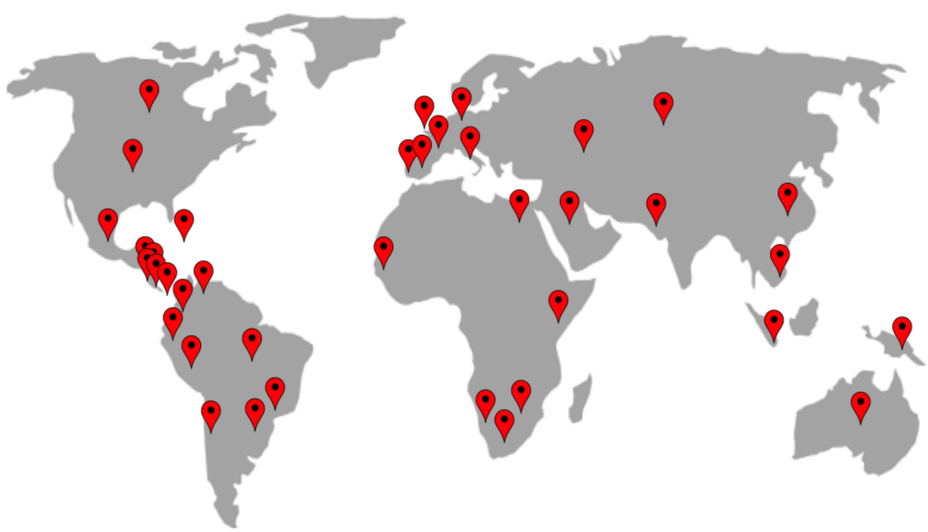
ARIGATOU INTERNATIONAL
All for Children

Prayer and Action

Overview: Different Types of Evidence Synthesis, Mapping, Scoping, and Participatory Methods of Demonstrating and Visualizing Outcomes



Arigatou International is a global, faith-based, not-for-profit NGO committed to building a better world for children. Its overall mission is to promote a global social movement, which engages leaders and members of diverse religious communities committed to addressing the challenges that affect children and youth around the world. A principal aim is to convene diverse religious leaders and communities of faith in interfaith dialogue in order for them to build alliances that benefit children. Arigatou works jointly with UN agencies and other child focused NGOs to build partnerships with faith-based organizations and religious leaders in order to address profound issues faced by today's children and youth. Arigatou does this through its four initiatives: **Prayer and Action for Children, Global Network of Religions for Children (GNRC), Ethics Education for Children and End Child Poverty**. Arigatou holds Special Consultative status with ECOSOC and consultative status with UNICEF and has offices in New York, Geneva, Nairobi and headquarters in Tokyo.

Prayer and Action for Children was initiated in 2008 by Arigatou International at the Third Forum of Global Network of Religions for Children in Hiroshima. Prayer and Action connects religious communities and secular organizations in a common endeavor to protect the dignity of children and improve their lives around the world.

World Day of Prayer and Action for Children (observed on 20 November) provides one such occasion for collaboration through prayer, meditation and other forms of worship accompanied with tangible actions for the well-being of children. Arigatou International calls on members of the GNRC and other partners to commemorate this day by dedicating prayer and action within their communities.

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Preface

This note was commissioned by Arigatou International as a contribution to the partners of World Banks's "Ending Extreme Poverty: A Moral and Spiritual Imperative" initiative in hopes to provide useful information about how mapping can be helpful in the work of Faith Based Organizations (FBOs). Part I gives a brief overview of the mapping process conducted by Arigatou International – New York on its initiative Prayer and Action for Children. Part II lays out different approaches to seeking evidence or outcomes of projects, studies, interventions with examples. It is the aim of this note to inform discussion, planning and action by FBOs in the area of evaluation and mapping of their work.

Part I: Introduction

Measuring Effectiveness

Over the past decade there has been an increased emphasis on evidence-informed policy and programmatic interventions in the international development arena. Funders and development agencies have intensified their demand for more rigorous data demonstrating which interventions "work." Faith Based Organizations (FBOs) are not exempt from this new realm and must keep abreast of the trend.

There are many different mapping methods, from Research-driven Systematic, Comprehensive, and Rigorous Evidence Gap Maps to Stakeholder-involved Participatory Pathways Analysis. Concomitantly, there is a diversity of FBOs working on many social justice, social service, and poverty alleviation issues. The range of FBOs and their secular partners --from small grassroots advocacy groups to large, international development agencies-- also have widely differing levels of organizational capacity that influence their practice and their ability to evaluate outcomes of their work.

The concern with effectiveness should not be limited to participant outcomes or benefits to staff/volunteers as a result of the program. Rather, broader community outcomes need to be included in an evaluation, i.e., changes in public opinion, greater volunteerism, more community involvement in the issue, changes in policies, laws, etc. Although certainly more complex, constructing evaluation designs and methods to collect data on the validity and reliability of the "outcomes" must strive to understand how faith has influenced outcomes. If spirituality, faith or religion is a programmatic factor that influences positive participant and program outcomes, then, an evaluation should try to identify which good practices and crucial components have resulted in meeting programmatic objectives. Valid and reliable measures of key faith-based predictor variables might be developed through focus groups with participants, staff, clergy, community residents, agency volunteers and staff, etc. Information, thusly, collected could result in understanding how these groups define faith-related concepts and how they are manifested in faith-based work with secular groups. Finally, indicators should also reflect distinct religious traditions and beliefs to facilitate comparisons across different religious denominations (Ferguson et al, 2006).

Types of FBOs and Partnership Building

FBOs are extraordinarily heterogeneous in the ways that their faith identity is integrated and implemented in social justice or development work (James, 2011). FBOs are complex and have different organizational forms that also influence what they are doing and what they can do, i.e. their capacity in terms of staffing, leadership, sources of funding, history, types of reach. For example, temples, mosques, churches and synagogues, often have *zakat* (or tithes/ donations) committees. They might also have affiliated schools, umbrella bodies, hospitals, religious-based NGOs, etc. Clark defines a FBO as "any organization that derives inspiration and guidance for its activities from the teachings and principles of the faith or from a particular interpretation or school of thought within that faith (2008). Other typologies are more involved and offer insight into understanding the role FBOs can play in development – and in ensuring that these roles are contextually appropriate and sustainable.

The type of FBO *is significant for effective partnerships* with secular organizations in efforts to forward social justice and SDG goals. That is to say, different FBOs operationalize "faith" in different ways. These differences can affect decisions about which programs and activities they choose to implement, who they partner with, and, ultimately, outcomes for beneficiaries. Also, the same faith groups are different in diverse cultural, political, and geographical contexts. A few examples follow. FBOs can:

- Take a completely secular approach—most often in education and health, such as operating a maternity care hospital, religious groups that distribute condoms to prevent HIV infections/transmission in local communities;
- Use spiritual symbols and structures in development work (a mosque, church, temple to distribute aid or linking development projects with religious meetings);
- Use spiritual teaching to promote change;
- Use spiritual practices, prayer and devotion –provide spiritual support and development.

With whom a FBO partners is also important; i.e., exclusively with same faith or denomination; partner across faiths, partner with groups that are spiritual but not necessarily religious (UUs, indigenous spiritualist, etc.). Different FBOs' capacity and how they operationalize faith are important concepts in how secular agencies can work effectively in partnership with them—and the range, nature and extent of outcomes. As the examples of Prayer and Action for Children (PAC) will show, different PAC coordinators incorporated FBOs differently in their work to address everyday Violence against Children. This work also depended on the expertise of the coordinator, volunteer capacity, and interventions that are possible and feasible to undertake within specific religious, cultural, and political contexts.

It is important to underscore that FBOs are highly diverse and complex. Efforts to develop an evidence-based compendium of FBO-secular partnerships that "work" involves understanding faith and FBOs and developing an evaluation and mapping design that enables uncovering the specific "added value" of FBOs to social justice and development efforts.

Note on Our Experience

Given the aforementioned factors, Arigatou International – New York recognizes a Rapid Assessment Method as the simplest, quickest, and least costly way to identify programs/interventions that "work" and to verify their "outcomes" in efforts to develop a compendium of programs that are replicable. We also recommend collecting evidence based on a multi-dimensional and multi-directional outcome model. This means collecting data on outcomes of staff/volunteers working on a program, beneficiaries and potential beneficiaries, and the larger community. Incorporating the perceptions of staff/volunteers and beneficiaries in the development of evaluation methods is critical to assessing program quality and outcomes. Including all "voices" in both program development and its evaluation can go far to improving our understandings of the "added value" to outcomes of the partnership between an FBO and a secular organization.

Mapping Project for Prayer and Action for Children

Following is a brief discussion on a mapping process conducted by Arigatou International-Prayer and Action for Children (PAC), which employed mixed approaches of data collection based on Rapid Assessment Method involving country contact persons and external evaluators.

METHODOLOGIES:
The independent, external evaluators conducted interviews via Skype or telephone with volunteer country coordinators and their team members. Follow-up interviews were conducted and email feedback was elicited from country teams in order to clarify and obtain additional information. A document review was undertaken of related materials, e.g., field reports, Strategic Plan and Mission, seed grant proposals, past and current internal country-specific documents, and past project reports. A Review of data about the environment/context of each country related to VAC themes and a review of the social movement literature were undertaken. Analyses of the evaluation findings were based on the centrality of the context of each project, multiple perspectives, and triangulation of data derived from all sources listed above.

Prayer and Action for Children's Mapping Project: Data is collected from its country-level volunteer coordinators about the nature of their work, number of partners and participants (community members, FBO representatives, governmental, NGO allies, etc.), short and mid-term outcomes, policy and legislative successes, etc. This information is presented on a global map with linkages to more in-depth descriptions, narratives, tools and curricula utilized in the field with the aim of sharing innovative ideas among project countries. Multiple methods are utilized to collect these data, including:

- annual questionnaires completed by country coordinators;
- pre-post surveys after a series of workshops conducted about violence towards children and child rights;
- narratives and success stories written by coordinators and their teams; and
- evaluator-generated quantitative and qualitative data on programs.

Three external evaluations were undertaken in 2012, 2013, and 2014 of a sample of country level projects. These evaluations produced aggregate numbers of NGO-governmental-FBO partners. They also generated the number of participants in each intervention, for example, workshops that aimed to educate and inform parents, teachers, and other professionals about 1) positive parenting, 2) negative consequences of child marriage, and 3) benefits of registering births of children.

The evaluations developed qualitative reports of promising projects and those with specific strategies that resulted in short and medium term outcomes. Information from the external evaluations was included as a link on the global map as were narratives and other information collected by country coordinators.

Examples of outcome data narratives for Prayer and Action for Children Global Mapping:

NEPAL

Nepal's faith based organization works with NGOs and others to offer year-round programs and activities that attempt to intervene in the causal relationship among poverty, gender discrimination, inequality, marginalization and everyday violence against children.

Activities:

- The Nepal project educates populations, including, for example, indigenous Bon religious leaders in remote parts of the country, about the negative effects of child marriage.
- It also offers scholarships to girls to help them to stay in school. Special educational programs, (scholarships, homework help, vocational skills training, etc.), are offered to help girls to build confidence and become empowered to know their rights.
- Programs are structured in ways that enhance children's emotional and cognitive development.

Short-term Outcomes

- Increased knowledge among religious and secular populations about negative aspects of child marriage-- for the child, the family and the community.
- The number of girls who received scholarships each year, who entered, remained in high school, and obtained employment, thereby, forestalling marriage until girls were physically and emotionally able to bear and parent children.

PAKISTAN

The Pakistan country coordinator advocates with local governments to pass legislation that outlaws child marriage, build more high schools for girls, and to outlaw child labor.

Activities

- The coordinator convened consultations throughout the Punjab area with all levels of religious leaders from various Islamic denominations. In the first consultation, prominent religious leaders from Ahle Tashih, Deobandi and Ahl e Hadith sects were invited to speak about child marriage from the viewpoint of Islam. The leaders are renowned scholars with many followers, including progressive and moderate religious leaders, and local prayer leaders at community mosques. At the consultations, child marriage as a cultural and social issue rather than as an aspect of Islamic values and proscriptions was discussed and debated.
- "All religious leaders unanimously agreed that Islam did not force any girl or boy to be married at an early age, as the Prophet Muhammad (Peace Be Upon Him) got married at the age of 25 years."
- This group prepared a collaborative statement that the practice of child marriage is not proscribed or condoned in any Islamic religious texts.
- This statement was taken by the coordinator to the Punjabi state legislators to encourage them to pass laws to make child marriage illegal.
- The coordinator recruited, trained, and supervises a cadre of young women college students to educate their peers, family and community members about negative effects of child marriage and the benefits of girls' schooling.

Short-term Outcomes

- A number of young women were trained and continue to educate others about children's rights.
- Media attention on children's rights, and the detrimental characteristics accompanying child marriage and child labor.
- A collaborative statement was written by diverse Islamic leaders clearly informing the population that child marriage is not an Islamic religious requirement.
- Statement by religious leaders was presented at the Punjabi legislative authority to advocate for changes in laws and policies related to children's rights.

BRAZIL

Brazil is a longer-term participant in Prayer and Action for Children. It is farthest along in conceptualizing activities and institutionalizing the work in its organization, Pastoral da Criança (PC).

Activities:

- This project shows the benefits of a large country-wide FBO joining with secular organizations, garnering a cadre of volunteers from the FBO, who with training could be organized to discuss ideas and distribute culturally appropriate materials through meetings and workshops.

Short-term Outcomes

- Pastoral da Criança, mobilized social actions**, disseminated information, encouraged educational, and media, and advocacy activities throughout 74 municipalities in Brazil**.
- **Meaningfully involved children** in the project that attracted diverse religious representatives to commit to and persist in disseminating their moral and ethical approach to children's rights.
- Wrote a **special prayer and** recited it at all PAC-activities with children. Symbolically, the prayer can create shifts in emotional attitudes and, even, a visceral breakthrough for audiences.
- Garnered **governmental support which publicized and created legislative backing for World Day of Prayer and Action for Children—as it was declared a legal holiday at the local city level.**
- 5) **Held** children's celebration at Brazilian Parliament in the Capital that was **broadcas**t on the official National Parliament television.
- **Year-round Activities:** Discussion Circles are being held in different cities every few months throughout the year to foster and expand child rights' actions. Critical reflection and learning takes place at these meetings as well as the development of action plans. A process of continual improvement through feedback is used to share findings, learnings, outcomes and experiences.
- **Evaluation Capacity:** PC has a database to track and measure the progress of each activity undertaken. Surveys are distributed to volunteers after events in order to obtain information about successes and challenges faced during the previous year.

DOMINICAN REPUBLIC

Activities

- **The Dominican Republic Project** produced a short-term success by hosting a **Santo Domingo Interfaith Breakfast,** each year for 3 years that consciously **linked the religious sector in the country with the government and civil society coalitions (i.e., 55 diverse representatives in 2014).**

Short-term Outcomes

- **Religious leaders and FBO representatives were from across the religious spectrum.** Representatives for the following spiritual and religious traditions participated: Catholic, Baha'i, Braham Kumaris, Evangelical, Episcopal, Hindu, Jewish, Mormon, Muslim, Protestant, and the International Society of Divine Realization.
- All participating religious leaders (a) reaffirmed their commitment to preventing violence against children and (b) agreed to **create individual plans to work** to eliminate corporal punishment within families and among their congregations.
- **The coordinator also** collaborated with governmental representatives in the development of a **National Road Map to end violence against children (VAC) The Road Map was adopted** by the National Directorate of the Council for Children and, in turn, strengthened the motivation of religious leaders to frame and meet specific VAC objectives and activities.

Part II: Primary Methods of Mapping

Outlined below are several of the primary methods of mapping, their purpose or aim, type of data included, methods of data collection, and analysis; and whether or not the data analysis lends itself to visual presentation.

1. Evidence Gap Maps: Rigorous, comprehensive and systematic assessment by researchers, (includes an assessment of the quality of evidence) with a visual 2-dimensional framework and links to databases. Evidence maps allow for identification of research gaps. This is particularly important for interventions that are implemented without insufficient evidence (Schmucker et al. 2013).

2. Scoping Studies: Researcher-conducted. Usually, no quality assessment of data/evidence. Evidence presented in a report with tables.

3. Rapid Reviews/Evidence Assessments: Uses standardized information gathering tools.-Can be visually depicted with links to databases and narratives. Data collected by program, community, and research teams.

4. Social Network Analysis, Network or Power Mapping: Useful organizing and information gathering tools for practitioners. Can result in various types of visual presentations.

5. Participatory Pathways Analysis: Comprehensive, systematic, and includes stakeholders in the data collection process and in decisions about presentation of evidence, including visualizations of findings.

1. Rigorous Evidence Reviews

A. **Evidence Gap Maps (EGM):** This is the newest of these new evidence review products.
EGM produces visualizations of existing evidence derived from a comprehensive and systematic review of research studies, including impact evaluations that have verifiable outcomes and that are causally-associated with the interventions.

Evidence or outcome data are derived from rigorous research studies or impact evaluations, (e.g., case control studies, quasi-experimental designs, etc.). (See www.3ie.org International Initiative for Impact Evaluation and Gaarder, 2010.)

A critical distinction about this method is its investigation of the **quality** of existing outcome and impact evidence. Assessments of quality result in deeper understandings of "what works and what does not work" in specific examples. Data extracted from the reviews include: the intervention itself, outcome measures, critical appraisal of quality of research, methods used to derive outcomes, and a summary of findings. A single researcher or a team of trained evaluators rigorously appraises and critically analyzes the information.

A summary of the quality and quantity of available evidence is made, including a descriptive summary of key findings of the systematic reviews. Visual 2-dimensional frameworks are used to present the data. The maps or visual presentations include **the quality of the** intervention based on a critical appraisal, and linked to a database that includes summaries of the reviews and impact evaluations. **A user-friendly graphical display is prepared for specific programs/initiatives highlighting strong, weak, or non-existent evidence or outcomes** (Gap Mapping).

> EGM consolidates *what is known and not known about "what works" in a particular sector or sub-sector about a specific theme*, e.g. education, HIV/AIDS, agriculture, climate change, etc.

The broad scope of EGMs does not provide details about the context of the evidence. EGMs are useful for those who want to identify evidence to inform their policies and practices--including strategic decisions about the use of scarce research funding. To see an example of a gap map that is visual and has links to additional information – go to http://gapmaps.3ieimpact.org/evidence-maps/primary-and-secondary-education-evidence-gap-map.

B. **Evidence-Based Policing Matrix:** (Lum et al, 2011). This method has a narrower focus than broad-based EGM themes. Evaluators conduct systematic research of the literature, including high quality impact evaluations, and assess the validity of outcomes. As with EGM, this model combines a graphical visualization of the evidence based on a policy-relevant framework with direct links to user-friendly summaries of the studies. The Matrix method only includes primary studies, while true EGM gap maps also include systematic literature reviews.

C. **Evidence Map (**EM**):** (Parkhill et al, 2011, Bragge et al., 2011, www.evidencemap.org).
EM describes the nature, characteristics and volume of research in a specific area, aiming to identify **evidence gaps by comparing key research questions identified by stakeholders with available literature (Miake-Lye et al., 2016)**. The research question in EM is **informed by the "end-users," practitioners, etc**. (Hetrick, 2010). The questions drive the search for and collection of appropriate studies that have used explicit and reproducible methods, to include a:

(1) clear definition of the components of the research question;
(2) thorough and reproducible search strategy;
(3) explicit inclusion and exclusion criteria, and;
(4) transparent decisions about the level of information that should be gathered from each study.

EM uses comprehensive and systematic methods to identify reviews and studies. However, there is **no critical appraisal of the data extracted**. EM analysis summarizes identified studies according to design, context, population, condition, and outcomes and often includes a commentary on the evidence base. A report is then prepared that summarizes the number of studies with their references. A user-friendly database can be created that is searchable by intervention and outcomes.

EM appears to be emerging as a rigorous method for gathering and disseminating up-to-date information to those who need it. Information derived must be effectively communicated, and follow-up must occur to assess how the intervention or programming evidence is used by practitioners, which is the ultimate aim of this method of inquiry. Overlaying a map of the existing evidence onto a map of ongoing and planned projects in a particular sector could be valuable. An inventory of such projects might identify which priority research questions can actually be investigated in the short to medium term (Tanner et al., 2013).

2. Evidence synthesis with stakeholder participation

A. **Scoping Studies (SS):** (Anderson et al, 2008; Levac et al, 2010) These are broad and primarily identify and describe characteristics of the evidence base. SS are most often used in the healthcare domain. Project stakeholders participate with evaluators in gathering and defining the scope of the study. SS summarize all pertinent studies about a specific question. Inconsistencies in evidence and gaps in research can be identified using this method.

SS examine the extent, range and nature of research activity, and identify gaps in and sometimes the effectiveness of the evidence base. The particular research question determines what studies or literature should be included. **SS are more limited than other systematic methods as no critical assessment or appraisal of the research is made**.

Similar to EB methods, SS usually focus on a study population, the intervention, outcomes measures, and the study design. No visualization of the results or mapping is accomplished, nor is there access to user-friendly summaries. Analysis is by theme, presenting a narrative of the existing literature. Descriptive thematic narratives or descriptive summaries of statistical data can be presented in a report that includes tables. Results are used to inform policy, practice, and research planning (See Kastner and Tricco, 2012).

B. **Systematic Mapping (SM):** (Bates et al 2006; 2008). SM aims to provide a careful overview of the **quantity and quality of evidence in** relation to a broad question of policy or of management relevance. Data included are determined by the research question; and a comprehensive search is conducted of all relevant literature. There are **limited appraisals of the data**. Reports are mostly descriptive and can refer only to a subset or sample of the research, if the evidence-base is large.

Analyses map out the literature available in various databases, but are limited to showing only that literature and key gaps. Information can be written into reports, summaries or even a database interface. A searchable database of references can be used by policy makers, service users, practitioners, and researchers.

3. Rapid Reviews Appraisals /Evidence Assessments (RRA)

Rapid Reviews Appraisals /Evidence Assessments (RRA): (Gannan et al, 2009; U.K. Government Social Research REA Toolkit, 2008). RRAs may include a systematic literature search. This is usually limited in thematic scope and can identify and include evidence and impact evaluations. RRA's summarize the characteristics of identified literature, (such as study design, population, context, outcomes reported, etc.), and analyze the results. **Usually there is no visualization based on an intervention-outcome approach, although results can be mapped**. There is limited access to user-friendly summaries.

RRAs are increasingly used in development projects. It is really a rapid method for learning about conditions in an intensive, iterative manner. RRAs are specifically designed to **improve quality and timeliness and to reduce cost**. A small interdisciplinary team engages directly with local people to identify constraints and the opportunities to address them. Many RRA manuals exist in different areas of development. They often include guidance about project design, assessing local conditions, and planning activities at site level.

- The work is accomplished in coordination with local people; and there are evaluations of the impact and effectiveness of interventions.
- RRA teams obtain information by using a variety of mixed methods of data collection, e.g., Community Discussions; Exit Polling; Transect Walks; Focus Groups; Mini-Surveys; Community Mapping; Secondary Data Collection; Group Discussions; Customer Service Surveys; and DirectObservation. (http://www.fao.org/docrep/005/t7845e/t7845e01.htm).
- Particular tools are used to disseminate findings, in a more straightforward way, for use by planners, project staff, local people, and government officials.
- They do not generate statistically sound, survey data. Nor does RRA provide the in-depth understandings generated by long-term, qualitative research methods.
- The quality of results from RRA inquiry is dependent upon the quality of a team's analytical experience, their ability to creatively combine elements of the toolkit, and to quickly identify key issues. RRA involves analysis and assessment of issues during the process of data collection rather than waiting for all interviews to be completed as occurs in the formal survey.

UNICEF's Child Protection Division provides a Mapping and Assessment Toolkit to be used by country-level staff and others. The Toolkit is used to identify major risks within a human rights framework, and examine the scope and capacity of existing child protection systems, accountability mechanisms, and mobilization of approaches to integrate and strengthen country-level child protection systems.

4. Social Network Analysis (SNA), Network of Power Mapping

Social Network Analysis is the mapping and measuring of relationships and flows of information among people, groups and organizations. Nodes in the network are people and/or groups, and links show the relationships or flow between or among the nodes.

SNA is both a visual and a mathematical analysis of types and forms of relationships among or between social entities. It is a study of social structure created through social relations between people, groups, institutions and organizations; and encompasses interactions with information, knowledge and social learning.

Bender-deMoll (2008) suggests that network analysis and mapping can be used to assist or facilitate **human rights work**. SNA is an interesting model for complex human rights and social justice issues where ordinary linear relationships rarely occur -- and where it is important to track how many things are interconnected. SNA enumerates the relations between them so that patterns and structures can be revealed or utilized.

An important method for practitioners, SNA can be used to engage multiple and diverse organizations in their work. This method can uncover natural groups or communities based on connections between the nodes in the network. When separate individual relationships are assembled into shared structure, it is possible to find indirect paths or uncover hidden connections.

Networks can be mapped onto **visual forms** using a variety of computer programs. Visualizing relationships in an iconic form gives people something concrete to refer to in discussions, and a way to exchange knowledge. Of interest is the notion of how ideas and influence move through groups as the **diffusion of innovations.**

Network mapping makes the relationships between various entities visible and informative. A visual depiction of networks of NGOs, FBOs, government and local institutions might generate ideas about groups, etc., that could potentially be engaged in social justice action across regions, nations, and themes. Visualization could also identify a structural hole or gap in the relationships between groups—and what agency or group might fill that gap as a broker between, e.g., an NGO and indigenous religious leaders.

Power Mapping (PM) is a form of SNA used to create shared representations of the relative power relations between entities. PM is a way of collecting and representing people's views of power structures in order to check against a normative view of power in local contexts. Using little technology, PM focuses on quick collection of qualitative and relative information about people, and relationships. It is a **form of network mapping**. Several development agencies are investigating possible uses of Power Analysis to predict and understand the impacts of interventions.

5. Participatory Impact Pathways Analysis (PIMPA)

Participatory Impact Pathways Analysis (PIMPA): includes **network mapping as a component (**Bender-deMoll, 2008). A group discussion process designs and administers a network questionnaire. Community members and evaluators plot their strategies based on the resulting information. In one example, network data provided an overview of influences in the local economy.

Visual graphics can assist community residents and NGOs to identify key actors in the local network. Pathways Analysis can assist in deciding who should be involved in project planning and implementation which could lead to more diverse participation, and more rapid appropriation of innovations, ideas, behavior change, etc. PIPA could be effective in strategic analysis by assisting grassroots groups to identify and articulate power structures and obstacles (Douthwaite et al. 2006).

Several non-profits, advocacy groups and political campaigns use social networking sites to gain exposure, and attract new volunteers and members. These sites are also used for fund-raising, political campaign mobilization, and to track diffusion and adoption of practices such as health procedures, HIV prevention, contraception, and farming innovations. Understanding the spread of information and social practices can also aid in the design of interventions.

Caveat:
Collection of relationship data raises some complicated ethical questions. Names of individuals or organizations involved may be sensitive information. Informed consent and sensitive data collection designs may address some concerns. Even if names and identifying information are removed, it is possible that information can be accessed. One-way encryption of names and using numerically coded cards for recruitment by snowball sampling are ways to protect information.

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Table 1: Overview of Different Types of Mapping, Scoping and Synthesis

Method and Timeline to Produce Evidence	Aim	Data Inclusion	Search-included Evidence	Critical Appraisal of Evidence	Data Extraction	Analysis	Presentation Visual or report	Access to User Friendly summaries/ narratives	Who conducts—participates in data collection process
Evidence Gap Maps Expensive Several months	Map and visualize existing ongoing Systematic Research and evidence in particular topic area. Informs policy & practice	Systematic Reviews, Impact Evaluations, Gap maps	Comprehensive and systematic for systematic reviews. More purposive for Impact Eval.	Yes-rigorous critical appraisal of evidence:	Intervention, outcome measures, summary of findings, critical appraisal categories	Summary of quality/quantity of evidence. Descriptive summary of key findings of systematic reviews	Visual 2-dimensional framework. Links to a database with summaries of the indicated studies	Yes	One or a team of Experienced Researchers-
Scoping Costly– up to one year	Examine extent, range and nature of research activity-identify gaps in evidence, determine if full-systematic research should be undertaken. Informs policy & practice	Determined by research question: All relevant literature includable	Determined by time and resources May be more limited	Can do	Population, intervention, outcome measures study design. May include findings re: effectiveness and gaps in research	Analytic framework or thematic construction-Narrative account of existing literature. Descriptive thematic narratives; summaries of statistical data.	Report – may include tables	No	Team of Experienced Researchers
Rapid Assessments Quicker, less cost	To quickly obtain feedback on activities and outcomes in the field. Informs practice—mid course corrections ie. to improve quality, timeliness, and low cost	Responses to surveys, narratives from field, statistical data-Uses mixed methods	Can be systematic-but limited Can do impact evaluations/ effectiveness	Not rigorous critical appraisal Based on staffs analytical experience	Population, activities, outcome measures	Summarizes characteristics of studies e.g. design, population, context, outcomes. Analyzes results Short term Analysis and assessment of issues as data is collected	Report. Can do mapping with links to narratives	Yes-useful for program staff –mid course corrections	Evaluator working with program staff-sometimes input from other stakeholders
Participatory Pathways Analysis quick less cost-	To assist staff and stakeholders to make strategic programmatic and advocacy strategies	Information	Network questionnaire	Info on net-works who may help or hinder program or strategies	Local, regional, national level networks--	Grassroots groups involved with staff in identifying and articulating power structures and obstacles	Visualizations of findings	Yes-useful for program staff to plan strategies; visibility; mobilization	Program Staff and other stakeholders (community participants, beneficiaries, etc.)

Sources: EGM, Scoping, RA—based on table and papers from www.3ieimpact-3ie.org & Gaarder, 2010; RA: Ganann et al, 200, Network-Pathways: Bender-deMoll, 2008.

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