STARTTS

COMMUNITY DEVELOPMENT EVALUATION MANUAL

A guide to planning and evaluating community development work with refugee communities

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of Torture and Trauma Survivors (STARTTS)
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CONTENTS

GLOSSARY OF KEY TERMS

BASELINE DATA	Information collected about the characteristics of a community or group of people before a project starts. This information can be compared to a similar study carried out at a later stage to measure change.
BENEFICENCE	The ethical principle that research should be beneficial to research participants.
CASE STUDY	Has many meanings but often implies an in-depth look at a person or group of people to attain a comprehensive understanding of the direct and indirect effects the project has had.
CAUSAL LINK	The relationship of cause and effect. This means that the act of something in your project directly produced the effect. The cause is necessary to produce the effect.
CONFIDENTIALITY	Not revealing the identity of participants involved in the evaluation, or factors which may lead to the identification of individual participants.
DATA	The information collection during the course of the evaluation that can be in word, image, or numerical form.
EMPOWERMENT EVALUATION	An approach that actively involves key stakeholders in the community in all aspects of the evaluation process to achieve community ownership over the evaluation, and promotes evaluation as a strategy for empowering communities to engage in system changes.
FACILITATOR	A person who coordinates an exercise and encourages the participation of others without leading.

FOCUS GROUP	A way to collect data through small group discussions with people who have a particular knowledge or interest in a topic, usually run by a facilitator.
GOAL	The ultimate purpose a project hopes to contribute to. Project objectives directly contribute to the achievement of the project goal.
IMPACT	The positive and negative, primary and secondary long-term effects produced by a project. It can be direct or indirect, intended or unintended.
IMPACT ASSESSMENT	A type of evaluation that is focused on looking at lasting changes that happen as a result of a project, beyond immediate outcomes.
INDICATORS	Concrete, measurable definitions of what project success looks like – usually relating to a specific project objective or activity
INFORMED CONSENT	Every person who participates in the evaluation gives their consent based on a clear understanding of what the evaluation is about, how it will be used, what risks may be involved, and that their participation is voluntary. This may require the use of an interpreter and in some cases may require a
INPUTS	The resources that are required to implement activities.
INTERVIEWS	A data collection tool that uses consultations between two or more people to record their opinions. Interviews usually follow a structured or semi-structured format of questions.
KEY FINDINGS	The most significant discoveries that you find in your evaluation, supported by evidence to allow for a factual statement.
MONITORING	Verifying that project activities are implemented according to plan.
OBSERVATION	A useful data collection strategy in which activities, objects and peoples' behaviors are visually examined and often recorded.
OBJECTIVES	The intended outcomes of a project. Objectives tend to be more specific than goals, and directly contribute to achieving the program's ultimate goal.
OUTCOMES	Outcomes: the short-term and medium-term effects that a project strives to achieve, defined in measurable terms.

OUTCOMES EVALUATION	Outcomes evaluation: an evaluation concerned with measuring the extent that project objectives have actually been achieved. The focus is not on how they are achieved, but the extent to which they are achieved. However in community development most evaluations are a mix of a process an outcomes evaluation.
OUTPUTS	Are tangible products from a program's activities – for example workshops run, phone calls answered, leaflets distributed.
PARTICIPATORY APPROACH	When community members, community development workers, and others involved in a project work collaboratively in developing the evaluation plan, conducting the evaluation and sharing and using the results.
PROCESS EVALUATION	An evaluation of the way a project has been / is being implemented. It is often done when the purpose of the evaluation is to improve the implementation of the program or project.
PROJECT	A specific part of the broader process of community development that has an identifiable purpose, set of objectives, and team of people working together to achieve those objectives.
PURPOSIVE SAMPLING	Collecting data from a sample of people chosen because of the their relevance to the evaluation questions. For example, a survey conducted among people who attended a specific event.
QUALITATIVE DATA	Non-numeric data, such as records from interviews, focus groups, documents, images
QUANTITATIVE DATA	Numeric data which is usually analysed to produce statistical findings
RANDOM SAMPLING	A data collection procedure that uses a sample of participants from a community selected at random, so that every person has the same probability of being selected into the sample.
RECOMMENDATIONS	Proposals aimed at enhancing the effectiveness, quality, or efficiency of a project for future implementation, restructuring objectives, or the reallocation of resources. Recommendations are an important part of an evaluation report.

RESOURCES	The assets that are available to use in projects. They include people, equipment, facilities, money and other things used to plan, implement and evaluate.
SELF-EVALUATION	The evaluation of a program by those directly affected, and conducting the program. Self-evaluation is highly recommended in community development evaluation.
SMART	An acronym for Specific, Measurable, Achievable, Relevant, Time-Bound – a concept that should be applied to objectives, outcomes and indicators.
STAKEHOLDER	An individual or organization with a direct or indirect investment in a project or program (e.g., community members, leaders, family members, organizational staff etc.).
STATISTICAL ANALYSIS	Analyzing information in numerical form to describe or make generalizations about a population (e.g., percentages, averages, analysis of variance etc.).
STRATEGIES	The actions or activities that will be undertaken to achieve project objectives.
SURVEY	A data collection tool used to collect a broad range of information from participants.
TIME LAG	An interval of time between two related phenomena (such as a cause and its effect).
TRIANGULATION	The combination of at least three different ways of collecting data to make a key finding more reliable (for example, interviews, observation, and survey).

THE PURPOSE OF THIS MANUAL

Evaluation is part of the process of being involved in community development projects, and provides valuable and necessary insights for all involved. It is not something that should be left only to a consultant or an 'expert'.

This manual has been developed for the use of anyone undertaking community development work in a refugee context. This may include project officers, service providers and refugee community organisations.

The manual is primarily a resource to help you plan the evaluation of your own community development projects. We hope it helps to demystify evaluation and provides useful tools, examples and ideas.

CONTEXT OF THE MANUAL

The NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) helps refugees recover from their experiences and build a new life in Australia, by providing counselling, community development and other support to individuals, families and communities of refugee background. STARTTS is a member of the Forum of Australian Services for Survivors of Torture and Trauma (FASSTT), a national coalition of organisations that responds to the needs of survivors of torture and trauma who have resettled in Australia.

This manual is designed to complement the *FASSTT Framework for Evaluating Community Development Projects in Agencies working with Survivors of Torture and Trauma* (see Annexes 1 and 2).

For internal use at STARTTS, the manual is intended to complement the Toolkit for Process Evaluation and Monitoring which is meant as an everyday guide for evaluating STARTTS' community development work. This manual provides additional detail, resources and examples for staff who want to understand more about evaluation or are looking to undertake a more comprehensive evaluation of their project, as well as for external users.

HOW TO USE THIS MANUAL

The manual is set out in four sections. In Part One, this manual begins by looking at the community development process to provide a framework for the ideas and concepts that will be discussed. Part Two provides an overview of the principles of evaluation. In Part Three, a step-by-step approach to planning your evaluation is provided. Finally, Part Four of the manual provides examples and additional resources for further details and explanation.

If you are viewing the manual in electronic format, hyperlinks allow you to move easily between related parts of the text. If you are reading it in hardcopy and can't utilise the hyperlinks, they will nonetheless serve as flags for additional relevant information in other parts of the manual, which you can locate using the Table of Contents.

You will also notice various text boxes throughout the manual. These are used to provide additional relevant information, such as examples. "Handy hints" are highlighted to emphasise important points to remember.

PART 1: COMMUNITY DEVELOPMENT

THE COMMUNITY DEVELOPMENT PROCESS

Before we look at how to evaluate community development work with refugee communities, we must first look briefly at community development itself. This will help us to understand what it is we are evaluating and provide a foundation for the ideas and concepts that will be introduced.

What is 'community development'? There is no single answer to this question. Community development work can take many shapes and forms. Essentially, it is about communities being in charge of their own development. It is a process where communities define their own needs and come up with their own solutions to problems, sometimes in partnership with a community development worker. It can be described as a bottom-up process, which relies on existing strengths and capacities to enable communities to participate meaningfully and equally in society (Ife, 2006).

In the context of working with survivors of torture and trauma, community development works to rebuild resilience that has deteriorated as a result of past experiences (FASST, 2008). Exposure to traumatic experiences and state-sanctioned violence often result in the fragmentation of communities and mistrust of others (Martin-Baro, 1989). Community development can be a powerful approach to rebuild social cohesion, develop trust and new connections, and empower communities to thrive in their country of resettlement. It will be helpful for you to be familiar with *STARTTS' approach to community development,* as well as the *FASST community development objectives*.

There is also no single way to go about doing community development work. Community development is not a linear process, but a continuous cycle of doing, learning and critical reflection (Ife, 2006). Every community has individual characteristics and different needs, depending on an array of social, cultural, political, spiritual and environmental factors. Similarly, every community worker has a different personality and skill set that they can offer. This means that each community development project is unique, although they should share common principles of community ownership and empowerment, respect for diverse knowledge and values, and promotion of social justice and Human Rights.

Community development is an ongoing process that involves different projects along the way. This process may have been progressing within a community for a long period of time before you begin work on a specific project, and will continue long after the project has ended. This manual focuses primarily on the evaluation of specific projects within the broader process of community development. This is a good place to start to raise some critical issues and identify ways a community worker can gain, or improve, their skills.

1. Getting to know each other

The first essential first stage of the community development process is "getting to know each other". This means spending time with communities, meeting people and making new connections, attending community functions, and letting communities know who you are and what you do. Most of the time, foundations of trust need to be built in order to be invited by a community to contribute to their development process.

2. Clarifying roles and skills

Once you have established a relationship with the community and they have asked for your support in a project, the next stage of the process is thinking about what kind of assistance the community wants from you. You need to be clear about the roles you are being asked to take on for the project and what skills you will need to develop to fulfil them. The diagram below gives an example of the great range of roles and skills that are often required from a community development worker. The circular shape emphasises their interconnectedness and the importance of taking a holistic approach to your work:

(Adapted from Ife, 2006)

In any project, a community development worker will perform quite a few of these roles and use a variety of skills at the same time. Sometimes you may be required to concentrate on a few roles, but it is important to always take the time to reflect on 'the bigger picture' of integrated community development.

It is also important to be clear about who is doing what. Which roles are the community asking you to take on, and which roles will they fulfil themselves? Community development workers need to be mindful that their job is to be a guide, support or mentor to the community. Your tasks should always be carried out in partnership with the community, and where possible the role should be shared with a community member to ensure capacity building and community ownership of the outcomes. The aim is to transfer skills to the community so that next time they won't need your help.

3. Grounding practice in community development principles

Roles and skills are intimately linked with values. You need to be consciously aware of the principles and values that underpin your work, and be able to articulate how they influence and shape the way you practice community development. At a general level, the core values of community development should guide your practice. In each project you work on, you can embark on a process of exploring how the following key principles can be applied.

Key principles of community development

(Adapted from Ife, 2006)

HOLISM
Understanding that everything is interrelated and taking a broad, systemic approach to thinking about issues and what you do in practice. All community development projects will have a 'ripple effect', as everything we do has an impact on the world, often in unseen ways.

SUSTAINABILITY
Developing the structures and processes of community development initiatives to ensure that change continues into the future after a project is completed or your support is phased out.

DIVERSITY
Understanding that diversity exists between communities and within them. Every community has unique characteristics depending on the social, political, economic and cultural context. What works well in one community may not in another, and what benefits one part of a community may not benefit another group. Such diversity also means that communities can learn from each other.

ORGANIC DEVELOPMENT
Letting structures and processes develop organically from the community itself. Waiting until you're invited to offer suggestions by the community, and being flexible about changes to the project.

BALANCED DEVELOPMENT
Understanding that social, economic, political, cultural, environmental and personal/spiritual development are all essential aspects of community life.

ADDRESSING STRUCTURAL INEQUALITIES
The world in which we live has deep structural inequalities in relation to class, gender, race/ethnicity, disability and age. Community development must work towards a fairer world, and should seek to counter these inequalities in appropriate ways.

NEUTRALITY
To maintain the trust of all community groups, community development workers should not take sides in hostilities or engage in political, racial, religious or ideological disputes. At the same time, neutrality is not appropriate if it is in fact reinforcing structural inequalities.

EMPOWERMENT
Should underpin all activities by providing people with the opportunities, resources, knowledge and skills to increase their capacity to participate in society and determine their own future. This means understanding what barriers exist for people to exercise power, and how they can be overcome.

AFFIRMING HUMAN RIGHTS
Community development must affirm and promote Human Rights. This means that if you are asked to participate in a project that employs unjust practices, for example racial or gender exclusion, you are justified in refusing. (You may want to read the United Nations Universal Declaration of Human Rights).

SELF-IDENTIFIED NEEDS
Needs must be defined by communities themselves, as they are the experts of their own experience! You may support them to articulate their needs using appropriate equitable and participatory processes, but don't assume the right to prioritise the community's needs for them.

COMMUNITY OWNERSHIP OF PROJECTS
The community must give you a mandate to start working with them. If this doesn't happen you are probably not required, or perhaps you need to spend more time building trust and connections. Wait until you are invited, and make sure that it's the community, not your organisation, who owns the project.

VALUE LOCAL CULTURE AND KNOWLEDGE
Projects must arise from a community's cultural identity and knowledge in order to be relevant, community-owned and sustainable.

VALUE LOCAL RESOURCES AND SKILLS
The community's existing capacity should be utilised where possible as local skills will be the most appropriate and will also contribute to the community's self-reliance.

INCLUSIVENESS AND PARTICIPATION
Ensuring that all community members (for example women and girls) are meaningfully included and given the opportunity to participate. This will mean actively overcoming structural barriers and isolation of marginalised groups in many instances. Don't assume that the strongest voices speak for the whole community!

TRANSPARENCY
Being open and honest about your role and capacity as a community development worker to avoid getting boxed in as an 'expert', or setting up false expectations.

MAINTAINING SHARED OWNERSHIP OVER INTELLECTUAL PROPERTY
When a piece of work is developed with a community, or is based on the research or information obtained from a community's knowledge, their contribution must be acknowledged through co-authoring/shared ownership.

INTEGRITY OF THE PROCESS
Making your values explicit and evaluating the project processes: community development is as much about the process as the outcome.

4. Defining the project and its objectives

Once a project is agreed to, it needs to be clearly defined by the community and community workers to ensure that everyone involved shares a vision for the project and is clear about what it's trying to achieve. This is essential for participation and ownership of the project by the community, for seeking funding and reporting to funding bodies, and as a starting point for sound evaluation.

It's important to set the project goal and objectives before you begin planning the project activities. Are you clear about what the project is aiming to achieve?

The simplest way to clarify a project is to set the goal, objectives and activities for the project through a participatory process in which all stakeholders (including community members) have input into defining what the project will do and achieve. For example, in an early planning meeting, you can consult the project participants about why they are interested in the project, what they want it to achieve, and what success would look like to them.

The kinds of questions you might ask are:

• What are we trying to achieve?
• What would project success look like?
• What milestones will we need to reach along the way?
• What will we do to achieve these things?
• How will we do it? What will work and what won't?

For more detailed guidance on setting project goal and objectives, see *Step 1* in Part 3: Evaluation Planning.

5. Allowing the project to emerge and evolve

Community development projects need time to emerge and evolve. Good questions for eflection are: What is happening here? What have we learnt so far? Is there anything we should change based on what we have learnt about this project? Successful practice is about learning and doing at the same time (Ife, 2006).

Your project objectives and activities may also change to reflect the growing understanding you gain about the project and its context. Change is a good indicator that you are listening, learning and responding appropriately. The key process you go through as a worker is action and reflection that is grounded in the community as well as the core values and principles of community development.

It is important not to get so busy that you lose time for this critical reflection, as this will limit the effectiveness of community work as well as your own capacity to grow in your role and develop your skills. You need to set aside some time for reflection with someone who can give you the professional support you need to address emerging issues.

COMMUNITY DEVELOPMENT WORKER GOOD PRACTICE CHECKLIST

You may find that going through a checklist similar to the example below can help in your reflection process. This checklist is not prescriptive, but a guide to get you thinking about what you are doing to achieve good practice in community development.

Community development good practice checklist

1. *Have I spent enough time getting to know the community and build trusting connections?*

2. *Am I and the community clear about my roles in this project?*

3. *Do I need to build my skills?*

4. *Am I clear about the values and principles that underpin my community development work and can I describe how they influence my work?*

5. *Am I communicating with a diverse range of community members, and not just those who are easily accessible?*

6. *Have I set the goal, objectives and activities of the project together with project participants and other stakeholders?*

7. *Am I taking adequate time to reflect on the process? Who am I talking with to help me reflect on the emerging process?*

8. *Am I keeping good records of the community development project and what I am learning as it evolves – including an evaluation journal or project notes where I can record my thoughts and observations?*

(Adapted from Bullen, 2009)

Not all of these points will apply to every worker in every situation. For example, if you have already worked extensively with a community, you probably don't need to spend much time on the 'getting to know each other' stage. However, you do need to maintain the trust established in this period by remaining active in and around the community. You can also revisit this step by asking yourself other questions, such as: what else can I learn about this community? Are there any new developments in this community that I should be aware of? Do I need to make new connections in this community so I am not always engaging with the same people?

Returning to these key steps can help you to think critically and avoid making assumptions about the communities you are working with.

STARTTS' APPROACH TO COMMUNITY DEVELOPMENT

At STARTTS we recognise that recovery from torture and trauma requires a holistic approach, in which community development is an essential component. Community development is seen as integral to the work we do with survivors of torture and trauma.

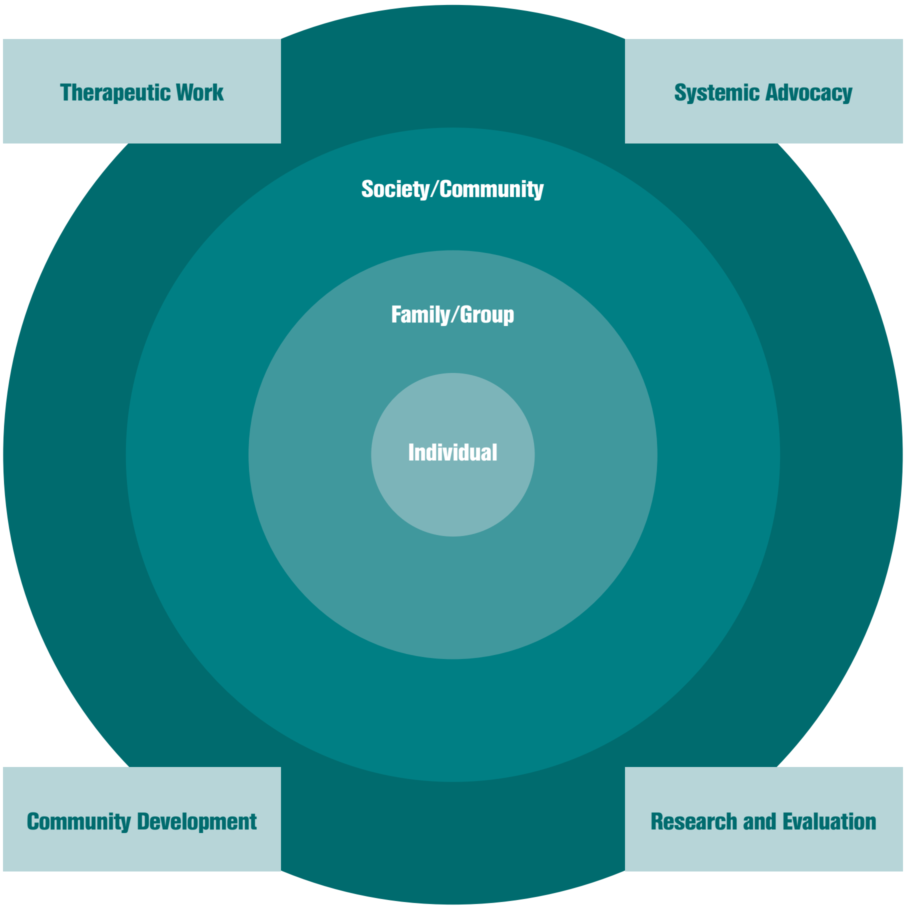
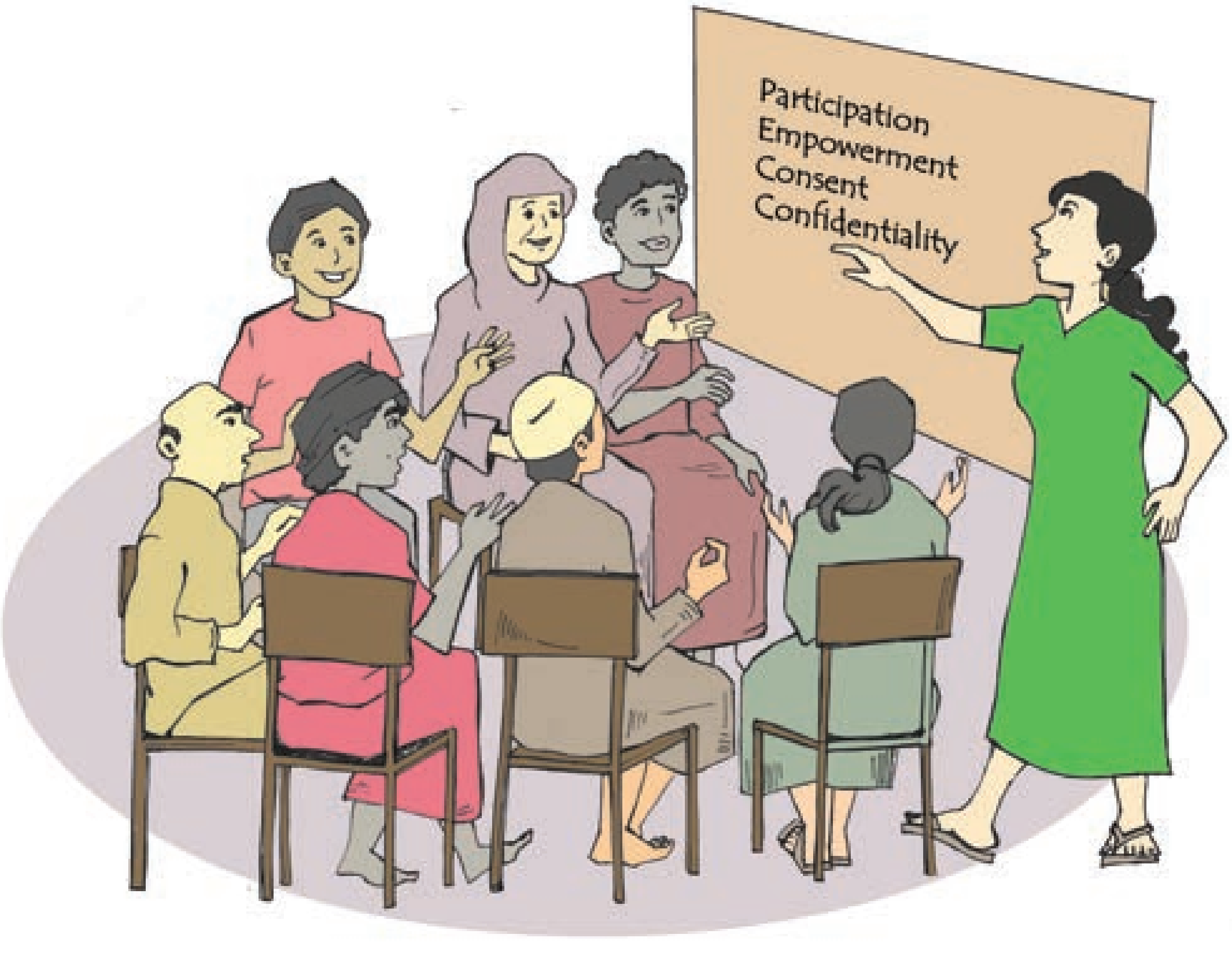


Diagram 1: Holistic approach to the provision of psycho-social services

Overall STARTTS' work consists of a balance between clinical approaches and community development activities. These are not seen as mutually exclusive, but rather they occur along a continuum. Individual wellbeing is dependent on the wellbeing of the community, and vice versa; trauma impacts on an individual's ability to participate in their community and on a community's ability to support individuals and families. Interventions at any level of social system therefore impact on both communities and individuals, and will contribute both to individual recovery and community strength.

This diagram also demonstrates the importance of evaluation in the holistic approach to the provision of psycho-social services. Evaluation is an equal and critical component of STARTTS work with torture and trauma survivors.

PART 2: EVALUATION PRINCIPLES



WHY EVALUATE?

Evaluation is integral to good community development. When properly done, it enables an ongoing process of learning among all involved in community development projects. It also enables the continual development of projects and programs to be more effective and successful.

In the field of community development, it can be hard to know how deeply your project is impacting on participants and the community. Sustainable change is linked to the wider impacts of a project on a community, and these can only be seen in the long-term. Outcomes of community development projects are often hard to measure, because they deal with social relationships and the complex functioning of groups and communities, rather than things that are easily quantified.

A clear, simple evaluation plan designed at the start of a project can help you to assess whether you're achieving what you want to achieve, and what you can do to improve your community development work.

PRINCIPLES OF COMMUNITY DEVELOPMENT EVALUATION

The most important principle of community development evaluation is that process must be consistent with community development principles.

> *"Crucially, the values that inform community development have also to be reflected in its evaluation. It would be contradictory to have a program that emphasized the importance of local participation and community development if the evaluation did not also seek the views of local groups/users as to its effectiveness." (Craig, 2002)*

Participatory Evaluation

A good community development evaluation will involve the meaningful participation and empowerment of the project participants and community members in the same way that a good community development project should. This means that you not only ask for their feedback about the project but also involve participants in the evaluation planning and if possible in carrying out the research as well. Explain why you want to do evaluation, why it's valuable, and ask for their input.

Some good questions to ask project participants at the start of evaluation planning are:

- What do they want the project to achieve?
- Why are they interested in being a part of the project?
- What are their feelings about evaluation?
- Do they have any concerns or suspicions about it?
- What do they want the evaluation to find out?
- How would the evaluation be most valuable for them?
- What suggestions do they have about how the data should be collected?
- Are there types of data collection that work best in their community?
- Are there types of data collection that they don't like?
- Would they be interested in helping to collect data and conduct the evaluation?

Keep in mind that refugee community members may have very little free time, little or no experience with evaluation research, and/or disempowering or even traumatic past experiences with researchers - so don't be surprised if people aren't necessarily enthusiastic at first! The challenge is to make sure that project participants feel respected and understand that their input is valued and will be used to shape the evaluation so that it is most beneficial for them, rather than feeling like they are the passive subjects of research that they don't see any benefit from.

See *Ensuring meaningful participation* for more information.

Participatory evaluation checklist
To maximise opportunities for meaningful participation make sure you:

1. *Plan the evaluation at the start – when you are planning the project!*

2. *Seek participants' thoughts on the evaluation at the start, including input into evaluation questions and methodology and any concerns they have*

3. *Continue to offer opportunities for involvement and input throughout the evaluation process eg. asking for their feedback on project objectives, evaluation plan, etc; involving them in collecting data such as surveys, photos or stories from the community*

Empowerment evaluation

Empowerment evaluation is a particular approach to community development evaluation which emphasises self-evaluation, community participation and collaboration, and open discussion. In this approach, evaluation is an ongoing process that aims to "foster a social and political environment that empowers diverse communities" (Harley et al, 2000).

Empowerment evaluation provides useful guidelines for evaluating community development work. It emphasises the inclusion of participants with the support of skilled workers in all stages of the evaluation process. It also recommends that the evaluation plan and process should be simple with clear stages and steps (Bosio de Ortecho, 1991).

The key principles of empowerment evaluation can be used to guide evaluation planning (adapted from Fetterman and Wandersman, 2005).

Empowerment evaluation principles
To maximise opportunities for meaningful participation make sure you:

1. ***IMPROVEMENT***
   The evaluation is designed to help people improve their programs

2. ***COMMUNITY OWNERSHIP***
   The community is responsible for the design and overall direction of the evaluation

3. ***INCLUSION***
   Making a concerted effort to encourage the participation of as many stakeholders as is feasible

4. ***DEMOCRATIC PARTICIPATION***
   Ensuring that everyone has a meaningful role in decision-making

5. ***SOCIAL JUSTICE***
   Reminding all stakeholders of the importance of social justice outcomes

6. ***COMMUNITY KNOWLEDGE***
   Valuing the knowledge of local community members about their community and programs

7. ***EVIDENCE-BASED STRATEGIES***
   Utilising strategies that have worked well in other similar communities

8. ***CAPACITY BUILDING***
   Project staff members and participants learning how to conduct their own evaluations

9. ***ORGANISATIONAL LEARNING***
   Using staff and community learning to make corrective or adaptive changes in organisational behaviour

10. ***INTERNAL ACCOUNTABILITY***
   Individual staff, communities, and organisations are all accountable for their role in the evaluation.

ETHICAL EVALUATION

Community development workers have a duty of care and a responsibility to conduct ethical evaluations. It is very important that your evaluation process is carried out with integrity and meets ethical standards.

There are always ethical considerations in conducting research, and this is especially true when working with refugee populations who have experienced torture and trauma. Individuals may have a mistrust of authority in general and researchers in particular, as a result of their refugee experiences. Sometimes they have difficulties building trust or trusting that their confidentiality will be protected. They may be tired of being 'researched' by service providers who don't respect their opinions, or when they never see the benefits of research. They may also be re-traumatised by intrusive research questions, or feel uncomfortable saying that they don't want to answer any questions. Community development workers must always keep in mind that they are in a position of power and authority over project participants. This is especially important if the project participants are newly-arrived refugees or young people where the power difference is even greater.

An evaluation that has not followed correct ethical standards may cause trauma for participants, harm to communities, jeopardise the success of the project success and damage an organisation's reputation.

The extent of ethical checks and balances will vary depending on whether you are collecting routine feedback about participant satisfaction with a service on the one hand, or a more involved piece of research involving multiple interviews and focus groups on the other. Similarly, the nature of the questions makes a difference: are they sensitive or personal, and is there a possibility they could re-traumatise participants? Are you planning to publish the findings, or is it a small-scale evaluation for service improvement purposes? Will you be collecting data from children or particularly vulnerable people?

If in doubt, it is best to err on the side of caution and make sure that you always follow at least 3 minimum rules. Use your judgement and intuition: is there anything about the evaluation plan that you feel uncomfortable with? If so, why, and what can you do to address it?

Ethics check!
3 minimum rules for ethical evaluations

1. *Do participants understand…*
   - *What the research will be used for*
   - *That their participation is voluntary and valued*
   - *That their responses will be treated confidentially?*

2. *Have participants given informed consent to participate in the research? (Based on being provided with the above information?)*

3. *Are you satisfied that the questions you are asking and the way you are asking them cannot be expected to harm any individuals, communities, goodwill relationships or the project success?*

For larger evaluations, following these rules may not be sufficient. When evaluating community development projects, there are a few ethical principles that are especially important, given the nature of work with vulnerable populations, and the trust relationships that are established with participants. These are:

1. Informed Consent
2. Confidentiality
3. Reciprocal Benefit
4. Participation

Informed Consent

A basic ethical rule of research is that no one should participate in research without their knowledge and consent. This means it's important to be very up-front about when you are conducting an evaluation. It is essential that everyone who participates in the evaluation gives their informed consent. Informed consent involves ensuring that participants clearly understand:

If the evaluation will take significant time, if the questions are sensitive, or if you plan to publish the results of the evaluation, you need to obtain written consent.

• What the evaluation is about
• How the information will be used
• What risks are involved in them taking part in the evaluation
• That they do not have to participate if they don't want to

If the evaluation is small, simple and informal, such as a routine process evaluation of a therapeutic group, verbal consent will be sufficient.

Consent forms should be translated into relevant languages where possible.
See a sample consent form.

Informed consent tips

CONSENT THROUGH AN INTERPRETER

If you're working with an interpreter, you can have them explain informed consent and ask the group to give their consent individually. Then, the interpreter can sign a form translated in both languages which states that she has explained informed consent and received verbal consent from all participants.

WHEN TRUST IS AN ISSUE

If you feel that asking participants to formally consent to evaluation at the beginning of the session would be confronting for them, you can explain about informed consent at the beginning and let them know that at the end of the session you will ask them to give their consent if they are happy for you to use the material. This means they don't feel like they're signing up for something before it happens, and gives them a sense of control and ownership over the information that is generated during the session. At the end of the session you can ask them to sign consent forms or record their verbal consent for you to use the material.

VERBAL CONSENT

The important thing about verbal consent is that it needs to be verbal – meaning the each individual needs to give their active consent. It's not sufficient to simply ask the group whether everyone agrees to participate, and then take their silence as consent, or hear a few voices saying yes and assume that everyone agrees.

VERBAL CONSENT FOR INTERVIEWS/FOCUS GROUPS

If you are recording the session, it's important to ask participants' consent to the recording before you start the digital recorder. However, a record of informed consent should be kept wherever possible, even if the consent is verbal. In a group this might mean explaining about informed consent and then going around the circle asking each person to verbally agree to participate.

NON-VERBAL ACTIVE CONSENT

A less formal way of gaining active consent (but harder to record) is asking participants to raise their hands if they agree to participate. If someone doesn't raise their hands you can check if they understand clearly, if they have any questions, or if they would prefer not to participate.

DOES 'YES' REALLY MEAN 'YES'?

Working with an interpreter

Many of STARTTS' clients may require an interpreter to ensure that their consent is truly 'informed'. Make sure you brief the interpreter beforehand to explain the importance of informed consent.

One challenge to meaningful informed consent is the fact that a lot of the time interpreters are required when working with refugee communities. Sometimes the interpreter may not fully understand the importance of informed consent, and may not properly explain it in detail to participants, or they may assume consent from the group in their enthusiasm to help you get the discussion underway. It is very important to spend some time making sure that the interpreter understands what informed consent means. Check carefully to see that the interpreter is translating your explanation in detail and that people look like they understand what they are actively agreeing to!

You may run into similar problems if you are working without an interpreter and the group's level of English is low. In this case, take the time you need to explain informed consent slowly and simply until you are confident that people understand. Don't rush through the process if you have a gut feeling that people don't really understand: this will only lead to a sense of disempowerment and lack of consultation among the community.

Emphasising that participation is voluntary

Another challenge you may face is that even if people don't feel comfortable saying what they feel, they will participate because they don't feel confident saying no or because they don't want to disappoint you. In this case, they will end up saying whatever feels safe for them or whatever they think you want them to say, and this will invalidate your data. It is important to emphasise that participation really is voluntary. You could say something like, "There will be some people who do not want to take part in this. That really is ok. It's no problem at all and it is important for you to choose what you feel comfortable with. You can leave this session at any time, or you can choose not to answer particular questions. There is no pressure to participate."

CONSENT FOR CHILDREN AND YOUNG PEOPLE

If children and young people are under 16 years old, then you will need written consent from their parents for you to conduct evaluation research with them. However, even if you have consent from the parents for the children to take part in the evaluation, you should also make sure the young people themselves understand what the evaluation is for and give them a choice to participate or not.

The easiest way to ensure that you have informed consent from parents is to include evaluation in the permission form they sign at the beginning to allow their child to participate in the activity or program. This way you don't have problems down the track when you want to run a focus group or conduct interviews with the young people and realise you haven't got parental permission. See an example of a *parental permission form*.

Confidentiality

It is very important that all of the information collected during an evaluation is treated confidentially. Participants should understand from the start that their responses are confidential and that they will not be identified in the evaluation report unless they want to be.

Sometimes issues of confidentiality may require two or more reports being generated for different audiences. For example, participants may not want to make certain views known to each other or to certain stakeholders, but may agree that it is important to share the information with managers to improve future project delivery. In these cases, make sure that you obtain consent for information used even in the most private reports.

An excellent way to ensure confidentiality and ownership of the results is to send transcripts, photo documentation and draft evaluation reports to participants and ask them to sign off on them before you use the material. This gives them a chance to reflect on whether they are happy with it being published.

Confidentiality agreements
Different types of evaluation will require different levels of assurance about confidentiality. If you're doing a small or informal evaluation exercise and you don't plan to publish the findings, a verbal assurance will suffice. You may simply tell the participants that their responses will be kept confidential and that they won't be identified by name.

If you think confidentiality within the group is required for participants to feel safe to discuss their views, such as in a focus group situation, you might want to seek a confidentiality agreement from the whole group. In this case, explain the principle of confidentiality and why it's important, and then ask the group to raise their hands if they agree to keep the discussion confidential. Don't just ask them if they agree and then take their silence as consent: this may not reassure some members that everyone has actively agreed. Seeing everyone's raised hands makes the agreement clear.

In situations where the research is more formal, lengthy or sensitive, or where you want to establish trust that hasn't yet been built, a signed confidentiality form can be given to participants assuring them that their responses will only be used if they feel comfortable with it and that they will not be identified in the report.

Reciprocal benefit

Has the community had the opportunity to identify how the research can be useful to them?

In community development it is often said that research should not only do no harm to participants, but should actually benefit them. The principle of 'reciprocal benefit' is a good one to keep in mind when planning your evaluation because it requires you to think from the participants' point of view and ensure that dialogue is happening from the start. How could the evaluation be beneficial to the participants and community as well as to you? Often the answer lies in making sure they are actively involved in the process, with opportunities to voice their own opinions about the evaluation process and help determine the directions that it takes.

Participation

When working with participants from marginalised or vulnerable communities, or with clients who may perceive themselves to be in a less powerful position than you, it is essential that your evaluation process makes all participants feel comfortable to input their own ideas. This doesn't only apply to collecting the data, but in designing how the evaluation should be carried out and used. Make sure you involve participants from the beginning, so that they feel ownership of the evaluation and see the value in the results it generates.

See *participatory evaluation* for more information.

TYPES OF MONITORING VS. EVALUATION

Monitoring vs. evaluation

It is important to understand the distinction between evaluation and monitoring before you start thinking about how you will evaluate your project.

> *MONITORING is done at the level of* PROJECT ACTIVITIES. *It answers the question:* "Did we do what we said we would do?"

MONITORING is verifying that your project activities took place and were implemented successfully, in an effective and efficient manner. It involves the ongoing documentation of project inputs and outputs, such as the use of funds, the completion of activities, and the progress of the project according to the planned timeframe. It is a basic management tool for identifying whether a project has done what it said it would do. Good monitoring is a routine part of a community development worker's role and should be seen as a vital tool to support a broader evaluation.

> *EVALUATION usually measures* PROJECT OBJECTIVES, *but can also include assessing* PROJECT ACTIVITIES *and* GOAL.

EVALUATION is the measurement of a project's effectiveness or success. It assesses the outcomes of a project and the extent to which it has achieved its objectives. It looks at whether there has been any change as a result of the project, and what processes have contributed to change. Most evaluations include both evaluation and monitoring.

See the *monitoring and evaluation example box* for an illustration of the distinction between them.

Process, outcomes and impact evaluation

Another important distinction is that between process, outcomes and impact evaluation.

PROCESS EVALUATION answers the question: "Are we doing the right things in the right way?"

PROCESS EVALUATION measures whether the project activities were appropriate and whether they contributed to the project objectives. It is concerned with what actually happens in practice - whether the process of project implementation is appropriate and effective – and with measuring the immediate results of activities. It is conducted throughout the life cycle of the project and feeds straight back into improved project design and implementation.

OUTCOMES EVALUATION answers the questions: "Have we achieved what we set out to achieve?" and "Is the project effective?"

OUTCOMES EVALUATION assesses the outcomes of a project and whether the project has achieved its OBJECTIVES. Outcomes evaluations are ideally designed at the start of a project, but a large part of the data will be collected after project completion. They are concerned with whether there are longer-term or sustainable changes in participants' lives as a result of being part of the project. This is usually what is meant by the term 'evaluation'.

Most community development evaluations will include process and outcomes evaluation, as well as monitoring. This is because in community development, how objectives are achieved is just as important as whether they are achieved. It is usually appropriate to use both, but it is important to remember to plan to collect relevant information for both, because they measure different things.

IMPACT ASSESSMENTS answer the question: "What impact has our program had in the community?"

IMPACT ASSESSMENT looks at the extent to which community development work has brought about significant and sustainable changes in communities over time. Often this is framed in terms of assessing how well an overall program or agency intervention has contributed to its GOAL. Impact assessments are not usually appropriate or desirable at the level of a separate project, because of their complexity and resource-intensity and the long timeframes they require to complete – years to decades, depending on the scope. Impact assessments require significant time and resources over and above usual project funding or the time that most workers have for evaluation, and are often completed by external evaluators.

Monitoring and evaluation example box

Example: Refugee Conference: 'Sharing our Stories – Sharing our Strengths'

Goal	*To build the strength and capacity of refugee communities to address their own settlement issues, assist in their recovery from the impact of trauma, and strengthen their contribution to Australian society.*
Objective 1	*Strengthened leadership, media and public speaking skills among individuals from refugee communities who are involved in the Conference*
Activity 1.1	*Provide mentoring and/or training to members of refugee communities who wish to be on the Conference sub-committees*
Activity 1.2	*Provide mentoring and/or training to members of refugee communities who wish to be involved in developing the promotional and media material for the Conference*
Activity 1.3	*Provide support and/or training to members of refugee communities who wish to speak or present at the Conference*

MONITORING

Verifying that the 3 activities (i.e. providing training and mentoring) actually took place and were implemented in an efficient and effective manner. How many sessions were run, how many people were trained, was the training appropriate, and how could it be improved in the future?

It may also include a participant feedback form or exercise to collect

ideas from participants about how well the activities worked and suggestions for future improvement.

Example questions:
Was this training the right length?
Were the facilitators good?
Were the resources provided helpful?

PROCESS EVALUATION

Assessing the immediate outcomes or how well the activities (of providing training and mentoring in this example) are contributing to the project objectives (i.e. strengthening leadership, media and public speaking skills).

Data collection for a process evaluation could include a more detailed participant evaluation form or exercise, and could additionally be gathered through a participant focus group, interviews with participants and program staff, and participant observation.

Example questions:
Did this training meet your needs?
Has your confidence in public speaking improved as a result of this training?
Have you learned new skills?

OUTCOMES EVALUATION

Measuring whether project objectives of strengthened leadership, media and public speaking skills have actually been achieved. In this case evaluation looks beyond immediate outcomes to whether there have been sustained changes in participants' lives.

Data collected for each activity would be analysed at the end of the project to assess the overall change in participant's leadership, media and public speaking skills. Additional focus groups, surveys and interviews with participants and project staff may also be conducted at the end of the project focusing on the overall changes and results of the project, rather than specific activities. Participant observation notes gathered during the entire project could be used. Ideally, follow up data would also be collected after a period of time,
say 3 or 6 months.

Example question:
Have you taken on public speaking roles since the Conference that you would have turned down before?
Can you give examples of how your increased leadership or media skills have helped you since the Conference?

IMPACT ASSESSMENT

Measuring the broader or long-term impacts the project has had, particularly in relation to its stated goal.

Data collection for an impact assessment is usually resource-intensive and complex, requiring a long timeframe and a rigorous methodology. For example, after being engaged in community development work for many years, STARTTS could employ a consultant to evaluate the impact of its community development program on the strength and capacity of our client refugee communities and their recovery from trauma.

Example question:
What capacities or capabilities have been developed in your community over the past several years through your community's relationship with STARTTS?

PART 3: PLANNING AN EVALUATION

PLANNING AND EVALUATION

Evaluation planning should happen before the project commences and is ideally a part of the overall project planning process. It should involve the community from the start.

Introducing the case studies

Three case studies provide examples throughout this section to illustrate the way that the guidelines in the manual may take shape in real life. They highlight that evaluation needs to be open, flexible, and responsive to what goes on during a project. Although this manual is set out like a step-by-step guide, in reality there is no such thing as a recipe-book approach to evaluation. It's never as simple as applying a formula.

What this manual can do is to provide a framework for thinking about and planning evaluations. The aim of the case studies is to bring to life some of the ways this f ramework may be implemented.

The case studies used here were trial evaluations of STARTTS community development projects conducted during the development of the manual.

Case study 1: Community Conference

The 'Sharing our Stories – Sharing our Strengths' Conference evolved out of consultations between STARTTS and client refugee communities. It was originally suggested by the Vietnamese community, and all consulted communities agreed that there was need for a forum for refugee communities to learn from each other and share what they have learned about settling into Australia and overcoming adversity.

The result was a 3-day conference bringing together members of different refugee communities to share settlement stories and experiences and network together. People from refugee backgrounds were intimately involved in planning and organising the Conference, and represented the overwhelming majority of speakers, presenters and participants. It was attended by close to 200 people from 30 different ethnic communities, with over 70 speakers and workshop presenters representing over 20 ethnic communities. The evaluation aimed to measure the outcomes of the Conference for the participants and communities involved, through assessing both the process and outcomes of the Conference.

Case study 2: Boys' Soccer Camp partnership
The Boys' Soccer Camp was a joint project of STARTTS and two other organisations. 60 adolescent boys from refugee backgrounds participated in the 3-day camp. The camp provided recreational activities and soccer skills development, and was the second of its kind to be organised collaboratively by STARTTS and its partner organisations.

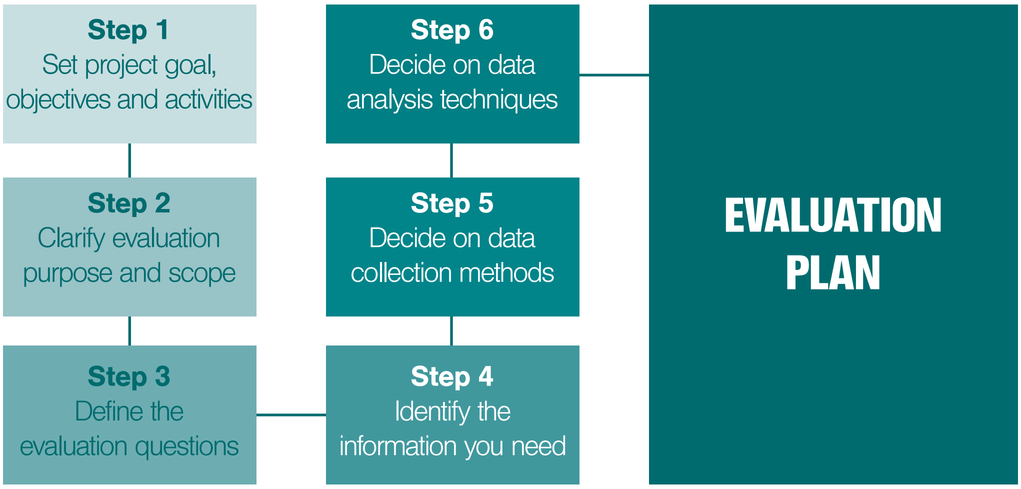
The evaluation for this project focussed on partnership between the stakeholder organisations, rather than the outcomes of the camp for the participants. It is therefore an example of a process evaluation.

Case study 3: Jungle Tracks children's program
Jungle Tracks is a therapeutic reading/listening program for young people that uses short stories to explore past experiences and emotions common to young people who have experienced refugee and resettlement trauma. The program is run in schools by teachers and counsellors working with small groups of students in weekly sessions. The program had already been running for 4 years when a preliminary evaluation was initiated to collate feedback from the program facilitators and inform the future direction of the program.

Getting Started

Planning an evaluation can be broken down into a step-by-step process to ensure you think about all the necessary aspects. This planning process should ideally be undertaken by a team, consisting of project officers, community representatives, project participants and other stakeholders.

Evaluation planning process



You need to think through all 7 steps at the beginning of the project. This section of the manual gives you detailed information and guidelines for your evaluation design. Using the *7-step evaluation planning checklist* for quick reference, you should think through the entire evaluation – ideally before you've even begun the project.

The evaluation process should start at the same time the project starts: during project planning. If the evaluation process is understood at the project outset it makes it much easier to plan for, as well as making the evaluation much more effective, efficient and useful. However, this does not always happen, and you can make the decision to evaluate at any time during a project.

Case Study 1 – Community Conference

The decision to evaluate the Conference was made at the outset of the project. This enabled the evaluation plan to be developed early and data collection to occur throughout the project. Because the evaluation aimed to measure the outcomes of the project on participants and communities involved, it was decided that data collection would continue for 6 months after the Conference was held.

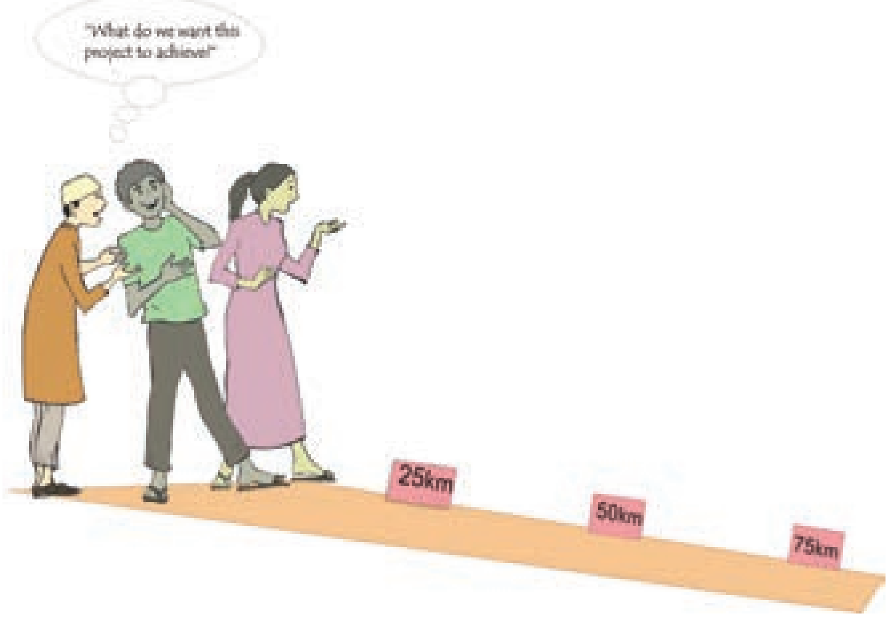
Case Study 2 – Soccer Camp partnership

The decision to evaluate the Camp was made before the Camp planning started but after the organisational partnership had already been established. This enabled those involved to have input into the focus and design of the evaluation. Most of the data was collected after the camp, when stakeholders were able to reflect on the partnership process. The evaluation was intended to provide guidance for future partnership activities.

Case Study 3 – Jungle Tracks

The decision to evaluate Jungle Tracks was made after the program had already been running for 4 years. This was partly because no formal evaluation had yet been done of the project, and also because the program manager wanted to be able to articulate the benefits of the program to potential Jungle Tracks facilitators and other interested parties. The evaluation was therefore conducted during the ongoing running of the program and was intended to inform the continuation of the project.

STEP 1: SETTING THE PROJECT GOAL AND OBJECTIVES



Setting your project goal and objectives is the essential first step in planning a project or an evaluation! Once this is done, you can work out what activities your project should undertake, and how you should evaluate it.

Setting the project goal and objectives is one of the most important steps in project evaluation, because it helps to make sure the project is logical and realistic and also helps to shape the questions that the evaluation will ask.

The goal and objectives should be set at the beginning of the project. It is easy to forget this step and begin planning the project activities before you're clear about what objectives you are trying to achieve. This makes project management and evaluation much harder than it should be!

Project Goal

Usually your project will have one overarching goal. This is the ultimate aim that your project contributes to, although it will be too big for your project alone to achieve it. It may be your organisation's overarching goal, or something else specific to your team or work-plan.

Example: Community Conference

GOAL	*To build the strength and capacity of refugee communities to address their own settlement issues, assist in their recovery from the impact of trauma, and strengthen their contribution to Australian society.*

Project Objectives

Under the goal are several project-specific objectives. These are what you want the project to actually achieve, what you expect the outcomes of the project to be. They should be measurable and achievable by the end of the project.

Example (continued)

GOAL	*To build the strength and capacity of refugee communities to address their own settlement issues, assist in their recovery from the impact of trauma, and strengthen their contribution to Australian society.*
OBJECTIVES	*1. A community conference that is owned and run by refugee communities* *2. A platform for refugee communities to exchange information, assist each other and form ongoing partnership* *3. A platform for individuals and communities to share their experiences and tell their stories of strengths and solutions found to settlement difficulties* *4. Strengthened leadership, media and public speaking skills among individuals from refugee communities who are involved in the Conference* *5. Improved understanding of the positive contributions refugees have made to Australia among the general public* *6. Established links between volunteers and refugee communities which enable volunteers' ongoing involvement in a variety of roles*

Project Activities

Only once you've decided on your objectives can you work out what activities the project needs to undertake. Activities are the things you need to do in order to achieve the objectives. There may be several activities for each objective.

What you define as activities depends on the size of your project. In a small project consisting of running a women's group, your activities may be things like providing a range of expressive therapies or organising group excursions. In a larger project, the women's group itself may be a single project activity. Underneath each activity there will also be a list of specific tasks that need doing, for example creating a flyer, phoning community leaders, putting together a training booklet, etc.

Example (continued): Activities under Objective 1

OBJECTIVE 1	*A community conference that is owned and run by refugee communities*
ACTIVITY 1.1	*Hold community consultations to collect community input into conference topic areas.*
ACTIVITY 1.2	*Establish 4 planning sub-committees with specific areas of responsibility, comprised of members of refugee communities and supported by STARTTS staff*

See an additional example of *project goal, objectives and activities*.

USING "IF… THEN" LOGIC

Once you've decided on your goal, objectives and activities, you can test them for internal logic by asking yourself:

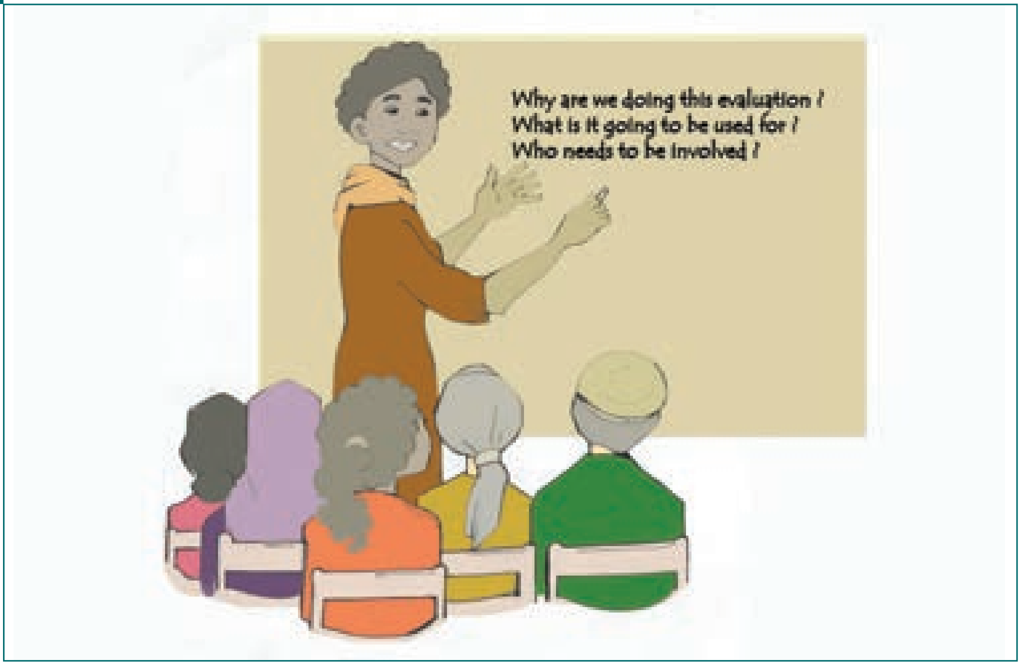
- IF we achieve our objectives, THEN will we be contributing to our goal?
- IF we implement all our activities, THEN can we reasonably expect that we will achieve our objectives?

This helps to check the logical consistency of your project plan.
It helps to answer some questions before the evaluation even starts.
Questions like:

- Are the activities we are planning the right ones to meet the goal and objectives we have in mind?
- Are there any gaps?
- Are we being realistic about what the project activities will achieve?
- Have we left out any activities that are important for project success?

You can use the *sample template* in Section 4 as a tool for setting your project goal, objectives, and strategies.

STEP 2: CLARIFYING EVALUATION PURPOSE AND SCOPE



Once you're clear about the project objectives, it's important to be clear about why you are conducting an evaluation. Clearly defining the purpose of the evaluation at the start will save you a lot of time later on, because it will save you from collecting unnecessary and irrelevant data.

There are many reasons for conducting an evaluation. Some of these can include:

- Making a decision about whether to continue, expand or scale back a service
- Learning lessons to improve the project
- Refocussing a project, i.e. changing the nature of the project to better meet community needs
- Improving stakeholder participation in the project
- Assessing project effectiveness and whether its achieving its objectives
- Finding out what impact the work is having on stakeholders
- Assessing the longer term implications and sustainability of a project
- Developing models of best practice
- Enhancing public relations
- Accountability to managers and funding agencies
- Attracting additional funding

STAKEHOLDER ENGAGEMENT

Identifying who the evaluation is for (i.e. who will use the evaluation?) can help you to define its purpose. It is also important to identify all the stakeholders in the evaluation - project participants, project staff, management, funding bodies, and partner organisations – and decide how they should be involved. Don't just think about how you will capture data from them, but how can you involve them in the evaluation planning and the research process?

Stakeholder Engagement Exercise

Brainstorm a list of all the stakeholders who have an interest in the project. Then consider for each stakeholder:

- *What do they bring to the evaluation?*
  (Eg. diverse perspective, expertise, buy-in, influence, responsibility)
- *How important is it to have their views represented?*
- *What may motivate them to participate?*
- *What are the barriers to their participation?*

This should help you to identify who to involve and how. Ideally, the more stakeholders involved in designing and implementing the evaluation, the better, but this obviously needs to be balanced against logistical, financial and other constraints. However, it is important that project stakeholders, including community member participants, be involved in deciding what the evaluation will measure and giving feedback on the design and methodology.

RESPONSIBILITY AND RESOURCES

It's also important to consider who will be responsible for carrying out or coordinating the evaluation, and what resources are available. These will determine the scale of the evaluation and give you guidelines for how rigorous your data collection should be. For example, if you're the sole project officer running a small-scale community project, you're obviously not going to conduct a survey of every household in the community.

Often, responsibility for the evaluation will be with the project officer responsible for designing and implementing the project. It is therefore very important that you consider your time and resources carefully. In particular, ask yourself:

- How much time can I dedicate to the evaluation?
- What resources are available? (Funding, personnel)
- Who else can help? (Colleagues, project participants, partner organisation)
- How can I design the evaluation so that it fits in with project implementation?

Case Study 1 – Community Conference

In the case of the Conference evaluation, the evaluation officer had plenty of lead-time to plan the evaluation. The project involved many stakeholders (e.g. STARTTS staff, community members involved in organising the conference, speakers, participants, volunteers). The logistics for the Conference were being handled by a separate team, so the evaluation officer had logistical support. This enabled her to implement a fairly intensive data collection strategy, including interviews, focus groups, and pre- and post-conference surveys with a range of different stakeholders. These were designed to fit as well as possible into the other tasks of the project. For example, pre-conference surveys were placed on the registration desk for participants to fill out as they registered at the start of the Conference. Evaluation forms were placed in the Conference bags, and participants were reminded to fill them out at the end of the day by the MC. This streamlined what could otherwise have been a very time-consuming process, and ensured a relatively high return of surveys.

Case Study 2 – Soccer Camp partnership
In the case of the Soccer camp evaluation, partners in the project did not have a lot of time available for the evaluation, and were geographically distant, making it difficult for them to meet in person. For this evaluation, a focus group approach was used which generated a lot of data in two 2-hour sessions, thus minimising the time pressure on the partners.

Case Study 3 – Jungle Tracks
In the case of Jungle Tracks, the evaluation was limited by the time the project officer had available. Thus it was decided that, for the purpose of a preliminary evaluation, adequate data could be collected from interviews with the Jungle Tracks program facilitators and a modest literature review of relevant theory.

WHAT TYPE OF EVALUATION IS APPROPRIATE?

Once you're clear about why you're doing the evaluation and what resources you have available, you can decide on what *type of evaluation* is appropriate. Most of the time you'll be deciding between a *process evaluation* and an *outcomes evaluation*. However, an outcomes evaluation will usually incorporate a process evaluation too.

Case Study 1 – Community Conference
The Conference evaluation had 3 purposes:

1. *To identify the impact of the Conference on the refugee communities and individuals who were involved*
2. *To contribute to understanding of best practice for community conferences for STARTTS staff and client communities*
3. *To promote learning within STARTTS about community development evaluation.*

The purpose of the conference evaluation was to evaluate both the process and outcomes of the Conference for STARTTS staff, participants and communities involved. Given the project's participatory nature and its emphasis on community ownership, the evaluation sought to be as inclusive as possible and rigorously adhere to the principles of community development evaluation. Community members' input into the evaluation process was sought from the beginning, and the evaluation was designed to prioritise their perspectives on the process and outcomes.

Case Study 2 – Soccer Camp partnership
The Soccer camp evaluation had 2 purposes:

1. *To improve the future partnership between STARTTS, Football United and LMRC by identifying and enabling constructive changes to the partnership process*

2. *To increase understanding among all partners and their organisations about good practice in partnerships*

In the case of the Soccer Camp, an initial meeting for stakeholders to input into the evaluation design resulted in a decision to focus the evaluation on the partnership between the partners to the project. This necessitated a process evaluation *to assess the strengths and weaknesses of the partnership.*

Case Study 3 – Jungle Tracks
The Jungle Tracks program evaluation also had 2 purposes:

1. *To enable STARTTS to better articulate the outcomes and benefits of the program*

2. *To provide directions for a more comprehensive evaluation in the future*

The Jungle Tracks evaluation had a small scope due to a lack of time and resources and was intended as a preliminary to a comprehensive clinical evaluation. A relatively simple methodology involving a literature review and key informant interviews of program facilitators was therefore agreed on. Information about both the process *and* outcomes *of the program were sought to articulate what the program does and how it works.*

ETHICAL CONSIDERATIONS

If you want to publish the findings of the evaluation, you should use an ethics committee or another formal ethics clearance procedure.

This is also the time to start thinking through *ethical issues*. In order for the evaluation to be as participatory, empowering and beneficial as possible, who needs to be involved and at what level?

STEP 3: DEFINING THE EVALUATION QUESTIONS

Now that you've thought through the purpose and scope of your evaluation and have identified who needs to be involved in the planning, you're ready to start thinking about the evaluation questions: what you want the evaluation to find out or answer.

It's really important that project participants, community members and other stakeholders are as actively involved as possible at this stage, to ensure that they see the value in and feel ownership of the evaluation.

What type of evaluation have you decided on? Are you interested in measuring the success of project objectives, or activities, or both? Looking at your project objectives and activities will help you to identify the evaluation questions that you want answered.

Keep it simple – make sure you're not trying to answer too many questions at once. Some examples of key questions are:

- Are we doing the right things?
- Is what we're doing good, quality work?
- Is the project achieving its intended objectives?
- What are the unintended outcomes of the project?
- What could be changed to better meet the needs of participants?
- Are the project objectives appropriate? (adapted from Edwards & Gosling, 2003)

Case Study 1 – Community Conference
The key questions the Conference evaluation sought to answer were:

- *Was the process of Conference organisation appropriate/successful? What could have been improved?*
- *Did the Conference achieve its objectives?*
- *What other outcomes did the Conference achieve?*
- *What were the strengths and weaknesses of the project?*

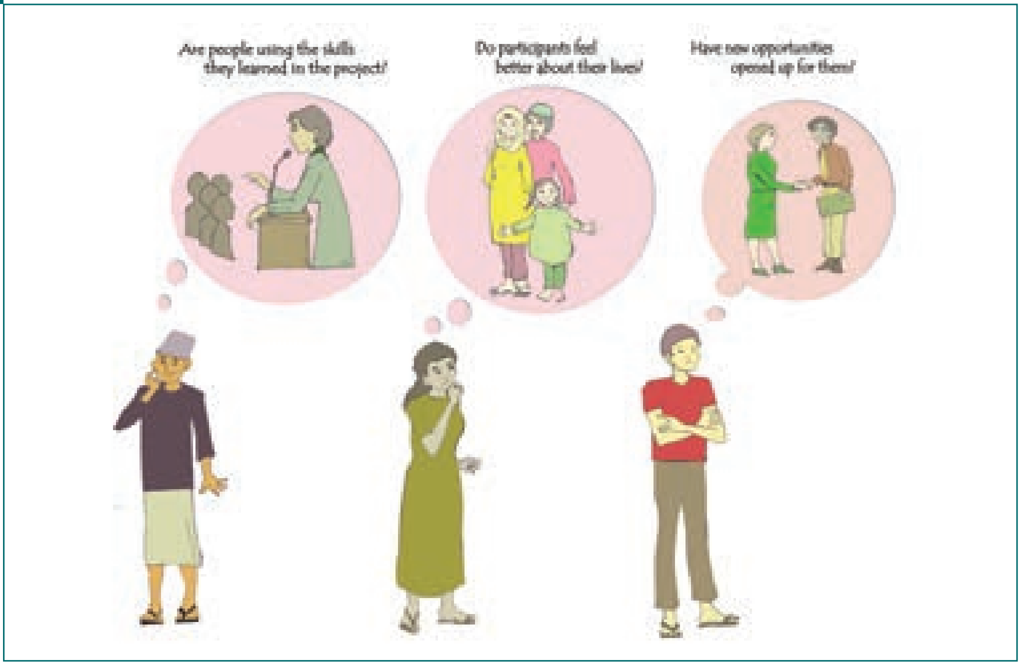
Case Study 2 – Soccer Camp partnership
The key questions the Soccer Camp evaluation sought to answer were:

- *What were the issues and challenges arising from the partnership process?*
- *How could the partnership process be improved?*

Case Study 3 – Jungle Tracks
The key questions asked in the Jungle Tracks evaluation were:

- *Is the program producing its desired outcomes?*
- *Are there any unintended outcomes of the program?*
- *What are the strengths and weaknesses in the program?*
- *How does the program work to produce therapeutic outcomes?*

STEP 4: IDENTIFYING THE INFORMATION YOU NEED



The next step is identifying the information needed to answer the key questions. Ask yourself:

- What sort of information is needed to reasonably answer the evaluation questions?
- What are the indicators of project success?
- How will I know if we've achieved our objectives? What evidence is adequate?
- Where will I find the data I need?

The most important question to keep in mind is how much information is needed to reasonably answer your evaluation questions? There is no need to collect more information than is necessary.

When you know what information you are looking for, you can begin to start thinking about how and where you will get that information. Again, it is important to keep in mind the scale of the evaluation and who will be using the information, to make sure that the data you collect is relevant. There is no point collecting too much data, or data that is not useful for answering your evaluation questions!

Be careful not to overlook any of the project stakeholders in the process of identifying sources of information. Interviews with other staff members, project partners and your own project journal can be as useful sources of information as data collected from project participants.

USING INDICATORS

Indicators can be used to give you concrete, measurable definitions of what project success looks like. They can be used to measure project objectives or activities, and help you to be precise about what you are measuring and how you will measure it. However, you should always remain flexible and open to information and unexpected outcomes that may not fit neatly into the indicators you have developed!

Indicators can be set for specific project objectives or activities. An *outcomes evaluation* will measure indicators for the *project objectives*. *Monitoring* measures indicators for the *project activities. Process evaluation* may do a mix of *both*.

Wherever possible, you should use indicators that have already been developed by other researchers in the field and validated by repeated use. You may need to do additional research to identify appropriate indicators for your evaluation.

Indicators should be SMART:

SPECIFIC	Clearly defined and relating to a specific objective or activity
MEASURABLE	Something tangible that can be measured easily; where possible it should include a target number or percentage
ACHIEVABLE	A realistic target for the project to achieve
RELEVANT	Relevant to answering your evaluation questions
TIMEBOUND	Provides a timeframe: by when will you be able to say whether the indicator has been achieved?

Developing indicators can be tricky, so further research or evaluation expertise may be required. See the example of objective and activity indicators below and the *sample outcomes indicators.*

Whether you use indicators or not, by the end of this step you need to be clear about what you are measuring, what information you are seeking and where you are going to get it. You can use the questions in the *7-step evaluation planning checklist* to help you clarify this. For common challenges encountered at this stage, see *Common challenges*.

Project objectives or activities	Indicators of success	Where/how will you get this information?
Example 1 – Project to assist refugee women's settlement.		
Objective 1: Increased social inclusion of older single women	6 months after project completion group participants report increased use of public transport and increased attendance of social events.	Phone interviews with project participants
Activity 1.1: Run an English conversation club for women over 55 years.	24 sessions run for 20 women over 6 month period	Attendance records; English tutor contract documents
Example 2 – Project to increase leadership capacity in a refugee community.		
Objective 2: Increased collaboration and unity among groups within the community	10 community organisations actively involved in the project.	Focus groups with project participants
	2 new collaborative projects between community organisations	Interviews with community leaders
Activity 2.1: Call an initial information meeting involving representatives from all relevant community organisations	50 community members attend the information meeting.	Meeting minutes
	12 community sub-groups represented at the meeting	Meeting minutes
Example 3 – Project to establish a refugee social enterprise.		
Objective 3: Establishment of a sustainable social enterprise	Business model developed and legal structure established.	Relevant documents and interviews with project stakeholders
	$10 000 revenue generated in first 2 years.	Relevant documents and interviews with project stakeholders
Activity 3.1: Train project participants in business skills and marketing	4 training sessions (2 business skills, 2 marketing) attended by each participant by March 2012.	Training attendance records

STEP 5: DECIDING ON DATA COLLECTION METHODS

Once you are clear about the information you need, you must then decide how you will collect the data. This section only provides a broad overview of data collection techniques, by no means comprehensive or detailed. You may need to consult additional references, and may find useful resources in the *resource list*.

QUALITATIVE OR QUANTITATIVE DATA?

You will need to make an initial decision about the balance between qualitative and quantitative data that you will seek.

Quantitative data is 'numeric' data that quantifies the changes that have taken place as a result of the project. The typical example is pre- and post-program assessment scales, which measure in numerical terms the change in participants' wellbeing, behaviour, values or capacity from before the project to its completion. Other types of quantitative data include statistics from surveys or other relevant sources such as government records, media monitoring reports, or program files, which can provide data at both an individual and community level.

For community development projects, quantitative data should always also be used in conjunction with qualitative data. Qualitative data is 'non-numeric data': data that is not based on numbers. It can be found in many different forms, for example:

- Transcripts of interviews and focus group discussions
- Your own observation journal or project notes
- Open-ended questions from feedback forms or surveys
- Photos
- Videos
- Artwork
- Client files
- Policy manuals
- Historical records
- Reports
- Books
- Newspapers

Qualitative data has traditionally been regarded as less rigorous or 'objective' than quantitative data. However, the importance of qualitative analysis for a field like community development is now widely recognised.

Qualitative data can yield rich explanations of what's going on in a community development project that allow you to capture the complexities and organic nature of community projects. Qualitative analysis can also enable deeper learning about best practice. It allows us to demonstrate the outcomes of community development projects through the telling of stories, such as case studies or images; and in the voices of participants, using quotes, role plays or artwork. These sometimes reflect the complexities and nuances of the community development process and principles more accurately than statistics can.

TRIANGULATION

Triangulation means gathering information from more than one source, and helps to ensure the validity of your data. The rule of thumb is that you should have at least three different sources of information, and for community development evaluations it may be best to have a mix of quantitative and qualitative data. Examples of triangulation include:

- Participant survey, staff interviews and follow-up phone interviews with conference presenters to measure the outcomes of the refugee conference
- To evaluate a therapeutic group, you may use a focus group with project participants, as well as pre- and post-program assessment scales, as well as your own project notes or an interview with the relevant project officer.
- Focus groups, case studies, and a community-wide survey to assess the impact of a new government housing policy

In general, then, it is good practice to use a wide range of data, including several of the following:

- numerical data such as surveys, document analysis or pre- and post-program assessment scales
- case study material
- feedback from participants through interviews, surveys, and group discussion
- the views of other stakeholders, through focus groups or interviews
- analysis of relevant documents, policies and organisational practices/procedures
- project notes and records
- other relevant contextual material (Craig, 2002)

DATA COLLECTION TECHNIQUES

When choosing your data collection techniques, be aware of potential language barriers that will limit participation in the evaluation. If participants have limited English language skills, it is best to design data collection techniques in the community's own language with the help of an interpreter, translator, or bi-lingual staff member. If these resources are not available to you, choose more creative data collection techniques that do not require fluent English.

There are a range of data collection techniques you might use. Your choice depends upon the size and scale of your evaluation, what is logistically feasible, and what is appropriate for the project participants. Some techniques are described below.

Project evaluation journal - Your own notes about the project are an excellent source of qualitative data. Keep a document where you record your thoughts about the project intermittently. The kinds of notes that can be useful are:

- Reflections on the process or outcome of a project activity
- Thoughts about unanswered questions or challenges that have arisen
- Observation of what happens in the project; people's behaviour
- Recording decisions to change things about the project and the reason for the changes
- Recording an interesting conversation you've had with someone involved in the project
- Recording comments, stories or informal feedback told to you by participants
- Keeping track of relevant research papers, contacts, website links, etc

Make sure you date your entries as this will be useful when it comes time to analyse your data!

Focus Group Discussions

Holding semi-structured discussion groups with groups of stakeholders (e.g. participants, staff, and project partners) will allow you to focus on particular questions relevant to the evaluation. A focus group is a small, facilitated discussion group (usually less than 12) on a particular topic for the purpose of research. It is a good way of obtaining richer qualitative data than you will generally get from a survey, and is not as time-intensive as conducting individual interviews.

It is usually best if the focus group is facilitated by someone who hasn't been intimately involved in the project activities, so that participants feel comfortable speaking freely. However, in some situations, such as working with young people, it may be better for the project officer to stay in the group so that the young people feel more comfortable in an unfamiliar situation. The focus group facilitator's role is to prepare relevant open-ended questions or discussion topics based around the evaluation questions beforehand and facilitate the discussion to ensure that everyone has an opportunity to contribute.

Sometimes you may need to conduct the discussion in the participants' own language, with the help of an interpreter, or a bi-lingual staff member. You would usually want to check with participants that it's okay to record the focus group, because recording the discussion can provide excellent qualitative data and quotes that can be used in your report. The recording should be transcribed soon after the focus group for later analysis.

See the sample *focus group questions*.

Key Format Interview

For more in-depth qualitative data collection, you may prefer to interview individuals separately. This might be because it's logistically easier than convening a focus group, or because there are tensions or conflicts between stakeholders and you think they'd feel freer to talk one-on-one. Interviewees are chosen because they are relevant to the project: participants, project partners, staff members, community leaders. The purpose of the interviews is to gain stakeholder insight into the project design, implementation and outcomes.

Key informant interviews can be structured, where you collect responses to the same list of questions in each interview; semi-structured, where you have a list of questions to guide the interview and use as prompts but not necessarily follow to the letter; or informal, where the interview may take the form of a casual conversation about the project.

Informal interviews are sometimes more appropriate when working with refugee communities, particularly if you haven't yet built much trust with the community, if they are suspicious of research, or if they are reluctant to set aside time to answering evaluation questions. You can record informal interviews in your evaluation journal: just make sure that you are upfront with the community about the fact that you are conducting an evaluation and that opinions and insights they share will be used as part of that process.

Participant feedback forms – These are usually used to measure participant satisfaction with a project activity, for example a youth camp, a women's group, or a cultural event. However, routine feedback forms which collect information about how satisfied participants were with the activity can easily be added to in order to collect some more detailed qualitative data.

For example, you can add one or two open-ended questions asking participants about why they think the activity is valuable, or if there have been changes in their lives as a result of the project.

See the *sample participant feedback forms*.

Surveys

Surveys usually serve a slightly different purpose to participant feedback forms. They are used to identify statistical trends in views or behaviour among a group of people or community. They can provide both numerical data as well as qualitative responses and may be given on paper, online, or verbally through asking questions and recording answers. You may need to get a survey translated into the participants' language in order for them to give you meaningful feedback.

Surveys can be tricky to design, so if you plan to survey a community it is probably best to do further research on survey design. Things to consider include what demographic information you will need for sufficient statistical analysis; how to layout the survey for ease of answering and ease of analysis; and how to phrase questions to ensure that they are easy to understand, interesting to answer, and yield valid and reliable responses.

See a *sample survey*.

Tips for designing feedback forms and surveys

- *Make it as short as possible! Not more than 2 sides of a page for longer activity feedback forms, and a half page for short activities (surveys may be longer)*
- *Make sure you include relevant demographic information: for analysis, do you need to know the gender, language, age or postcode of the participants? (Only include relevant demographics!)*
- *Use a mix of closed (tick-box) and open-ended questions: too many open-ended questions may put people off because they are more time-consuming to answer*
- *Be strategic about what kind of response you ask for: a ticked box is sufficient for feedback about the food, but it doesn't give you meaningful data about outcomes of the activity (eg. increased skills or confidence). Encouraging people to write an open-ended response to this question would be much better (even if you get fewer responses)*
- *Trial the questions with a few people to ensure that they are understood and answered in the way you intended*
- *Always number the questions on the form – this helps for data analysis later*

If designed well, surveys and feedback forms can give you a useful mix of quantitative and qualitative data.

TIPS FOR WRITING SURVEY QUESTIONS

- *The questions you ask in surveys need to relate to your evaluation questions and the indicators you've identified. Go back to your evaluation plan and see what you need to find out. What is the best way to phrase those questions in the survey?*
    - *Example: If one of your evaluation questions is 'has the project increased participants' self confidence?' and one of the indicators is that 'participants are involved in more activities outside of their immediate family circle', then an appropriate survey question for participants might be: "have you joined any new groups or organisations or started any new activities in the past 12 months?"*

- *To ensure validity it is common to ask the same question in different ways, or ask several questions relating to one topic*
    - *Example: To measure the change in participants' self confidence, you might ask questions such as the one in the example above and also ask them an open-ended question such as: "what has changed for you since being a part of this project?"*

- *For open-ended questions: make sure they are not leading or suggestive of the answer you are looking for*
    - *Example: "Has this group had a positive impact on your life? In what way?" instead of "Why has this group been a positive experience for you?"*

• For closed (tick-box) questions: is this the kind of question that suits a closed response? Will statistical analysis of the responses give you meaningful information?

- Example: If you ask 30 participants to tick a box to say whether they feel like their self confidence has increased, you might end up with a statistic like '87% of participants said that their self confidence increased as a result of this project'. This statement doesn't give us much reliable evidence that their self confidence has actually changed in the long term. Compare it to adding an open-ended question which may enable you to say: 'A quarter of respondents described an example of when they were better able to solve a problem, interact socially or negotiate a government system as a result of this project.' You can then include a couple of quotes from respondents which illustrate this point. In this case, you are providing evidence that a change has actually taken place.

See Participant feedback form and survey examples.

If you plan to use an assessment scale in your community development evaluation you will need to do additional research to identify which one is the most appropriate to use.

Pre- and post-program assessment scales

Pre- and post-program assessment scales are commonly used in clinical evaluations to provide quantitative data about the clinical success of a particular intervention. These are standard tests that have been validated by repeated use and research to measure things like anxiety or wellbeing. They can also be used for community development projects to measure changes in participants' mental and social wellbeing in areas such as self-efficacy or resilience.

The advantage of using pre- and post-program assessment scales is that they provide rigorous quantitative data which may be preferred by some funding bodies. However, many clinical assessment scales are not appropriate for community development contexts, because they are too lengthy, difficult to translate or administer in a group situation, or ask questions that are too invasive for a community development setting. Also, considering the nature of community development work, you will want to collect additional data even if you are using an assessment scale, in order to capture unexpected outcomes and learning about the community development process.

If you wish to use assessment scales in the evaluation, further research is required to identify which one will be best suited to your project and purpose.

Informal feedback

Informal interviews are one type of informal feedback, in which you deliberately initiate the conversation with particular stakeholders. Other types of informal feedback may arise unexpectedly through conversations or discussions during meetings, and should be recorded by the project officer in the evaluation journal.

Document analysis

Analysis of organisational and project records relevant to the community development project such as client files, project files, organisational policy, project and client databases, etc.

Research

For example records from other organisations; statistics from government departments; literature review of academic articles or an analysis of the impact of other programs; policy initiatives and the political context.

Creative methodologies

Consider other creative methodologies, especially when working with participants who may have limited English, or young people. Role plays, artwork, photos and evaluation games can all be used to collect data from participants. See *creative methodologies* for more information.

Photographic/film documentation

Photographic or film documentation of project activities is a valuable source of monitoring data, and especially important to document and archive arts-based projects. They also tell the story of what your project is doing much more powerfully than text-based formats, so it may be worth hiring a professional photographer for this purpose. Photos and film can also be used as raw data in some types of qualitative analysis.

Data collection check! Is what we are doing working and appropriate?
During the data collection phase, you should be continually asking yourself:
- *Are our methods yielding the data we need?*
- *Are we involving the community not merely 'doing research' on them?*
- *How does the community feel about the data collection?*
- *What adjustments do we need to make?*

Are we following the 3 minimum rules for ethical evaluations *in all our data collection?*

1. *Do participants understand…*
   - *What the research will be used for*
   - *That their participation is voluntary and valued*
   - *That their responses will be treated confidentially?*
2. *Have participants given informed consent to participate in the research? (Based on being provided with the above information?)*
3. *Are you satisfied that the questions you are asking and the way you are asking them cannot be expected to harm any individuals, communities, goodwill relationships or the project success?*

Case Study 1 – Community Conference

For the Conference, it was decided that the information needed to answer the questions fell into three main categories. One was information about the process of organising the conference, which came from interviews with STARTTS staff and organising committee members. The second was information relating to the achievement of the project objectives and other unintended outcomes. This was sought through 2 main sources. One was the opinions of all stakeholders (STARTTS staff, community members involved in organising the conference, conference participants, and volunteers) regarding the achievement of objectives immediately after the Conference. The second was information about the longer-term outcomes of the conference among the communities and participants involved through follow up surveys and interviews. While the data collected from interviews was qualitative, the large sample size for the participants survey allowed for some quantitative data as well.

The data collection methods employed for the Conference evaluation were:

1. *Focus group discussions conducted with sub-committees at project start and end*
2. *Ongoing informal feedback from sub-committee members*
3. *Registration questionnaire inviting those interested to take part in a pre-Conference interview or survey*
4. *Participant evaluation survey filled out at the Conference*
5. *Follow-up focus groups conducted with interested participants*
6. *Focus groups/survey conducted after 6 months to measure long-term impacts*
7. *STARTTS staff document outcomes and impacts reported to them through their ongoing relationships with communities*
8. *Media analysis of Conference coverage*
9. *Focus group with volunteers at project start and end*

Case Study 2 – Soccer Camp partnership

For the Soccer Camp, the evaluation required qualitative information about the partnership process. The primary sources of information were the stakeholders involved: the staff who were implementing the project. This was supported by project documentation, including emails, meeting minutes, the budget and relevant forms completed. The primary method of data collection was two evaluation meetings held after the camp with the project partners. At these meetings partners were asked to identify the significant events in the life of the partnership, which were used to create a storyline of the partnership process. The storylines were used to identify issues and challenges arising during the partnership and to discuss how these might be avoided in the future.

Case Study 3 – Jungle Tracks

For the Jungle Tracks evaluation, two types of information were deemed sufficient for the scale and purpose of the evaluation. The first was information about the therapeutic approach taken by the Jungle Tracks program, which was sought from STARTTS clinical supervisors and relevant academic literature. The second type was information about the outcomes of the Jungle Tracks program. The most rigorous method for obtaining this information may have been a pre- and post-program clinical assessment of participants. However, this would have involved more resources and a larger timeframe than was possible. It was therefore decided that facilitators' qualitative feedback about their experiences and observations running the program would provide reasonable evidence of the overall strengths and weaknesses of the project for the purpose of the preliminary evaluation.

DATA COLLECTION TIMELINE

It is useful to make a timeline of when your data needs to be collected. Data collection can be separated into three timeframes: before the project; during project implementation; and after project completion. Sometimes data from all three is necessary to answer your key evaluation questions. Sometimes data can come from one or more periods, for example if you are undertaking an evaluation in the middle of a project to find out how it's going and whether it needs to be changed you won't require data from after the project completion.

Before the Project: Baseline Data

In some cases, you may want to gather baseline data about the situation in the community before it is influenced by your project. Data collection techniques to gather baseline data include:

- Researching relevant statistics from STARTTS, other organisations and government departments
- Analysis of relevant material, including records, reports, policies, media
- Administering a pre-program assessment scale to measure wellbeing etc
- Surveying the community at which the project is aimed
- Conducting focus groups and/or interviews with project participants prior to implementation

Do I need to collect baseline data?
You don't need to collect baseline data for every type of evaluation. It is one way to quantify change in a community or situation over time. In this case, baseline data can be compared to data collected at a later stage, such as the project end (Edwards & Gosling, 2003).

However, It can be difficult to prove a direct causal link between your project and changes in a community. Also, in some situations conducting baseline research with a refugee community before you've established a trust relationship with them may not be appropriate and may in fact be detrimental to the project if it arouses the community's suspicion. There are other ways to compare the situation before and after a project has been run, such as:

- *Asking project participants/key informants questions about their experiences before, during and after the project*
- *At the end of the project, asking participants to describe changes that have taken place for them since being part of the project, and asking them why they believe those changes are a result of the project*
- *Using project documents and records (for example reviews, reports, progress notes) to track changes over time*

During implementation: Ongoing Evaluation

You need to collect data regularly throughout the project once it is running. The main reason for this is so that you can evaluate whether the design and implementation of the project are working. Conducting ongoing evaluation allows you to continually make changes and adjustments to your project to better meet the needs of participants and other stakeholders. It enables the project to be flexible and adaptive. This is part of the purpose of a *process evaluation*. *Monitoring* also needs to be conducted as project activities happen.

Ongoing data collection is also helpful for *outcomes evaluation*, because it enables you to collect data that shows changes at different stages in the life of the project. This is particularly helpful if you plan to use *qualitative techniques* such as case studies to present your findings.

After Project completion: Outcome and Impact Assessment

Collecting final data on the outcomes and impact of a project can usually only be done after project completion. Outcomes should be measured beyond the project completion date, to assess whether the changes were immediate and short-term or whether they were long-term and led to sustained changes or additional outcomes down the track.

Data collection techniques for *impact assessment*, where you are evaluating longer-term and wide-ranging impacts, require more time, rigour and resources. They include things like longitudinal surveys of the target community and research about changes and trends in relevant indicators.

STEP 6: DECIDING ON DATA ANALYSIS TECHNIQUES

Data analysis can range from straightforward to very complex, depending on the scale and depth of the research you are conducting. It's not feasible to cover the topic comprehensively here, so if you are working on a larger scale evaluation it is important to do further research. There are also resources on data analysis included in the *resource list.*

What follows is an introduction to basic qualitative and quantitative analysis methods. In most cases, you will be using both types of analysis in your evaluations.

QUALITATIVE DATA ANALYSIS

Qualitative data analysis is the process of organising and interpreting qualitative data to provide an explanation or understanding about the project. Qualitative analysis is a task that requires intellectual energy and creativity. There are many different methods, and for a larger evaluation you should do further research to identify which one is most suitable. However, to analyse data for a small evaluation such as evaluating a therapeutic group, you can use a simple coding technique.

Coding

Coding involves raw data being 'coded' into categories of relevance to the evaluation questions you are seeking to answer. There are two approaches you can take: one is to pre-select a set of categories based on what you think are the relevant themes to be explored. Data is then coded to fit into these wherever possible. For example, you may have a category for each of the project objectives, and/or the evaluation questions.

Data analysis software can help with coding and management of qualitative data.

The second approach is to allow the categories to emerge as you analyse the data: this approach allows the data to dictate the decision about what are relevant themes.

Example: simple coding

INTERVIEWER What did you like best about the soccer camp?

PARTICIPANT I loved the clinics because I really felt like I learned new soccer skills. The coach was fantastic! The only thing I didn't like was that some of the other boys were a bit mean, but despite that I made quite a few friends from different countries.

CATEGORIES
"What participants liked": yellow highlight
"What participants didn't like": green highlight
"Immediate outcomes": purple highlight

When you have finished coding all your qualitative data – including focus group and interview transcripts, your evaluation journal notes, comments from surveys and feedback forms, and any other relevant documents – you will have multiple sets of data arranged by category. See the *example* of data coded into a category by data analysis software.

The categorised data sets give you your qualitative FINDINGS: what your evaluation data tells you. For example, based on the coded data, you may find that one objective has been successfully achieved, while another has not. You may find that a project has had an unexpected outcome, benefit or challenge. You may find that the objectives have been achieved but that the project process was fraught with difficulties.

You can discuss the consequences of your findings in your evaluation report. For example, if you find that the objectives weren't achieved, or there were unexpected outcomes of the project, you may discuss some likely reasons for those results.

Case Studies

When analysing your qualitative data you may consider the use of case studies to illustrate your findings. In this approach, narrative stories are used to demonstrate the outcomes of the project or the changes in an individual or community. The subjects of the case study will be those that demonstrate the change or outcome that is most significant or relevant. Case studies 'tell the story' of how and why a project has been successful very powerfully, and can be used in conjunction with other more traditional data analysis techniques such as quantitative analysis. In order to ensure a rigorous methodology, you should make sure that case study data is triangulated from at least 3 sources. This helps to ensure the data is not merely anecdotal, and increases its reliability and validity.

QUANTITATIVE DATA ANALYSIS

How you analyse quantitative data depends on what questions your evaluation has asked. Undertaking statistical analysis may require more information than it is possible to include in this manual. Consulting the resource list or other references may be helpful.

However, you don't necessarily need technical expertise to do basic statistical analysis. What you do need is a basic understanding of the different kinds of questions that can be asked, and what type of statistical analysis is required to answer them.

To explore different kinds of quantitative questions and how they can be answered, let's imagine that we have survey data from a group of 300 people who participated in community development activities, which includes:

- Data about themselves (e.g. age, address, family type)
- Data about activities they did (e.g. what activities, how much, how often)
- Data about the project process (e.g. how long did I wait to come on a camp?)
- Data about views about the quality of the activities (e.g. the staff were respectful)
- Data about the benefits of the activity (e.g. the camp made me feel more settled in Australia).

Below are examples of different kinds of questions that can be answered through statistical analysis, using the concept of a "variable". Variables are what you are asking the questions about, for example: What is your age? Age is a variable. Are the staff respectful? The respectful attitudes of staff is also a variable.

Questions about Variables

Quantitative data analysis techniques may require some technical assistance from someone trained in statistical data analysis.

Examples of questions about variables are:

- What is the average age of participants?
- What is the age range of participants?
- What is the age at which half the participants are that age or older and half are that age or younger?
- What percentage of participants are from a specific geographic area?
- What percentage of participants attended a particular activity?
- How many participants felt more settled in Australia?

Answering these questions requires the use of numerical tools, such as:

MEAN
Commonly called the 'average', found by adding all values and dividing by the number of values

MEDIAN
The middle value in a list of numerically ordered numbers

MODE
The most frequently occurring value in a sample

RANGE
The difference between the highest and lowest values

INTER-QUARTILE RANGE
A measure of dispersion found by calculating the range of the middle 50% of the values

FREQUENCY DISTRIBUTION
Away of summarising the distribution of values in a sample, showing how many times a value or group of values occurs within a sample

You can perform most of these in Microsoft Excel.

Example: Simple statistical analysis using Microsoft Excel

A common simple statistical analysis can be used to find the percentage of something. This example illustrates that a simple analysis performed in Microsoft Excel can be effective in analysing quantitative data.

Survey Question: What was the main reason you came to the camp?	**Number of responses** (60 participants)	**Percentage** (Number of responses/total) *100
Meet people	8	13%
Have fun	13	21%
Make friends	9	15%
Have a break	2	3%
Play soccer	23	40%
Learn more	3	5%
Other	2	3%
TOTAL	**60**	**100%**

There are many more numerical tools that you may want to explore to make best use of your data. These require at the least, a proficiency with Microsoft Excel. Questions about the Relationships between one Variable with Another

You can ask more complex questions from your data to find out more information. Questions can be about how one variable relates with another. For example:

- What is the relationship between the age and gender of participants?
- What is the relationship between the age of participants and whether the participants thought the activity was useful?

Questions about the Relationships between several Variables

You can ask questions about how several variables relate to each other. For example:

- What is the relationship between the demographic variables and the outcome variables?
- What is the relationship between the quality of service variables and the outcome variables?

Questions about Differences between Groups

You can also use your data to find out differences that exist between groups. For example:

- How are male and female participants similar? Different?
- How are older participants and young participants similar? Different?

Questions about Types or Clusters of Participants

Questions can be asked about how to group participants together into types/clusters of participants. For example:

- Can we cluster participants into four groups so that each of the groups has a different profile (in terms of demographics and activities done) that makes sense to use in terms of community development practice?

Questions about underlying Structure in the Data

You can even use quantitative data to explore underlying dynamics in participants/services. For example, we may have asked 8 questions about the perceived quality of services. We can then ask ourselves:

- How are these eight questions related to each other?
- Are there some underlying factors?

STEP 7: HOW TO REPORT AND USE THE FINDINGS

PREPARING THE EVALUATION REPORT

The date for the completion of the evaluation report should be decided in the initial evaluation plan. The length and format of the report will depend largely on the audience of the report and how it will be used.

Using the Final Project Report Form

You may not have the time or resources to write up a comprehensive evaluation report but still want to be able to share with others what you have done, and what you have learned in your evaluation. In this case, you can use the Annual/Final Project report form from your project file to share your evaluation findings with community members, management and your colleagues in a quick and easy way.

Writing a Report

Describing your evaluation methodology in detail is essential for establishing its rigour and validity.

In other situations it may be necessary to write up the evaluation findings in a more comprehensive report. In this case it should be written in clear, simple language so that it can be understood by all involved in the project. A short report would usually include the following sections:

EXECUTIVE SUMMARY
Key findings or recommendations

BRIEF PROJECT DESCRIPTION
Project goal and objectives, timeframe, stakeholders and what the project did

EVALUATION METHODOLOGY
Evaluation questions, data collection method and description of the evaluation process

FINDINGS
Brief results of the data analysis, eg. statistics from feedback forms
(perhaps using graphs), most common themes from qualitative analysis, illustrative quotes from your transcripts

DISCUSSION
Discussion of interesting findings, for example, the themes that emerged from coding your qualitative data; any issues or questions that the evaluation raised

RECOMMENDATIONS
For the project or future research

See a more comprehensive *sample evaluation report template*.

SHARING THE FINDINGS

Don't let the report gather dust!
A few months or years down the track, you should ask yourself:

- *Are we using the evaluation findings?*
- *Are they informing improved program design and planning?*
- *Have we given them back to the community in a useful format?*
- *Have we shared them with staff and other organisations?*

The main outcome of an evaluation shouldn't be a report, it should be the lessons that all involved in the project take away with them and put into practice in their future community development work!

You must plan how the findings will be shared with project stakeholders. It is critical that everyone involved not only be informed of important lessons learned, but also have the opportunity to discuss the results.

Creative strategies for sharing the findings should be explored. First ask yourself: who would be interested in the results? Who needs to be informed?

Strategies for sharing evaluation findings include:

- Giving different versions of the findings to different readers, e.g., the formal report for main stakeholders; a summary of the report for relevant staff; a "fact sheet" for wide distribution

- Holding meetings with relevant stakeholders at the end of the evaluation to discuss the lessons learned and their possible application

- Inviting project participants to a discussion of the evaluation findings and if appropriate, a celebration of the project

Case Study 1 – Community Conference
The main findings of the conference evaluation were published in the official conference report that was widely distributed to stakeholders, including all participants, service providers, relevant government agencies and other interested parties.

Case Study 2 – Soccer Camp partnership
For the Soccer camp, an evaluation report with recommendations for the organisations in the partnership was sent to each of the partners. An internal report was also sent to STARTTS management regarding some of the issues that arose.

Case Study 3 – Jungle Tracks
The Jungle Tracks evaluation was initially presented in a full report to the Jungle Tracks program manager. From this, a short report was created for distribution to the Jungle Tracks facilitators and others interested in the program. A presentation on the findings of the research was also made to the facilitators at one of their regular support meetings.

EVALUATIONS WITH CHILDREN AND YOUNG PEOPLE

Young people are different to adults. Community development projects and evaluations with children and adolescents should be designed to reflect these differences. Although the evaluation process remains the same, there are some key principles to remember when conducting evaluations with young people.

ETHICS

The ethics of working with children is really important. It is very important that the young person understands how any information they give will be used and that their identity will be protected before they agree to participate. Young people may lack the knowledge or ability to assert their rights, so it is critical that the evaluator assumes responsibility for protecting young participants from potential harm. They should feel comfortable to say 'no' if they don't want to participate, and you should feel comfortable that the design of the evaluation will not be detrimental to them in any way.

See *ethical evaluations* for more information.

GET CONSENT

If the young people are younger than 16 then parental consent to participate in the evaluation is also required. For this you need to follow the same guidelines for seeking informed consent from adults. They need to fully understand what the evaluation is for and how it will be used, and provide a signed consent form authorising their child's participation. However, even if parents have given their consent, young people should still be given their own choice to participate or not!

There might be some situations where the evaluation is very informal and low key where parental consent is not required, but if you're asking young people to attend focus groups or fill in pre- and post-assessment tools, then you definitely need it! Parental consent is also required if you plan to publish the results of the evaluation. See the parental consent form examples.

INVOLVE YOUNG PEOPLE

Avoid just measuring the progress of young people, but actively seek their participation in the process. Through their involvement in evaluation design, implementation and analysis, young people can build their capacity and develop important skills.

MAKE IT FUN

Young people are easily bored, and lets face it, even adults tend to think that evaluation is 'boring'. But it doesn't have to be! Spice things up and add some colour to your evaluation with fun games and interactive activities. Again, if you involve the young people in planning, they will tell you what they want, and are more likely to engage in the process.

BE CREATIVE

Think outside the box. Don't be confined to 'ordinary' data collection methodologies. Use mediums familiar to young people such as art, drama, storytelling, photography, etc.

CONSIDER POTENTIAL BARRIERS TO PARTICIPATION

Stages of language, literacy and cognition vary greatly between young people. Carefully consider all your participants' needs and develop appropriate data collection methodologies to ensure that they will not be isolated from the evaluation.

DON'T UNDERESTIMATE THE CAPACITY OF YOUNG PEOPLE

Young people are very insightful and often keen to analyse their own situations in great depth. Give them the space to do this. An advantage of working with young people is that they can be very open and honest. This means under the right circumstances, evaluations with young people can be very rich and informative.

CREATIVE METHODOLOGIES

Be creative and design your own data collection activities grounded in the principles mentioned above. To get you thinking, below are some examples of successful methodologies we've used in the past with young people. Whatever methodologies you choose, record the feedback of the young people. Everything is data and can be analysed and reported.

EVALUATION TREE

Draw a big tree trunk on the wall, with branches coming out of it. Give participants pens and sticky pads. Ask each participants to write how they feel about the activity on the paper/s and stick it/them on the branches. At the end, step back and look at the tree the group created. Collectively analyse the tree. What are the main things people said? What did we learn?

You can be creative with this activity, and ask them to write more information. An example might be to write three things:
1 – what you liked the most
2 – what you would you change for next time
3 – something you learnt.

Or, if you're evaluating at the end of a whole program, you can ask 'what's changed in your life because of this program'?

BALLOT BOX

Create a closed box with a hole at the top. Ask the young people to design it and paint it. Create packs of cards that represent a range of feelings/opinions, depending on what you want to measure. For example, you can use a range of smiley/sad faces, numbers, or colours. With the young people, assign a meaning to the scale. Ask the young people to insert only 1 card from their pack that best describes how they feel/what they think.

This is a good way to collect data for activities that occur regularly, as you can keep track of the group's progress.

PICTURE CARDS

Lay out picture cards, or any suitable images, on the floor. As a group, stand in a circle around the cards/images. Ask each participant to choose a card that describes how they feel or what they have gained from the activity. You can ask a question on a specific issue, or a general insight about an activity/project. Then ask each participant to share their card and explain to the group why they chose it.

DRAMA

Ask the young people to form groups and discuss a couple of evaluation questions (eg. what has changed in your life since you started this program? How could this program be improved?) Then ask them to create a drama or role play to demonstrate what they came up with. This can allow for deep explorations on an issue.

ART

Ask participants to think about a certain issue, or how they felt about an activity/project. Then ask them to draw/paint/photograph this feeling. After the art project is finished, sit together as a group and ask each participant to explain the meaning of their piece of art.

PHOTOGRAPHY

Give the young people a camera to take photos of the program or activity. Afterwards, get the group to choose a series of photos to tell the story of the program. Their explanation for each photograph can be written down as captions to create a visual display of the project.

FOCUS GROUPS/ INTERVIEWS

Some young people love to talk – especially when they know they will be listened to! In some situations you will get great feedback from talking face to face with young people, where you have the ability to ask them to expand on different points as they arise. Others, however, will not be comfortable speaking in a group environment, or even a one-on-one interview. Use your judgment to decide what is appropriate in each context.

PRE- AND POST-ASSESSMENT SCALES FOR ADOLESCENTS

STARTTS is trialling some assessment scales to measure wellbeing outcomes for young people participating in community development activities. These tools have been selected based on their appropriateness and ease of delivery in a community development setting with refugee youth. For further information, please contact the STARTTS Evaluation Officer.

COMMON CHALLENGES IN EVALUATION

1. Ensuring meaningful participation

The principles of community development are just as essential to community development evaluation as they are to community development projects.

Community development principles require that you consult with project participants wherever possible about the evaluation process. It is not enough to ask participants how they felt about the project when it is finished and you are gathering data for the evaluation. If participants are only involved in the evaluation at this stage then they have already been excluded from the evaluation planning and design. They have not had input into what should be measured and why. Not only does this contradict the principles of community development, but it also means that your results won't be as meaningful, because you may well be measuring the wrong thing or asking the wrong questions! For example, you may run a program for members of a community and believe that the primary goal is to increase their general understanding and knowledge of available services and service providers. When you consult with the participants about the evaluation, however, you may discover that they are there because they have a particular issue within their community, like intergenerational conflict, that they want to find solutions to. Although providing solutions for this issue may not have been your original objective, the fact that this is what the community wants and the question of how well the program delivers it is highly relevant to your evaluation. After consulting with the community about the program evaluation, your purpose and key questions may look very different to when you first began.

In order to include community members in the evaluation design and gain their input, it is necessary to be able to explain the purpose of the evaluation clearly and simply. Some questions that may be helpful for stimulating discussion among community members about the evaluation are:

- Why do you want to be involved in this project?
- What do you want to get out of this project?
- If this project is successful, how would things change in your life?
- If this project is successful, how would things change in your community?
- How will we know if this project is successful? Who can tell us? Where should we look?

However, there are many reasons why engaging people in the evaluation process isn't necessarily simple. People from refugee communities may have a mistrust of researchers based on past experiences of being disrespected or disempowered as 'research subjects', or because of a more general lack of trust resulting from their refugee experiences. They may be uninterested in the evaluation because they haven't experienced the benefits or value of research or simply because they are unfamiliar with the process. In addition, participating in the project often takes up all their available free time, with little left over to dedicate to evaluation. This may also be true for project staff or other project partners, who often don't have time or resources set aside for the evaluation process.

It is important, therefore, that as evaluators we don't make evaluation feel like a burden, because this will only add to people's reluctance to participate. Instead, you need to be flexible and creative in your participatory approach. Here are a few tips to consider:

- Find out if the evaluation can meet a stated need of the community, for example, can it be used as the basis for a training session, information booklet or funding proposal that the community is interested in
- Where possible use existing meetings for evaluation discussions and data collection, rather than calling special meetings for evaluation purposes
- Use informal interviews and notes from conversations when interviews are not appropriate or possible (just make sure the people involved know that you're conducting an evaluation)
- Feedback to participants and stakeholders regularly about the evaluation process, so that they feel informed and included and avenues for increased participation are always open
- Find ways to demonstrate the benefit of the evaluation, through providing other examples or explaining where the evaluation has helped to make changes in the project
- Accept that sometimes building trust and understanding about evaluation takes time!

2. Defining and measuring project outcomes

Another challenge is that often community development outcomes – particularly qualitative outcomes - are very difficult to define and measure effectively. The difficulties can lead to a tendency to simply focus on measuring outputs or quantitative outcomes instead, simply because they are easily measurable.

For example, a project running a youth leadership training program may have an intended outcome of building social capital among youth. Since an increase in social capital is a difficult thing to measure, a common tendency in evaluation would be to instead assess how many youth completed the program and whether it was judged to be a success by staff and participants. This may provide some valuable information, but it does not show whether the project was successful in achieving the outcome of increasing social capital. It does not allow for learning by project staff and management about what works and doesn't work when aiming to build youth social capital, and it doesn't provide useful information for what changes to the project will better support the building of social capital.

Asking the right questions to determine whether a project is really having the intended long-term outcomes in the community or group it works with is not an easy task. It is a good idea to talk to people who are experienced in evaluation at the beginning to work out together how you can best measure how the project is actually making changes in the community.

3. Making sure all voices are heard

It is not uncommon for those who participate most in an evaluation to be the most dominant personalities in the community or organisation. While keen participation should be encouraged, if it is at the expense of others participating equally it can run the risk of excluding other viewpoints from the process. If an evaluation is influenced by unequal power dynamics, the findings will not reflect the reality of the situation and the evaluation may in fact reinforce the existing dynamics. This challenge is best overcome by ensuring that all parties have equal opportunity to participate. This may mean holding separate meetings or interviews with some people to ensure their voices are clearly heard.

4. Finding appropriate methodologies

Sometimes it is difficult to find data collection methods that feel appropriate for a refugee community development context. Often, traditional methodologies used in research are not designed for use with vulnerable populations or in cross-cultural contexts. This may present several kinds of challenges:

- ETHICAL QUESTIONS: methods used in other research situations may potentially re-traumatise refugee individuals or communities. For example, surveys questions deemed appropriate for the wider community may feel dangerous, interrogatory, or very upsetting for torture and trauma survivors. Clinical assessment scales used in a community development group setting may not allow for individual follow-up if participants are traumatised by the qquestions or may make them feel unsafe in a group environment.

- JEOPARDISING PROJECT SUCCESS: sometimes, encouraging a community to take part in an inappropriate evaluation may undermine your relationship with the community and jeopardise the project's success. For example, surveying a community to collect baseline data before a project has begun may make it harder to build a trusting partnership with the community if they have experienced abuses of power in the past.

- INVALIDATING THE RESEARCH FINDINGS: if the methodology is inappropriate, it won't give you valid results. For example, if people feel mistrustful or unsafe, they won't answer questions honestly. If there are language or cultural barriers, they won't answer accurately. Also, if you are using indicators or assessment scales that haven't been developed for the particular target group, then you can't assume that the answers they give will be valid. Different people will interpret questions differently, depending on their socio-cultural background.

It is important to ask the participants what kinds of data collection methodology will be appropriate, and also to trust your intuition if a suggested methodology doesn't feel right. Further research may be required.

5. Making sure data is valid and reliable

As you analyse your data, it may occur to you to wonder how true and accurate it is. Did the participants understand the questions the way you meant them? Are the results skewed because a certain group didn't have time to answer properly? Did you ask the right questions, or is there another issue that didn't get adequately addressed? Did you worry that some participants didn't want to tell the truth about how they felt?

There is much debate about what constitutes valid and reliable data. In essence the questions are:

- Is it true (valid)?
- Is it accurate (reliable)?

To decide how well your data accurately reflects the true situation, you need to think about the challenges, limitations and stumbling blocks in collecting the data. Was there an unforeseen difficulty obtaining information from one group of participants? Was it impossible to measure some of the things you wanted to measure?

Some tips to ensure accuracy or reliability are:
- ask the same groups of people the same questions at different times throughout the project
- ask one question in several different ways
- pilot the questions with a few participants beforehand
- check with participants that they are clear about what you are asking them (and work with an interpreter if necessary)
- get the same information from at least two different source (eg. Focus groups and written reports, or case studies and surveys)

Regarding truth or validity, do you feel that stakeholders felt comfortable saying what they really felt? Sometimes respondents change their answers in surveys depending on who they believe will read them. If you are running the project, will participants and stakeholders in the project feel able to give open and honest feedback to you? It is important to think carefully about the ways that your involvement in the evaluation may affect its outcome. On the one hand, your involvement may affect the data collected. On the other hand, your involvement is very important if the evaluation is going to be a learning opportunity for you. These two factors need to be weighed up against each other in order to determine the best way for you to proceed with your evaluation.

It's also good to recognise the ways in which your own position or involvement in the project might influence the way you conduct an evaluation and interpret the results. It may be most useful for someone else with evaluation experience to interpret the findings of evaluation, or at least to assist you in doing so.

If you are still worried about how true or accurate your data is, you can discuss this in your evaluation report under the heading 'limitations'. By doing this you can turn your uncertainty into a valuable reflection on the project and the evaluation process.

6. Showing causing and effect

Another challenge is to show the cause and effect relationships between what the project does and the effects it achieves. How can you be sure that changes in the community that you measure are actually a result of your project, and not other influences?

The answer is quite simply - it is difficult. The key question you need to ask yourself is: how certain do I want to be, and then what evidence is necessary to prove that level of certainty? External factors (rather than the impact of the project itself) will always be the main determinant of significant change in a community (Craig, 2002). This is a particular challenge with impact assessment. When evaluating outcomes, you can minimise this difficulty by being aware of it and carefully phrasing questions to focus on the results of the project. For example, you can ask participants: 'why do you think that change is a result of this project?' Always remember, "it is better to be approximately right than precisely wrong!" (Keynes, sighted in Edwards & Gosling, 2003).

7. Reaching consensus

When many stakeholders participate in an evaluation, challenges can arise if some people hold very different opinions about the project. Conflicting viewpoints can make writing the final report a difficult, if not political exercise. The best way to deal with this is to be transparent about your intentions and actions from the outset of the evaluation. In keeping with the values of community development more weight may be given to the opinions of the project participants, and this should be made explicit. It may be appropriate to note in the final report that not all parties agree with the evaluation's findings.

8. Continuing evaluation after project completion

The impacts of community development projects often take some time to be seen and felt. This needs to be understood and accounted for in evaluation design (Craig, 2002). In some situations it may be necessary to continue to collect data for at least 12 months after project completion in order to properly evaluate the outcomes over time.

PART 4: TEMPLATES, EXAMPLES AND RESOURCES

7-STEP EVALUATION PLANNING CHECKLIST

You should go through this checklist and think about all 7 steps in the evaluation planning stage: before you start doing the evaluation!

Step 1: Setting project goal and objectives

- What does the community want the project to achieve?
- How do they think it should be run?
- Have we involved all the project stakeholders and the community in setting the goal, objectives and activities?
- Have we checked the "if…then" logic?
- If we achieve our objectives, then will we be contributing to our goal?
- If we implement these activities, then can we expect to achieve our objectives?

Step 2: Clarifying evaluation purpose and scope

- Why are we conducting this evaluation?
- What will it be used for? Who wants it?
- Who are the stakeholders in the project?
- Who should be involved in the evaluation? What will their roles be?
- How will the community be involved in the evaluation process?
- What type of evaluation is appropriate?
- What resources are available?
- What is the timeframe?
- How big should it be?
- Who will manage it?
- Do we need an advisory and ethics committee?
- Have we considered participatory and empowerment evaluation principles?

Step 3: Defining the evaluation questions

- Are we focusing on measuring the goal, objectives or activities?
- What does the community want the evaluation to find out?
- What do other stakeholders want the evaluation to find out?
- What do we want to know? What are the evaluation questions?

Step 4: Identifying the information you need

- What evidence do we need to answer the evaluation questions?
- What does project success look like to the community?
- What are the indicators of project success?
- What qualitative data and quantitative data will I use?
- What data is important?
- What data is relevant considering the scale and the users of the evaluation?
- Where will the information we need come from?
- How many sources will the information come from?

Step 5: Deciding on data collection methods

- What methods will we use?
- Who will collect it?
- How will we triangulate?
- Do we need to conduct baseline measurement?
- What data collection methods do the participants/community feel are appropriate?
- What ethical questions need to be addressed?

Step 6: Deciding on data analysis techniques

- What method of analysis will we use?
- Qualitative or quantitative?
- Who will analyse the data? Do we need expertise?

Step 7: How to report and use the findings

- Who will write the evaluation report?
- Who will read it?
- How big should it be?
- How will it be shared with the community? With staff?
- Should findings be made available in other formats? (e.g. factsheet, slideshow)
- How will the findings be used?
- Do we plan to publish the findings?
- Is our evaluation plan based on participatory and empowerment evaluation principles?

EVALUATION RESOURCE LIST

For STARTTS staff: All readings in this list are available in the STARTTS library.

The following readings will provide you with practical tips and pointers for the skills you may need when evaluating your projects.

While specific chapters of books are highlighted below, most of the books referred to will also continue many other practically useful chapters.

Analysing qualitative data

There are many ways of analysing qualitative data. One technique that would be useful for open-ended survey questions is thematic coding.

1. Gibbs, G, (2007), "Thematic Coding and Categorising", Chapter 4 in: Analysing Qualitative Data: The Sage Qualitative Research Kit. Sage publications: London (18pp).

Analysing quantitative data

There are many ways of analysing quantitative data. Descriptive statistics such as means, medians, and ranges are likely to be useful in data analysis in many community development projects where there are activities such as groups, conference participants, etc.

2. Salkind, N, (2006), "Data collection and Descriptive statistics" Chapter 7 in: Exploring Research Sixth Edition, Prentice Hall: New Jersey (20pp).

Causation

In community development and human services it is often difficult to show cause and effect relationships in programs/project or services. Evaluation needs to deal with the causation issues in some way. The first reading suggests ways of gathering evidence about causation; the second describes the connection between causation and research design.

3. Davidson, J, (2005), "Dealing with the causation issue" Chapter 5 in: Evaluation Methodology Basics The Nuts and Bolts of Sound Evaluation, Sage Publications: London (18pp).

4. De Vaus, D, (2001) "Causation and the Logic of Research Design", Chapter 3 in: Research Design in Social Research. Sage publications: London (19pp).

Cognitive interviewing

A very useful way of testing the appropriateness of questions in a questionnaire is to do cognitive testing - ask some people to complete the questionnaire in a face to face interview where they think out aloud and tell you their responses to the questions as they attempt to answer them. This reading provides practical step by step instructions on how to do this.

5. Willis, G, (2004), “Cognitive Interviewing in practice” Chapter 4 in: Cognitive Interviewing A Tool for Improving Questionnaire Design, Sage Publications: London (20pp).

Collecting life histories

In human services it is often important to understand the life story as a context of service delivery and its impact.

6. Miller, R, (2000), “Collecting Life Histories” Chapter 4 in: Researching Life Stories and Family Histories, Sage Publications: London, (39pp).

Composing questionnaire questions

People designing surveys often (rightly) worry about whether the questions are ‘good questions’. This reading provides many examples of ‘wrong’ and ‘right’ questions.

7. Alreck, P & Settle, R (2004), “Composing questions” Chapter 4 in: The Survey Research Handbook, Third Edition, Irwin McGraw-Hill: New York (27pp).

Deciphering Data and reporting results

How do you analyse the data you have gathered and report on it?

8. Patton, M, (1997), “Deciphering Data and Reporting Results”, Chapter 13 in: Utilization-Focused Evaluation 3rd Edition, Sage Publications: London (37pp).

Evaluating advocacy

Advocacy is not a typical human service. Here are some readings and tools specifically about evaluating advocacy.

9. Gosling L, Edwards, M, (2006). Chapter 11 “Planning, monitoring and evaluating advocacy” and Tool 13 “Frameworks to help analyse the advocacy process” in: Toolkits A practical Guide to panning, monitoring, evaluation and impact assessment, Save the Children: London (26pp).

Evaluation history and context

Evaluation as a professional field has only emerged in the second half of the 20th Century. In understanding evaluation today it is useful to have an overview of the history of evaluation; some of the ways it can be described and issues shaping it at present.

10. Dahler-Larsen, P, (2006) Chapter 6 “Evaluation after Disenchantment? Five issues shaping the role of evaluation in society” in: The Sage Handbook of Evaluation Eds by Shaw, I, Greene, J, and Mark, M, Sage Publications: London (19pp).

11. Kazi, M, (2003), “Contemporary perspectives in practice evaluation” Chapter 2 in: Realist Evaluation in practice, Health and Social Work. Sage Publications: London (12pp).

12. Pawson, R & Tilley, N, (1997), "A history of Evaluation in 28 1/2 pages" in: Realistic Evaluation, Sage Publications: London, (29pp).

Gathering data, making measurements

There are many different kinds of data one can gather in an evaluation process. This reading provides an introduction to data and things to consider when thinking about data as indicators.

13. Scholtes, P, (1998), "Keeping Track: Measurement of improvement, progress and success", Chapter 7 in: The Leader's Handbook. A Guide to Inspiring your people and managing the daily workflow, McGraw-Hill: New York (30pp).

How we know what isn't so

Some of the errors we make because of the nature of our human thinking include: We jump to conclusions - we see more than is there; we are good at creating order out of random data; we see what we expect to see - especially when the evidence is ambiguous; and we see what we want to see - our motivations affect our inferences.

14. Gilovich, T, (1991), "Seeing what we expect to see, The biased evaluation of ambiguous and inconsistent data", Chapter 4 in: How we know what isn't so, The fallibility of human reasons in everyday life, The Free Press: New York (24pp).

15. Gilovich, T, (1991). "Seeing what we want to see, Motivational determinants of belief, Chapter 5 in: How we know what isn't so, The fallibility of human reasons in everyday life, The Free Press: New York (24pp).

16. Myers, D, (2004), "Intuitions about reality", Chapter 6 in: Intuition its powers and perils, Yale University Press: London (26pp).

Measurement, indicators, accuracy reliability and validity

Is it true? Is it accurate? Is it reliable? What are some of the issues to be considered when thinking about reliability and validity?

17. Babbie, E (2007), "Conceptualization, Operationalisation and Measurement" Chapter 5 in: The Practice of Social Research 11th Edition. Thomson Wadsworth, (32pp) (Pages 143 to 149 deals with accuracy, reliability and validity).

18. Salkind, N, (2006), "Measurement, Reliability, and Validity" Chapter 5 in: Exploring Research, Sixth Edition, Prentice Hall: New Jersey (23pp).

Organisations

Organisations are often involved in community development initiatives. When evaluating projects run by organisations we need ways of conceptualising organisations - how do we think about organisations? We also need ways of identifying what makes a good organisation - what are the characteristics of a thriving organisation?

19. Bolman, L, Deal, T, (2003) "Introduction, The Power of Reframing", Chapter 1 in: Reframing Organisations, Artistry, Choice and Leadership, Third Edition, Jossey-Bass: California (17pp).

Outcomes hierarchies and theories of action

A key challenge in evaluating community development projects and human service programs is making explicit what the program/project or service is intended to do and how it works. This is commonly referred to as a theory of action or an outcomes hierarchy.

20. Gosling, L, Edwards, M (2006). Tool 3 "Logical framework analysis" in: A practical Guide to planning, monitoring, evaluation and impact assessment. Save the Children: London (13pp).

21. Patton, M, (1997), "The Program's Theory of Action Conceptualizing Causal Linkages", Chapter 10 in: Utilization-Focused Evaluation 3rd Edition, Sage Publications: London (22pp).

Qualitative interviewing

Quality qualitative interviewing requires good interviewing skills. This reading provides very practical advice for interviewers.

22. Patton, M, (2002), "Qualitative interviewing" Chapter 7 in: Qualitative Research and Evaluation Methods 3rd Edition, Sage Publications: London (88pp)

Results based accountability

Results based accountability (RBA) in human services is a systematic way of thinking things through to take action to improve programs, agencies and service systems to help make people better off to improve the quality of life in communities, cities, states and nations. It is a systematic way of thinking things through to take action. It is a useful tool in thinking about evaluation, improvement and data collection.

23. Friedman, M, (2005), Chapter 1 "What is Results Accountability and how does it work?" and Chapter 2 "The Building blocks of results accountability" in: Trying hard is not Good Enough, Trafford Publishing: Oxford (28pp).

Running a focus group discussion

These readings provide practical tips on running focus groups discussions.

24. Barbour R, (2007), "Practicalities of planning and running focus groups", Chapter 6 in: Doing Focus Groups: The Sage Qualitative Research Kit, Sage Publications: London (18pp).

25. Barbour, R, (2007), "Uses and Abuses of Focus Groups", Chapter 6 in: Doing Focus Groups The Sage Qualitative Research Kit, Sage Publications: London (14pp).

Sampling

When collecting information using interviews and surveys you need to be aware about how you choose your sample and what impact it has on the information you collect.

26. Salkind, N, (2006) "Sampling and Generalizability" Chapter 4 in: Exploring Research Sixth Edition. Prentice Hall: New Jersey (14pp).

Surveys

Surveys and questionnaires are often a very cost effective evaluation tool. This reading provides an overview of the survey process.

27. Babbie, E, (2007), "Survey Research" Chapter 9 in: The Practice of Social Research 11th Edition. Thomson Wadsworth. (40pp)

Values

Evaluation is about valuing. There are no value free evaluations.

28. Davidson, J, (2005) "Values in evaluation" Chapter 6 in: Evaluation Methodology Basics, The Nuts and Bolts of Sound Evaluation, Sage Publications: London (13pp).

What is Evaluation?

There are many views about what evaluation is. Here are two useful starting points.

29. Davidson, J, (2005) "What is Evaluation" Chapter 1 in: Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation, Sage Publications: London (12pp).

30. Stoecker, R, (2005) "Evaluation" chapter 7 in: Research Methods for Community Change, Sage Publications: California (29pp).

SAMPLE PARENTAL PERMISSION FORM

Activity:
Venue:
Date:

Parent/Guardian to complete this section			
Please complete the following details: **All details you provide are kept confidential and will not be given to others without your permission, unless in an emergency.**			
Young person's full name			
Gender			
Date of birth			
Street address			
Suburb		Postcode	
Home phone number			
Please tick if required ☐**halal food** ☐**vegetarian food** ☐**other dietary requirements** _______________________________			
Please tick **My daughter / son ☐ does ☐ does not know how to swim**			
emergency medical treatment: I agree to the worker in charge of the activity taking my child to a doctor or hospital for medical help. The doctor may give whatever medical or surgical treatment he or she believes is necessary.			
Name of emergency contact person			
Emergency contact phone number			
Please tell us if your child; has any medical problems ☐ **Allergies – list**____ ☐ **Asthma** ☐ **Bed-Wetting** ☐ **Sleepwalking** ☐ **Afraid of dark** ☐ **Others** ____ **or is taking any medication (give details)**____ ____ _________________			
Medicare Number		**Position Number on Medicare**	
Photographs and evaluation Our organisation often takes photographs of young people to use in promotion of our programs, publications and in the media. Please indicate your wishes: ☐ **I do** ☐**do not (please circle) give permission for photographs of my child to be used**. We also evaluate our programs so that we can improve them and provide the best service possible. Your child may be asked to give their opinions and feedback about the program. Their participation in the evaluation is voluntary and they will not be identified by name in the evaluation report. Please indicate your wishes: ☐ **I do** ☐**do not (please circle) give permission for my child to take part in evaluation activities.**			
As a parent or guardian, I give permission for my son/daughter/guardian to attend the above activity Parent/ Guardian Name ____ (print name) Parent's/Guardian's Signature ____ (sign)			

SAMPLE PARENTAL EVALUATION CONSENT FORM

Dear Parent/Guardian,

The STARTTS Soccer program your child participates in is going to be evaluated to learn how to improve the program for the future. The STARTTS evaluation officer will attend the soccer lessons and ask the students questions about the program. The discussions will be recorded. This information will then be used to measure the success of the program.

Your child's personal details will remain confidential – no names will be recorded. Photographs may be taken to use in the evaluation, or for promotion of STARTTS programs, publications and in the media.

Your child does not have to be a part of the evaluation.

If you *are* happy for your child to be involved, please sign and print your name below.

- -

As a parent or guardian, I give permission for my child/guardian to participate in the Soccer program evaluation.

Child's Name ____

Parent/ Guardian Name ______________________________________
(print name)

Parent's/Guardian's Signature ______________________________________
(sign)

☐ I do ☐do not (please circle) give permission for photographs featuring my child/guardian to be used by STARTTS.

Kind regards,

Evaluation officer
STARTTS

Ph: 9794 1900
evaluation.officer@sswahs.nsw.gov.au

SAMPLE TEMPLATE: PROJECT GOAL, OBJECTIVES AND ACTIVITIES

PROJECT GOAL **(overarching vision):**

PROJECT OBJECTIVES:
(What will be the outcomes of the project?)

PROJECT ACTIVITIES:
(What will the project do?)

Objectives	Activities
Objective 1:	Activity 1.1: Activity 1.2: Activity 1.3: Activity 1.4:
Objective 2:	Activity 2.1: Activity 2.2: Activity 2.3: Activity 2.4:
Objective 3:	Activity 3.1: Activity 3.2: Activity 3.3: Activity 3.4:

"If…then" logic check:

IF we achieve these objectives, **THEN** will we be contributing to our goal?

IF we implement these activities, **THEN** can we expect to achieve our objectives?

SAMPLE GOAL, OBJECTIVES AND ACTIVITIES – DANCING IN HARMONY

Project Goal

To increase bonding social capital within African refugee communities and bridging social capital between them and the wider Australian community through the medium of dance.

Project Objectives (max. about 6)	**Project Activities (for each objective)**
1. South Sudanese, Congolese and Sierra Leoånean dance-based social enterprises operate according to a sustainable business model by the end of 2012.	1.1 Hold 2 South Sudanese cultural dance performances to engage communities and existing cultural dance groups in the project. 1.2 Form social enterprise groups. 1.3 Create legal entities. 1.4 Develop business plans. 1.5 Provide dance, choreographic and business skills training for the groups. 1.6 Hold two combined Congoloese/Sierra Leonean public performances.
2. Increased awareness of African dance and culture among the wider Australian community.	2.1 Promote two of the cultural dance performances to a wider Australian audience. 2.2 Assist groups to enter "mainstream" dance events such as McDonalds Performing Arts Challenge (World Dance section) and Fast and Fresh
3. Increased trust, sense of efficacy, and network strength within the three communities.	3.1 Actively engage existing community organisations and cultural dance groups actively engaged in the project and formation of the social enterprises. 3.2 Ensure the groups are ethnically and culturally diverse and representative.
4. Increased collaboration between African communities and mainstream artistic organisations regarding excellent artistic practices and contemporary dance.	4.1 Assist the development of choreographic and artistic mentoring for groups. 4.2 Take groups to watch mainstream arts/dance performances.

SAMPLE OUTCOMES INDICATORS

Project objectives (Dancing in Harmony)	Outcomes indicators	Means of verification
1. South Sudanese, Congolese and Sierra Leoånean dance-based social enterprises operate according to a sustainable business model by the end of 2012.	1.1 Projected annual revenue of $10 000 per social enterprise group for 2013.	Business plans, focus groups with social enterprise managers, interviews with project officer
	1.2 Planned 2013 performances incorporated into business plans by Dec 2012.	Business plans, focus groups with social enterprise managers, interviews with project officer
2. Increased awareness of African dance and culture among the wider Australian community.	2.1 80% non-African audience members at public cultural dance group performances report increased awareness of African dance and culture.	Audience surveys
	2.2 Positive media reporting of the project or performances in the LGAs of all dance participants by the end of 2012.	Media reports, monitoring reports
3. Increased trust, sense of efficacy, and network strength within the three communities.	3.1 Community respondents report increased trust in community organisations and other cultural groups within the community.	Community surveys, focus groups and interviews with project participants
	3.2 Community respondents report increased confidence in community capacity to achieve goals.	Community surveys, focus groups and interviews with project participants
	3.3 Community leaders report increased trust and collaboration between community organisations.	Focus groups and interviews with community leaders
4. Increased collaboration between African communities and mainstream artistic organisations regarding excellent artistic practices and contemporary dance.	4.1 Reported ongoing professional relationships established between groups and relevant artistic organisations by Dec 2012.	Focus groups with project participants, interviews with artistic partner stakeholders
	4. 2 Contemporary choreography incorporated into each group's performance.	Focus groups with project participants, interviews with artistic partner stakeholders

SAMPLE FOCUS GROUP QUESTIONS – WOMEN'S GROUP

Focus group to evaluate a women's group

Introductory points:
- Introduce yourself and the purpose of the focus group
- Explain how the data from the focus group will be used and how the results will be shared with the focus group participants
- Explain that participation in the focus group is voluntary and that they don't have to answer any questions that they are not comfortable with
- Assure participants that their responses will be treated confidentially and ask if it's ok to record the discussion (don't start recording until you have permission!)
- Once the recorder is turned on, ask the participants to give verbal agreement if they are happy to participate in the focus group
- Set ground rules for the group, eg. remind people to let everyone have a turn speaking, ask for agreement that everything that is said in the group remains confidential, etc

Example questions about group process:
- Overall, what did you enjoy most about the group? Why?
- Was there anything you didn't enjoy or thought should be improved next time? Why?
- Were there any activities you particularly liked or didn't like? Why?
- Did you feel like you had an input into what activities you did? Did you feel consulted?
- Were you happy with the group facilitators?
- If this group were to continue, what activities would you like it to include?
- Was there anything about the way the group was run that you really didn't like?

Example questions about group outcomes:
- Do you feel that being a part of this group was beneficial for you? In what ways?
- What was it about the group that was beneficial for you?
- Has being a part of this group changed your view of yourself? In what ways?
- Are you more confident or happy or relaxed as a result of being part of this group? In what ways?
- What has changed in your life as a result of participating in this group?
- Have your family relationships or interactions with other people changed? In what way?
- Have you learned new skills and knowledge as a result of being part of this group? What kinds?
- How do you know the changes you've described are due to your participation in this group? Can you give examples?

SAMPLE PARTICIPANT FEEDBACK FORMS

We hope that you enjoyed the Dancing in Harmony performance. Please take a moment to fill in the evaluation form: your feedback is important for future community events. THANK YOU!

1. Are you from South Sudan? ☐ Yes ☐ No

2. What is your main language? ________________________________

3. Do you think this event is well-attended by the South Sudanese community? Why/why not? ______________________

____

____

4. Do events like this help your community? How? ____

____

____

5. If you are NOT South Sudanese, has this event increased your awareness of South Sudanese dance and culture?

☐ Not at all ☐ Somewhat ☐ Quite a lot ☐ Very much

6. Any other comments? ____

____

We hope that you enjoyed the African Women's Dinner Dance 2011. Please take a moment to fill in the evaluation form: your feedback is important for future community events. THANK YOU!

1. What country are you from?________________________________

2. How old are you? ☐ Under 15 ☐ 16 -25 ☐ 26 - 40 ☐ 41 - 60 ☐ Over 65

3. Is this the first African Women's Group event you have been to? ☐ Yes ☐ No

4. What is the best thing about the Dinner Dance? ____

____

5. How do events like this help African women? ____

____

____

6. How could this event be improved in the future? ____

____

Sharing our Stories, Sharing our Strengths
Refugee Conference

Participant evaluation survey – post-Conference

a) Did you come to the conference for:

1☐ 1 day 2☐ 2 days 3☐ 3 days

Your thoughts about the Conference

Please tick one box to show how much you agree with each sentence.

b) I think the Conference was very successful.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

c) My community will benefit from some of our members having come to the Conference.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

d) I was happy about how many people from my community came to the Conference.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

e) I was happy about how many speakers and presenters there were from my community.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

f) The Conference addressed issues that are very important to me.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

g) It was very helpful to hear the stories from other communities.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

h) I made connections with people from other communities.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

i) I think my community needs to work with other communities.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

j) The Conference has helped to establish links between my community and others.
1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

k) I think my community will work more closely with other communities after the Conference.

1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

l) The Conference created a positive image about refugee communities' contributions to Australian society.

1☐ Strongly agree 2☐ Agree 3☐ Neither Disagree ☐4 Strongly disagree ☐5

m) What benefit do you think the Conference might have on your community?

____

____

____

____

Please rate the following on a scale of 1-5 by circling a number (1= very bad; 5= very good).

n) The length of the Conference

1 2 3 4 5

o) The plenaries

1 2 3 4 5

p) The workshops

1 2 3 4 5

q) The food

1 2 3 4 5

r) The venue

1 2 3 4 5

s) Ease of access, e.g. transport to the venue

1 2 3 4 5

t) The party

1 2 3 4 5

u) Other activities

1 2 3 4 5

v) What would you change about the Conference for next time?

____

____

____

About you

w) Ethnic background/country of origin

____

x) Year of arrival in Australia:______________ y) Postcode: ______________

z) Sex: 1☐ Male 2☐ Female

z) Age group: 1☐ under 25 2☐ 26-35 3☐ 36-45 4☐ 46-60 5☐ 61+

Thankyou for your participation!

SAMPLE QUALITATIVE DATA ANALYSIS – CODING

This example uses data from a focus group evaluating a therapeutic women's group. One of the project objectives was "improved coping skills" and this was used as one of the data analysis categories. The report shows data from the focus group transcript which has been coded into the "improve coping skills" category using qualitative data analysis software.

<Documents\ Focus Group> - § 4 references coded [10.79% Coverage]

Reference 1 - 1.21% Coverage

All of us has this chaos, going to Centrelink, lots of responsibilities and no ability to control them, but after joining the group everything is good and we can emotionally relax.

Reference 2 - 4.26% Coverage

I have this image in my mind of feeling isolated on an island and unable to cross the sea to reach the other part of the world. That's how I felt when I came here. I felt everything's difficult, how can I go to schools, how can I talk to people, how can I manage things in my hose. Everything was completely out of control. But now when we engaged with the group and we met [the group facilitators] and they tried as much as possible to sooth things, that everything is under control, that you can do this, you can do that, you can go there, we learnt so many things and so many ways to solve our problems, it helped really really really much.

Reference 3 - 2.29% Coverage

Everything I learnt in here with [the group facilitators] was reflected in my life, like in dealing with my children, in dealing even with my husband, in dealing with so many matters outside: doing my shopping, looking for a job, looking for a certain kind of study. It gave me that sense of self esteem that I lost before, I didn't have it before.

Reference 4 - 3.04% Coverage

Iraqi women is special: you have the war and don't go shopping by yourself, you need care and you don't feel safe, don't do anything by herself. That feel I don't have confidence with myself. That's why we need the group: we need some time to learn, how can I continue, how can I feel oh yes I can do that, I can do something special, we can learn, we can speak, all Iraqi women she need that. She need to learn how she can do anything just by herself.

SAMPLE EVALUATION REPORT TEMPLATE

Executive summary

- Who asked for the evaluation
- The purpose and key questions of the evaluation
- Who the main audiences are
- Overall design of the evaluation
- Overview of key findings and recommendations

Background to the project

- Context of the project
- Values, principles and service models underpinning the project

Description of the project

- Description of the community development project
- Intended outcomes of the project
- Goal, objectives and activities
- Who are the stakeholders?
- Timeframe
- What resources it has

Evaluation

- Purpose of the evaluation
- Type of evaluation
- Evaluation questions
- Indicators
- Detailed data collection methodology (be specific)
- Description of evaluation process (can include a discussion of shortfalls)

Findings

- Summarised findings from the data analysis
- What data was gathered and what was found?
- Quotes from qualitative data
- Statistics from quantitative data

Discussion

- Discussion and analysis of most relevant findings
- What do the findings mean?
- What was learnt?
- What issues are emerging?

Conclusion

- Recommendations for future project direction
- Recommendations for further research

CONCLUSION

At STARTTS we believe that continual evaluation is crucial to making sure we do the best we can in our work with refugee communities. By taking the time to reflect on our work, we can keep learning and adapting to the always changing environment.

We hope that this manual has helped guide you in evaluating your own community development work. Most importantly, we hope this manual has contributed to an understanding of evaluation as an integral part of community development. Evaluation is not something that can only be done by an 'expert', it should be done by everyone! With the right ingredients, it doesn't have to be difficult and can even be fun!

We value your feedback. If after using this manual you have any comments or suggestions, please let us know by contacting the STARTTS Evaluation Officer. Your unique experiences with this manual will contribute its continual improvement and make sure it is as relevant and effective as possible.

Thank you!

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ANNEX 1: FASSTT COMMUNITY DEVELOPMENT OBJECTIVES

In 2006, STARTTS participated in the FASSTT National Community Development Project to develop the Framework for Evaluating Community Development Projects in Agencies working with Survivors of Torture and Trauma. One of the main outcomes of this project was the agreement reached among FASSTT agencies about the shared goals and objectives of community development in agencies working with torture and trauma survivors. These were developed out of a series of 25 consultations with client communities across 5 states.

The FASSTT community development goals are:

1. To increase the community's social capital
2. To increase the strengths and capacities of the community
3. To increase the self reliance of the community

For each of these goals, the Framework provides several objectives identified by the communities consulted during its development. These are listed in Table form below.

These goals and objectives can be used to link STARTTS' community development work into the FASSTT Framework for Community Development. In this way the Framework can be used to support STARTTS' community development evaluation, by demonstrating how our projects contribute to the FASSTT community development goals and objectives. This can be used to articulate the role of community development at STARTTS and to seek funding for community development projects.

Example: Case Study 1

For example, in the case of the Conference, the findings of the evaluation were consistent with the achievement of these FASSTT community development objectives from the Table:

- *Increase cooperation and support within the community to help each other to settle into Australia*
- *Promote stronger relationships with broader CALD communities*
- *Increase cultural sensitivity and understanding among service providers*
- *Facilitate the establishment of partnerships with other communities*
- *Facilitate ongoing community dialogue about principles, goals, structure, processes and shared vision*

This demonstrates that the Conference contributed to all 4 FASSTT goals for community development.

ANNEX 2: TABLE OF FASSTT FRAMEWORK GOALS AND OBJECTIVES

Goals	Objectives
To increase the community's bonding social capital*	To increase/improve/develop: community cohesion; tolerance and respect for difference within the community; inter-generational relationships; transparent communication channels for exchange of community information; freedom to express diverse opinions and values within the community; trusting relationships over time; cooperation and support within the community to help each other to settle into Australia; stronger shared values and cultural traditions within the community; knowledge among Australian-born generation and other young people about their history, culture and language; acceptance of Australian rules and norms which complement cultural values
To increase the community's bridging social capital*	To increase/promote/develop: links with the broader Australian community; understanding among the wider society of the community's culture, history and traditions; greater inclusiveness in the wider society; stronger relationships with community service agencies; stronger relationships with broader CALD communities
To increase the strengths and capacities of the community	To identify/increase/promote/develop/support: existing community resources/assets; educational opportunities for all members and all age groups; access to English classes including conversational and tertiary level; access to employment opportunities; training of community members as skilled professionals; knowledge of the local environment (e.g. travelling around, shopping, environmental issues); positive adjustment to the new environment; awareness of and better links/communication with services; understanding and knowledge of Australian history/culture; community's understanding of and respect for Australian rules, laws, systems and norms; community's understanding of Australian politics; ability to promote community concerns; skills and capacity to initiate community projects; access to financial and employment opportunities for young people; access to education/training for women; education programs available for those with limited or no formal education; community's capacity to help the younger generation; participation of women and girls in all activities; community's capacity to protect children's rights and guide their development; community leaders that are trusted by the community; acknowledgment of the voices of all members of the community including women and young people; democratic community structure and community decision-making processes; financial investment to support community projects; use of community services; establishment of adequate and appropriate services/programs to meet the needs of new arrivals; mutual cooperation between community and service providers; cultural sensitivity and understanding among service providers; mental health and wellbeing of community members and their families; safety for all community members
To increase the self-reliance of the community	To enhance/support/facilitate/promote: ongoing community dialogue about principles, goals, structure, processes and shared vision; ongoing availability of strong leadership; capacity of the younger generation to assume community leadership and address community problems; acquisition of resources by the community to make changes in the lives of community members; equal rights to employment and education; establishment of partnerships with organisations in the wider society; establishment of partnerships with schools; establishment of partnerships with other communities; community's capacity to solve its own problems; community's involvement in lobbying and advocacy in its own behalf; achievement of goals which are of material benefit to the community

*(Goal 1 has been split into 2 separate goals)