LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

MODULE 2

THINKING VISUALLY

Objectives

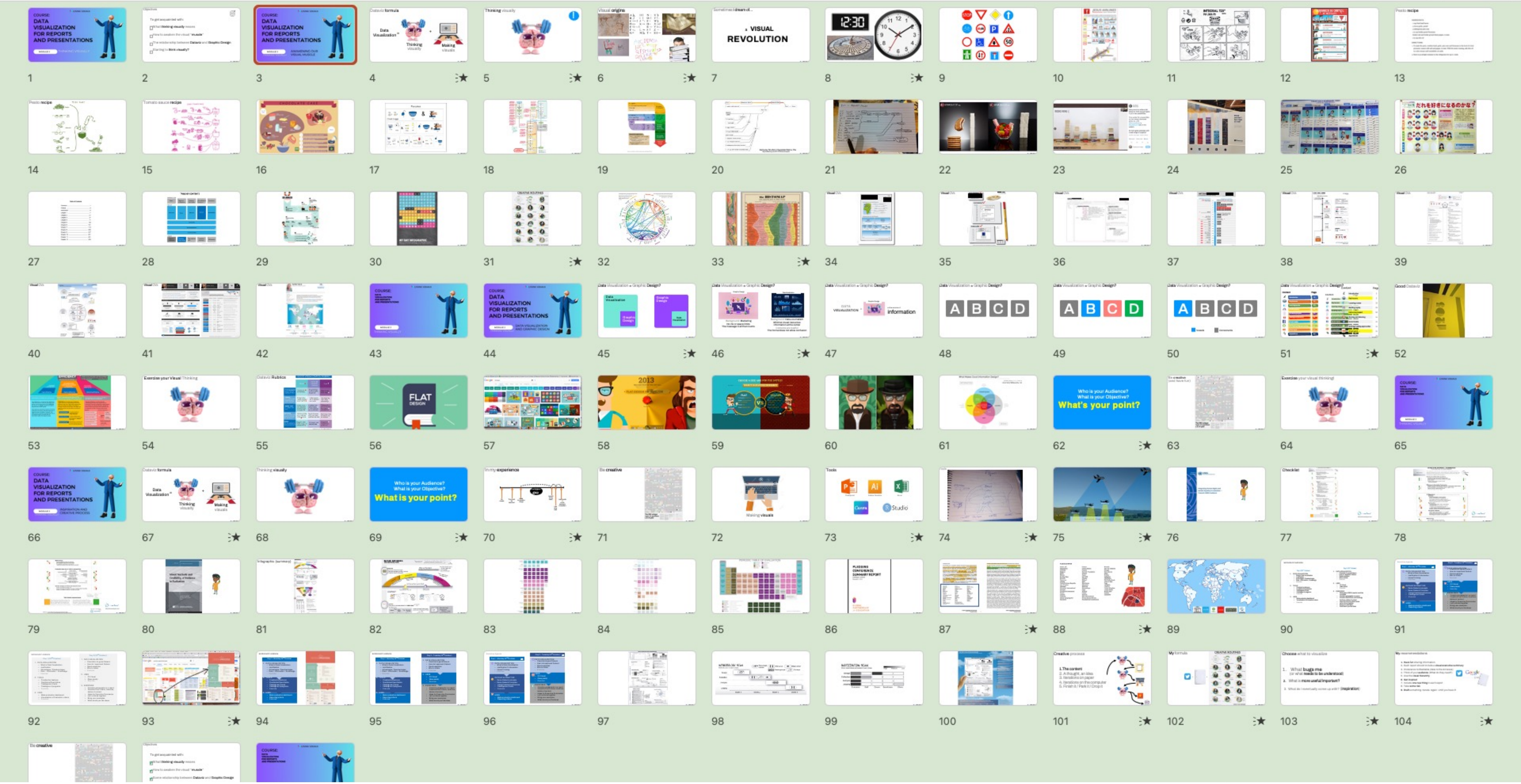
To get acquainted with:

☐ What **thinking visually** means

☐ How to awaken the visual “**muscle**”

☐ The relationship between **Dataviz** and **Graphic Design**

☐ Starting to **think visually**?


COURSE: DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS
VISUAL REVOLUTION
A B C D
FLAT DESIGN
What's your point?
Who is your Audience? What is your Objective? What is your point?
information
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LOVING VISUALS

LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

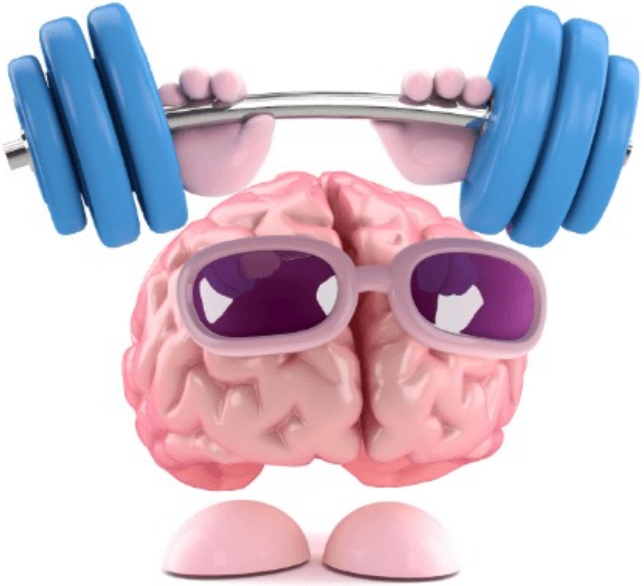
MODULE 2

THINKING VISUALLY

AWAKENING OUR VISUAL MUSCLE

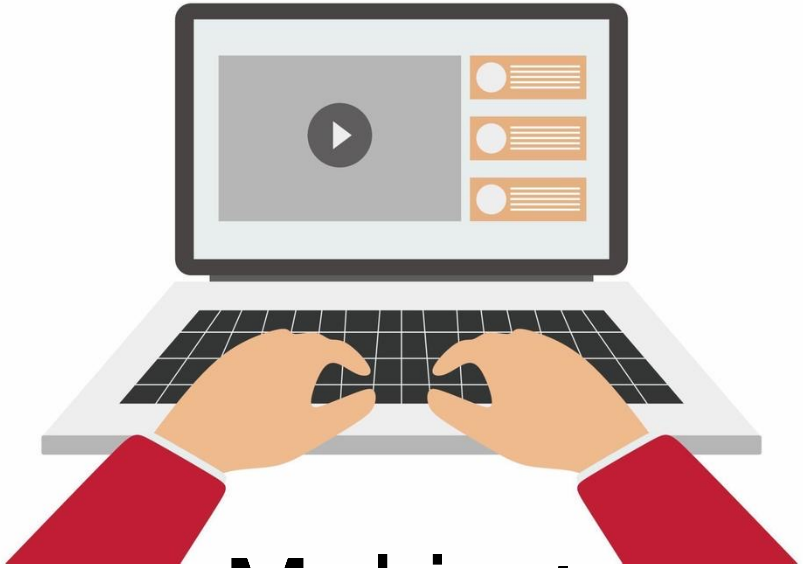
Dataviz formula

Data Visualization =



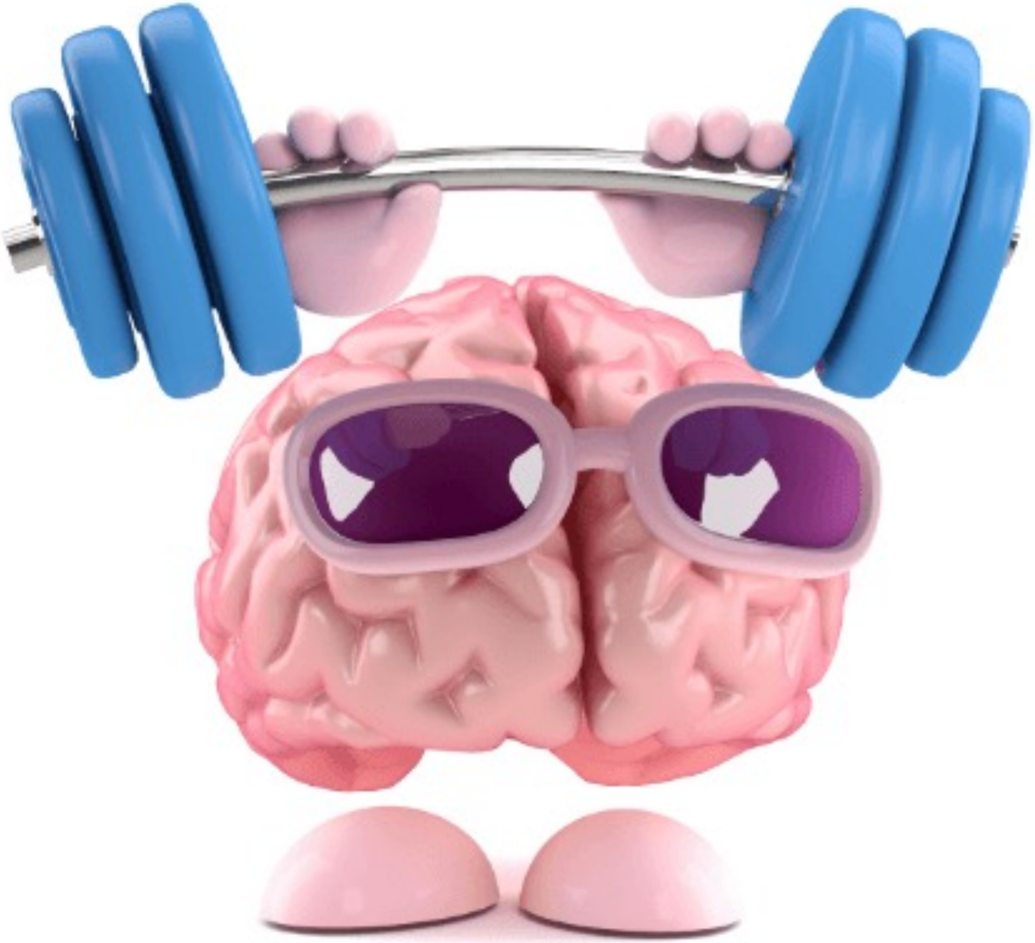
Thinking visually

+

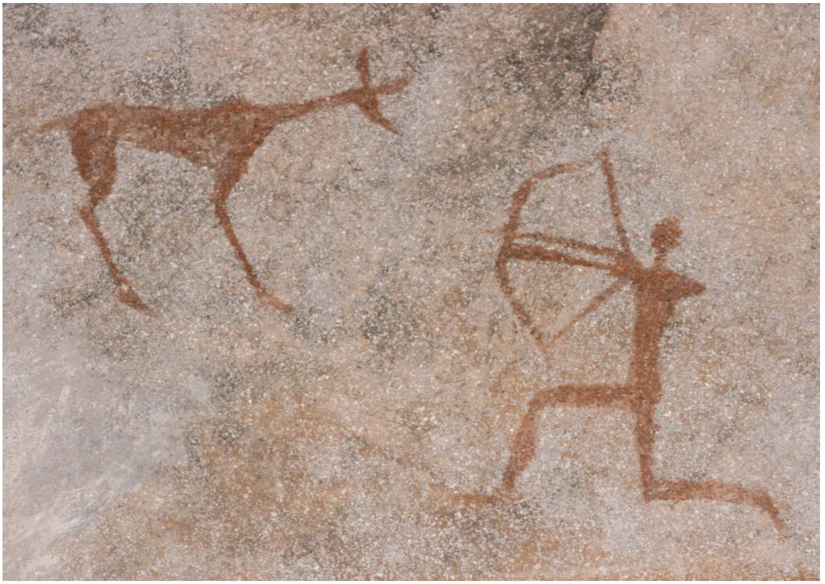


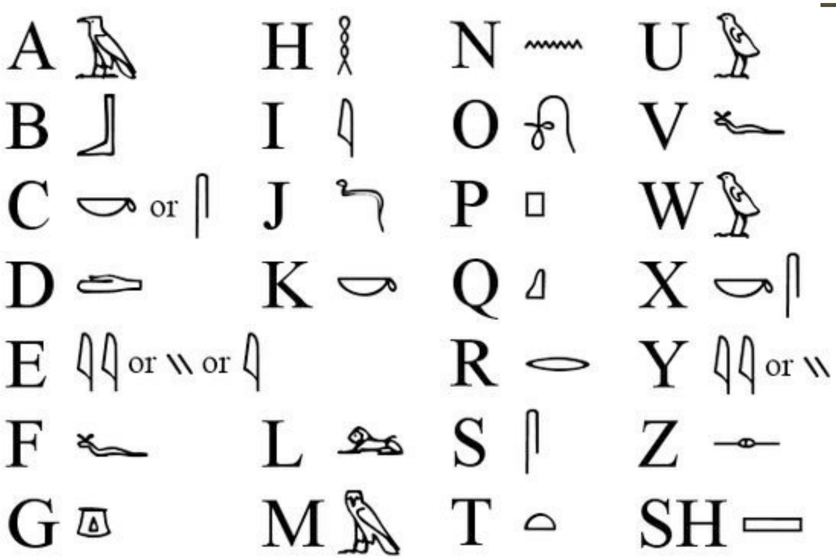
Making visuals

Thinking visually



Visual origins

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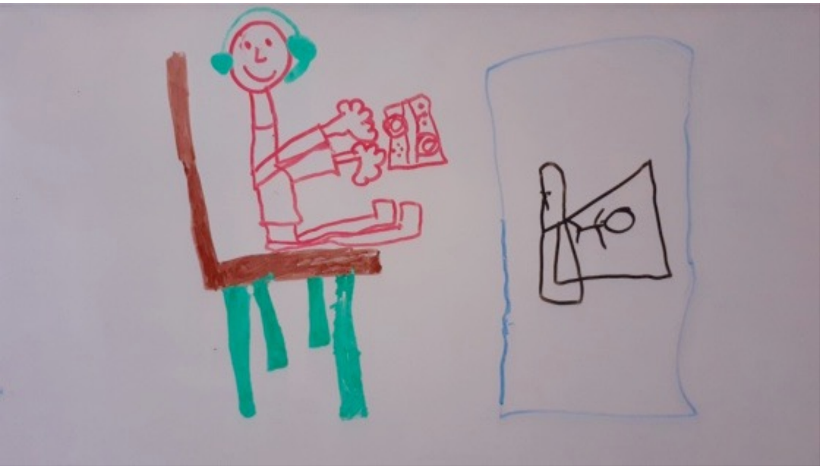

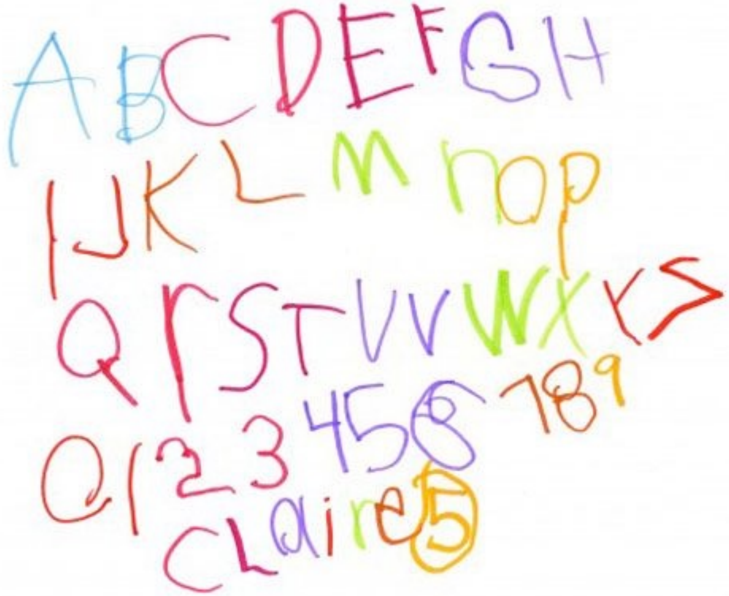
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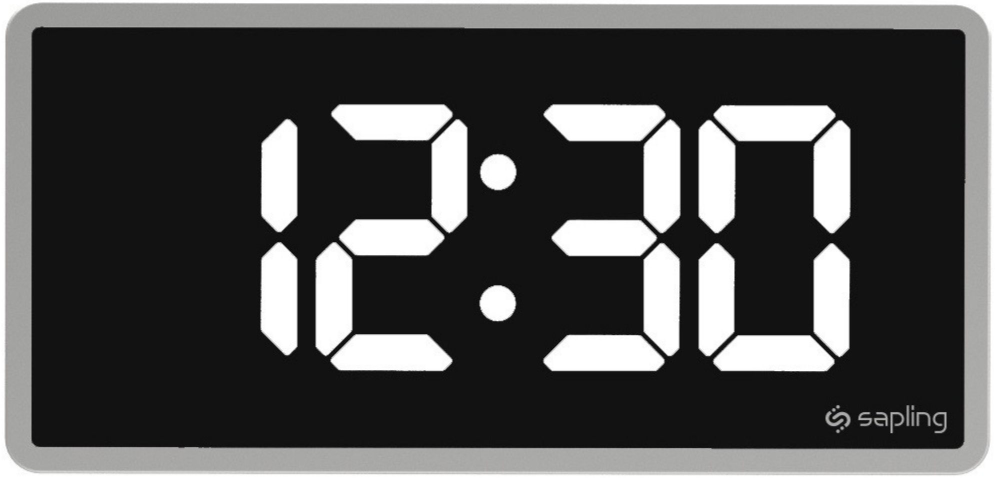
claire5

Sometimes I dream of...

a **VISUAL**

REVOLUTION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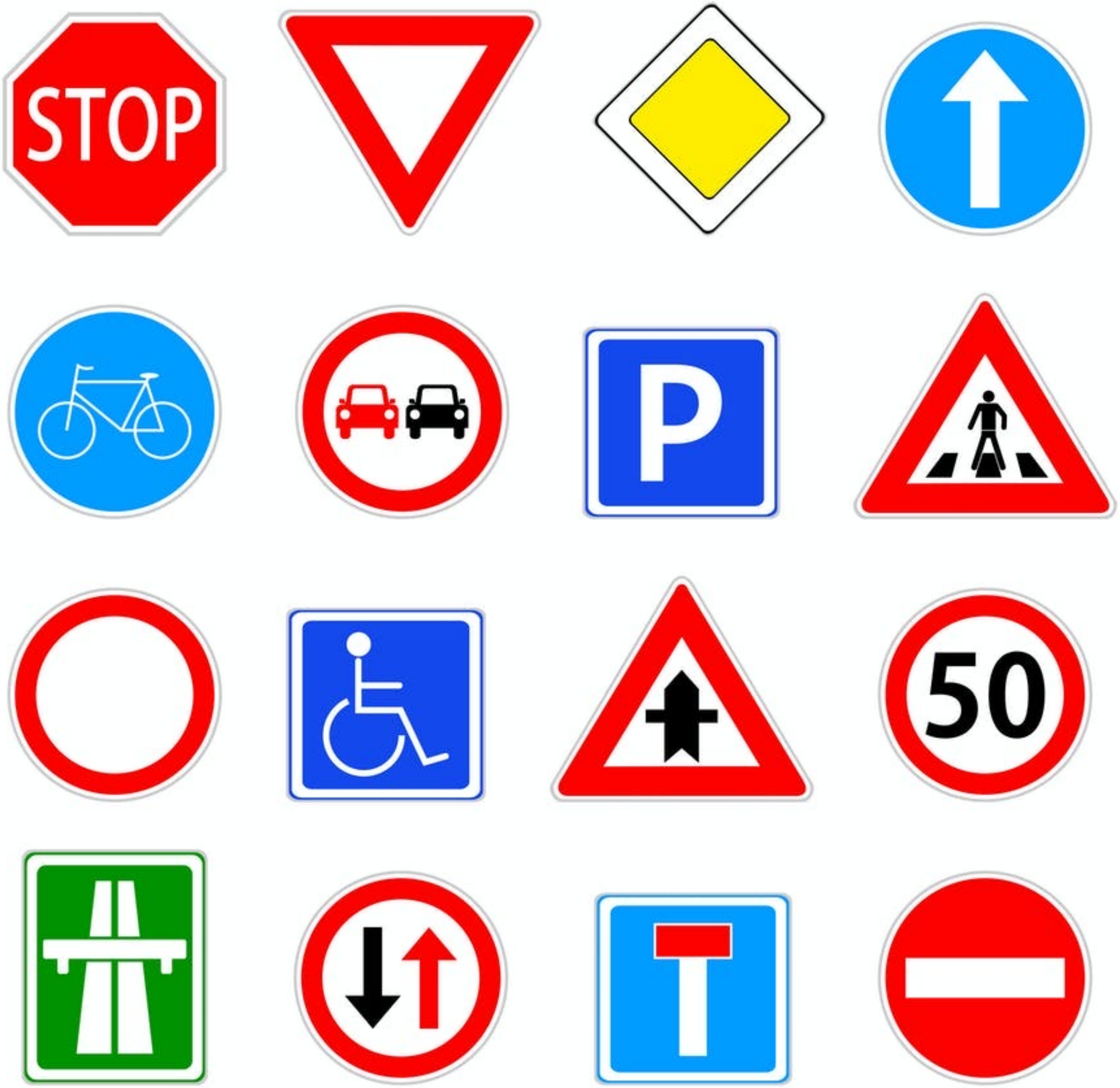
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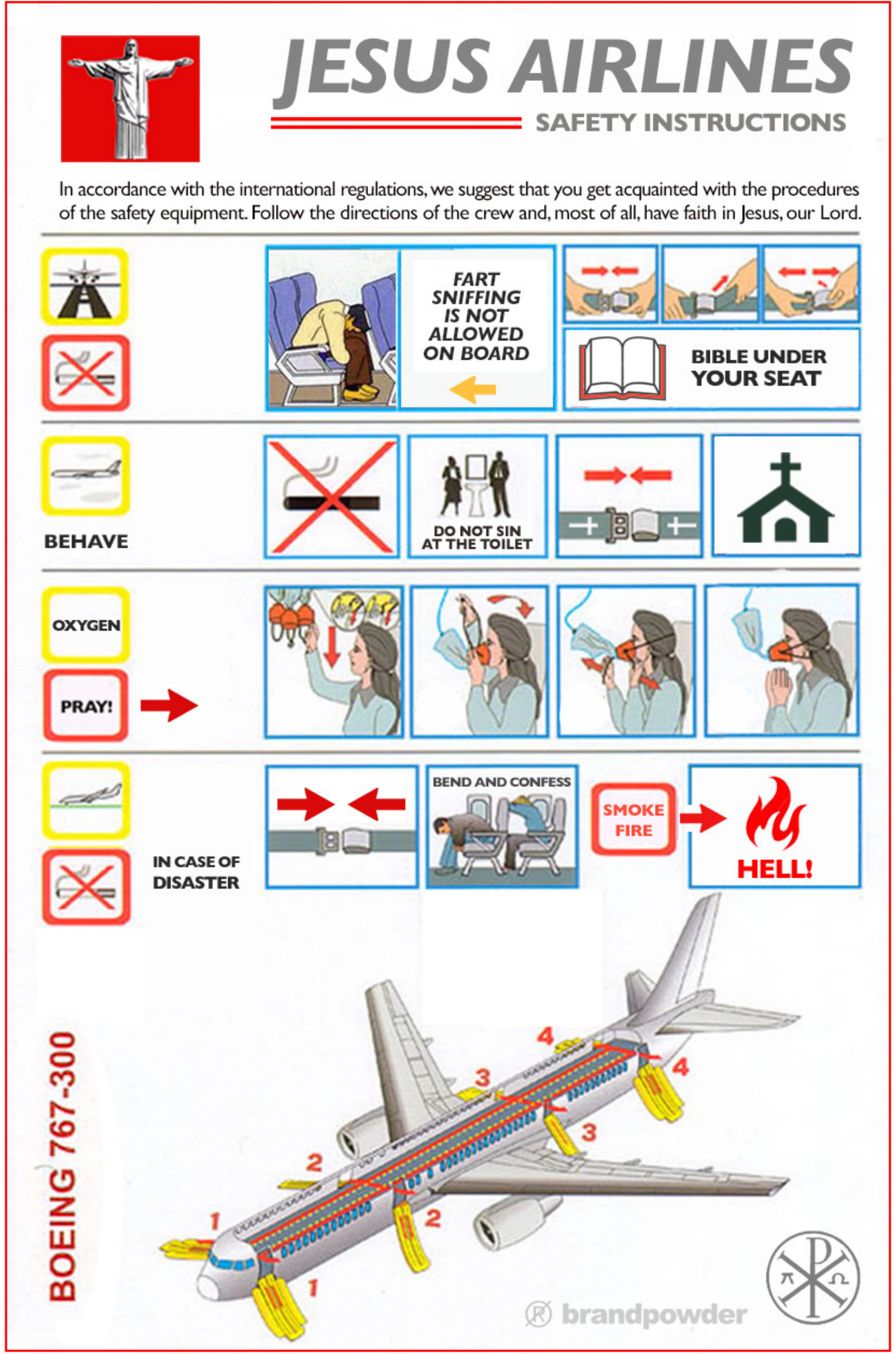

JESUS AIRLINES

SAFETY INSTRUCTIONS

In accordance with the international regulations, we suggest that you get acquainted with the procedures of the safety equipment. Follow the directions of the crew and, most of all, have faith in Jesus, our Lord.

FART SNIFFING IS NOT ALLOWED ON BOARD
BIBLE UNDER YOUR SEAT
BEHAVE
DO NOT SIN AT THE TOILET
OXYGEN
PRAY!
IN CASE OF DISASTER
BEND AND CONFESS
SMOKE FIRE
HELL!
BOEING 767-300
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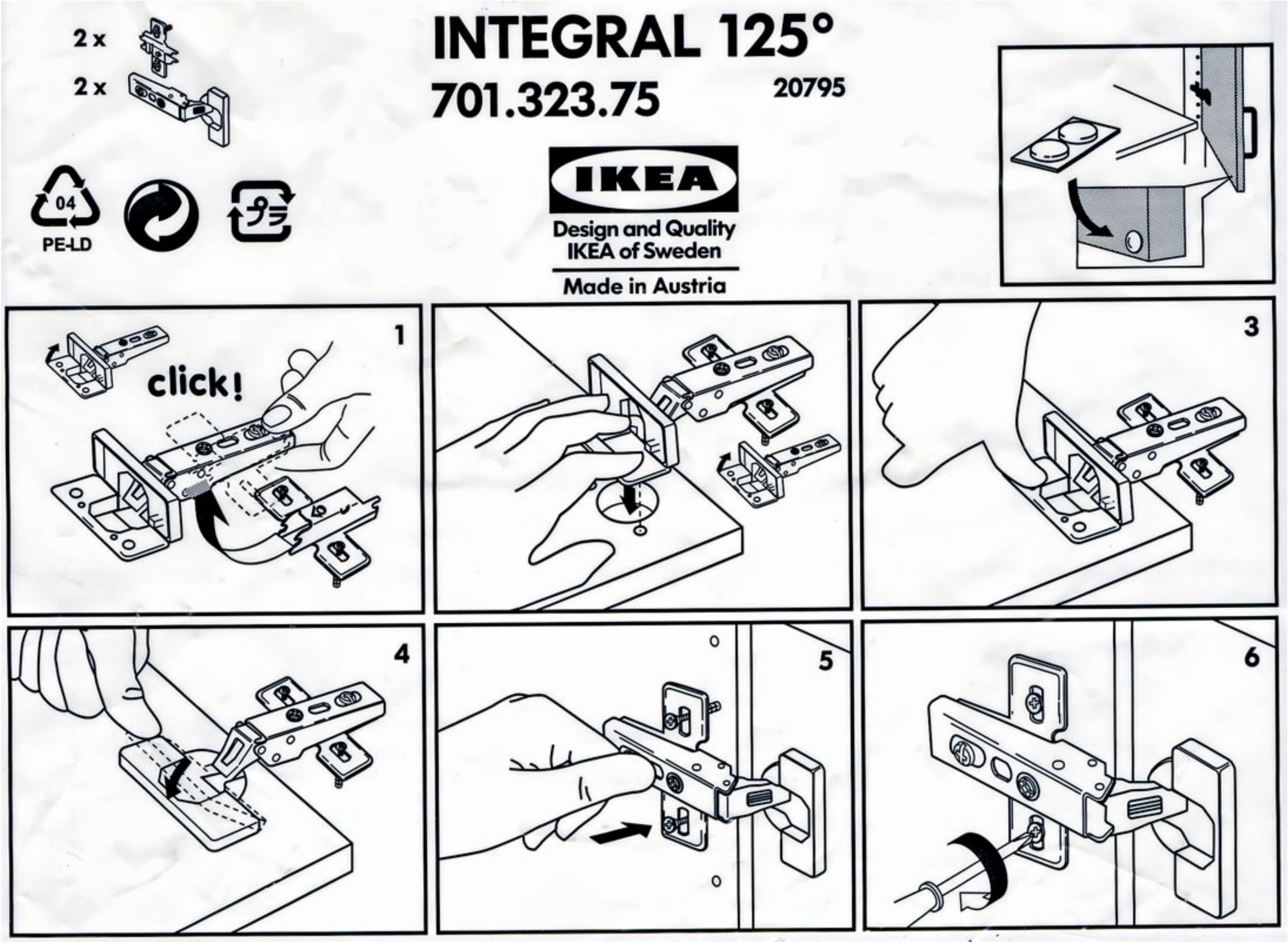
brandpowder



INTEGRAL 125°

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IKEA

Design and Quality
IKEA of Sweden

Made in Austria

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2 x
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PE-LD
click!
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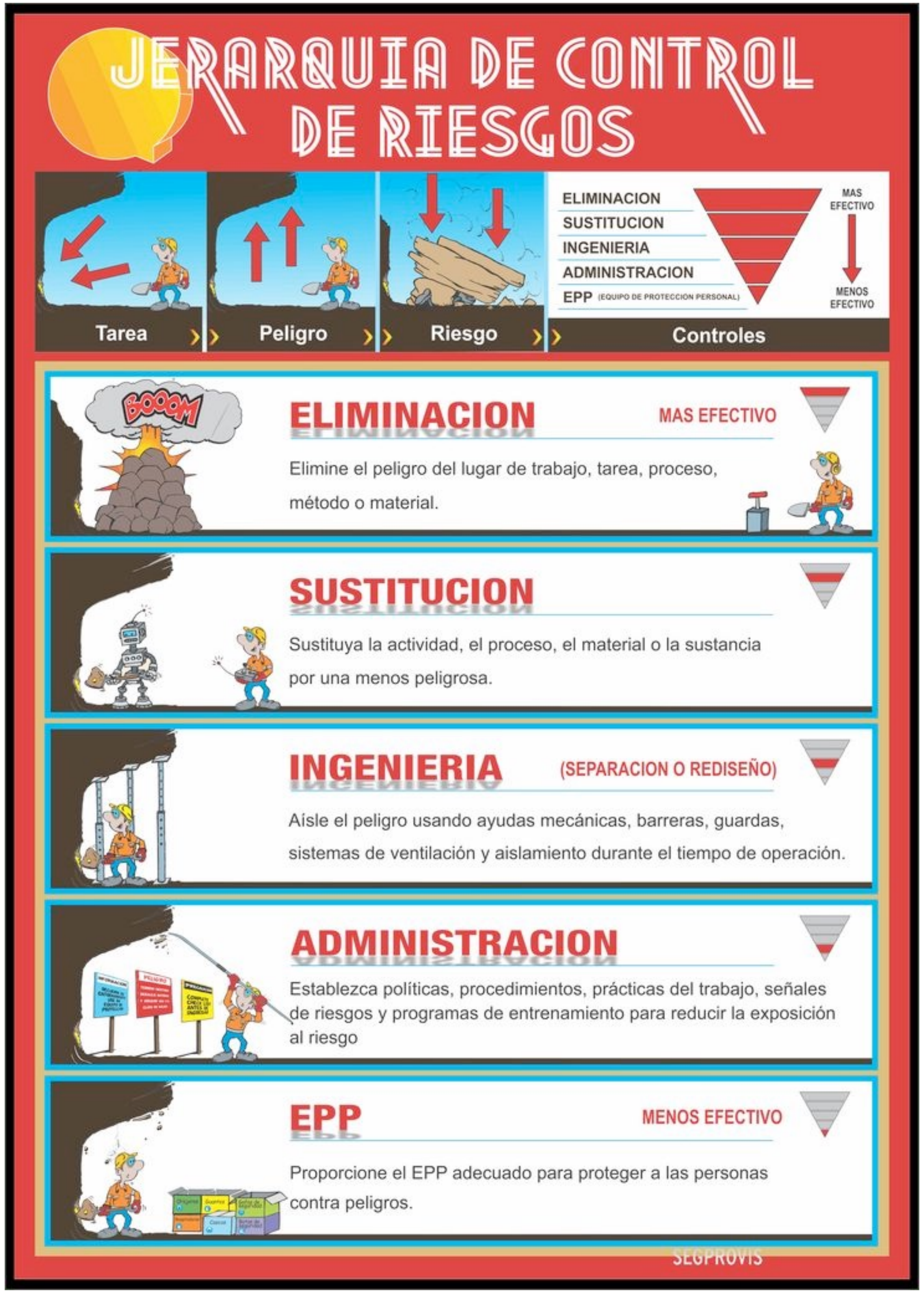


JERARQUIA DE CONTROL DE RIESGOS

Tarea › Peligro › Riesgo › Controles

ELIMINACION
SUSTITUCION
INGENIERIA
ADMINISTRACION
EPP (EQUIPO DE PROTECCION PERSONAL)

MAS EFECTIVO
MENOS EFECTIVO

ELIMINACION

MAS EFECTIVO

Elimine el peligro del lugar de trabajo, tarea, proceso, método o material.

SUSTITUCION

Sustituya la actividad, el proceso, el material o la sustancia por una menos peligrosa.

INGENIERIA

(SEPARACION O REDISEÑO)

Aísle el peligro usando ayudas mecánicas, barreras, guardas, sistemas de ventilación y aislamiento durante el tiempo de operación.

ADMINISTRACION

Establezca políticas, procedimientos, prácticas del trabajo, señales de riesgos y programas de entrenamiento para reducir la exposición al riesgo

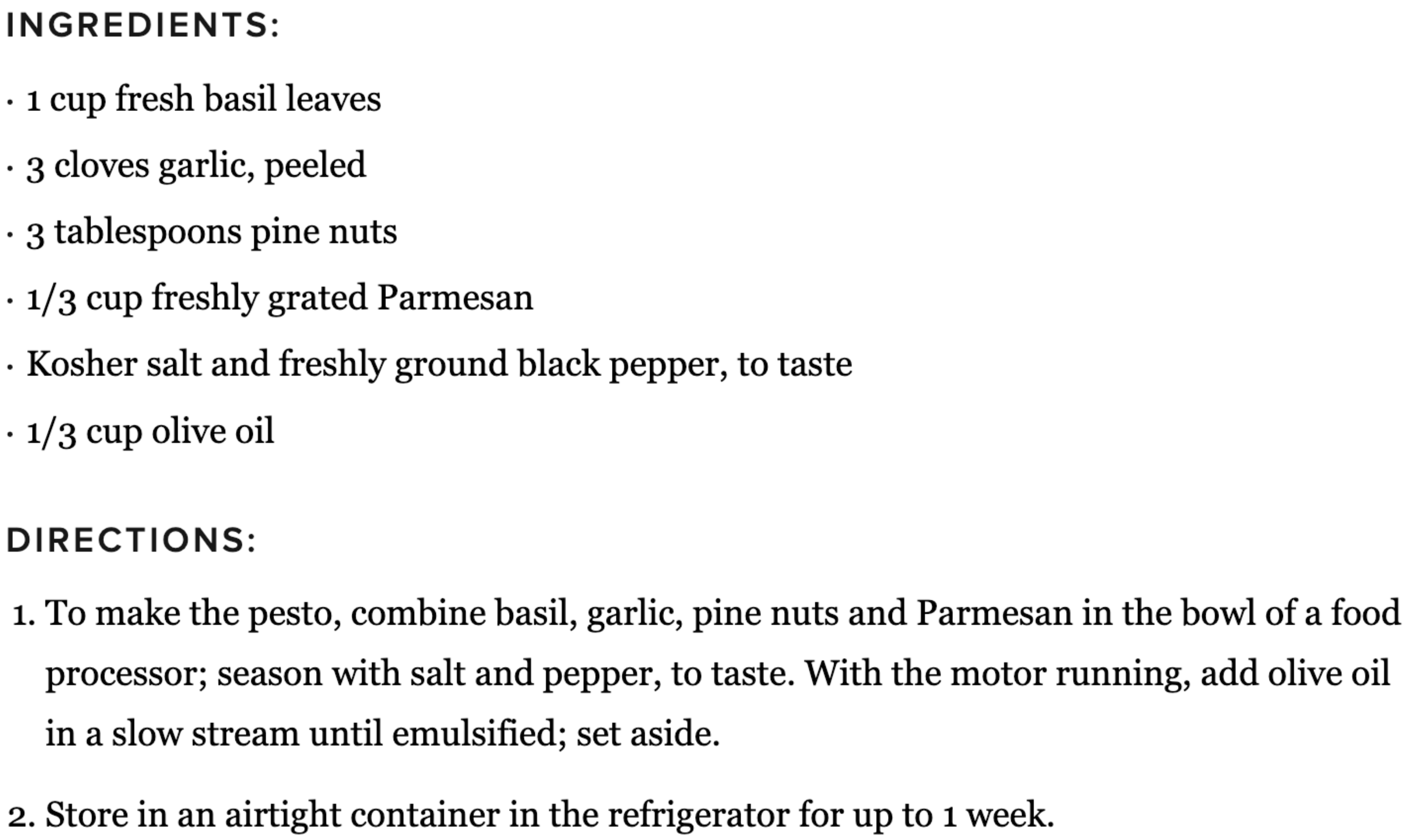
EPP

MENOS EFECTIVO

Proporcione el EPP adecuado para proteger a las personas contra peligros.

SEGPROVIS

Pesto recipe



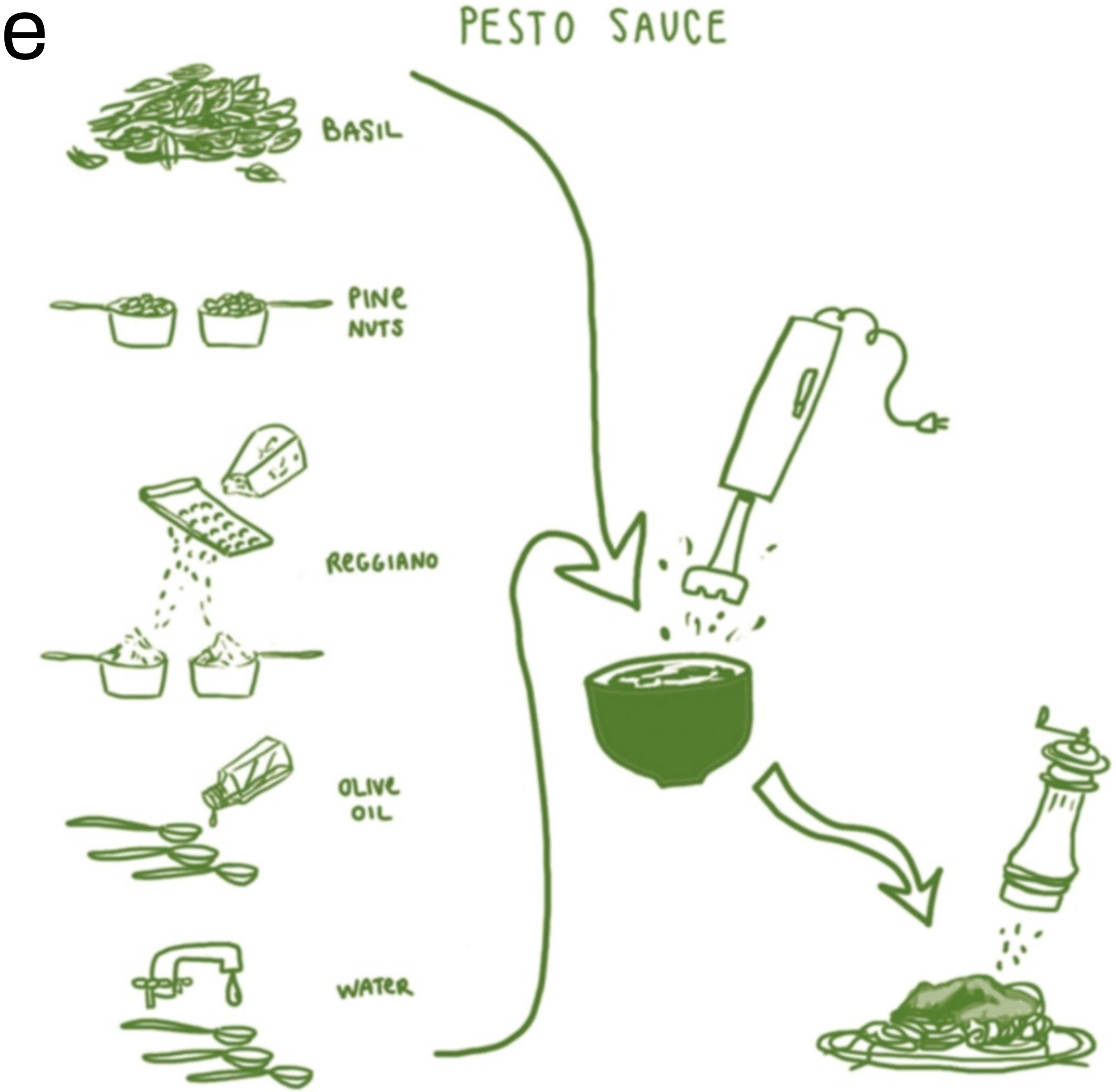
INGREDIENTS:

- 1 cup fresh basil leaves
- 3 cloves garlic, peeled
- 3 tablespoons pine nuts
- 1/3 cup freshly grated Parmesan
- Kosher salt and freshly ground black pepper, to taste
- 1/3 cup olive oil

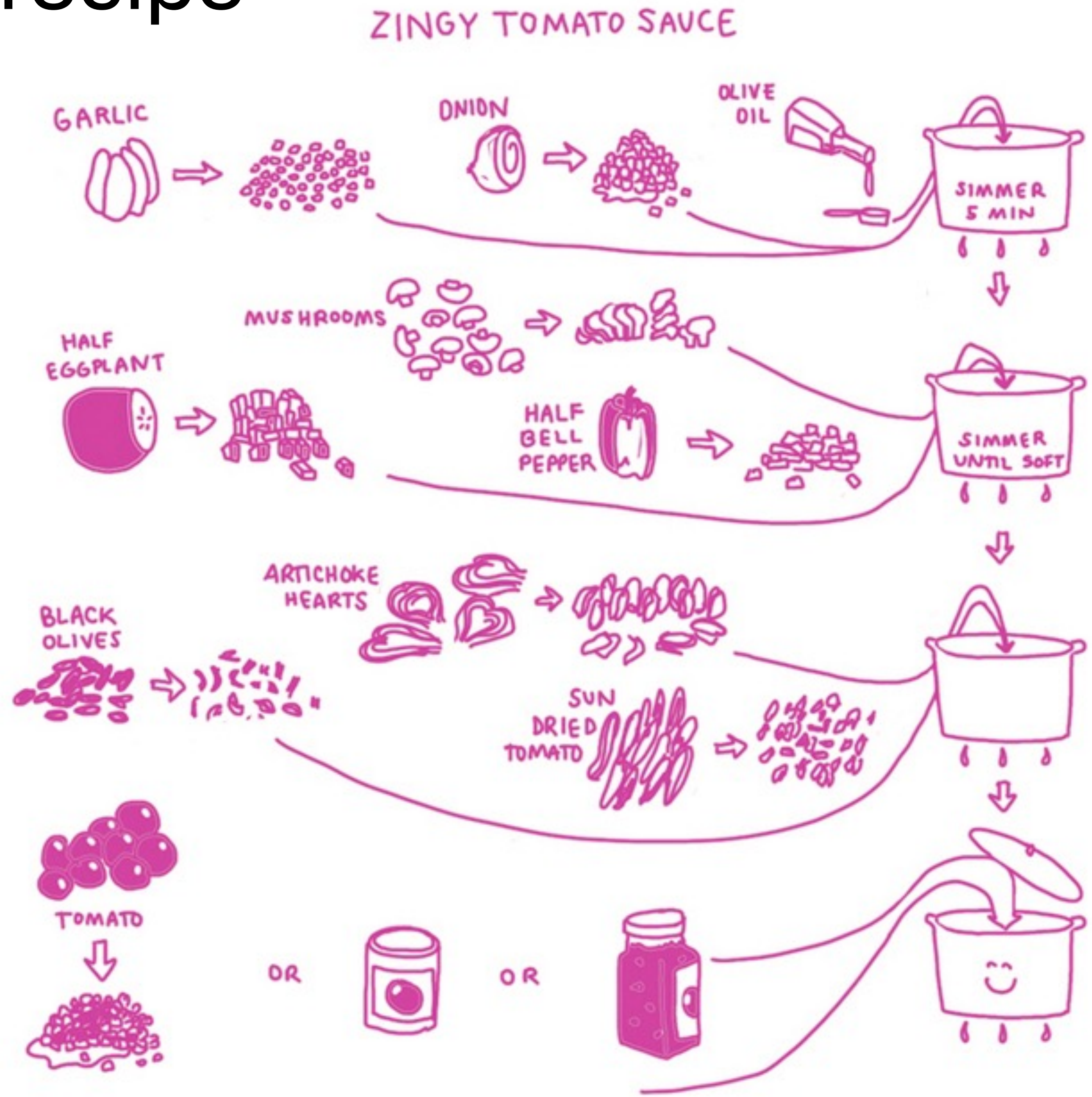
DIRECTIONS:

1. To make the pesto, combine basil, garlic, pine nuts and Parmesan in the bowl of a food processor; season with salt and pepper, to taste. With the motor running, add olive oil in a slow stream until emulsified; set aside.
2. Store in an airtight container in the refrigerator for up to 1 week.

Pesto recipe


PESTO SAUCE
BASIL
PINE NUTS
REGGIANO
OLIVE OIL
WATER

Tomato sauce recipe



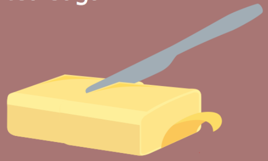
ZINGY TOMATO SAUCE
GARLIC
ONION
OLIVE OIL
SIMMER 5 MIN
MUSHROOMS
HALF EGGPLANT
HALF BELL PEPPER
SIMMER UNTIL SOFT
ARTICHOKE HEARTS
BLACK OLIVES
SUN DRIED TOMATO
TOMATO
OR
OR

LOVING VISUALS

CHOCOLATE CAKE

You will need

1 cup
granulated sugar


125 g butter

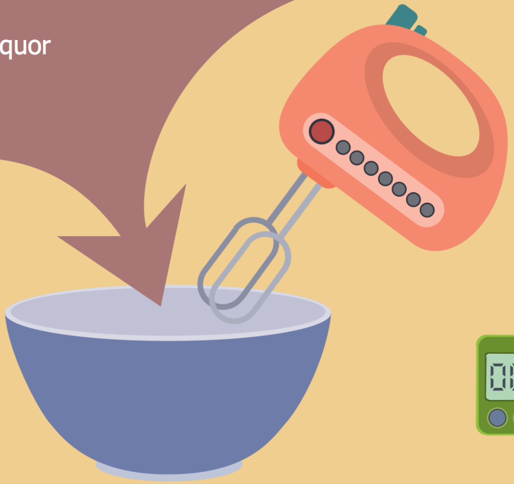
2 eggs

1/2 cup milk

1 cup
wheat flour

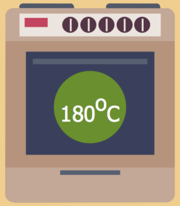
2 tbsp
chocolate liquor

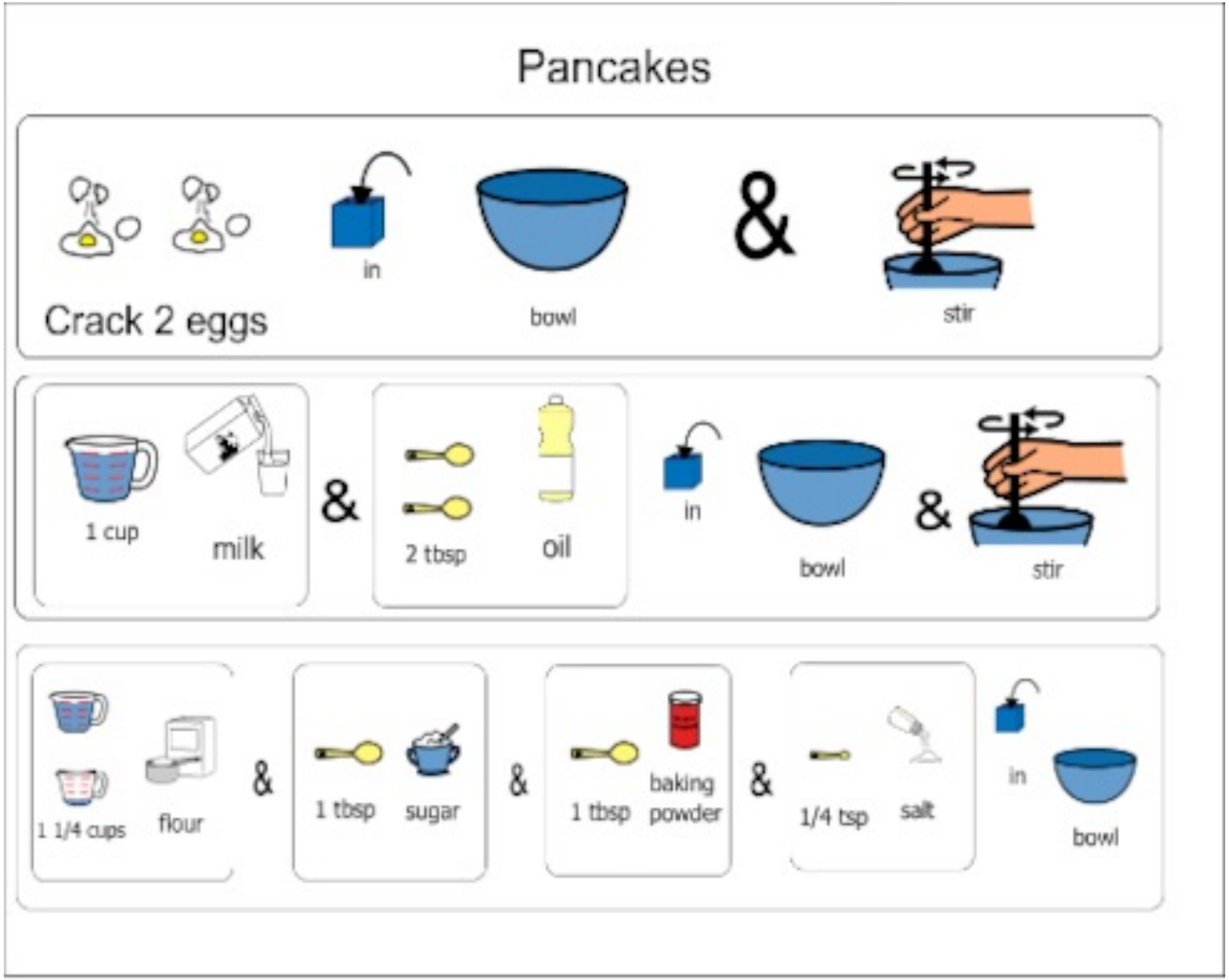
chocolate and
fruit to serve



Method

1. Add all the ingredients in a medium sized bowl.
2. Mix with an electric mixer for about 2-3 minutes or until the mixture is smooth.
3. Line a 20 cm round cake tin with baking paper. Pour the cake mixture into the tin.
4. Preheat the oven to 180 degrees C. Bake for approximately 45 minutes.
5. When you remove the cake from oven, let it cool in the pan for about 5 minutes. Leave to cool on a rack.



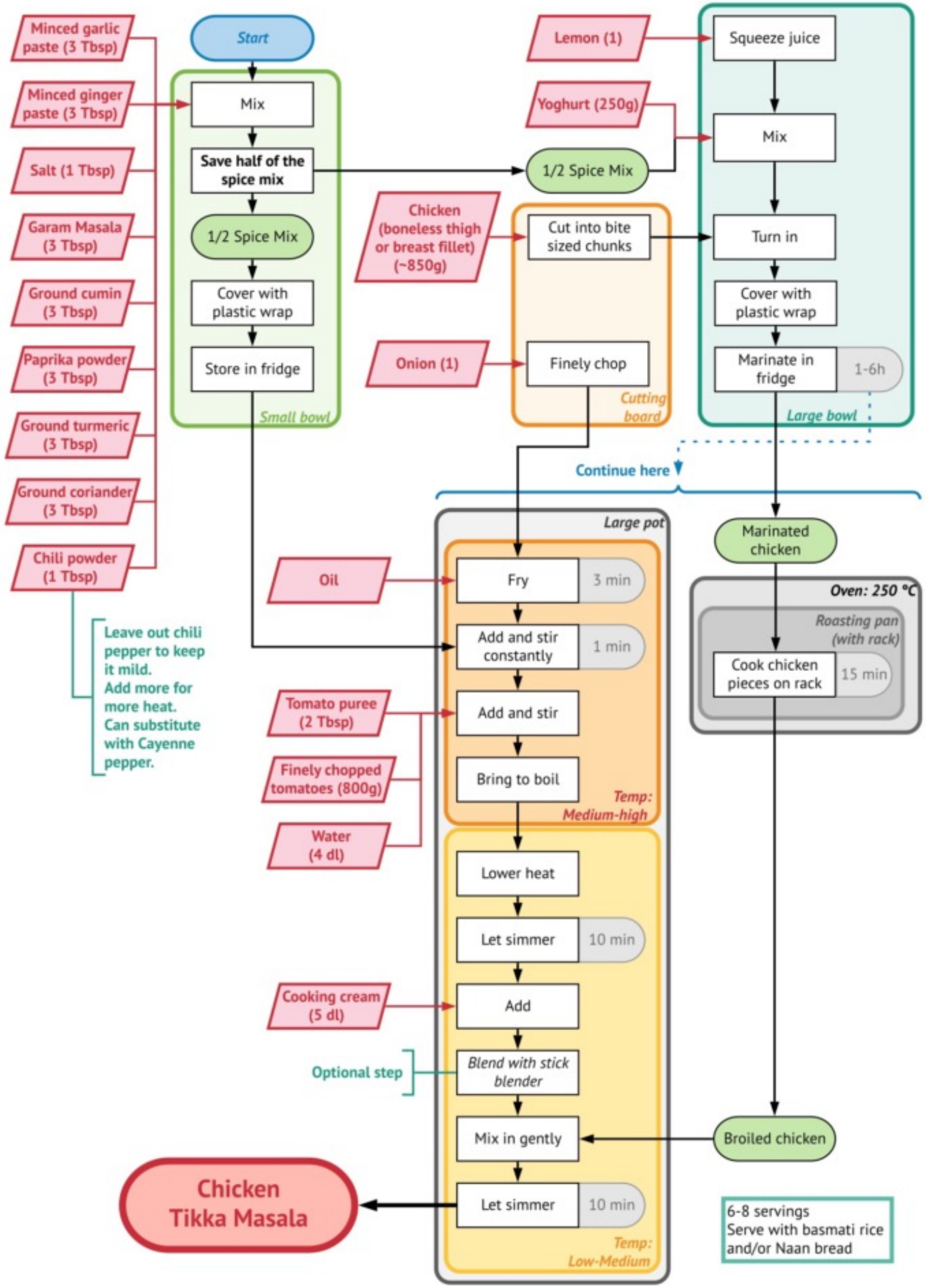


Pancakes

Crack 2 eggs in bowl & stir

1 cup milk & 2 tbsp oil in bowl & stir

1 1/4 cups flour & 1 tbsp sugar & 1 tbsp baking powder & 1/4 tsp salt in bowl



Start

Minced garlic paste (3 Tbsp)
Minced ginger paste (3 Tbsp)
Salt (1 Tbsp)
Garam Masala (3 Tbsp)
Ground cumin (3 Tbsp)
Paprika powder (3 Tbsp)
Ground turmeric (3 Tbsp)
Ground coriander (3 Tbsp)
Chili powder (1 Tbsp)

Leave out chili pepper to keep it mild. Add more for more heat. Can substitute with Cayenne pepper.

Small bowl
Mix
Save half of the spice mix
1/2 Spice Mix
Cover with plastic wrap
Store in fridge

Lemon (1)
Yoghurt (250g)
1/2 Spice Mix
Chicken (boneless thigh or breast fillet) (~850g)
Onion (1)

Cutting board
Cut into bite sized chunks
Finely chop

Large bowl
Squeeze juice
Mix
Turn in
Cover with plastic wrap
Marinate in fridge — 1-6h

Continue here

Large pot

Temp: Medium-high
Oil
Fry — 3 min
Add and stir constantly — 1 min
Tomato puree (2 Tbsp)
Finely chopped tomatoes (800g)
Water (4 dl)
Add and stir
Bring to boil

Temp: Low-Medium
Lower heat
Let simmer — 10 min
Cooking cream (5 dl)
Add
Optional step
Blend with stick blender
Mix in gently
Let simmer — 10 min

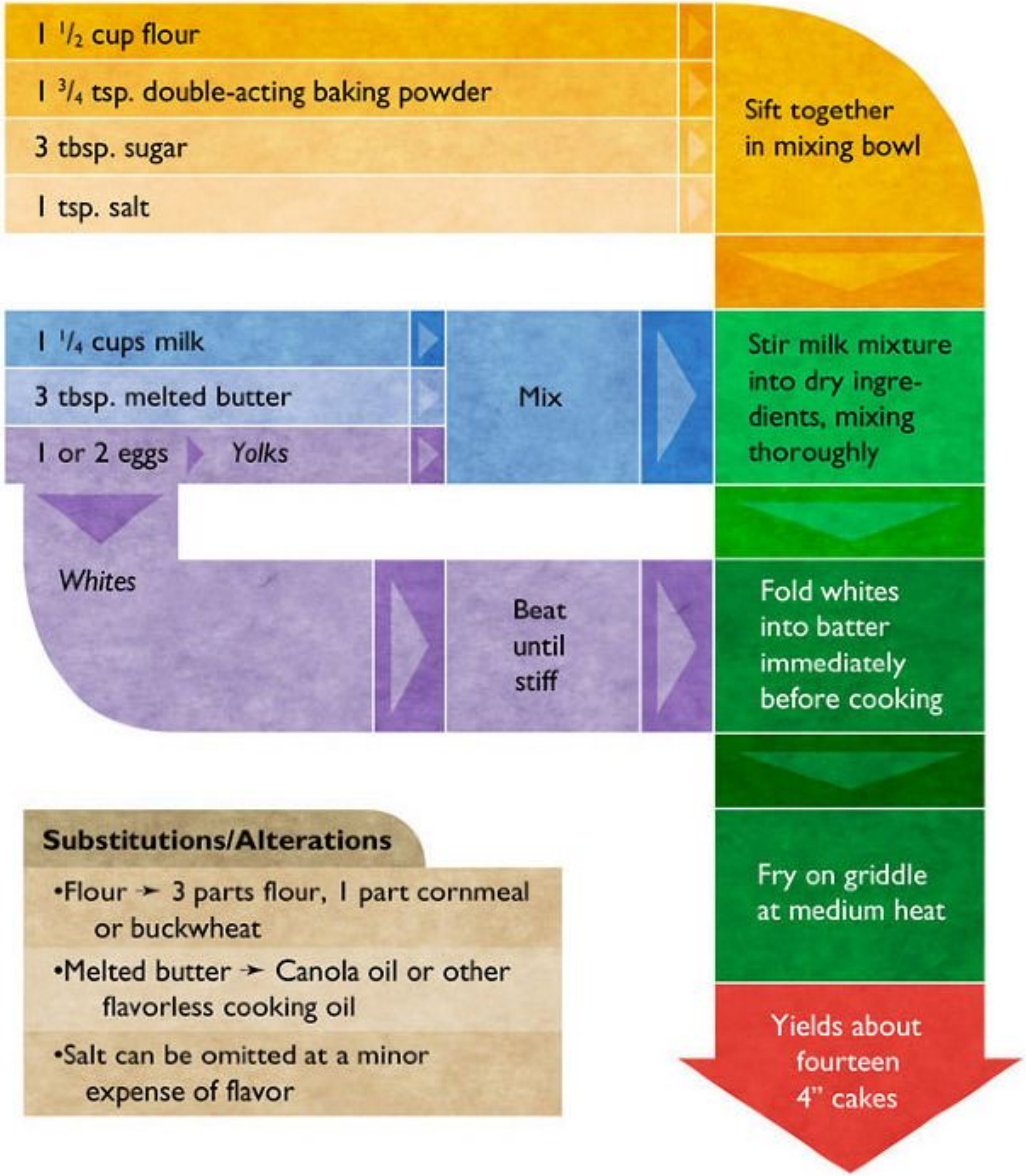
Marinated chicken

Oven: 250 °C
Roasting pan (with rack)
Cook chicken pieces on rack — 15 min

Broiled chicken

Chicken Tikka Masala

6-8 servings
Serve with basmati rice
and/or Naan bread



1 ½ cup flour

1 ¾ tsp. double-acting baking powder

3 tbsp. sugar

1 tsp. salt

Sift together in mixing bowl

1 ¼ cups milk

3 tbsp. melted butter

1 or 2 eggs ▶ *Yolks*

Mix

Stir milk mixture into dry ingredients, mixing thoroughly

Whites

Beat until stiff

Fold whites into batter immediately before cooking

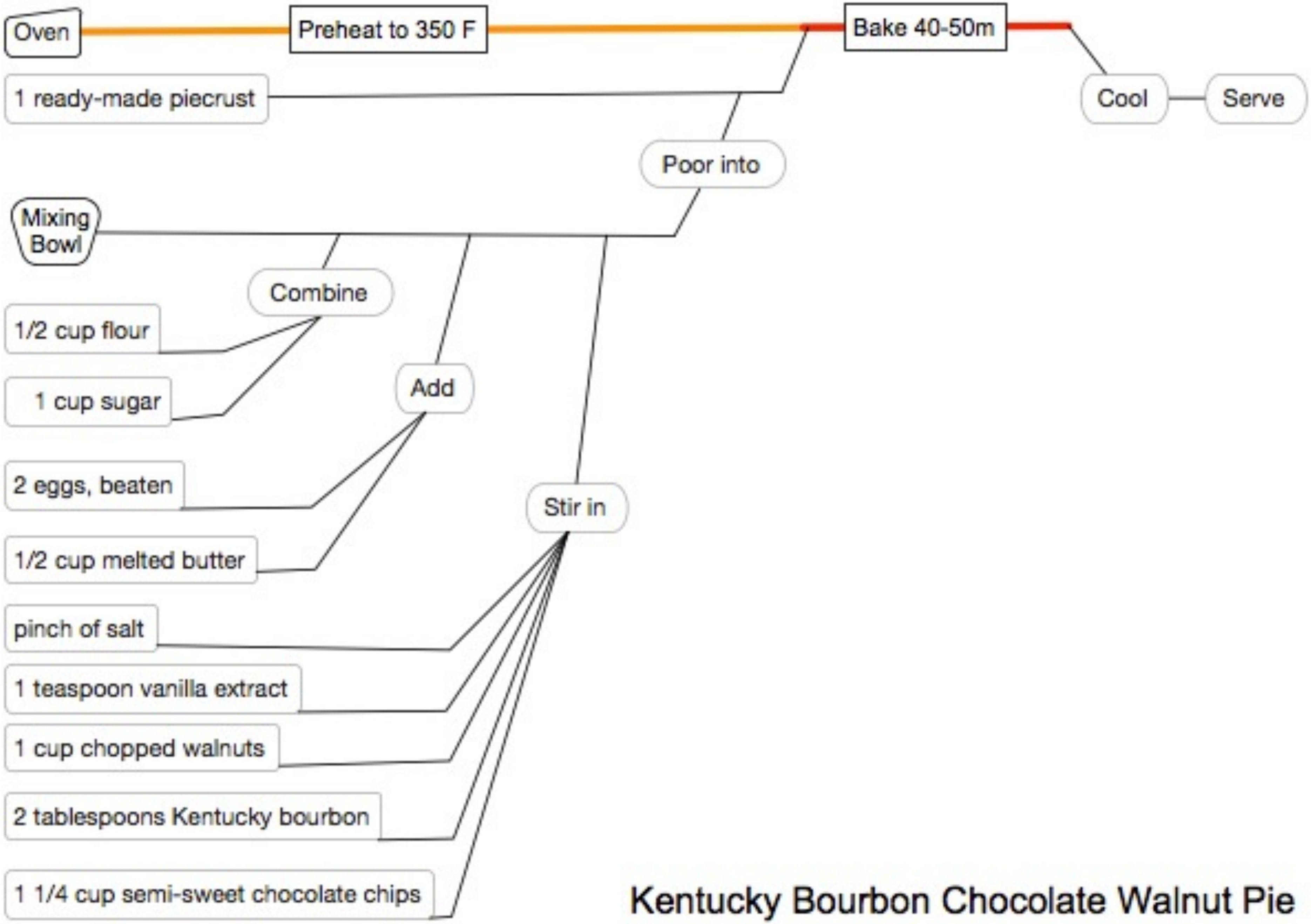
Fry on griddle at medium heat

Yields about fourteen 4" cakes

Substitutions/Alterations

- Flour ➛ 3 parts flour, 1 part cornmeal or buckwheat
- Melted butter ➛ Canola oil or other flavorless cooking oil
- Salt can be omitted at a minor expense of flavor

Source: Irma S. Rombauer and Marion Rombauer Becker, *Joy of Cooking* (1975 ed.)



Oven

Preheat to 350 F

Bake 40-50m

Cool

Serve

1 ready-made piecrust

Poor into

Mixing Bowl

Combine

1/2 cup flour

1 cup sugar

Add

2 eggs, beaten

1/2 cup melted butter

Stir in

pinch of salt

1 teaspoon vanilla extract

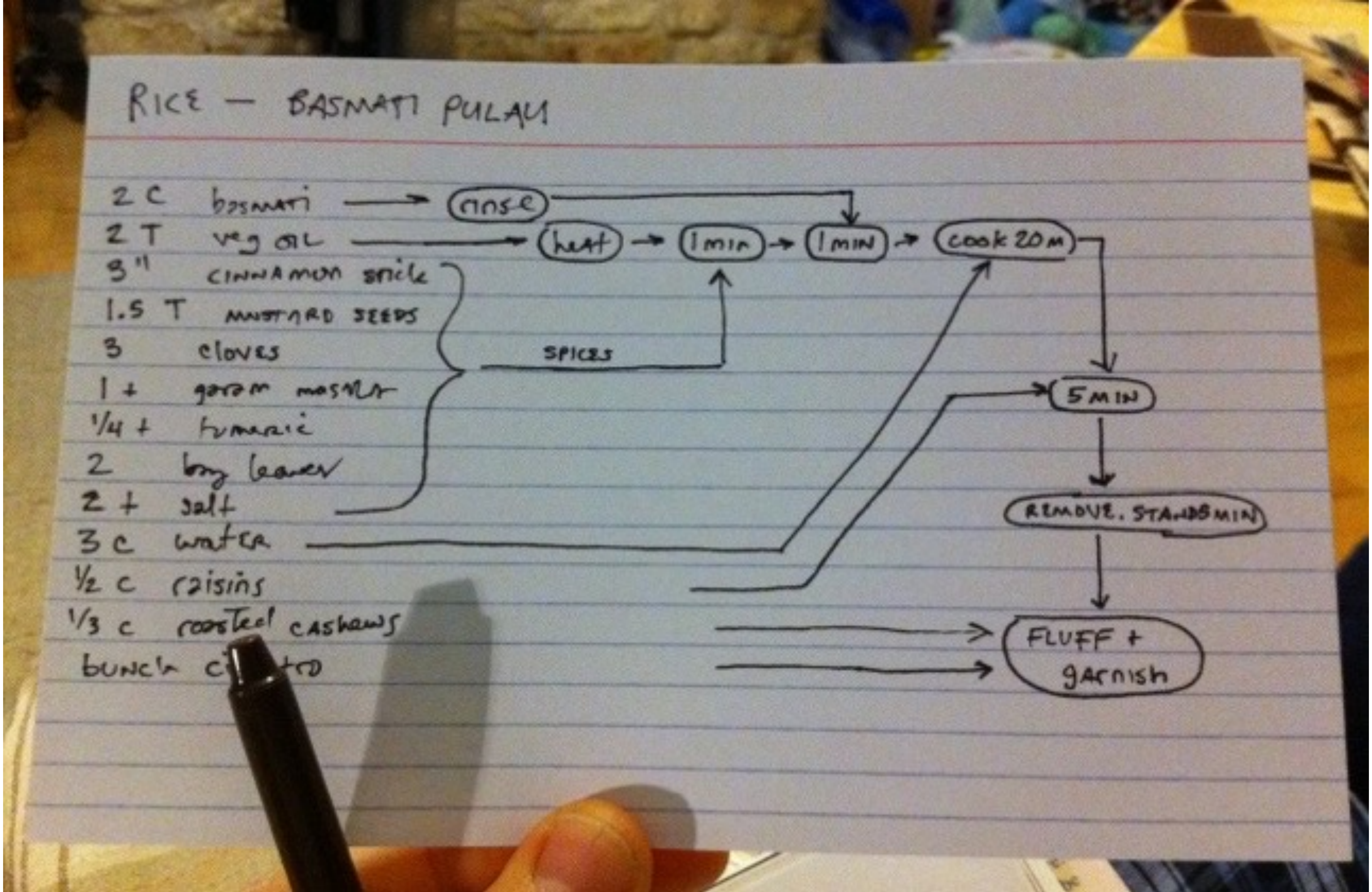
1 cup chopped walnuts

2 tablespoons Kentucky bourbon

1 1/4 cup semi-sweet chocolate chips

Kentucky Bourbon Chocolate Walnut Pie

http://adamloving.com/2011/07/24/visual-recipes/

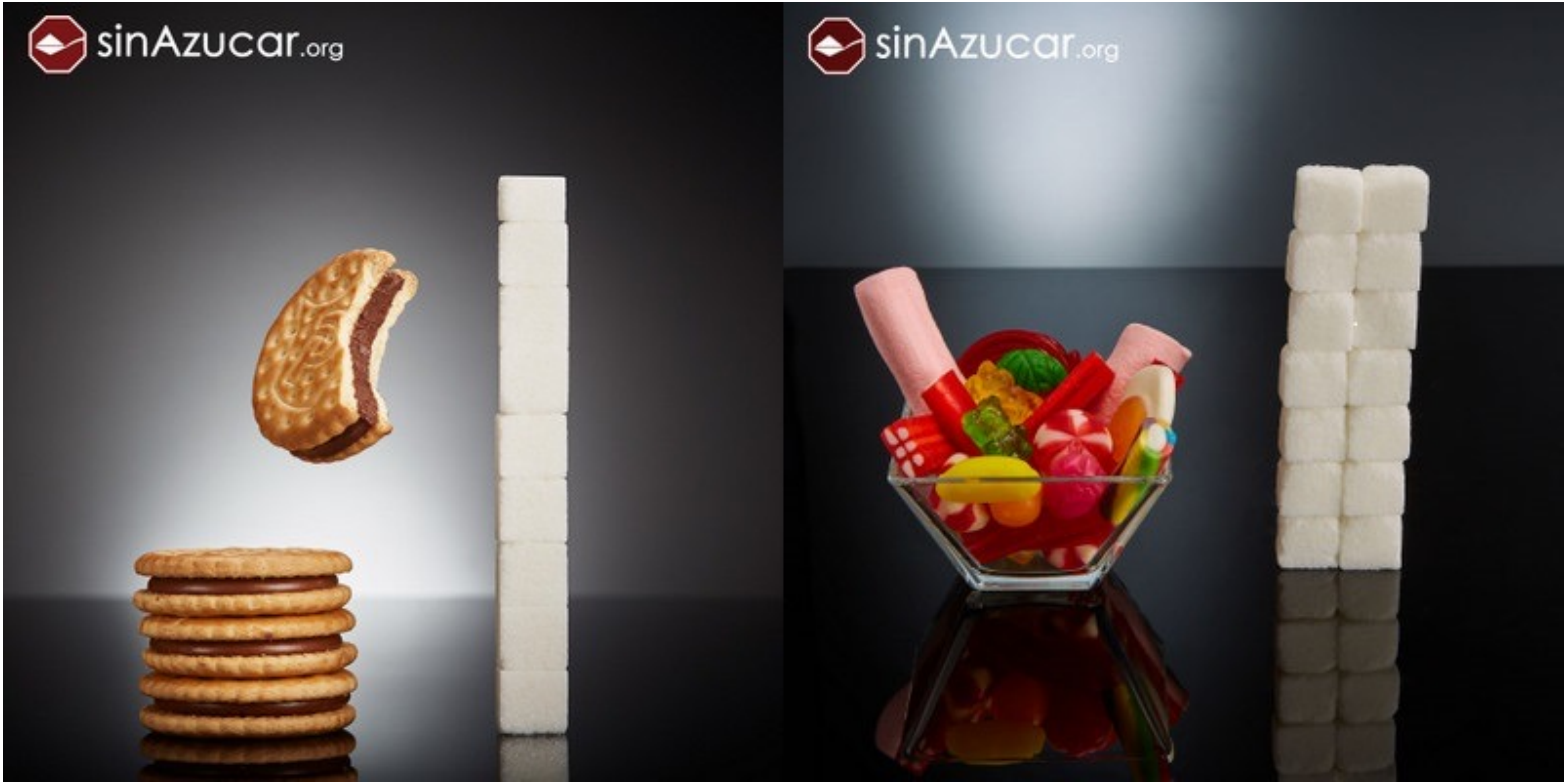


RICE — BASMATI PULAU

2 C	basmati
2 T	veg oil
3"	cinnamon stick
1.5 T	mustard seeds
3	cloves
1 t	garam masala
1/4 t	tumaric
2	bay leaves
2 t	salt
3 c	water
1/2 c	raisins
1/3 c	roasted cashews
bunch	ci[illegible]tro

rinse
heat
1 min
1 MIN
cook 20 m
SPICES
5 MIN
REMOVE. STAND 5 MIN
FLUFF + garnish

VISUALS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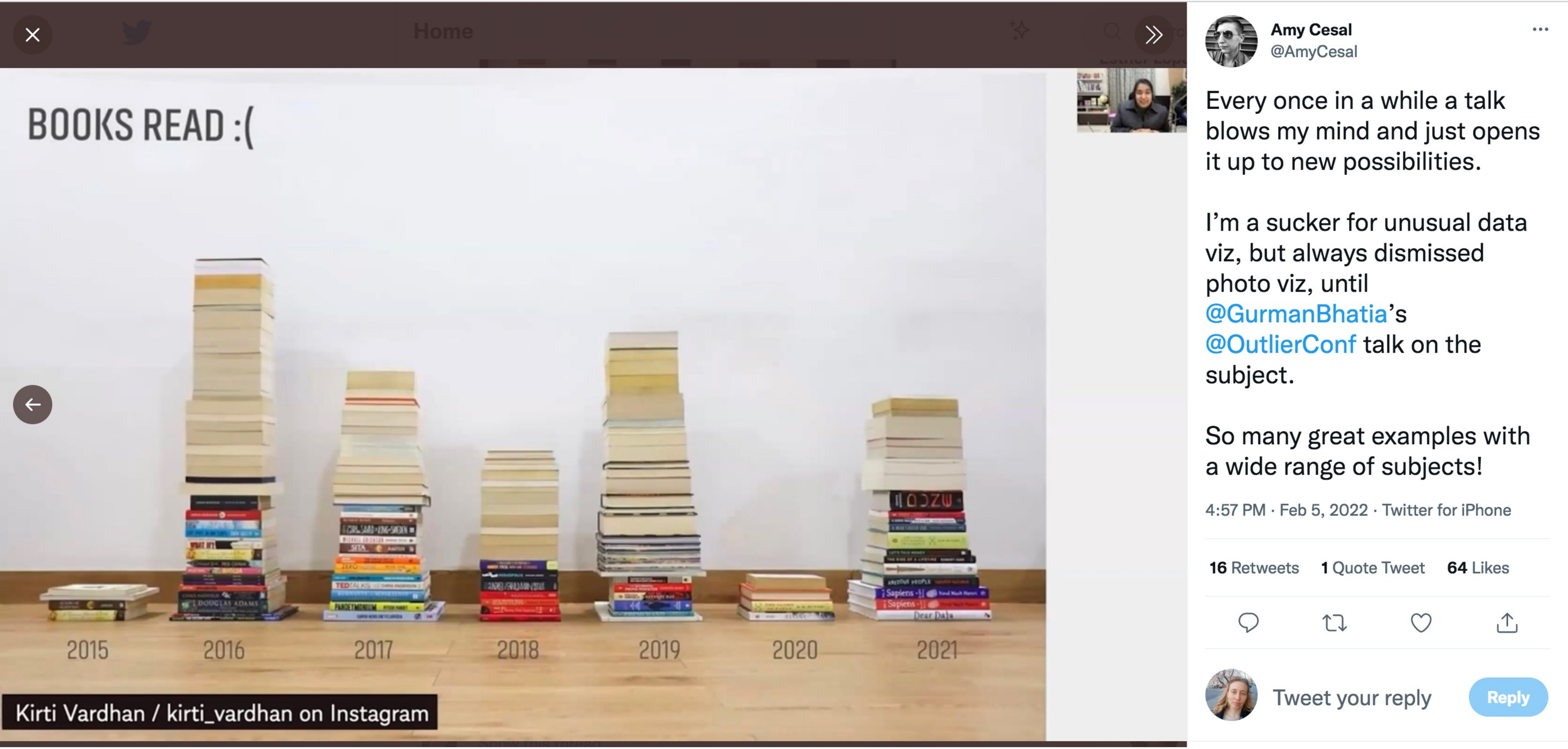

Home
BOOKS READ :(
2015
2016
2017
2018
2019
2020
2021

Kirti Vardhan / kirti_vardhan on Instagram

Amy Cesal
@AmyCesal

Every once in a while a talk blows my mind and just opens it up to new possibilities.

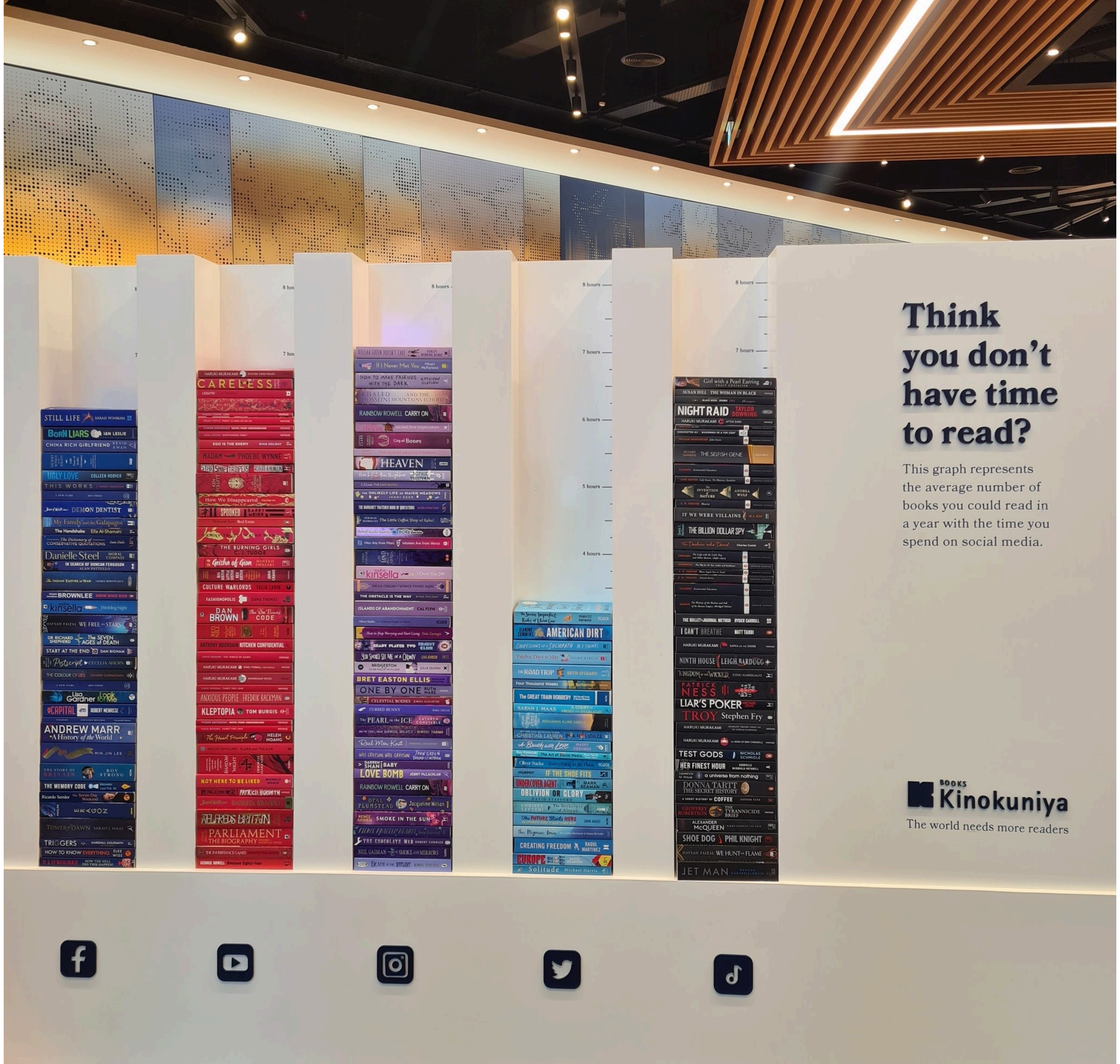
I’m a sucker for unusual data viz, but always dismissed photo viz, until @GurmanBhatia’s @OutlierConf talk on the subject.

So many great examples with a wide range of subjects!

4:57 PM · Feb 5, 2022 · Twitter for iPhone

16 Retweets **1** Quote Tweet **64** Likes

Tweet your reply
Reply


Think you don't have time to read?
This graph represents the average number of books you could read in a year with the time you spend on social media.
8 hours
7 hours
6 hours
5 hours
4 hours
BOOKS Kinokuniya
The world needs more readers

TOILET DAILY SCHEDULED TASKS

Contract No. ADAC/095/2015

nco كلينكو

مطارات أبوظبي
ABU DHABI AIRPORTS

Shift Day **Location:** T3 DEPARTURE **Zone** GATE 35 FEMALE T. **Date:** 23-09-2018

male Specific

tary Bin, Female Toilet &
sabled Female Toilets-
otting, Damp & Wiping

4x

0:00 ☒ 22:00
5:00 ☐ 03:00

Parental Specific

Baby Changing Room
Washing And Disinfecting

12x

☑ 06:00 ☒ 18:00
☑ 08:00 ☒ 20:00
☑ 10:00 ☒ 22:00
☑ 12:00 ☒ 00:00
☑ 14:00 ☐ 02:00
☑ 16:00 ☐ 04:00

DAY SHIFT

Checked by: ______
visor Name & Sign: [redacted]
Confirmed by: [redacted]
DO Name & Sign: ______

NIGHT SHIFT

Floor Sweeping/ Brushing/ Scrubbing

6x

☑ 06:00 ☒ 18:00
☑ 10:00 ☒ 22:00
☑ 14:00 ☐ 02:00

Washbasin / Counter Top Damp Wiping And Washing

6x

☑ 07:00 ☒ 19:00
☑ 11:00 ☒ 23:00
☑ 15:00 ☐ 03:00

Drainage Covers, Washing And Polishing

6x

☑ 07:00 ☒ 19:00
☑ 11:00 ☒ 23:00
☑ 15:00 ☐ 03:00

Hand Towel Dispenser Dusting And Polishing

2x

☑ 07:00 ☒ 19:00

Toilet Bowl Washing And Disinfecting

12x

☑ 07:00 ☒ 19:00
☑ 09:00 ☒ 21:00
☑ 11:00 ☒ 23:00
☑ 13:00 ☐ 01:00
☑ 15:00 ☐ 03:00
☑ 17:00 ☐ 05:00

Attendance, Check / Refill / Tidy-Up (Every 30 Minutes)

48x

☑ 06:00 ☒ 18:00
☑ 06:30 ☒ 18:30
☑ 07:00 ☒ 19:00
☑ 07:30 ☒ 19:30
☑ 08:00 ☒ 20:00
☑ 08:30 ☒ 20:30
☑ 09:00 ☒ 21:00
☑ 09:30 ☒ 21:30
☑ 10:00 ☒ 22:00
☑ 10:30 ☒ 22:30
☑ 11:00 ☒ 23:00
☑ 11:30 ☒ 23:3
☑ 12:00 ☒ 24:0
☑ 12:30 ☐ 24:3
☑ 13:00 ☐ 01:0
☑ 13:30 ☐ 01:3

Air Freshener Dispenser Dusting And Polishing

2x

☑ 06:00 ☒ 18:00

Toilet Roll Dispenser Dusting And Polishing

2x

☑ 12:00 ☒ 24:00

Entrance Door / Frame Dusting, Damp Wiping And Spotting

2x

☑ 06:00 ☒ 18:00

Hand Towel Bin Dusting And Polishing

2x

☑ 07:00 ☒ 19:00

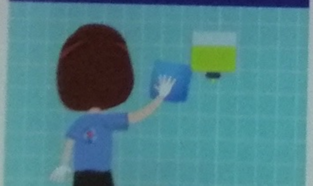
Floor Wet Mopping

12x

☑ 06:00 ☒ 18:00
☑ 08:00 ☒ 20:00
☑ 10:00 ☒ 22:00

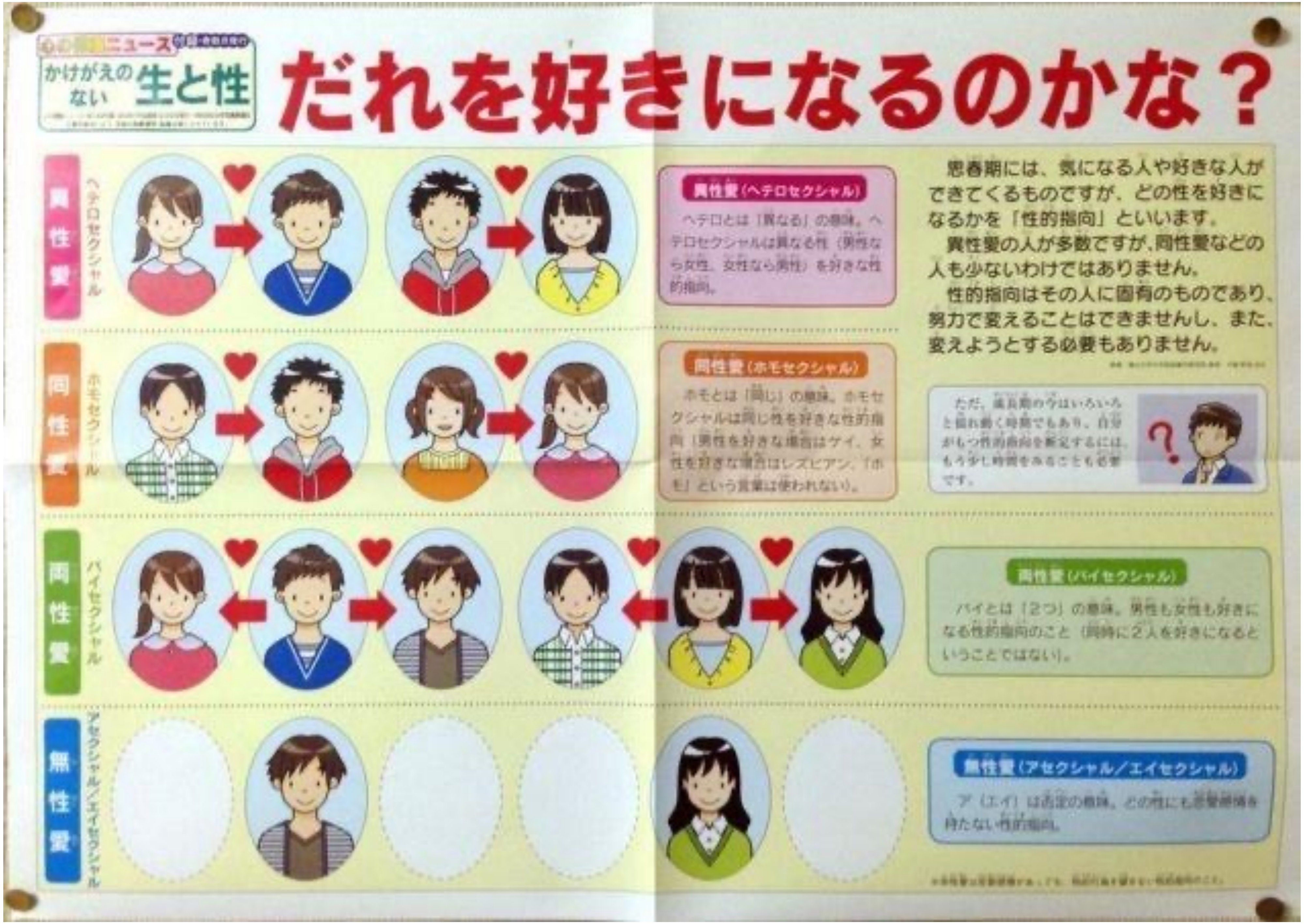
Wall Damp Wiping And Spotting

Hand Soap Dispenser Dusting And Polishing



Flexible Hose Pipe, Dusting And Polishing

Mirror Spotting



心の健康ニュース

かけがえのない 生と性

だれを好きになるのかな？

異性愛 ヘテロセクシャル

同性愛 ホモセクシャル

両性愛 バイセクシャル

無性愛 アセクシャル／エイセクシャル

異性愛（ヘテロセクシャル）

ヘテロとは「異なる」の意味。ヘテロセクシャルは異なる性（男性なら女性、女性なら男性）を好きな性的指向。

同性愛（ホモセクシャル）

ホモとは「同じ」の意味。ホモセクシャルは同じ性を好きな性的指向（男性を好きな場合はゲイ、女性を好きな場合はレズビアン。「ホモ」という言葉は使われない）。

両性愛（バイセクシャル）

バイとは「2つ」の意味。男性も女性も好きになる性的指向のこと（同時に2人を好きになるということではない）。

無性愛（アセクシャル／エイセクシャル）

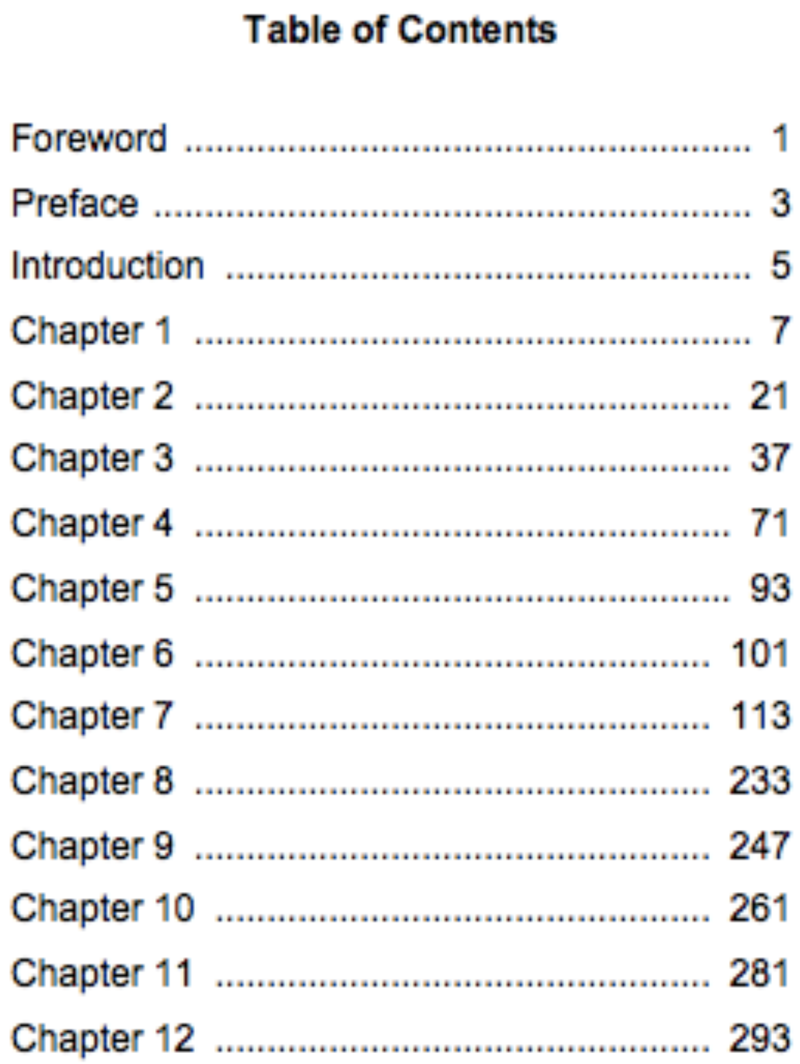
ア（エイ）は否定の意味。どの性にも恋愛感情を持たない性的指向。

思春期には、気になる人や好きな人ができてくるものですが、どの性を好きになるかを「性的指向」といいます。

異性愛の人が多数ですが、同性愛などの人も少ないわけではありません。

性的指向はその人に固有のものであり、努力で変えることはできませんし、また、変えようとする必要もありません。

ただ、成長期の今はいろいろと揺れ動く時期でもあり、自分がもつ性的指向を断定するには、もう少し時間をみることも必要です。



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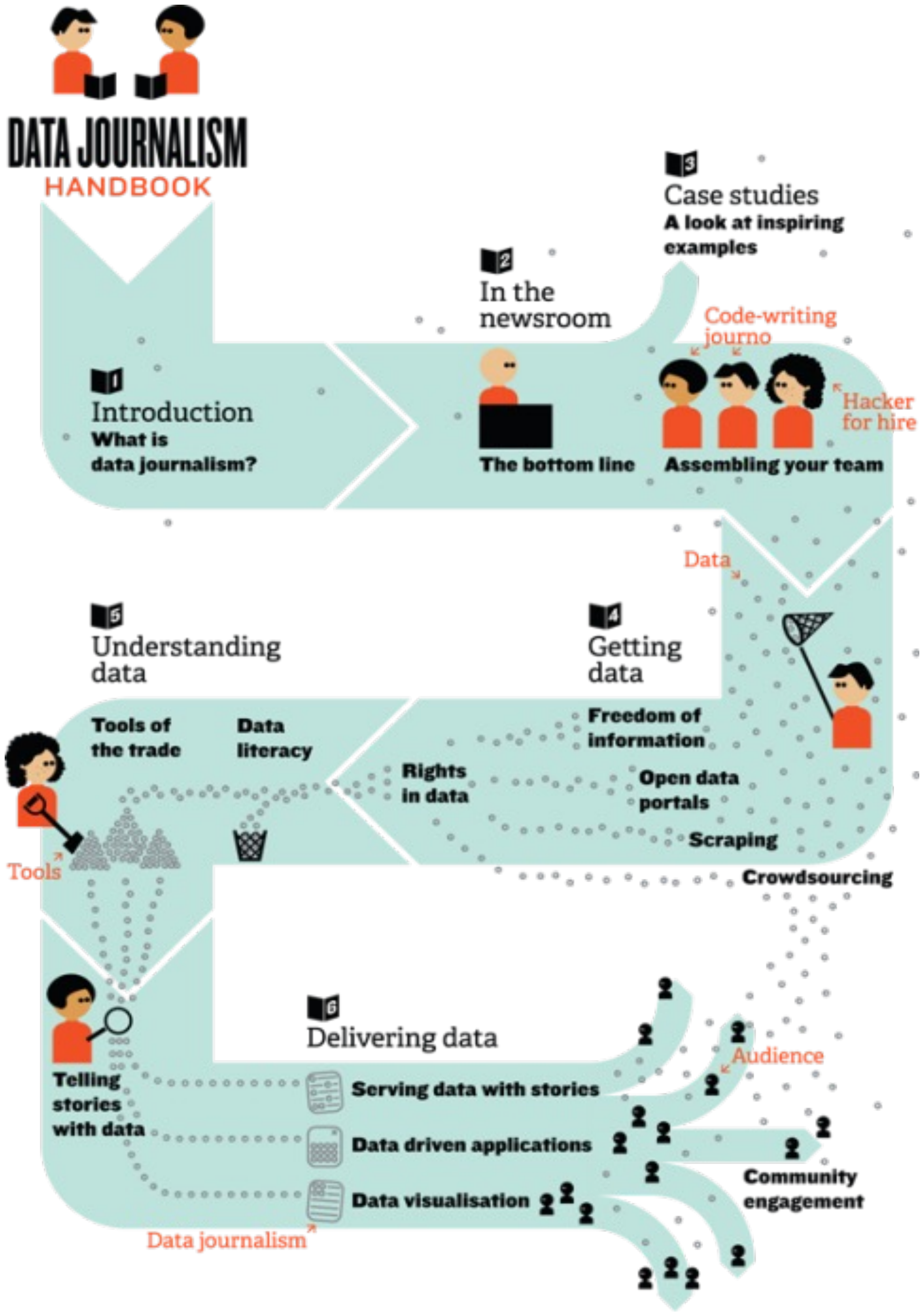
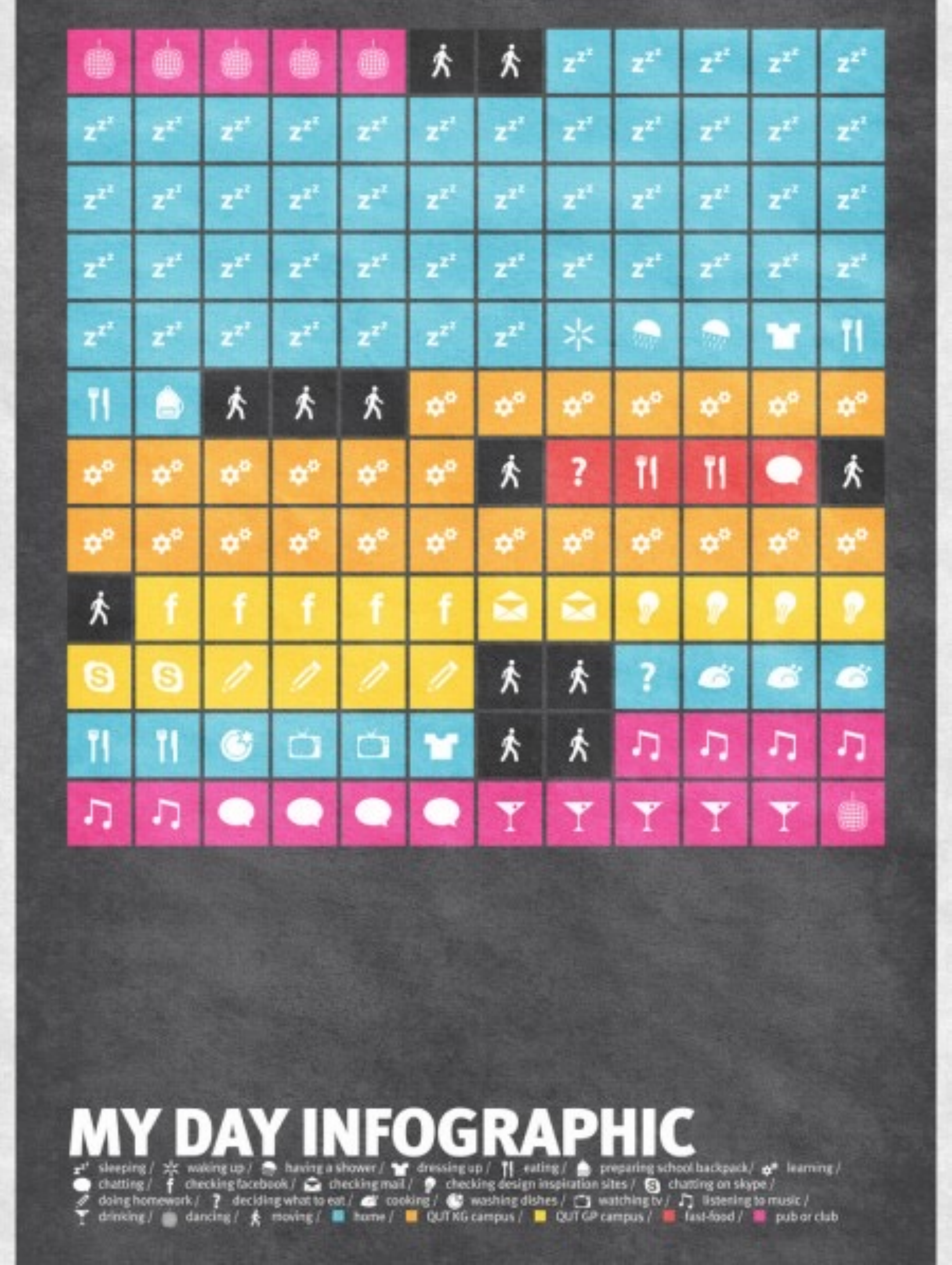
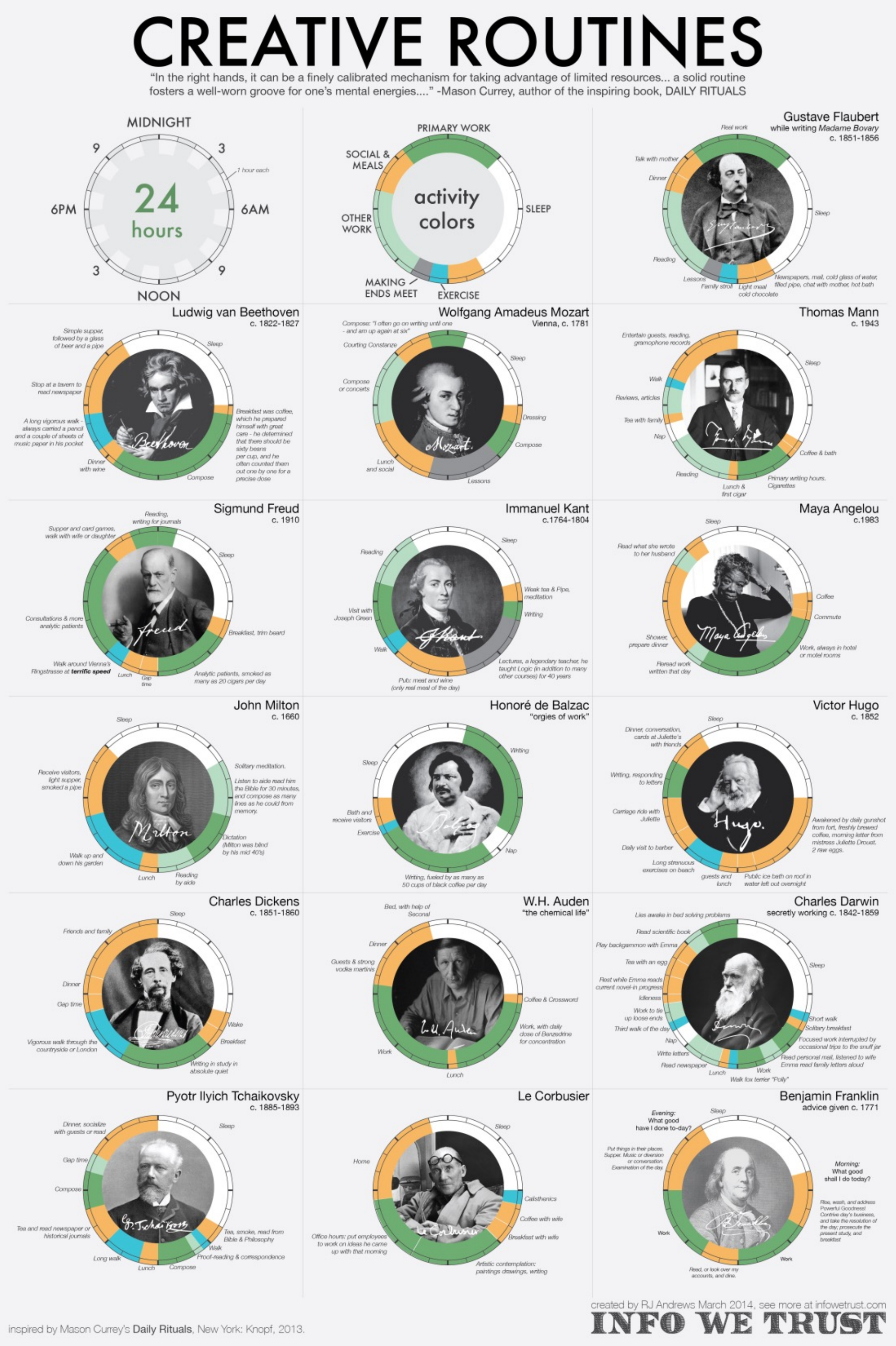
SaraVaca.com, 2017 (@VisualBrains)


DATA JOURNALISM
HANDBOOK
1
Introduction
What is data journalism?
2
In the newsroom
The bottom line
3
Case studies
A look at inspiring examples
Code-writing journo
Hacker for hire
Assembling your team
Data
4
Getting data
Freedom of information
Open data portals
Scraping
Crowdsourcing
Rights in data
5
Understanding data
Tools of the trade
Data literacy
Tools
Telling stories with data
6
Delivering data
Serving data with stories
Data driven applications
Data visualisation
Data journalism
Audience
Community engagement


MY DAY INFOGRAPHIC
sleeping / waking up / having a shower / dressing up / eating / preparing school backpack / learning /
chatting / checking facebook / checking mail / checking design inspiration sites / chatting on skype /
doing homework / deciding what to eat / cooking / washing dishes / watching tv / listening to music /
drinking / dancing / moving / home / QUT KG campus / QUT GP campus / fast-food / pub or club



CREATIVE ROUTINES

"In the right hands, it can be a finely calibrated mechanism for taking advantage of limited resources... a solid routine fosters a well-worn groove for one's mental energies...." -Mason Currey, author of the inspiring book, DAILY RITUALS

created by RJ Andrews March 2014, see more at infowetrust.com

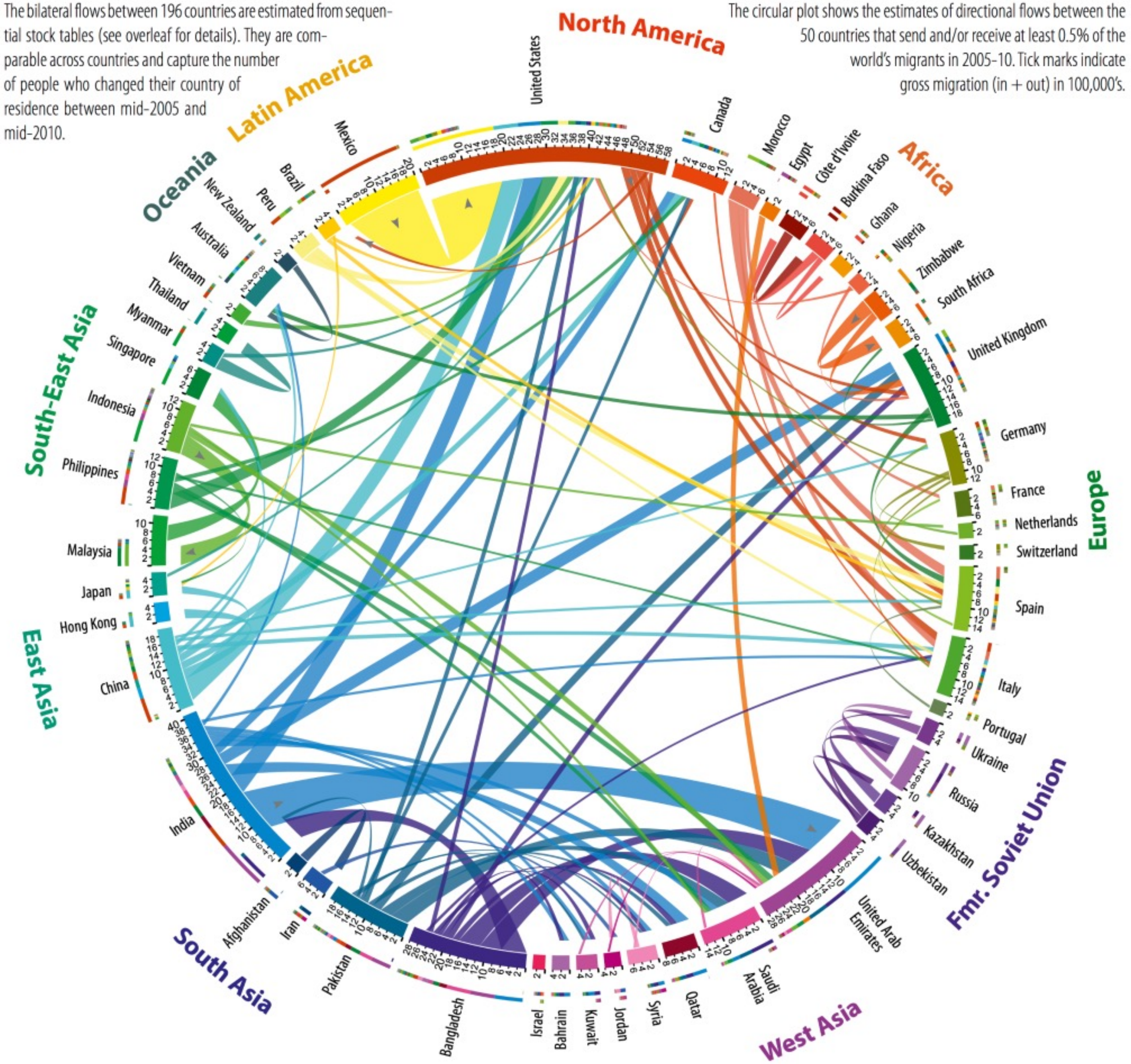
INFO WE TRUST

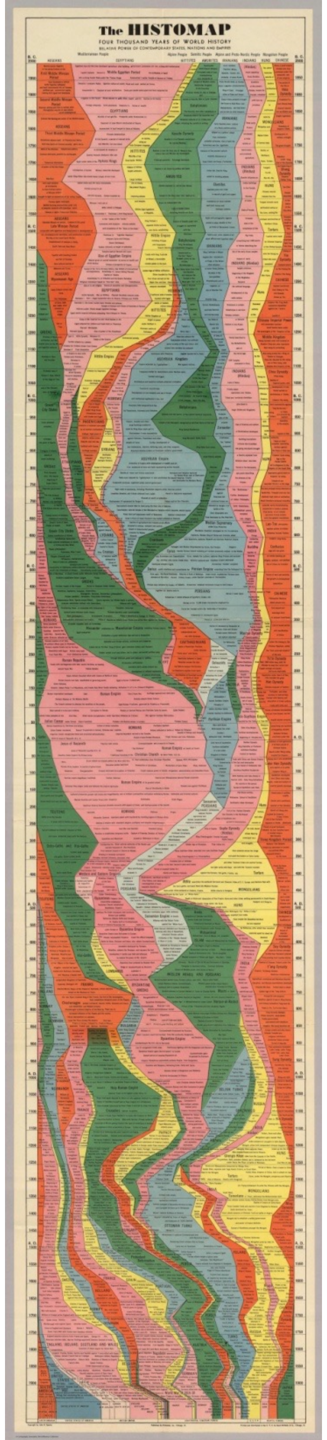
inspired by Mason Currey's **Daily Rituals**, New York: Knopf, 2013.

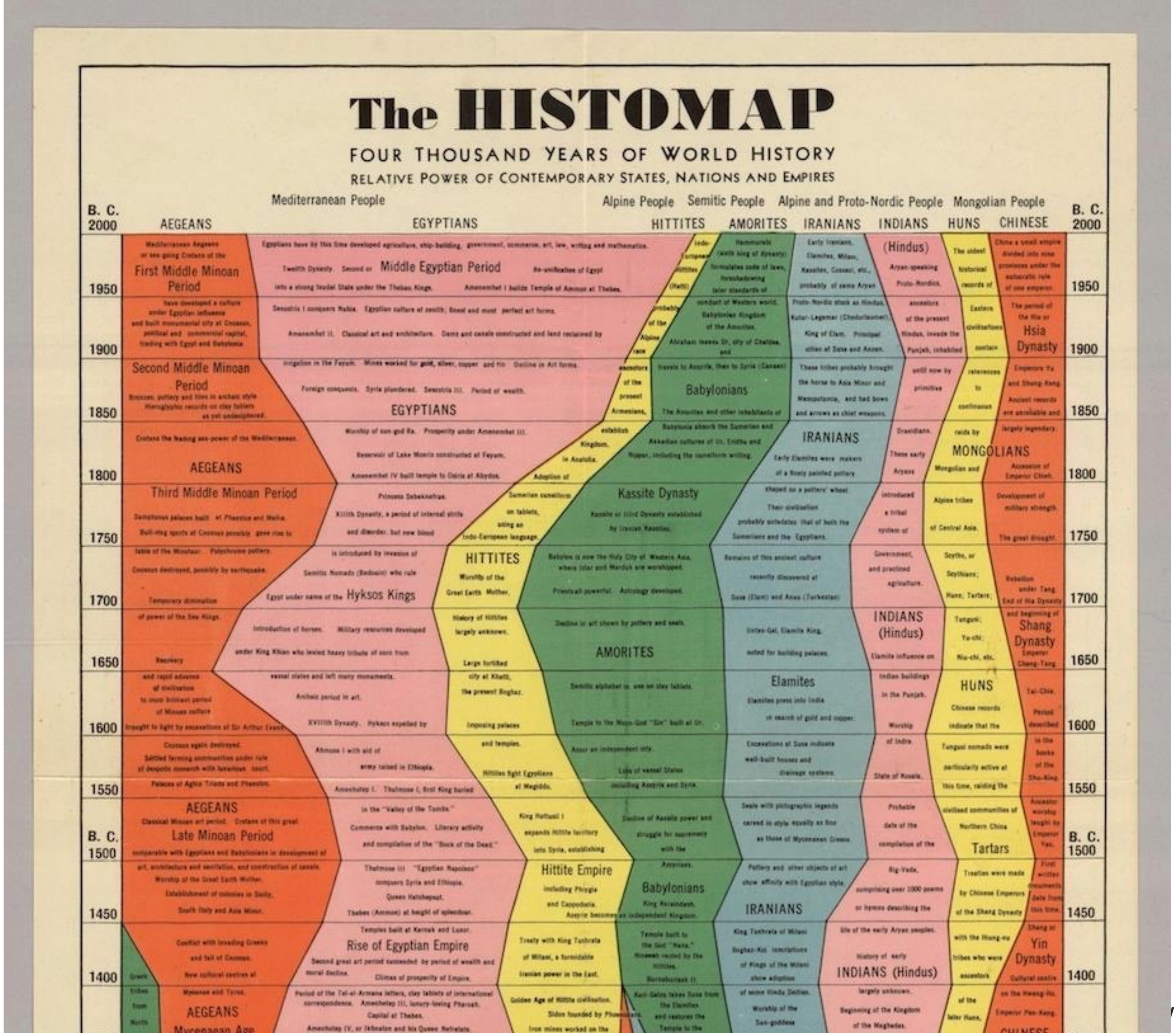
LOVING VISUALS

The bilateral flows between 196 countries are estimated from sequential stock tables (see overleaf for details). They are comparable across countries and capture the number of people who changed their country of residence between mid-2005 and mid-2010.

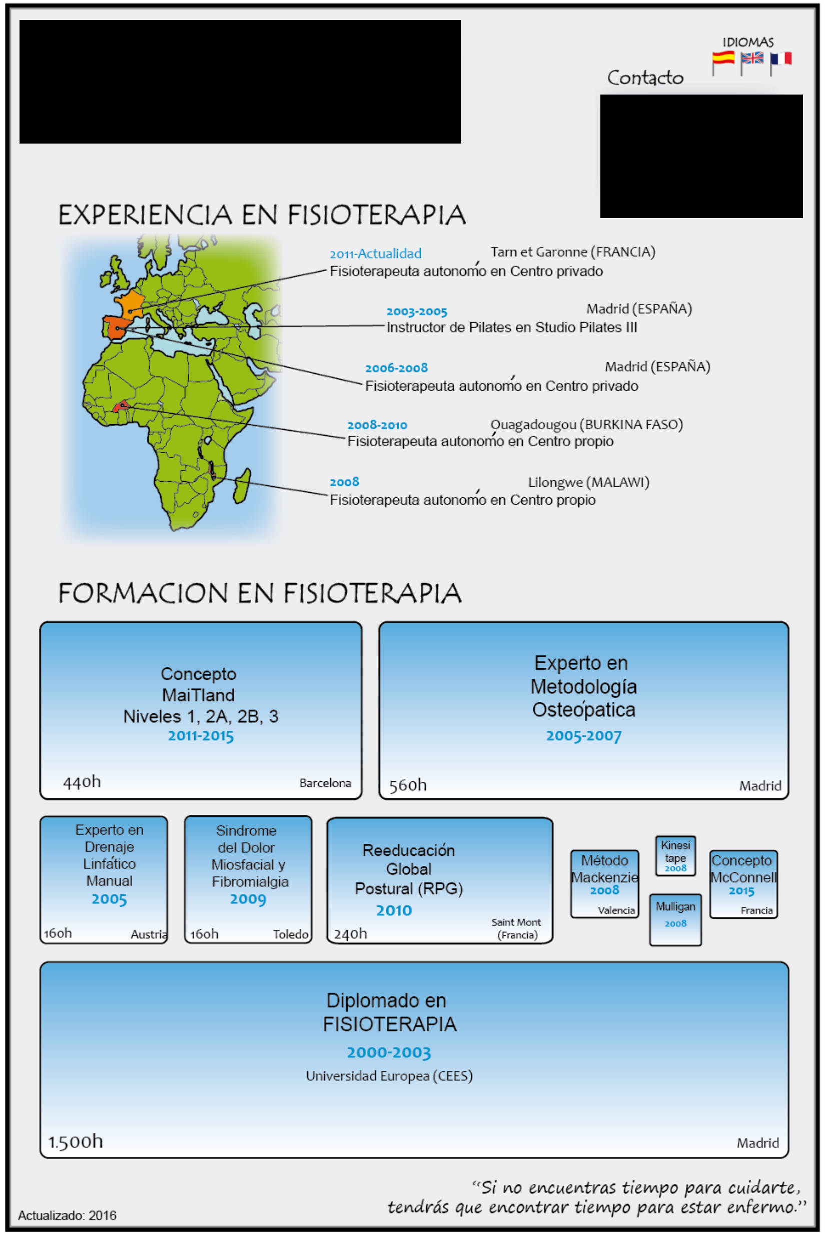
The circular plot shows the estimates of directional flows between the 50 countries that send and/or receive at least 0.5% of the world's migrants in 2005-10. Tick marks indicate gross migration (in + out) in 100,000's.






The HISTOMAP
FOUR THOUSAND YEARS OF WORLD HISTORY
RELATIVE POWER OF CONTEMPORARY STATES, NATIONS AND EMPIRES
Mediterranean People
Alpine People
Semitic People
Alpine and Proto-Nordic People
Mongolian People
B. C. 2000
AEGEANS
EGYPTIANS
HITTITES
AMORITES
IRANIANS
INDIANS
HUNS
CHINESE
1950
1900
1850
1800
1750
1700
1650
1600
1550
B. C. 1500
1450
1400
First Middle Minoan Period
Middle Egyptian Period
Second Middle Minoan Period
EGYPTIANS
Babylonians
IRANIANS
MONGOLIANS
Hsia Dynasty
AEGEANS
Third Middle Minoan Period
Kassite Dynasty
HITTITES
Hyksos Kings
AMORITES
INDIANS (Hindus)
Shang Dynasty
Elamites
HUNS
AEGEANS
Late Minoan Period
Hittite Empire
Babylonians
IRANIANS
Tartars
Rise of Egyptian Empire
INDIANS (Hindus)
Yin Dynasty
AEGEANS
Mycenaean Age

Visual CVs



[redacted]

IDIOMAS

Contacto

[redacted]

EXPERIENCIA EN FISIOTERAPIA

2011-Actualidad Tarn et Garonne (FRANCIA)
Fisioterapeuta autonómo en Centro privado

2003-2005 Madrid (ESPAÑA)
Instructor de Pilates en Studio Pilates III

2006-2008 Madrid (ESPAÑA)
Fisioterapeuta autonómo en Centro privado

2008-2010 Ouagadougou (BURKINA FASO)
Fisioterapeuta autonómo en Centro propio

2008 Lilongwe (MALAWI)
Fisioterapeuta autonómo en Centro propio

FORMACION EN FISIOTERAPIA

Concepto MaiTland Niveles 1, 2A, 2B, 3
2011-2015
440h Barcelona

Experto en Metodología Osteópatica
2005-2007
560h Madrid

Experto en Drenaje Linfático Manual
2005
160h Austria

Sindrome del Dolor Miosfacial y Fibromialgia
2009
160h Toledo

Reeducación Global Postural (RPG)
2010
240h Saint Mont (Francia)

Método Mackenzie
2008
Valencia

Kinesi tape
2008

Mulligan
2008

Concepto McConnell
2015
Francia

Diplomado en FISIOTERAPIA
2000-2003
Universidad Europea (CEES)
1.500h Madrid

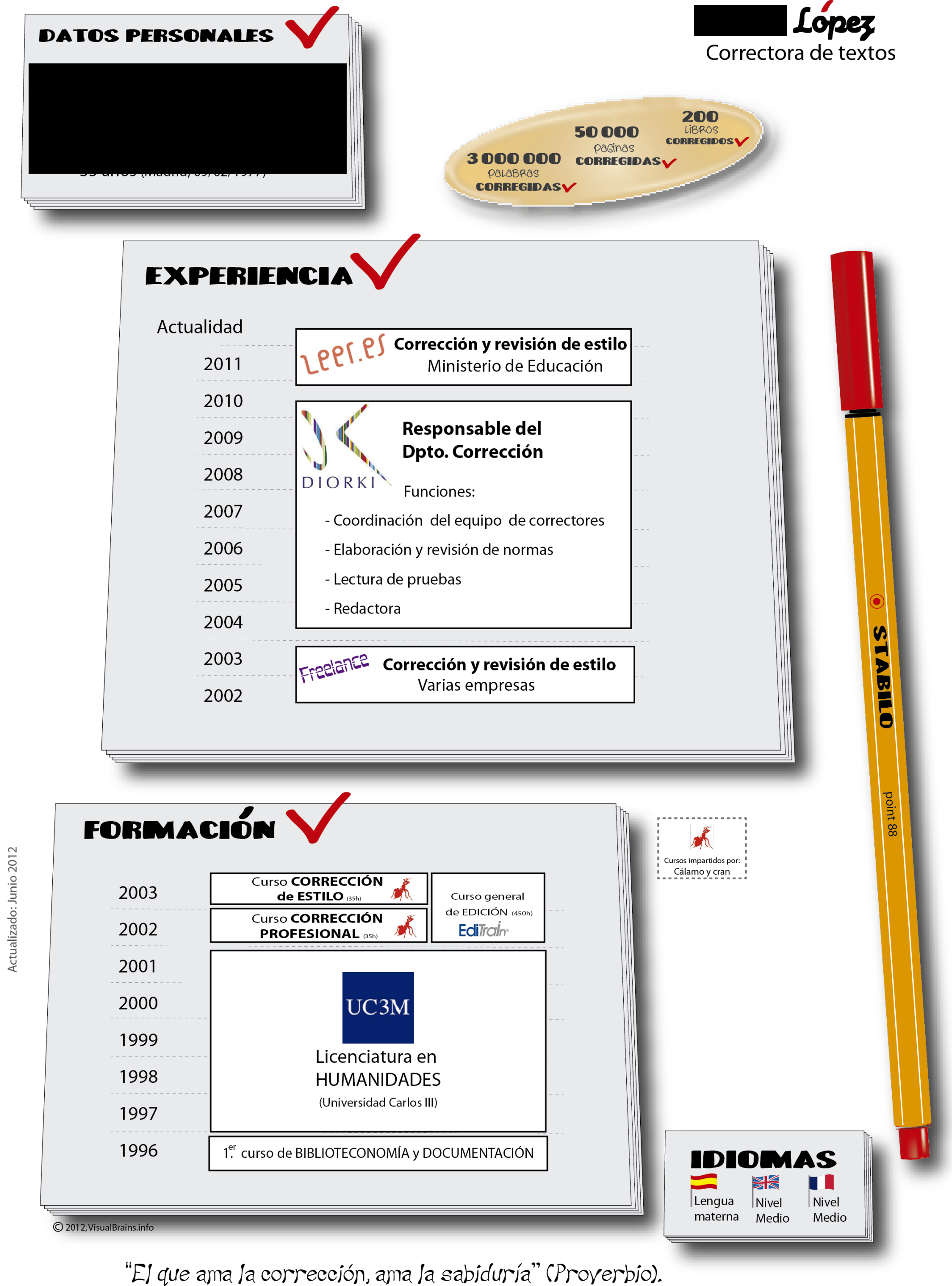
Actualizado: 2016

"Si no encuentras tiempo para cuidarte, tendrás que encontrar tiempo para estar enfermo."

@VisualBrains

LOVING VISUALS

Visual CVs



[redacted] **López**

Correctora de textos

3 000 000 palabras **CORREGIDAS** ✓ **50 000** páginas **CORREGIDAS** ✓ **200** libros **CORREGIDOS** ✓

DATOS PERSONALES ✓

[redacted]

EXPERIENCIA ✓

Actualidad – 2011: leer.es — **Corrección y revisión de estilo**
Ministerio de Educación

2011 – 2004: DIORKI — **Responsable del Dpto. Corrección**

Funciones:

- Coordinación del equipo de correctores
- Elaboración y revisión de normas
- Lectura de pruebas
- Redactora

2003 – 2002: Freelance — **Corrección y revisión de estilo**
Varias empresas

2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002

FORMACIÓN ✓

2003: Curso **CORRECCIÓN de ESTILO** (35h)

2002: Curso **CORRECCIÓN PROFESIONAL** (35h)

2003 – 2002: Curso general de EDICIÓN (450h) — EdiTrain

2001 – 1997: UC3M — Licenciatura en HUMANIDADES
(Universidad Carlos III)

1996: 1.er curso de BIBLIOTECONOMÍA y DOCUMENTACIÓN

Cursos impartidos por:
Cálamo y cran

IDIOMAS

Lengua materna	Nivel Medio	Nivel Medio

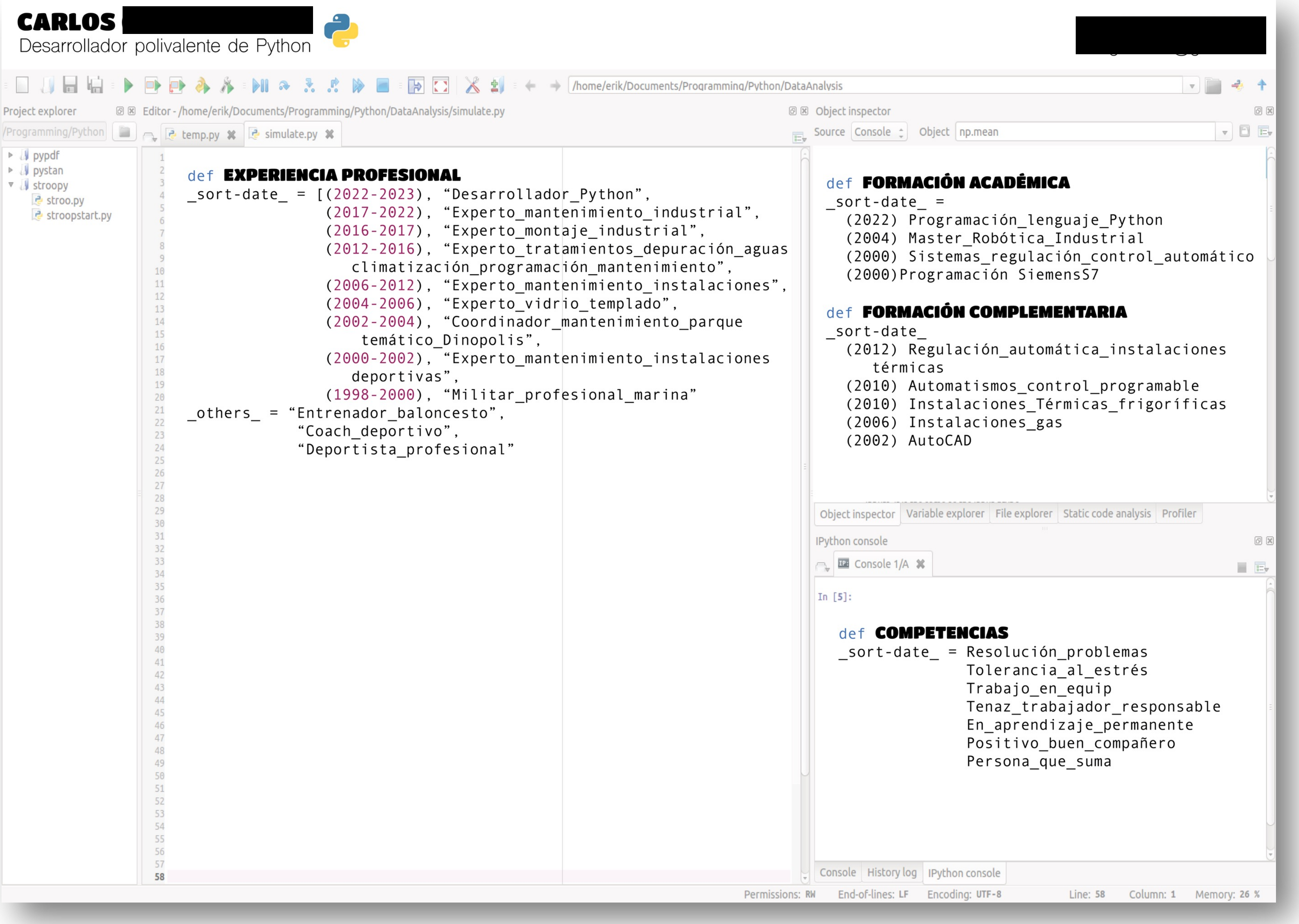
Actualizado: Junio 2012

© 2012, VisualBrains.info

"El que ama la corrección, ama la sabiduría" (Proverbio).

LOVING VISUALS

Visual CVs



/home/erik/Documents/Programming/Python/DataAnalysis
Project explorer
/Programming/Python
pypdf
pystan
stroopy
stroo.py
stroopstart.py
Editor - /home/erik/Documents/Programming/Python/DataAnalysis/simulate.py
temp.py
simulate.py
Object inspector
Source
Console
Object
np.mean
Object inspector
Variable explorer
File explorer
Static code analysis
Profiler
IPython console
Console 1/A
Console
History log
IPython console
Permissions: RW
End-of-lines: LF
Encoding: UTF-8
Line: 58
Column: 1
Memory: 26 %

CARLOS [redacted]

Desarrollador polivalente de Python

[redacted]

```
def EXPERIENCIA PROFESIONAL
_sort-date_ = [(2022-2023), “Desarrollador_Python”,
               (2017-2022), “Experto_mantenimiento_industrial”,
               (2016-2017), “Experto_montaje_industrial”,
               (2012-2016), “Experto_tratamientos_depuración_aguas
                  climatización_programación_mantenimiento”,
               (2006-2012), “Experto_mantenimiento_instalaciones”,
               (2004-2006), “Experto_vidrio_templado”,
               (2002-2004), “Coordinador_mantenimiento_parque
                   temático_Dinopolis”,
               (2000-2002), “Experto_mantenimiento_instalaciones
                  deportivas”,
               (1998-2000), “Militar_profesional_marina”
_others_ = “Entrenador_baloncesto”,
            “Coach_deportivo”,
            “Deportista_profesional”
```

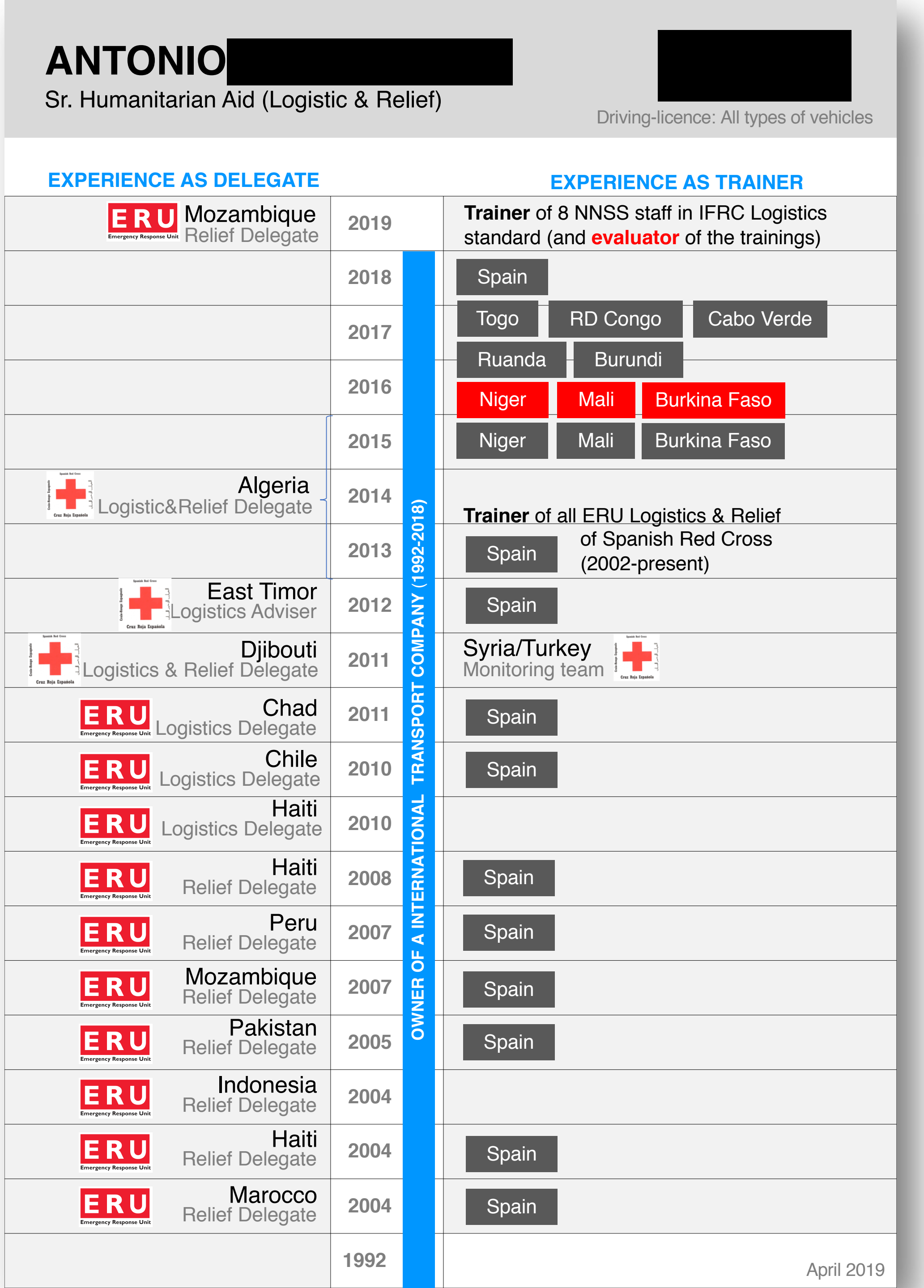
```
def FORMACIÓN ACADÉMICA
_sort-date_ =
  (2022) Programación_lenguaje_Python
  (2004) Master_Robótica_Industrial
  (2000) Sistemas_regulación_control_automático
  (2000)Programación SiemensS7

def FORMACIÓN COMPLEMENTARIA
_sort-date_
  (2012) Regulación_automática_instalaciones
     térmicas
  (2010) Automatismos_control_programable
  (2010) Instalaciones_Térmicas_frigoríficas
  (2006) Instalaciones_gas
  (2002) AutoCAD
```

```
In [5]:

  def COMPETENCIAS
  _sort-date_ = Resolución_problemas
                Tolerancia_al_estrés
                Trabajo_en_equip
                Tenaz_trabajador_responsable
                En_aprendizaje_permanente
                Positivo_buen_compañero
                Persona_que_suma
```

Visual CVs



ANTONIO [redacted]

Sr. Humanitarian Aid (Logistic & Relief)

[redacted]

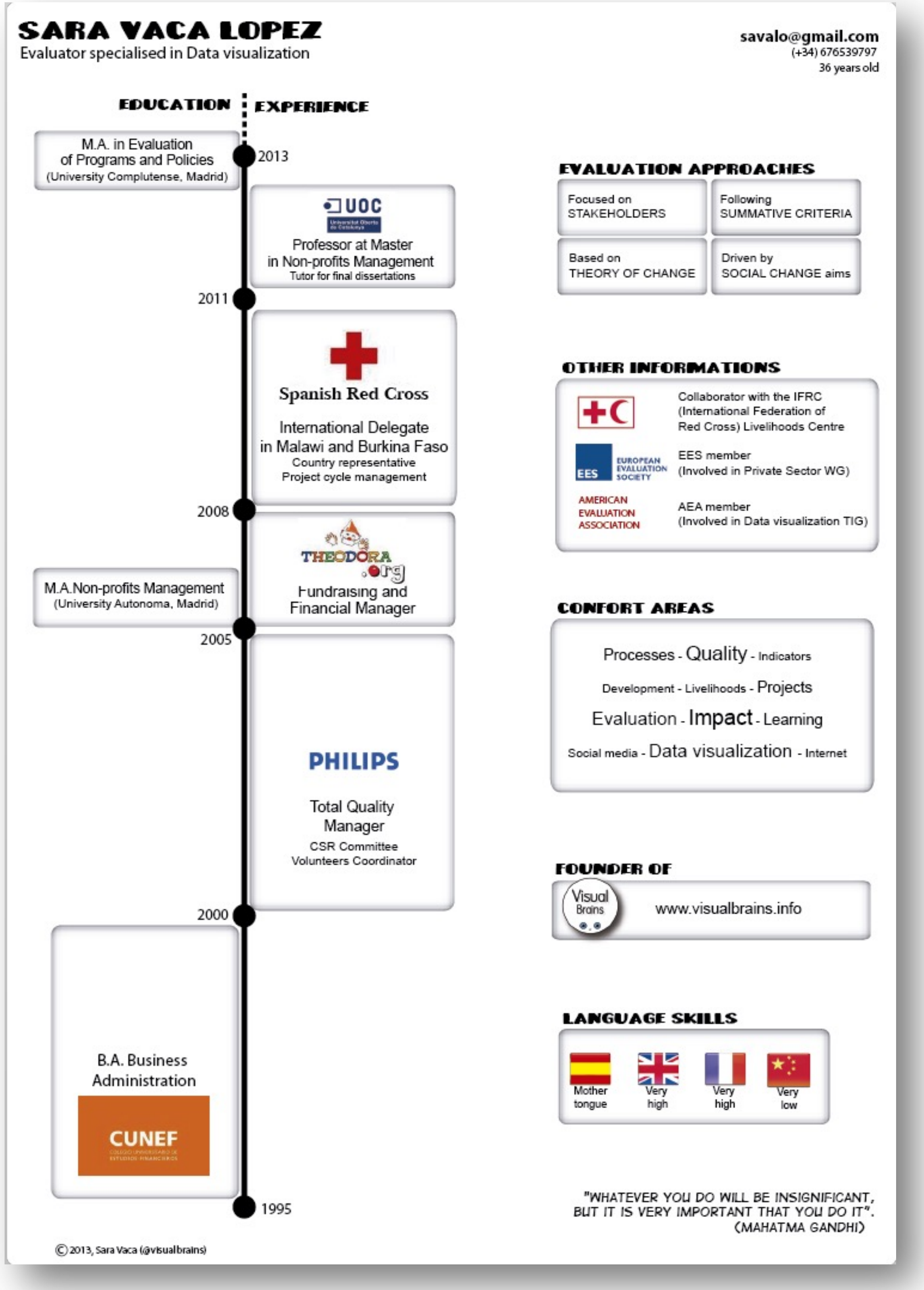
Driving-licence: All types of vehicles

OWNER OF A INTERNATIONAL TRANSPORT COMPANY (1992-2018)

EXPERIENCE AS DELEGATE		EXPERIENCE AS TRAINER
ERU Mozambique Relief Delegate	2019	**Trainer** of 8 NNSS staff in IFRC Logistics standard (and **evaluator** of the trainings)
	2018	Spain
	2017	Togo RD Congo Cabo Verde Ruanda Burundi
	2016	Niger Mali Burkina Faso
	2015	Niger Mali Burkina Faso
Algeria Logistic&Relief Delegate	2014	**Trainer** of all ERU Logistics & Relief of Spanish Red Cross (2002-present)
	2013	Spain
East Timor Logistics Adviser	2012	Spain
Djibouti Logistics & Relief Delegate	2011	Syria/Turkey Monitoring team
ERU Chad Logistics Delegate	2011	Spain
ERU Chile Logistics Delegate	2010	Spain
ERU Haiti Logistics Delegate	2010	
ERU Haiti Relief Delegate	2008	Spain
ERU Peru Relief Delegate	2007	Spain
ERU Mozambique Relief Delegate	2007	Spain
ERU Pakistan Relief Delegate	2005	Spain
ERU Indonesia Relief Delegate	2004	
ERU Haiti Relief Delegate	2004	Spain
ERU Marocco Relief Delegate	2004	Spain
	1992	

April 2019

Visual CVs



SARA VACA LOPEZ
Evaluator specialised in Data visualization

savalo@gmail.com
(+34) 676539797
36 years old

EDUCATION | **EXPERIENCE**

2013

M.A. in Evaluation of Programs and Policies
(University Complutense, Madrid)

UOC
Professor at Master in Non-profits Management
Tutor for final dissertations

2011

Spanish Red Cross
International Delegate in Malawi and Burkina Faso
Country representative
Project cycle management

2008

THEODORA.org
Fundraising and Financial Manager

M.A.Non-profits Management
(University Autonoma, Madrid)

2005

PHILIPS
Total Quality Manager
CSR Committee
Volunteers Coordinator

2000

B.A. Business Administration
CUNEF

1995

EVALUATION APPROACHES

- Focused on STAKEHOLDERS
- Following SUMMATIVE CRITERIA
- Based on THEORY OF CHANGE
- Driven by SOCIAL CHANGE aims

OTHER INFORMATIONS

- Collaborator with the IFRC (International Federation of Red Cross) Livelihoods Centre
- EES member (Involved in Private Sector WG)
- AEA member (Involved in Data visualization TIG)

CONFORT AREAS

Processes - Quality - Indicators
Development - Livelihoods - Projects
Evaluation - Impact - Learning
Social media - Data visualization - Internet

FOUNDER OF

Visual Brains
www.visualbrains.info

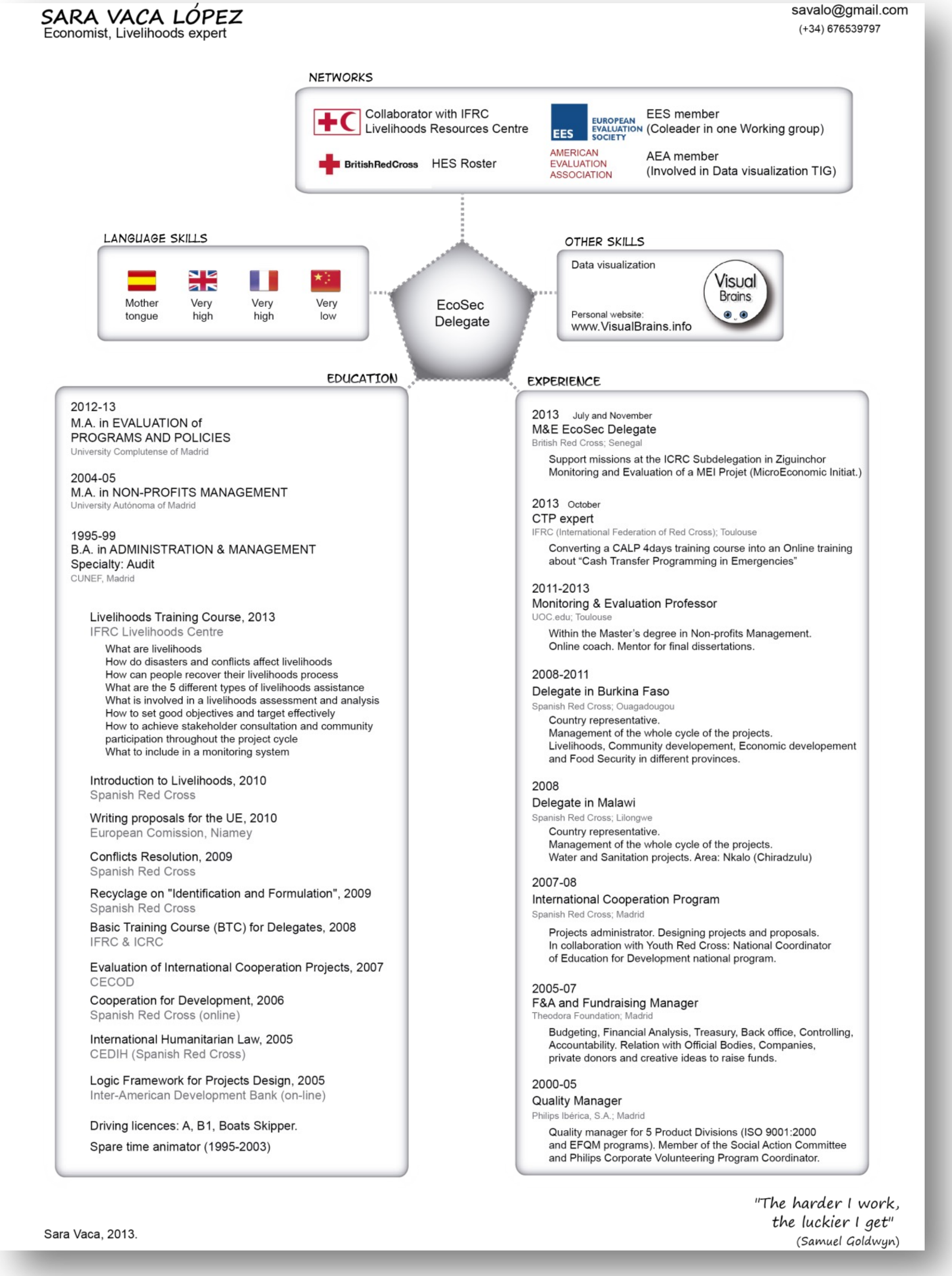
LANGUAGE SKILLS

🇪🇸	🇬🇧	🇫🇷	🇨🇳
Mother tongue	Very high	Very high	Very low

"WHATEVER YOU DO WILL BE INSIGNIFICANT, BUT IT IS VERY IMPORTANT THAT YOU DO IT".
(MAHATMA GANDHI)

© 2013, Sara Vaca (@visualbrains)

Visual CVs



SARA VACA LÓPEZ
Economist, Livelihoods expert

savalo@gmail.com
(+34) 676539797

NETWORKS

Collaborator with IFRC
Livelihoods Resources Centre

BritishRedCross HES Roster

EUROPEAN EVALUATION SOCIETY EES member
(Coleader in one Working group)

AMERICAN EVALUATION ASSOCIATION AEA member
(Involved in Data visualization TIG)

LANGUAGE SKILLS

Mother tongue
Very high
Very high
Very low

EcoSec Delegate

OTHER SKILLS

Data visualization

Personal website:
www.VisualBrains.info

Visual Brains

EDUCATION

2012-13
M.A. in EVALUATION of
PROGRAMS AND POLICIES
University Complutense of Madrid

2004-05
M.A. in NON-PROFITS MANAGEMENT
University Autónoma of Madrid

1995-99
B.A. in ADMINISTRATION & MANAGEMENT
Specialty: Audit
CUNEF, Madrid

Livelihoods Training Course, 2013
IFRC Livelihoods Centre
What are livelihoods
How do disasters and conflicts affect livelihoods
How can people recover their livelihoods process
What are the 5 different types of livelihoods assistance
What is involved in a livelihoods assessment and analysis
How to set good objectives and target effectively
How to achieve stakeholder consultation and community participation throughout the project cycle
What to include in a monitoring system

Introduction to Livelihoods, 2010
Spanish Red Cross

Writing proposals for the UE, 2010
European Comission, Niamey

Conflicts Resolution, 2009
Spanish Red Cross

Recyclage on "Identification and Formulation", 2009
Spanish Red Cross

Basic Training Course (BTC) for Delegates, 2008
IFRC & ICRC

Evaluation of International Cooperation Projects, 2007
CECOD

Cooperation for Development, 2006
Spanish Red Cross (online)

International Humanitarian Law, 2005
CEDIH (Spanish Red Cross)

Logic Framework for Projects Design, 2005
Inter-American Development Bank (on-line)

Driving licences: A, B1, Boats Skipper.

Spare time animator (1995-2003)

EXPERIENCE

2013 July and November
M&E EcoSec Delegate
British Red Cross; Senegal
Support missions at the ICRC Subdelegation in Ziguinchor
Monitoring and Evaluation of a MEI Projet (MicroEconomic Initiat.)

2013 October
CTP expert
IFRC (International Federation of Red Cross); Toulouse
Converting a CALP 4days training course into an Online training about "Cash Transfer Programming in Emergencies"

2011-2013
Monitoring & Evaluation Professor
UOC.edu; Toulouse
Within the Master's degree in Non-profits Management.
Online coach. Mentor for final dissertations.

2008-2011
Delegate in Burkina Faso
Spanish Red Cross; Ouagadougou
Country representative.
Management of the whole cycle of the projects.
Livelihoods, Community developement, Economic developement and Food Security in different provinces.

2008
Delegate in Malawi
Spanish Red Cross; Lilongwe
Country representative.
Management of the whole cycle of the projects.
Water and Sanitation projects. Area: Nkalo (Chiradzulu)

2007-08
International Cooperation Program
Spanish Red Cross; Madrid
Projects administrator. Designing projects and proposals.
In collaboration with Youth Red Cross: National Coordinator of Education for Development national program.

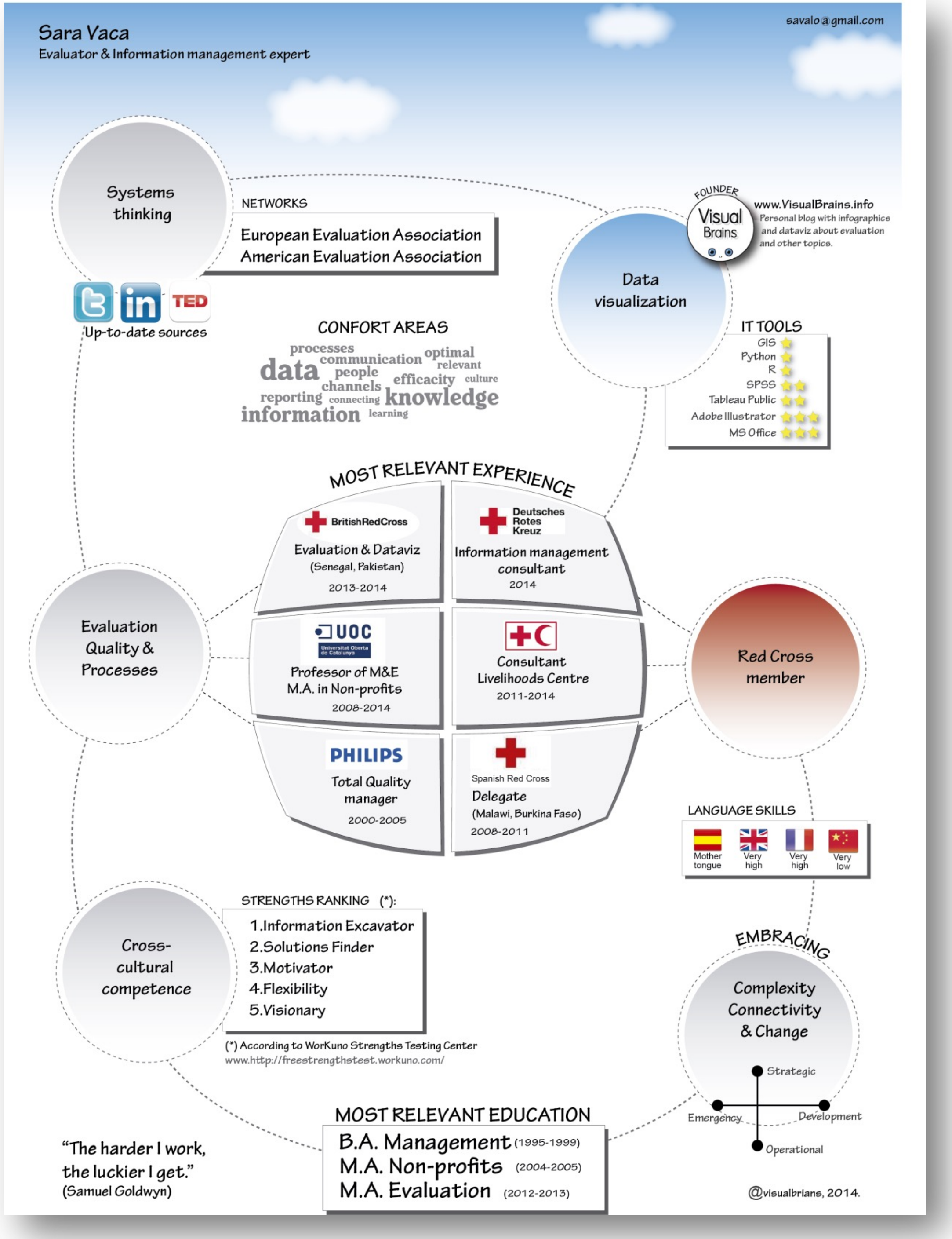
2005-07
F&A and Fundraising Manager
Theodora Foundation; Madrid
Budgeting, Financial Analysis, Treasury, Back office, Controlling, Accountability. Relation with Official Bodies, Companies, private donors and creative ideas to raise funds.

2000-05
Quality Manager
Philips Ibérica, S.A.; Madrid
Quality manager for 5 Product Divisions (ISO 9001:2000 and EFQM programs). Member of the Social Action Committee and Philips Corporate Volunteering Program Coordinator.

"The harder I work,
the luckier I get"
(Samuel Goldwyn)

Sara Vaca, 2013.

Visual CVs



Sara Vaca
Evaluator & Information management expert

savalo@gmail.com

Systems thinking

NETWORKS
European Evaluation Association
American Evaluation Association

Up-to-date sources

FOUNDER
Visual Brains
www.VisualBrains.info
Personal blog with infographics and dataviz about evaluation and other topics.

Data visualization

CONFORT AREAS
processes communication optimal relevant data people channels efficacity culture reporting connecting knowledge information learning

IT TOOLS

GIS	★
Python	★
R	★
SPSS	★★
Tableau Public	★★
Adobe Illustrator	★★★
MS Office	★★★

MOST RELEVANT EXPERIENCE

BritishRedCross
Evaluation & Dataviz
(Senegal, Pakistan)
2013-2014

Deutsches Rotes Kreuz
Information management consultant
2014

UOC Universitat Oberta de Catalunya
Professor of M&E
M.A. in Non-profits
2008-2014

Consultant
Livelihoods Centre
2011-2014

PHILIPS
Total Quality manager
2000-2005

Spanish Red Cross
Delegate
(Malawi, Burkina Faso)
2008-2011

Evaluation Quality & Processes

Red Cross member

LANGUAGE SKILLS

Mother tongue	Very high	Very high	Very low

STRENGTHS RANKING (*):
1.Information Excavator
2.Solutions Finder
3.Motivator
4.Flexibility
5.Visionary

(*) According to WorKuno Strengths Testing Center
www.http://freestrengthstest.workuno.com/

Cross-cultural competence

EMBRACING
Complexity
Connectivity
& Change

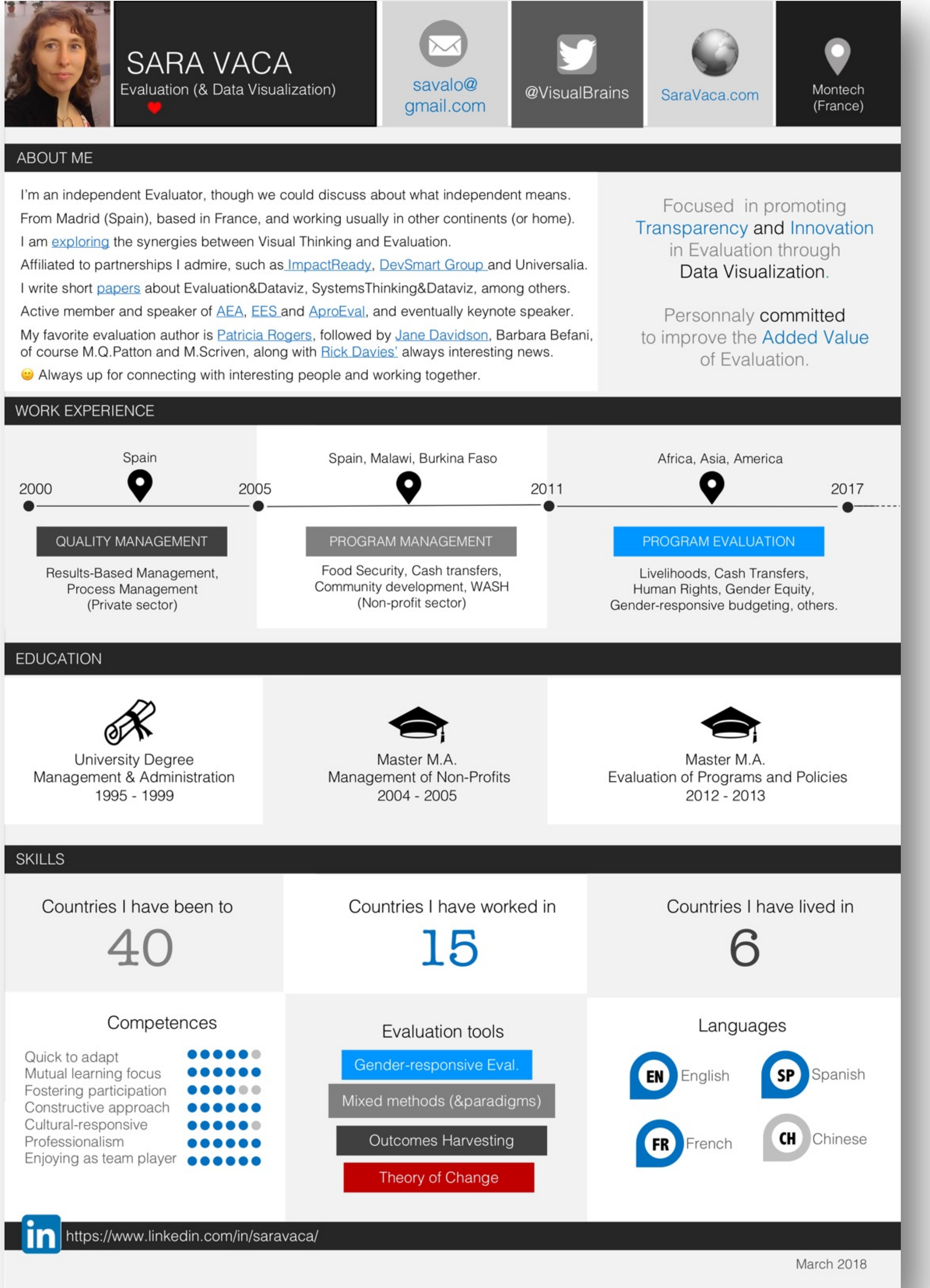
Strategic
Emergency
Development
Operational

MOST RELEVANT EDUCATION
B.A. Management (1995-1999)
M.A. Non-profits (2004-2005)
M.A. Evaluation (2012-2013)

"The harder I work, the luckier I get."
(Samuel Goldwyn)

@visualbrians, 2014.

Visual CVs



SARA VACA
Evaluation (& Data Visualization)

savalo@gmail.com
@VisualBrains
SaraVaca.com
Montech (France)

ABOUT ME

I'm an independent Evaluator, though we could discuss about what independent means.
From Madrid (Spain), based in France, and working usually in other continents (or home).
I am exploring the synergies between Visual Thinking and Evaluation.
Affiliated to partnerships I admire, such as ImpactReady, DevSmart Group and Universalia.
I write short papers about Evaluation&Dataviz, SystemsThinking&Dataviz, among others.
Active member and speaker of AEA, EES and AproEval, and eventually keynote speaker.
My favorite evaluation author is Patricia Rogers, followed by Jane Davidson, Barbara Befani, of course M.Q.Patton and M.Scriven, along with Rick Davies' always interesting news.
🙂 Always up for connecting with interesting people and working together.

Focused in promoting Transparency and Innovation in Evaluation through Data Visualization.

Personnaly committed to improve the Added Value of Evaluation.

WORK EXPERIENCE

2000 — Spain — 2005 — Spain, Malawi, Burkina Faso — 2011 — Africa, Asia, America — 2017

QUALITY MANAGEMENT	PROGRAM MANAGEMENT	PROGRAM EVALUATION
Results-Based Management, Process Management (Private sector)	Food Security, Cash transfers, Community development, WASH (Non-profit sector)	Livelihoods, Cash Transfers, Human Rights, Gender Equity, Gender-responsive budgeting, others.

EDUCATION

University Degree
Management & Administration
1995 - 1999

Master M.A.
Management of Non-Profits
2004 - 2005

Master M.A.
Evaluation of Programs and Policies
2012 - 2013

SKILLS

Countries I have been to	Countries I have worked in	Countries I have lived in
40	15	6

Competences

Quick to adapt	●●●●●○
Mutual learning focus	●●●●●●
Fostering participation	●●●●○○
Constructive approach	●●●●●●
Cultural-responsive	●●●●●○
Professionalism	●●●●●●
Enjoying as team player	●●●●●●

Evaluation tools

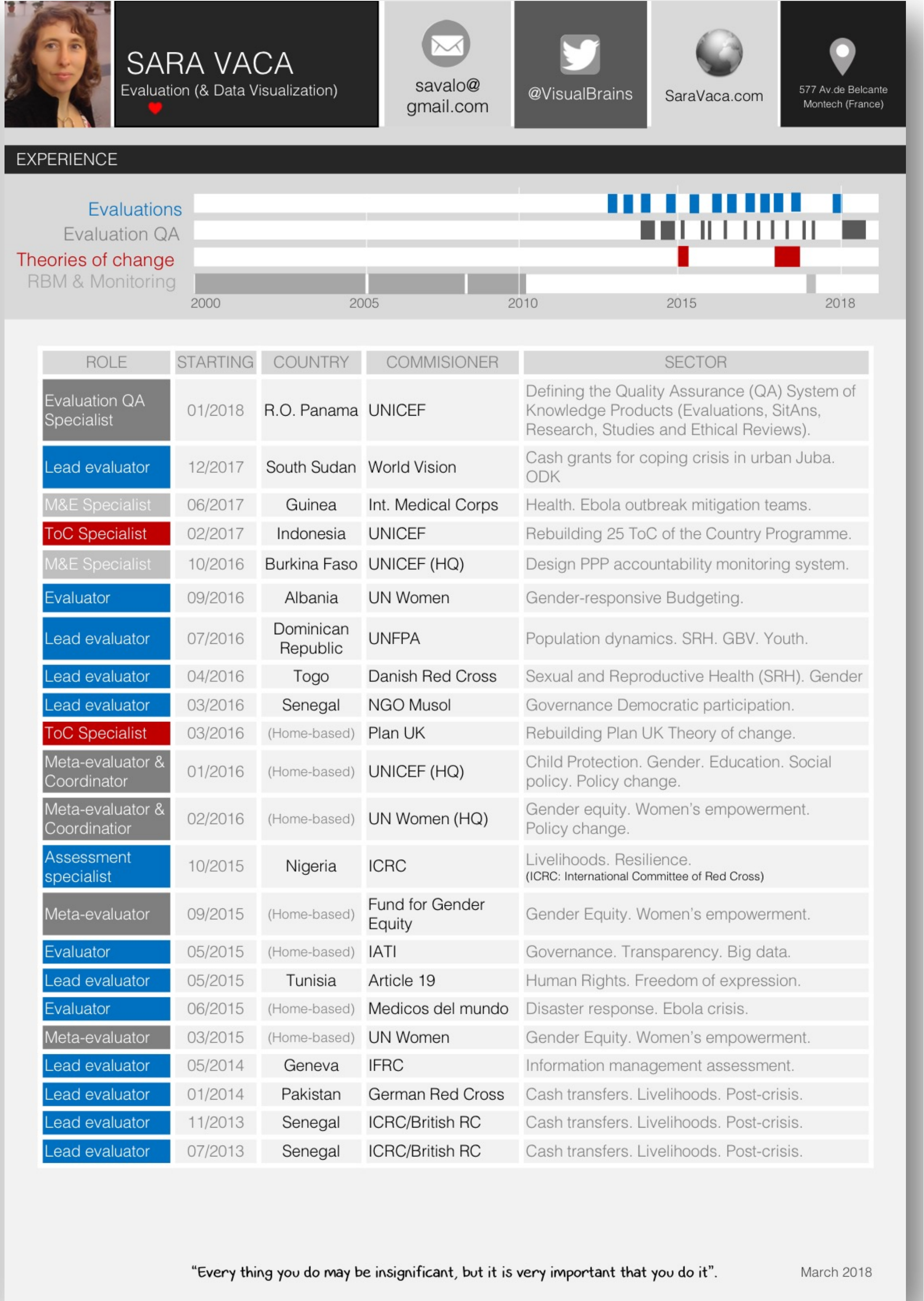
- Gender-responsive Eval.
- Mixed methods (&paradigms)
- Outcomes Harvesting
- Theory of Change

Languages

EN English
SP Spanish
FR French
CH Chinese

in https://www.linkedin.com/in/saravaca/

March 2018



SARA VACA
Evaluation (& Data Visualization)

savalo@gmail.com
@VisualBrains
SaraVaca.com
577 Av.de Belcante Montech (France)

EXPERIENCE

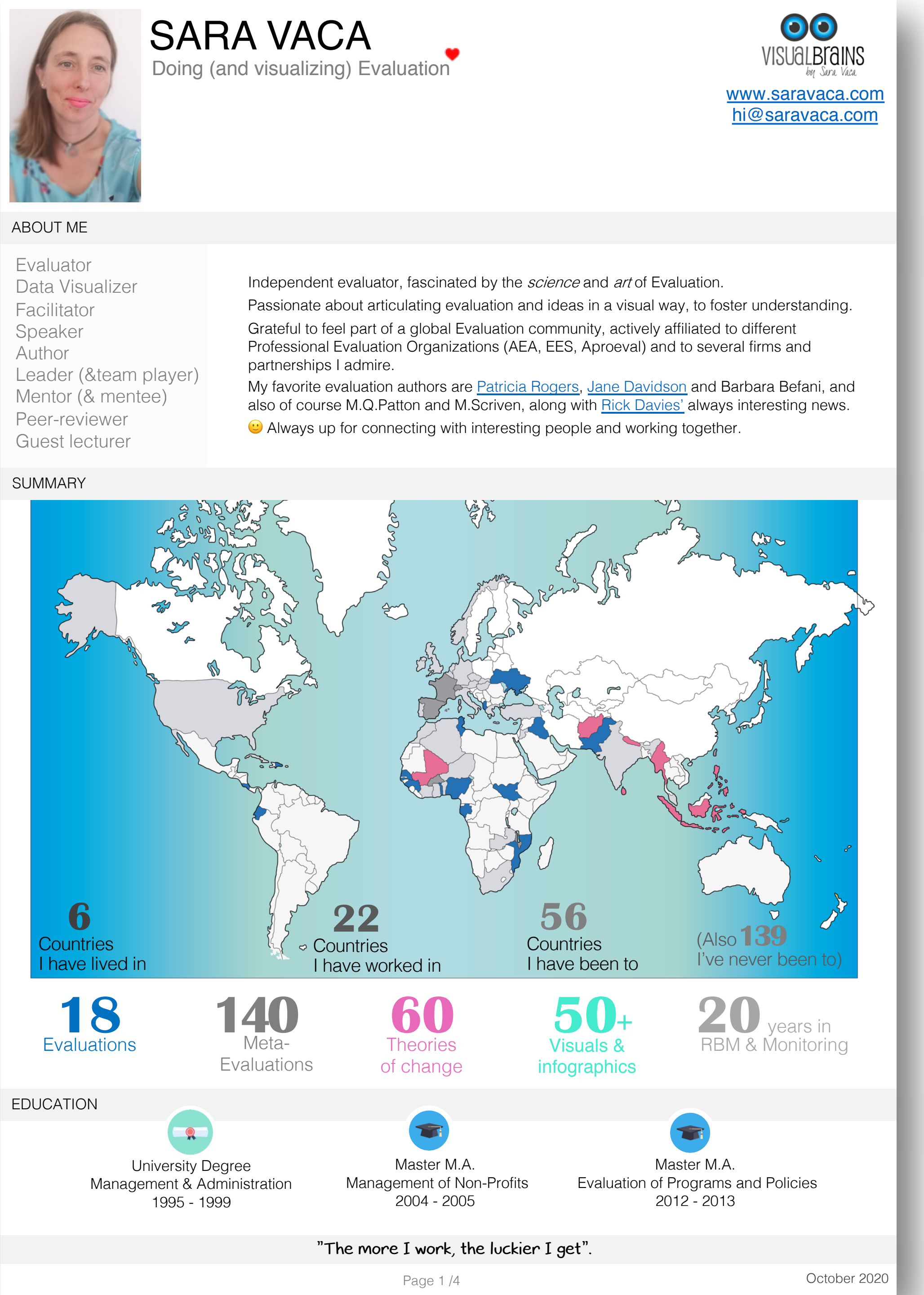
Evaluations
Evaluation QA
Theories of change
RBM & Monitoring
2000 2005 2010 2015 2018

ROLE	STARTING	COUNTRY	COMMISIONER	SECTOR
Evaluation QA Specialist	01/2018	R.O. Panama	UNICEF	Defining the Quality Assurance (QA) System of Knowledge Products (Evaluations, SitAns, Research, Studies and Ethical Reviews).
Lead evaluator	12/2017	South Sudan	World Vision	Cash grants for coping crisis in urban Juba. ODK
M&E Specialist	06/2017	Guinea	Int. Medical Corps	Health. Ebola outbreak mitigation teams.
ToC Specialist	02/2017	Indonesia	UNICEF	Rebuilding 25 ToC of the Country Programme.
M&E Specialist	10/2016	Burkina Faso	UNICEF (HQ)	Design PPP accountability monitoring system.
Evaluator	09/2016	Albania	UN Women	Gender-responsive Budgeting.
Lead evaluator	07/2016	Dominican Republic	UNFPA	Population dynamics. SRH. GBV. Youth.
Lead evaluator	04/2016	Togo	Danish Red Cross	Sexual and Reproductive Health (SRH). Gender
Lead evaluator	03/2016	Senegal	NGO Musol	Governance Democratic participation.
ToC Specialist	03/2016	(Home-based)	Plan UK	Rebuilding Plan UK Theory of change.
Meta-evaluator & Coordinator	01/2016	(Home-based)	UNICEF (HQ)	Child Protection. Gender. Education. Social policy. Policy change.
Meta-evaluator & Coordinator	02/2016	(Home-based)	UN Women (HQ)	Gender equity. Women's empowerment. Policy change.
Assessment specialist	10/2015	Nigeria	ICRC	Livelihoods. Resilience. (ICRC: International Committee of Red Cross)
Meta-evaluator	09/2015	(Home-based)	Fund for Gender Equity	Gender Equity. Women's empowerment.
Evaluator	05/2015	(Home-based)	IATI	Governance. Transparency. Big data.
Lead evaluator	05/2015	Tunisia	Article 19	Human Rights. Freedom of expression.
Evaluator	06/2015	(Home-based)	Medicos del mundo	Disaster response. Ebola crisis.
Meta-evaluator	03/2015	(Home-based)	UN Women	Gender Equity. Women's empowerment.
Lead evaluator	05/2014	Geneva	IFRC	Information management assessment.
Lead evaluator	01/2014	Pakistan	German Red Cross	Cash transfers. Livelihoods. Post-crisis.
Lead evaluator	11/2013	Senegal	ICRC/British RC	Cash transfers. Livelihoods. Post-crisis.
Lead evaluator	07/2013	Senegal	ICRC/British RC	Cash transfers. Livelihoods. Post-crisis.

"Every thing you do may be insignificant, but it is very important that you do it".

March 2018

Visual CVs



SARA VACA

Doing (and visualizing) Evaluation

VISUALBRAINS by Sara Vaca
www.saravaca.com
hi@saravaca.com

ABOUT ME

- Evaluator
- Data Visualizer
- Facilitator
- Speaker
- Author
- Leader (&team player)
- Mentor (& mentee)
- Peer-reviewer
- Guest lecturer

Independent evaluator, fascinated by the *science* and *art* of Evaluation.

Passionate about articulating evaluation and ideas in a visual way, to foster understanding.

Grateful to feel part of a global Evaluation community, actively affiliated to different Professional Evaluation Organizations (AEA, EES, Aproeval) and to several firms and partnerships I admire.

My favorite evaluation authors are Patricia Rogers, Jane Davidson and Barbara Befani, and also of course M.Q.Patton and M.Scriven, along with Rick Davies' always interesting news.

🙂 Always up for connecting with interesting people and working together.

SUMMARY

6 Countries I have lived in

22 Countries I have worked in

56 Countries I have been to

(Also **139** I've never been to)

18 Evaluations

140 Meta-Evaluations

60 Theories of change

50+ Visuals & infographics

20 years in RBM & Monitoring

EDUCATION

University Degree
Management & Administration
1995 - 1999

Master M.A.
Management of Non-Profits
2004 - 2005

Master M.A.
Evaluation of Programs and Policies
2012 - 2013

"The more I work, the luckier I get".

Page 1 /4

October 2020

LOVING VISUALS

LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

MODULE 2

THINKING VISUALLY

LOVING VISUALS

COURSE:

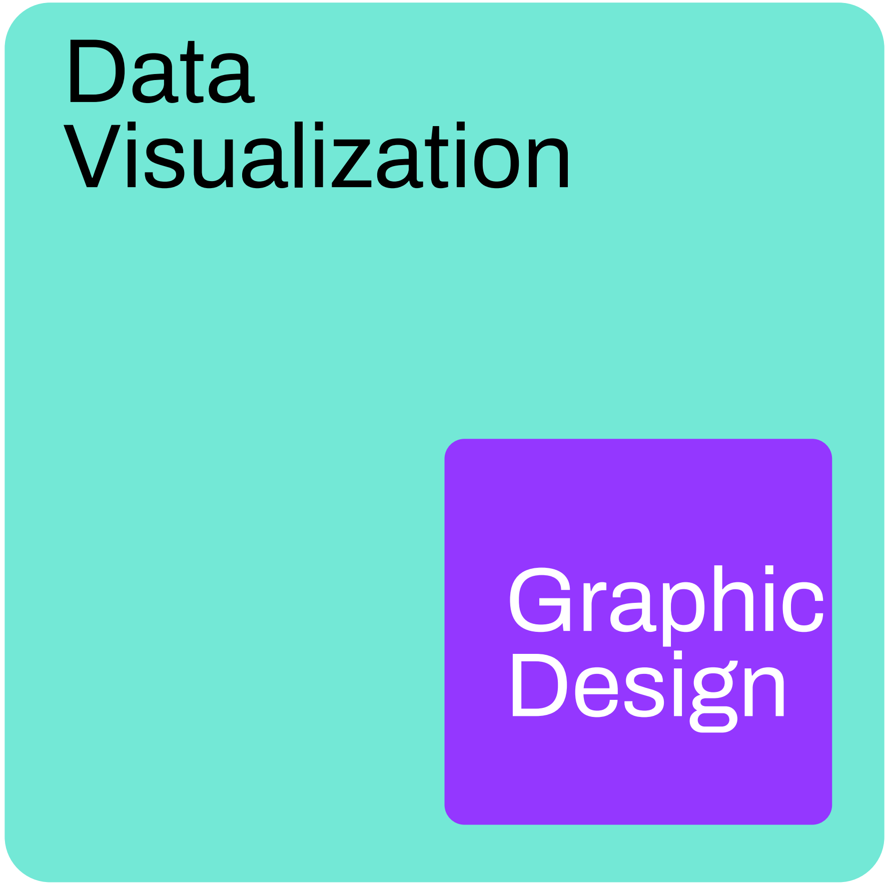
DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

MODULE 2

THINKING VISUALLY

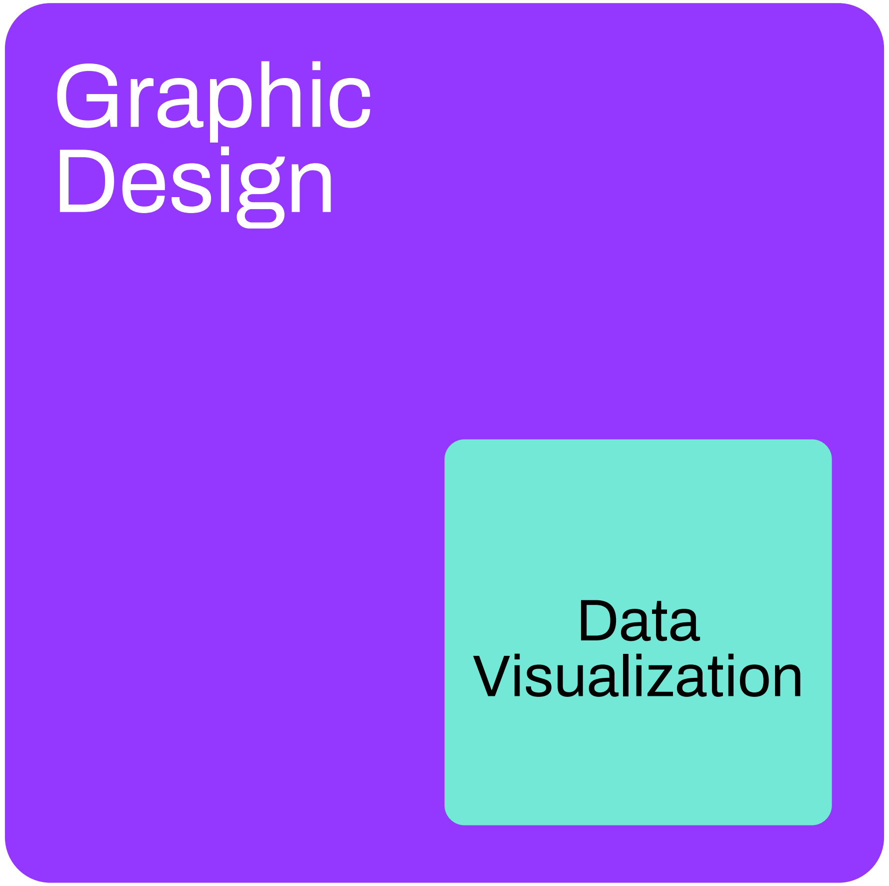
DATA VISUALIZATION AND GRAPHIC DESIGN

Data Visualization = Graphic Design?



Data Visualization

Graphic Design



Graphic Design

Data Visualization

Data Visualization = Graphic Design?

Graphic Design

Background: Marketing
No ink or space limits
The message and what the visual makes you feel is the key

Data Visualization

Background: Data Journalism
Minimal visual resources
Information at the center
Content trustfulness is the key
The format is the simplest

Data Visualization = Graphic Design?

DATA
VISUALIZATION =

Graphic Design

at the service of

information

Data Visualization = Graphic Design?

A

B

C

D

Data Visualization = Graphic Design?

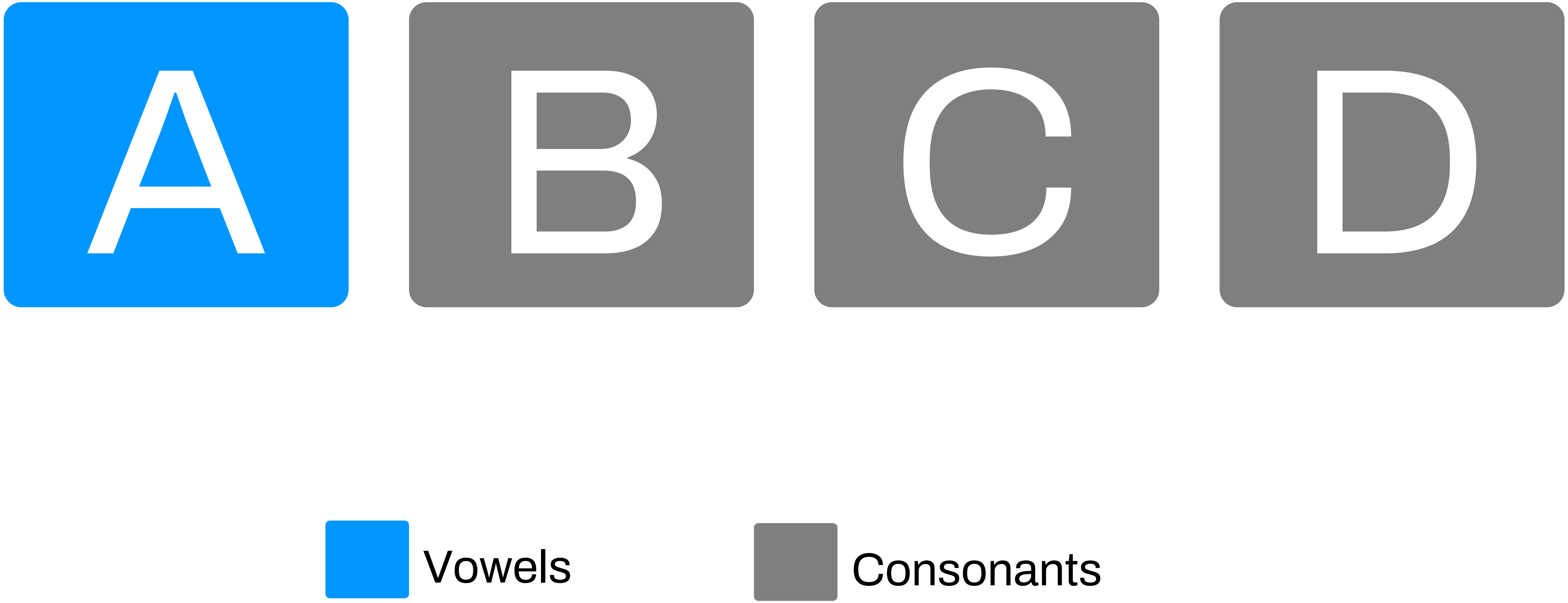
A

B

C

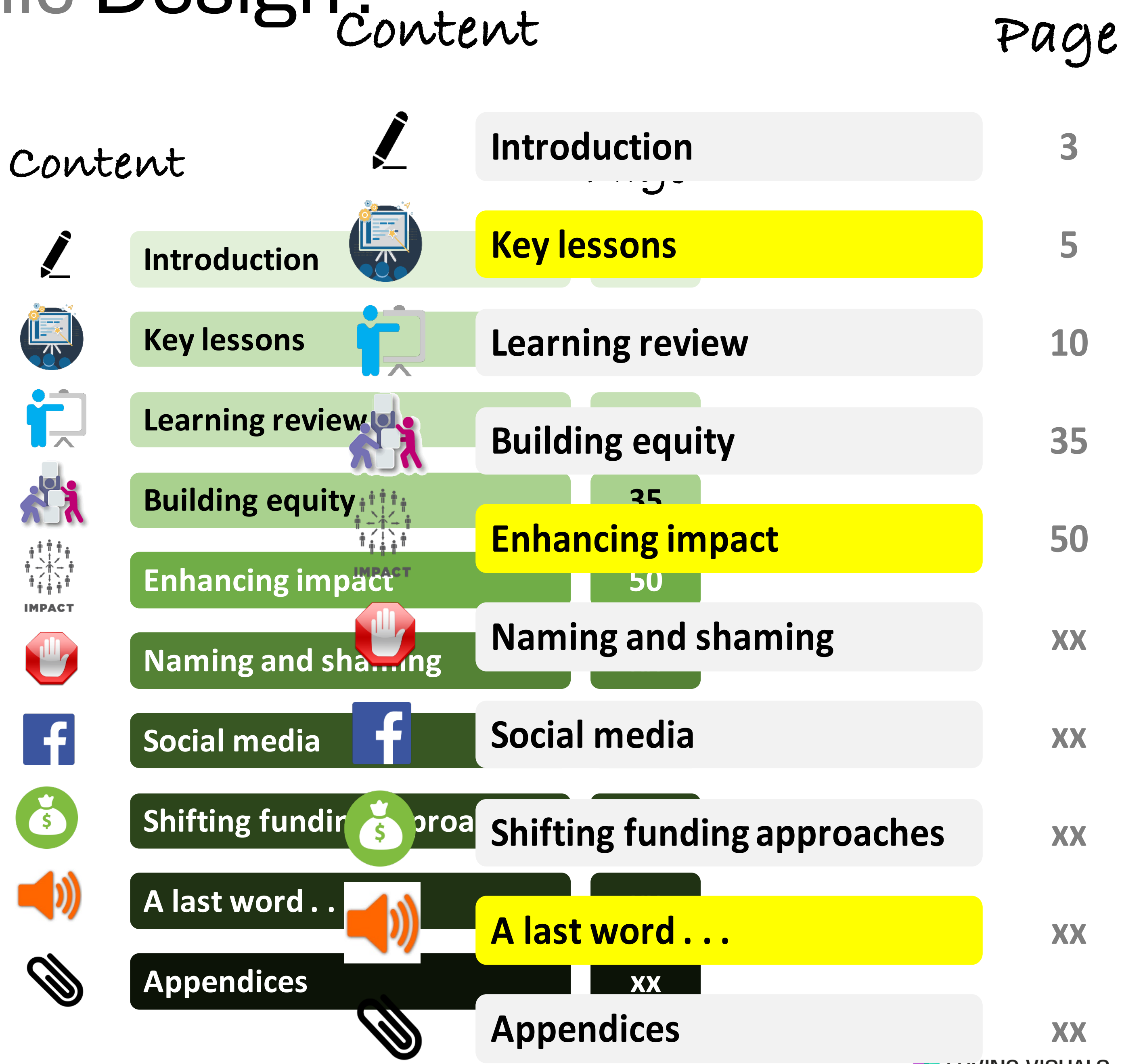
D

Data Visualization = Graphic Design?


A
B
C
D
Vowels
Consonants

Data Visualization = Graphic Design?

Content	Page
Introduction	3
Key lessons	5
Learning review	10
Building equity	35
Enhancing impact	50
Naming and shaming	xx
Social media	xx
Shifting funding approaches	xx
A last word . . .	xx
Appendices	xx



Content	Page
Introduction	3
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A last word . . .	xx
Appendices	xx

Content
Introduction
Key lessons
Learning review
Building equity 35
Enhancing impact 50
Naming and sha ing
Social media
Shifting fundi proa
A last word . .
Appendices xx

Good Dataviz

EFFICIENCY

has more than one meaning…

> “Efficiency is one of the criteria of VFM and encapsulates the notion of maximising desired outputs, outcomes or utility for a given level of inputs
>
> Julian King’s dissertation p. 33.

Are we paying the best prices for the right quality items?

Input efficiency

Are we maximising outputs from the available resources?
Do we have the right mix of inputs and activities to produce the right outputs?
Are we becoming more efficient over time?

Output efficiency

a.k.a. Productivity

Are we maximising outcomes from the available resources?

Outcome efficiency

This is equivalent to what DFID (2011) calls ‘*economy*’.

‘Input efficiency’ is concerned with getting the most value from the inputs we purchase, from a given level of resources (turning **resources**, like money, into **inputs**, like staff, consultants, equipment and office space).

Input efficiency sometimes receives more than its fair share of scrutiny, because the prices of inputs are easy to measure. However, real VFM comes not just from buying things, but by achieving enough of the right sorts of outcomes to justify the resources used.

DFID (2011) confusingly calls this ‘*efficiency*’. DFID’s definition focuses on maximizing outputs from a given level of inputs. Economists sometimes call it ‘*technical efficiency*’

Productivity is a broader way of looking at output efficiency. It encompasses technical efficiency and more. Real-world programs are often too complex to judge on the basis of average cost per unit of output. We might also want to consider their allocative and dynamic efficiency.

Technical efficiency	The optimal method of producing outputs or “**doing things right**”.
Allocative efficiency	The optimal distribution of resources to produce the right set of outputs or “**doing the right things**”.
Dynamic efficiency	Improvements in technical and allocative efficiency over time (e.g. from working adaptively).

Outcome efficiency covers criteria that DFID (2011) calls *effectiveness* and *cost-effectiveness.*

‘Outcome efficiency‘ is concerned with maximising outcomes from a given level of resources. Economic methods of evaluation give us indicators of outcome efficiency, taking into account the timing of costs and outcomes, and the opportunity cost of foregone alternatives.

Indicators	Outcomes measured in…
Net present value (NPV)	**Monetary units** (e.g. $ or £)
Internal rate of return (IRR)	
Benefit cost ratio (BCR)	
Return on Investment (ROI)	
Cost-effectiveness ratio	**Natural or physical units** (e.g. years of life saved)
Cost-utility ratio	**Units of utility** (e.g. quality-adjusted life years)

Cost-Benefit Analysis (CBA) uses these indicator

Social Return on Investment (SROI) often BCR.

Content: Julian King’s PhD thesis (www.julianking.co.nz/vfi)
Visual: Sara Vaca (www.saravaca.com)

@JulianKingNZ
@VisualBrains

February 2020

LOVING VISUALS

Dataviz Rubrics

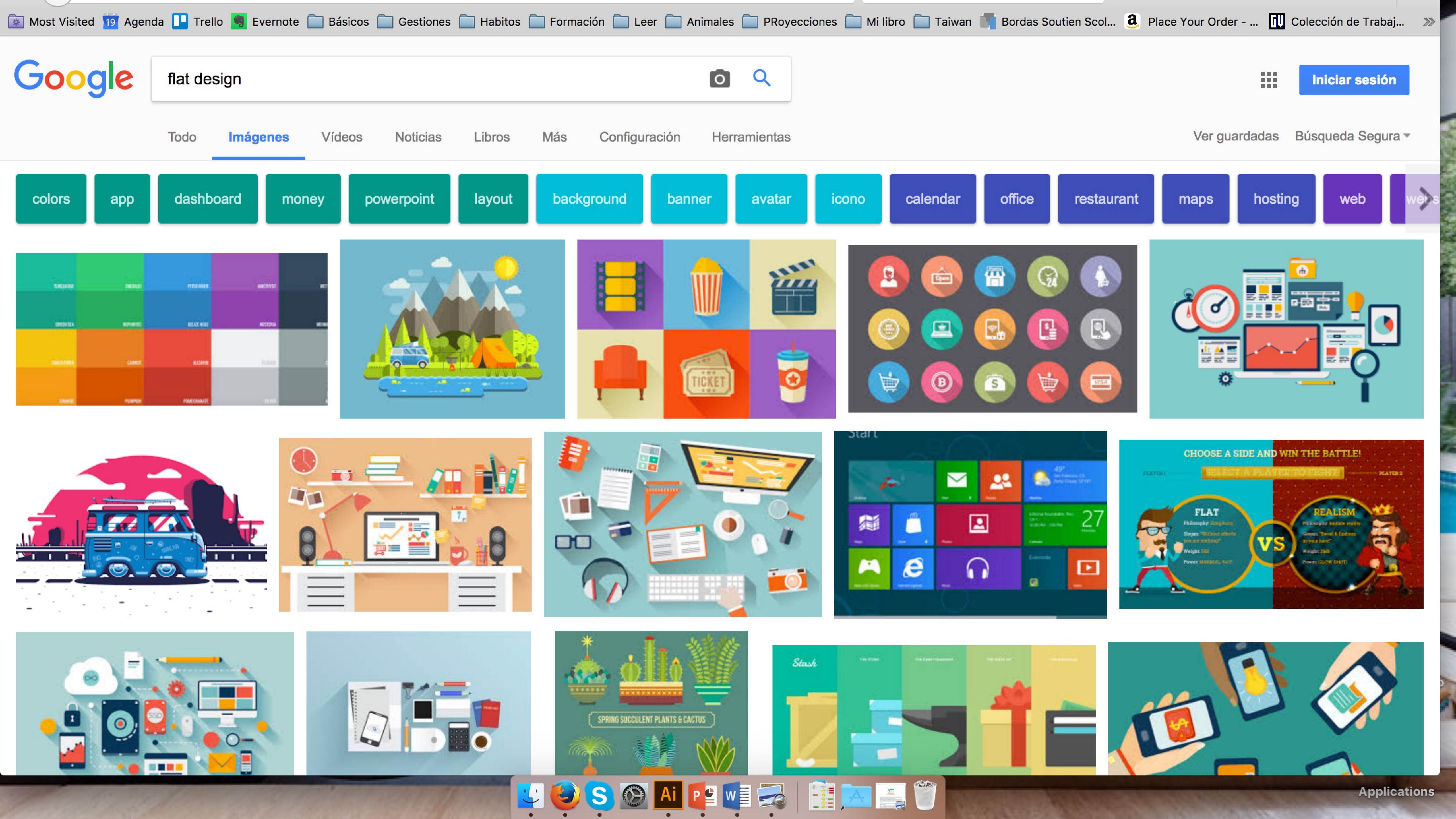
GOOD VISUALIZATION RUBRIC

	Good ❤	Fairish 😐 Passable Tolerable	Poor ☹
First impression: Do you feel like reading it? Why?	This looks nice ❤ and interesting!	I'll read it if I have to but not looking forward to it. 😐	Makes me want to look away! ☹
Efficacy: Do I quickly start understanding what it means?	As I start diving, I quickly understand how to "read" it. ❤	It takes me some time to understand how it works. 😐	Even though I try, I don't end up ☹ understanding it.
Added value: Is it better than text?	It makes me see it more clearly than text, it even gives new angles! ❤	It is different than text, but reading 😐 it in text would have been as informative.	Definitely prefer to read the information than trying to ☹ understand this.
Efficience: Ink is justified and space is enough, not too much?	Perfect, not too big, not too small, and ink has a purpose. ❤	Less ink, less space, and/or more space would have been better. 😐	Way too big, or way too small. Or way too decorative. ☹
Global: Are you satified or feeling suspicious?	Happy. For what it tried to convey, I am satisfied with it. ❤	Ok, though it could have been better. 😐	Disappointed. ☹ I shouldn't have put time in it.

SaraVaca.com, 2017 (@VisualBrains)

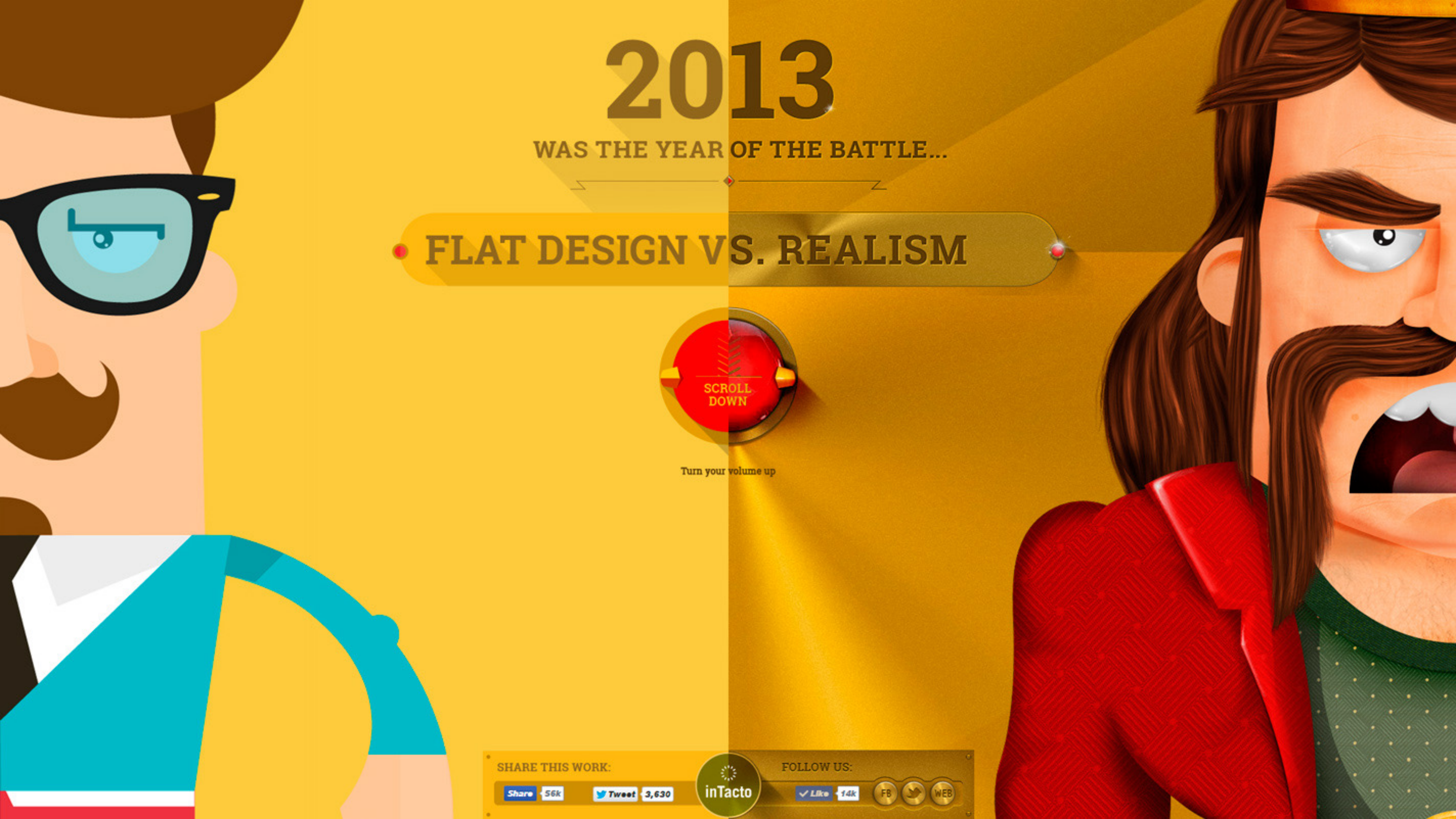
LOVING VISUALS

FLAT
DESIGN



flat design

Most Visited
Agenda
Trello
Evernote
Básicos
Gestiones
Habitos
Formación
Leer
Animales
PRoyecciones
Mi libro
Taiwan
Bordas Soutien Scol...
Place Your Order - ...
Colección de Trabaj...
Google
Iniciar sesión
Todo
Imágenes
Vídeos
Noticias
Libros
Más
Configuración
Herramientas
Ver guardadas
Búsqueda Segura
colors
app
dashboard
money
powerpoint
layout
background
banner
avatar
icono
calendar
office
restaurant
maps
hosting
web
CHOOSE A SIDE AND WIN THE BATTLE!
FLAT
VS
REALISM
TICKET
SPRING SUCCULENT PLANTS & CACTUS
Stash
Applications



2013

WAS THE YEAR OF THE BATTLE...

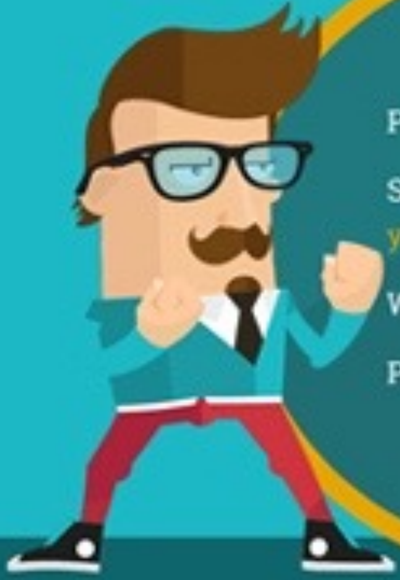
FLAT DESIGN VS. REALISM

Turn your volume up

SCROLL DOWN
SHARE THIS WORK:
Share 56k
Tweet 3,630
inTacto
FOLLOW US:
Like 14k
FB
WEB

CHOOSE A SIDE AND WIN THE BATTLE!

PLAYER 1 — **SELECT A PLAYER TO FIGHT!** — PLAYER 2



FLAT

Philosophy: Simplicity.

Slogan: "Without effects you are nothing!"

Weight: 50k

Power: MINIMAL RAY!

VS

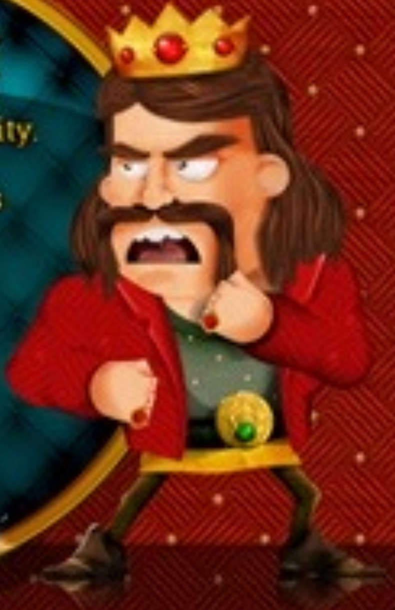
REALISM

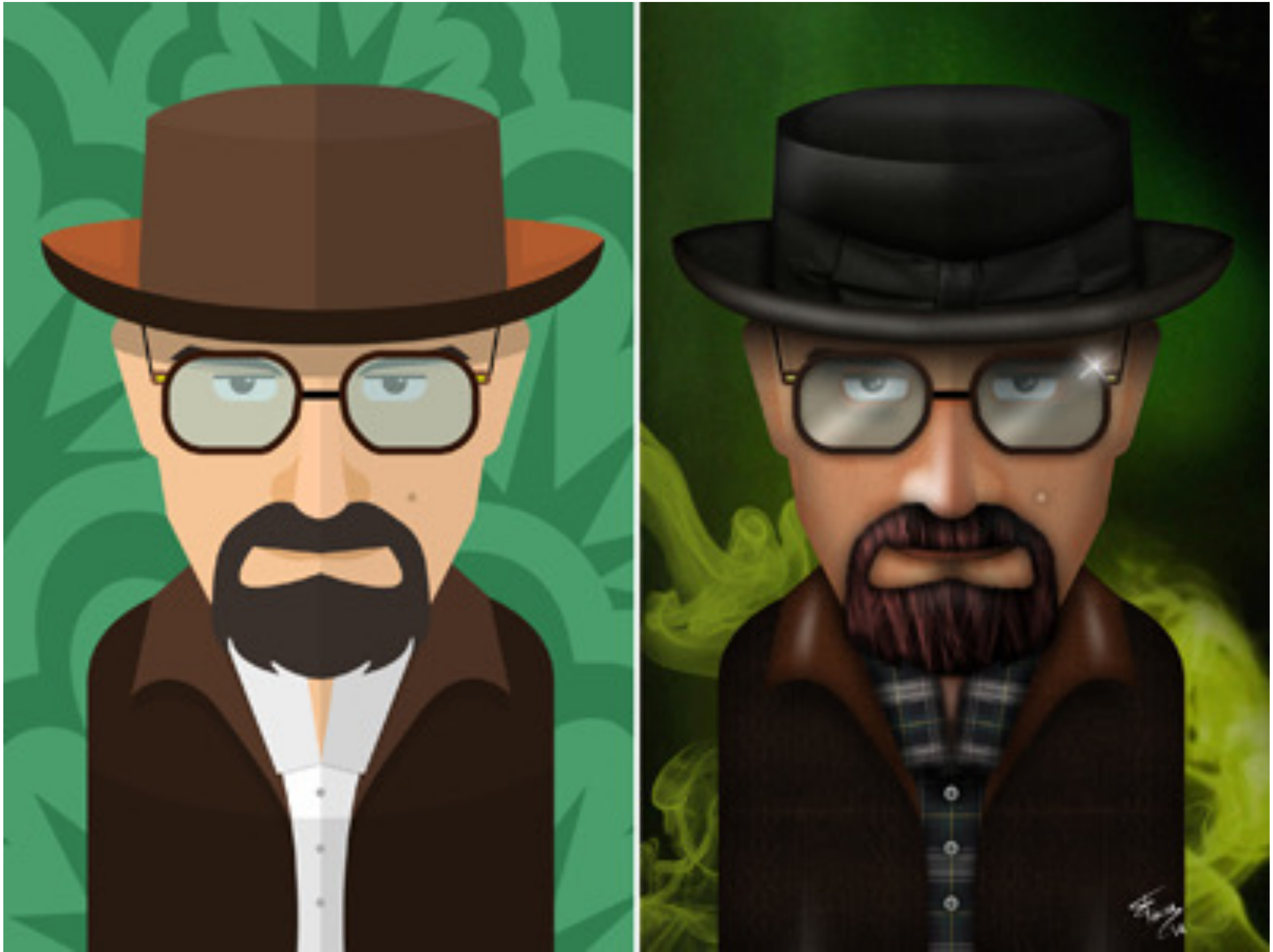
Philosophy: Imitate reality.

Slogan: "Bevel & Emboss in your face!"

Weight: 2Mb

Power: GLOW SHOT!

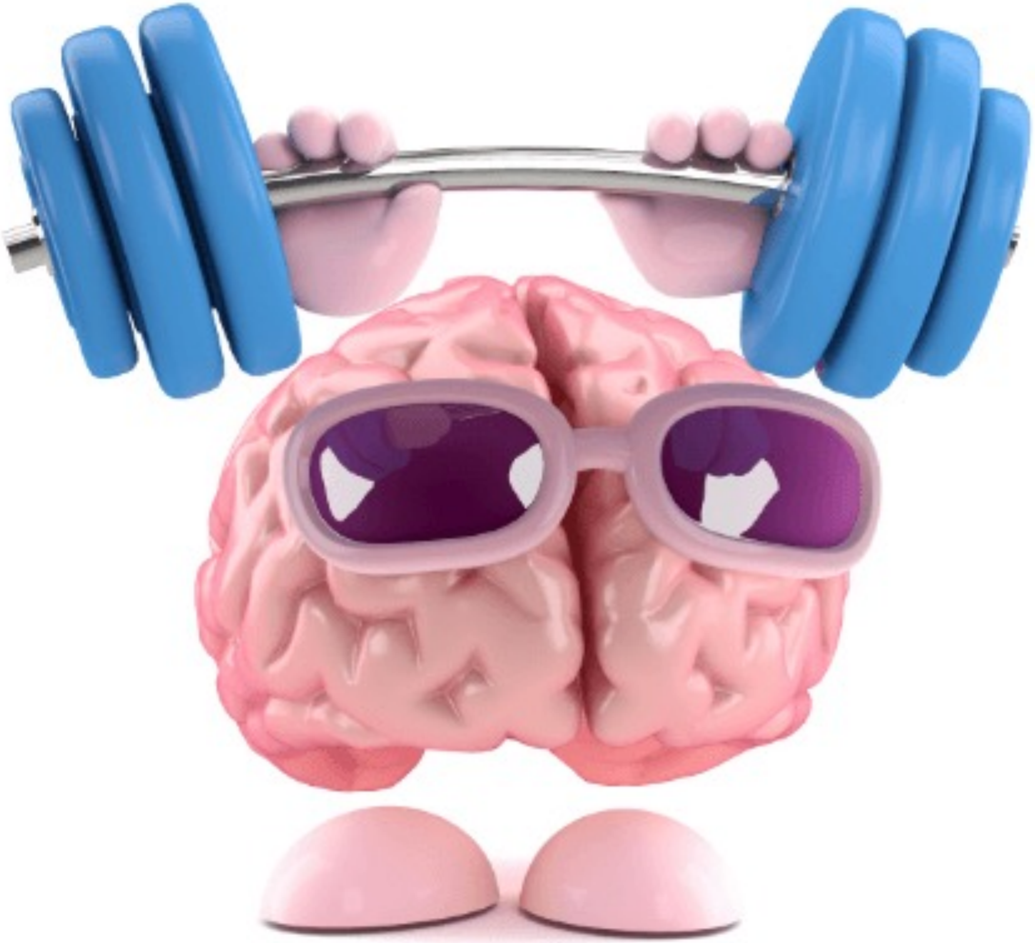




Who is your Audience?
What is your Objective?

What's your point?

Exercise your visual thinking!



LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

MODULE 2

THINKING VISUALLY

LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

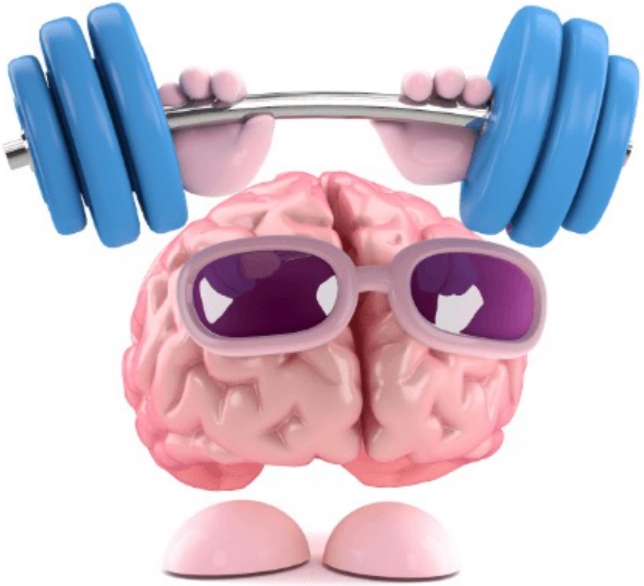
MODULE 2

THINKING VISUALLY

INSPIRATION AND CREATIVE PROCESS

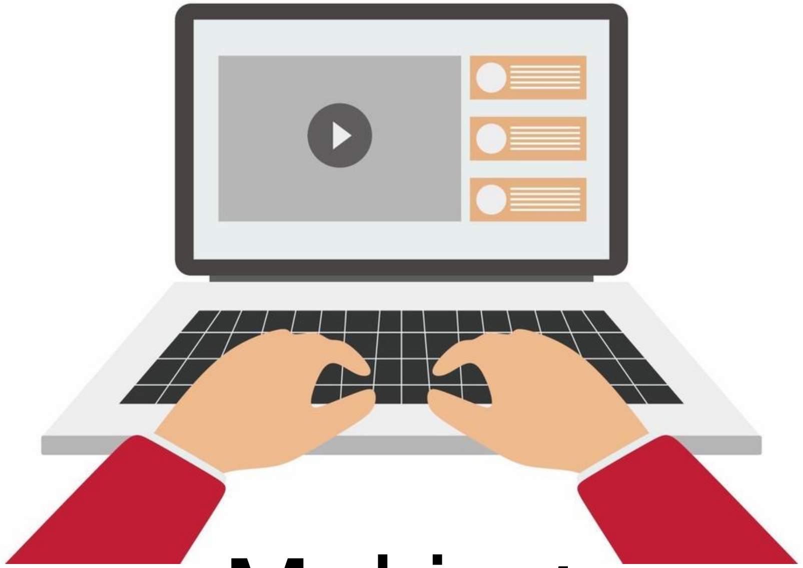
Dataviz formula

Data Visualization =



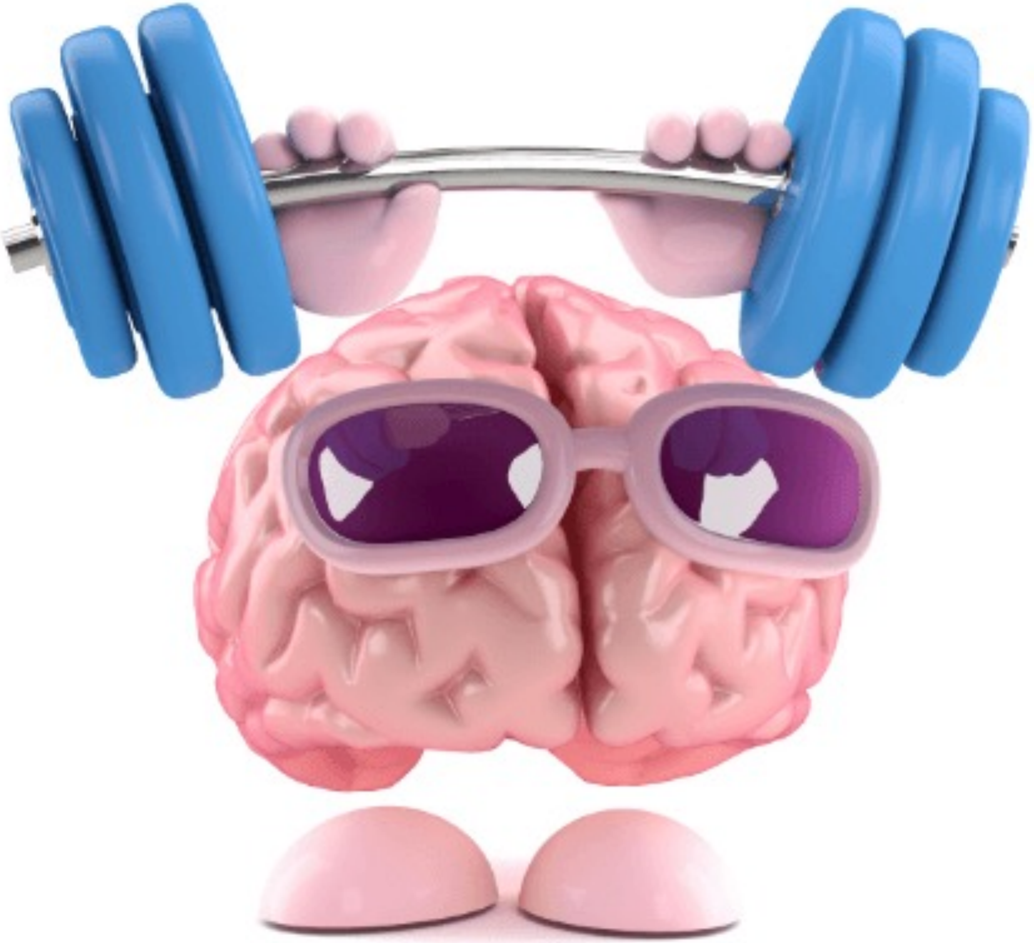
Thinking visually

+



Making visuals

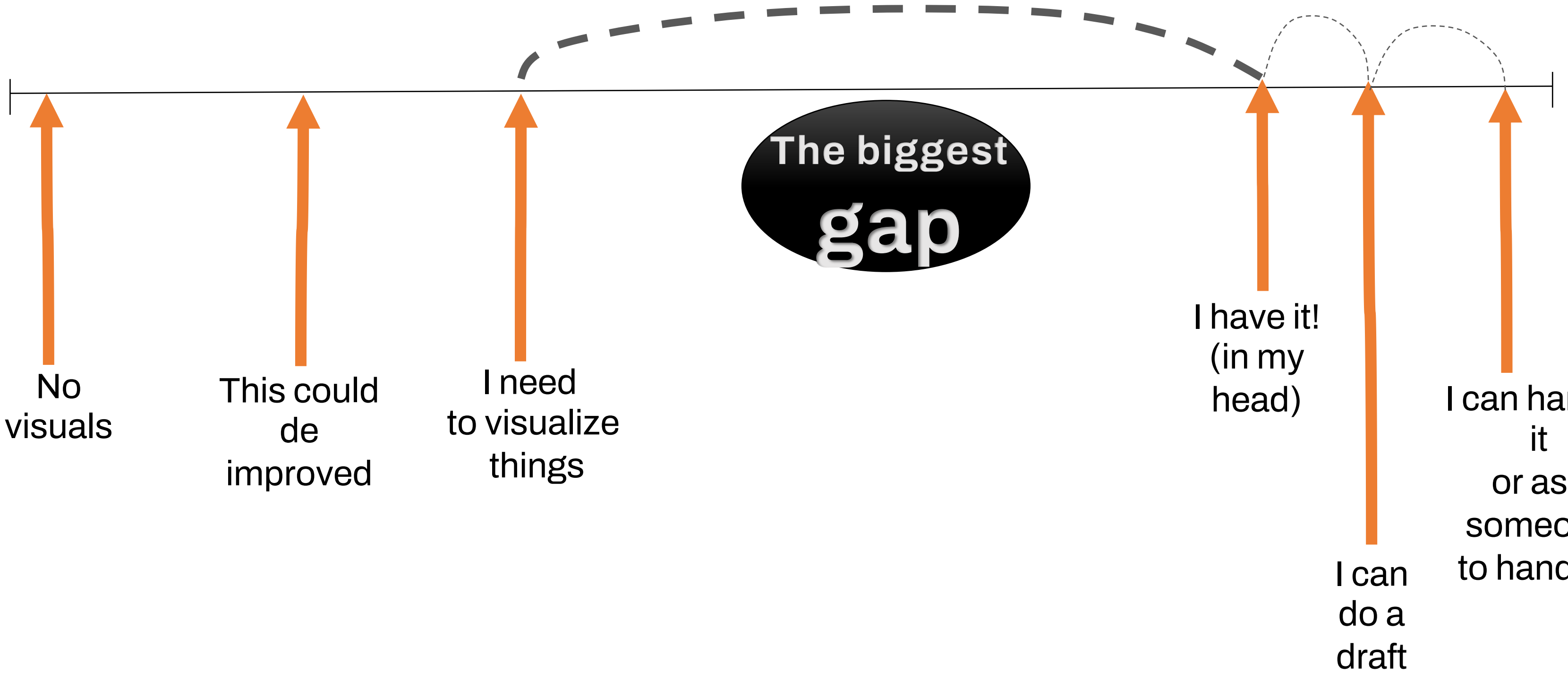
Thinking visually



Who is your Audience?
What is your Objective?

What is your point?

In my experience



The biggest gap

No visuals

This could de improved

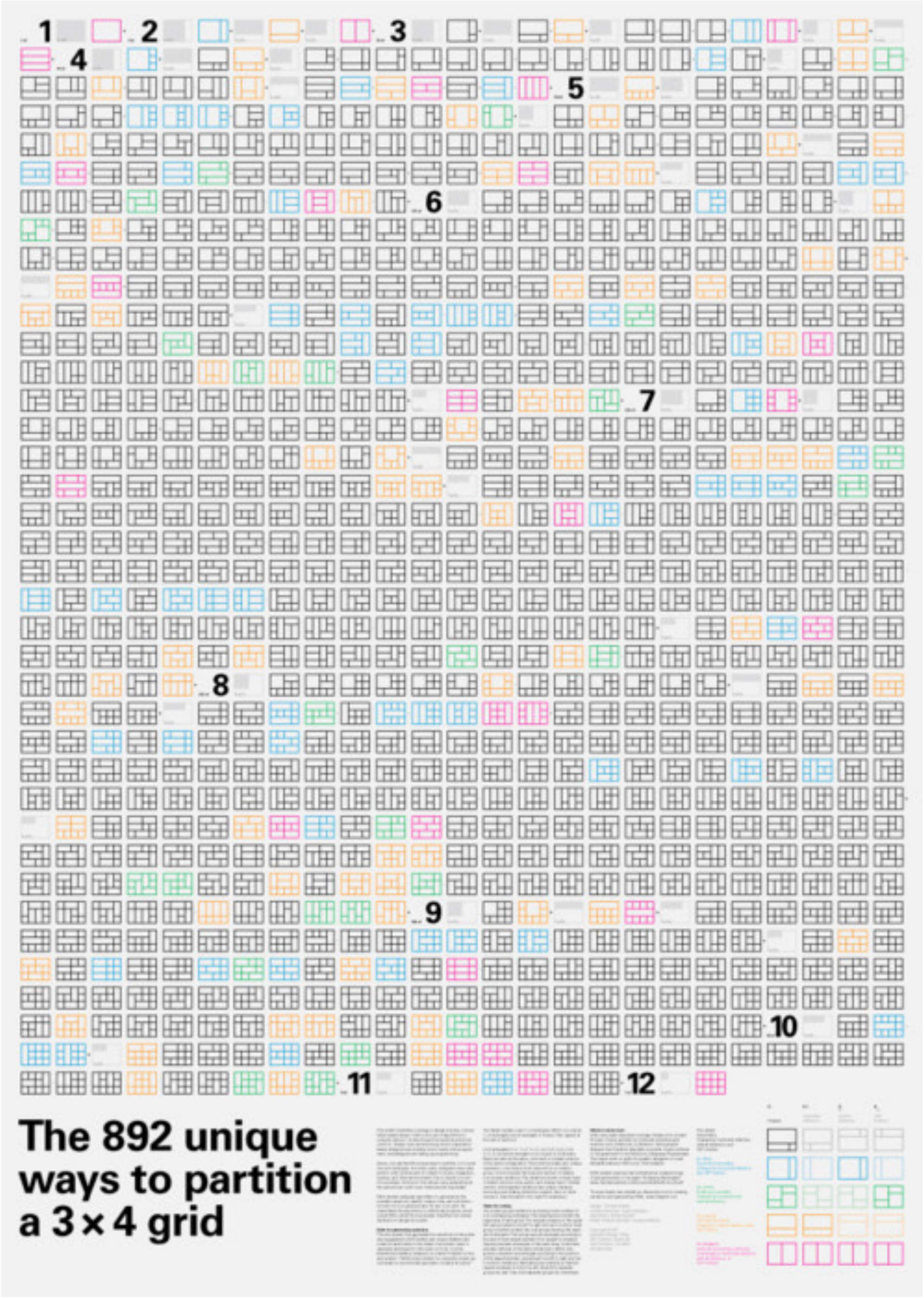
I need to visualize things

I have it! (in my head)

I can do a draft

I can handle it or ask someone to handle it

Be creative


1
2
3
4
5
6
7
8
9
10
11
12

The 892 unique ways to partition a 3 × 4 grid

Making visuals

Tools

Powerpoint

Adobe Illustrator

Excel

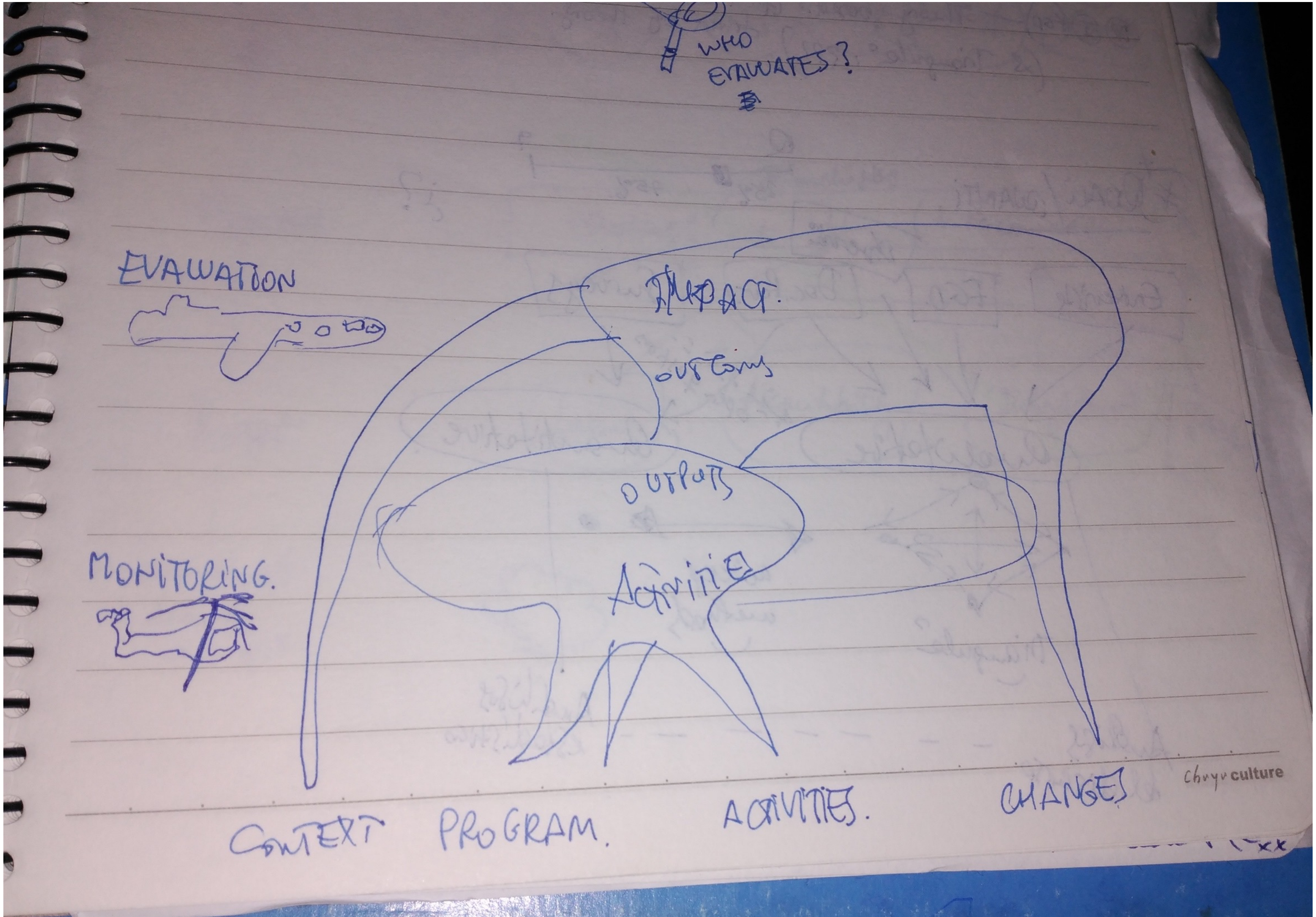
Canva

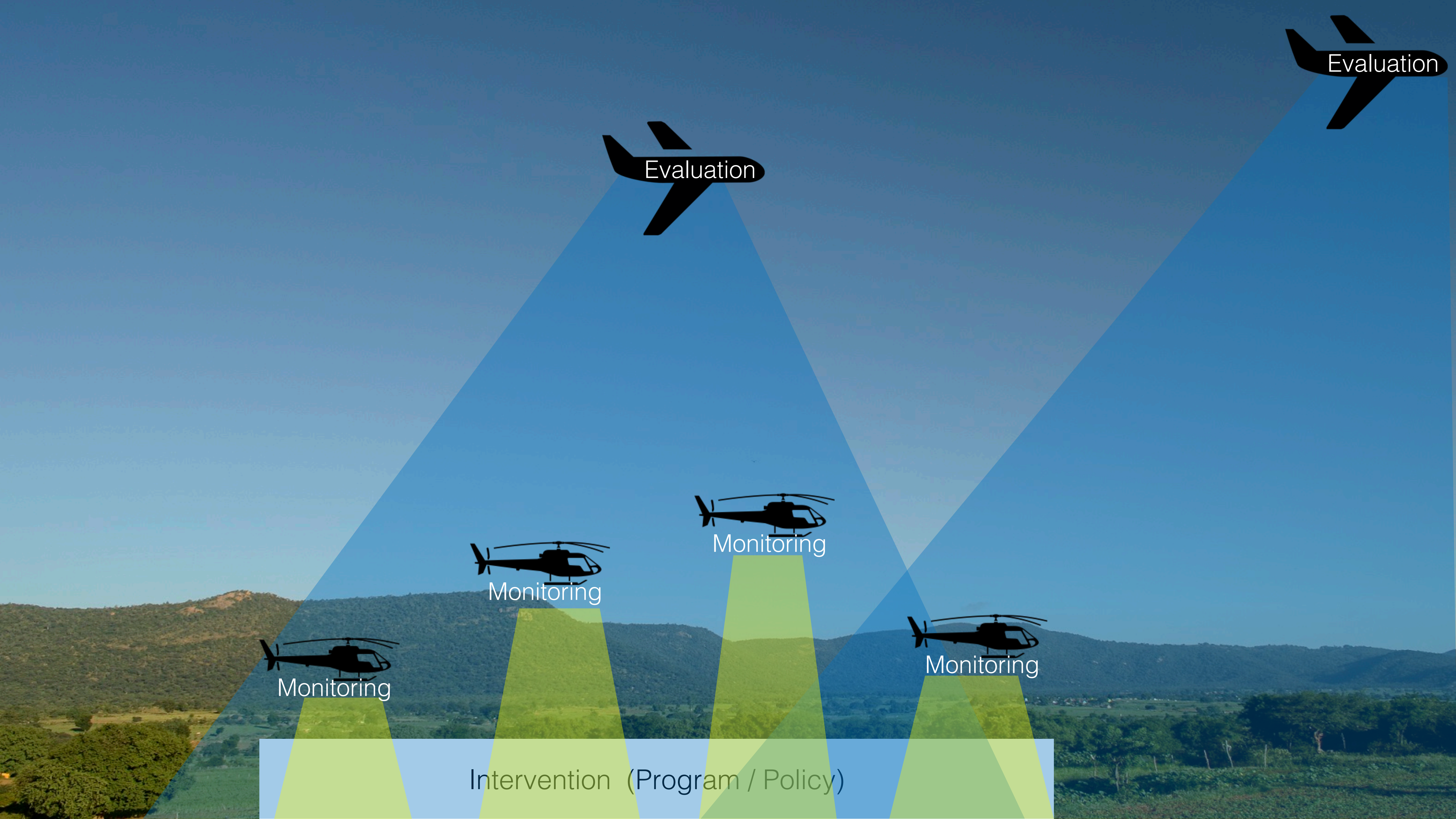
RStudio®

Choose what to visualize

1. What bugs me
   (or what needs to be understood)
2. What is more useful/important?
3. What do I eventually come up with? (inspiration)

Tools


WHO EVALUATES?
EVALUATION
MONITORING.
IMPACT.
OUTCOMES
OUTPUTS
ACTIVITIES
CONTEXT
PROGRAM.
ACTIVITIES.
CHANGES


Evaluation
Evaluation
Monitoring
Monitoring
Monitoring
Monitoring
Intervention (Program / Policy)

PLEDGING CONFERENCE SUMMARY REPORT

Copenhagen, Denmark

November 8, 2011

GLOBAL
PARTNERSHIP
for EDUCATION

INTRODUCTION

On 8 November, 2011 in Copenhagen, Denmark, representatives from 52 countries around the world came together to inaugurate a replenishment campaign to commit substantial resources between 2011 and 2014 to achieve quality education for all children, coupled with policy pledges to ensure the best use of those funds. In the months leading up to the Global Partnership for Education's first-ever pledging conference, advocates built unprecedented momentum to provide help for out-of-school children, improve early learning outcomes, mobilize more support for children in fragile states and achieve gender equality in education. These efforts resulted in an initial commitment to jump-start the replenishment with $1.5 billion for the Global Partnership for Education Fund. The pledges of $1.5 billion for the Global Partnership for Education Fund matched the pre-conference goal for this kick-off event, for which the target is to reach $2.5 billion before the end of the three-year replenishment period. In addition, the Pledging Conference featured pledges to increase domestic spending on basic education by more than $2 billion and pledges to increase bilateral aid for basic education from at least five major donors. Civil society, the teaching profession, the private sector and foundations also pledged to invest almost $2 billion of their own organizational resources to expand activities in universal quality basic education programs over the replenishment period. In total the Pledging Conference featured 57 pledges – which is only the beginning of a renewed effort to galvanize a global commitment to deliver quality education for all children by 2015.

PARTICIPANTS

Action Aid
Afghanistan
Australia
Belgium
Benin
Bhutan
Burkina Faso
Burundi
Cameroon
Canada
Central African Republic
Cote D'Ivoire
Denmark
Education International
Ethiopia
European Commission
France
Gambia
Germany
Global Campaign for Education
Guinea
Guinea Bissau
Guyana
Hewlett Foundation
Ireland
Japan
Lao PDR
Lesotho
Malawi
Mali
Mauritania
Microsoft
Moldova
Mozambique
Niger
Norway
Oxfam
Pearson
Plan International
Private Sector/Private Foundations Constituency
Rwanda
Save the Children
Senegal
Sierra Leone
Spain
Sweden
Tajikistan
The Elders
The Netherlands
Timor L'Este
Togo
UNESCO
UNICEF
United Kingdom
United States
World Bank
Zambia
Zimbabwe

GLOBAL PARTNERSHIP FOR EDUCATION FUND CONTRIBUTION SUMMARY

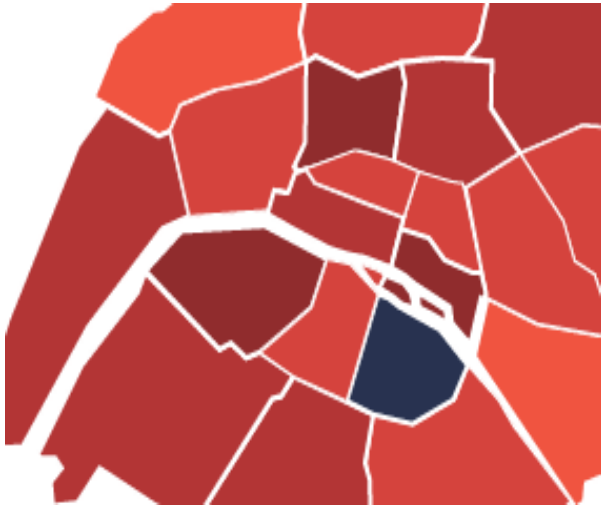
The Global Partnership for Education Fund provides supplemental financing to low income countries to support the improvement and expansion of their basic education systems – so that all children, no matter their income, ability, ethnicity or gender, can gain the knowledge and skills they need for a better life. From 2003 to 2010, the Global Partnership for Education has raised US$2.2 billion dollars through its Catalytic Fund and Education Program Development Fund, which has provided grant funding to support national education plans in 37 low income countries on four continents around the world. This funding, coupled with strong domestic political will and well-coordinated education aid has supported the construction of over 30,000 classrooms, one year of training for 337,000 teachers, and the distribution of over 200 million textbooks. By supporting the efforts of partner governments to strengthen and expand their education systems, Global Partnership for Education Funding and technical assistance has enabled an additional 19 million out of school children to attend primary school since 2003.

Yet, the progress achieved has not been enough: 67 million children around the world are still out of primary school and low income countries still face major financing shortfalls to achieve Education for All. As a response to the enduring discrimination, poverty and exploitation that many children still face as obstacles to gaining a basic education and the urgent challenge to deliver quality learning opportunities, the Global Partnership for Education has launched a new, more flexible and independent fund structure – the Global Partnership for Education Fund. This fund will allow the Global Partnership for Education to deliver both traditional aid and innovative funding – results-based financing, sector budget support, private sector funding and even donations from individuals – to ensure that a truly global partnership of willing governments, hearts and minds can pool their energy and resources into making sure all national school systems have the resources they need to get every child in school, learning.

In light of the education crisis – compounded by the financial crisis, the growing population of young people in the world, and the pressing need to invest in the future of the next generation of leaders -- the Global Partnership for Education launched a replenishment campaign to ensure that no child, no matter where she or he is born, is abandoned to a fate of illiteracy and vulnerability. The target set – to raise $2.5 billion in grant funding for basic education by 2014 – would allow 25 million children to go to school for the first time. It will also support improvements in education quality, including training for 600,000 new teachers and the distribution of 50 million textbooks – ultimately reducing illiteracy among third graders in Global Partnership for Education countries by 50 percent in at least twenty countries. Over the next five to twenty-five years, these improvements in basic education, which will translate into greater empowerment and life skills, will save the lives of 350,000 children and 14,000 mothers annually. In order to mobilize international support to achieve these transformative goals, the Global Partnership for Education convened 17 donor governments and agencies in Copenhagen to ensure that enough funding from the Global Partnership for Education Fund is available from 2012 to 2014 to support robust, ambitious education strategies in at least 46 countries. This direct funding for national education development will also be complemented by important technical assistance and country support from the Global Partnership for Education Secretariat and its partners to develop and implement strong education strategies with ambitious targets.

PARTICIPANTS

Action Aid
Afghanistan
Australia
Belgium
Benin
Bhutan
Burkina Faso
Burundi
Cameroon
Canada
Central African Republic
Cote D'Ivoire
Denmark
Education International
Ethiopia
European Commission
France
Gambia
Germany
Global Campaign for Education
Guinea
Guinea Bissau
Guyana
Hewlett Foundation
Ireland
Japan
Lao PDR
Lesotho
Malawi
Mali
Mauritania
Microsoft
Moldova
Mozambique
Niger
Norway
Oxfam
Pearson
Plan International
Private Sector/Private Foundations Constituency
Rwanda
Save the Children
Senegal
Sierra Leone
Spain
Sweden
Tajikistan
The Elders
The Netherlands
Timor L'Este
Togo
UNESCO
UNICEF
United Kingdom
United States
World Bank
Zambia
Zimbabwe



UNESCO

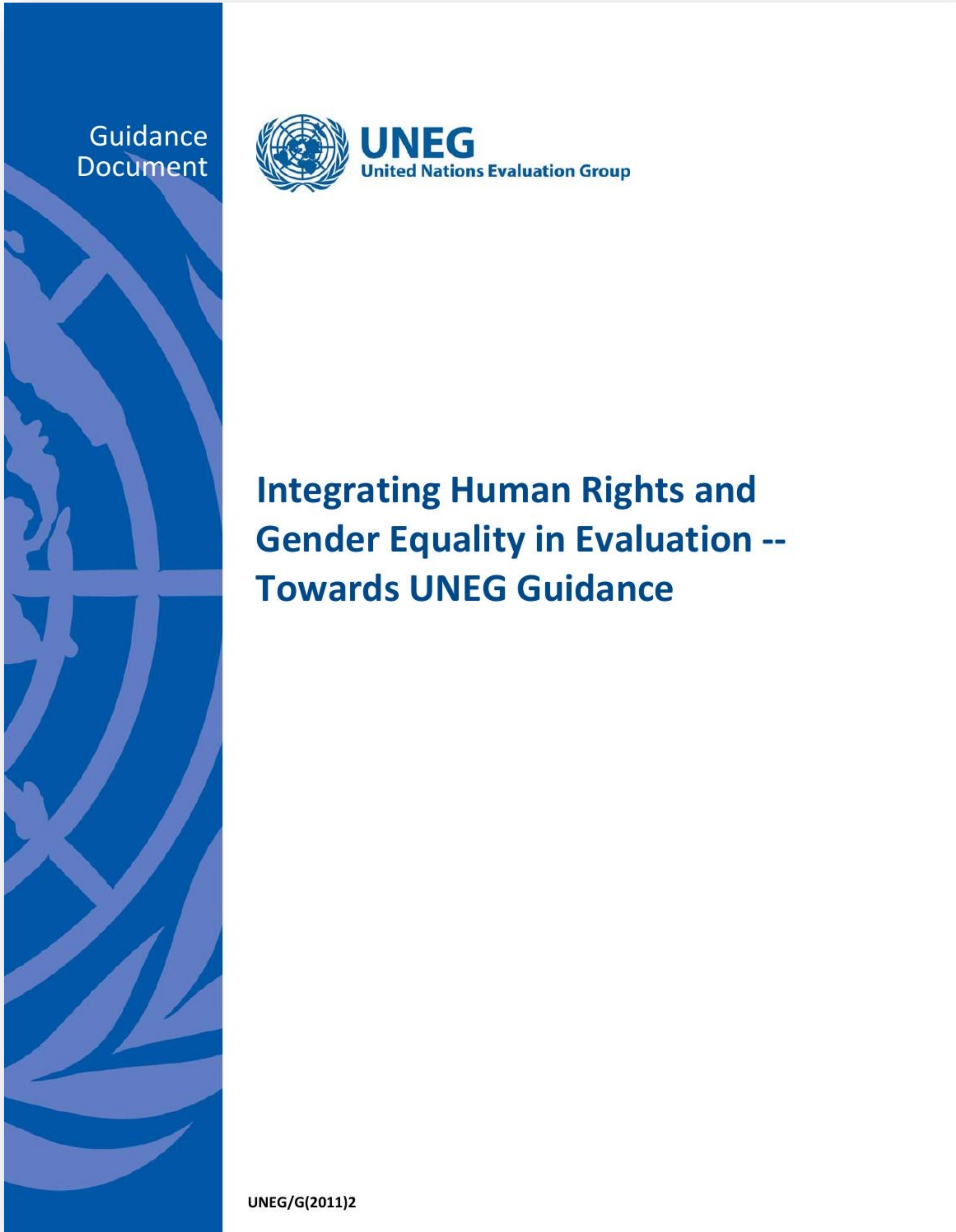
unicef for every child

OXFAM

actionaid

THE WILLIAM AND FLORA HEWLETT FOUNDATION

WORLD BANK



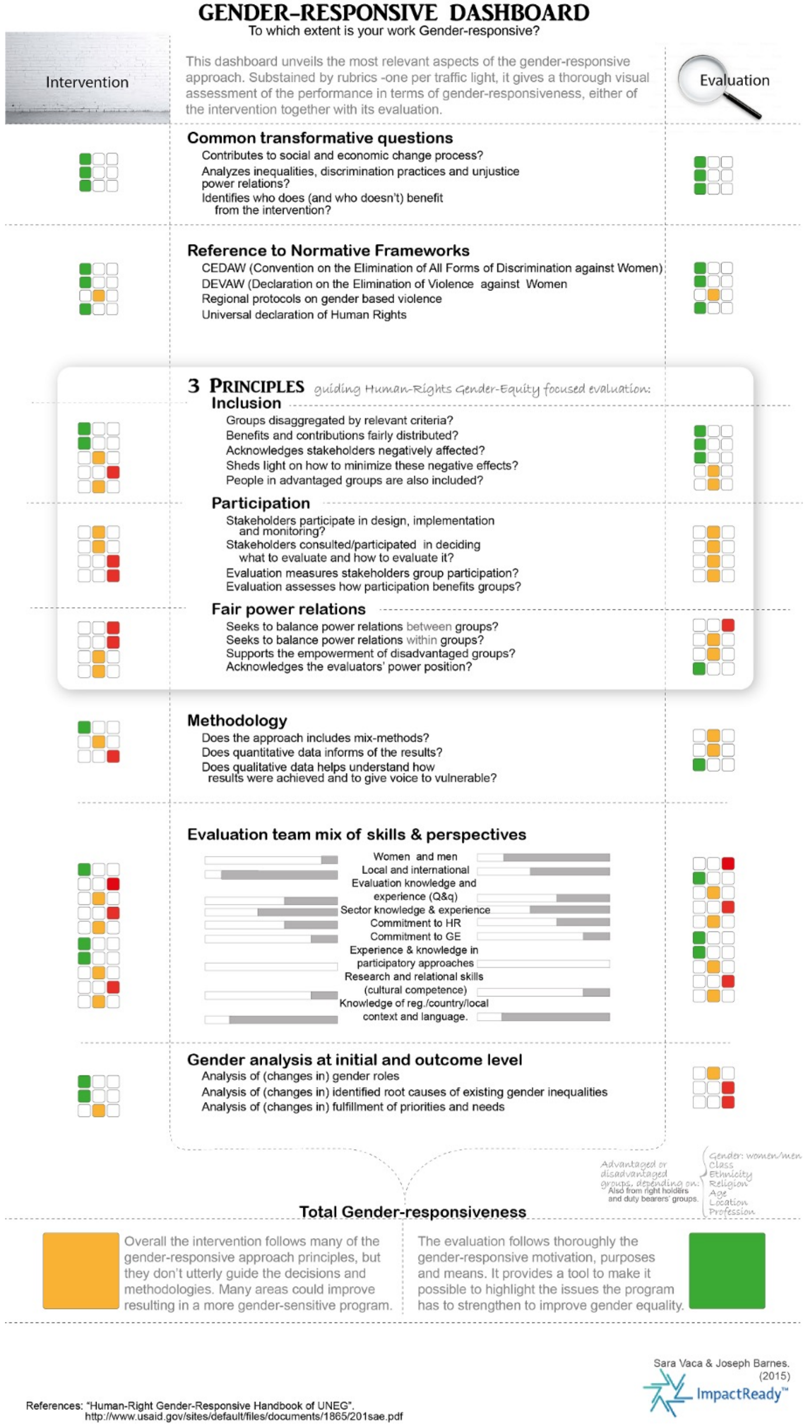
Guidance
Document

UNEG
United Nations Evaluation Group

Integrating Human Rights and Gender Equality in Evaluation -- Towards UNEG Guidance

UNEG/G(2011)2

Checklist



GENDER-RESPONSIVE DASHBOARD

To which extent is your work Gender-responsive?

Intervention
Evaluation

This dashboard unveils the most relevant aspects of the gender-responsive approach. Substained by rubrics -one per traffic light, it gives a thorough visual assessment of the performance in terms of gender-responsiveness, either of the intervention together with its evaluation.

Common transformative questions

Contributes to social and economic change process?
Analyzes inequalities, discrimination practices and unjustice power relations?
Identifies who does (and who doesn't) benefit from the intervention?

Reference to Normative Frameworks

CEDAW (Convention on the Elimination of All Forms of Discrimination against Women)
DEVAW (Declaration on the Elimination of Violence against Women
Regional protocols on gender based violence
Universal declaration of Human Rights

3 PRINCIPLES *guiding Human-Rights Gender-Equity focused evaluation:*

Inclusion

Groups disaggregated by relevant criteria?
Benefits and contributions fairly distributed?
Acknowledges stakeholders negatively affected?
Sheds light on how to minimize these negative effects?
People in advantaged groups are also included?

Participation

Stakeholders participate in design, implementation and monitoring?
Stakeholders consulted/participated in deciding what to evaluate and how to evaluate it?
Evaluation measures stakeholders group participation?
Evaluation assesses how participation benefits groups?

Fair power relations

Seeks to balance power relations between groups?
Seeks to balance power relations within groups?
Supports the empowerment of disadvantaged groups?
Acknowledges the evaluators' power position?

Methodology

Does the approach includes mix-methods?
Does quantitative data informs of the results?
Does qualitative data helps understand how results were achieved and to give voice to vulnerable?

Evaluation team mix of skills & perspectives

Women and men
Local and international
Evaluation knowledge and experience (Q&q)
Sector knowledge & experience
Commitment to HR
Commitment to GE
Experience & knowledge in participatory approaches
Research and relational skills (cultural competence)
Knowledge of reg./country/local context and language.

Gender analysis at initial and outcome level

Analysis of (changes in) gender roles
Analysis of (changes in) identified root causes of existing gender inequalities
Analysis of (changes in) fulfillment of priorities and needs

Advantaged or disadvantaged groups, depending on:
Gender: women/men
Class
Ethnicity
Religion
Age
Location
Profession

Also from right holders and duty bearers' groups.

Total Gender-responsiveness

Overall the intervention follows many of the gender-responsive approach principles, but they don't utterly guide the decisions and methodologies. Many areas could improve resulting in a more gender-sensitive program.

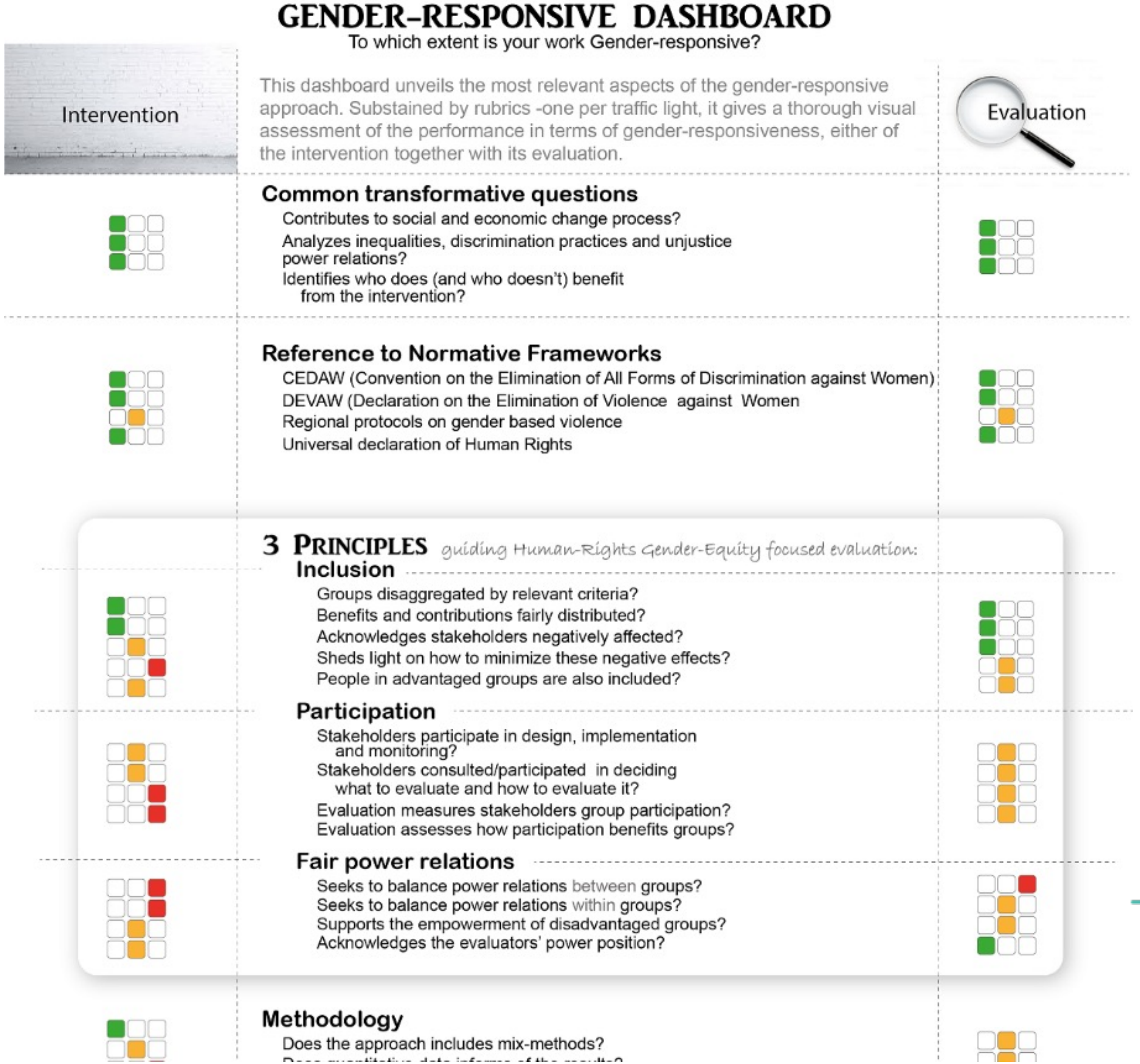
The evaluation follows thoroughly the gender-responsive motivation, purposes and means. It provides a tool to make it possible to highlight the issues the program has to strengthen to improve gender equality.

Sara Vaca & Joseph Barnes.
(2015)
ImpactReady™

References: "Human-Right Gender-Responsive Handbook of UNEG".
http://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf

ImpactReady™

http://www.evalyear.com



GENDER-RESPONSIVE DASHBOARD

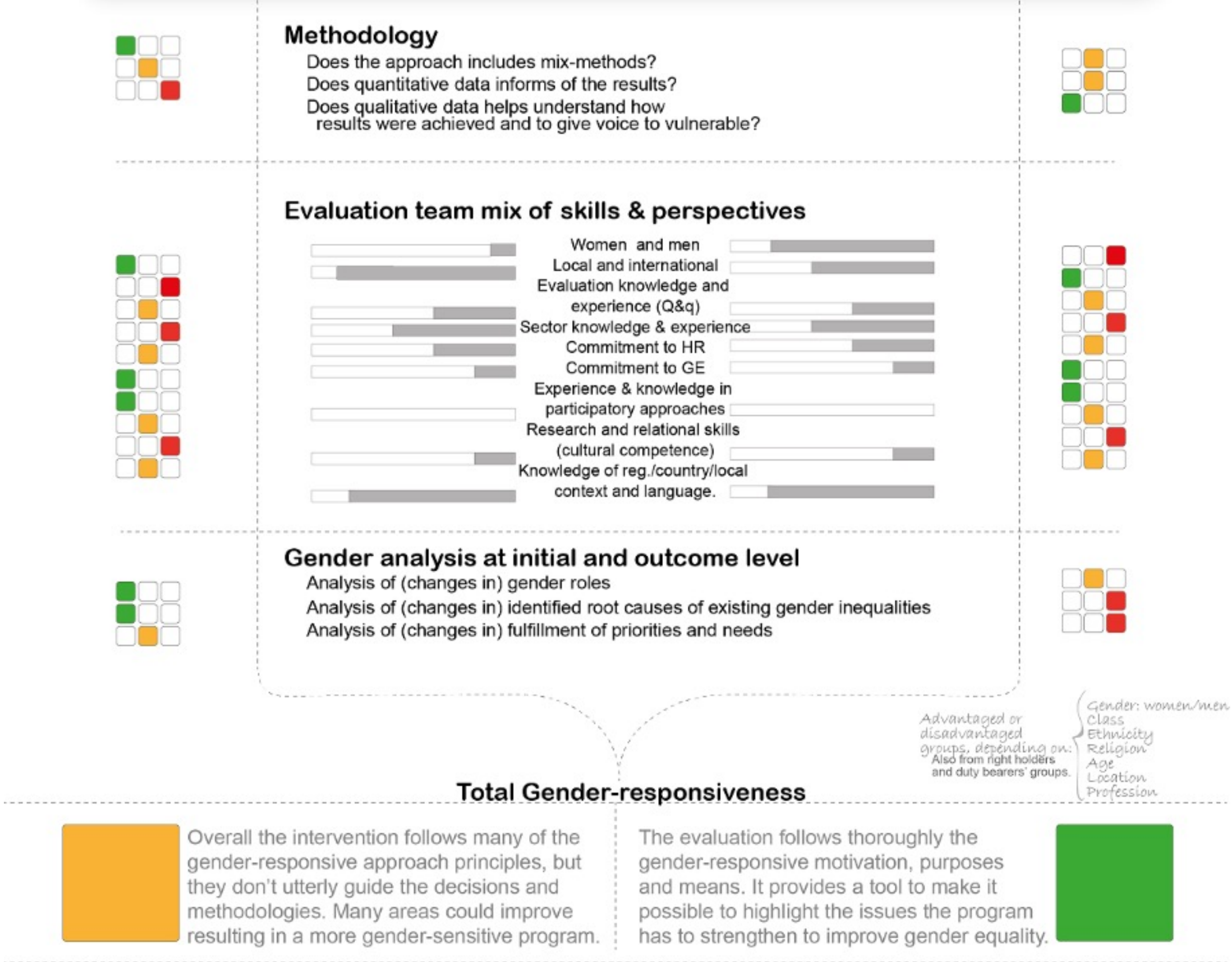
To which extent is your work Gender-responsive?

This dashboard unveils the most relevant aspects of the gender-responsive approach. Substained by rubrics -one per traffic light, it gives a thorough visual assessment of the performance in terms of gender-responsiveness, either of the intervention together with its evaluation.

Intervention		Evaluation
	Common transformative questions	
🟩⬜⬜	Contributes to social and economic change process?	🟩⬜⬜
🟩⬜⬜	Analyzes inequalities, discrimination practices and unjustice power relations?	🟩⬜⬜
🟩⬜⬜	Identifies who does (and who doesn't) benefit from the intervention?	🟩⬜⬜
	Reference to Normative Frameworks	
🟩⬜⬜	CEDAW (Convention on the Elimination of All Forms of Discrimination against Women)	🟩⬜⬜
🟩⬜⬜	DEVAW (Declaration on the Elimination of Violence against Women	🟩⬜⬜
⬜🟧⬜	Regional protocols on gender based violence	⬜🟧⬜
🟩⬜⬜	Universal declaration of Human Rights	🟩⬜⬜
	3 PRINCIPLES *guiding Human-Rights Gender-Equity focused evaluation:*	
	Inclusion	
🟩⬜⬜	Groups disaggregated by relevant criteria?	🟩⬜⬜
🟩⬜⬜	Benefits and contributions fairly distributed?	🟩⬜⬜
⬜🟧⬜	Acknowledges stakeholders negatively affected?	🟩⬜⬜
⬜⬜🟥	Sheds light on how to minimize these negative effects?	⬜🟧⬜
⬜🟧⬜	People in advantaged groups are also included?	⬜🟧⬜
	Participation	
⬜🟧⬜	Stakeholders participate in design, implementation and monitoring?	⬜🟧⬜
⬜🟧⬜	Stakeholders consulted/participated in deciding what to evaluate and how to evaluate it?	⬜🟧⬜
⬜⬜🟥	Evaluation measures stakeholders group participation?	⬜🟧⬜
⬜⬜🟥	Evaluation assesses how participation benefits groups?	⬜🟧⬜
	Fair power relations	
⬜⬜🟥	Seeks to balance power relations between groups?	⬜⬜🟥
⬜⬜🟥	Seeks to balance power relations within groups?	⬜🟧⬜
⬜🟧⬜	Supports the empowerment of disadvantaged groups?	⬜🟧⬜
⬜🟧⬜	Acknowledges the evaluators' power position?	🟩⬜⬜
	Methodology	
🟩⬜⬜	Does the approach includes mix-methods?	⬜🟧⬜

ImpactReady™

http://www.evalyear.com



Methodology

Does the approach includes mix-methods?
Does quantitative data informs of the results?
Does qualitative data helps understand how results were achieved and to give voice to vulnerable?

Evaluation team mix of skills & perspectives

Women and men
Local and international
Evaluation knowledge and experience (Q&q)
Sector knowledge & experience
Commitment to HR
Commitment to GE
Experience & knowledge in participatory approaches
Research and relational skills (cultural competence)
Knowledge of reg./country/local context and language.

Gender analysis at initial and outcome level

Analysis of (changes in) gender roles
Analysis of (changes in) identified root causes of existing gender inequalities
Analysis of (changes in) fulfillment of priorities and needs

Advantaged or disadvantaged groups, depending on:
Also from right holders and duty bearers' groups.

Gender: women/men
Class
Ethnicity
Religion
Age
Location
Profession

Total Gender-responsiveness

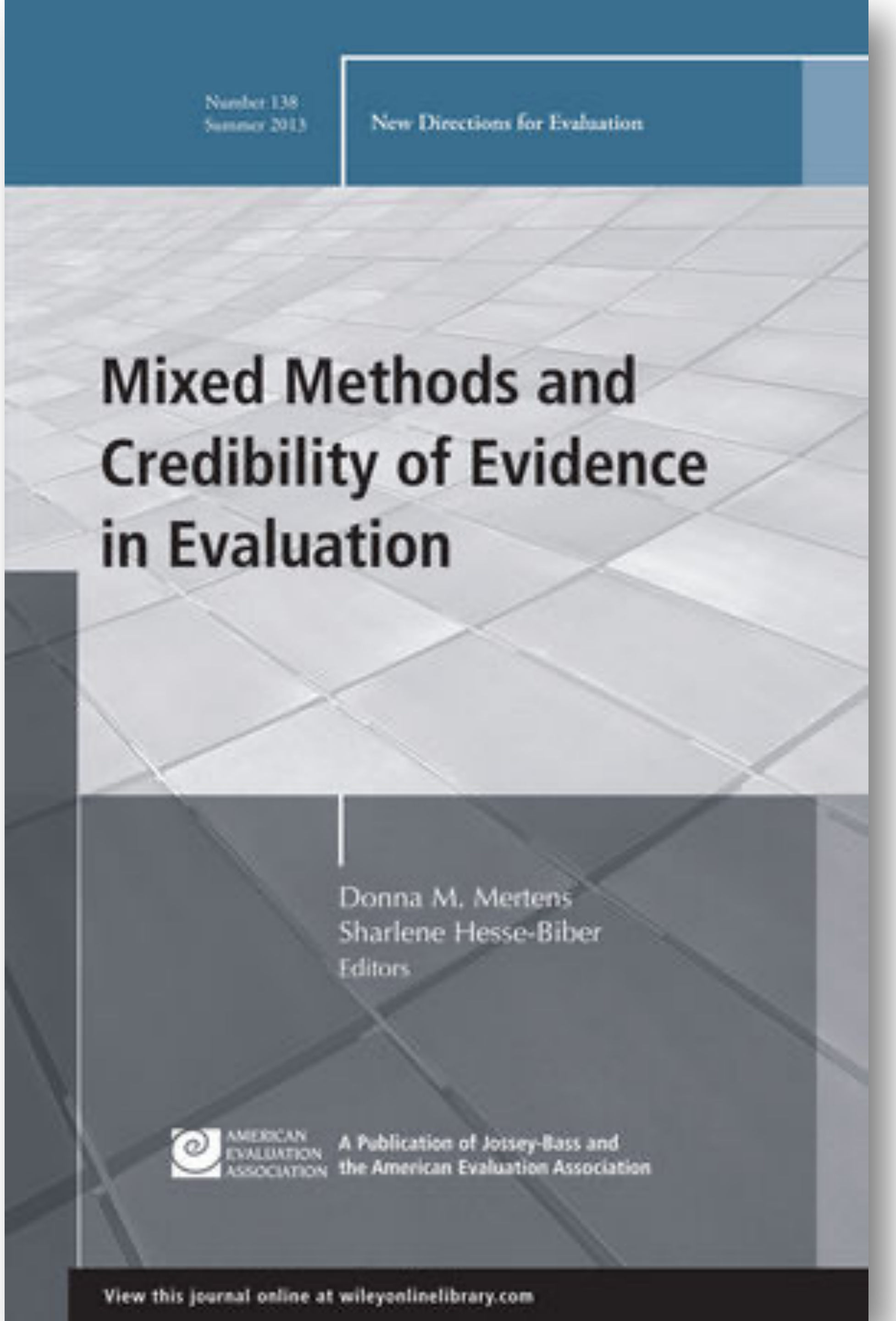
Overall the intervention follows many of the gender-responsive approach principles, but they don't utterly guide the decisions and methodologies. Many areas could improve resulting in a more gender-sensitive program.

The evaluation follows thoroughly the gender-responsive motivation, purposes and means. It provides a tool to make it possible to highlight the issues the program has to strengthen to improve gender equality.

Sara Vaca & Joseph Barnes. (2015)

http://www.evalyear.com

References: "Human-Right Gender-Responsive Handbook of UNEG". http://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf



Number 138
Summer 2013

New Directions for Evaluation

Mixed Methods and Credibility of Evidence in Evaluation

Donna M. Mertens
Sharlene Hesse-Biber
Editors

AMERICAN EVALUATION ASSOCIATION

A Publication of Jossey-Bass and the American Evaluation Association

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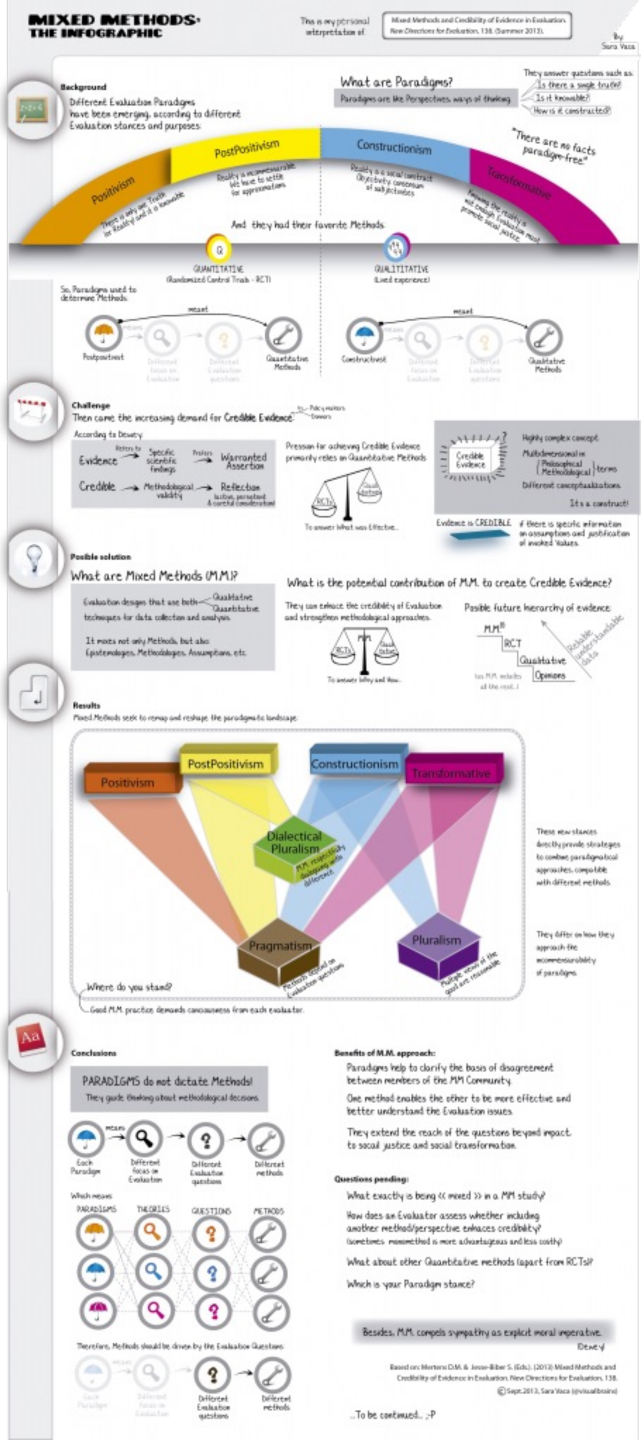
Infographic (summary)



MIXED METHODS: THE INFOGRAPHIC

This is my personal interpretation of: Mixed Methods and Credibility of Evidence in Evaluation. *New Directions for Evaluation*, 138. (Summer 2013).

By Sara Vaca

Background

Different Evaluation Paradigms have been emerging, according to different Evaluation stances and purposes:

What are Paradigms?

Paradigms are like Perspectives, ways of thinking

They answer questions such as:
- Is there a single truth?
- Is it knowable?
- How is it constructed?

"There are no facts paradigm-free"

And they had their favorite Methods:

So, Paradigms used to determine Methods.

Challenge

Then came the increasing demand for Credible Evidence — by: Policy makers, Donors

According to Dewey:

Pressure for achieving Credible Evidence primarily relies on Quantitative Methods

Evidence is CREDIBLE if there is specific information on assumptions and justification of invoked Values.

Possible solution

What are Mixed Methods (M.M.)?

Evaluation designs that use both Qualitative / Quantitative techniques for data collection and analysis.

It mixes not only Methods, but also: Epistemologies, Methodologies, Assumptions, etc.

What is the potential contribution of M.M. to create Credible Evidence?

They can enhace the credibility of Evaluation and strengthen methodological approaches.

Possible future hierarchy of evidence

Results

Mixed Methods seek to remap and reshape the paradigmatic landscape:

These new stances directly provide strategies to combine paradigmatical approaches, compatible with different methods.

They differ on how they approach the incommensurability of paradigms.

Where do you stand?

Good M.M. practice demands consciousness from each evaluator.

Conclusions

PARADIGMS do not dictate Methods!

They guide thinking about methodological decisions.

Which means

Therefore, Methods should be driven by the Evaluation Questions.

Benefits of M.M. approach:

Paradigms help to clarify the basis of disagreement between members of the MM Community.

One method enables the other to be more effective and better understand the Evaluation issues.

They extend the reach of the questions beyond impact to social justice and social transformation.

Questions pending:

What exactly is being « mixed » in a MM study?

How does an Evaluator assess whether including another method/perspective enhaces credibility? (sometimes monomethod is more advantageous and less costly)

What about other Quantitative methods (apart from RCTs)?

Which is your Paradigm stance?

Besides, M.M. compels sympathy as explicit moral imperative. (Dewey)

Based on: Mertens D.M. & Hesse-Biber S. (Eds.). (2013) Mixed Methods and Credibility of Evidence in Evaluation. New Directions for Evaluation, 138.

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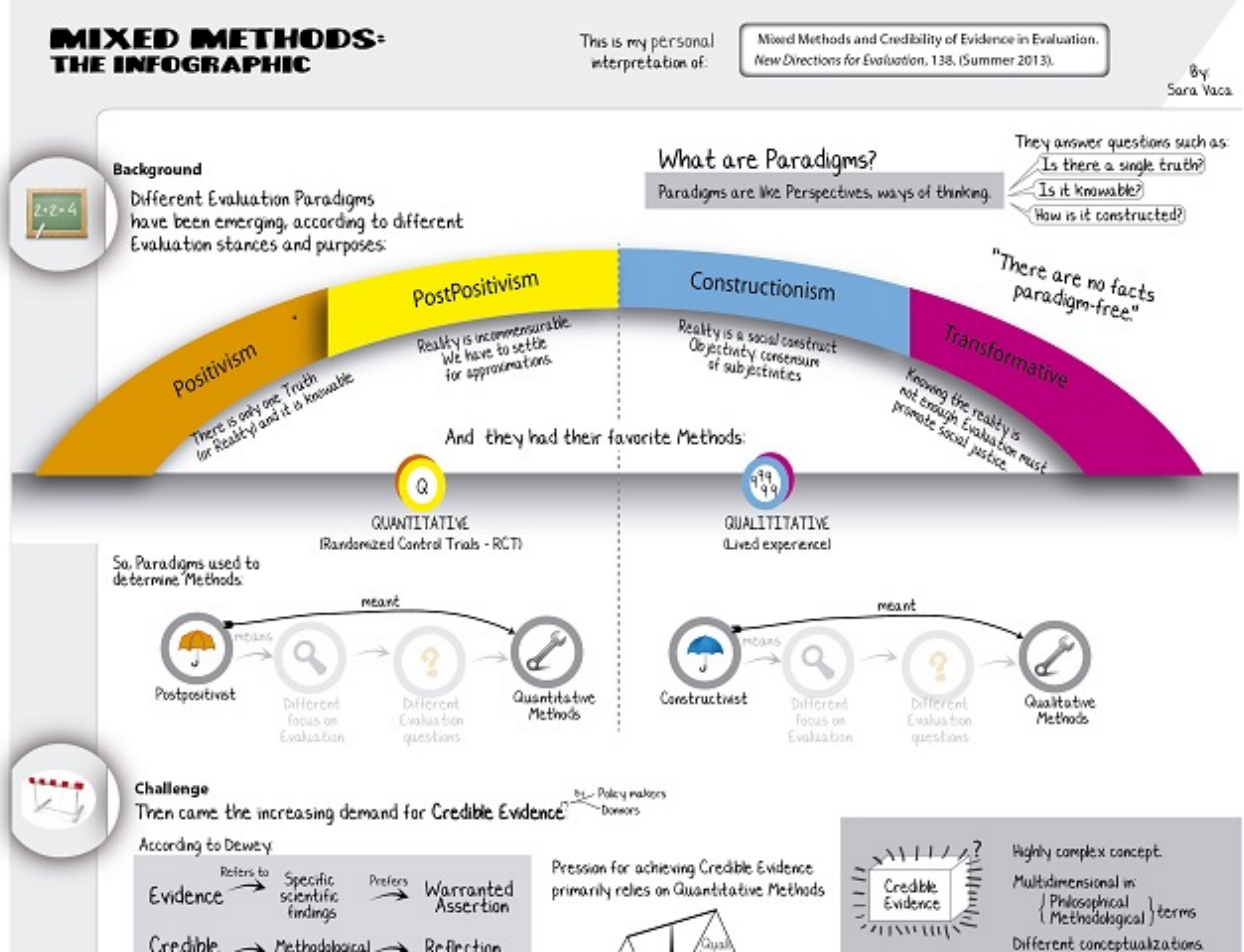
...To be continued... ;-P

Positivism
There is only one Truth for Reality and it is knowable
PostPositivism
Reality is incommensurable. We have to settle for approximations
Constructionism
Reality is a social construct. Objectivity: consensus of subjectivities
Transformative
Knowing the reality is not enough. Evaluation must promote social justice.
Q
QUANTITATIVE
(Randomized Control Trials - RCT)
QUALITITATIVE
(Lived experience)
meant
means
Postpositivist
Different focus on Evaluation
Different Evaluation questions
Quantitative Methods
Constructivist
Qualitative Methods
Evidence
Refers to
Specific scientific findings
Profers
Warranted Assertion
Credible
Methodological validity
Reflection
(active, persistent & careful consideration)
RCTs
Qualitative
To answer What was Effective...
Credible Evidence
Highly complex concept
Multidimensional in (Philosophical, Methodological) terms
Different conceptualizations
It's a construct!
M.M.
To answer Why and How...
M.M.?
RCT
Qualitative
Opinions
(as M.M. includes all the rest..)
Reliable understandable data
Positivism
PostPositivism
Constructionism
Transformative
Dialectical Pluralism
M.M. respectfully dialoguing with difference
Pragmatism
Methods applied on Evaluation questions
Pluralism
Multiple views of the good are reasonable
means
Each Paradigm
Different focus on Evaluation
Different Evaluation questions
Different methods
PARADIGMS
THEORIES
QUESTIONS
METHODS



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Q
999
99

And they had their favorite Methods:

QUANTITATIVE
(Randomized Control Trials - RCT)

QUALITATIVE
(Lived experience)

So, Paradigms used to determine Methods:

meant
means
Postpositivist
Different focus on Evaluation
Different Evaluation questions
Quantitative Methods
meant
means
Constructivist
Different focus on Evaluation
Different Evaluation questions
Qualitative Methods

Challenge

Then came the increasing demand for Credible Evidence

by
Policy makers
Donors

According to Dewey:

Evidence → Refers to → Specific scientific findings → Prefers → Warranted Assertion

Credible → Methodological → Reflection

Pression for achieving Credible Evidence primarily relies on Quantitative Methods

Quali
Credible Evidence
?

Highly complex concept.

Multidimensional in: Philosophical / Methodological terms

Different conceptualizations

CATALOGUE OF EVALUATION CHOICES

version 1.1

Paradigms
Ontological and epistemological stances

- Positivist
- Post-positivist
- Constructivist
- Critical Transformative
- Pragmatist
- Realist

Focus
Critical issues considered along the evaluation

- Human Rights & Equity
- Gender
- Environment
- Humanitarian

Approaches
Types of evaluation

- Gender focused
- Feminist
- Utilisation focused
- Empowerment
- Theory based
- Horizontal
- Responsive
- Deliberat democratic
- Goal free
- Realist
- Real-time
- Collaborative Outcomes Reporting
- Advocacy
- Developmental
- Principles based
- Outcomes harvesting
- Participatory
- Real-world

Methods
Tools to collect data

- Desk review
- Interview
- Focus group discussion
- Observation
- Survey
- Appreciative inquiry (*)
- Case study
- Most significant change
- Life story
- Success case
- Rubrics

(*) Appreciative inquiry (or **Appreciative evaluation**) can be an approach, a design and a method.

Designs
Logics to claim causality

- Randomized control trial
- Quasi experiment
- Contribution analysis
- Positive deviance
- Multiple lines & levels of evidence

Criteria
Overarching evaluation questions

- Relevance
- Design
- Efficacy
- Efficiency
- Impact
- Sustainability
- Equity
- Gender
- Unexpected effects
- Ethics
- Coverage
- Coordination
- Responsiveness
- Environmental impact
- Protection

Objectives
Evaluation outputs

- Assess value, merit, worth
- Evidence 4 decision making
- Conclusions
- Recommendations
- Empowerment

Purpose
Evaluation outcomes

- Accountability
- Learning
- Improvement
- Scale-up
- Social justice

Commissioners' paradigms

- Positivist
- Post-positivist
- Constructivist
- Critical Transformative

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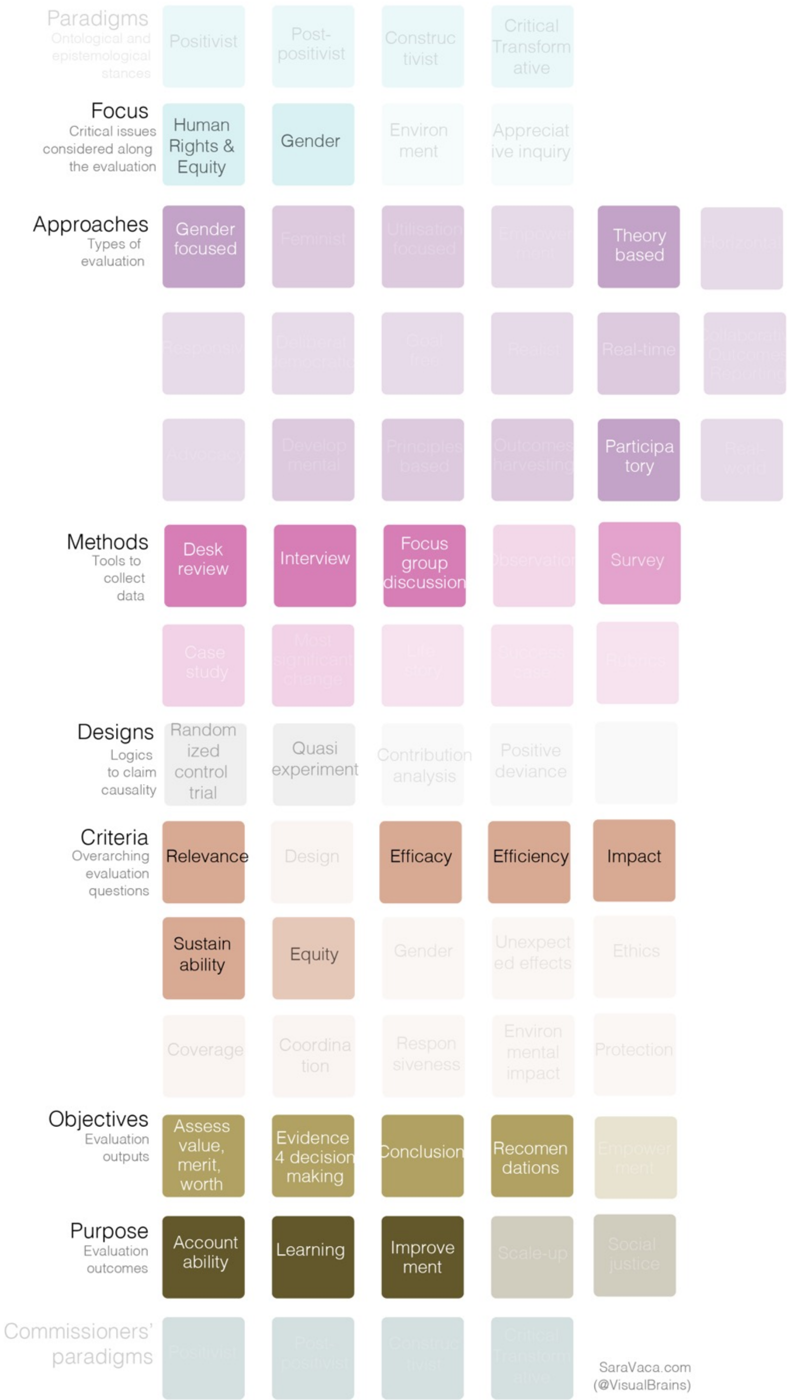
LOVING VISUALS

CATALOGUE OF EVALUATION CHOICES



Paradigms Ontological and epistemological stances	Positivist	Post-positivist	Constructivist	Critical Transformative		
Focus Critical issues considered along the evaluation	Human Rights & Equity	Gender	Environment	Appreciative inquiry		
Approaches Types of evaluation	Gender focused	Feminist	Utilisation focused	Empowerment	Theory based	Horizontal
	Responsive	Deliberative democratic	Goal free	Realist	Real-time	Collaborative Outcomes Reporting
	Advocacy	Developmental	Principles based	Outcomes harvesting	Participatory	Real-world
Methods Tools to collect data	Desk review	Interview	Focus group discussion	Observation	Survey	
	Case study	Most significant change	Life story	Success case	Rubrics	
Designs Logics to claim causality	Randomized control trial	Quasi experiment	Contribution analysis	Positive deviance		
Criteria Overarching evaluation questions	Relevance	Design	Efficacy	Efficiency	Impact	
	Sustainability	Equity	Gender	Unexpected effects	Ethics	
	Coverage	Coordination	Responsiveness	Environmental impact	Protection	
Objectives Evaluation outputs	Assess value, merit, worth	Evidence 4 decision making	Conclusion	Recomendations	Empowerment	
Purpose Evaluation outcomes	Accountability	Learning	Improvement	Scale-up	Social justice	
Commissioners' paradigms	Positivist	Post-positivist	Constructivist	Critical Transformative		

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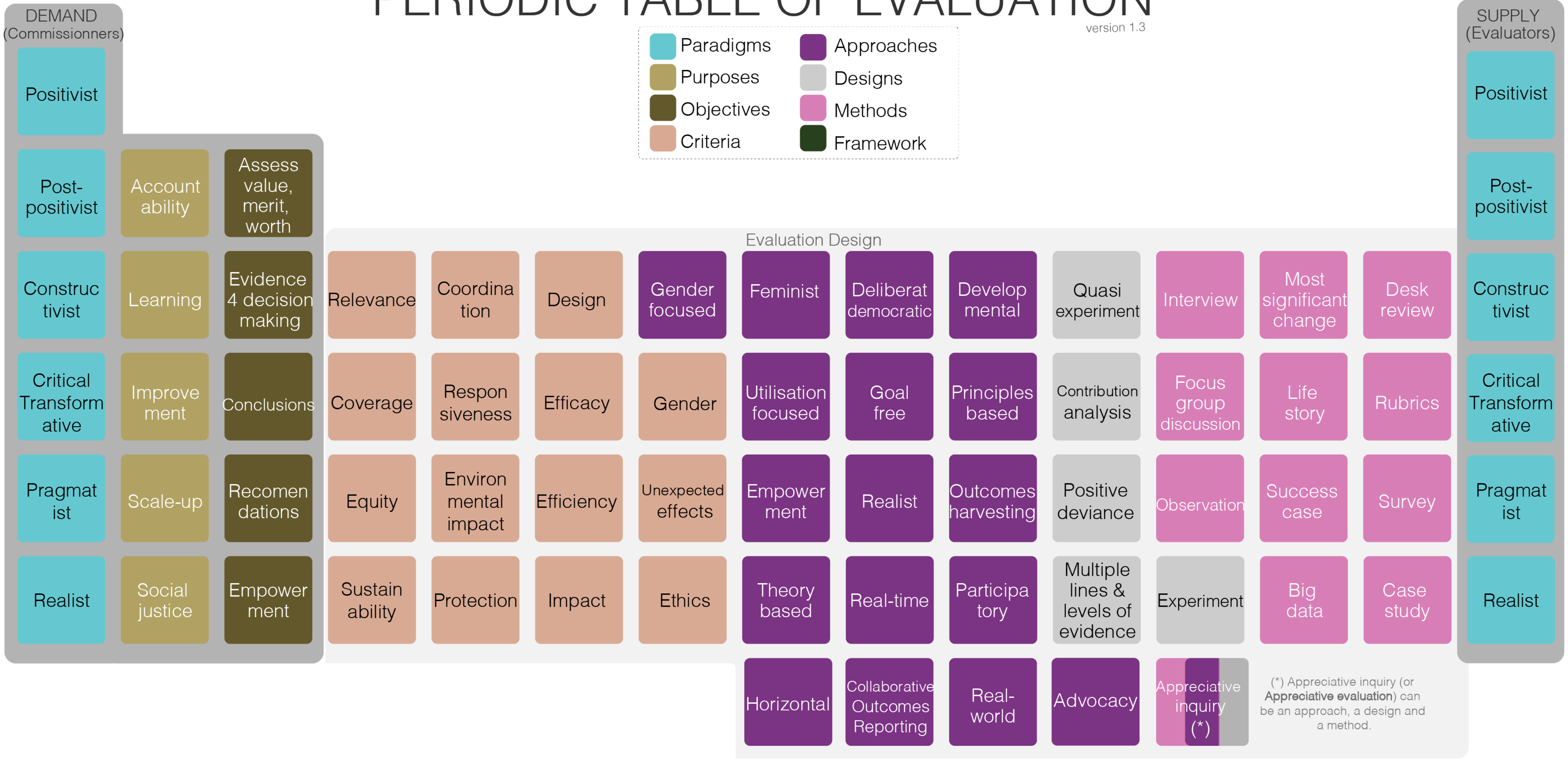
LOVING VISUALS

PERIODIC TABLE OF EVALUATION

version 1.3



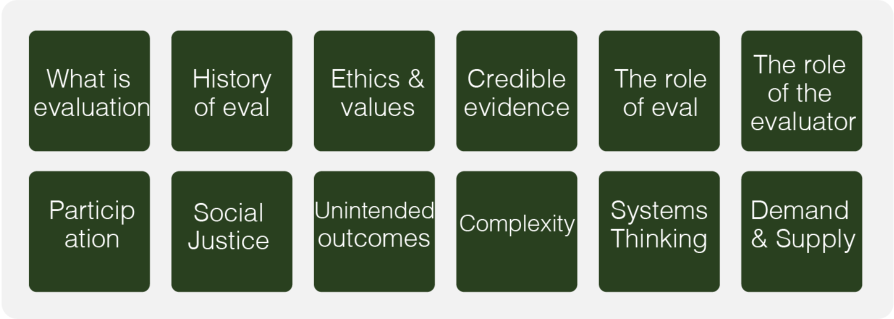
Paradigms
Purposes
Objectives
Criteria

Approaches
Designs
Methods
Framework

DEMAND (Commissionners)			Evaluation Design											SUPPLY (Evaluators)
Positivist														Positivist
Post-positivist	Accountability	Assess value, merit, worth												Post-positivist
Constructivist	Learning	Evidence 4 decision making	Relevance	Coordination	Design	Gender focused	Feminist	Deliberat democratic	Developmental	Quasi experiment	Interview	Most significant change	Desk review	Constructivist
Critical Transformative	Improvement	Conclusions	Coverage	Responsiveness	Efficacy	Gender	Utilisation focused	Goal free	Principles based	Contribution analysis	Focus group discussion	Life story	Rubrics	Critical Transformative
Pragmatist	Scale-up	Recomendations	Equity	Environmental impact	Efficiency	Unexpected effects	Empowerment	Realist	Outcomes harvesting	Positive deviance	Observation	Success case	Survey	Pragmatist
Realist	Social justice	Empowerment	Sustainability	Protection	Impact	Ethics	Theory based	Real-time	Participatory	Multiple lines & levels of evidence	Experiment	Big data	Case study	Realist
							Horizontal	Collaborative Outcomes Reporting	Real-world	Advocacy	Appreciative inquiry (*)			

(*) Appreciative inquiry (or **Appreciative evaluation**) can be an approach, a design and a method.

Paradigms	Ontological/epistemological instances
Purposes	Evaluation outcomes
Objectives	Evaluation outputs
Criteria	Overarching evaluation questions
Approaches	Types of evaluation
Designs	Logics to claim causality
Methods	Tools to collect data
Framework	Issues inherent to evaluation



What is evaluation	History of eval	Ethics & values	Credible evidence	The role of eval	The role of the evaluator
Participation	Social Justice	Unintended outcomes	Complexity	Systems Thinking	Demand & Supply

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OVING VISUALS

WORKSHOP AGENDA

Day 1 (22nd October)

1. DATA VISUALIZATION
   - What is Data Visualization
   - Justification
   - Advantages / Disadvantages
   - Data – Information – Knowledge
   - Exercise
2. TOOLS
   - Preattentive features
   - Qualitative/Quantitative
   - Catalogues of tools
   - Catalogue of programs
   - Exercise
3. USES
   - Meta-evaluation dashboard
   - Visualization of Evaluation criteria
   - Exercise

Day 2 (23rd October)

1. DATA VISUALIZATION
   - Checklist of a good Dataviz
   - How do I approach Dataviz
   - Good examples
   - Who to follow
   - Exercise
2. USES
   - CV Visual
   - (New posts)
   - Exercise
3. EXERCISES
   - What parts of M&E (reports) could be visualized
   - Visualize paragraphs in a report
   - Visualize Eval criteria, methodology, timelines, tables of content
   - Ideas for Executive Summaries
   - Let's criticize together
   - Bring your examples.
   - What would you like ideas

Workshop Agenda

Day 1 – Monday 22nd October

DATA VISUALIZATION
- What is Data Visualization
- Justification & discussion
- Visual Thinking
- Exercise

DATAVIZ IN PRACTICE
- Some Dataviz concepts
- Some Dataviz Principles
- Using Preattentive features
- Catalogues of tools
- Exercise

USES
- Meta-evaluation dashboard
- Reporting criteria

Day 2 – Tuesday 23rd October)

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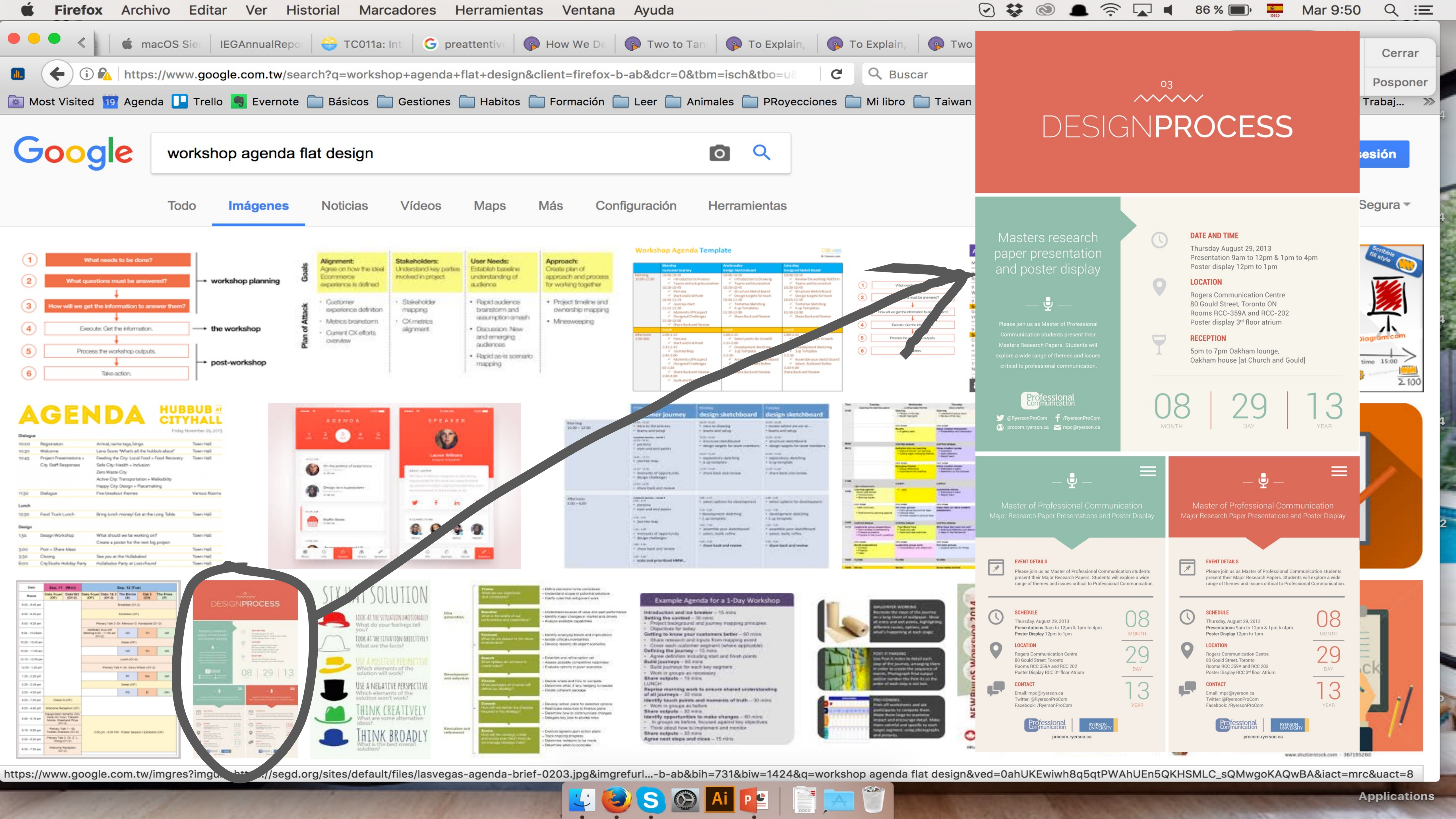
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Two to Tan
To Explain,
To Explain,
Two
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Most Visited
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HUBBUB AT CITYHALL
SIX HAT SOLUTION
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Applications

03

DESIGNPROCESS

Masters research paper presentation and poster display

Please join us as Master of Professional Communication students present their Masters Research Papers. Students will explore a wide range of themes and issues critical to professional communication.

Professional Communication

@RyersonProCom /RyersonProCom
procom.ryerson.ca mpc@ryerson.ca

DATE AND TIME

Thursday August 29, 2013
Presentation 9am to 12pm & 1pm to 4pm
Poster display 12pm to 1pm

LOCATION

Rogers Communication Centre
80 Gould Street, Toronto ON
Rooms RCC-359A and RCC-202
Poster display 3rd floor atrium

RECEPTION

5pm to 7pm Oakham lounge,
Oakham house [at Church and Gould]

08 MONTH | 29 DAY | 13 YEAR

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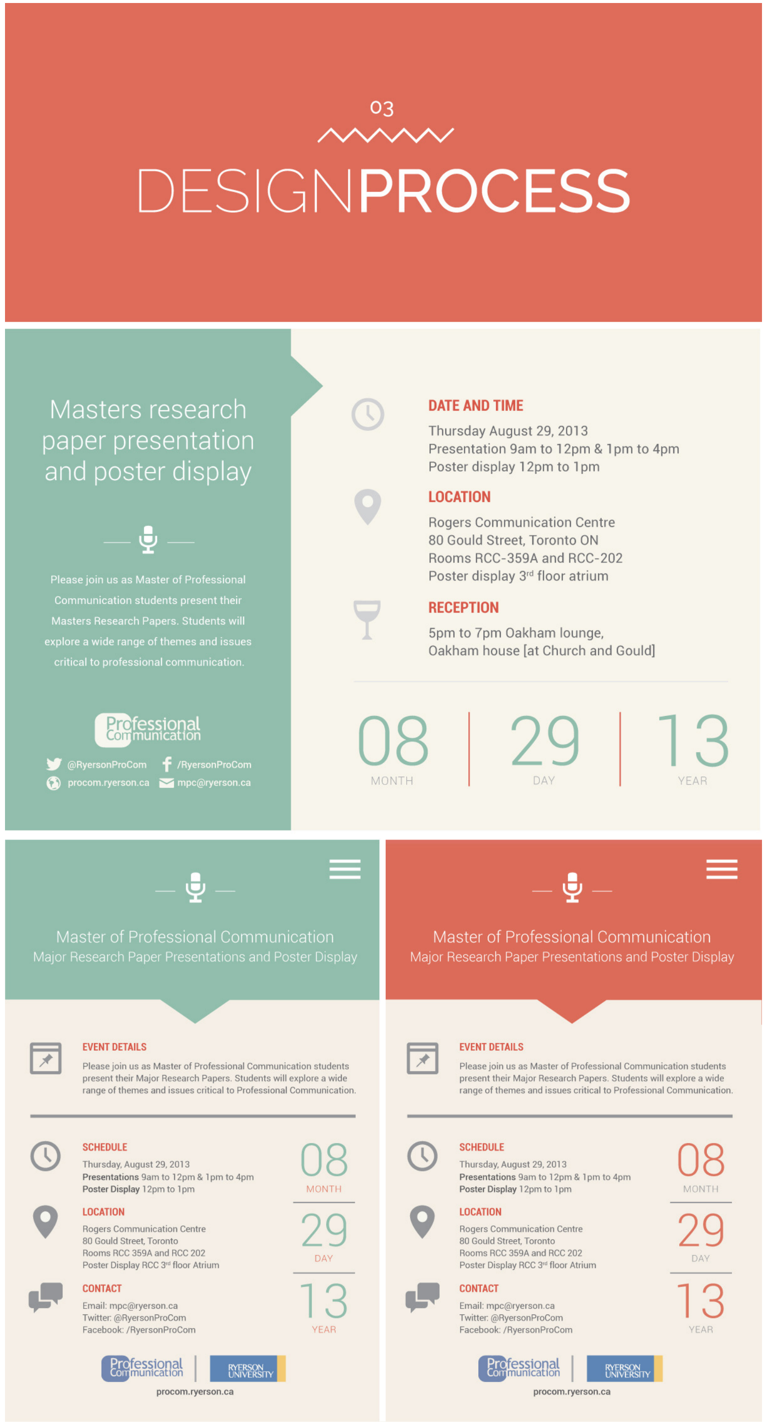

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- Exercise

USES

- Meta-evaluation dashboard
- Reporting criteria

Day 2 – Tuesday 23rd October)

DATA VISUALIZATION

- Checklist of good Dataviz
- How I do approach Dataviz
- Good examples
- Who to follow
- Exercise

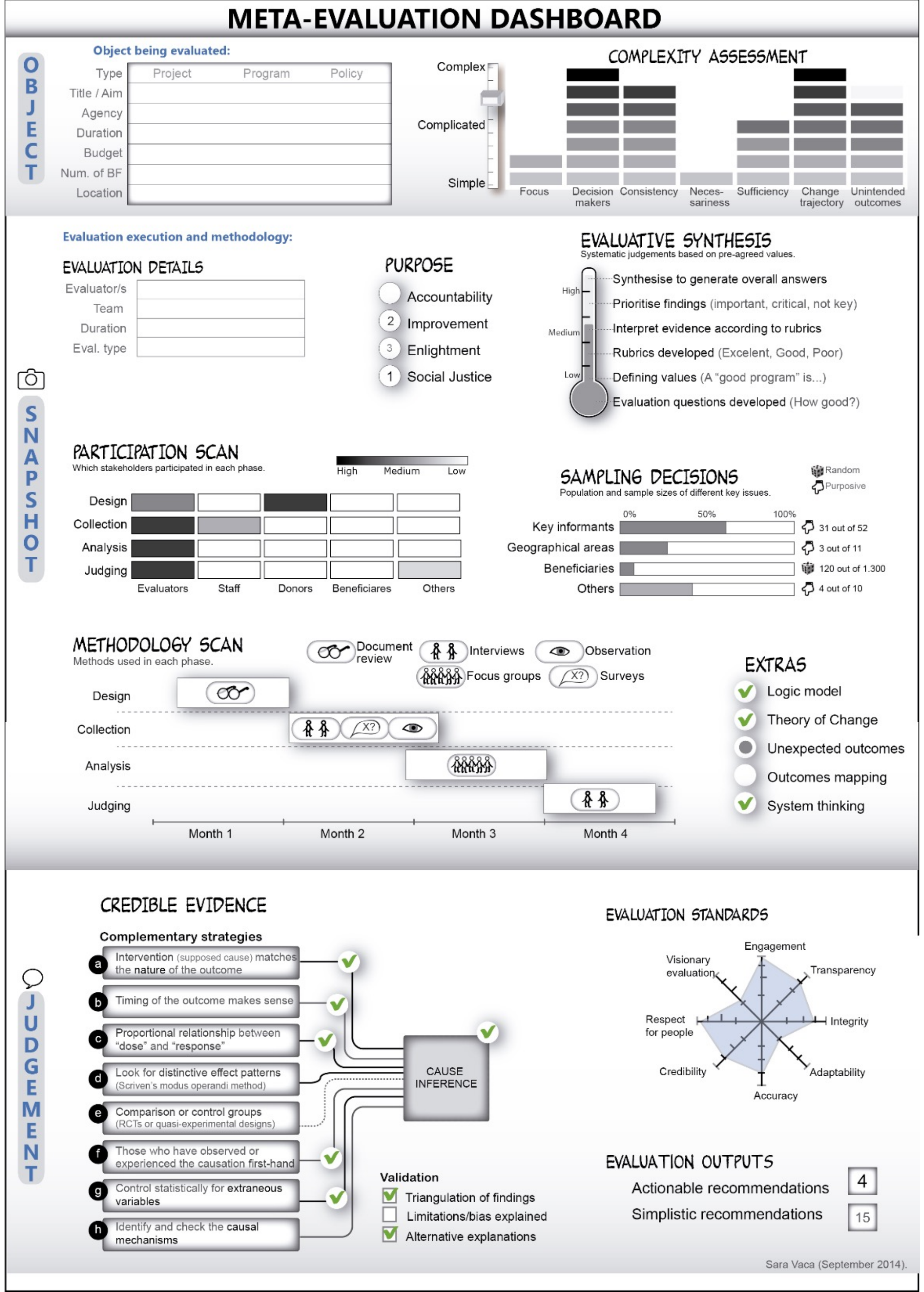
USES

- CV Visual
- (New posts)
- Exercise

EXERCISES

- Visualize paragraphs in a report
- Visualize Eval criteria, timelines, tables of content
- Ideas for Executive Summaries
- Let’s criticize together
- Bring your examples.
- What would you like ideas

META-EVALUATION DASHBOARD



Object being evaluated:

Type	Project Program Policy
Title / Aim	
Agency	
Duration	
Budget	
Num. of BF	
Location	

COMPLEXITY ASSESSMENT

Evaluation execution and methodology:

EVALUATION DETAILS

Evaluator/s	
Team	
Duration	
Eval. type	

PURPOSE

- ○ Accountability
- 2 Improvement
- 3 Enlightment
- 1 Social Justice

EVALUATIVE SYNTHESIS

Systematic judgements based on pre-agreed values.

High
Medium
Low

- Synthesise to generate overall answers
- Prioritise findings (important, critical, not key)
- Interpret evidence according to rubrics
- Rubrics developed (Excelent, Good, Poor)
- Defining values (A "good program" is...)
- Evaluation questions developed (How good?)

PARTICIPATION SCAN

Which stakeholders participated in each phase.

High
Medium
Low
Design
Collection
Analysis
Judging
Evaluators
Staff
Donors
Beneficiares
Others

SAMPLING DECISIONS

Population and sample sizes of different key issues.

Random
Purposive
0%
50%
100%

Key informants	31 out of 52
Geographical areas	3 out of 11
Beneficiaries	120 out of 1.300
Others	4 out of 10

METHODOLOGY SCAN

Methods used in each phase.

Document review
Interviews
Observation
Focus groups
Surveys
Design
Collection
Analysis
Judging
Month 1
Month 2
Month 3
Month 4

EXTRAS

- ✓ Logic model
- ✓ Theory of Change
- ● Unexpected outcomes
- ○ Outcomes mapping
- ✓ System thinking

CREDIBLE EVIDENCE

Complementary strategies

- a Intervention (supposed cause) matches the nature of the outcome ✓
- b Timing of the outcome makes sense ✓
- c Proportional relationship between "dose" and "response" ✓
- d Look for distinctive effect patterns (Scriven's modus operandi method)
- e Comparison or control groups (RCTs or quasi-experimental designs)
- f Those who have observed or experienced the causation first-hand ✓
- g Control statistically for extraneous variables ✓
- h Identify and check the causal mechanisms

CAUSE INFERENCE

Validation

- ☑ Triangulation of findings
- ☐ Limitations/bias explained
- ☑ Alternative explanations

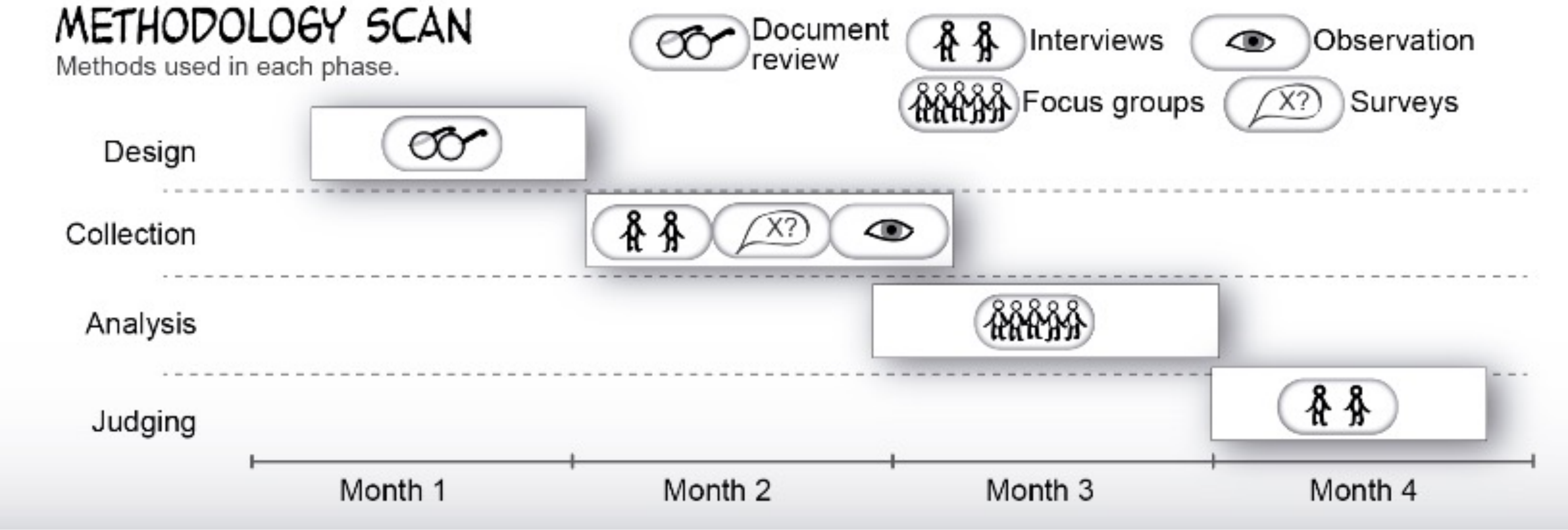
EVALUATION STANDARDS

Engagement
Transparency
Integrity
Adaptability
Accuracy
Credibility
Respect for people
Visionary evaluation

EVALUATION OUTPUTS

Actionable recommendations	4
Simplistic recommendations	15

Sara Vaca (September 2014).

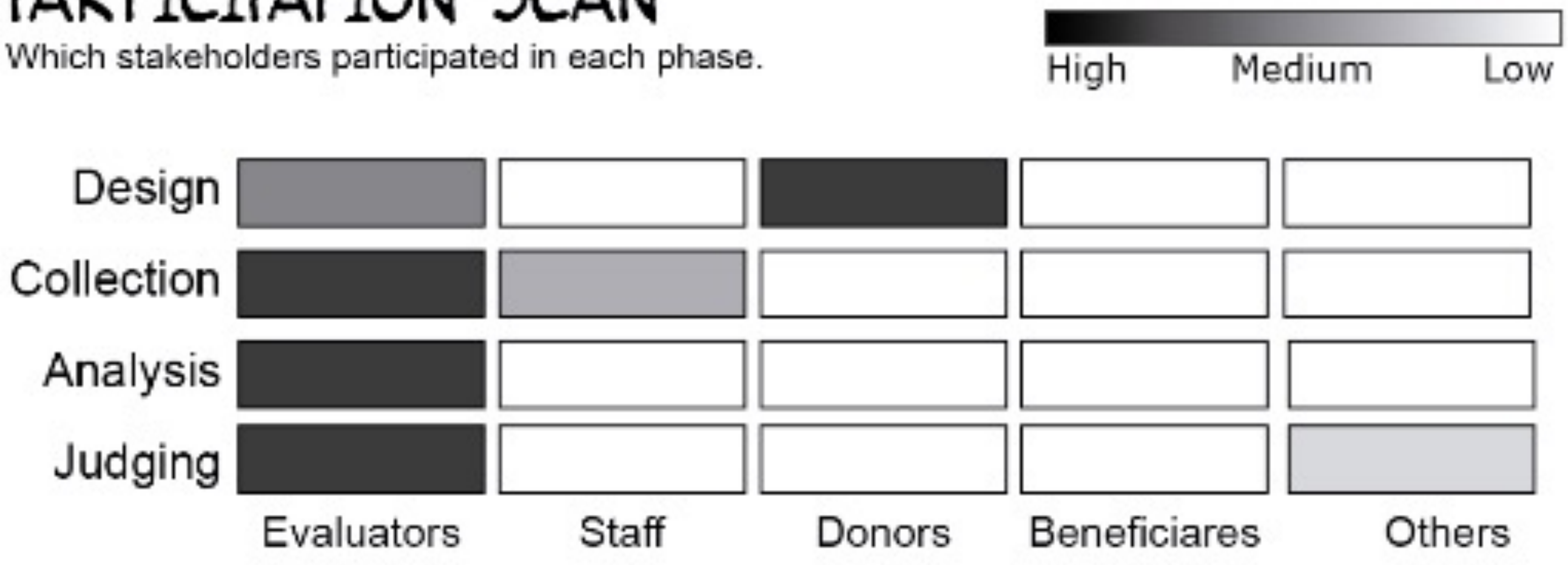


METHODOLOGY SCAN

Methods used in each phase.

PARTICIPATION SCAN

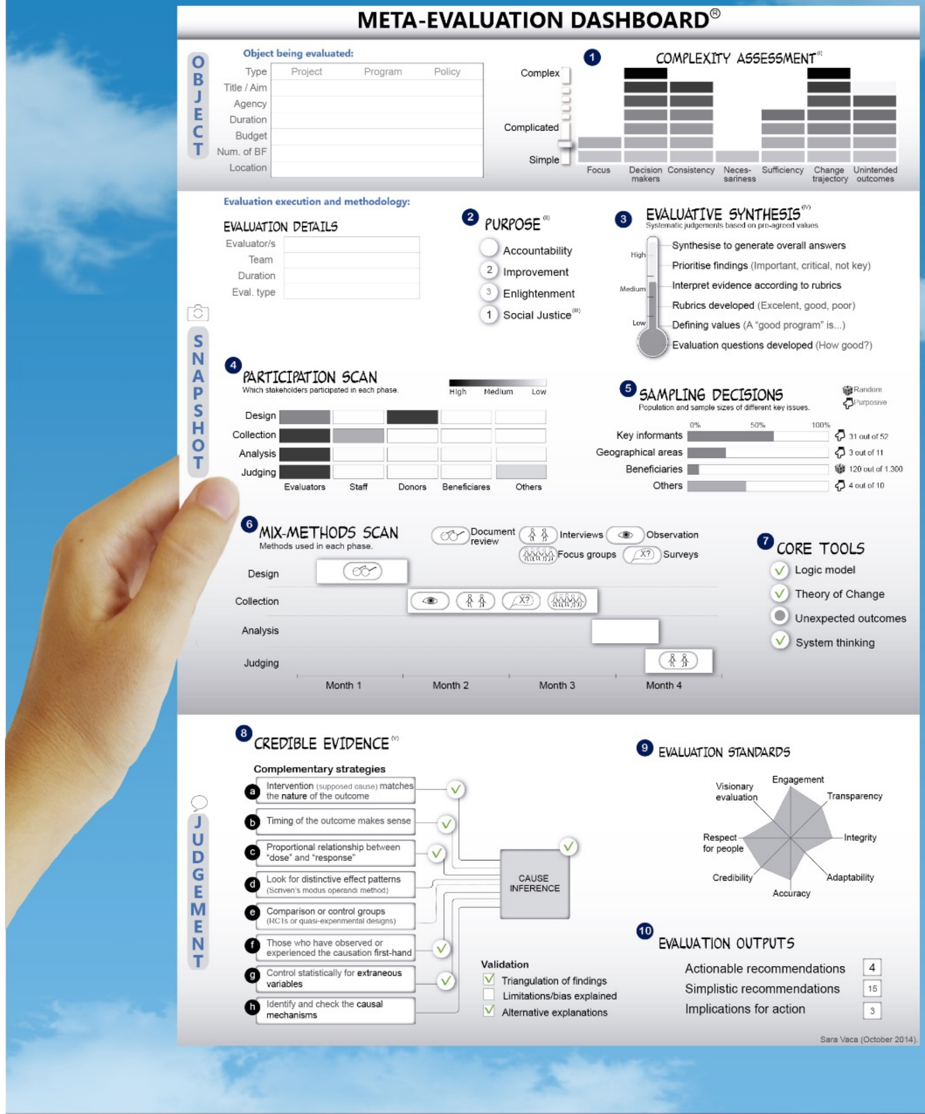
Which stakeholders participated in each phase.



THE META-EVALUATION DASHBOARD

A quality assurance tool for visualizing evaluation methodology at one glance

Sara Vaca



META-EVALUATION DASHBOARD®

OBJECT

Object being evaluated:

Type	Project	Program	Policy
Title / Aim			
Agency			
Duration			
Budget			
Num. of BF			
Location			

1 COMPLEXITY ASSESSMENT[I]

Complex
Complicated
Simple
Focus
Decision makers
Consistency
Neces-sariness
Sufficiency
Change trajectory
Unintended outcomes

SNAPSHOT

Evaluation execution and methodology:

EVALUATION DETAILS

Evaluator/s	
Team	
Duration	
Eval. type	

2 PURPOSE[II]

- ○ Accountability
- 2 Improvement
- 3 Enlightenment
- 1 Social Justice[III]

3 EVALUATIVE SYNTHESIS[IV]

Systematic judgements based on pre-agreed values

- Synthesise to generate overall answers
- Prioritise findings (Important, critical, not key)
- Interpret evidence according to rubrics
- Rubrics developed (Excelent, good, poor)
- Defining values (A "good program" is...)
- Evaluation questions developed (How good?)

4 PARTICIPATION SCAN

Which stakeholders participated in each phase.

	Evaluators	Staff	Donors	Beneficiares	Others
Design	▩	□	■	□	□
Collection	■	▨	□	□	□
Analysis	■	□	□	□	□
Judging	■	□	□	□	▨

5 SAMPLING DECISIONS

Population and sample sizes of different key issues.

Key informants	31 out of 52
Geographical areas	3 out of 11
Beneficiaries	120 out of 1.300
Others	4 out of 10

6 MIX-METHODS SCAN

Methods used in each phase.

7 CORE TOOLS

- ✓ Logic model
- ✓ Theory of Change
- ● Unexpected outcomes
- ✓ System thinking

JUDGEMENT

8 CREDIBLE EVIDENCE[V]

Complementary strategies

- a Intervention (supposed cause) matches the **nature** of the outcome ✓
- b Timing of the outcome makes sense ✓
- c Proportional relationship between "dose" and "response" ✓
- d Look for distinctive effect patterns (Scriven's modus operandi method)
- e Comparison or control groups (RCTs or quasi-experimental designs)
- f Those who have observed or experienced the causation first-hand ✓
- g Control statistically for **extraneous** variables ✓
- h Identify and check the **causal** mechanisms

CAUSE INFERENCE ✓

Validation

- ☑ Triangulation of findings
- ☐ Limitations/bias explained
- ☑ Alternative explanations

9 EVALUATION STANDARDS

10 EVALUATION OUTPUTS

Actionable recommendations	4
Simplistic recommendations	15
Implications for action	3

Sara Vaca (October 2014).

What lies within an evaluation report?

EvalQuality's Dashboard summarises the most relevant aspects of an evaluation for quality assurance. It x-rays what happened during an evaluation, using its evaluation report itself as source. After a thorough analysis and a process of extreme synthesis, the most important elements were selected and visualised:

1. The complexity -or simplicity- of an intervention and its context can be defined by 7 variables: Focus, Involvement of decision-makers, Consistency of delivery, Necessariness of the intervention to achieve the intended impacts, Sufficiency, Change trajectory and Unintended outcomes identified or not in advance.
2. It reflects the ranking of purposes that motivated the evaluation, always according to the evaluation report (or Terms of Reference). More than one purpose can be intended, although the focus will be dispersed. Methodological strategies and designs should be driven by this first decision. This will allow to assess whether the entire methodological strategy is coherent with the purpose/s declared.
3. One of the most "unique" features that makes an evaluation differ from a research study. Many evaluations do this to some extent -defining the evaluation criteria and questions-, but higher levels of evaluative synthesis would require defining values -what is "good", "excellent" and "poor"- in each particular context along with the evidence that would demonstrate each element.
4. The Participation Scan maps the implication of each of the main stakeholders of the evaluation in each evaluation phase. Darker shades indicate higher levels of involvement and responsibility.
5. Almost every evaluation study has to make some decisions in terms of sampling the potential informants. Estimating the number of potential sources, it reflects the number of each type that has been finally been consulted by the evaluators. Finally it represents its %. Also it shows whether it was purposive or random sampling, as usual, according to the evaluation report itself.
6. Techniques and methods used in each phase to assess how these techniques complement each other. Phases are displayed in proportion to the entire timeframe of the evaluation. This example only includes icons of the most commonly used methods, but other methods used would be indicated by icons as well.
7. Furthermore, the Dashboard shows if the evaluators included a logic model and/or theory of change. It also allows to quickly check whether unintended outcomes were explored. Other tools, such as systems thinking, can also be included.
8. For assessing how credible the evidence found, a mix of alternative strategies should be adopted to be reasonably sure that the findings reflect reality. Not all are needed, but the mix should complementary and convincing of causality or causal inference.
9. A mix of different standards and codes of conduct has been compiled, defining key aspects that should be taken into account and, at the same time, than can be easily checked as specific behaviours (in rubrics).
10. Finally, most evaluations conclude with Recommendations. However, these vary enormously in number and quality. The Dashboard attempts to summarize how many recommendations (if any) were included, and also to assess if they were elaborated ones, which should be more useful, insightful and inspirational than simplistic ones, which basically highlight an area that should be generally improved. Other evaluations could include implications or agenda for action instead.

Applications and potential uses

- ✓ Initially, it can be used to visualise the evaluation methodology of an evaluation report after its completion.
- ✓ It can be used by evaluators to explain the methodology they have followed.
- ✓ It is a tool for meta-evaluating and quality assurance.
- ✓ But it can also be used to visualise an evaluation design prior to its realisation.
- ✓ It can be useful in discussing evaluation design with evaluation commissioners, to explore various options.
- ✓ And it could be used to show the evaluation design proposed by the commissioner in the Terms of Reference.

Generic dashboard that collects the main methodological choices of the evaluation design.
Useful before and after the evaluation. To be customised for special contexts. Backed up by rubrics.

Research
Analytical & visual thinking
Creation
Peer-review
Validation
Customisation & Use

BASED ON (and thanking) THE FOLLOWING CONTRIBUTIONS:

(I) Rogers, P. (2011) Program theory and logic models for systemic evaluation.
International Conference on Systemic Approaches in Evaluation.
http://www.evaluation-conference.de/downloads/63_C1_presentation.pdf

(II) D.L. Stufflebeam, Anthony J. Shinkfield (1984). Systematic Evaluation:
A Self-Instructional Guide to Theory and Practice (Evaluation in Education and Human Services)

(III) Mertens, D. (2007) Transformative Paradigm: Mixed Methods and Social Justice.
Journal of Mixed Methods Research 2007; 1; 212

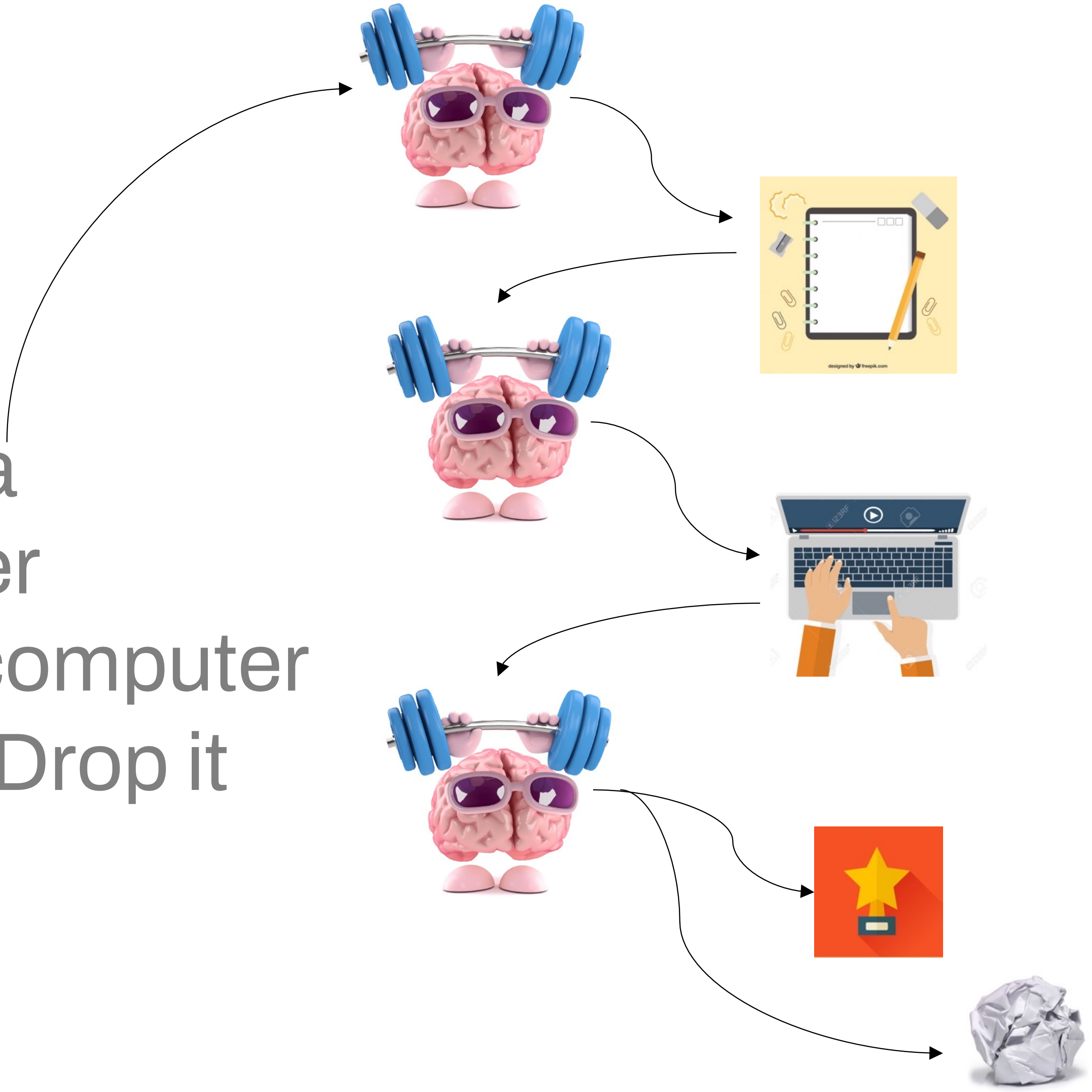
(IV) Davidson, J. (2014) It's very core of evaluation and makes or breaks our work: so why is it in hardly anyone's toolkit? The EES Newsletter "Evaluation connections" - March 2014.

(V) Davidson, J. & Rogers, P. (2010) Causal inference for program theory evaluation
http://genuineevaluation.com/causal-inference-for-program-theory-evaluation/

LOVING VISUALS

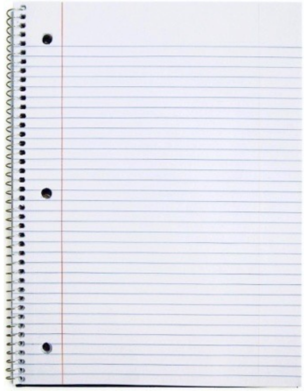
Creative process

1. The content
2. A thought, an idea
3. Iterations on paper
4. Iterations on the computer
5. Finish it / Park it / Drop it



My formula

+



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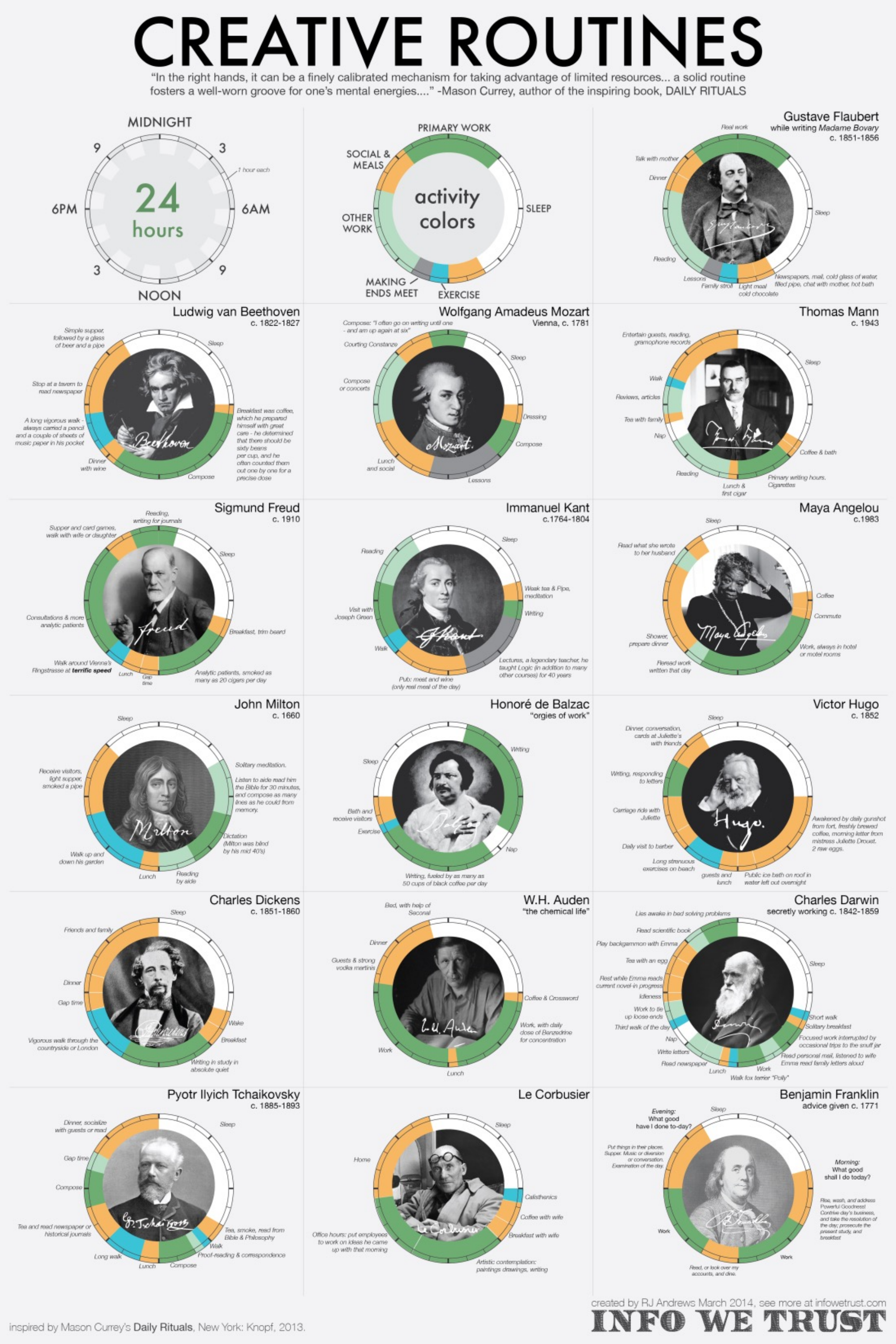


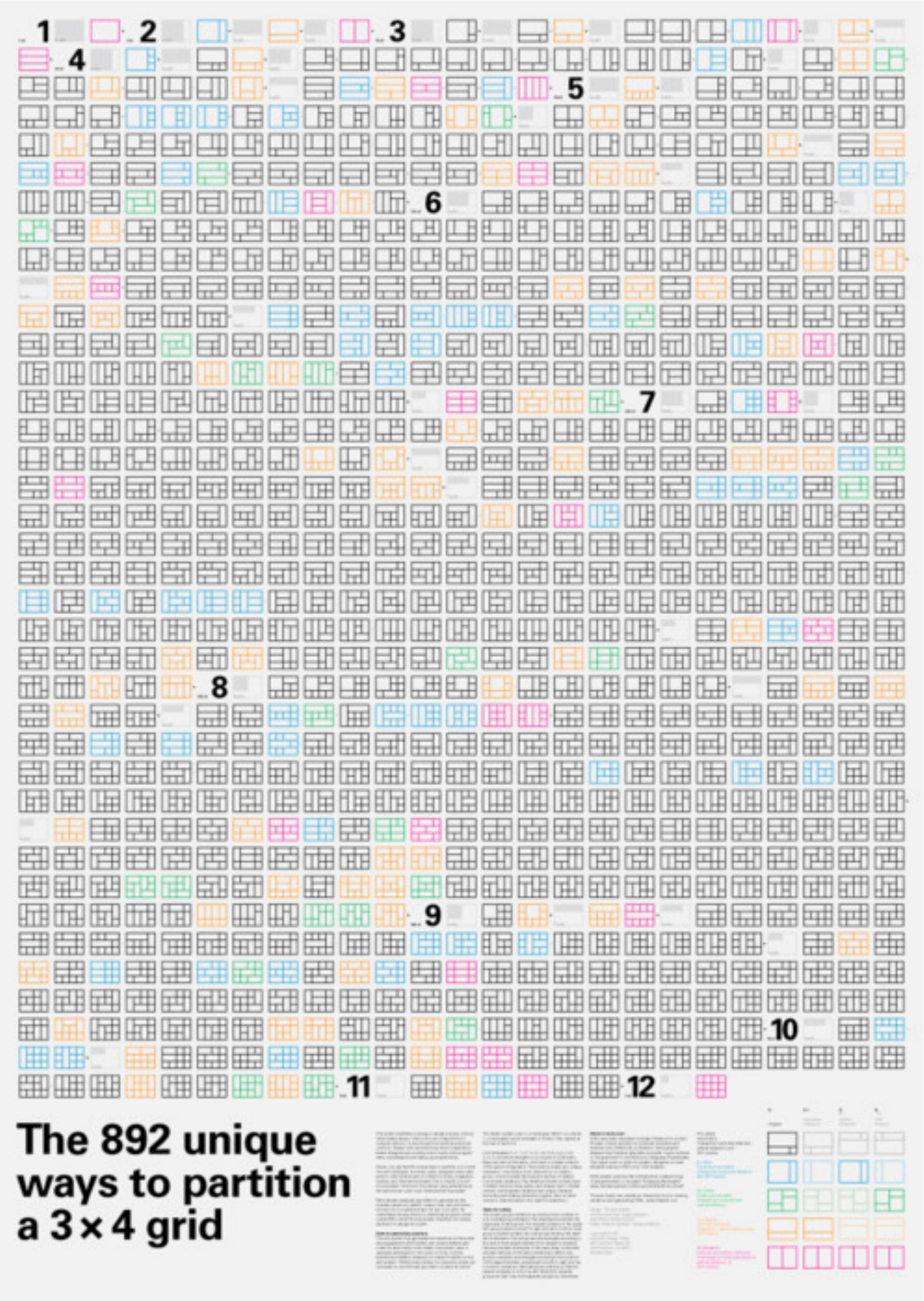
CREATIVE ROUTINES
"In the right hands, it can be a finely calibrated mechanism for taking advantage of limited resources... a solid routine fosters a well-worn groove for one's mental energies...." -Mason Currey, author of the inspiring book, DAILY RITUALS
MIDNIGHT
3
6AM
9
NOON
3
6PM
9
24 hours
1 hour each
PRIMARY WORK
SLEEP
EXERCISE
MAKING ENDS MEET
OTHER WORK
SOCIAL & MEALS
activity colors
Gustave Flaubert
while writing Madame Bovary
c. 1851-1856
Ludwig van Beethoven
c. 1822-1827
Wolfgang Amadeus Mozart
Vienna, c. 1781
Thomas Mann
c. 1943
Sigmund Freud
c. 1910
Immanuel Kant
c.1764-1804
Maya Angelou
c.1983
John Milton
c. 1660
Honoré de Balzac
"orgies of work"
Victor Hugo
c. 1852
Charles Dickens
c. 1851-1860
W.H. Auden
"the chemical life"
Charles Darwin
secretly working c. 1842-1859
Pyotr Ilyich Tchaikovsky
c. 1885-1893
Le Corbusier
Benjamin Franklin
advice given c. 1771
inspired by Mason Currey's Daily Rituals, New York: Knopf, 2013.
created by RJ Andrews March 2014, see more at infowetrust.com
INFO WE TRUST

My recommendations

1. **Have fun** sharing information
2. Each report should include a **visual executive summary**
3. 0 tolerance to Blablabla (data to the Annexes)
4. Think of your **audience** (What do they need?)
5. Use the **visual hierarchy**
6. **Get inspired**
7. Include **one new thing** in each report
8. Take **some risk**
9. **Draft** something. Iterate. Again. Until you have it!

Google
images
Search Im

Be creative



The 892 unique ways to partition a 3 × 4 grid

1
2
3
4
5
6
7
8
9
10
11
12

Objectives

To get acquainted with:

- ☑ What **thinking visually** means
- ☑ How to awaken the visual “**muscle**”
- ☑ Some relationship between **Dataviz** and **Graphic Design**
- ☑ Starting to **think visually?**

LOVING VISUALS

LOVING VISUALS

COURSE:

DATA VISUALIZATION FOR REPORTS AND PRESENTATIONS

MODULE 2

THINKING VISUALLY