**Exercise:**

**Synthesizing Quantitative Results**

**Objectives**

1. To identify the types of options available for presenting evaluation results
2. To critically discuss the pros and cons of dissemination options based on an identified audience

**Overview**

Program or activity evaluations may draw on quantitative and/or qualitative data. Quantitative data measure phenomena in numerical form, providing essential information for measuring results, while qualitative data that describe phenomena in a non-numerical way can provide a more nuanced understanding of the results. The two types of data can thus provide complementary information to guide improvements. This exercise provides participants with an opportunity to work with a small dataset of **quantitative data** and brainstorm how best to present that data. (Refer to the Step 5: Evaluate and Evolve PowerPoint slide deck for information on when to use and best practices for use of line graphs, bar charts, and pie charts.)

**Time**

Total: 40 minutes

The Activity Leader should explain the exercise (5 minutes), allow time for the participants to review the data (5 minutes), and give participants time to answer the four tasks (20 minutes). Participants should share their thoughts in small groups (5 minutes) then share their overall reactions with the entire group (5 minutes).

**Implementing the Activity**

**Individual Work**

At the end of the Exercise Worksheet in this document is a table with selected results from a family planning provider counseling activity (that included KM components). Please complete the following tasks, then discuss in small groups.

1. Explore the data presented in the table (on the last page of the Exercise Worksheet) and describe two alternative ways—such as using a bar chart, line graph, or a different type of table—in which you could present key points from the data. You do not have to use all the data in your alternative presentations. (Depending on the time and resources, such as laptops for each participant, available to you during the training session, the participants could also practice creating these alternative presentation formats, but keep in mind that more time will need to be allotted for this type of interactive work.)
2. Summarize one key point from the data in the table in one to two sentences for an audience unfamiliar with reading data in tables or graphs.
3. Based on your interpretations of the data, suggest two formats for disseminating your conclusions—such as a report, brief, journal article, blog post, video, data visualization/ infographic—and the audiences to target. For this part of the exercise, assume that you would have a larger set of results that you could include in the dissemination product.

**Small-Group Discussion**

* What alternative presentation formats did each participant choose? What are the benefits and/or drawbacks of the choices?
* What challenges did you experience during this exercise?
* Based on the dissemination options you choose, does it seem like your organization or project would be well positioned to embrace them for existing work?
  + Why or why not?

Ask a few participants to share their small-group discussion points to the entire group. Prompt them with these questions:

* What did hear from someone else?
* What did you not find useful or relevant to your program?
* What did you find surprising?

**Exercise Worksheet**

1. Explore the data presented in the table on the next page and describe two alternative ways—such as using a bar chart, line graph, or different type of table—in which you could present key points from the data. You do not have to use all the data in your alternative presentations.
2. Summarize one key point from the data in the table in one to two sentences for an audience that is unfamiliar with reading data in tables or graphs.
3. Based on your interpretations of the data, suggest two formats for disseminating your conclusions—such as a report, brief, journal article, blog post, video, data visualization/ infographic—and the audiences to target.

Differences in the counseling environment over time and by control vs. treatment districts.

|  |  |  |
| --- | --- | --- |
|  | **Baseline (%)** | **Endline (%)** |
| **Health worker recommended LARCs**  Control  Treatment | 30.2  26.5 | 24.4  40.2 |
| **Patients told about side effects**  Control  Treatment | 30.9  39.4 | 26.2  30.9 |
| **Patients told what to do if experiencing side effects**  Control  Treatment | 25.5  25.8 | 20.2  23.3 |

Abbreviation: LARCs=long-acting reversible contraceptives.

Source: Integrating Contraceptive Method Mix (ICMM) baseline and endline surveys, n=46,702.