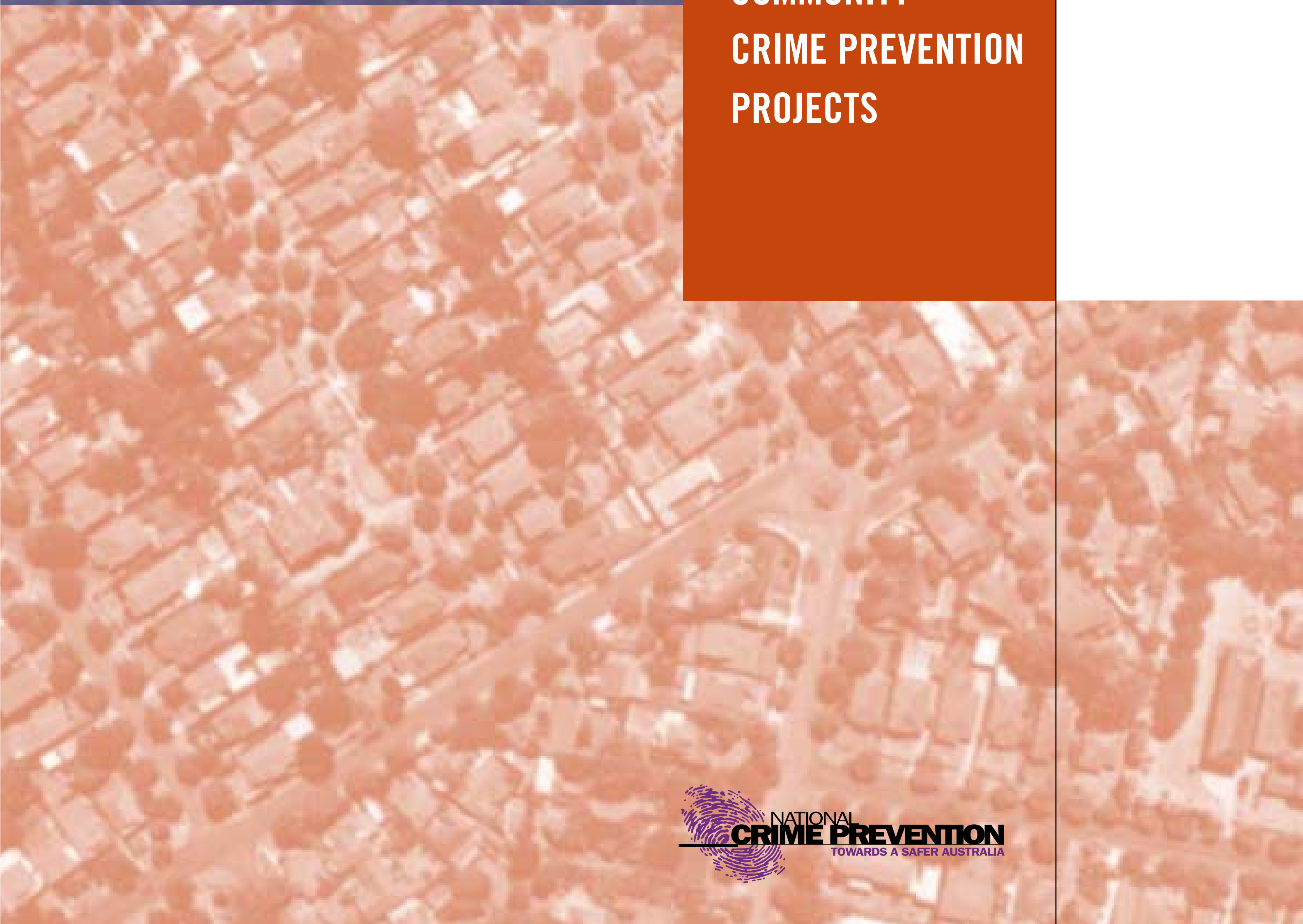
APPENDIX I Guidelines for Evaluating Community Crime Prevention Projects

Crime Prevention Branch, Commonwealth A-G's Dept

AN AUSTRALIAN GOVERNMENT INITIATIVE

GUIDELINES FOR EVALUATING

COMMUNITY CRIME PREVENTION PROJECTS



NATIONAL CRIME PREVENTION
TOWARDS A SAFER AUSTRALIA

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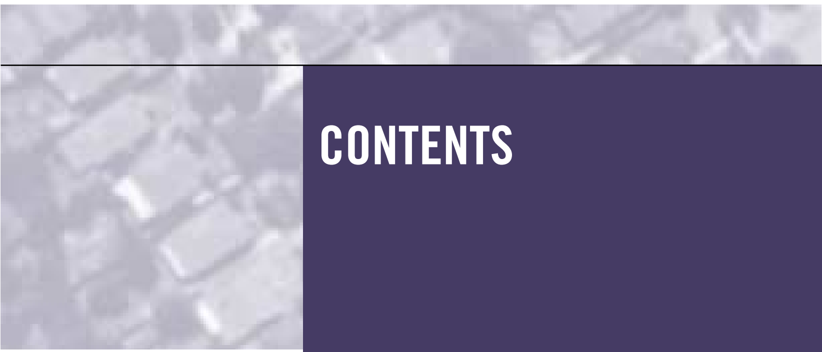

CONTENTS

INTRODUCTION

WHO THE GUIDELINES ARE FOR

> people managing small, community-based crime prevention projects

> anyone else involved in crime prevention projects, including staff, participants, community groups and funding agencies.

HOW TO USE THESE GUIDELINES

Read this brief introduction

It will give you an overview of how evaluation fits into crime prevention projects.

Read text that looks like this to find out what to do

Read text that looks like this if you want detailed explanations. You can read through these Guidelines very quickly, just pause on this type of text if you want more explanations or details.

Look at the title page of each of the 7 evaluation stages

Each title page summarises what you do in that stage.

Use these Guidelines to plan and manage the evaluation of your project

Each of the 7 stages takes you step-by-step through the evaluation process. It also provides you with planning sheets and additional resources you can use for evaluating your project. You should make copies of the planning sheets for each project.

WHAT IS EVALUATION?

Evaluation is that part of a project where you stand back and take stock. It is where you:

- monitor what you are doing
- measure what you have done
- find out what was effective and what was not.

It is not an add-on feature of well-funded projects. It is a necessary part of all projects. Evaluation is at its best when it is fully integrated into all project stages.

It is there to help you:

- learn from your mistakes
- pass on the benefits of your experience to others
- account for the money and resources you have used.

Evaluation is about asking the right questions at the right time.

WHEN TO PLAN THE EVALUATION

> Plan the evaluation at the same time as the project itself is being planned—right at the start.

  This allows you to decide when the project will need feedback on how it is going and when it will have money to make any changes necessary.

> If you are managing a project that does not have an evaluation scheduled in the project plan, review what sort of information people might need during the remainder of the project's lifetime.

> Use the description of the types of evaluation to decide on the evaluation most suitable to your project.

  Even if it is too late to make changes to your own project, it is still valuable to evaluate ongoing or completed projects. Evaluation will tell stakeholders in the project how successful the project was and provide valuable information to other people planning community crime prevention projects.

TYPES OF EVALUATION

This section explains the different types of evaluation.

An **evaluation for development or proactive evaluation** is undertaken when people are aware there is a problem but they do not know its extent. Typical questions are:

> what is the level of crime in the community?

> what are community concerns and perceptions about this crime?

> who wants to see a crime prevention project set up?

A **design or clarificative evaluation** helps you decide on the best way to organise the project. Typical questions are:

> what is the most effective way to respond to these particular crimes?

> what have other communities with similar problems done?

> how effective have comparable projects been?

> what sort of outcomes can the community realistically expect?

> what sort of resources, funds and skills will be required?

> what management will be needed, particularly for longer projects?

A **process or interactive evaluation** examines the project's implementation and whether it was delivered in the way it was intended. Typical questions are:

> was the project implemented as planned?

> what led to any variations of the implementation plan?

> what consequences are likely from changes, and are they serious?

> what does the project need to do in response to any changes?

This can occur at any point of the project.

An **evaluation for management or monitoring evaluation** focuses on how adequate the project's management, planning and finance procedures are and how they might be improved.

An **impact evaluation** is done to find out what effect the project had. Typical questions are:

> how was the project implemented?

> were there any changes in the crime levels?

> were there any unexpected effects?

> does the project need to be modified?

PEOPLE AND GROUPS IN THE EVALUATION

In these Guidelines each person or group involved in evaluation is always called the name highlighted in bold below.

The Guidelines assume the project will have a **Project Committee** responsible for overall direction and management of the project, and a **Project Manager** responsible for day-to-day running of the project.

The Project Committee will usually be made up of representatives of:

> people affected by crime, such as traders, ratepayers or residents

> those that provide services aimed at preventing or reducing crime, such as local councils, schools, and community groups

> community organisations that help those affected by crime, such as churches, youth refuges, women's refuges, and support groups

> professionals and experts such as counsellors, youth workers, doctors, planners and social workers

> police.

Larger projects will sometimes employ support **staff** to help the Project Manager. Where the project pays staff or a Project Manager, this will usually be done through a **host organisation** (sometimes called the **lead agency**), such as a local council or an incorporated community group. Staff will usually be employed under the host organisation's conditions of employment. If the project receives funding, this is usually paid to the host organisation.

The project will be evaluated by an **Evaluator**—someone inside the project (an **internal evaluator**) or a consultant recruited from outside the project (an **external evaluator**).

There are two broad groups of people who will be involved or affected by the project, although they may not be directly involved in its day-to-day work. They are:

> **stakeholders**—people and groups directly involved in planning and running the project, or affected by the crimes the project aims to prevent. They should be represented on the Project Committee.

> **interested parties**—people who know about the project, may be interested in it, but are not directly involved. Interested parties are usually not directly involved in implementing the Evaluator's recommendations.

THE STAGES IN AN EVALUATION

1 setting up a timetable and budget for the evaluation
2 managing stakeholders throughout the evaluation
3 scoping the evaluation
4 planning for action once the findings from the evaluation are released
5 selecting an evaluator
6 managing the evaluation
7 acting on the findings and recommendations

STAGE 1

SETTING UP

WHAT YOU WILL DO IN STAGE 1

- Decide a timetable for the evaluation
- Decide a budget

STAGE 1

DRAFTING A TIMETABLE

1. Make a copy of PLANNING SHEET 1A, and use it to draft a timetable.

Note on the planning sheet:

> each activity in the evaluation process
> how long each activity will probably take to complete
> the dates when events will occur and milestones will be reached.

The stages in the evaluation will take about the following times, depending on the project's size and its resources:

> developing a draft budget and timetable: 3–5 days
> seeking approval for the budget: 1–4 weeks
> managing stakeholders: ongoing throughout the evaluation
> scoping the project: 2–3 weeks
> appointing an evaluator: 2–8 weeks
> evaluating the project: this will depend on the evaluation needed
> announcing findings and recommendations: 1–2 weeks
> acting on the recommendations: this will depend on the project.

DRAFTING A BUDGET

2. Find out the total budget available to evaluate the project.

3. Make a copy of PLANNING SHEET 1B and write on it what items will need to be paid for from the evaluation budget.

These may include:

> the cost of hiring an external Evaluator
> the cost of the Evaluator
> salary and other costs of support staff
> travel and accommodation, meal and living expenses
> equipment, office and support costs
> recruitment costs for interviews and surveys
> data analysis costs
> venue hire
> production of reports and presentation materials.

4. Alongside each item on PLANNING SHEET 1B, estimate the cost, then work out the total resources required.

5. Compare the amount of money you require with the amount in the evaluation budget. Make any changes you need to keep the evaluation within budget.

STAGE 2

MANAGING STAKEHOLDERS

WHAT YOU WILL DO IN STAGE 2

> Identify all people and groups affected by the project

> Bring these people into the evaluation

> Summarise what they want and need

> List points for managing stakeholders

STAGE 2

IDENTIFYING STAKEHOLDERS AND INTERESTED PARTIES

1. Make a copy of PLANNING SHEET 2A and list:

> the groups affected by the crimes or problems that the project aims to prevent or reduce

> all the groups and key people involved in the project

People who appear on this list of stakeholders may include:

- voluntary and paid project staff
- people who provide services for the project
- people who have committed crimes or are likely to commit crimes
- people who suffer as a result of crime, or are at risk of crime
- groups or individuals who handle problems caused by the crime
- police
- residents' groups
- community leaders
- youth workers
- business groups
- local government staff and elected representatives.

> all the groups and people who have an interest in the outcomes of the evaluation, although they may not be involved directly

Interested parties who may benefit from the evaluation but are not directly involved in the project may include:

- funding agencies
- local Members of Parliament
- members of the local community
- other communities interested in adapting the project for their area
- crime researchers
- government agencies at the local, state and federal level
- media.

> the person who represents each stakeholder and interested party

> what each stakeholder and interested party does in the project.

2. Ask the Project Committee to check you have listed every group that needs to be involved.

BRINGING STAKEHOLDERS INTO THE EVALUATION PROCESS

3. Go through the list of stakeholders and interested parties and decide which need to be directly involved in developing the evaluation.

People like the Project Committee members need to be consulted and involved. Others, like local Members of Parliament, may want the findings but do not need to be involved in the evaluation.

4. Contact each stakeholder you identified in Step 3. Let them know:

> the project is going to be evaluated

> you will be managing the evaluation

> an evaluator will be appointed shortly

> when the evaluator is appointed, he or she will be in touch to discuss details of the evaluation

> how you anticipate information from the evaluation will be used

> that you will contact them during the evaluation to get their input

> that their input will be valued and used.

A telephone call or a personal visit is best for the initial contact, but follow it up with a letter to confirm the details.

Tell stakeholders how long they will usually have to provide input and when you need it.

5. Ask them to let others in their group know about the evaluation.

6. Ask the stakeholder or representative if the information about them or their group that you prepared in Step 1 is accurate. Explain that you will use this information to make sure:

> everyone with an interest in the project will be involved

> everyone will get the information they need.

Go through the information you collected in Step 1. Do this even if you are sure it is correct—it will show stakeholders you have been thorough and can be relied on to look after their interests.

If stakeholders want to see the details in writing, only send them details about their group. Do not send details of every other stakeholder or interested party.

7. Ask each stakeholder to think about:

> the information about the project that they need and must have

> the information about the project they would like, if possible

> questions about the project their group would like answered

> how their group would use each type of information

> how the Evaluator can best deliver the findings and recommendations so they will be easy to act on.

8. Tell each stakeholder you will send them a sheet for their answers.

Emphasise that funds for evaluation will be limited, so it may not be possible to answer everyone's questions or get all the information people want. To make sure their needs are met as well as possible, ask them to list the information they need and want in order of priority.

Give them a date by which to respond. A week or two should be enough for them to consult others in their group and get back to you. If you have not heard from them by the specified date, contact them again.

You will use the information people send you in Stages 4 and 6.

9. After your discussion, send them a letter confirming what you discussed and introducing the planning sheets. Include a copy of PLANNING SHEET 2B to fill in and return to you.

Confirming your discussion in writing will show stakeholders you have paid attention to them, and their voice will be heard in the evaluation. It also means you have a written record of what was discussed.

10. Keep a written record of comments stakeholders make that may affect:

> the evaluation

> the way the project is run

> relations between groups within the project.

You will give the Evaluator this information in Stage 6.

SUMMARISING WHAT STAKEHOLDERS WANT AND NEED

11. When you have received a completed PLANNING SHEET 2B from each stakeholder, work out the information that must be gathered and the questions most people want answered.

12. Make a copy of PLANNING SHEET 2C and list:

> each stakeholder group you consulted

> the information stakeholders collectively **need**

> the information stakeholders collectively **want**

> the main questions they want answered, in order of importance

> how they will use this information

> the best way for them to receive the findings and recommendations.

You will give the Evaluator PLANNING SHEET 2C in Stage 6. They will use it to develop the evaluation, and to ensure the information stakeholders need is collected.

13. Ask the Project Committee to check and approve the completed PLANNING SHEET 2C.

Make any modifications they suggest, so long as it does not distort what the stakeholders told you.

14. Send each stakeholder their completed PLANNING SHEET 2C.

Include a letter thanking them for their input. Explain that the information on the sheet is still in draft form and that the Evaluator may need to modify some of it when they design the evaluation. Indicate that, if changes are necessary, the Evaluator will discuss this with the groups affected.

You may also want to include a timetable for the rest of the project, so stakeholders can see when they will be involved in the evaluation.

POINTS FOR MANAGING STAKEHOLDERS

A Deal with each stakeholder on their own.

Often stakeholders will see the evaluation from different positions and will have different views on what should be done. If you deal with all the stakeholders as a group—or a committee—they will spend a lot of time and effort dealing with each other rather than with the evaluation.

Because crime is an issue many stakeholders are passionate and fearful about, they can be hostile to people who hold different views. They may think that others do not care or are not committed to dealing with the problems they see. Putting a group of such people together may create more conflict than it resolves. It can also seriously weaken the credibility of the evaluation.

If you deal with each stakeholder on their own, you can limit this type of problem.

B When you ask stakeholders to contribute, make your request very specific. Only ask them to advise you on their own area of competence or concern.

This may prevent them from straying into areas where they have opinions but no technical competence or responsibility.

C Keep stakeholders informed of progress. Where you make changes following their input, show them the changes and get them to sign off those changes.

You need to control the points at which stakeholders make contributions. Unless you do so, they will keep coming back for another bite of the cherry. Every time they do this, it delays the evaluation.

STAGE 3

SCOPING THE EVALUATION

WHAT YOU WILL DO IN STAGE 3

Summarise the project so the Evaluator knows:

> The issue the project aims to address

> What the project does to prevent or reduce crime

> How the project expects its activities will prevent or reduce crime

SCOPING THE PROJECT

1. **Bring together all of the written information you have on what the project aims to do and how it aims to do it.**

   This may include:

> written agreements or contracts between groups in the project
> the project specifications
> presentations, leaflets, brochures or articles about the project
> funding applications and agreements
> minutes of the Project Committee's meetings
> progress reports
> the completed PLANNING SHEETS 2A, 2B AND 2C.

2. **Copy PLANNING SHEET 3 and list on it:**

> the crimes or perceived issues the project was set up to prevent or reduce
> the people likely to commit these crimes, if known
> the people affected by the crime or the problem
> crime rates, if known.

   Summarise the problems the project aims to address. Often, it will not be clear who is responsible for crimes, so you will not be able include this on PLANNING SHEET 3. So write:

   – homes in Western Heights burgled—16 cases in 1999
   – heroin trafficking in Main Street—anecdotal evidence of trade.

3. **On PLANNING SHEET 3 list the outcomes the project aims to achieve.**

   Give specific, concrete outcomes. Include target figures if appropriate.

4. **On planning sheet 3 list the project activities that aim to reduce or prevent crime.**

   The approach taken by the project may not be well documented.

   There are many approaches to preventing crime. Traditional approaches include:

> reducing the opportunity for people to commit crime
> modifying the behaviour of people likely to commit crimes or at risk of crime.

   Responses to these have been:

> increasing street lighting, to prevent muggings and brawls.

   Ways of modifying behaviour that have been suggested include:

> teaching people negotiation skills and ways to manage anger.

5. **On PLANNING SHEET 3 list:**

> where the project operates

> who provides services, runs activities, takes action at each site and what they do

> who these services and activities are being provided to, if anyone.

6. **On PLANNING SHEET 3, summarise how the actions you listed in Steps 4 and 5 are expected to lead to the outcomes you listed in Step 3.**

   In some projects, people may not have thought about how what they are doing is meant to result in change. In this case, note this and any assumptions about how change is going to happen.

7. **List the documents you read and people you consulted to complete PLANNING SHEET 3.**

   You will need this later to help ensure you have managed relations between the stakeholders equitably.

8. **Ask the Project Committee to check the completed PLANNING SHEET 3.**

   Explain that this document summarises key information about the project that the Evaluator will need in Stage 6 to design the evaluation. Make any changes necessary.

9. **Attach a copy of any key documents to the completed PLANNING SHEET 3.**

   Only include information the Evaluator will need to understand the project, which you have not covered in PLANNING SHEET 3.

STAGE 4

PLANNING FOR ACTION

WHAT YOU WILL DO IN STAGE 4

> Draft a plan to release the findings and recommendations to stakeholders and interested parties

> Draft a plan to get the recommendations implemented

> Check the plan with stakeholders

> Refine the evaluation timetable

WHEN TO START DRAFTING AN ACTION PLAN

Start planning how to use the findings and recommendations from the evaluation at the same time as you are developing the tender brief and contract for the Evaluator.

You need to start working out how people will use the results even before you commission the Evaluator. The Evaluator will design the evaluation so that people can use the results appropriately. This will need to be checked and monitored.

Remember that some information may be confidential or sensitive, so it may not be appropriate to report it widely, or at all.

While you should start developing the action plan early, you should not finish it until Stage 7, when you review the results of the evaluation.

Once you see the results you may want to steer the project and the stakeholders in new directions.

PLANNING TO RELEASE THE FINDINGS

1. **Get the completed PLANNING SHEETS 2B and 2C.**

   These list the ways that stakeholders want information, findings and recommendations reported to them.

2. **On a piece of paper or in a spreadsheet, list all the ways stakeholders want to be given information, findings and recommendations from the evaluation.**

3. **Look for ways to make the information easy for stakeholders and interested parties to remember and act on.**

   Ways of reporting the findings and recommendations might include:

> a detailed written report (the Evaluator should always deliver this)
> a summary report with key findings and recommendations
> articles for stakeholders' newsletters
> articles for newspapers
> inserts in local and community newspapers
> media releases
> brochures, pamphlets, or other small publications
> public community meetings
> briefings for specific stakeholders, such as police and councillors
> television or radio interviews
> a website.

Look for common ways to inform several stakeholders and interested parties at the same time. This will save time and resources.

4. Alongside each way of informing people, list:

> who will prepare the information
> who needs to check the information before it is released
> what needs to be done to prepare the information
> an estimate of how long it will take to prepare and check the information
> an estimate of how much the information will cost to prepare.

Printed documents, overheads and websites will involve at least:

- writing text
- preparing photographs, graphs and illustrations
- having text and illustrations edited
- having the text formatted for publication or browsing
- printing the report or overheads, or uploading text to the site
- distributing printed materials.

Preparing videos and multimedia will involve at least:

- scripting the storyline
- sourcing video material or shooting new footage
- getting permission to use copyright material
- editing the visuals, and adding voiceovers and music
- making sufficient copies of the video
- distributing videos
- arranging video players and times for people to view the video.

Making spoken presentations involves at least:

- arranging a venue
- notifying all involved of the time and location
- preparing overheads, videos, handouts and any other materials
- scripting the presentation.

> Allow at least twice as much time to check and modify something as is spent preparing it.

You may wish to tailor information for specific audiences.

Think about which stakeholders will need to approve information before it can be released.

PLANNING FOR ACTION ONCE THE FINDINGS ARE RELEASED

5. Get the completed PLANNING SHEETS 2B and 2C.

These list how stakeholders and interested parties want to use the information, findings and recommendations from the evaluation.

6. On a separate piece of paper for each stakeholder or in a spreadsheet, list what each wants to do when they receive the information, findings and recommendations.

7. Work out all of the steps that need to be completed before each stakeholder can act.

> List these alongside each action

> List them in the order they have to be done.

8. Alongside each action and step, list:

> which stakeholders or other people will carry out these steps

> an estimate of how long each step will take

> when each step needs to take place

> an estimate of the cost of each step.

DRAFTING THE ACTION PLAN

9. Compare the funds, time, resources and staff on your two lists with the evaluation's resources. Make sure what you are proposing is feasible. Revise your lists and timetable if necessary.

You do not need to finalise this list yet because you will revise it again during Stages 6 and 7. But you do need to make sure your initial plan is realistic.

10. Make a copy of PLANNING SHEET 4A for each stakeholder and interested party.

11. For each stakeholder and interested party, list on PLANNING SHEET 4A:

> what information they need and want from the evaluation

> the best ways for providing them with this information, and the Evaluator's findings and recommendations

> what action they want to take with this information

> what steps have to happen to provide this information

Copy this from the list you prepared in Steps 2–4.

> what steps the project and stakeholders have to take so that stakeholders can act once they have the information

Copy this from the lists you prepared in Steps 5–8.

> the date each step needs to take place

> an estimate of the cost.

Together, these sheets form the **Action Plan**.

CHECKING THE DRAFT ACTION PLAN

12. Give the Project Committee the completed PLANNING SHEET 4A. Ask them to check:

> the methods for reporting to stakeholders and interested parties
> the sensitivity of the information to be reported
> the timing of the information and activities
> steps that have to be taken so stakeholders can act
> the overall cost
> whether they can see better ways of reporting the findings and recommendations in a useable form.

Tell them this is a first draft of the timetable for releasing information and acting on the recommendations. Tell them you will send each stakeholder a copy of their PLANNING SHEET 4A to check once the Project Committee has approved the drafts.

13. Make any modifications necessary to PLANNING SHEET 4A.

14. Send each stakeholder a copy of PLANNING SHEET 4A with their details.

Only send stakeholders information that relates to them. Do not send them other stakeholders' details.

Include a covering letter explaining:

> PLANNING SHEET 4A is a draft timetable and list of methods for reporting the findings and acting on the recommendations
> it is based on what the stakeholders have told you, but takes into account the project's limited time and resources
> what you are sending them is not a final plan, and it may change
> if the plan is changed, you will discuss changes with those affected.

15. Ask each stakeholder to check if:

> the information they will get will meet their needs
> the actions they want to take on the findings are correct
> they will be able to act on the information in the form you propose
> your estimated times and costs are accurate
> there is anything missing, unnecessary, inaccurate, wrong or at inconvenient times.

16. Ask them to respond once they have checked PLANNING SHEET 4A to:

> confirm the draft is acceptable to them, or
> make any changes necessary.

Give them a date by which to get back to you. A week or two should be enough for them to consult others in their group and get back to you in writing. If you have not heard from them by the date you gave, contact them again. Remember, deal with each stakeholder separately.

17. Once you have received responses from each stakeholder, make any changes necessary to PLANNING SHEET 4A.

This may require negotiating with stakeholders and the Project Committee to balance different groups' needs. Usually you will find many stakeholders can be informed and helped to act in similar ways.

People will be much more understanding if you explain why you cannot do exactly as they hoped. They will also be in a better position to suggest constructive alternatives.

Follow points A, B and C at the end of Stage 2 for managing stakeholders.

18. Finalise PLANNING SHEET 4A for each stakeholder.

You will give these completed planning sheets to the Evaluator at the beginning of Stage 6. These sheets, together with other information, will be used to plan the evaluation.

19. Send the Project Committee each stakeholder's completed PLANNING SHEET 4A.

REFINING THE EVALUATION TIMETABLE

20. Get the completed PLANNING SHEET 1A.

This has the draft evaluation timetable you prepared in Stage 1.

21. Make a copy of PLANNING SHEET 4B.

22. Copy all of the timetable details from PLANNING SHEETS 1A and 4A to PLANNING SHEET 4B.

You may need to adjust some of the dates and activities listed on PLANNING SHEET 1A.

Include key dates that may influence the evaluation, such as:

- deadlines for milestones
- school holidays and exam times, in the case of school-based projects
- event dates, where the project involves an event like a street festival
- public holidays
- periods when key project staff or stakeholders will not be available
- dates particular activities in the project will take place that the Evaluator needs to attend.

23. Send the updated evaluation timetable, PLANNING SHEET 4B, to the Project Committee.

REFINING THE ACTION PLAN

You may need to modify the Action Plan and individual planning sheets once you receive some preliminary results from the Evaluator. Stage 6 describes how to do this.

STAGE 5

SELECTING AN EVALUATOR

WHAT YOU WILL DO IN STAGE 5

> Prepare the evaluation brief
> Decide on internal and external evaluators
> Identify the skills the Evaluator must have
> Select evaluators
> Draft a contract between the project and the Evaluator, if the evaluator selected is external to the project

DEVELOPING THE EVALUATION BRIEF

The **Evaluation Brief** sets out what the project needs from the evaluation. External Evaluators preparing tenders will use it to develop realistic proposals. Internal Evaluators will use it to plan their work. The evaluation brief summarises:

> the crimes the project aims to prevent or reduce

> the activities of the project

> how these activities are meant to prevent or reduce crime

> the purpose of the evaluation

> the type of evaluation required

> the timeframe for the evaluation

> the main questions the evaluation needs to answer, and the information required by stakeholders

> who will use the information generated in the evaluation, and what they will use it for

> how the project needs the Evaluator to report the findings

> the financial limitations on the evaluation, if appropriate.

You have collected most of this information in Stages 2–4.

INFORMATION ABOUT THE PROJECT

1. Make copies of:

> PLANNING SHEET 2A

This lists the stakeholders and their involvement in the project.

> PLANNING SHEET 2C

This lists what information stakeholders need and want and how they will use it.

> PLANNING SHEET 3

This summarises the problems the project was set up to prevent or reduce, and what the project does to achieve this.

> PLANNING SHEET 4B

This shows the timetable for the evaluation.

2. Make a copy of PLANNING SHEET 5A and write on it the reasons for evaluating the project.

3. **Make a copy of PLANNING SHEET 5B. Write on it any ways information needs to be gathered that may affect how the evaluation is done.**

   For instance, write down whether the Evaluator needs to:

> observe people taking part in the project

> monitor criminal activity

> review specific documents or information

> access information the project does not have

> interview community members, project staff or members of the stakeholder groups

> involve people with special needs.

   While this needs to be done, care must be taken to not overly constrain the evaluation consultant.

4. **On PLANNING SHEET 5B note any ethical issues the Evaluator must consider when planning and conducting the evaluation.**

   For instance, note whether the Evaluator must gain the informed consent of all people contributing to the evaluation. This may be difficult in the case of people with special needs, such as people:

> with poor literacy

> with intellectual disabilities

> experiencing mental illness

> affected by age

> affected by trauma

> under 18 years of age, especially young children.

   Note whether the Evaluator needs access to confidential information, and how they are to keep it secure. The Evaluator will also need to consider the ethics of using confidential information for a purpose other than that for which it was first provided.

   Note whether the Evaluator is expected to forward confidential information to authorities where the safety or health of people overrides the confidentiality in which the information was given.

   Note whether the evaluation plans need to be submitted to an appropriate 'ethics committee'.

5. **On PLANNING SHEET 5B, detail the budget the Evaluator will have to evaluate the project.**

   If the project is going to hire an external Evaluator, you may not want to tell applicants the funds available. Consider setting an upper limit on funds, as this will ensure all proposals are within the funds available. If you do not wish to give potential Evaluators a figure, write 'Evaluator to supply'.

6. Make a copy of planning sheet 5C once you have decided if the project needs the Evaluator to provide other updates, briefings or reports during the evaluation or before the final report. For each, write down:

> the date it is to be delivered
> what is to be covered in the report, briefing or presentation
> who will use this information
> how they will use this information
> what format the information should be in.

You will be able to copy some of this from PLANNING SHEET 4A.

It is a good idea to see a draft of the final report so you can refine the Action Plan and ensure it will be suitable for all stakeholders.

7. Draft a cover letter:

> introducing the project
> explaining the reasons it needs to be evaluated
> listing all of the planning sheets you prepared and summarising what each of them contains.

These will be PLANNING SHEETS 2A, 2C, 3, 4B, 5A, 5B and 5C. Together, this letter and these planning sheets are the **Evaluation Brief**.

DECIDING ON INTERNAL AND EXTERNAL EVALUATORS

8. List all the reasons for and against using an Evaluator.

Reasons may include:

> finances—does the project have funds to hire a consultant?
> internal resources—does the project already have evaluation skills?
> independence—does the evaluation need to be independent?
> staffing—could staff be taken off-line to do an evaluation?

9. Discuss the reasons for and against each type of Evaluator with the Project Committee.

10. Ask the Project Committee to decide whether to use internal or external Evaluators or a combination.

IDENTIFYING THE SKILLS NEEDED

11. Make a copy of PLANNING SHEET 5D and write down the skills an Evaluator will need.

These are the skills, training and experience you will assess potential Evaluators against. Qualities you will be looking for in an Evaluator include:

- training appropriate to the needs of the project
- relevant qualifications
- planning and project management skills
- negotiating skills
- experience designing evaluations and evaluation tools, such as survey forms or interview protocols
- experience interviewing people or conducting surveys
- experience evaluating similar projects
- experience analysing the type of data to be gathered
- demonstrated ability to make practical recommendations for action
- knowledge of the relevant ethical and professional standards
- any special requirements—for instance, whether they will need to work with town planning or development committees, very young children or people with disabilities
- evaluation knowledge and competencies as well as substantive area knowledge.

Note if they will need to undergo a security or police check before they can evaluate the project or have access to confidential information.

List any professional or quality standards the Evaluator should observe or work to, such as:

- the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation
- the Australasian Evaluation Society's Ethical Guidelines
- Australian Standards for service organisations, AS 3901 and AS 3902, which provide assurance that Evaluators operate according to accepted management standards. (There is no Australian Standard for project evaluation.)

Consultants tendering for an evaluation study could be expected to state that they would conduct their work according to at least one set of recognised standards.

SELECTING AN INTERNAL EVALUATOR

12. Follow your organisation's usual internal recruitment procedures to advertise the position and get applications.

13. Use PLANNING SHEET 5E to draft a timetable for selecting an Evaluator.

This timetable needs to include the dates that:

> advertisements will be published
> applications will close
> you will make an initial assessment of applications
> you will draft the interview questions
> you will send the selection panel interview questions
> the selection panel will interview applicants
> the selection panel will choose an Evaluator.

14. Check the timetable with the selection panel. Make any changes needed.

15. Follow your organisation's selection procedure to interview and select an applicant.

16. Make a copy of PLANNING SHEET 5F and write on it:

> the name of the person or organisation selected to evaluate the project
> the names of the people who applied
> the reasons the successful applicant was selected.

Attach a copy of:

> the advertisement
> each person's application
> the selection criteria
> interview questions
> interview reports for each applicant, if you prepared them.

TENDERING FOR AN EXTERNAL CONSULTANT

Most organisations that host community crime prevention projects are large enough to have an established procedure for tendering contractors. If the project is hosted by a small organisation, you may be able to take a much more informal process than outlined here.

Keep a record of each interview. Even if you are not required to make a record, it is often a good idea, in case you need to defend your choice later. Unsuccessful applicants may also contact you after the interview for an interview report.

Normally, tendering for an Evaluator will involve:

> setting up any administration needed in the tendering process
> preparing tender documents
> advertising a request for tender
> sending tender documents to potential tenderers
> receiving applications from tenderers
> assessing the applications against selection criteria
> interviewing tenderers
> selecting a tenderer to evaluate the project
> negotiating a contract with them.

17. Use PLANNING SHEET 5E to draft a timetable for selecting an Evaluator.

This timetable needs to include the dates that:

> you will finalise the advertisement and tender documents
> the project will approve the tender documents and advertisement
> the request for tenders will be advertised
> applications will close (allow at least three weeks for applicants to prepare proposals, plus three business days for postal deliveries)
> you will make an initial assessment of applications
> you will draft interview questions
> you will send the selection panel the interview questions
> the selection panel will interview tenderers
> the Evaluator will be selected
> contract negotiations will be completed.

18. Follow your organisation's selection procedure to interview and select an applicant.

19. Make a copy of PLANNING SHEET 5G and fill out:

> the name of the person or organisation selected to do the evaluation
> the names of the people and organisations that applied
> the reasons the successful applicant was selected.

Attach a copy of:

> the advertisement
> each application
> the selection criteria
> interview questions
> interview reports for each applicant, if you prepared them.

DRAFTING THE CONTRACT

You only need to draft a contract if an external contractor will evaluate the crime prevention project.

20. Ask your Human Resources or Procurements section for a copy of your organisation's standard contract form.

Most organisations that host community crime prevention projects are large enough to have a standard contract form for similar services.

21. Use the information in the evaluation brief to draft a contract between the project and the Evaluator.

A contract with an Evaluator will normally contain:

- the purposes of the evaluation
- outcomes expected from the evaluation
- reporting requirements, including methods and dates
- responsibilities of the Evaluator, including responsibilities after they have submitted their final report
- ethical obligations or standards they must observe
- responsibilities of the project, such as providing access to staff, stakeholders and information
- confidentiality considerations
- intellectual property ownership, particularly ownership of data, reports and presentations developed by the Evaluator
- conditions under which existing information may be used
- budget
- terms of payment
- a procedure for altering the contract
- a procedure for resolving any differences that arise between the project and the Evaluator.

STAGE 6

MANAGING THE EVALUATION

WHAT YOU WILL DO IN STAGE 6

- Brief the Evaluator
- Finalise the evaluation method, timetable and budget
- Monitor the evaluation
- Keep stakeholders informed
- Review any preliminary findings
- Revise the Action Plan
- Check drafts of the final report

BRIEFING THE EVALUATOR

1. Let the Project Committee, staff and all relevant stakeholders know:

> the date the Evaluator will begin

> the date they will meet the Evaluator.

This will help assure stakeholders that their views will be heard by the Evaluator and that they will be fully involved in the evaluation.

2. Make a copy of every document the Evaluator needs in order to form a complete understanding of the project and the evaluation.

3. Arrange a meeting with the Evaluator to brief them on the project and the evaluation:

> introduce the Evaluator to the people they will work with

> let stakeholders tell the Evaluator first-hand about the information they need and how they will use it

> let the Evaluator know constraints he or she will have to work within

> let the Evaluator hear about people's perceptions and expectations

> discuss with the Evaluator the best way of doing the evaluation and reporting the findings

It is important that the Evaluator meets all stakeholders and that no-one feels left out. Follow the guidelines for managing stakeholders at the end of Stage 2.

Getting the Evaluator to meet all of the stakeholders will help the Evaluator see the project from all angles, not just the views of those responsible for administering the project.

> take the Evaluator to visit the project site(s).

4. Brief the Evaluator on the project and the evaluation.

This briefing should include:

> the reasons the project was set up

> the political context of the project and the evaluation

> stakeholders and their involvement in the project

> the organisation and administration of the project

> services the project provides and how it provides them

> why the evaluation is needed

> what the various stakeholders hope to learn from the evaluation

> what action the stakeholders want to take using the information from the evaluation.

5. Give the Evaluator all the documents you copied in Step 2. Explain what each contains and put the information into context.

6. **Introduce the Evaluator to the Project Committee, key stakeholders and any project staff.**

   This is a crucial step. Establishing good relations between the Evaluator and the stakeholders from the outset will greatly enhance the access stakeholders get to information and experience. It will also do much to ensure the findings are seen as credible and the Evaluator's recommendations are acted on.

7. **Get the Evaluator to prepare a report on their discussions with stakeholders.**

   Use this to check that the Evaluator understands all of the issues affecting the evaluation. Correct any misunderstandings.

WRITING THE EVALUATION METHOD, TIMETABLE AND BUDGET

8. **Once the Evaluator has met all the stakeholders and relevant staff, they should write the evaluation method, timetable and budget.**

   The **evaluation method** is a description of what the Evaluator will do to evaluate the project and the materials they will produce. It includes:

> the research method—for instance, if people are to be interviewed, the Evaluator may use focus groups, or one-to-one interviews

> who will be interviewed or surveyed

> what documents will be analysed

> if a survey is to be undertaken, the sample size, acceptable error rates, reliability, and how participants will be recruited

> how participants will be recruited, interviewed and debriefed

> interview and survey questions

> data sheets or interview protocols

> whether any confidential information will be needed and, if so, how the Evaluator will ensure the information remains confidential

> arrangements and approvals required for interviewing children, young people, people affected by trauma or the effects of crime, or people suffering from a mental illness

> a description of ethical standards and how the Evaluator will observe them—a good starting point is the Australasian Evaluation Society's Ethical Guidelines

> how the information gathered will be analysed

> how recommendations will be developed and reported

> how the Evaluator will report their findings and recommendations.

The **evaluation timetable** outlines when each activity in the evaluation will take place. It will be based on PLANNING SHEET 4B. It should include all project milestones and the dates that material will be delivered, including dates on which:

> the Evaluator will be briefed on the project
> the Evaluator will summarise the initial discussions, so the project can check that the Evaluator understands what is required
> the Evaluator will start and finish developing the evaluation method
> the Project Committee will check the evaluation method
> project participants and others will be recruited for interviews, surveys or other activities
> the Evaluator will begin and end observations or data collection
> the Evaluator will visit sites where the project operates
> the Evaluator will report any preliminary findings
> the Evaluator will report on progress to the Project Committee
> the Evaluator will deliver written reports
> the Evaluator will deliver a draft of the final report and any presentation materials
> findings and recommendations will be announced, the final report released, and presentation materials used.

The **evaluation budget** will be based on PLANNING SHEET 1B. It lists the costs the Evaluator anticipates such as:

> staff time
> office and support costs
> travel and accommodation, meal and living expenses
> equipment purchases
> recruitment costs for interviews and surveys
> data analysis costs
> venue hire
> production of reports and presentation materials.

The Evaluator will need to develop the method, timetable and budget with input from you. In longer evaluations, the timetable and budget may evolve as the evaluation progresses. Once the method, timetable and budget have been developed, they should be documented so the Project Committee can check and approve them before the evaluation begins.

Because there are many ways of evaluating community crime prevention projects there is no one way of checking the methods, timetable and budget. The following is a guide to the main items only.

9. Check:

- the method and timetable are sensitive to stakeholders' needs

  Compare the Evaluator's proposal with PLANNING SHEET 2C.
- the method will give all stakeholders the opportunity to contribute to the evaluation
- the evaluation questions will produce information that stakeholders need and want, and enable them to make decisions and act

  Compare the Evaluator's proposal with PLANNING SHEET 2C.
- whether the Evaluator will require access to confidential information and, if so, how they will keep the information secure
- that the evaluation can realistically be completed with the time and resources available
- that the Evaluator will obtain authority to interview children, young people, people affected by trauma or the effects of crime, or people suffering from a mental illness
- regular contact is scheduled between the Evaluator and project manager
- the budget is within the resources allocated by the project and meets the project's accounting requirements
- the way the Evaluator intends to report the findings and recommendations will meet stakeholders' needs.

  Compare the Evaluator's proposal with PLANNING SHEET 2C.

10. Discuss any changes with the Evaluator and get them to make any necessary modifications.

11. Ask the Project Committee to approve the method, timetable and budget.

MONITORING THE EVALUATION

Once the Project Committee has approved the evaluation method, timetable and budget, the Evaluator will begin the evaluation.

12. Have regular meetings with the Evaluator during the evaluation to:

- check resources are being used and accounted for properly
- check the timetable is being met
- resolve any disputes between stakeholders and the Evaluator
- help the Evaluator resolve any ethical dilemmas
- help the Evaluator access information, stakeholders or participants
- help the project learn from the Evaluator and evaluation process
- gain insights into how the project is running
- give the project early warning of unexpected findings so you can inform stakeholders, revise the Action Plan, refocus the evaluation or renegotiate the budget.

13. Use PLANNING SHEET 6 to keep a record of all meetings with the Evaluator. Include a summary of:

> any decisions made and the reasons for them

> any disputes or problems that arose and how they were resolved

> any key findings the Evaluator presents along with any consequences for the project.

KEEPING STAKEHOLDERS INFORMED

14. Keep stakeholders informed, as set out in the evaluation timetable recorded on PLANNING SHEET 4B.

Depending on the project, you may need to keep stakeholders informed about progress of the evaluation to help maintain their commitment to it and be ready to act when the findings become available.

REVIEWING PRELIMINARY FINDINGS

Whether there are preliminary findings will depend on the evaluation.

15. Check the findings:

> will provide the information stakeholders need and want

> will answer the questions stakeholders have about the project

> will be in a form that will allow stakeholders to make decisions and to act

> are consistent with the type of information the Evaluator has been commissioned to produce.

If they are not in an acceptable form, you must tell the Evaluator and the Project Committee immediately. If necessary, you may have to suspend the evaluation. It is important that funds are not spent unnecessarily and the goodwill you have built up with stakeholders is not lost.

You must make sure the findings will be credible and useful to stakeholders, otherwise the entire evaluation process will be undermined.

16. Use PLANNING SHEET 6 to record any decisions you made concerning preliminary findings.

REVISING THE ACTION PLAN

17. Get all of the completed PLANNING SHEETS 4A.

These record the draft Action Plan.

18. Review the Action Plan with input from:

- the Evaluator
- the Project Committee
- any preliminary findings
- reports supplied by the Evaluator.

19. Make any necessary changes to the Action Plan.

20. Check any changes with affected stakeholders.

If the changes mean stakeholders will no longer get information they expected, discuss with them what information you do expect will be available, and whether this will be adequate for their needs. You may need to negotiate with the Evaluator to ensure all the information required will be produced.

21. If you make a change to the Action Plan, make a copy of the relevant PLANNING SHEETS 4A, and write the changes on them.

CHECKING DRAFTS OF THE FINAL REPORT

The final report will include all the materials the Evaluator will provide to make the findings public and help the project act on the recommendations. These materials are listed in PLANNING SHEET 2C.

In all but the smallest evaluations, the Evaluator should prepare a draft of their final report. You and the Project Committee should check the draft report and any presentation materials to make sure they will meet the needs of the project and stakeholders. You may also need to help the Evaluator manage any controversial topics.

22. Check the draft final report and all presentation materials meet the needs of stakeholders listed in planning sheet 2C.

23. Check the draft final report contains:

- an overview of the project, the reasons the project was set up, and how it was expected to prevent or reduce crime
- the reasons the project needed to be evaluated
- the method used to evaluate the project
- what data the Evaluator collected
- how the Evaluator interpreted or analysed the data

> the action the Evaluator recommended the project and stakeholders take

  The Evaluator may also suggest alternative courses of action. This part of the report should explain any recommendations that are not obvious.

> political issues that would need to be managed when implementing the recommendations

> the finances, resources, time and activities required to implement the recommendations

> the outcomes the project could expect from following or rejecting the recommendations.

24. Check that the recommendations are realistic.

Specifically, check that:

> the project has the staff, resources, funds and skills to implement the Evaluator's recommendations

> the stakeholder politics can be managed.

25. If there are any changes required, ask the Evaluator to make them before the project accepts the final report.

Changes that may need to be made include:

> making the recommendations more practical

> supplying more or less of the findings from the evaluation

> explaining the reasons behind the recommendations

> expressing politically sensitive information or issues in ways that will not unnecessarily upset particular stakeholders or interested parties

> keeping the identity of people confidential

> ensuring confidential information is not made public.

It is unethical to ask the Evaluator to delete particular findings or recommendations. If you feel the Evaluator has made a mistake, you must discuss this with them as soon as possible so potential problems can be addressed.

26. Once the changes requested have been made, or a satisfactory alternative found, ask the Project Committee to approve the final report for release.

27. Revise the Action Plan if necessary, using the findings and recommendations in the draft final report.

STAGE 7

ACTING ON THE FINDINGS

WHAT YOU WILL DO IN STAGE 7

- > Announce the findings and recommendations
- > Help stakeholders act on the findings and recommendations

ANNOUNCING THE FINDINGS AND RECOMMENDATIONS

1. **Announce the findings and recommendations to each stakeholder and interested party following the timetable in the Action Plan recorded on PLANNING SHEET 4A.**

2. **Contact each stakeholder after the announcement to check their reactions.**

   Managing the stakeholder politics well at this point is most important if the recommendations are to be implemented smoothly.

   If you have managed the stakeholder politics well during the evaluation, stakeholders will have few unpleasant surprises, and they are less likely to reject the recommendations or question the validity of the evaluation. The best outcome would be that they ask for more information, clarification, or support to put the recommendations into action. Sometimes, despite your best efforts, you will not be able to satisfy all stakeholders.

   In crime prevention programs where it has been necessary to limit knowledge of the evaluation or early findings, there may be some stakeholders who are not happy. How to manage this should be spelt out in the Action Plan. The most effective strategy is:

> meet people face-to-face
> explain why they could not be given the information earlier
> provide all of the information that is available now
> invest the time in answering questions, resolving conflicts, clarifying recommendations, and helping them move forward
> include the Evaluator in these meetings, if possible.

   If, despite your best efforts, there are disaffected stakeholders, you need to try to limit their effect on other stakeholders.

3. **Answer any questions stakeholders have and clarify the information supplied by the Evaluator.**

   If you do not know the answer to a question, say so. Tell people what you will do to find an answer and when you will get back to them.

ACTING ON THE FINDINGS AND RECOMMENDATIONS

4. **Follow the timetable in the Action Plan, recorded on PLANNING SHEET 4A**

   If there have been problems announcing the findings and recommendations, you may need to revise the Action Plan.

   Bear in mind that it can sometimes be difficult to take the project findings further and act on the results.

PLANNING SHEETS

PLANNING SHEET 1A

DRAFTING THE EVALUATION TIMETABLE

This planning sheet summarises the timetable for the evaluation, including:

> each activity in the evaluation process
> how long each activity will take
> key dates in the evaluation for events and milestones.

See step 1 of Stage 1 to complete this planning sheet.

for longer evaluations, make more copies of this page if necessary

DATE BEGIN	DATE END	SUMMARY OF ACTIVITY

PLANNING SHEET 1B

ESTIMATING EVALUATION COSTS

This planning sheet summarises the expected costs of evaluating the project, including the costs for:

> hiring the Evaluator
> paying the Evaluator
> staff
> travel, accommodation, meal and living expenses
> equipment, office and support costs
> recruitment costs for interviews and surveys
> data analysis costs
> venue hire
> production of reports and presentation materials.

See steps 3–4 of Stage 1 to complete this planning sheet.

for longer evaluations, make more copies of this page if necessary

ITEM	ESTIMATED COST

PLANNING SHEET 2A

AFFECTED PEOPLE AND GROUPS

This planning sheet lists:

- the groups affected by the crimes that the project aims to prevent or reduce (stakeholders)
- the individuals and groups involved in the project (stakeholders)
- the individuals and groups who have an interest in the outcomes of the evaluation (interested parties)
- the person who represents each stakeholder/interested party and their involvement in the project.

See steps 1–2 of Stage 2 to complete this planning sheet.

People affected by crime, the stakeholders and interested parties.

The name of each stakeholder/interested party, the person who represents this group, and their involvement in the project.

make several copies of this page if necessary

stakeholder/interested party

representative

involvement

stakeholder/interested party

representative

involvement

stakeholder/interested party

representative

involvement

PLANNING SHEET 2B

INFORMATION FROM STAKEHOLDERS

Use this planning sheet to tell the Evaluator:

> what information you need or want from an evaluation of the project
> what questions you have about the project that you want answered
> how you will use this information
> how the project can deliver this information to you in ways that will make it easy for your group to make decisions and act.

If there is not enough space on this sheet for all your answers, please attach more paper.

What information about the project does your group *need* or *must have*?

Please list in order of priority for your group

What other information does your group *want*, if it can be gathered?

Please list in order of priority for your group

What questions about the project does your group want answered?

Please list in order of priority for your group

How will your group use the information you are asking for?

For instance, you might want to:

> find better ways of providing services
> decide if you should increase or reduce your involvement in the project
> decide whether there are parts of the project that should be stopped
> change the way that activities are being done or services are being provided
> understand what is working well, so you can do more of these activities
> adjust budgets
> plan for the next 12 months.

What are the best ways the project could supply the information you need and the Evaluator's findings and recommendations, once the evaluation is complete?

For instance:

> a written report
> a briefing by the Evaluator to your senior staff
> a briefing to all people in your group by the Evaluator
> a video or slide show
> posters
> overhead slides, so you can make presentations yourself within your group.

PLANNING SHEET 2C

INFORMATION STAKEHOLDERS WANT

This planning sheet summarises:

> the people and groups involved in the project and consulted about the evaluation
> the information they need and want about the project
> the questions they have about the project that they want the evaluation to answer
> how they will use this information
> the best way for them to receive findings and recommendations so they can act.

See steps 11–14 of Stage 2 to complete this planning sheet.

The names of stakeholders consulted.

Information about the project that stakeholders *need*, in order of priority.

Information about the project that stakeholders *want*, in order of priority.

Questions about the project stakeholders want answered, in order of priority.

How each group will use the information they are asking for.

make more copies of this page if necessary.

stakeholder(s)

how they will use the information

stakeholder(s)

how they will use the information

stakeholder(s)

how they will use the information

stakeholder(s)

how they will use the information

The best ways for the project to supply the information, findings and recommendations once the evaluation is complete.

PLANNING SHEET 3

SCOPING THE PROJECT

This planning sheet summarises the project for the Evaluator, so they can know:

> the problems the project was set up to solve
> what the project does to prevent or reduce crimes or problems
> how the project expects its activities will have an effect.

Summarise:

> the crimes or problems the project was set up to prevent or reduce
> the people likely to commit these crimes, if known
> the people affected by the crime or the problem
> the crime rates, if known.

See steps 2–8 of Stage 3 for information on what should appear here.

The outcomes the project aims to achieve, including target figures, if relevant.

The project activities that aim to reduce or prevent crime.

make several copies of this page if necessary

List:

- where the project operates
- who provides services, runs activities or takes action at each location
- what the services are
- who these services or activities are being provided to, if anyone.

How the activities and services the project is providing are expected to reduce or prevent crime.

Documents and people consulted.

PLANNING SHEET 4A

PLANNING FOR ACTION

This planning sheet summarises the activities that need to happen so stakeholders can act on the Evaluator's findings and recommendations.

See steps 1–11 of Stage 4 to complete this sheet.

Stakeholder

Information this stakeholder needs and wants from the evaluation.

The best ways for providing the information and the Evaluator's findings and recommendations.

Action this stakeholder wants to take using this information.

Steps that have to take place to provide the information.

ACTIVITY	DATE	COST

Steps that have to take place so the stakeholder can act.

ACTIVITY	DATE	COST

PLANNING SHEET 4B

REFINING THE EVALUATION TIMETABLE

This planning sheet summarises the timetable for the evaluation, including:

> dates each activity will start and end
> key dates in the evaluation
> milestones in the evaluation.

See steps 20-23 of Stage 4 to complete this planning sheet.

DATE BEGIN	DATE END	ACTIVITY	MILESTONE	KEY DATES

PLANNING SHEET 5A

REASONS FOR EVALUATING

This planning sheet summarises the reasons for evaluating the project.

Reasons for evaluating the project.

List in order of priority.

PLANNING SHEET 5B

CONSTRAINTS ON THE EVALUATION

This planning sheet lists the constraints on evaluating the project.

See steps 3–5 of Stage 5 to complete this planning sheet.

Ways information must be gathered that may affect the evaluation.

Ethical issues the Evaluator must consider when planning and conducting the evaluation.

Budget for the evaluation.

PLANNING SHEET 5C

UPDATES FROM THE EVALUATOR

This planning sheet lists:

> all of the reports, updates, briefings and presentations the Evaluator will make during and at the end of the evaluation

> the date each update and report is to be presented

> what is to be covered in each

> who will use the information

> how they will use the information

> the format of the information.

See steps 6–7 of Stage 5 to complete this planning sheet.

make more copies of this page if necessary

TYPE OF UPDATE	CONTENT	FORMAT	AUDIENCE	PURPOSE	DATE

PLANNING SHEET 5D

SKILLS THE EVALUATOR WILL NEED

This planning sheet summarises all of the skills the Evaluator will need to evaluate the project and what they will be assessed against.

See step 11 of Stage 5 to complete this planning sheet.

make more copies of this page if necessary

Skills, experience and qualifications the evaluator needs, in order of priority.

PLANNING SHEET 5E

SELECTION TIMETABLE—INTERNAL EVALUATOR

This planning sheet gives the timetable for selecting an internal evaluator, including the dates that:

> the evaluation will be advertised

> applications to evaluate the project will close

> applications will be assessed

> interview questions will be drafted

> applicants will be interviewed

> the Evaluator will be selected.

make more copies of this page if necessary

ACTIVITY	DATE

PLANNING SHEET 5F

SELECTION TIMETABLE—EXTERNAL CONSULTANT

This planning sheet gives the timetable for selecting an external evaluator, including the dates that:

> you will finalise the advertisement and tender documents
> the project will approve the tender documents and advertisement
> the request for tenders will be advertised
> applications will close
> you will make an initial assessment of applications
> you will draft interview questions
> you will send the selection panel the interview questions
> the selection panel will interview tenderers
> the Evaluator will be selected
> contract negotiations will be completed.

ACTIVITY	DATE

PLANNING SHEET 5G

THE SUCCESSFUL APPLICANT

The name of the person or organisation selected to evaluate the project.

Other people or organisations that applied to evaluate the project.

Summary of the reasons the successful applicant was selected.

PLANNING SHEET 6

ISSUES IN THE EVALUATION

Use this planning sheet to summarise meetings and discussions between the Evaluator and the project, including:

- > decisions made and the reasons for them
- > disputes or problems and how they were resolved
- > key findings presented by the Evaluator and consequences for the project.

attach more paper to this planning sheet if necessary

Date of meeting or discussion.

People involved.

Summary of issues and action to be taken.