In this module, we will look at why it is important to evaluate CEI, what evaluation is, and how the characteristics of CEI influence the evaluation approaches. We will introduce you to some common evaluation terminology and look at how to plan evaluation to keep it simple and manageable, while paying attention to the practical and ethical aspects of CEI.

INTRODUCTION

- **Introduction**

CONTENT

- **The importance of evaluation in CEI**
- **Explaining some common evaluation terminology**
- **Appropriate evaluation approaches for CEI**
- **Being realistic about time and resources for evaluation**

SUMMARY

Summary

Introduction


WELCOME

In this module, we will look at why it is important to evaluate CEI, what evaluation is, and how the characteristics of CEI influence the evaluation approaches.

We will introduce you to some common evaluation terminology and look at how to plan evaluation to keep it simple and manageable, while paying attention to the practical and ethical aspects of CEI.

Aim

To have an understanding of what evaluation is, why it is important to evaluate CEI, and how to do this.

Learning Outcomes

By the end of this module, you will be able to:

- Explain why it is important to evaluate CEI and how the different purposes of CEI influence what is focused on in an evaluation.
- Describe what evaluation is and explain some of the common terminology.
- Identify which evaluation approaches can best take into account the interactions and negotiation needed for meaningful CEI.

- Recognise the need to make evaluation practical and describe some of the basic steps of planning an evaluation.

A note on terms

In this course, CEI is understood to mean:

> An active involvement of the community throughout the research process using participatory approaches and working in partnership with all key stakeholders.
>
> CEI includes a range of activities which involve interactions between researchers, community members and stakeholders, aimed at improving the relevance, value and conduct of health research.

Below is a glossary of common terms you can use to help guide your CEI journey. We have also hyperlinked some of the key terms as they appear throughout the module to this glossary.

Select the grey box to download the glossary.

Glossary.pdf
1 MB

CONTINUE

The importance of evaluation in CEI

In this section, we will discover why we need to evaluate CEI, what changes evaluation should focus on, and how to balance the practical and ethical impacts of CEI.

Why do we need to evaluate CEI?

Evaluation aims to understand:

- **What changes** a CEI project led to, either intended or not.
- **Whether** a CEI project has made a difference.
- **How and why** the CEI project has made a difference.

Evaluation tries to understand what kind of changes have been made, what contribution CEI activities have made to these changes and the value of these changes.

What difference can CEI make?

Below are examples of the way that community engagement and involvement can make a difference.

Please note: The word 'stakeholder' here means any individual or group involved with the research or who has an interest in the way research is carried out, its success and use.

Select each picture to turn the card over.

Community and research stakeholders have a greater awareness and understanding of research.

Community and research stakeholders feel they have greater control over research agendas.

Community and research stakeholders receive what they consider to be fair benefits for their participation in research.

Research and its communication, along with consent procedures, are more culturally appropriate.

Research is used in policy and practice.

Research is more relevant and socially useful.

Research is better implemented.

CONTINUE

What changes should evaluation of CEI focus on?

The changes any evaluation effort should focus on will depend on the aim of the CEI (the changes CEI seeks to make). Evaluation can help determine what success of the chosen CEI approach would look like.

Take a look at the following examples of the aims of CEI activities. Think about what changes you might expect to see if those aims were achieved. What might you do to evaluate whether the changes have been successful?

Match the aim of the CEI evaluation with the change you would focus on.

Drag and drop the aim (left) onto the specific change to look for (right), then select 'submit'.

≡ Has CEI improved community members' understanding of research?	Changes in community members' understanding before and after CEI activities.
≡ Has CEI ensured research stakeholders control and shape research processes?	Community input has influenced research priorities, design, and implementation.

☰ Has CEI supported the adoption and use of research?	CEI around research findings has led to changes in relevant policies and practice.
☰ Do communities value being involved with research and receive adequate benefits?	Changes in community's opinions and perceptions of their involvement.

SUBMIT

The changes evaluation of CEI activities should focus on include:

- If a CEI activity aims to improve understanding of research.
- If a CEI project seeks to ensure research stakeholders control and shape research processes.
- If a CEI project aims to support the adoption and use of research.
- If you want to know if communities value being involved with research and consider that they have received adequate benefits.

CONTINUE

Balancing the ethical and practical impacts of CEI

In Module 1: Understanding CEI in Health Research, we learned that CEI aims to:

- improve the relevance and application of health research – CEI has **practical** impacts;
- ensure that research is conducted in a way that helps meaningful and respectful involvement of

research communities and stakeholders – that research is as **ethical** as possible (see Module 3: Ethical CEI).

International guidance on CEI stresses the need to meaningfully involve research stakeholders in research to ensure research is ethical.

Select 'the Start' button, followed by the right arrow to navigate through the slides.

"Researchers, sponsors, health authorities and relevant institutions should engage potential participants and communities in a meaningful participatory process that involves them in an early and sustained manner in the design, development, implementation, design of the informed consent process and monitoring of research, and in the dissemination of its results."

CIOMS (Council for International Organizations of Medical Sciences) 2016 p24

1

"Community stakeholders [have the] right to support or refuse proposals to conduct research in a particular area, depending on the community stakeholders' self-identified interests and desires, to maximise the opportunity for stakeholders to understand the local, national, and global benefits of a specific trial."

UNAIDS Good Participatory Practice guidelines p25

"CEI approaches [need] to be flexible and responsive to local populations' needs, conditions, and concerns... [and] communities [need] to be able to provide feedback as an indicator of project success."

UNICEF minimum standards for CEI

Evaluation of CEI needs to show how a CEI project has supported **meaningful involvement** and how this might be

assessed in practice (we return to this in more detail in Lesson 5: Being realistic about time and resources for evaluation).

Meaningful involvement of research stakeholders

This video extract is from an engagement project by Sustainable Livelihoods Foundation that sought to meaningfully involve research stakeholders of the Delft Water Clan. Watch the video and make some reflections on the following questions.

1. What engagement methods did the project use?

2. In what ways could the engagement practically help shape research on water?

3. How did the CEI project support meaningful engagement with research stakeholders?

Select the play symbol below. The transcript can be viewed underneath by selecting the '+' symbol.

Video Transcript

The Western Cape Province of South Africa has been experiencing drought conditions since 2015. In May 2017, the province was officially declared a drought disaster zone by the government. This severe water crisis resulted in extreme water restrictions in the City of Cape Town and its surroundings, making saving and recycling water everyday necessities for several months.
The Bucket Loads of Health project has enabled the Sustainable Livelihoods Foundation to work in partnership with the Delft Water Clan, a group of residents living in various neighbourhoods in the township of Delft.
Through storytelling and body mapping we have explored the different ways that the drought has affected them, their families, and their community. These stories have been drawn into a series of short films that show how far the water crisis has reached into people's lives.

Roukayna: What I am saying is that I have green finders, I love gardening. And as you can see on my sketch, this is how I drew it. With my seeds in my hands, my potatoes that are growing, my cucumbers, my roses, my peppers, my carrots and my tomatoes. The section below used to be my lawn. This is how I look, a coloured person who loved gardening. Since the water crisis, I cannot maintain my garden anymore. On this side of it, it was the best life that I lived, but the saddest part is that there is no more water.

Select the '+' symbols below to reveal suggested answers.

What engagement methods did the project use?

It used participatory body mapping visuals to support local people to draw out important issues around their experience of water shortages.

It made short, participatory films where participants explained and narrated their accounts of what is important.

In what ways could the engagement practically inform research on water?

Participants' accounts highlight important issues for further research on water, but also their livelihoods.

How did the CEI project support meaningful engagement with research stakeholders?

By working with local stakeholders.
By gathering their experience in accessible, 'friendly' ways and taking it seriously.
By helping them speak about their issues visually and on film.
By working with them over time to understand their views.

CONTINUE

Explaining some common evaluation terminology

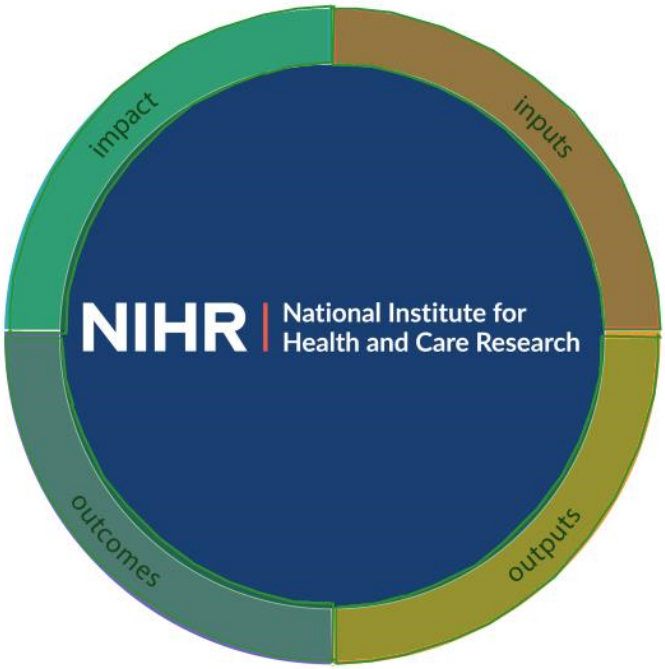
Understanding the jargon of evaluation

In the previous section, we saw that evaluation aims to track and understand the changes resulting from CEI. Evaluation uses a range of **terminology** or jargon that aims to help us focus on how to assess changes when planning and doing evaluation.

Evaluation terms are sometimes used inconsistently. The following section provides some common evaluation terms and gives explanations of what they mean. We then explain a few of these terms in a bit more detail.

Inputs, outputs, outcomes, impact

Select each of the segments below to reveal the definitions.



Match the term to the definition.

Drag and drop the term onto its definition, then select 'submit'.

SUBMIT

In evaluation terminology 'impact' is typically used to describe longer-term sustainable changes, but 'impacts' can also be understood to mean any changes, including the more immediate ‘outcomes’ as defined above.

People tend to use the terms ‘outcome’ and ‘impact’ interchangeably, so it is important to be clear about the kind of changes you are talking about at any time.

Indicators, measurement, assessment, monitoring

Select each of the segments below to reveal the definitions.

Match the term to the definition.

Drag and drop the term onto its definition, then select 'submit'.

SUBMIT

Process evaluation and Summative evaluation

Consider the following definitions:

Definition 1

Process evaluation

Seeking to understand aspects and qualities of the processes involved in carrying out an intervention for the way they contribute, or not, to intended long-term changes.

Definition 2

Summative evaluation

Focusing on what changes an intervention has produced after it is complete.

Are the following examples of process evaluation or summative evaluation?

Select your answer then press 'Submit'.

Overall perceptions of a research centre by local stakeholders after CEI.

- ◯ Process evaluation
- ◯ Summative evaluation

SUBMIT

Which time of day CEI activities were most well attended and how this feeds into their overall effectiveness.

- ◯ Process evaluation
- ◯ Summative evaluation

SUBMIT

CONTINUE

Is the emphasis on accountability or learning?

Evaluators sometimes talk about focusing on **accountability** or **learning**.

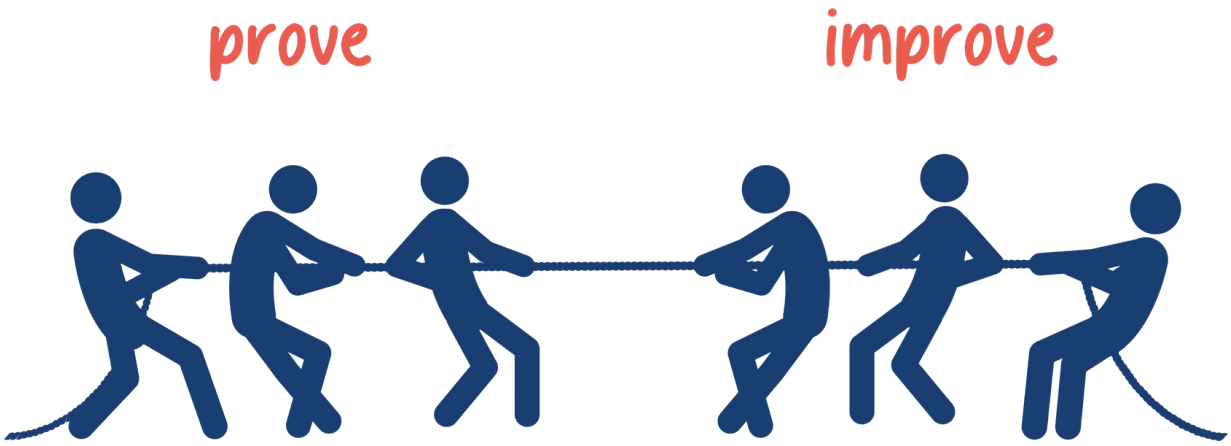
Accountability

- Accountability means describing how resources have been used to cause particular changes and justify the expenditure.
- A focus on accountability is often driven by a need to report to funders.

- 'Downward accountability' to community stakeholders and 'beneficiaries' to explain and justify activities is increasingly seen as important (not only accountability to more powerful stakeholders).

Learning

- A focus on learning prioritises the need to reflect on and understand how change is supported (or not) to drive improvements in practice over time.
- A focus on learning emphasises understanding and providing explanations for what actually happens in any setting, not only whether expected changes happened or not.



These different aims of evaluation are sometimes described as a tension between seeking to **prove** or **improve** the value of work.

Learning and adapting CEI as you go

- For CEI projects or interventions, developing relationships with different stakeholders over time, and maintaining constructive relationships, are important.

- CEI approaches may be adapted based on ongoing feedback from stakeholders. It is part of learning and adapting as you go, rather than waiting to make changes at the end of CEI.

An example of a research centre in Malawi

At this research centre, a Community Advisory Board (CAB) was established to get feedback from community representatives on the centre's different health research projects.

CAB members were supported with training to enable them to undertake this advisory role. A short survey of CAB members identified the need for more training about understanding the research process. It also highlighted the value of participatory exercises which helped people to reflect on their role and relationships with their communities.

Improvements made to the training as a result of this process included an introduction to research methods and more use of exercises such as role-plays. Role-plays, included throughout the training, would allow community members to use and reflect on their own experience. Ultimately these changes improved the CEI.

CONTINUE

Is the emphasis on attribution or contribution?

Evaluators also sometimes talk about whether an evaluation can demonstrate 'attribution' or 'contribution' of CEI to observed changes.

Definition 1

Attribution

Attribution aims to be certain about a CEI project on its own causing, and being solely responsible for, observed changes.

Definition 2

Contribution

Contribution aims to make a reasonable case for the role played by a CEI project in making observed changes - among other important possible causes.

CEI involves dynamic interactions among a range of stakeholders and therefore multiple potential influences on what happens.

Using the definitions above, decide which statements are 'attribution' or 'contribution'.

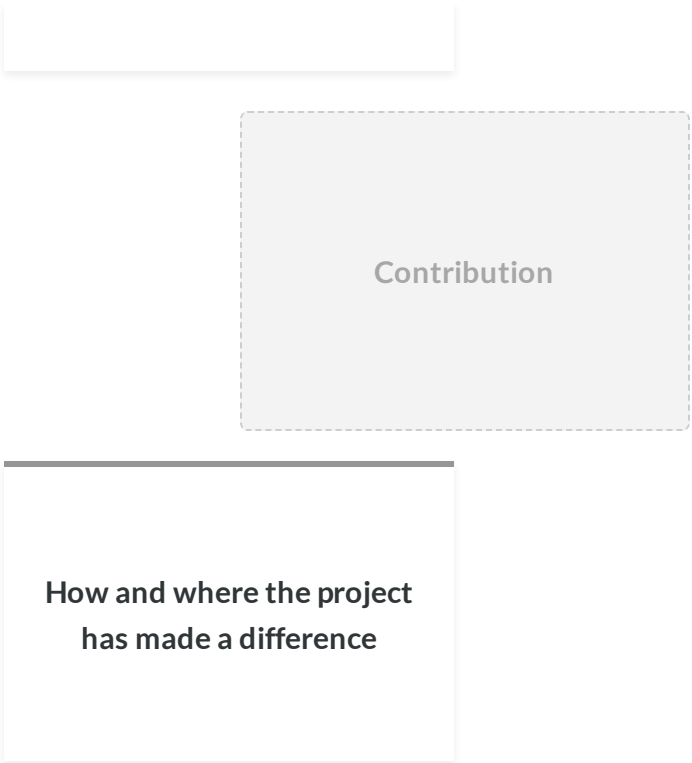
Drag and drop the statements below onto the correct terms.

Attribution

Whether or not a project caused particular changes

Contribution

How and where the project has made a difference



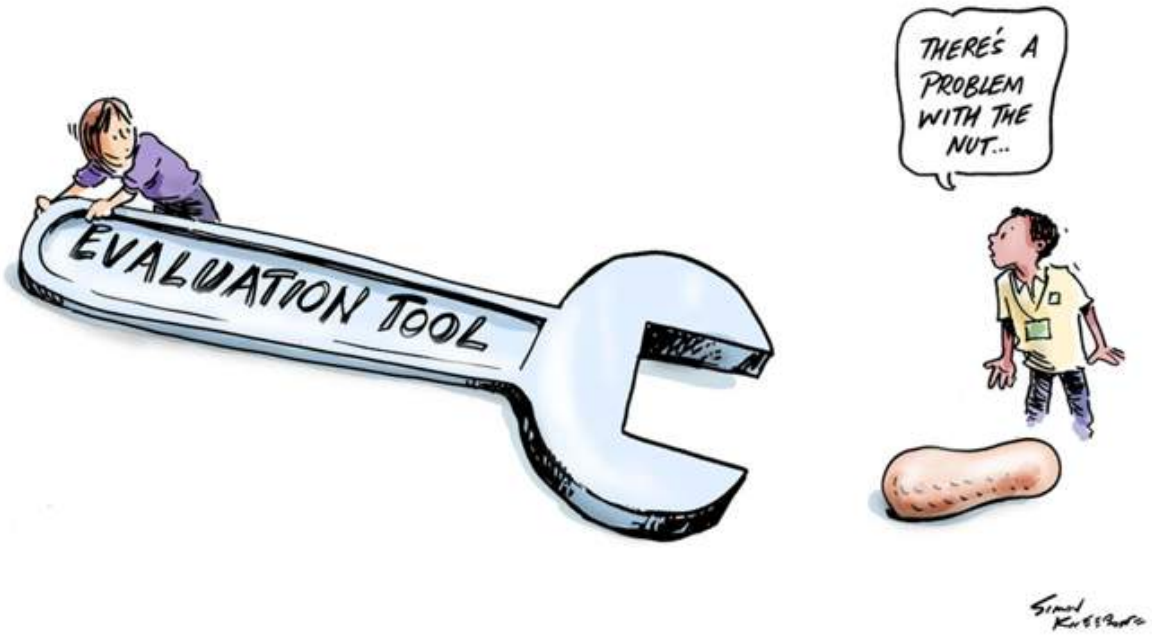
We look at this issue further in Lesson 4: Appropriate evaluation approaches for CEI.

CONTINUE

Appropriate evaluation approaches for CEI

In this section, we look at evaluation approaches that address the complexity of CEI, the sources of evidence, and evaluation approaches that gather diverse perspectives.

Matching the right evaluation approach with the questions you need to answer



The chosen evaluation approach needs to fit the aims of the CEI project and the questions you want to answer about it.

The evaluation questions should dictate the method or tool you use, not the other way around.

Recognising the complexity of meaningful engagement

Meaningful CEI is complex and challenging.

"Public and community engagement initiatives take place in settings with multiple stakeholders, contextual factors that may have an unforeseen influence, and dynamic circumstances that may lead to unexpected change."

Engaging with Impact, Wellcome Trust (2012)

Select each of the tabs from left to right to learn more.

COMPLEX | **ACTIVE INVOLVEMENT** | **MULTIPLE INFLUENCES**

Put simply, CEI is undertaken in complex and constantly changing real-life situations.

COMPLEX | ACTIVE INVOLVEMENT | **MULTIPLE INFLUENCES**

In this course we focus on CEI with an active involvement of the community throughout the research process, using participatory approaches and working in partnerships with all key stakeholders.

COMPLEX | ACTIVE INVOLVEMENT | MULTIPLE INFLUENCES

Given the multiple influences on CEI and the interactions and negotiation with stakeholders it depends upon, CEI evaluation tools need to be able to address the complexity.

Evaluation approaches that address the complexity of CEI

To be able to address the complexity of CEI, there is a need:

- for evaluation approaches that focus on **how and why** change has happened, more than solely whether a particular change has happened (Stern *et al.,* 2012);
- to consider how any CEI intervention **interacts with** the existing context and is **influenced by**

that context, including the characteristics and mix of local stakeholders;

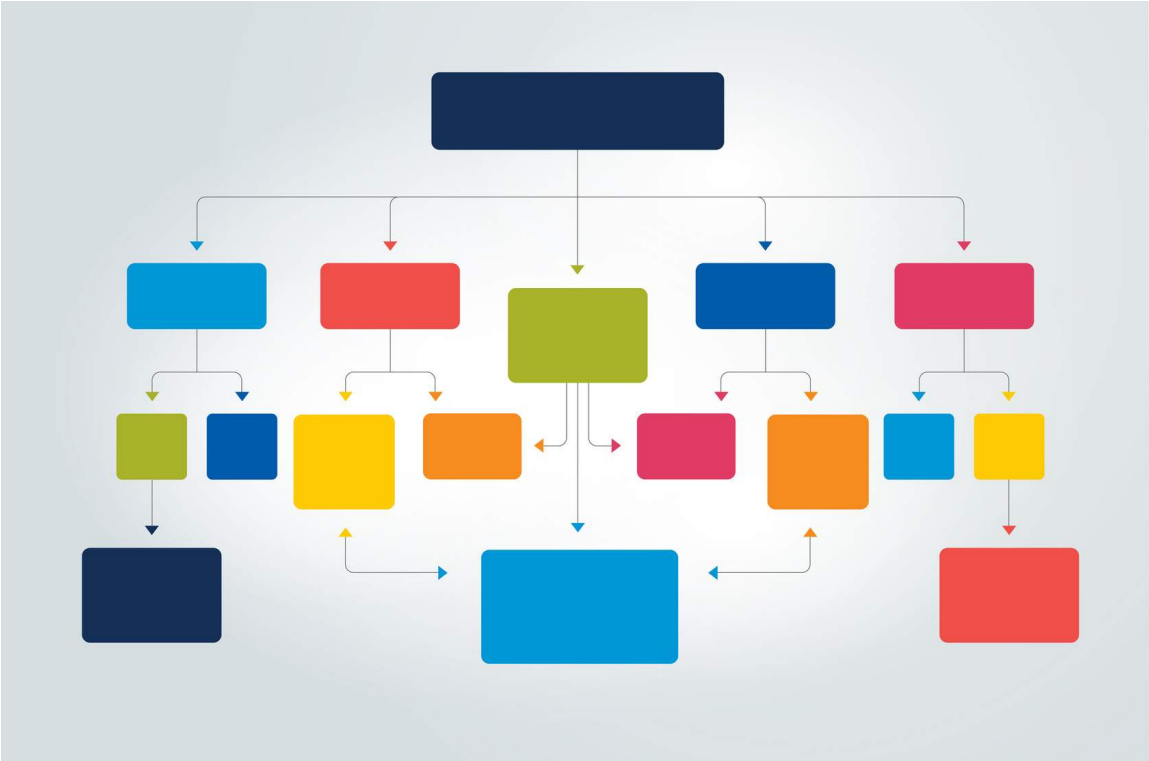
- to develop **explanatory accounts** that provide an understanding of how CEI interventions make a difference in any particular setting, supported by evidence;

- for approaches that understand **real world examples** in their particular context, rather than only trying to compare a situation before and after an intervention and measure the change.

A focus on explanation of change

Theory-based approaches

To develop explanatory accounts, '**theory-based**' evaluation approaches are useful. Such 'theory-based' evaluation approaches aim to make explicit, and clearly explain, how change is expected to happen through the interplay of CEI activities and other influences and causes in the natural context.



Theory-based accounts draw on evidence about how similar CEI projects have worked in the past and highlight **what is important to track** or understand with evaluation.

Expectations of how change is supported can be laid out **explicitly** in an account of;

- what are the preconditions for a hoped-for change,
- how the project is expected to contribute to those changes, and,
- what influential aspects of context to be aware of.

This explicit account of how change is expected to happen is sometimes called a '**theory of change**', '**a logic model**' or '**programme theory**'. Such explicit accounts of expected change are useful because they can then be **tested** against evidence.

Some useful resources are below.

Select the blue button to open the resource.

Theory-Based Evaluation

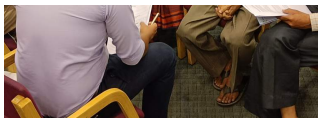
INTRAC for civil society (2017) Theory-based evaluation

INTRAC 2017

Theory of Change

Mesh (2016) *Theory of Change. A Mesh Introduction.*

MESH 2016



Explanation of real-world examples

Case study approaches

Case study approaches are also useful as they attempt to gain an **in-depth** understanding of how particular instances of a CEI intervention play out in the real world.

Case study **comparisons** between similar CEI interventions can help in understanding what things are sufficient or necessary to **support change** in different settings.

For instance, case study comparisons of two different places in South-East Asia, where engagement of local leaders was undertaken, sought to understand why recruitment levels were high in one place and low in the other. The places were similar in size and population, both were rural and relatively new to research.

Comparison showed that in the one with low recruitment, the community was politically divided, such that research being associated with the leaders of one faction, led to rejection of research by others. The other community was not divided by political affiliation in the same way.

CONTINUE

Sources of evidence - combining numbers and narratives

Building a convincing picture of complex change needs both understanding of **how** and **why** things change, and a sense of the **extent** of change.

How might you use qualitative data (narratives and descriptions) and quantitative data (numbers)?

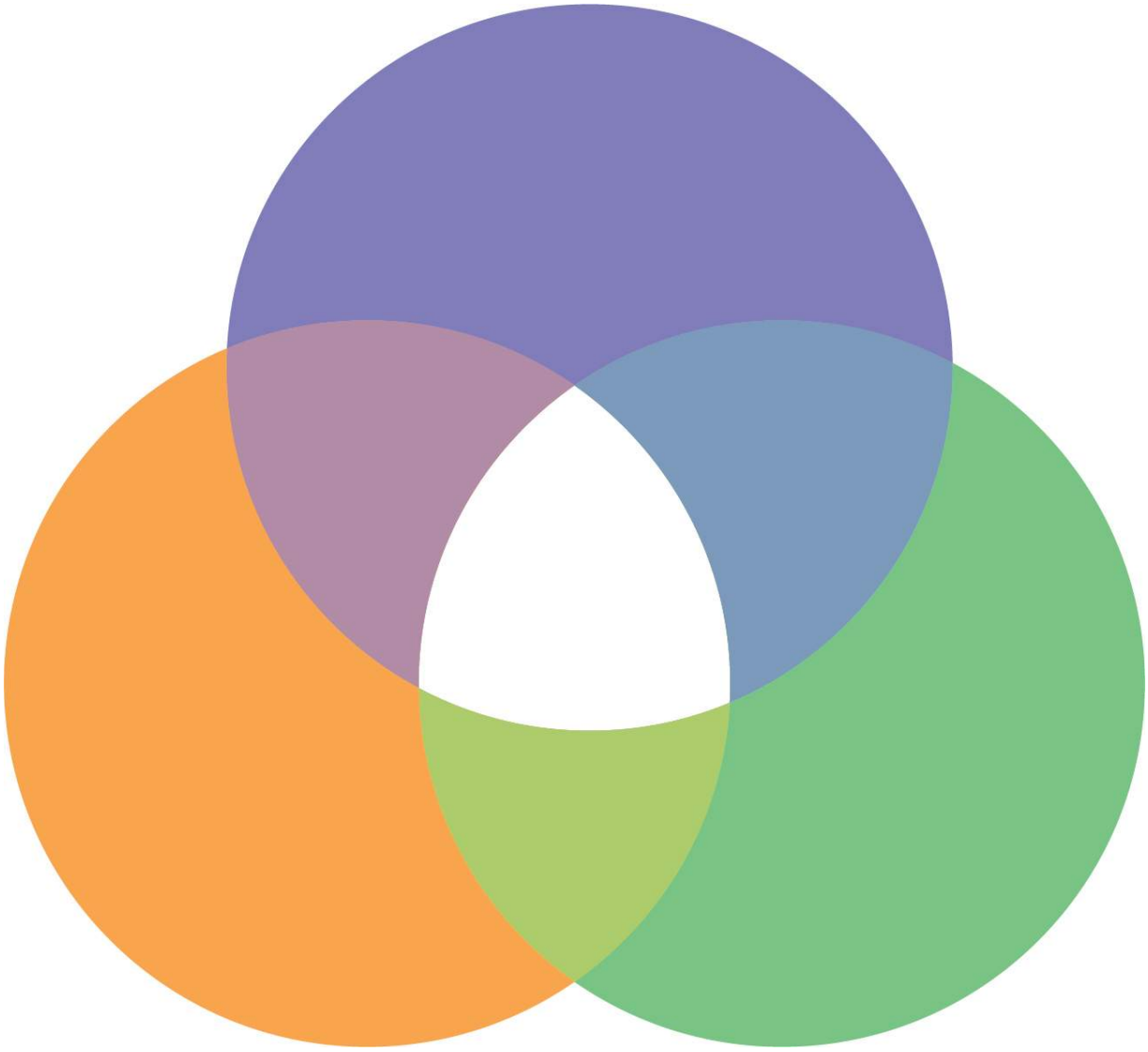
Drag and drop the statements below onto the correct terms.

Qualitative data

This data can help us understand how and why things happen.

Quantitative data

This data can tell us about the extent and scope of observed changes.



It is useful to combine different sources of information and insight on the same events and activities and so provide different perspectives on these activities.

Using multiple sources in this way is called '**triangulation**'.

When such different sources of information converge on the same conclusions, it increases our confidence in what we are finding.

Including diverse perspectives

> Gathering diverse perspectives when evaluating CEI is important for both ethical and practical reasons.

Ethically, it is important that all stakeholders affected by research understand where and how they can influence the research process (see Module 3: Ethical CEI) and to ensure that CEI enables their **meaningful engagement**.

Practically, the different perspectives and priorities of research stakeholders can also enhance research by informing:

- research agendas - to ensure research is relevant and socially useful,
- the carrying out (implementation) of research, including recruitment and informed consent procedures and adapting CEI to the local context and culture, and
- the use of research findings, including informing local, national and international policy.

In order to work with a range of people affected by research, and understand their experiences, a variety of **qualitative data collection methods,** including interviews and group discussions, can be helpful.

Participatory methods use a variety of accessible and creative approaches - such as drawing 'rich pictures', taking photos or making videos of situations and experiences - to include community members in an inquiry process and gather perceptions and insights in ways that they may find more comfortable or familiar (see Further Resources in Lesson 6: Summary).

CONTINUE

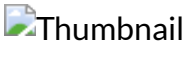
Being realistic about time and resources for evaluation

In this section, we look at how to plan evaluation to be realistic, simple and practical. We discuss the importance of being flexible and adapting evaluation plans, and making time for reflection. Finally, we discuss the necessity of paying attention to the process and products of evaluation, and the intended use of the evaluation.

Planning evaluation – be realistic

Do you recognise the following process of evaluation?

Select each of the stages below to reveal more information about each stage.



- Evaluation usually has a more modest budget than research.
- 10% of a research study budget for evaluation is recommended but rarely followed in practice, and still usually means limited resources.
- Given the limited resources for evaluation it is best to keep evaluation as simple and ‘do-able’ as possible.
- Focus on the things you really need to understand and find a manageable way to assess how the CEI project is influencing them.
- Often evaluation plans are too ambitious and not achievable, so they then get neglected.

- ‘Don’t let the perfect be the enemy of the good’ is a phrase that is a useful reminder for evaluation.

It is valuable to plan an evaluation up front and be as clear as possible about:

- **how** you expect change to happen – an explicit account of expected change (as covered in Lesson 4: Appropriate evaluation approaches for CEI),
- which key **indicators** of change from the 'theory of change' you will focus on,
- how you will **gather** information and data to track these changes,
- identifying simple **evaluation tools** to make the evaluation manageable,
- **who** will gather data and how,
- over what **timescale** the data will be collected, and
- how you expect your findings to be **used** and **by whom**.

CONTINUE

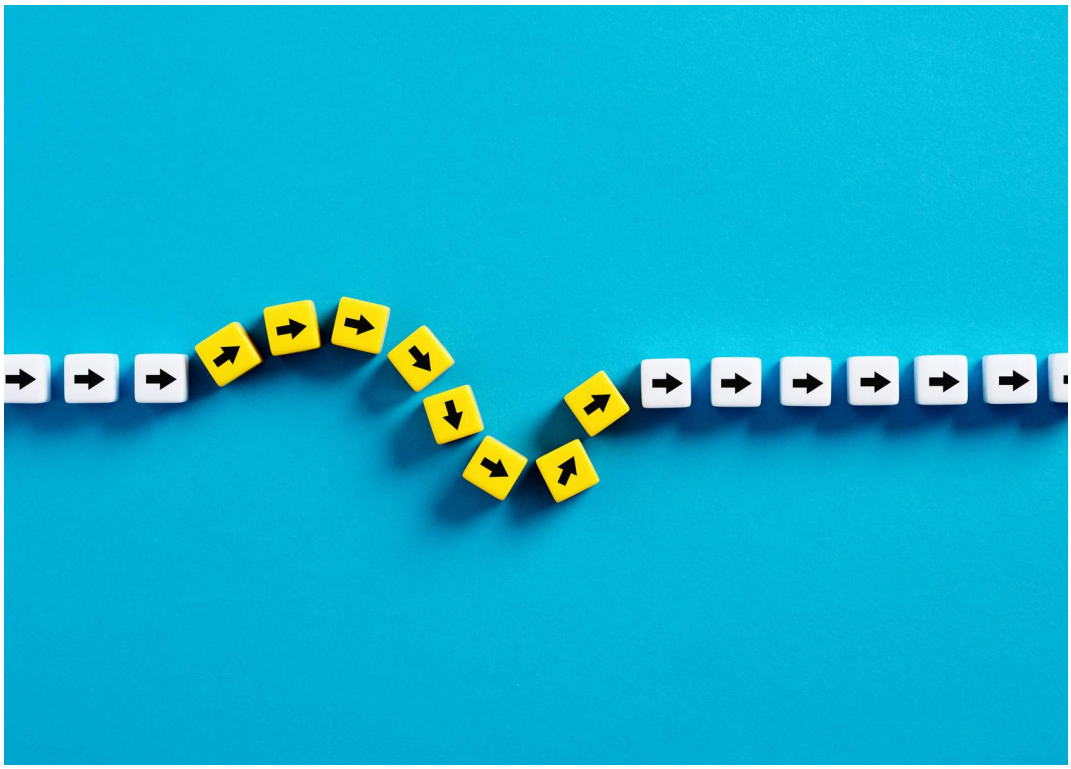
Flexing and adapting evaluation plans

Be prepared to be flexible and adapt your evaluation plan as you learn from any issues that emerge as important.

Select each of the tabs from left to right to learn more.

PLANNING | REFLECTION | FLEXIBILITY | ADAPTING

Ensure upfront planning, and be as clear as possible about how you expect change to happen.



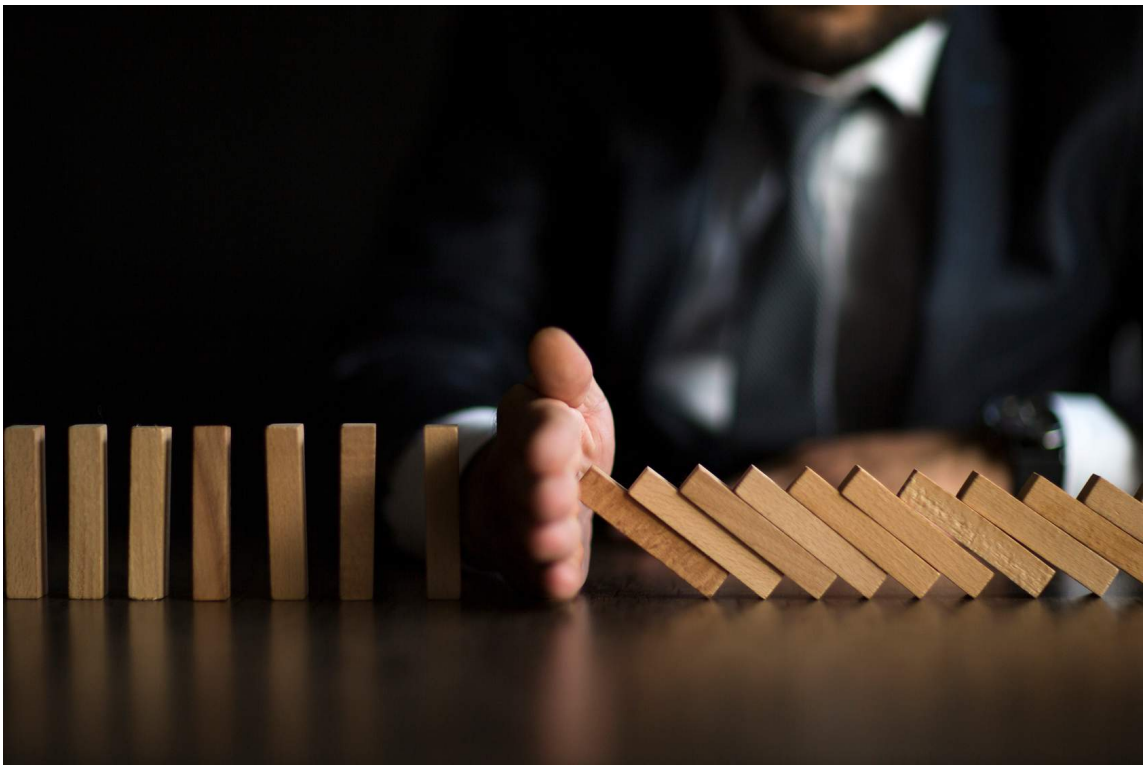
PLANNING | REFLECTION | FLEXIBILITY | ADAPTING

An explicit account of expected change can be a useful reference point. A visual diagram of this account of expected change can aid regular reflection on evaluation progress, and allow for adaptations to be made where needed.

It is hard to know what all the important factors influencing a CEI project are in advance, so being flexible with your evaluation plans allows you to apply your evaluation resources where most needed to understand what is making a difference.

PLANNING	REFLECTION	FLEXIBILITY	ADAPTING

If it becomes clear that your CEI evaluation is tracking things that are not as relevant as initially thought, it is worth adapting your evaluation plan accordingly.



Watch the video below about the 'engagement for malaria research' (EMR) project and their intended evaluation plan.

Select the play symbol below. Closed captions are available by selecting 'CC'. The transcript can be viewed underneath by selecting the '+' symbol.

Video Transcript

The ‘engagement for malaria research’ (EMR) project set out to implement CEI strategies that would engage a range of local stakeholders to improve the relevance, implementation and ethical quality of a planned malaria research project in a semi-rural setting in Thailand.
The engagement team worked with researchers to develop an explicit account of how the CEI activities were intended to contribute to better research. They produced a visual diagram highlighting all the key components and aspects of the local context that they felt might need to be taken into account, and this enabled group discussions to further refine the plans and reveal different expectations and assumptions.

The researchers had initially expected that CEI activities would focus on providing clear explanations of the research process and use a variety of locally relevant communication media to disseminate this to stakeholders.
A series of ‘road shows’ introduced the research to community members by presenting information about the research process. Feedback from these initial engagement meetings highlighted a need to address stakeholders’ concerns about research, with more time allocated for questions and discussion with community members.

In the EMR project, evaluation was initially planned to focus exclusively on community members' understanding of the research process.

Evaluation of the CEI plans should also capture whether stakeholders felt their concerns had been aired and addressed, rather than an exclusive focus on understandings of research processes.

CONTINUE

Making time for reflection

- Reflecting on what you are doing and your findings is as important as any individual evaluation method.
- The data you are gathering as part of your evaluation are an important source of insight.
- If you regularly reflect and review with stakeholders, you may reveal unexpected changes or impacts from the CEI.

- It is vital to use evaluation as a source of ongoing insight rather than seeing it as a necessary one-off exercise.

CONTINUE

Attention to the process and the products of evaluation

1. Evaluation of CEI is only possible on the foundation of the relationships with research stakeholders.

2. The process of the evaluation may build or strain relationships with research stakeholders. This may then affect future engagement and the sustainability of future research.

3. In addition to evaluation conclusions about the impacts of CEI on research, there may be additional learning about the process, including the relationships involved.

4

Ongoing reflection on CEI as it unfolds can inform changes to the approaches being used and improve CEI methods (as we saw in the example from Malawi in Lesson 3: Explaining some common evaluation terminology).

Consider the engagement for malaria research (EMR) project described earlier in this section. How do you think the evaluation process would have impacted on relationships with stakeholders?

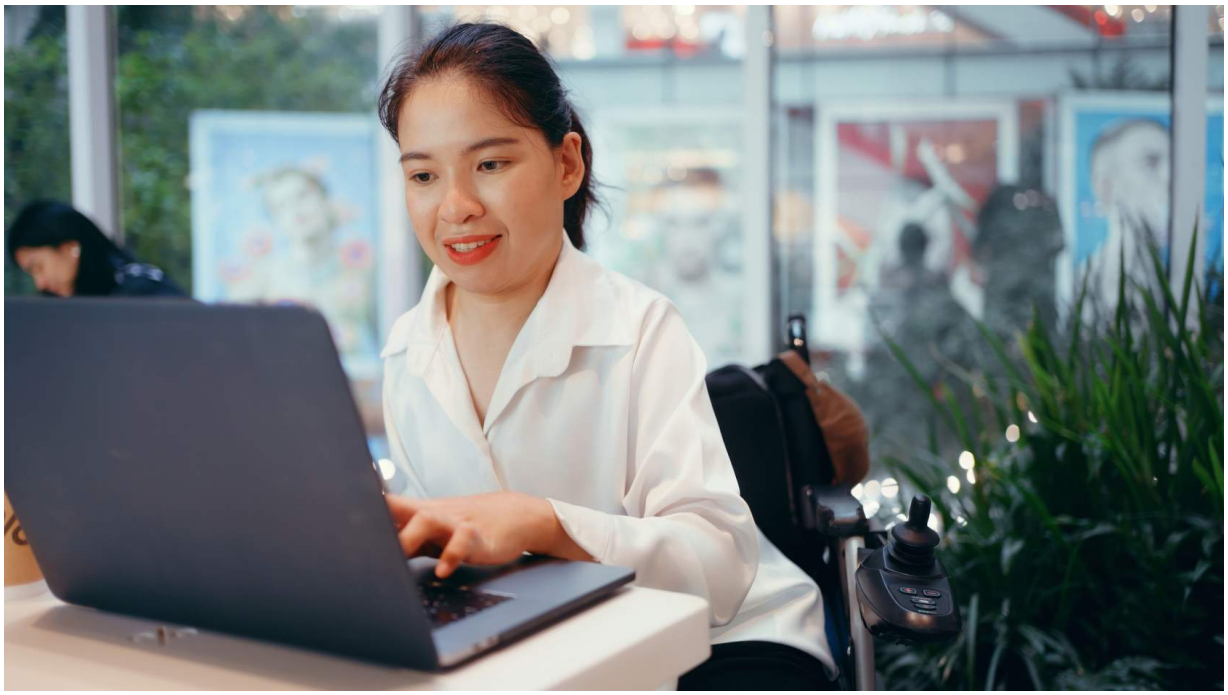
Select the tabs below for suggested ideas.

LISTEN | **DISCUSS** | **RESPOND**

In the example of the engagement for malaria research (EMR) project, the space created at the road-shows for stakeholders to air their concerns and have them addressed led to community members having a sense of being listened to and taken seriously. This in turn created a feeling of mutual respect with researchers.

LISTEN | DISCUSS | RESPOND

Discussion of the changes to the EMR project within the Research Centre highlighted that some similar experiences with earlier pieces of research had led to the setting up of local advisory boards for more ongoing input into the research procedures of the centre.



LISTEN | DISCUSS | RESPOND

Overall, it was felt that the additional time and resource given to developing more responsive CEI had built more enduring relationships between the Research Centre and the local community members and stakeholders. The value of these relationships would benefit the Research Centre beyond this specific research study.

Sharing findings with different audiences

Findings of evaluation need to be shared with different ‘audiences’ or intended users in formats that they are likely to find **accessible** and **useful.**

What would different audiences find most useful and accessible?

- a short one-page summary?
- an illustrated short report?
- an academic paper?
- an in-person presentation or video?

CONTINUE

Focus on the intended use of evaluation findings

A focus on the use of evaluation findings – who might use findings and how - can help decide where the limited resources for evaluation of a CEI project are best placed.

Consider the short description below of CEI around an HIV self-testing project hosted by the research centre we heard about earlier in this module. Think about:

- Which different groups might use the CEI evaluation findings?
- What questions do they need answering?

Select the 'Start' button, followed by the right arrow to navigate through the slides.

Engagement to inform an HIV self-testing project in Malawi

1

Researchers in Malawi aimed to recruit volunteers for an HIV self-testing board. A key part of their CEI plan was to set up a Community Advisory Board (CAB).

The CAB was able to gather views on a range of things such as the most effective ways to recruit volunteers, views about what was appropriate compensation for volunteers, and likely perceptions of the project in local communities.

The CAB suggested that instead of the study field workers working from 08:00 to 17:00 Monday to Friday to recruit volunteers, they work until 18:00 and include Saturday as well, in order to accommodate individuals who work, especially men.

Identifying interested groups

We will now identify some key groups who might have an interest in the CEI evaluation findings for this project at the

Planning, Learning and Accountability and Reporting stages.

For each of the stages, consider the questions presented. Who needs to know the answer to each? In what format should the findings be presented to each of the intended users?

Planning: short term planning and delivery

Drag and drop the question or format onto the intended user.

Engagement practitioners

What are CAB members' perceptions of the CAB?

What affects CAB member participation?

How does the local community perceive the CAB?

Participation numbers

A regular summary of feedback from participants on how the process is working

Researchers

What does the CAB recommend for recruitment of volunteers?

What does the CAB recommend as appropriate compensation for volunteers?

A short summary of relevant findings and recommendations to adapt implementation

CAB members

Is their input valued?

What impact has their input had?

Examples of how CAB members have made a difference	**Examples of how the CAB process has responded to concerns raised**

Below are suggested answers. Some of the questions the user needs answering may be applicable to more than one user in reality.

Who needs to know the findings?	What questions does the intended user need answering?	In what format do they need the findings?
Engagement practitioners	What are CAB members' perceptions of the CAB? What affects CAB member participation? How does the local community perceive the CAB?	Participation numbers. A regular summary of feedback from participants on how the process is working.
Researchers	What does the CAB recommend for recruitment of volunteers?	A short summary of relevant findings and recommendations to adapt implementation.

Who needs to know the findings?	What questions does the intended user need answering?	In what format do they need the findings?
	What does the CAB recommend as appropriate compensation for volunteers?	
CAB members	Is their input valued? What impact has their input had?	Examples of how the CAB process has responded to concerns raised. Examples of how CAB members have made a difference.

Learning: understanding partners, project improvement and adaptation

Drag and drop the question or format onto the intended user.

Researchers

Where and how can CABs give most useful input on research processes?

Recommendations on when to involve CABs throughout the research cycle

Case study examples of how to involve CABs throughout the research cycle

Research centres and managers

What is the value/ benefit of the CAB compared to other engagement approaches?

Comparative assessment of engagement methods based on project experience

Comparative assessment of engagement methods based on secondary data

Engagement practitioners

Does the CAB process need adapting to encourage participation?

Is the CAB representative of local communities?

Summary recommendations to optimise the CAB process

Data on local perceptions of the perceived legitimacy and value of the CAB

Data on how the perceived legitimacy and value of the CAB could be enhanced

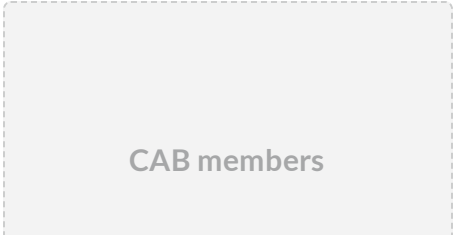
Below are suggested answers. Some of the questions the user needs answering may be applicable to more than one user in reality.

Who needs to know the findings?	What questions does the intended user need answering?	In what format do they need findings?
Researchers	Where and how can CABs give most useful input on research processes?	Recommendations on when and how to involve CABs throughout the

Who needs to know the findings?	What questions does the intended user need answering?	In what format do they need findings?
		research cycle with case study examples.
Research centres and managers	What is the value/ benefit of the CAB in comparison with other engagement approaches?	Comparative assessment of engagement methods rooted in project experience and secondary data on engagement methods.
Engagement practitioners	Does the CAB process need adapting in any way to encourage participation? Is the CAB representative of local communities?	Summary recommendations to optimise the CAB process. Data on local perceptions of the perceived legitimacy and value of the CAB and how this could be enhanced.

Accountability and reporting: financial accounting, overall findings and impacts

Drag and drop the question or format onto the intended user.



Was their input valued and did it have an impact?

How will CAB member participation be supported and compensated?

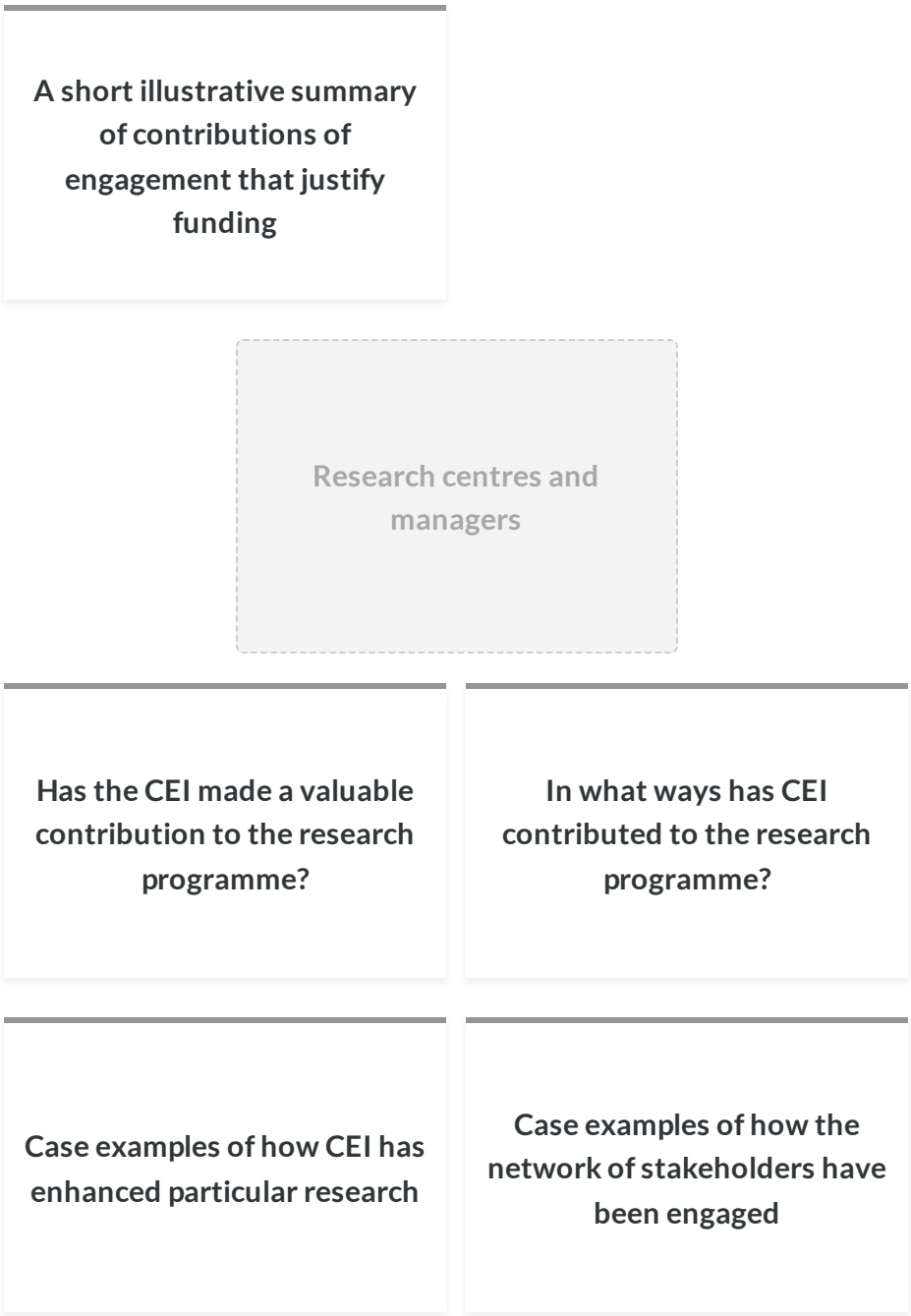
Illustrations showing how the CAB has made a difference to research

Illustrations showing how the CAB members will be supported and compensated

Funders of research

Has the CEI helped the research to make a valuable social contribution?

Has the CEI enhanced the quality and ethics of the research?



Below are suggested answers. Some of the questions the user needs answering may be applicable to more than one user in reality.

Who needs to know findings?	What questions does the intended user need answering?	In what format do they need findings?
CAB members	How will CAB member participation be supported and compensated?	Illustrations showing how the CAB has made a difference to research. Illustrations showing how CAB members will be supported and compensated.
Funders of research	Has the CEI helped the research to make a valuable social contribution? Has the CEI enhanced the quality and ethics of research?	A short illustrative summary of contributions of engagement that justify funding received.
Research centres and managers	Has the CEI made a valuable contribution to the research programme? In what ways has it contributed?	Case examples of how CEI has enhanced particular research and the network of stakeholders have been engaged for future research.

CONTINUE

Summary

In this module, we have explored:

- Why it is important to evaluate CEI, and how the different purposes of CEI influence the focus of evaluation.
- What evaluation is, and the meaning of some commonly used terminology.
- The approaches to evaluation that best address the interactive and negotiated character of meaningful CEI.
- The need to make evaluation, and some of the basic steps involved in planning an evaluation, more practical.

CONTINUE

Further Resources

Introductions to evaluation of CEI

Web page
Mesh (2023) *Evaluation*.

MESH 2023

Web page

National Coordinating Centre for Public Engagement (NCCPE) (2023) *Evaluation.*

NCCPE 2023

Web page

NIHR (2023) *Planning for impact – NIHR toolkit for researchers.*

NIHR 2023

Participatory evaluation resources

Guidance document

Loewenson, R., *et al.* (2014) '*Participatory Action Research in Health Systems: a method reader.*' Regional Network for Equity in East and Southern Africa (EQUINET).

LOEWENSON ET AL. ...

Web page

Mesh (2019) *Participatory, Action, Research: How to make your work truly participatory.*

MESH 2019

Guidance document

Napier, A. *et al.* (2017) '*Participatory monitoring and evaluation.*' England: INTRAC for civil society.

NAPIER ET AL. 2017

Web page

Participation Research Cluster, Institute of Development Studies (IDS) (2023) *Plan, Monitor and Evaluate.*

IDS 2023

Examples of evaluations of CEI

PhD thesis

Davies, A.I. (2017) '*Expectations, Experiences and Impact of Engagement Between Health Researchers and Schools in Kenya.'* PhD thesis. The Open University.

DAVIES 2017

Journal article

Davies, A., *et al*. (2022) '*Evaluating and Engaging: Using Participatory Video With Kenyan Secondary School Students to Explore Engagement With Health Research.' Frontiers in Public Health*.

DAVIES ET AL. 2022

Journal article

Ean, M., *et al.* (2021) 'Theory of change: Drama and arts-based community engagement for malaria research and elimination in Cambodia', *Wellcome Open Research,* 6, 46.

EAN ET AL. 2021

Journal article

Russell, J., *et al.* (2020) 'The impact of public involvement in health research: what are we measuring? Why are we measuring it? Should we stop measuring it?', *Research Involvement and Engagement*, 6, 63.

RUSSELL ET AL. 20...

References

All references for the module are available to download below.

Select the grey box to download.

PDF

Reference list_Module 7.pdf

932.9 KB

CONTINUE

Acknowledgements

Thank you to all who have been involved in creating the module content, its design and its testing. Thank you also to those who

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CONTINUE

Congratulations!

You have now completed this module. Please select the link below to be taken to the end of module quiz.

Module 7 Quiz: Evaluation of CEI