a cultural belief system through a continual process of forming questions and generating ideas, based on information collected from a few key local informants.

For more information visit the following website:  
[www.unu.edu/unupress/food2/uin08e/uin08e00.htm](http://www.unu.edu/unupress/food2/uin08e/uin08e00.htm)

A similar method is rapid ethnography, which uses a variety of methods to capture rich data when there are substantial time constraints. A relatively new tool, it can be used at the design stages of communication projects.

For an example of how it was used in a programme aimed at improving awareness of HIV and AIDS, see [www.comminit.com/healthecomm/research.php?showdetails=137](http://www.comminit.com/healthecomm/research.php?showdetails=137)

### The application

RAP can be used at the start of a project or while it is running (to help you make adjustments to your work as your programme develops).

### The difficulties

This approach results in detailed, qualitative information, but it cannot provide the baseline for an experimental design, as the sample isn't large or random enough to stand up to statistical scrutiny.

## 3. Participatory Rural Communication Appraisal (PRCA)

### The approach

PRCA is an example of a participatory research method. It includes rural people in the formation of communication strategies. Pioneered by the SADC Regional Centre of Communication for Development, in Zimbabwe, it uses visualisation techniques, interviews and group work to generate information that can be used when creating communication strategies, materials, media and key messages.

### The application

Because it involves the target audience in decision-making, it can ensure relevance and ownership by the people involved. It can lead to joint planning of communication programmes, instead of the traditional approach in which professionals plan communication interventions without input from the community.

### The difficulties

PRCA can be time-consuming and cannot be used as part of an experimental enquiry. For more information, visit the SADC's website:  
[www.sadc-fanr.org.zw/sccd/sadc%20ccd%20profile.htm](http://www.sadc-fanr.org.zw/sccd/sadc%20ccd%20profile.htm)



# PROCESS EVALUATION

You can use the research methods outlined in this section while your project is ongoing.

## 1. Market-style audience research

### The approach

Classic audience research uses quantitative surveys to obtain data on audience numbers, characteristics and preference. Most cases use well-established tools of market research and involve large samples.

Two practical guides to audience research are:

- *Know your audience* by Dennis List (2001), available as an online book at [www.audiencedialogue.org/kya.html](http://www.audiencedialogue.org/kya.html)
- *Handbook on radio and television audience research* by Graham Mytton (1999), available to order online at [www.audiencedialogue.org/books-mytton.html](http://www.audiencedialogue.org/books-mytton.html)

### The application

Audience research is one of the basics for monitoring communications programmes: often essential for understanding audience size, distribution and preferences. It is especially useful in message-based, or campaign-type situations.

### The difficulties

Hiring audience research firms can be expensive, and qualitative methods are often needed to give more depth to the findings.

## 2. Ethnographic action research

### The approach

Ethnographic action research was developed at the London School of Economics, in conjunction with UNESCO, specifically to look at how mass-media and ICTs work within local social networks. It is based on the concept of 'communicative ecologies,' which means the complete range of communication media and information flow existing within a community. It involves training local researchers to use in-depth interviews, participant observation, diaries and surveys to uncover the structures and experience of poverty and media-use in their community.

The idea of looking at information flow in a given community is not a new one. For example, techniques for analysing knowledge and information systems have long been used in agriculture and natural resources. One such tool is the RAAKS resource box, about which you can find information at [www.iac.wur.nl/ppme/content.php?ID=394&IDsub=572](http://www.iac.wur.nl/ppme/content.php?ID=394&IDsub=572)

### The application

This method can give a rich overall picture of how people respond to ICD programmes, and leaves room for the unintended and unexpected. For more information see the user's handbook online at <http://cirac.qut.edu.au/ictpr/downloads/handbook.pdf>

### The difficulties

Ethnographic research is usually very time-consuming, because it takes place over several months - or even years. It is not a method suited to evaluating one-off behaviour-change campaigns.

### 3. Outcome mapping

#### The approach

Outcome mapping challenges more traditional approaches to monitoring and evaluation. Although it can be used at all stages of the project-cycle, it usually takes place while a project is ongoing. It moves away from assessing a programme's developmental impacts (such as policy relevance, poverty alleviation, or reduced conflict) toward changes in a target audience's behaviours, relationships, or activities.

#### The application

Outcome mapping offers an evaluation alternative for projects where achievements are difficult to measure using traditional qualitative methods. For more information, see a brochure at [http://web.idrc.ca/en/ev-64698-201-1-DO\\_TOPIC.html](http://web.idrc.ca/en/ev-64698-201-1-DO_TOPIC.html)

#### The difficulties

Because it is a relatively new method, it is still work in progress. It clearly will not be appropriate where qualitative proof of impact is required.

### 4. Participatory monitoring and evaluation

#### The approach

Participatory monitoring and evaluation (PM&E) is a term that covers any process that allows all stakeholders - particularly the target audience - to take part in the design of a project, its ongoing assessment and the response to findings. It gives stakeholders the chance to help define a programme's key messages, set success indicators, and provides them with tools to measure success. These usually include Participatory Rural Appraisal (PRA) tools - such as mapping, problem-ranking and seasonal calendars - as well as surveys, oral testimonies and in-depth interviews.

There are four key principles to keep in mind with this approach:

1. Local people are active participants, not just sources of information.
2. Stakeholders evaluate, outsiders facilitate.
3. The focus is on building stakeholders' capacity for analysis and problem-solving.
4. The process should build commitment to implementing recommended corrective actions.

For information about involving your audience in defining your messages, see *Designing messages for development communication: an audience participation based approach*, by Bella Mody (1991).

In projects that are not about messages, but more about enhancing communication itself or about fostering social change, you can apply Participatory Ethnographic Evaluation and Research (PEER). PEER is a rapid approach to programme design, monitoring, evaluation, and research. It has been used in a range of cultural contexts, notably in HIV/AIDS programmes. You will find more information on PEER at [www.mande.co.uk/docs/PEER%20flyer%20Options%20May%2004.pdf](http://www.mande.co.uk/docs/PEER%20flyer%20Options%20May%2004.pdf)

Many communication programmes are structured around what is known as the P process (for more information, visit [www.hcpartnership.org/Publications/P-Process.pdf](http://www.hcpartnership.org/Publications/P-Process.pdf)). This model has M&E at its heart, since ongoing evaluation is essential to shaping and improving messages and the communication process itself.

#### **Example: Continuous PM&E to improve an Afghan educational soap opera**

When the long running BBC radio soap opera *New Home, New Life* for Afghan listeners was started in 1993, PM&E was built into the production cycle. A three-person evaluation team was hired to obtain listener feedback (in focus groups or one-to-one) on planned story lines and evaluate the impact of past episodes, which initially took the form of before-and-after tests to check knowledge of issues highlighted by the drama. Later, PRA methods such as health walks and seasonal calendars were used to determine the priorities of different groups. The findings informed future story lines in the soap. Ref. G. Adam 2004, personal communication.

#### The application

PM&E adds value to programme design and contents. For example, radio listeners can not only provide broadcasters with feedback about radio programmes, but they can actually make programmes themselves in response to issues discussed on-air.

#### The difficulties

PM+E can be time-consuming and requires staff to be trained as facilitators.

# MEASURING IMPACTS AND OUTCOMES

The following methods can be used throughout the project-cycle, but are particularly suitable for end-of-programme research.

## 1. Experimental impact studies

### The approach

#### *After only*

With this approach, the only research that takes place is carried out when a programme finishes. This could be assessing a population's knowledge, behaviour or health status, for example. For findings to be valid, they must be compared to an external standard, such as:

- national or international goals
- historical trends or patterns
- precedents in the target geographical region

#### *Before-and-after*

You can collect baseline data before or during a programme and then compare it to post-completion research (using the same indicators) to note changes or variations. The weakness of this method is that it cannot indicate whether changes are due to your programme or another influencing factor.

#### *Before-and-after with comparison groups*

This approach is similar to the before-and-after method above, but it involves comparing groups - only one of which is exposed to the intervention; the other group acting as a control group. It is important to match the groups as closely as possible in all other respects (age, sex, socio-economic characteristics), so that any changes in the target audience can be more confidently attributed to the intervention and not to other factors.

#### *Time series*

This tracks behaviour over time, normally at one given location or with a given group, comparing pre- and post-programme. Again it allows you to be more certain that changes are due to your programme.

### The application

Experimental methods are useful when you need to show how a programme has affected behaviour. All four methods involve some kind of data collection on key indicators such as KABP. They often involve a mixture of quantitative surveying and qualitative interviewing, and tend to work best when evaluating campaigns with a specific aim (such as improving awareness of an issue by a given percentage).

The JHU-CCP have carried out many experimental or semi-experimental studies of ICD programmes - usually in campaign-type programmes with an individual behaviour-change focus. For examples, see *Entertainment-education and HIV/AIDS prevention: A field experiment in Tanzania* by P.W. Vaughan and E.M. Rogers (2000).

### The difficulties

All but the first approach outlined above are technically demanding and can be expensive. You should also bear in mind the problems experienced with KABP-based approaches (see **Section 3**, method 1).

**Example: Measuring the success of message-based communications**

The World Bank's strategic communication toolkit recommends the following indicators for measuring the outcomes of communication activities:

1. Number of communications produced, by type, during the reference period
2. Number of communications disseminated, by type, during the reference period
3. Percentage of target audience who correctly comprehend a given message
4. Percentage who express knowledge, attitude and beliefs consistent with message
5. Percentage who acquire the skills recommended by the message
6. Percentage who discuss message with others, by type of person
7. Percentage who engage in recommended practices.

The authors note that the most crucial of these indicators are extremely difficult to measure. For example, respondents might claim to have better skills than they actually have, but verification by observation may be almost impossible (consider the difficulty of checking correct condom-use, for example). Behaviour change might also take a long time to show and may not be sustained over time.

(Source: *Strategic communication for development projects*, C. Cabanera-Verzosa, 1999.)

**Example: Measuring the success of social change communications**

The Consortium for Social Change and other organisations such as the Communications Initiative are in the process of defining indicators to measure communication for social change. These include:

- expanded public and private dialogue and debate
- increased accuracy of the information that people share in the dialogue and debate
- the means available that enable people and communities to feed their voices into debate and dialogue
- increased leadership by and agenda-setting role for disadvantaged people
- linked people and groups with similar interests who might otherwise not be in contact

For further discussion on monitoring and evaluating social change communication programmes, see *Who measures social change? An introduction to participatory monitoring and evaluation of communication for social change* by W. Parks (2005).

**Example: Measuring the success of media systems**

The Media Sustainability Index (MSI) is a tool developed by International Research and Exchanges Board (with USAID support) to assess the development of independent media systems over time and across countries. The MSI assesses five objectives for shaping a successful media system, each with a series of sub-criteria, scored by an annual panel of experts:

1. Legal and social norms protect and promote free speech and access to public information
2. Journalism meets professional standards of quality
3. Multiple news sources provide citizens with reliable and objective news
4. Independent media are well-managed businesses allowing editorial independence
5. Supporting institutions function in the professional interests of independent media.

For a full copy of the MSI 2003, covering Southeast Europe and Eurasia, visit [www.irex.org/msi/2003/MSI03-intro.pdf](http://www.irex.org/msi/2003/MSI03-intro.pdf)

## 2. Most significant change

### The approach

This is a participative method that aims to draw meaning from actual events, rather than being based on indicators. The method involves collecting stories from stakeholders about what they think is the most significant change a project has brought about. These stories are then analysed, discussed and verified.

### The application

This method has the advantage of capturing the unexpected and also helps to identify why change happens. For more detail see [www.healthcomms.org/comms/eval/le02.html](http://www.healthcomms.org/comms/eval/le02.html) and the MandE news website [www.mande.co.uk/](http://www.mande.co.uk/) which is a news service focusing on developments in monitoring and evaluation methods relevant to development projects and programmes with social development objectives.

### The difficulties

It is a wholly qualitative approach and is therefore unsuitable if you need qualitative data to prove a programme's impacts.

## 3. Participatory evaluation

### The approach

See **Section 4**, method 4 (PM&E).

### The application

Participatory evaluation allows target audiences to measure a programme's success against the parameters they set themselves. Applying participatory methods to communications work can help avoid the problems that outsider-led methods might create.

### The difficulties

Clearly, this method is not suitable if impact has to be measured objectively. It is also time-intensive, and project staff often have to receive extra training as facilitators.

### Example: Measuring the social impact of radio in the UK

The Radio Authority (now Ofcom) has developed a tool for measuring the social impact of community radio stations. Before they start transmitting, radio station managers have to list the key benefits their services are intended to bring to the community. They also have to compile information about the services that already exist locally. This enables every project to measure the value it adds to the community over time. Criteria include:

- providing training and work experience (for example: training youth volunteers at the station)
- contributing to local social inclusion objectives (for example: reporting on the work of local voluntary groups)
- contributing to local education (for example: forging links with schools and colleges)
- providing services to neighbourhood or local interest groups (for example: free advertising for groups working with young people who are at risk)
- giving local people access to the station (for example: providing disabled access and on-site child-care for volunteer presenters)
- having linguistic impact (for example: increasing broadcasts in minority languages)

The full report on the initiative, *New voices: an evaluation of 15 access radio projects* can be found at [www.ofcom.org.uk/radio/ifi/rl/commun\\_radio/new\\_voices.pdf](http://www.ofcom.org.uk/radio/ifi/rl/commun_radio/new_voices.pdf)

# THE TOOLS OF GOOD PRACTICE

The following is a basic guide to essential tools for monitoring and evaluating ICD programmes.

## Questionnaires and surveys

Questions need to be codable (for example: yes/no answers or ones that allow you to grade responses or opinions). Guidance on devising good questionnaires can be found in the basic social science research literature (see *Further reading* in **Section 7**). A basic guide to sampling in both qualitative and quantitative research can be found at [www.cpc.unc.edu/measure/publications/pdf/ms-04-10.pdf](http://www.cpc.unc.edu/measure/publications/pdf/ms-04-10.pdf)

Various computer programmes are available for analysing survey information, the best known being SPSS and EPIInfo.

## Observation

Observation is one of the most important and widely used methods for formative appraisal, monitoring and validating findings. Participatory or ethnographic observation is a variant that is usually lengthy and requires the researcher to be totally immersed in the environment being examined. In some cases, observation is done against a checklist of 'correct' behaviours (for example: observing good counselling practice) and can sometimes be done by a 'hidden' researcher to observe more natural behaviour. It is usually used in conjunction with other research methods.

## Focus group discussion

Focus group discussion (FGD) is an informal, guided discussion about a particular topic, normally with six to ten people. As a qualitative research technique, FGD can explore topics in some depth and answer 'how' and 'why' questions. *Making sense of focus group findings: a systematic participatory analysis approach* (de Negri and Thomas, 2003) explores the use of FGDs in development, specifically in the context of a health communication strategy.

A copy is available online at [www.comminit.com/healthcomm/uploads/making\\_sense\\_final.pdf](http://www.comminit.com/healthcomm/uploads/making_sense_final.pdf)

## In-depth interviewing

In-depth interviewing is sometimes called semi-structured or case-study interviewing. It mainly uses open-ended questions and is particularly useful for eliciting responses to pilots, new materials and exploring deeply-held beliefs and attitudes.

Both in-depth interviewing and focus groups can be organised using computer programmes such as ANTHROPAC, NUD\*ist and ETHNOGRAPH. These packages facilitate the organisation of large amounts of information and help find patterns in the results by identifying themes, points of agreement or disagreement within groups and topics that have been discussed most.

## Pre-testing

Pre-testing is widely accepted as an early and essential part of any communication strategy or campaign - especially those involving messages that have been shaped by anyone other than the target audience. Good practice in pre-testing involves measuring comprehension of the intended message under normal circumstances. However, in practice, pre-tests tend to take place in controlled conditions, with people gathered in groups. They generally examine not only how a message is being understood but also what respondents have to say about the finer details of communications materials. One particularly useful tool for pre-testing is the following '7 Cs of Communication'.

### 30 Example: The 7 Cs of communication

1. Does the project **C**ommand attention?
2. Does the project **C**learly communicate the intended message?
3. Does it **C**ommunicate meaningful benefit?
4. Are the ideas addressed **C**onsistent with each other?
5. Does the product **C**ater or appeal to the audience's heart and mind?
6. Does the product **C**reate trust?
7. Does the product include a **C**all to action?

A useful instrument for testing audio-visual messages is the '7 Cs assessment table'. This device assigns scores to qualitative findings, as in the following example:

For the question *Does the project Command attention?* add 20 points if the audience pays attention all the time; subtract ten points if the audience gets lost during the production... and so on.

The full instrument can be found in *Toolkit for development of evaluation strategies for radio producers* by L.E. Porras (1998).

## Key informant interviewing

This tool targets people who are judged to have extensive experience and knowledge - often community or organisation leaders. As with in-depth interviews, the interviewer must gain the confidence of the interviewees, so that they are more prepared to share their experience, insights and deeply held beliefs.

## Exit polls/intercept interviews

Researchers stop members of the target audience and ask fairly structured questions to gather opinion about a programme, service or product. Respondents are sometimes randomly selected by choosing every nth user or passer-by.

## Role-playing, drama and story-telling

These methods can be used to gauge how people respond to sensitive issues that might be best represented through allegory or exaggerated representations of the issue. Stories can be validated by asking repeat questions of the storyteller, comparing one person's account with that of another and by checking the factual accuracy of stories. You can find an example of how story-telling has been used in research at [http://rogharris.org/Using\\_Stories.pdf](http://rogharris.org/Using_Stories.pdf)



## Other participatory tools

Other tools for collecting data include mapping, preference ranking, problem tree or causal diagrams and visual story-boards. Many of these can be adapted to help measure the impact of communications at a community level. You can find a comprehensive guide in the *Participatory development tool kit* by N. Deepa and L. Srinivasan (1994).

## Keeping logs

Keeping logs, journals and documenting letters and other feedback may seem obvious, but they are all extremely important monitoring procedures that are often overlooked.

Transcripts of broadcasts must be made and stored carefully, web-hits must be recorded, as must notes on every activity such as training events and workshops, press-coverage, and any informal feedback received. You will find a checklist of regular documentation for broadcast projects in the *Monitoring and evaluation manual* by K. Warnock (2002).

## Tracking or tracer studies

Tracking or tracer studies normally involve disseminating messages and then asking questions about them. Responses are compared to those for control questions, for which information was not disseminated. These studies only work in very controlled circumstances, with well-defined messages. They also tend to work only in areas where there are few alternative sources of information (so that the source in question can be assumed to be the main source of information for the target population).

## Delphic surveys

These are sometimes used to identify trends and predict future developments in a given field (for example: how telecommunications are likely to spread in rural areas). They use a panel of carefully selected experts, who answer a series of questionnaires. Each series is analysed, and the tool is revised to reflect the responses of the group. Then a new questionnaire is prepared that includes the revised material, and the process is repeated until a consensus is reached.

# USEFUL WEBSITES AND FURTHER READING

## General monitoring and evaluation

### DEVELOPMENT GATEWAY MONITORING AND EVALUATION (ICT Projects)

This website provides resources on monitoring and evaluation, especially for those working on ICT for development.

[www.developmentgateway.org/node/317776/](http://www.developmentgateway.org/node/317776/)

### HEALTH E COMMUNICATIONS

Has a section devoted to evaluation, and a digest of several different research and evaluation examples and methodologies, with links to the full reports or books.

[www.comminit.com/healthcomm/research.php](http://www.comminit.com/healthcomm/research.php)

### LEAP IMPACT

Aims to improve the institutional performance of monitoring and evaluation practice related to information services, information products and information projects. It is open to all individuals and organisations interested in the evaluation of information.

[www.dgroups.org/groups/leap/impact/index.cfm](http://www.dgroups.org/groups/leap/impact/index.cfm)

## Tools, indicators, guidelines and handbooks

### PANOS

Panos has published a *Toolkit* for development monitoring and evaluation (K. Warnock, Panos London, 2002) that concentrates on communications and media-strengthening projects. A work in progress, it contains useful advice about conducting content analysis, working with listening/viewing groups, interviewing community groups and audience surveys.

Visit [www.panos.org.uk](http://www.panos.org.uk) for more information.

### GENDER-RELATED INDICATORS

Information on assessing the gender sensitivity of ICT programmes can be found at:

[www.comminit.com/steval/sld-8650.html](http://www.comminit.com/steval/sld-8650.html)

### TOOLS FOR EXPERIMENTAL EVALUATION DESIGNS

Primarily for health campaigns, as well as links through to a wealth of evaluation research experience documented by Johns Hopkins University (CCP)

See [www.jhuccp.org/research/](http://www.jhuccp.org/research/)

### HEALTH-RELATED INDICATORS

A link to UNICEF's evaluation indicators for health communication. They are quite basic, but they take the reader through a set of useful questions for different types of health projects.

[www.comminit.com/evalindicators/sld-2380.html](http://www.comminit.com/evalindicators/sld-2380.html)

### MESSAGE-BASED AND CAMPAIGN-TYPE COMMUNICATIONS

See *Strategic communication for development projects handbook* by C Cabanera-Verzosa (Washington DC: World Bank, 1999), a copy of which is available online at:

[www.worldbank.org/developmentcommunications/Publications/toolkit-web\\_jan2004.pdf](http://www.worldbank.org/developmentcommunications/Publications/toolkit-web_jan2004.pdf)

### QUALITATIVE AND QUANTITATIVE METHODS AND ANALYSIS

For a simple introduction to both qualitative and quantitative methods and analysis (including statistical methods such as chi-square analysis and random sampling) see *Evaluating HIV/AIDS prevention projects: a manual for NGOs* by J. Bertrand and M. Solis (Carolina Population Centre: University of North Carolina at Chapel Hill, 2000). A copy is available online at:

[www.synergyaids.com/documents/HIVPreventionProj\\_NGOEval.pdf](http://www.synergyaids.com/documents/HIVPreventionProj_NGOEval.pdf)

### HIGH-END ICTS

For an interesting collection of case studies that looks at high-end ICTs see *Making a difference: measuring the impact of information on development* edited by Paul McConnell (the International Development Research Centre, 1995).

A copy is available online at:

[http://web.idrc.ca/es/ev-9372-201-1-DO\\_TOPIC.html](http://web.idrc.ca/es/ev-9372-201-1-DO_TOPIC.html)

### BEHAVIOUR CHANGE AND SOCIAL CHANGE APPROACHES TO COMMUNICATIONS

For a short and clear article setting out the differences between behaviour change and social change approaches to communications, see *Communication that works* by A. Chetley (Health Exchange:London, 2002). A copy is available online at:

[www.ecdpm.org/Web\\_ECDPM/Web/Content/Navigation.nsf/index.htm](http://www.ecdpm.org/Web_ECDPM/Web/Content/Navigation.nsf/index.htm)

### Further reading

#### *Evaluation framework for ICT pilot projects*

Batchelor, B. and P. Norrish, 2004

See [www.infodev.org](http://www.infodev.org)

#### *Strategic communication for development projects*

Cabanera-Verzosa, C. 1999

Washington DC: World Bank

#### *Participatory development tool kit*

Deepa, N. and L. Srinivasan, 1994

Washington DC: World Bank

#### *Learning from change: issues and experiences in participatory monitoring and evaluation*

Estrella, M (ed), 2000

London: Intermediate Technology Publications

#### *Information and communication technologies for development in Africa: volume 2, the experience with community telecentres*

Etta, F. and S. Parvyn-Wamahiu, 2003

CODESRIA/IDRC: Ottawa

#### *Perceptions about the gacaca law in Rwanda: evidence from a multi-method study*

Gabisirege, S. and S. Babalola, 2001

Special Publication 19, JHU CCP

#### *Designing messages for development communication: an audience participation based approach*

Mody, B., 1995

New Delhi/Newbury Park/London, Sage

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N. McKee, E. Manoncourt, C.S. Yoon and R. Carnegie. Penang Southbound/UNICEF

*Social survey methods, A fieldguide for development workers, Development Guidelines no. 6*

Nichols, P., 1991

Oxfam:Oxford

*Qualitative evaluation and research methods*

Patton M.G., 1990

Newbury Park:Sage

*Toolkit for development of evaluation strategies for radio producers' in Media in development: towards a toolkit for communication monitoring and impact assessment methodologies*

Porras, L. E., 1998

A, Skuse, London: DFID

*Participatory tools and techniques: a resource kit for participation and social assessment*

Reitbergen-McCracken, J and D. Narayan, 1998

Washington DC: World Bank

*Impact assessment: perceptions and practice*

Sayce, K with Norrish, P (Autumn 2005)

CTA: Wageningen

*Entertainment-education and HIV/AIDS prevention: a field experiment in Tanzania*

Vaughan, P.W., Rogers E.M. et. al., 2000

The Journal of Health Communication 5 (supplement)

*Monitoring and evaluation manual*

Warnock, K., 2002

Kampala: Panos Institute

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**DFID, THE DEPARTMENT FOR  
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