



**USAID**  
FROM THE AMERICAN PEOPLE

PROGRAM**NET**

# Accelerating Evaluation Use through Infographics and Visual Design

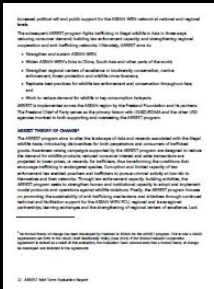
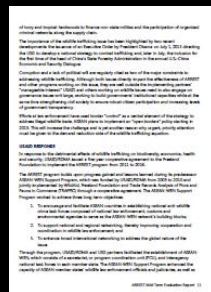
Jessica R. Pomerantz

Apr. 2, 2015

**What will the next generation of evaluations look like?**

# What if...?

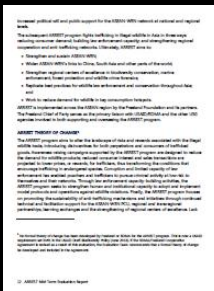
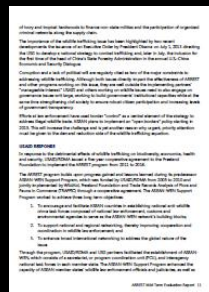
## Instead of Program Background



# What if...?

Instead of Program Background

Visual Timeline

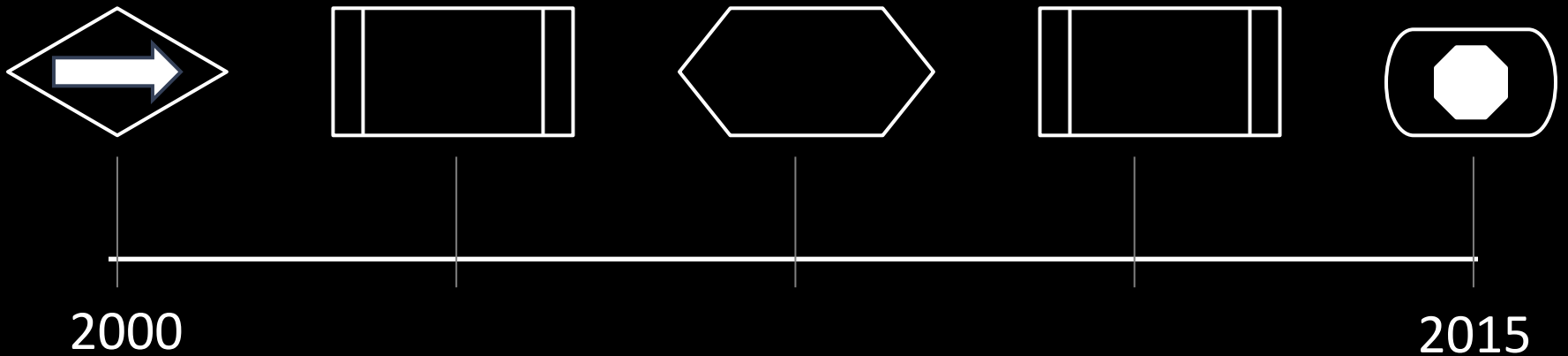


2000

2015

# Visual Timeline

*document project milestones*

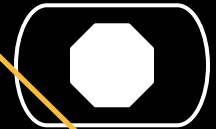
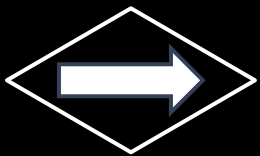


# Visual Timeline

*track a key indicator*

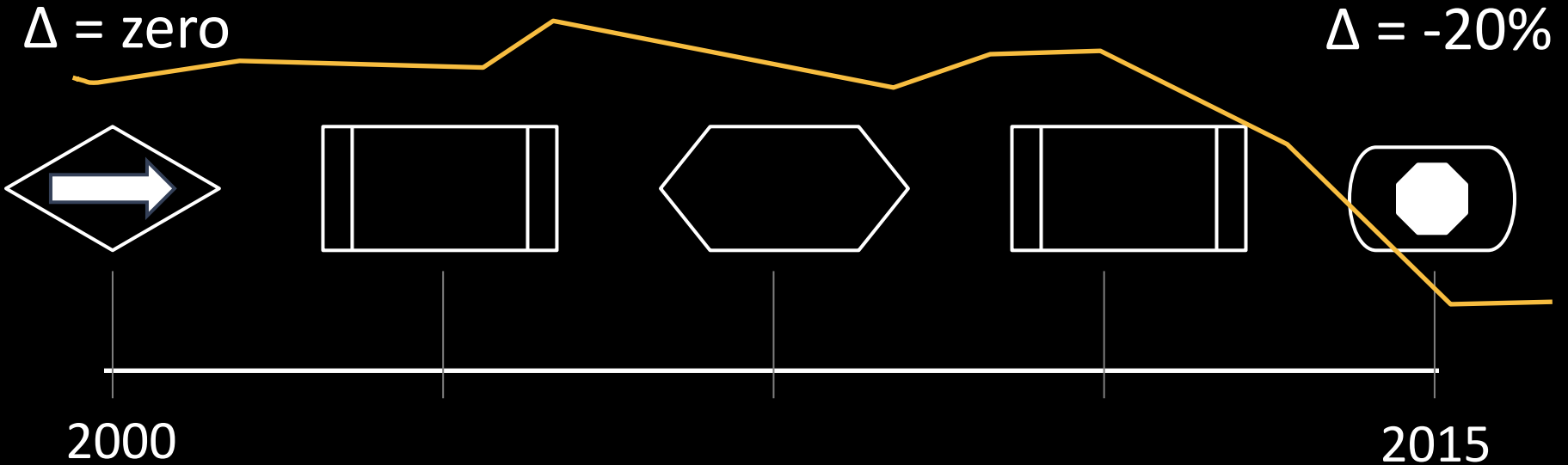
$\Delta = \text{zero}$

$\Delta = -20\%$



2000

2015

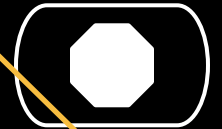
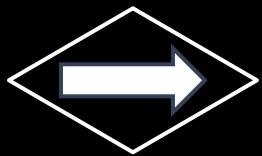


# Visual Timeline

*provide context*

$\Delta = \text{zero}$

$\Delta = -20\%$



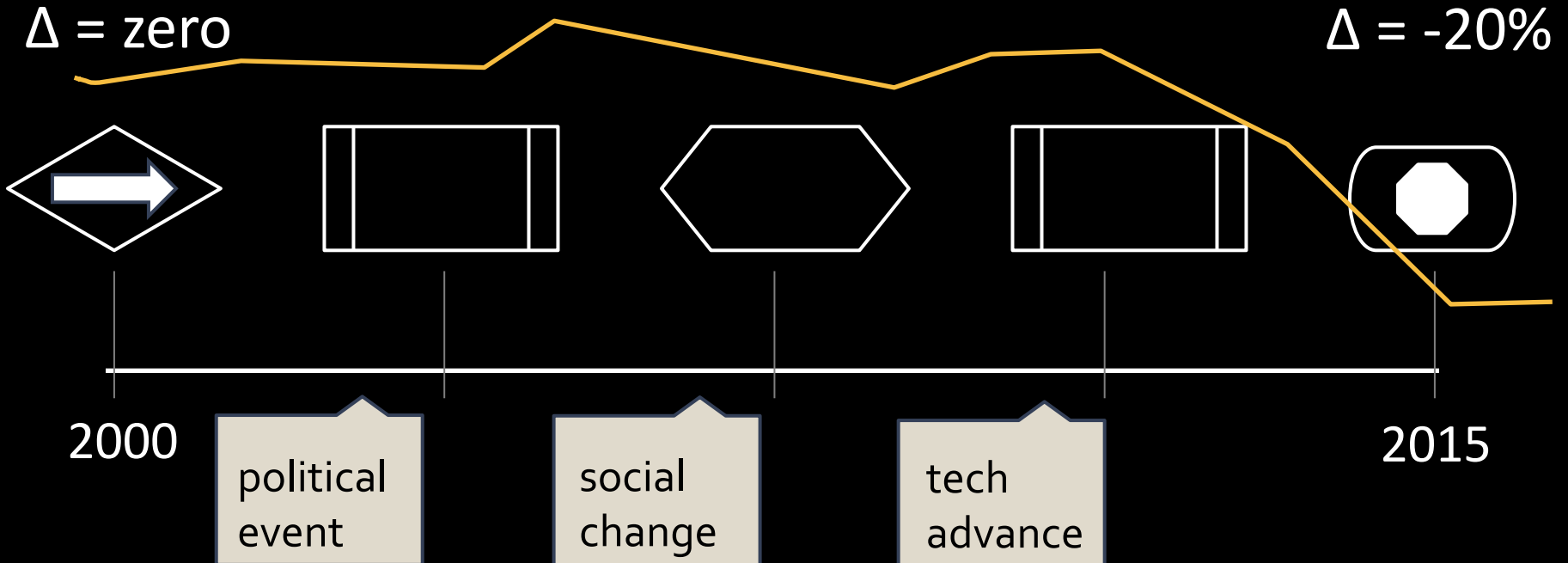
2000

political  
event

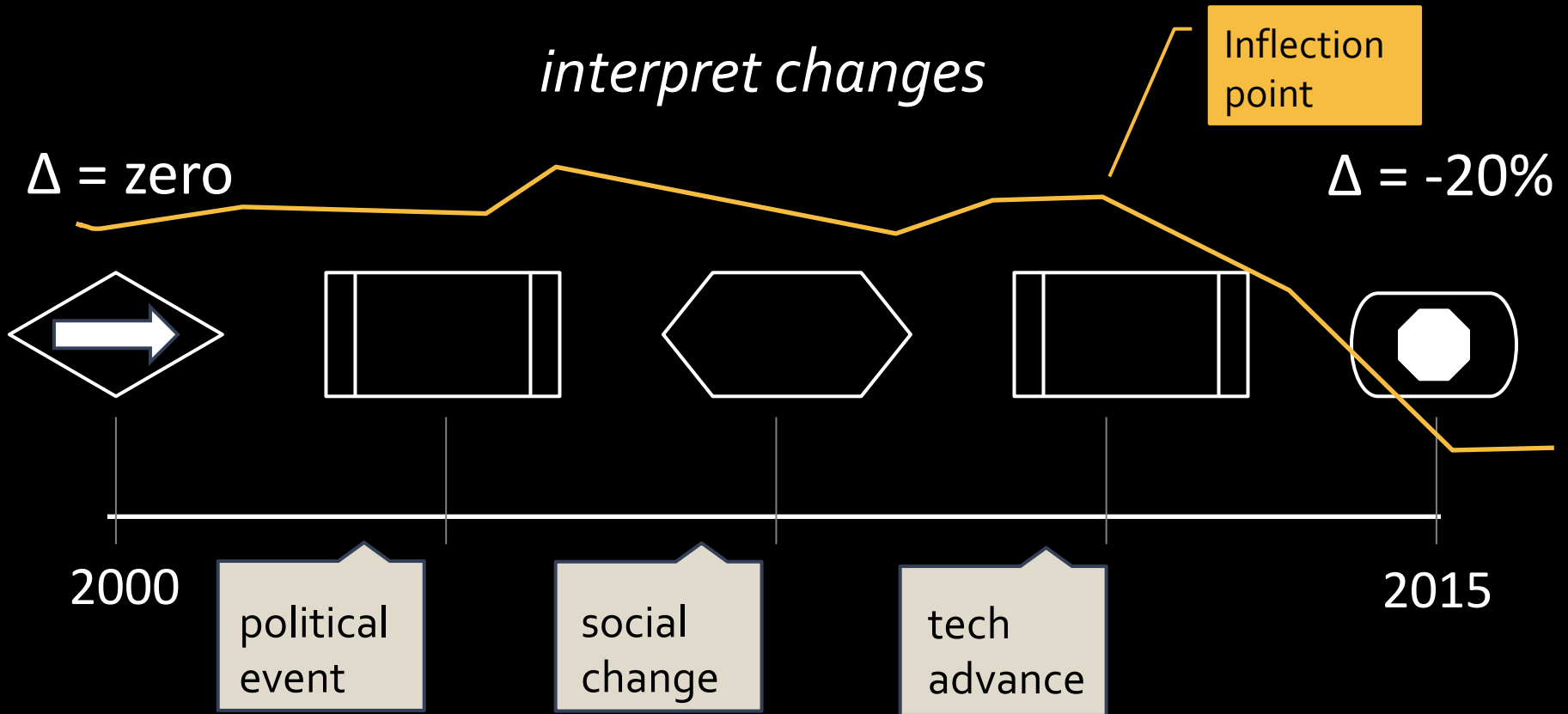
social  
change

tech  
advance

2015



# Visual Timeline





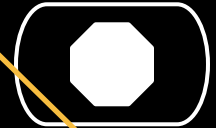
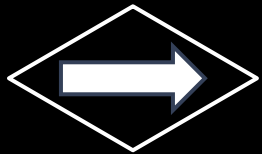
# Visual Timeline

*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 Description**

Millennium Goals and Sustainable Development Goals (SDGs) have been recognized by the United Nations as a global framework for guiding development. The Sustainable Development Goals and the 2030 Agenda for Sustainable Development are a call to action for all countries to work together to meet the needs of the present and future generations. The United Nations Secretary-General has called for a new global compact to guide development in the 21st century. The United Nations Secretary-General has called for a new global compact to guide development in the 21st century.

**II.2. Program Objectives**

The program aims to support the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development. The program will focus on the following areas:

- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.
- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.

**II.3. Program Activities**

The program will implement the following activities:

- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.
- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.

**II.4. Program Results**

The program will achieve the following results:

- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.
- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.

**II.5. Program Impact**

The program will have the following impact:

- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.
- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.

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**Figure 1: Asia-Pacific Region - Key Countries for Focus**

The map highlights Cambodia, Laos, and Vietnam as key countries for the program's focus. The map shows the geographical location of these countries within the Asia-Pacific region.

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of being and digital technologies to increase connectivity and the participation of organized political entities during the crisis.

The importance of the digital technology has been highlighted by the report of the Secretary-General of the United Nations (2020) and the Secretary-General of the United Nations (2021). The report of the Secretary-General of the United Nations (2020) and the Secretary-General of the United Nations (2021) have highlighted the importance of digital technology in the context of the COVID-19 pandemic.

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of individuals, and as a result, it is likely to be a significant challenge for the program. The program will focus on the following areas:

- Supporting the implementation of the Sustainable Development Goals and the 2030 Agenda for Sustainable Development.
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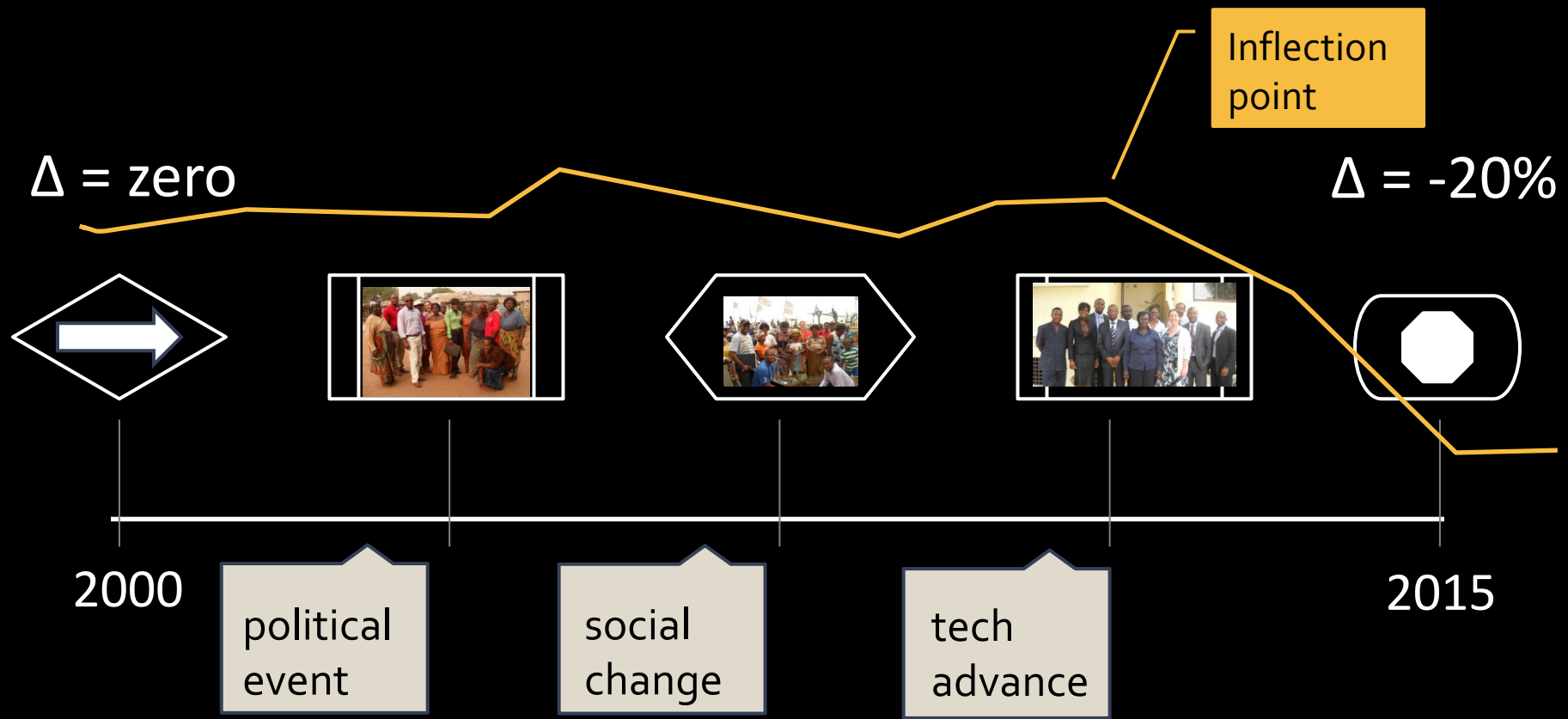
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# Evaluation use through visual design

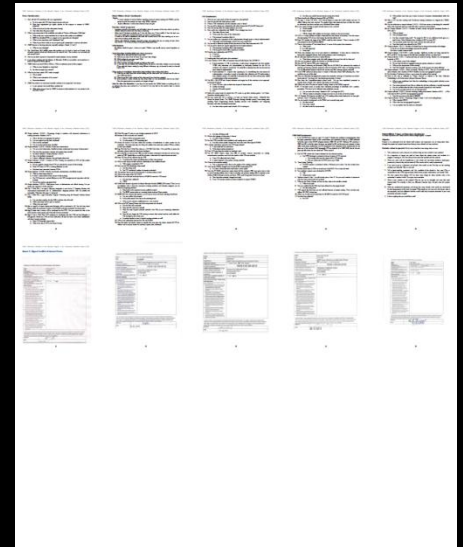
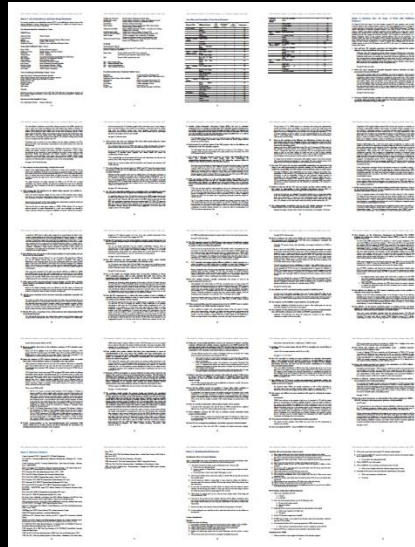
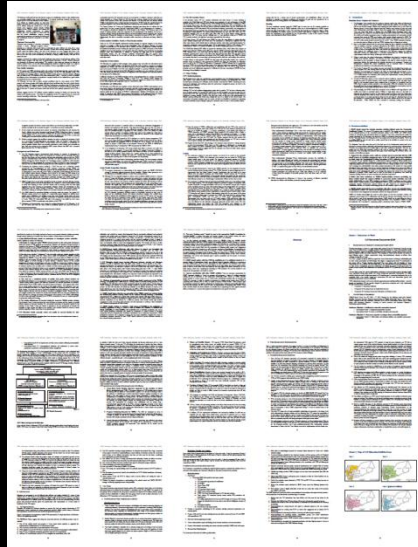
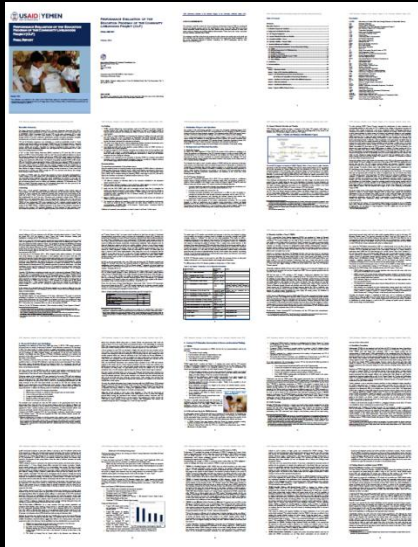


A **wealth** of information  
creates a **poverty** of  
attention

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# 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 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 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*

Program Title Evaluation Details			
Program budget  Inputs      Outputs		<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?
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			
Program budget		Additional evaluation questions	
Inputs	Outputs	Performance	Impact

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			
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	<b>Los Alamos Public Schools</b> 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	<b>Rio Rancho Public Schools</b> 500 Laser Road, Albuquerque 87124 V. Sue Cleveland, superintendent	505-896-0667 rmps.net district@rmps.net	62.3%	16,870	1,085	15.55	93.9%
3	<b>Alamogordo Public Schools</b> 1271 Hawaii Ave., Alamogordo 88310 George Straface, superintendent	575-812-6000 aps4kids.org gstface@aps4kids.org	58.3%	6,334	379	16.71	96.5%
4	<b>Moriarty Municipal Schools</b> 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	<b>Artesia Public Schools</b> 1106 W. Quay St., Artesia 88210 Crit Caton, superintendent	575-746-3585 bulldogs.org edcaton@bulldogs.org	53.8%	3,660	266	13.76	94.8%
6	<b>Clovis Municipal Schools</b> 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	<b>Silver Consolidated Schools</b> 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	<b>Roswell Independent Schools</b> 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	<b>Carlsbad Municipal Schools</b> 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	<b>Los Lunas Public Schools</b> 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	<b>Aztec Municipal Schools</b> 1118 W. Aztec Blvd., Aztec 87410 Kirk Carpenter, superintendent	505-334-9474 aztecschools.com adcarpi@aztec.k12.nm.us	48.0%	3,436	221	15.55	95.0%
12	<b>Lovington Public Schools</b> 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	<b>Albuquerque Public Schools</b> 6400 Irving Blvd. NE, Albuquerque 87110	505-880-3700 aps.edu	47.6%	94,318	6,604	14.28	98.0%

## 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.

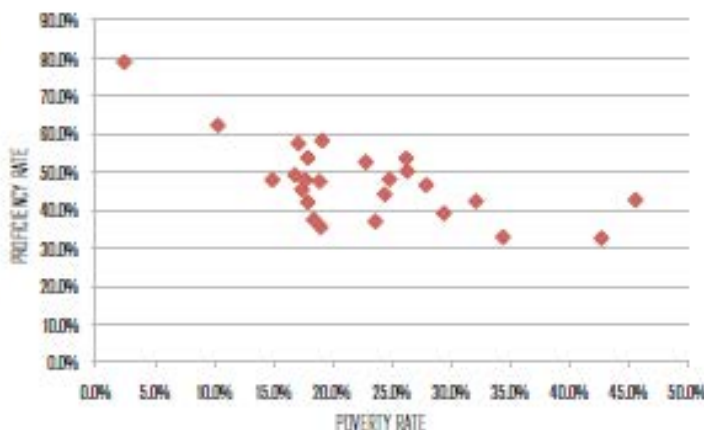
There was a strong negative correlation between poverty rates and student

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



Source: In-house analysis performed on NM PED data

## 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

## 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 practice grade 11



## 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 shoes you wear will be your safe, secure, and comfortable.

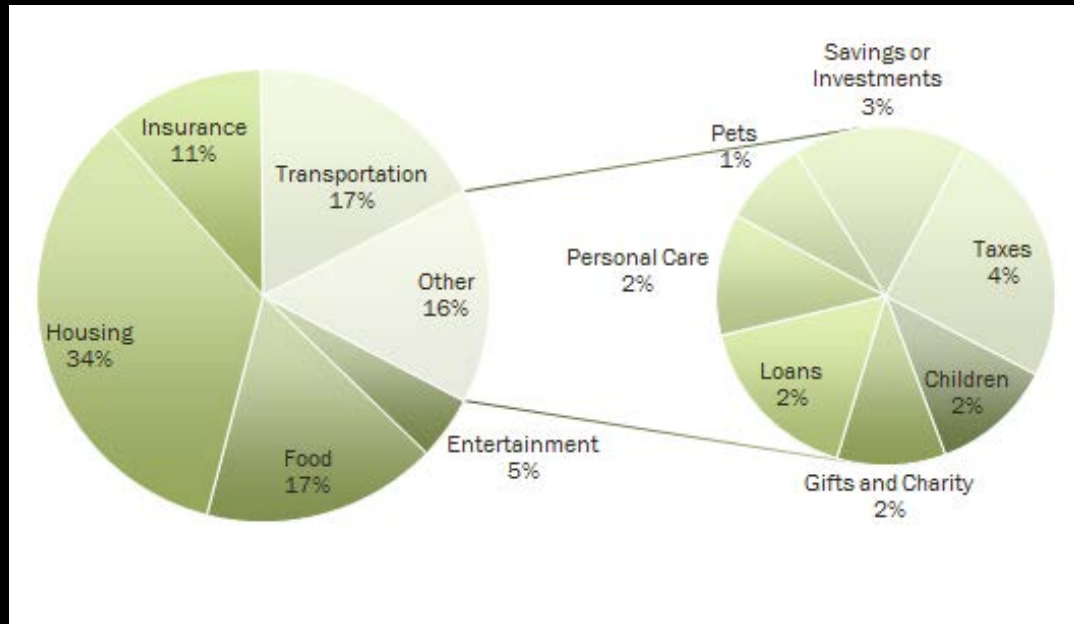


# The Basics

**What are my visual options?**

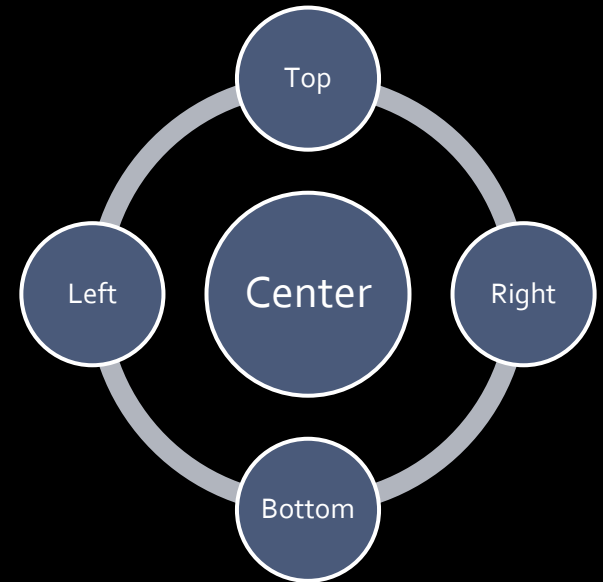
# What are my visualization options?

## *Statistical graphics*



# What are my visualization options?

*SmartArt*





# What are my visualization options?

*Clip art*



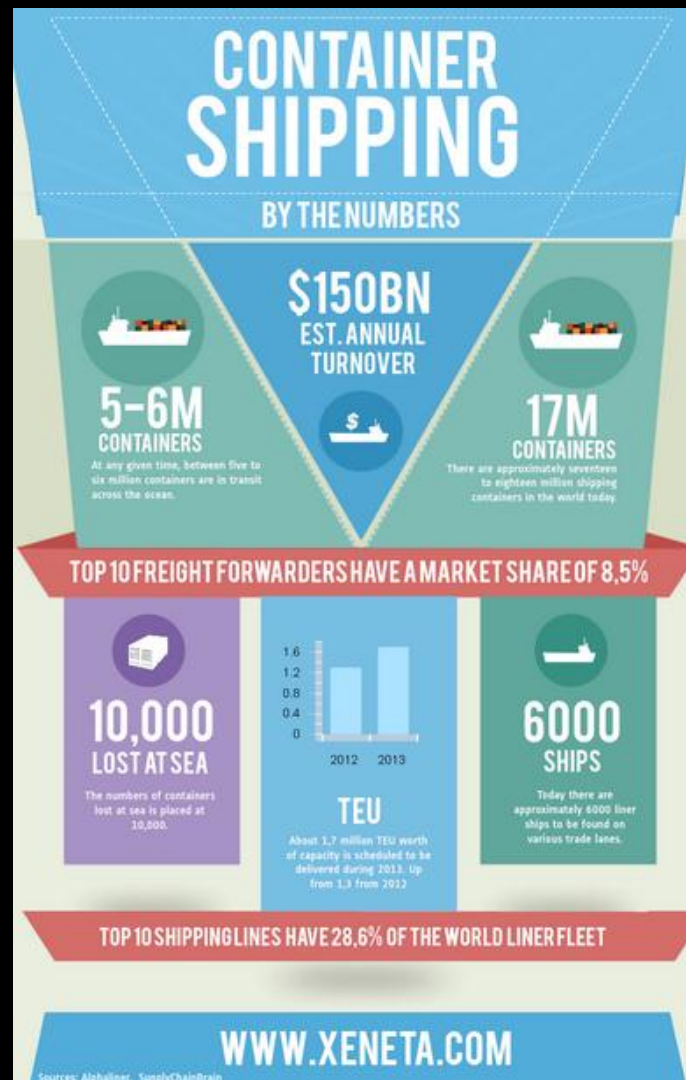
# What are my visualization options?

## 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

Behavior	Percentage
Users click on a search result within the first results page	62%
Users click on a search result within the first results page	28%
Users click on a search result within the first results page	10%
Users click on a search result within the first results page	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

- ### 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.
- ### 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
- ### Include title in H1 tags

<H1> How to optimize your article </H1>
- ### 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:**

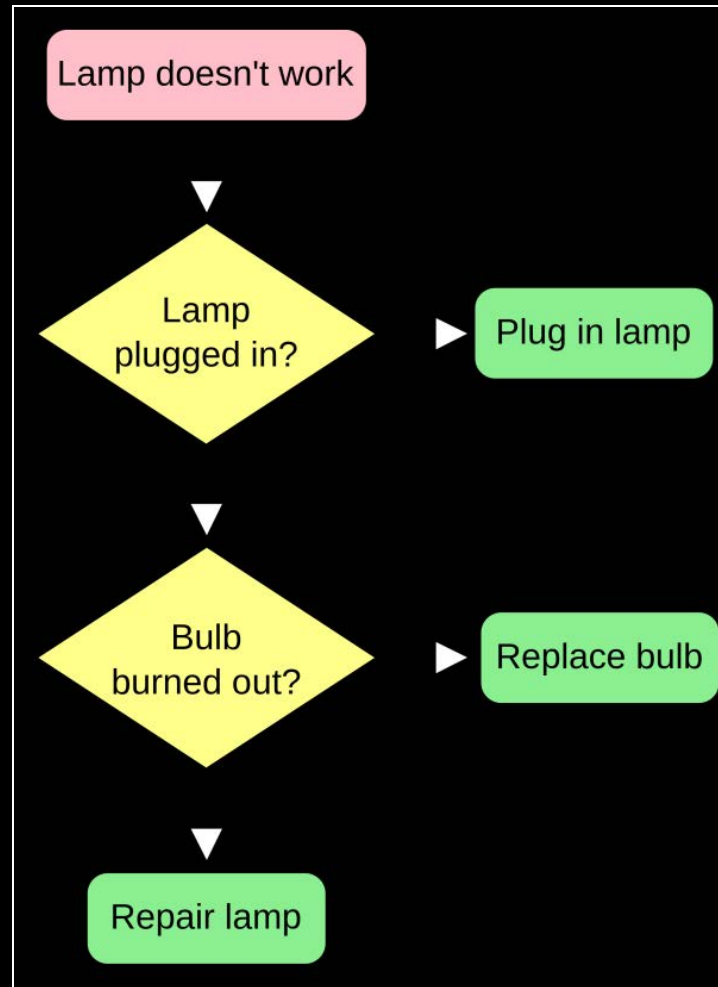
  - Keywords have to make sense when you use them.
  - Good keyword saturation is about 1-3%.
- ### Use of format options

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.
- ### 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!
- ### Check spelling and grammar

# What are my visualization options?

## *Flowchart*



# What are my visualization options?

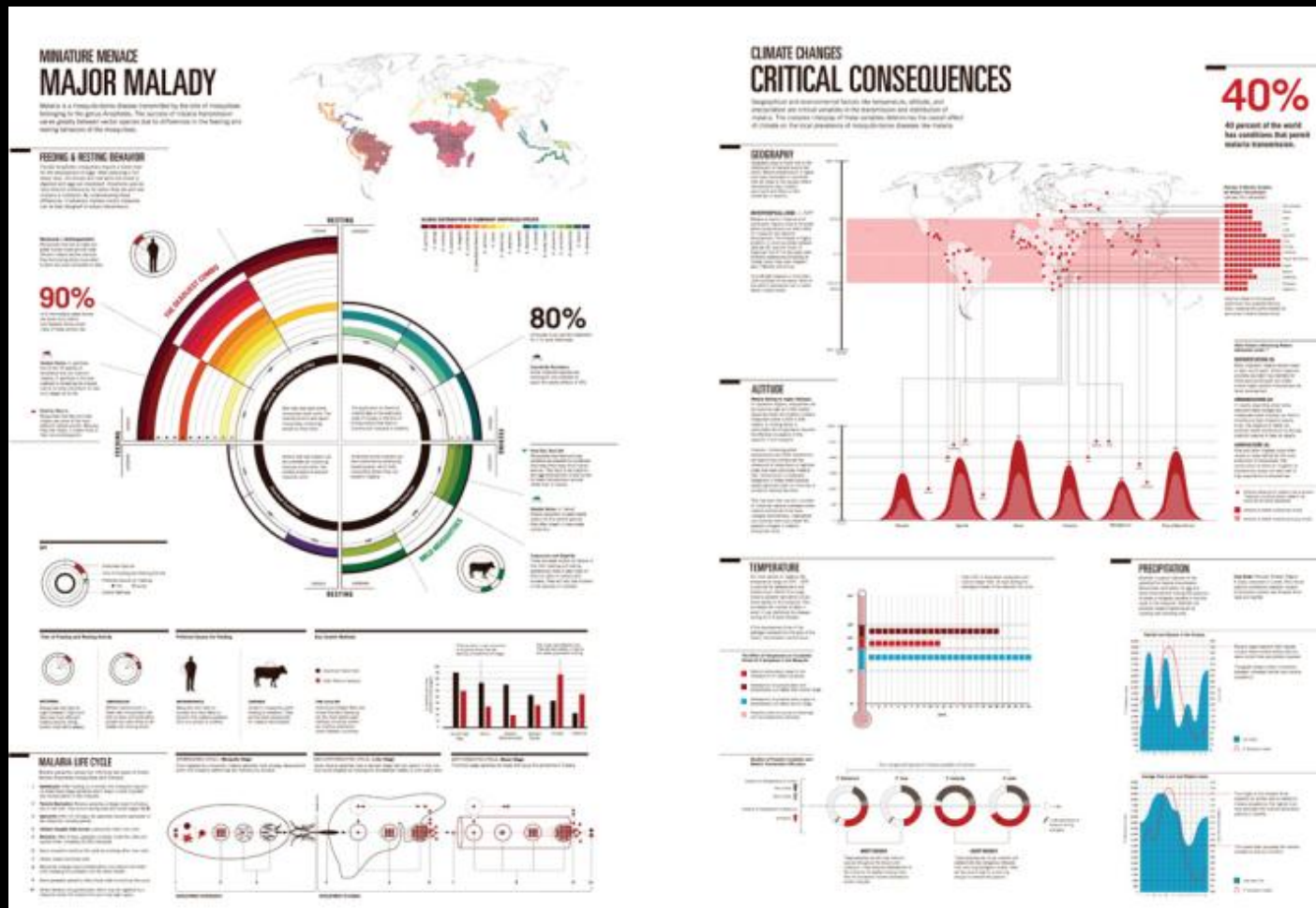
*Useful bait*





# What are my visualization options?

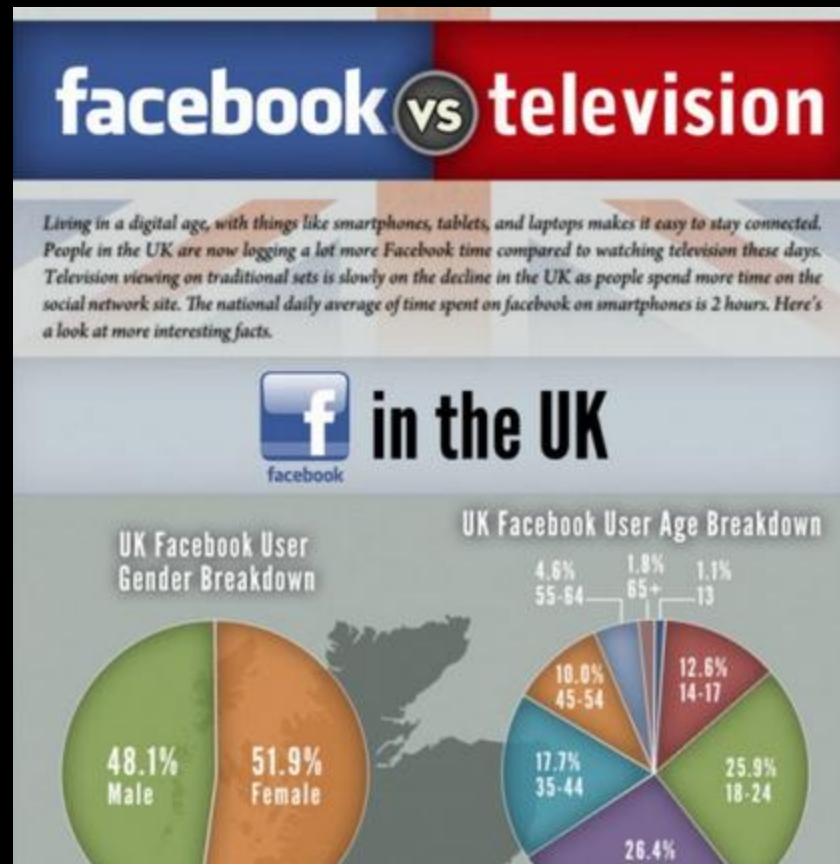
## Data visualization





# What are my visualization options?

*Versus infographic*



# What are my visualization options?

## Photo infographic

### THE FACTS BEHIND OIL PRICES



#### GLOBAL DEMAND

Growth in newly industrialized countries is a key factor driving physical oil prices. By 2020, China is expected to surpass the U.S. as the largest importer of crude oil.



#### OPEC

The OPEC cartel controls most Middle East oil production and, when it restricts production, oil and gas prices increase, sometimes significantly.



#### TAXES

Governments cause fuel price increases in the form of taxes, subsidies and surcharges - ranging from 25 percent per gallon in parts of the U.S. to 60 percent in some European countries.



#### ENVIRONMENTAL POLICIES

U.S. restrictions on offshore drilling are negatively affecting supply by locking up an estimated 76 billion barrels of oil and 36.6 trillion cubic feet of natural gas.



#### GEOPOLITICAL CONFLICTS

Crude oil prices are surging due to fears of potential supply disruptions related to the rising global tensions surrounding Iran's nuclear ambitions.



#### LOGISTICS AND INFRASTRUCTURE

The U.S. has lost five percent of its refining capacity in the last few months as a result of rising foreign oil prices and U.S. gasoline demand being at 15-year lows.



#### CURRENCY FLUCTUATIONS

Because oil is priced in U.S. dollars, it becomes more expensive as the dollar loses value; with the dollar at a three-year low, gasoline prices are nearing all-time highs.



#### CHANGING SUPPLY LANDSCAPE

Advancements in technology have enabled supply and production of crude oil in North America to grow while decreasing supplies of crude in the North Sea has resulted in a dramatic divergence between the price of gasoline on the coasts, and the price in the Midwest.



# 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

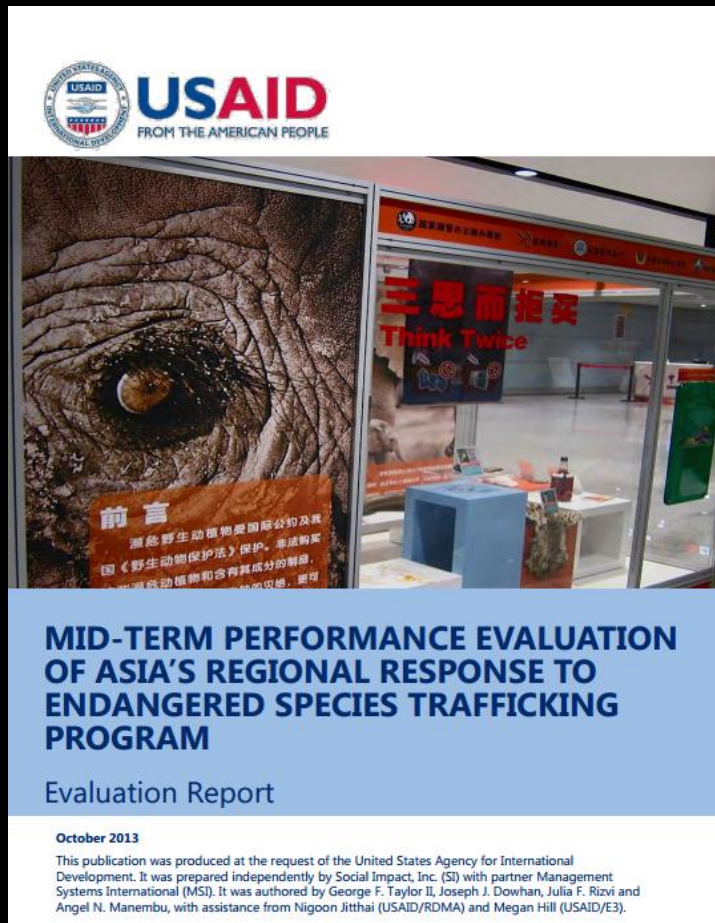
Versus infographic

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

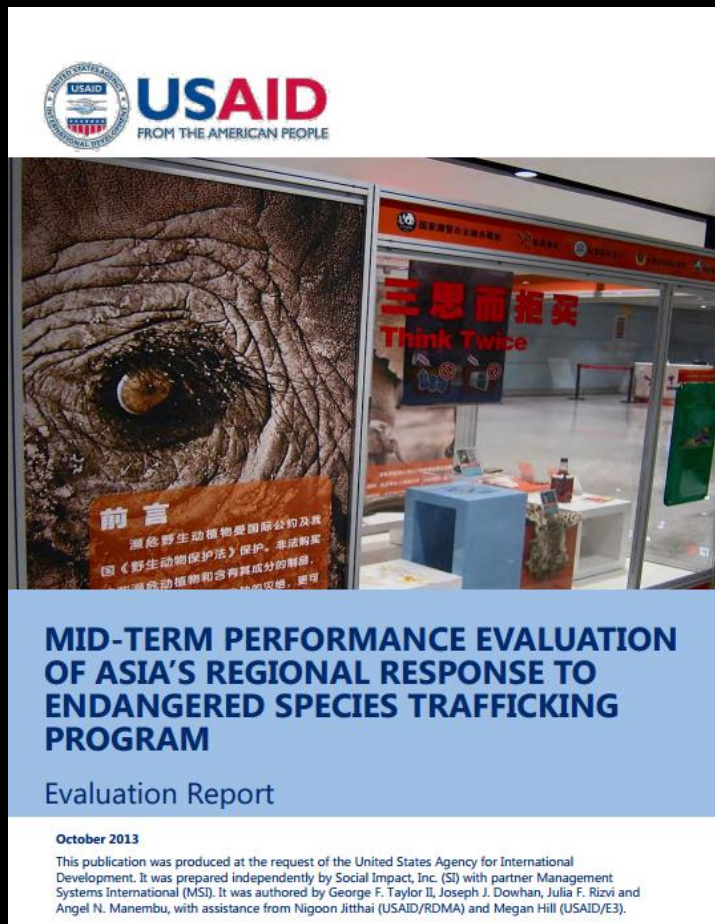
**After the evaluation**

# 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

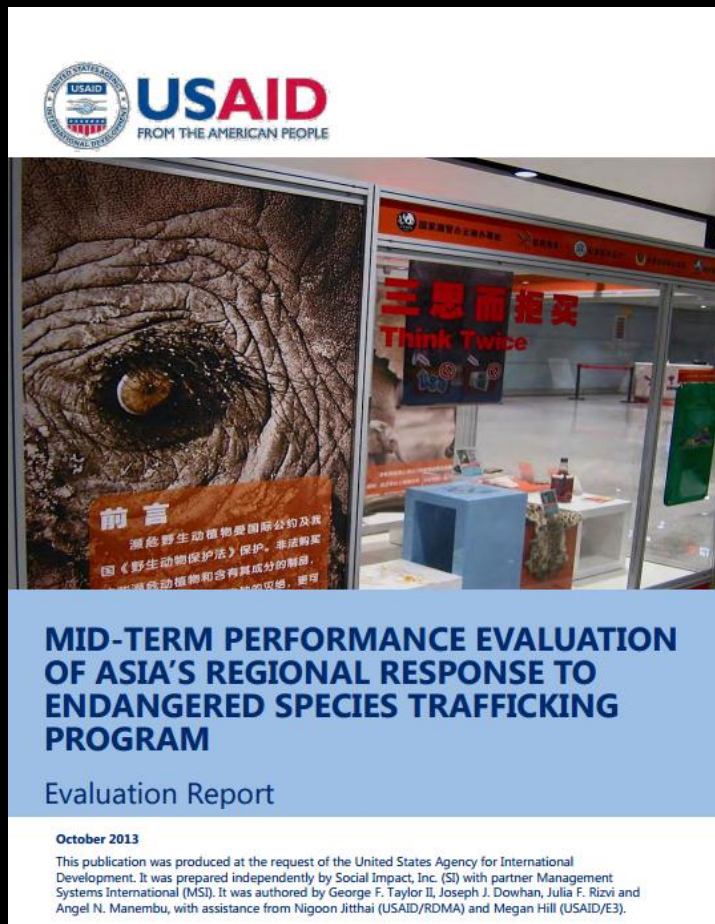
Purpose & evaluation questions

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

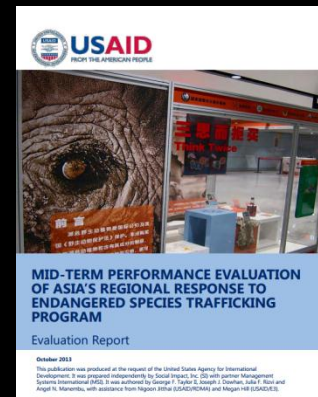
**Goal: Inform future project design**

**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:**

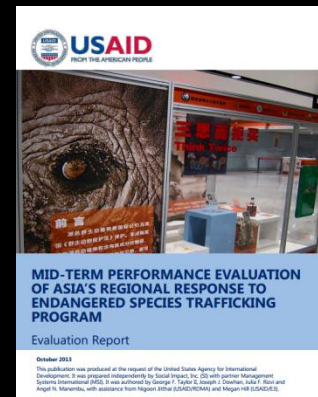


**Focus:**

- 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:**

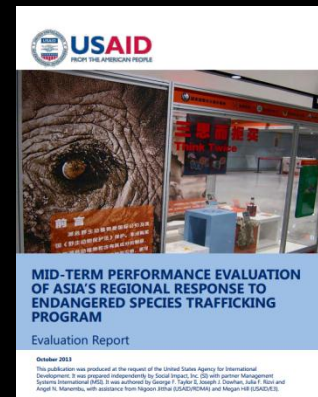
1. USAID
2. Development industrial complex

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:



1. USAID
2. Development industrial complex

### Focus:

1. Recommendations
2. Background

### Which part of the evaluation:



1. Evaluation recommendations
2. Program background

### Which visual:

1. Visual article
2. Timeline

# Focus: Recommendations

# Which visual: Visual article

The screenshot shows a web browser window with the URL <https://magic.piktochart.com/editor/551>. The browser tabs include "Data-Driven Decisions in a...", "Inbox (1) - jpomerantz@us...", "Your Designs - Canva", "pdacy224.pdf", and "Editing Untitled Report | Pi...". The browser address bar shows "visual.ly".

The Piktochart editor interface is visible, showing a dark top bar with the user name "jessica.r.pomerantz", a "File" menu, a notification badge with "2", the title "Untitled Report", a "15/30" indicator, a "SAVED" button, and "PREVIEW", "DOWNLOAD", "PUBLISH", and "SHARE" options. The left sidebar contains menu items: "GRAPHICS" (with sub-items "SHAPES & LINE", "ICONS", "PHOTOS", and "NEW PHOTO FRAME"), "UPLOADS", "BACK-GROUND", "TEXT", "TOOLS", and "TOUR".

The main canvas displays a report design with a teal background. The title "MINIMALISTIC REPORT" is centered at the top in large white letters. Below the title is a horizontal line. The design is divided into two columns. The left column has the heading "Minimize Chart Junk" and a circular graphic with a dark teal segment and a white segment. The right column has the heading "255 Units Maximize the Data" and a paragraph of text: "Maximize the Data Ink Ratio. The Data Ink Ratio can be defined as (Ink Used to Present The Data / Total Ink Used). The goal here is to maximize data-ink and erase as much non-data-ink as possible."



# Focus: Program background

# Which visual: Timeline

The screenshot shows the Microsoft Excel interface with the Office.com Templates search results for the keyword "Timeline". The search results are displayed in a grid format. The first result is a yellow card titled "Timeline" with a small thumbnail image of a timeline. The second result is a card titled "Home moving checklist" with a thumbnail image of a checklist. The search bar at the top of the results area contains the text "timeline".

Available Templates

Office.com Templates

Search Results

Timeline

Home moving checklist

Timeline

Download



# 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

Timeline1 [Compatibility Mode] - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Acrobat **Drawing Tools** Format

Cut Copy Paste Format Painter Clipboard

Century Gothic 24 A A Bold Italic Underline Font

Wrap Text Merge & Center Alignment

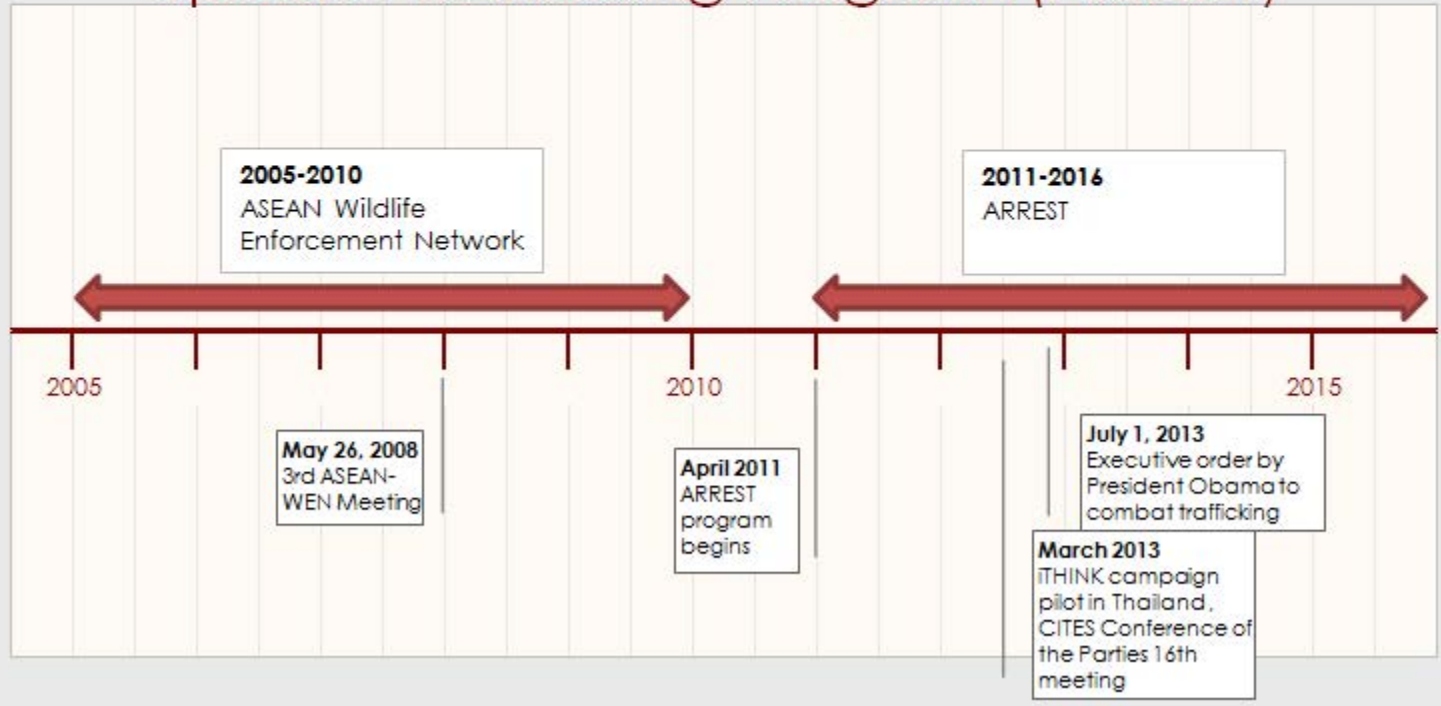
General Number

Conditional Formatting as Table Cell Styles

Text Box 79

# Timeline

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



SEARCH female

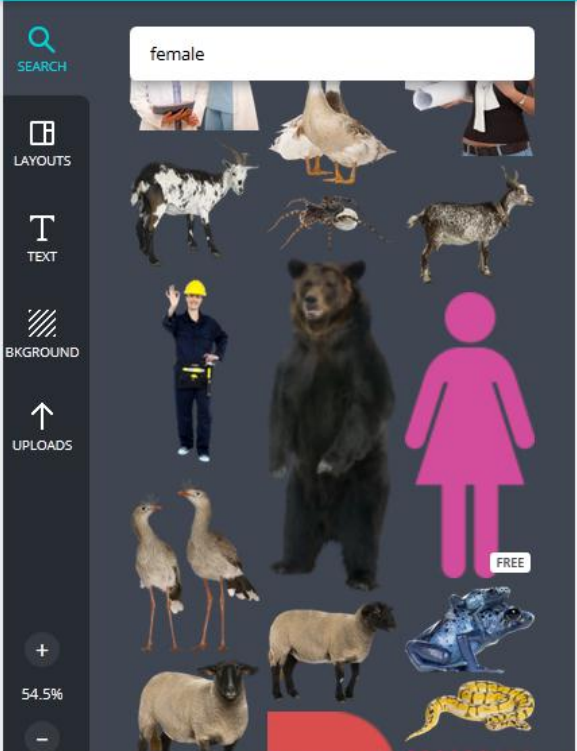
LAYOUTS

TEXT

BKGROUND

UPLOADS

54.5%



A vertical sidebar asset library with a search bar containing the word "female". Below the search bar, there are several rows of images: a duck, a cow, a spider, a goat, a bear, a female silhouette icon (with a "FREE" tag), two geese, a sheep, and a frog. The sidebar also includes navigation icons for "SEARCH", "LAYOUTS", "TEXT", "BKGROUND", and "UPLOADS", along with a zoom level indicator showing "54.5%".

consumption

**is expected to grow**  
in the future ↑

**BEAR BILE CONSUMPTION**

"consumers of bear bile  
**have no distinct**  
profile" ♂ ♀



The main design canvas features a white background. At the top left, the word "consumption" is in small grey text. Below it, the text "is expected to grow" is in bold orange, followed by "in the future" in red and an upward-pointing black arrow. A large green rounded rectangle in the center contains the text "BEAR BILE CONSUMPTION" in white. Below this, the text "'consumers of bear bile" is in small grey, followed by "have no distinct" in bold orange and "profile" in red. At the bottom of this section are blue and pink human icons. On the right side of the canvas is a large, realistic image of a brown bear standing on its hind legs. On the far right edge of the canvas, there are navigation icons: a list icon with the number "1", a downward arrow, a copy icon, and a trash icon.

+ 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)

 **USAID** | **YEMEN**  
FROM THE AMERICAN PEOPLE

**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 Kitts, Lee R. Briggs, Steven Hansch, and Edward Allan on behalf of International Business and Technical Consultants, Inc. (IBTCI).


# 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)**

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USAID Yemen Community Livelihoods Project Performance Evaluation			
Date of final report: <b>October 2014</b>		Project period: <b>2010-2014</b>	
Evaluator: <b>International Business and Technical Consultants, Inc. (4-person team)</b>		Methodology: <b>Document review, focus group discussions, interviews</b>	
Evaluation limitations: <b>Security issues</b>			
<b>4 years   \$123M</b>	<b>Results</b>	<i>If we evaluated again, we would ask-</i>	
<i>Inputs...</i>	<i>...Outputs</i>	<b>Performance evaluation</b>	<b>Impact evaluation</b>
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 .8 (.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 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

# The one-pager

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

### 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**

USAID Yemen Community Livelihoods Performance Evaluation			
Date of final report: October 2014			
Evaluator: International Business and Technical Consultants, Inc. (4-person team)			
Methodology: Document review, focus group discussions, interviews			
Inputs	Outputs	Outcomes	Impact/Innovation
Yemen Early Grade Reading Approach	522 schools rehabilitated	146,762 children reached	Why attend to literacy program?
School upgrades	Sanitary facilities constructed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children attending school?
Improved facility access	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials, textbooks and desks provided	21,353 desks in schools	Desks were too long for some children and caused injuries. Were they removed?	What was the value to participants of providing reading materials?
Public perception (Q coverage)	Reading scores increased 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 evaluation response to questions in the statement of work			
Negative observations due to the project	Not reflected/achieved	Inadequate—Unknown	Adequate—Achieved
Local ownership	Local ownership was not fully achieved. USAID Yemen assisted in strengthening the Regional Governance Fund.	Integration with other national counterparts had not been done.	Local ownership was fully achieved. USAID Yemen assisted in strengthening the Regional Governance Fund.
Desk review	Desk review was not fully completed. USAID Yemen assisted in strengthening the Regional Governance Fund.	Integration with other national counterparts had not been done.	Desk review was fully completed. USAID Yemen assisted in strengthening the Regional Governance Fund.



# The one-pager

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

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

**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)  
 Major report documents: Review, Review Group Discussions, Interviews      Evaluation Inquiries: 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 USGLE 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 provided	Do you see any long-term outcomes and sustained impacts that were not intended?	What was the value to participants of providing additional supplies?
Public perception campaign	Reading score ↑ increased by .6 (.2 in control group)	What did we learn about USGAM projects in Yemen?	Did the increase in reading scores lead to improved livelihoods?

**Summary of evaluation responses to questions in the statement of work**

Key Question	Not achieved due to the project	Partially achieved	Substantially achieved	Not achieved—Unknown	Achieved—Achieved
Reading materials, backpacks and desks provided	None	None	Substantially	None	Substantially
Sanitary facilities constructed	None	None	Substantially	None	Substantially
Increased facility access	None	None	Substantially	None	Substantially
Disability access improved	None	None	Substantially	None	Substantially
Public perception campaign	None	None	Substantially	None	Substantially

# The one-pager

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

<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?

USAID Yemen Community Livelihoods Project Performance Evaluation			
Date of final report: October 2014		Project period: 2010-2014	
Evaluators: International Business and Technical Consultants, Inc. (4 person team)			
Methodology: Document review, focus group discussions, interviews, Evaluation limitations: Security issues.			
<b>4 years   \$123M</b>	<b>Results</b>	<b>If we evaluated again, we would ask-</b>	
<b>Inputs</b>	<b>Outcomes</b>	<b>Performance evaluation</b>	<b>Impact evaluation</b>
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?
Improved facility access	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials, bookshelves and desks provided	21,953 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 coverage)	Reading scores 4% increased by 4.2 in control group	What did we learn about USAID process in Yemen?	Did the increase in reading scores lead to improved livelihoods?
<b>Summary of evaluation responses to questions in the statement of work</b>			
Regulative interventions due to the project	Not achieved	Unanticipated—Unknown	Adequate—Achieved
Local ownership	Local ownership	Integration with other national counterparts had been done	Participatory engagement and ownership
Desk hygiene	Desk hygiene	Increased community participation	Qualified staff content
	Definition of roles, timelines and deliverables	Direct representation in grants to partners	Feasibility target beneficiaries
	Project partners		Ministry of Education participation
	Internal management and project staff		Positive environment
	Gender engagement		Understanding of national context

# 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. (4 person team)	
Methodology: Document review, focus groups, 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 reach the maximum number of children it could reach?	Why invest in literacy programs?
School upgrades	Sanitary facilities installed	How many sanitary facilities were constructed?	Did additional sanitary facilities result in more children attending school?
Improved facility	Disability access improved	How many schools received improved access?	Have more disabled children begun attending school?
Reading materials	21,353 desks in schools	Desks were too long for some children and caused injuries. Are they constructed?	What was the value to participants of providing materials?
Public awareness Q	Reading scores increased 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
School overcrowding	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

# The one (or two)-pager



**USAID | UGANDA**  
FROM THE AMERICAN PEOPLE

## 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.

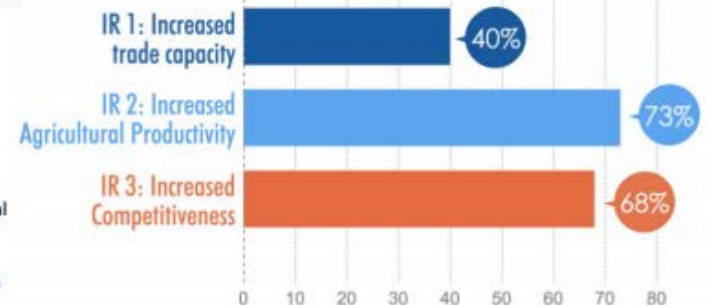
Recommendations include:

- 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



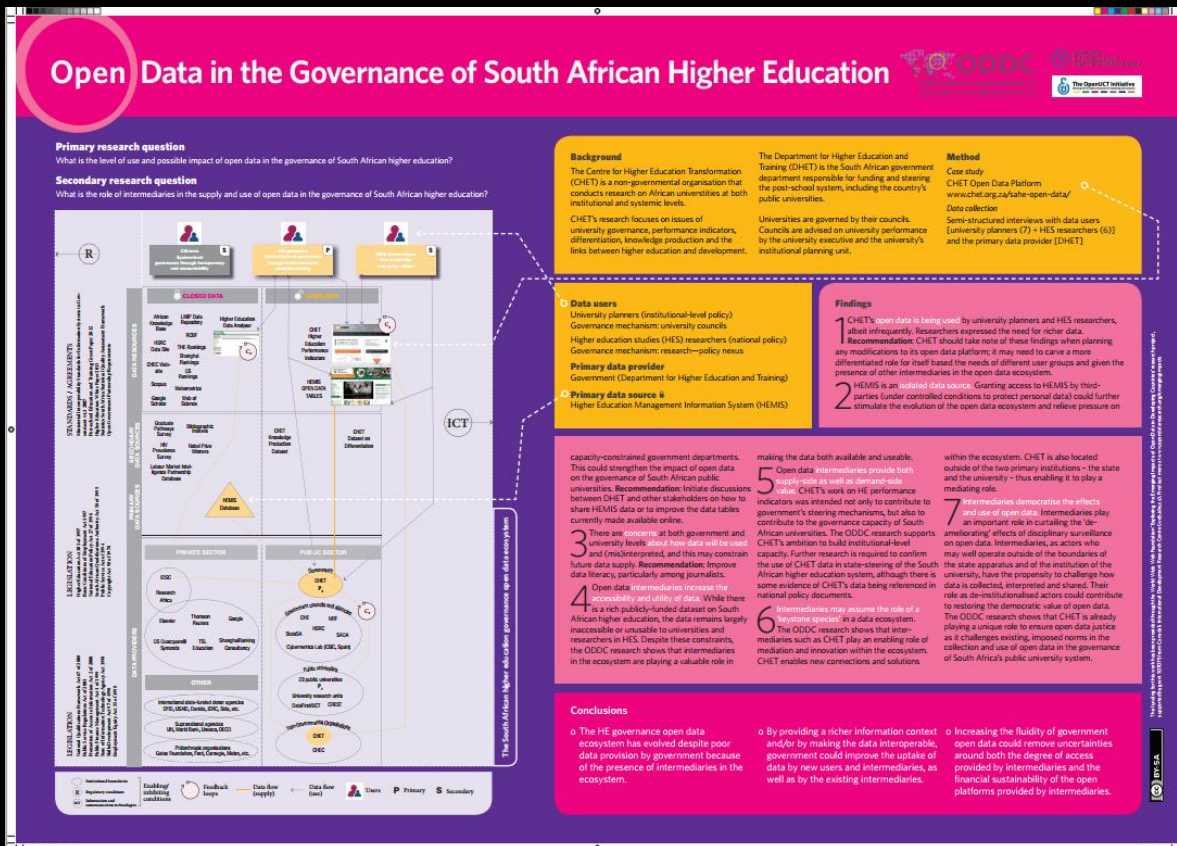
#### Cross-cutting issues shaped the design, implementation, and results

- 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



<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>

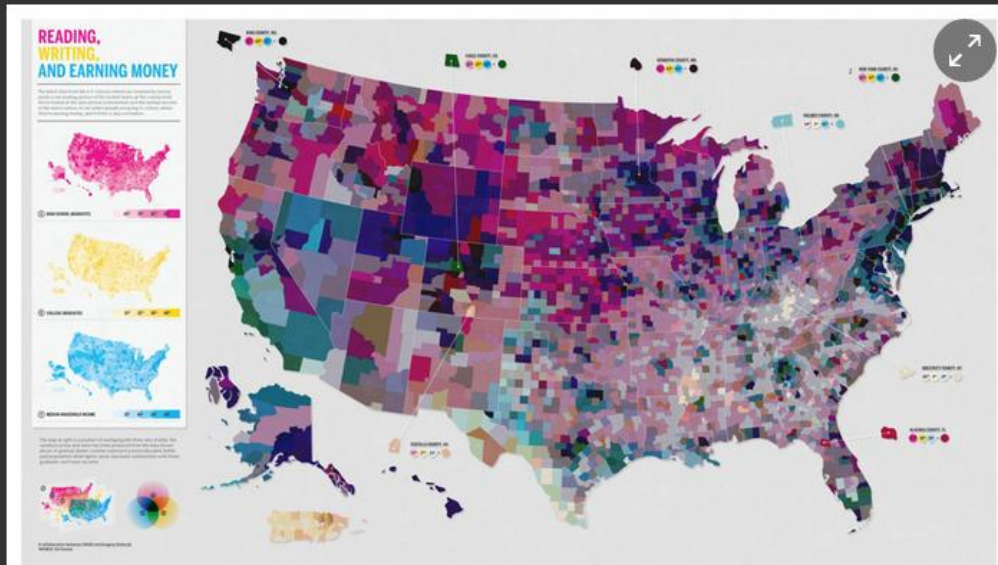
# Cautions

# 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](mailto: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

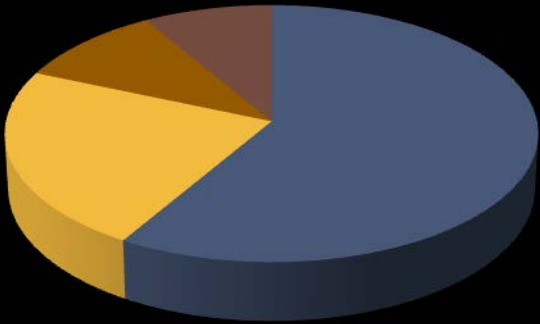
by Stephanie Evergreen & Ann K. Emery  
May 2014

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.

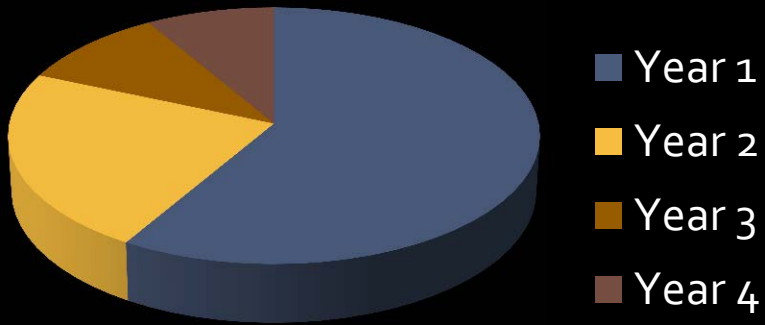
	Guideline	Rating
<b>Text</b>  Graphs don't contain much text, so existing text must encapsulate your message and pack a punch.	<b>6-12 word descriptive title is left-justified in upper left corner</b> Short titles enable readers to comprehend takeaway messages even while quickly skimming the graph. Rather 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
	<b>Subtitle and/or annotations provide additional information</b> 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
	<b>Text size is hierarchical and readable</b> 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
	<b>Text is horizontal</b> 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
	<b>Data are labeled directly</b> 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
	<b>Labels are used sparingly</b> 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



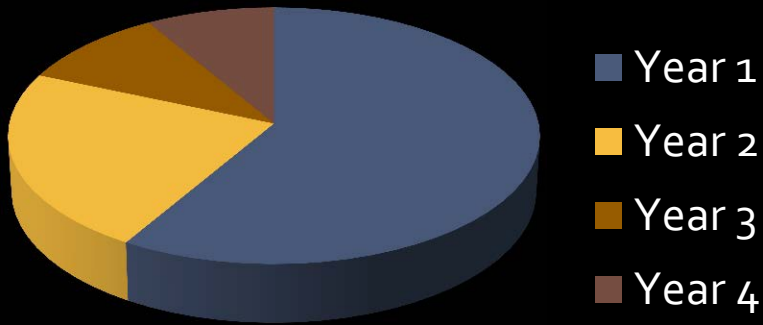
# Visualize responsibly



Increase in capacity

# Visualize responsibly

3-D pie charts: Not legible!

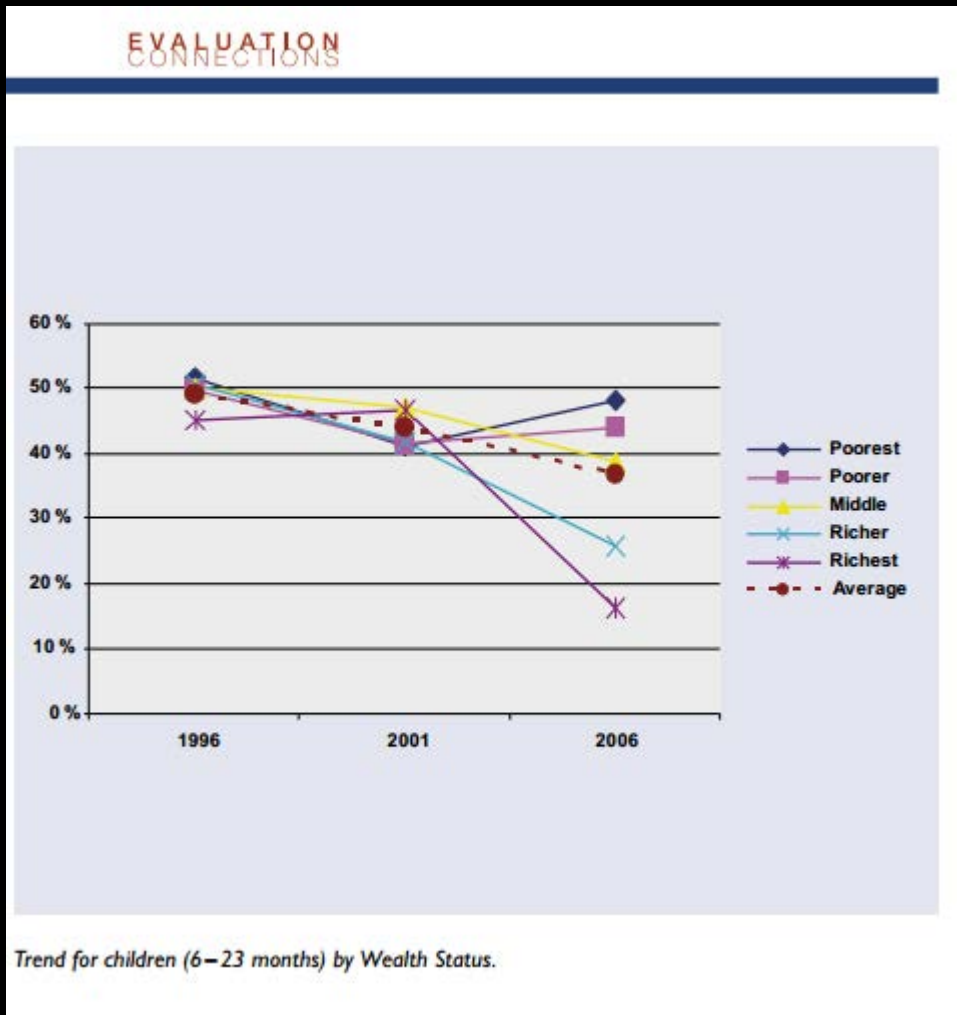


Increase in capacity

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?

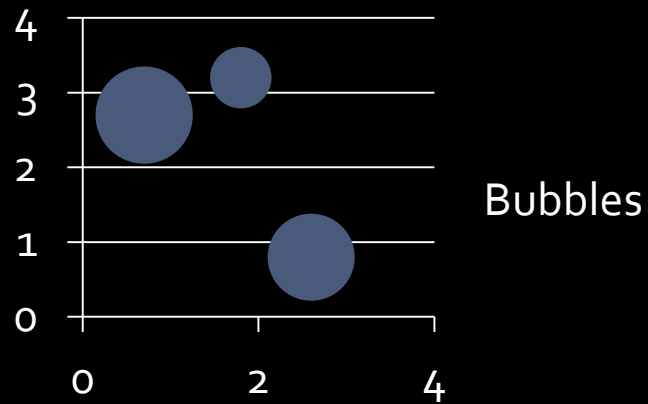
What does this caption mean? (And why is it so tiny?)

# Visualize responsibly

Watch out for...

# Visualize responsibly

Watch out for...

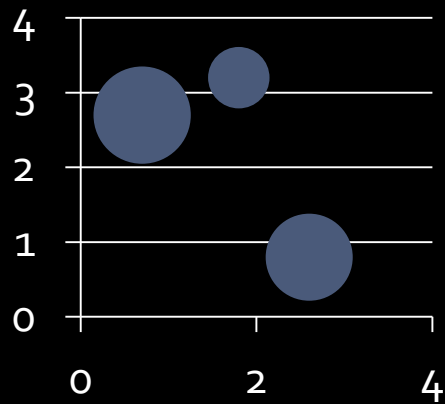


# Visualize responsibly

Watch out for...



Low-resolution photos



Bubbles



# Visualize responsibly

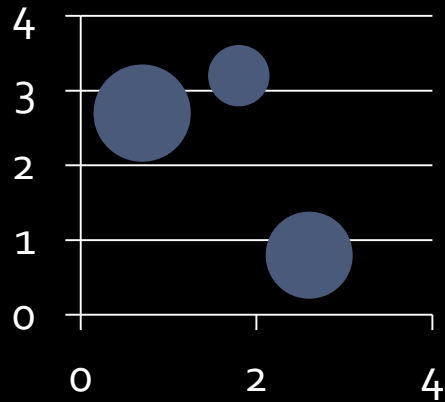
Watch out for...



Low-resolution photos



Stretched photos



Bubbles

# Visualize responsibly

Watch out for...



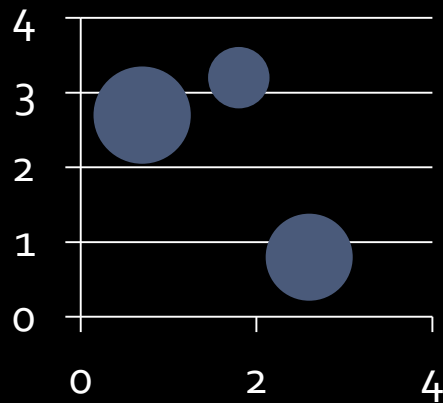
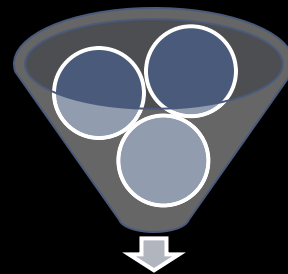
Low-resolution photos



Stretched photos

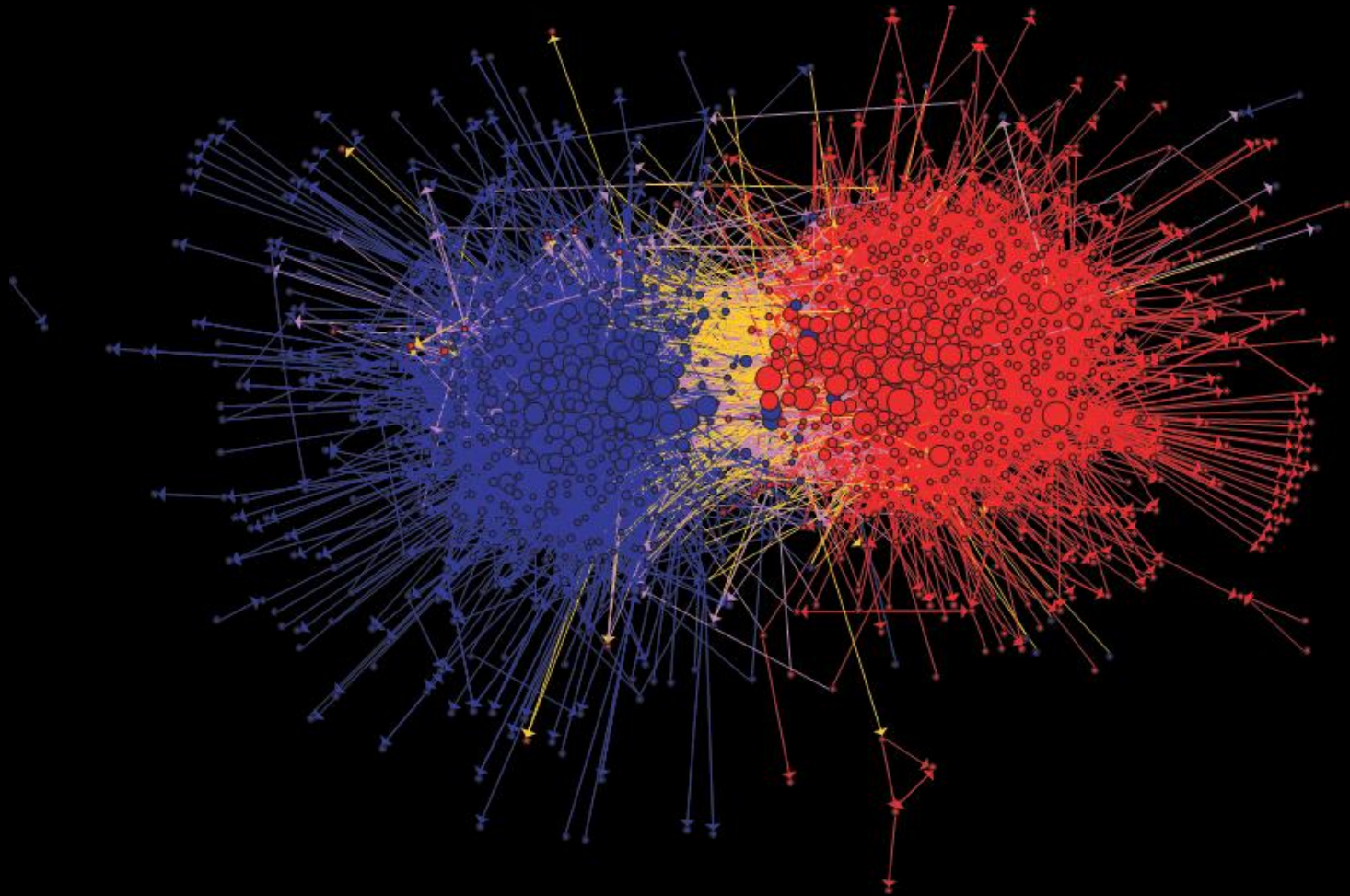


This funnel thing



Bubbles

# 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*

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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*

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## *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

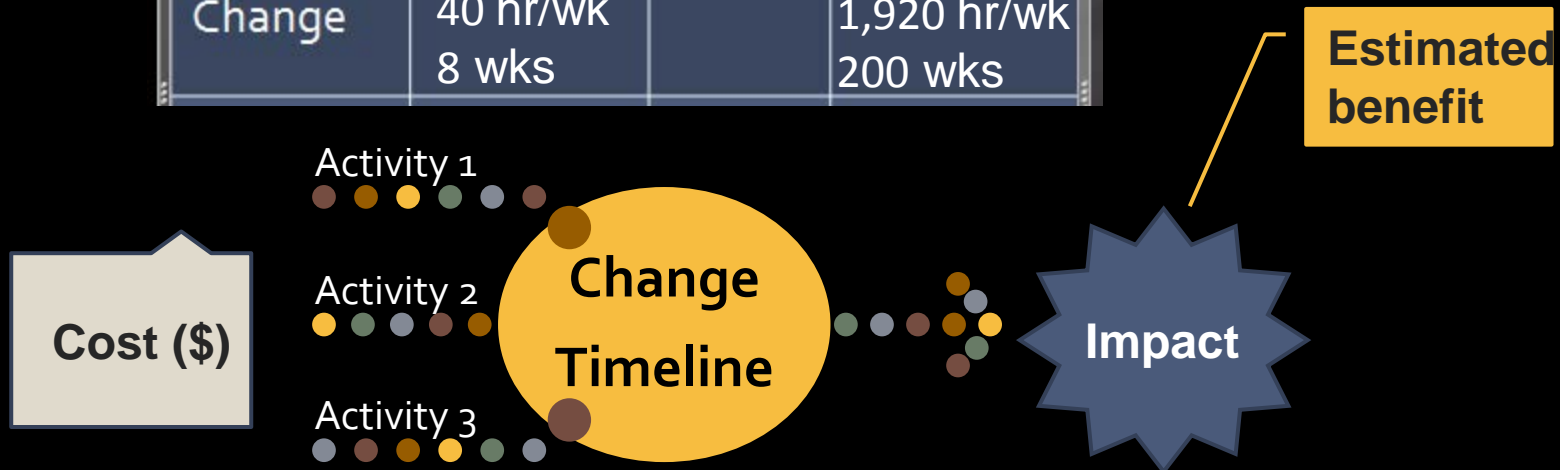
*degree of difficulty with time estimates*

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

# Recommendations

*change management plan*

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





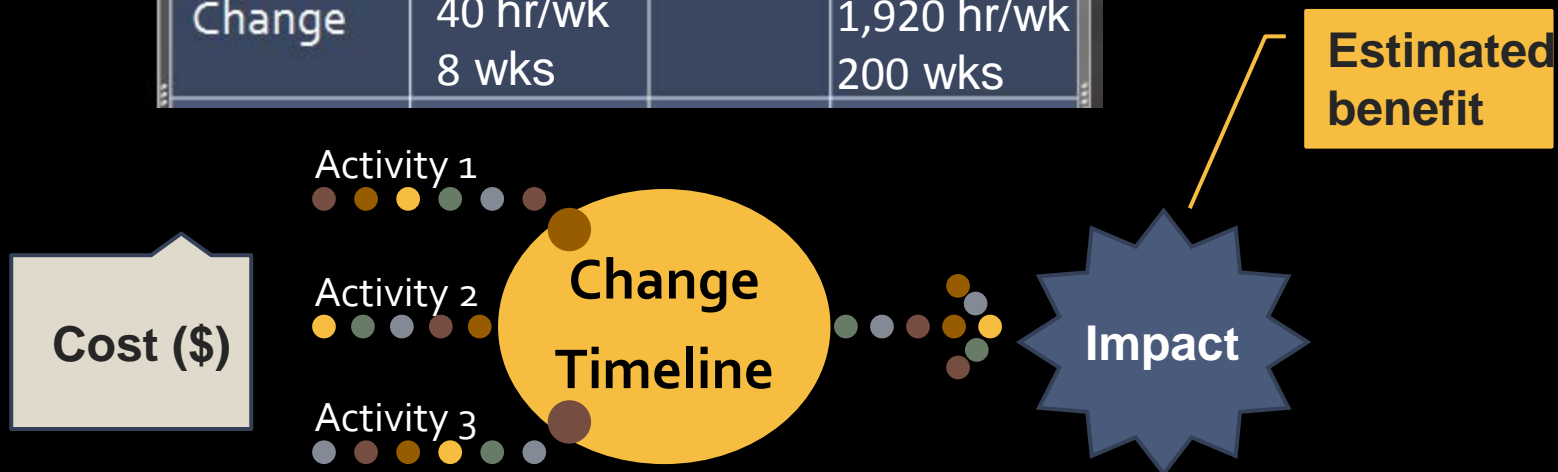
# Evaluation use through visual design

## 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*

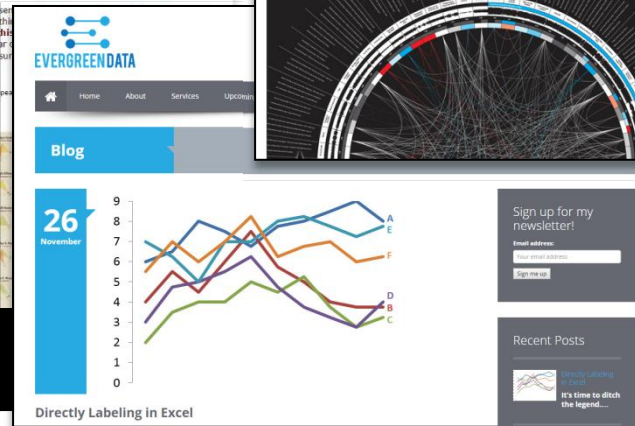
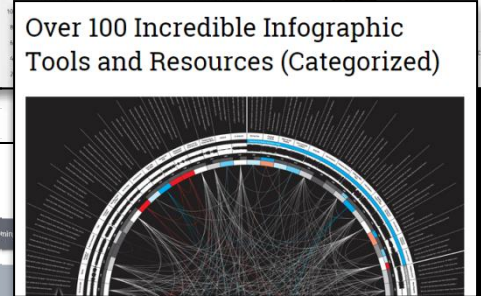
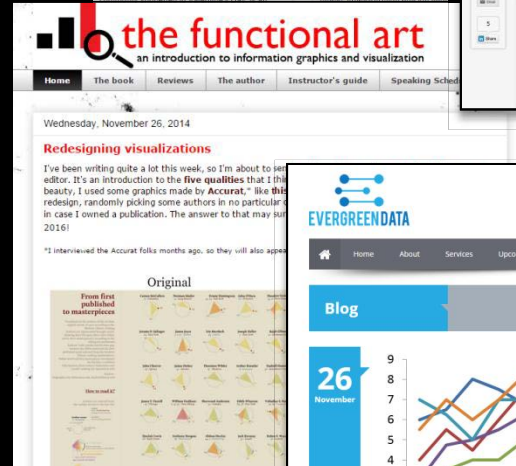
*[tips]*

*Stephanie Evergreen*

*[tips]*

*Visual.ly blog*

*[tips]*



# Internal Resources

[explorer.devtechlab.com](http://explorer.devtechlab.com) [data, maps]

[USAID geocenter](http://USAID geocenter) [data, maps]

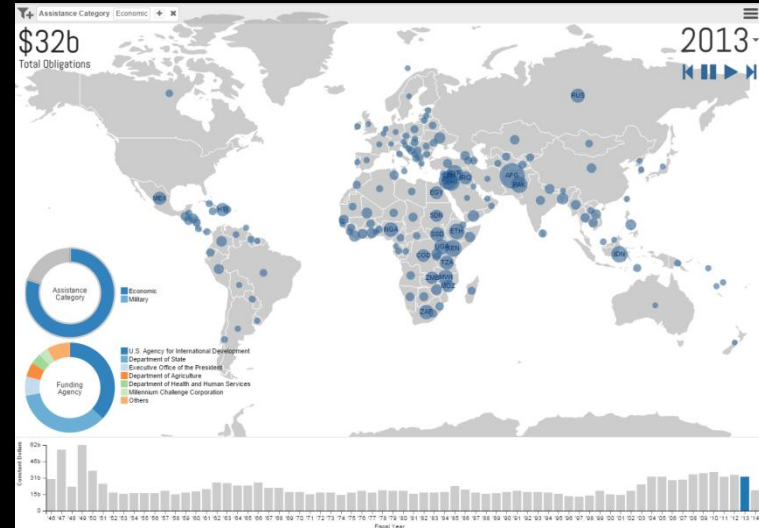
[map.usaid.gov](http://map.usaid.gov) [maps]

[USAID University](http://USAID University) [courses]

[usaid.gov/developer](http://usaid.gov/developer) [tools]

[usaid.gov/results-and-data/data-resources](http://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

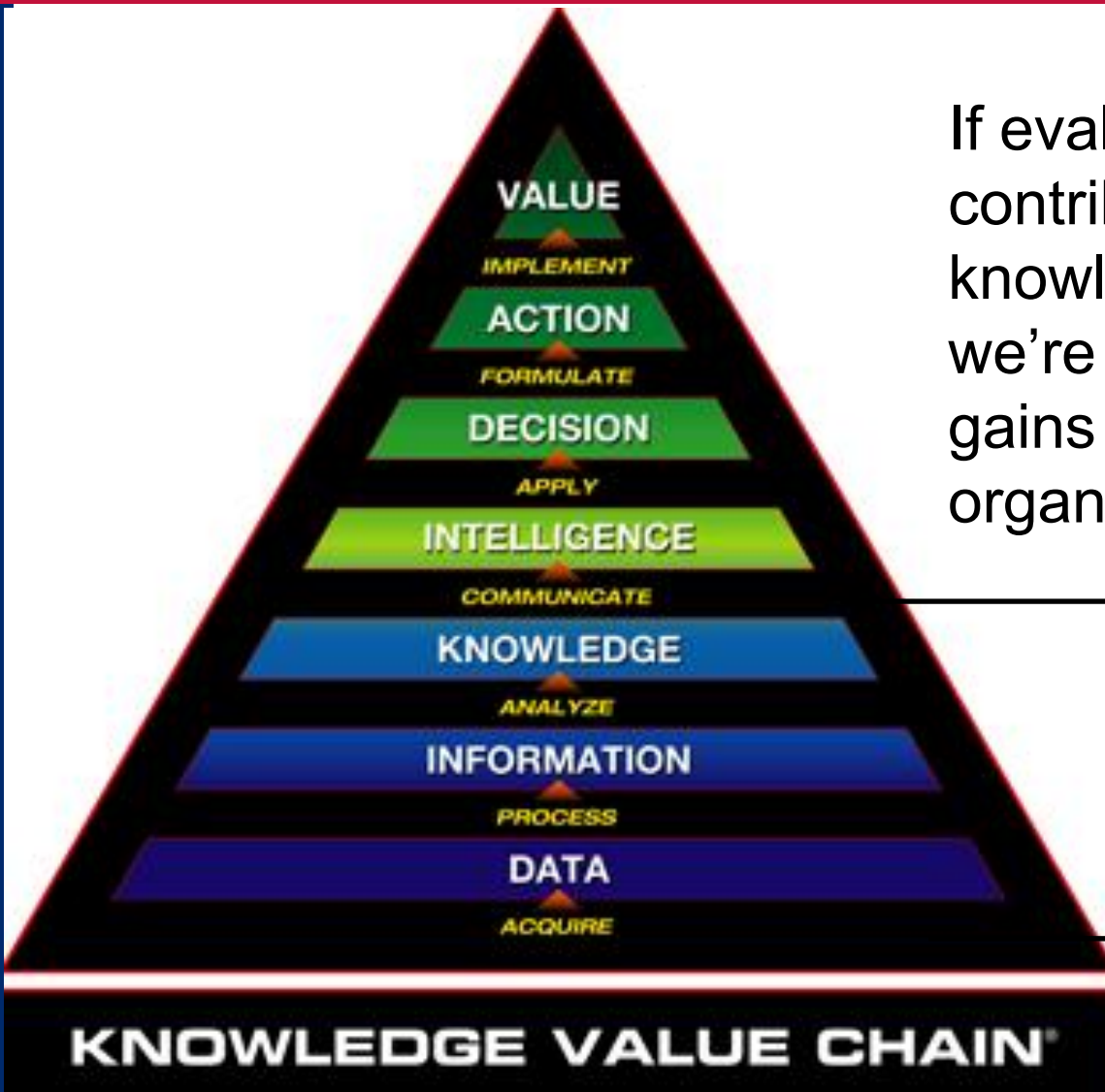
*From a conversation with USAID in-house designers*

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

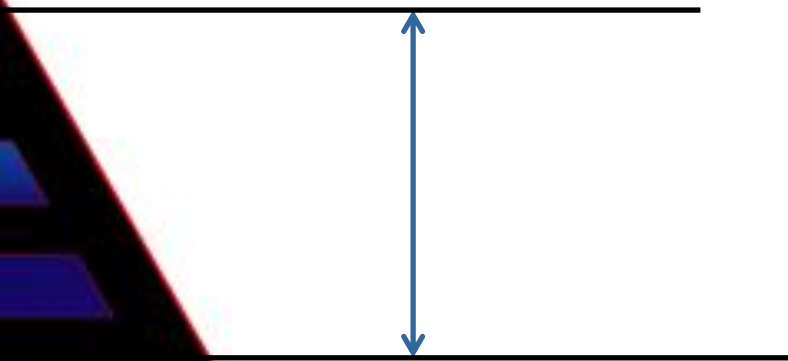


# Three more ways to increase evaluation use

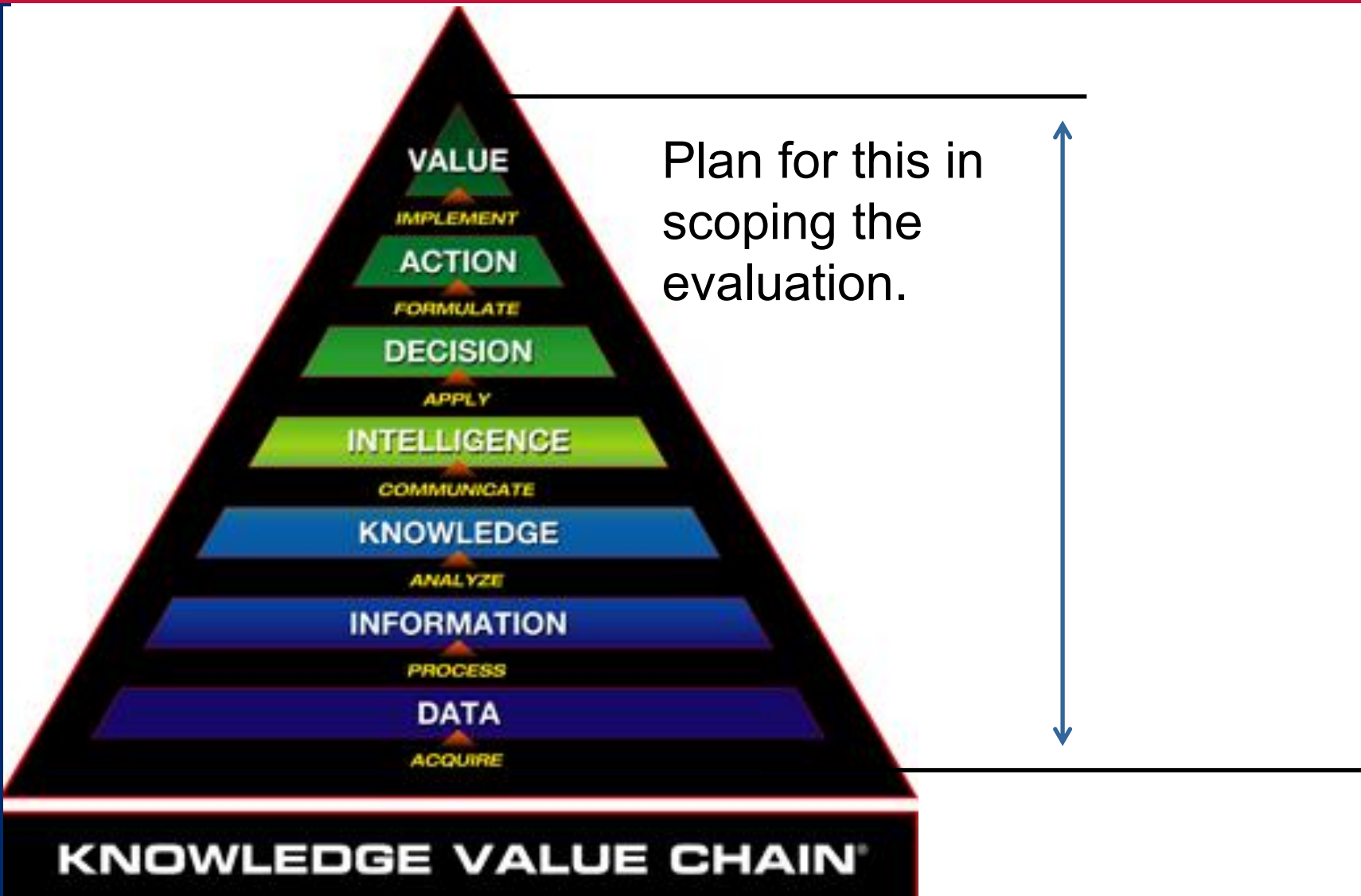
# 1. Incorporate evaluation into your knowledge value chain.



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



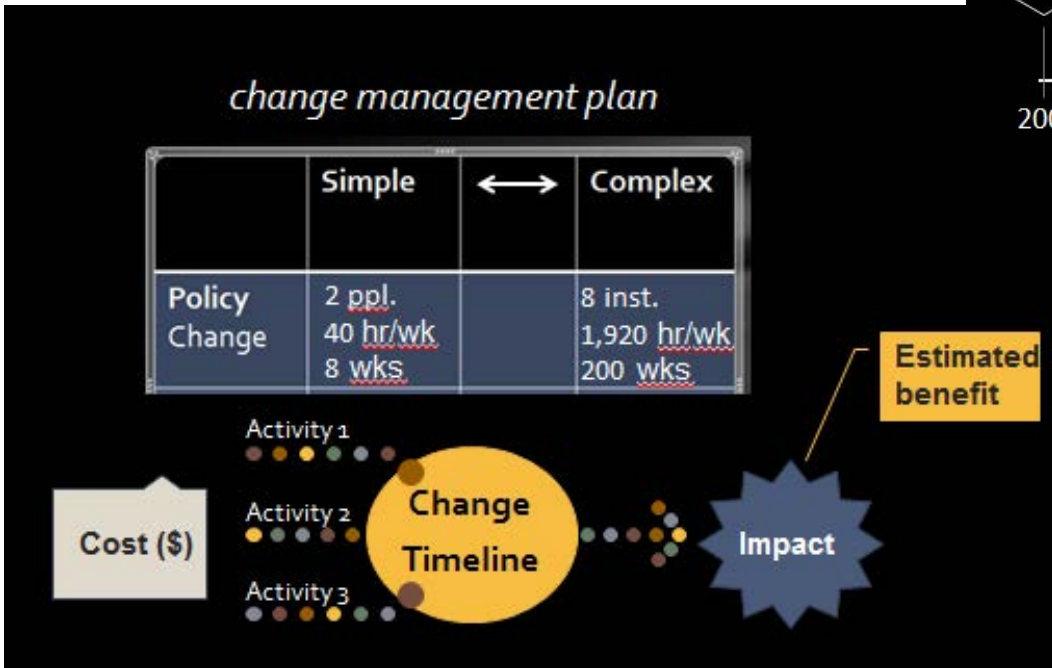
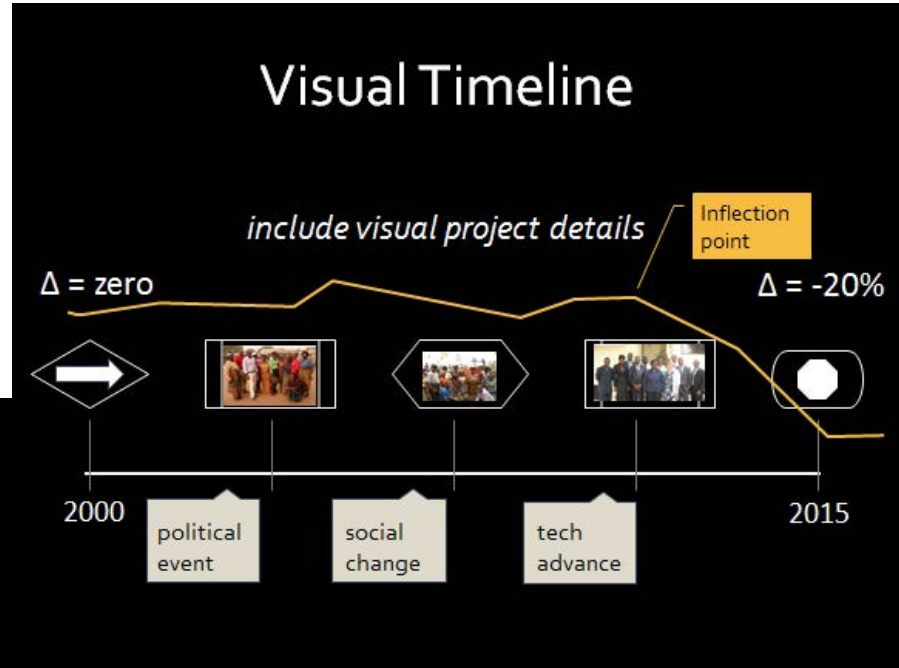
# 1. Incorporate evaluation into your knowledge value chain.



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

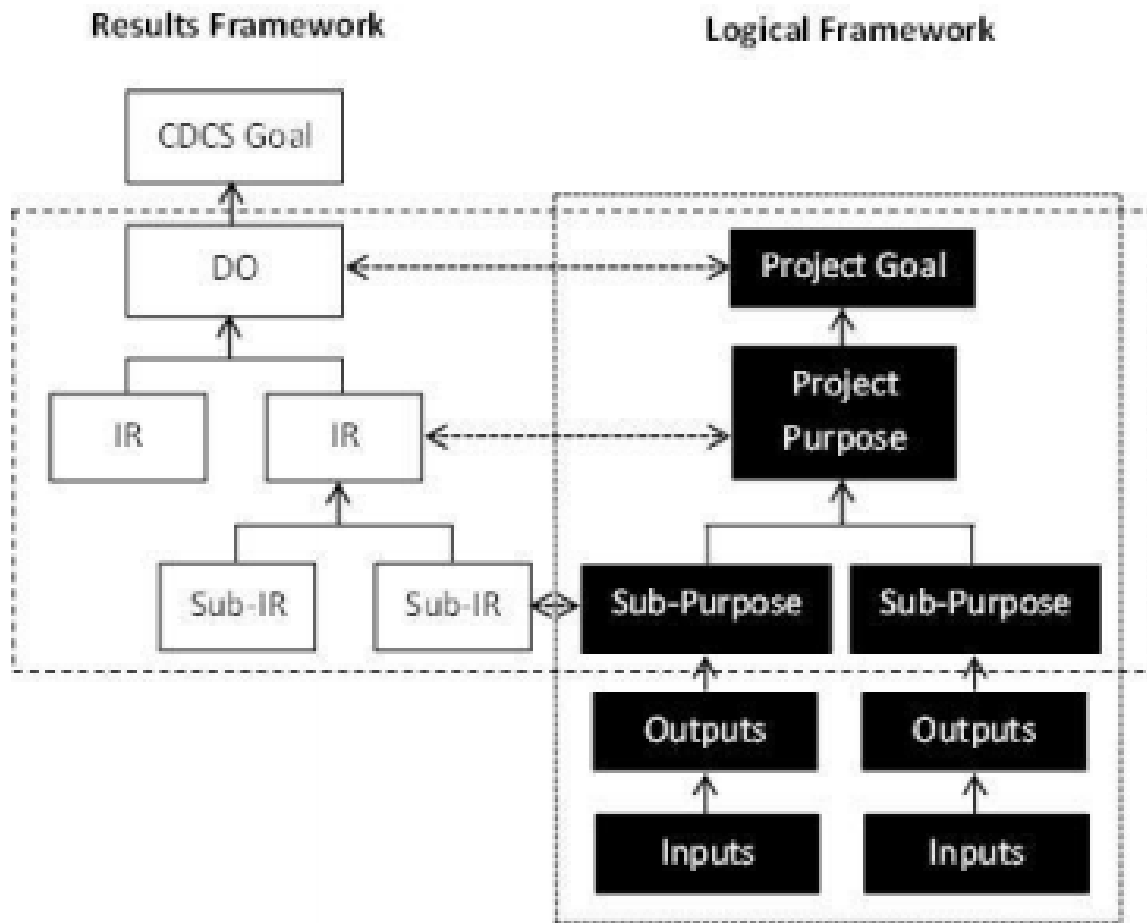
**Rubric**

Measurement	x	y	z
Beneficiary			
Donor			
Staff			
Partner			

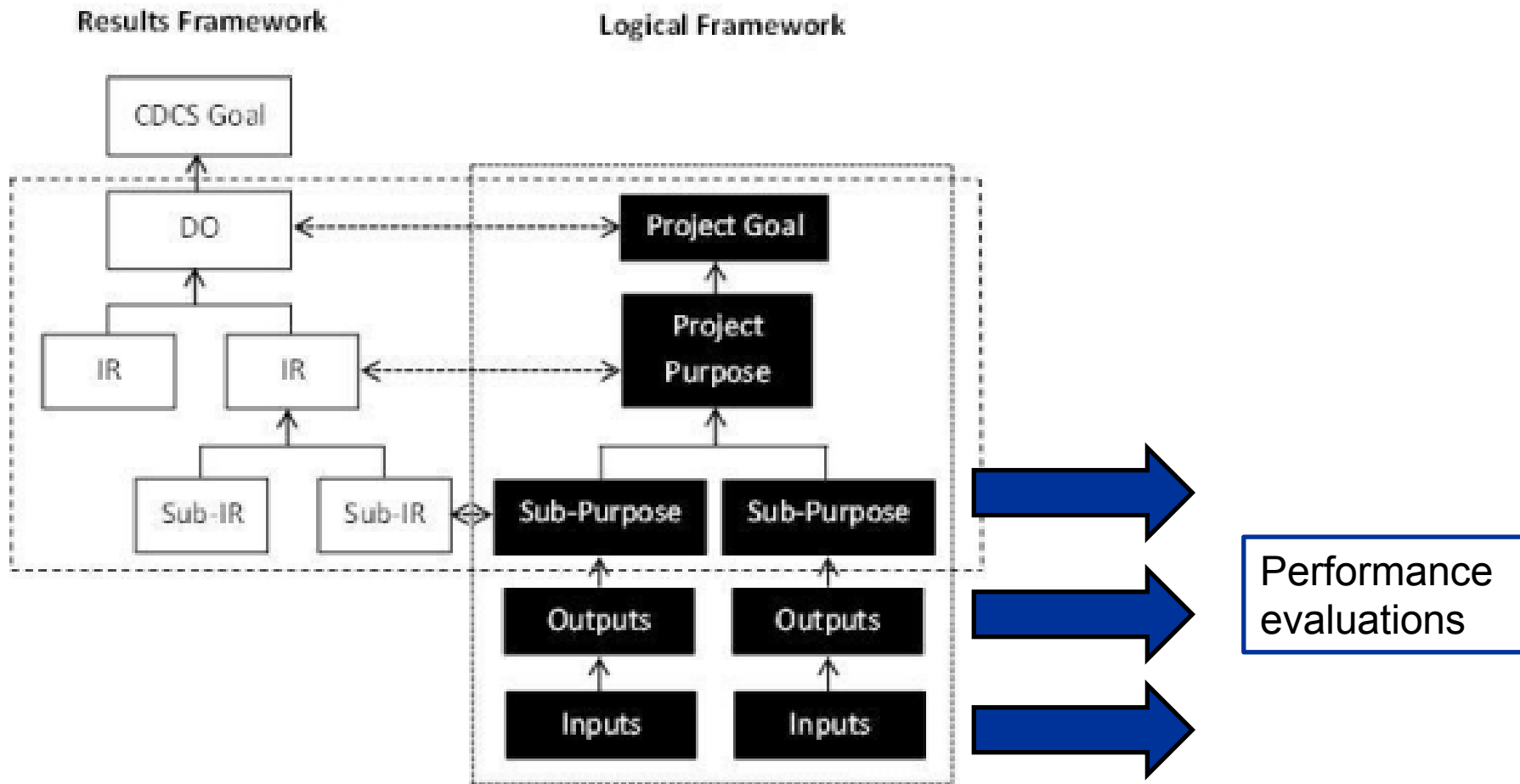


	Simple	Feasible	Complex	Challenging	Extremely Challenging
Policies	Minimal role of policy/regulation	Low role of policy/regulation	Regulated market with supportive policies	Highly regulated market with policy changes required	Highly regulated and environmental changes required
Infrastructure	Minimal 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

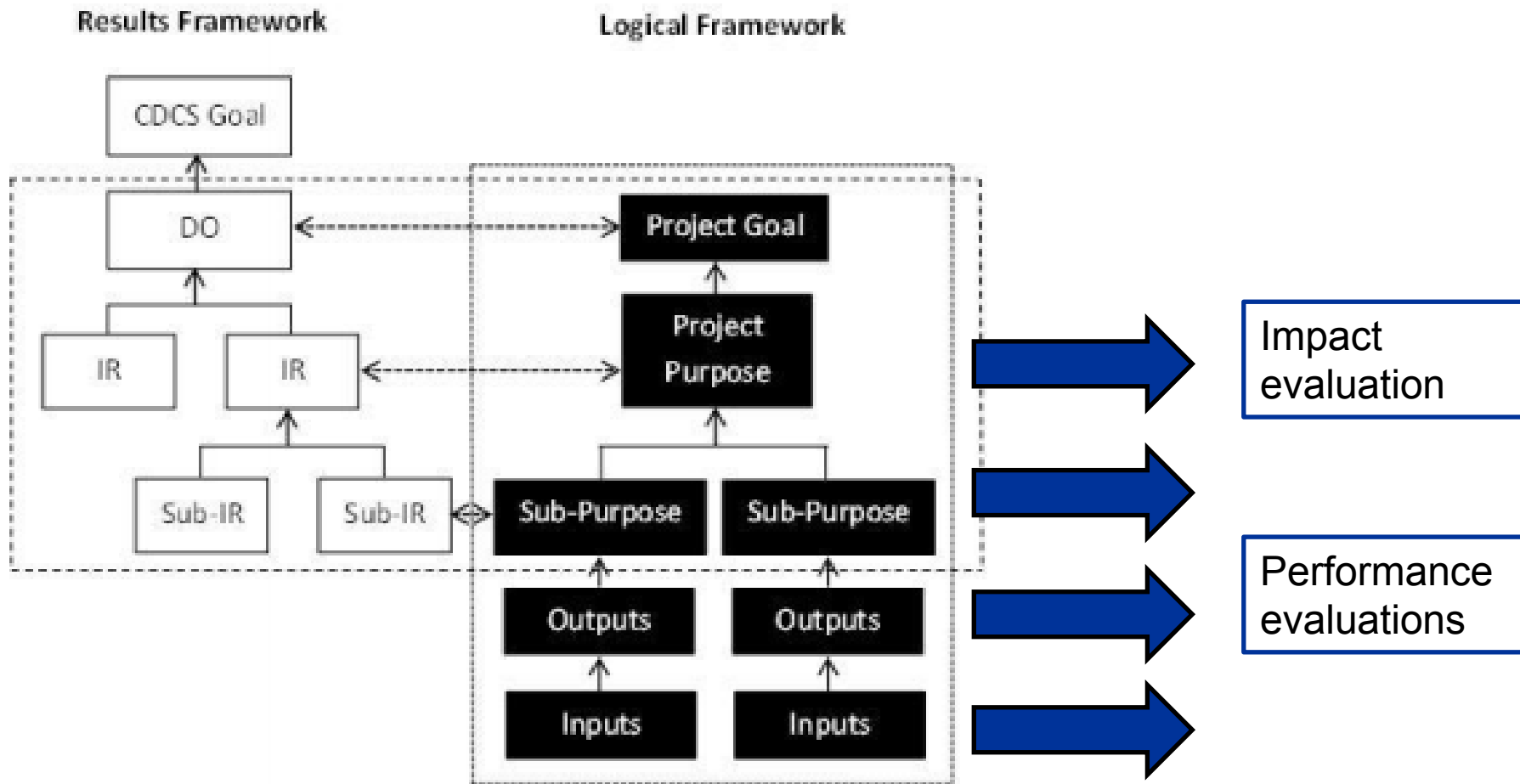
### 3. Distribute evaluations among the framework to contribute to learning.



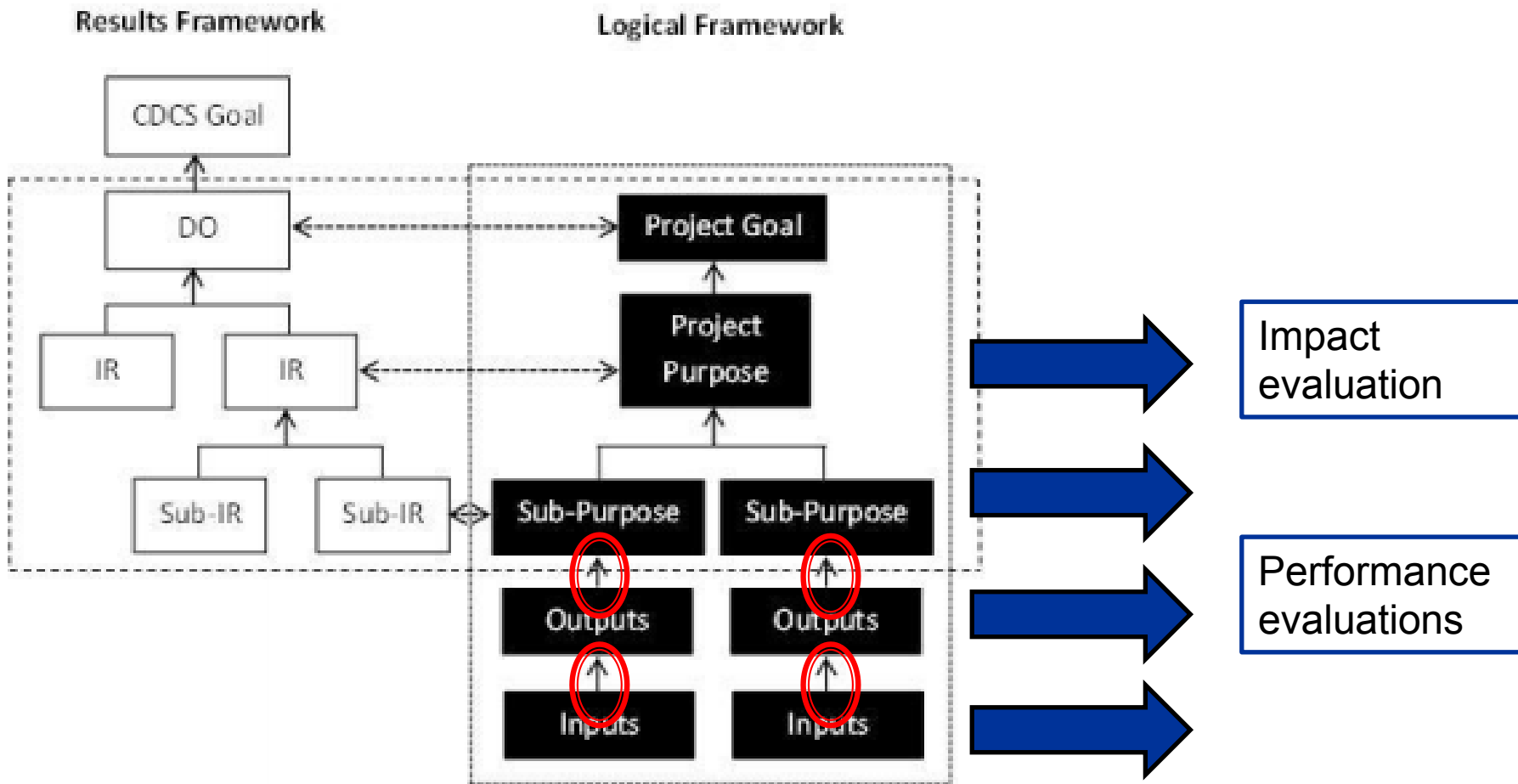
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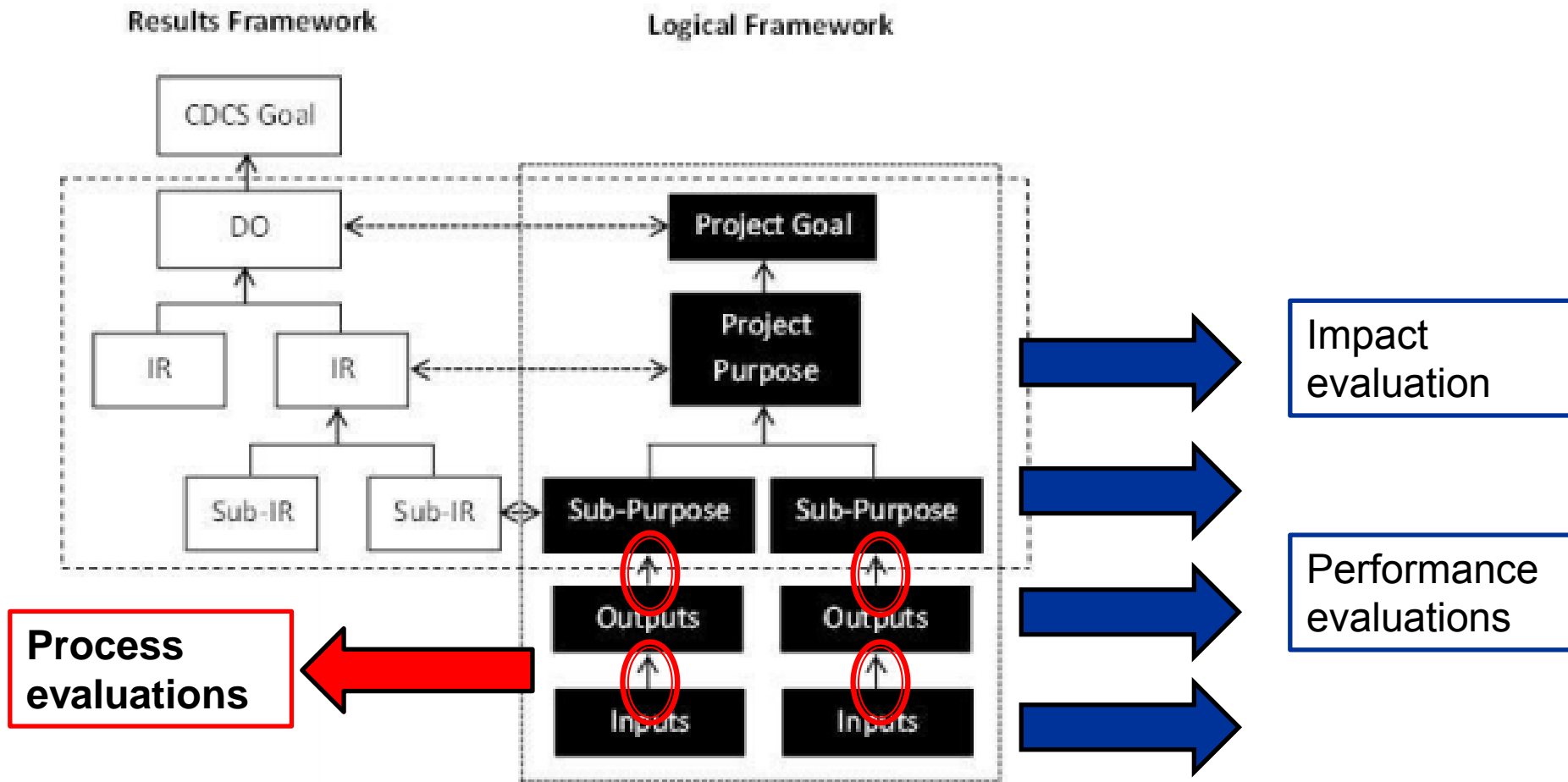


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