Building Evaluation Capacity to Advance Sustainable Development Goals

A WORKBOOK FOR COMMUNITY-BASED EVALUATION

CENTRE FOR COMMUNITY BASED RESEARCH

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University College

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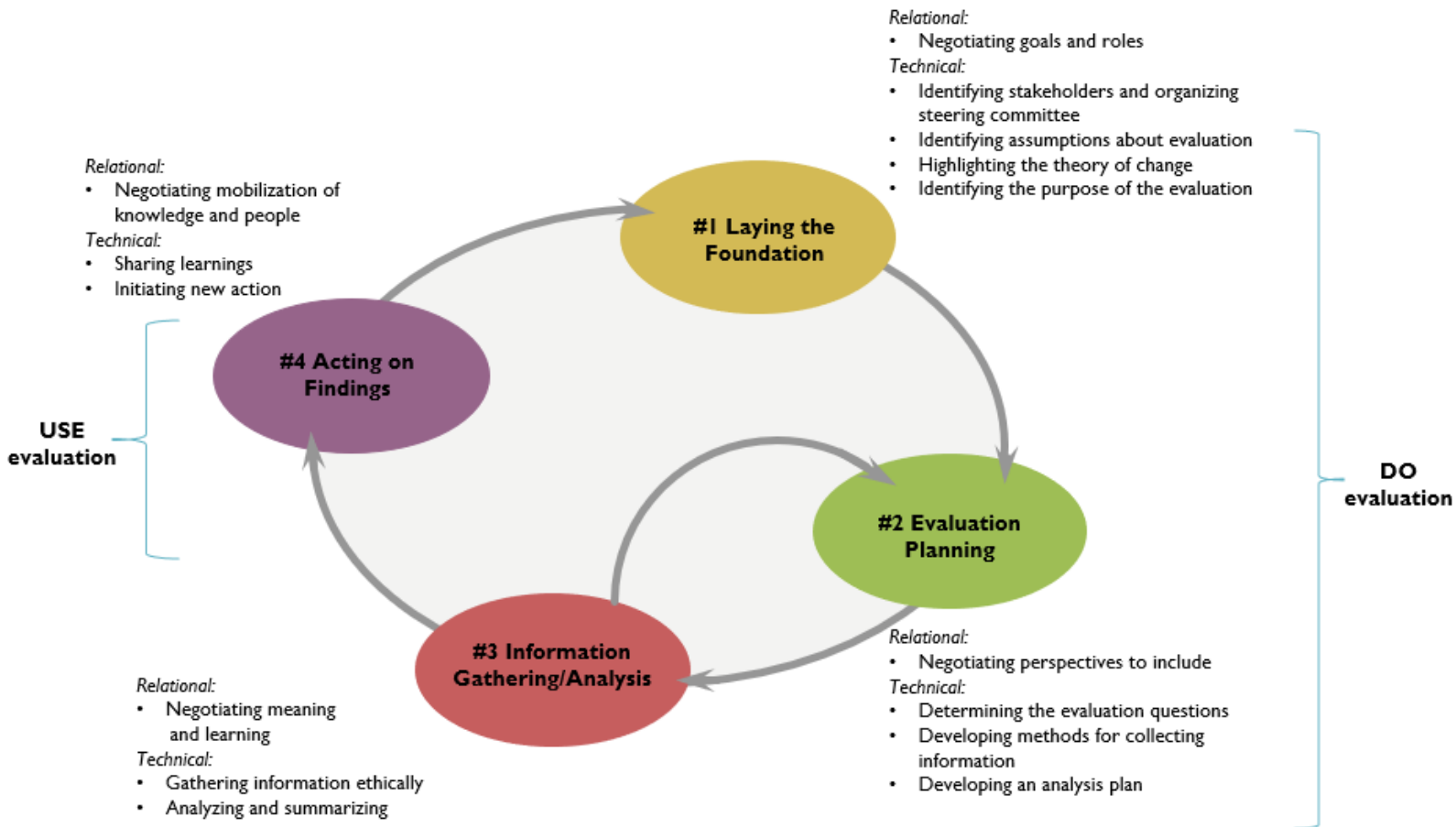*Relational:*
- Negotiating goals and roles

Technical:
- Identifying stakeholders and organizing steering committee
- Identifying assumptions about evaluation
- Highlighting the theory of change
- Identifying the purpose of the evaluation

Relational:
- Negotiating mobilization of knowledge and people

Technical:
- Sharing learnings
- Initiating new action

#1 Laying the Foundation

#4 Acting on Findings

USE evaluation

#2 Evaluation Planning

DO evaluation

#3 Information Gathering/Analysis

Relational:
- Negotiating meaning and learning

Technical:
- Gathering information ethically
- Analyzing and summarizing

Relational:
- Negotiating perspectives to include

Technical:
- Determining the evaluation questions
- Developing methods for collecting information
- Developing an analysis plan

Need more support? Follow along with the appropriate slides in the slide deck.

This workbook accompanies the community-based evaluation workshop content, which is part of the project titled "Building community-based evaluation capacity to advance Sustaibale Development Goals". To learn more please visit: Learn more >

To evaluate your organization or group's readiness for community-based evaluation, see **Appendix H**: Evaluation Capacity Readiness Tool.

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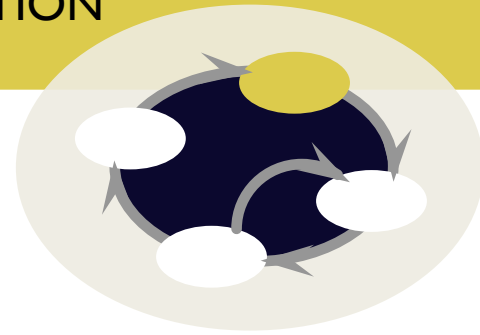
Stakeholder Mapping

Identify those who have a stake in the project and determine steering committee members.

What groups of people have a stake in the issue that you wish to evaluate?

Who could you invite to join a guiding steering committee that would bring these different stakeholder perspectives?

SUSTAINERS
INFLUENCERS
PEOPLE WITH
LIVED EXPERIENCE

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Create a Logic Model

Visualize your theory of change.

Inputs

Activities

Outputs

Immediate Outcomes

Intermediate Outcomes

Ultimate Outcomes

➡ Flow of people

For logic models examples, and more templates, see **Appendix A**
For targets related to SDGs 4, 5 and 16, see **Appendix B**

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Components of the Logic Model

A logic model is an overview of the flow of materials and processes to produce the results desired by the organization or program.

Inputs

> Resources such as staff, volunteers, resources, and funding

Activities

> Program events or strategies (at the individual or community level) designed to achieve the outcomes

Outputs

> Tangible results of the major activities (# of people trained, resources produced, etc.)

Outcomes are the impacts on those people whom the organization wanted to benefit:
a) changes in knowledge, understanding/perceptions, and actions
b) enhancements in skills (needed to accomplish particular results)
c) changes in conditions (increased financial security, confidence, etc.)

Immediate Outcomes

> Immediate changes as a result of activities

Intermediate Outcomes

> Changes in the mid-term (months/years)

Ultimate Outcomes

> Long-term intended impact (years/decades)

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Create a Purpose Statement

What is the purpose of your evaluation?

| The purpose of this evaluation is to... | ✚ | VERB | ✚ | SCOPE, TARGET AUDIENCE AND FOCUS OF EVALUATION: INDICATES PROCESS AND OUTCOMES | ✚ | in order to... | ✚ | EXPLAIN THE ACTION OR USE OF THE EVALUATION |

Write your purpose statement below:

For further details, see **Appendix C**: What Is Your Purpose for Evaluating?
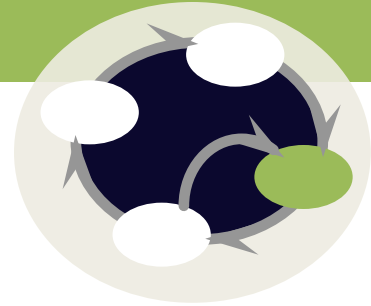
Develop Your Main Questions

What do you intend to understand with this evaluation?

What are the **3-4** main questions that you want the evaluation to answer? How would answering these questions fulfill your evaluation's purpose?

For more evaluation planning see:
Appendix G: Program Evaluation Plan Worksheet with Questions and Prompts

You may review resources at CREO to help you think through informed consent and other ethical issues: http://www.communityresearchethics.com/

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Decide on Your Methods

What methods will you use to answer your main evaluation questions?

What are the most effective and efficient ways to answer your evaluation questions (consider a mix of methods that provide: quantitative and qualitative data; primary and secondary data; data from different stakeholder perspectives)?

How do your methods complement each other? How do they together better answer the main evaluation questions than if they were conducted alone?

In what order (or stages) should the methods be carried out?

For those methods requiring you to recruit participants, how will you select people to be involved (i.e., sampling) and how will you go about recruiting people (i.e., recruitment strategy)?

For further details, see:
- ✓ **Appendix D**: Methods for Collecting Information
- ✓ **Appendix E**: Advantages and Challenges of Data Collection Methods
- ✓ **Appendix F**: Data Collection Plan Worksheet
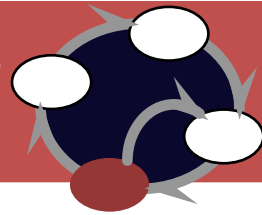
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Develop Your Analysis Plan

How would you go about analyzing your data?

What strategies would you use for qualitative data?

What strategies would you use for quantitative data?

How would you summarize across methods?

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Reflective Practice

How will you build in time for reflection and account for changes along the way?

Phase three is about implementing your evaluation plan. When gathering and analyzing information, you may make changes to your plan. Ensure you build in time to pause and reflect as a team. Document any changes you make to your protocols, be open to the unexpected and account for ethical challenges along the way.

What changes did you make to your data collection and analysis plan? And why?

What ethical challenges or considerations did you encounter? Consider issues of obtaining informed consent, navigating power dynamics, confidentiality or privacy issues, or other unexpected issues.
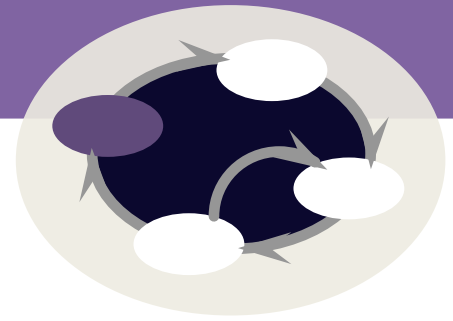
Create a Sharing Plan

How will your group share learnings?

What types of formats would best communicate your evaluation findings (e.g., reports, presentations, video, theatre, etc.)? Who is the intended audience(s) for each product?

Target Audience	Communication Format

What are your dissemination strategies?

What specific activities will help you share findings so that key people are moved into action? Are there any natural decision-making events that you can utilize?

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Sharing What We Have Learned

Your audience: _____

1. Messages	2. Goals	3. Strategies	4. Impact
What are the key messages you want to share with your audience? *What is the most important message your audience needs to know about how children are developing in your community?* **(Note: Create 3 key messages. Refer to the tree for ideas).** 1. 2. 3.	**What are the goals for each message?** *What goal(s) are you hoping to achieve by sharing the key message? What are your expectations?* **Messages** ① ② ③ ↓ ↓ ↓ *Generate...* ☐ ☐ ☐ awareness ☐ ☐ ☐ interest ☐ ☐ ☐ practice change ☐ ☐ ☐ behaviour change ☐ ☐ ☐ policy action *Impart...* ☐ ☐ ☐ knowledge ☐ ☐ ☐ tools ☐ ☐ ☐ other ▶. ☐ ☐ ☐ other ▶. ☐ ☐ ☐ other ▶.	**What will be the most effective way to share this information with your audience?** *Consider the best way to communicate each of your key messages in order to reach your goals. There may be more than one idea per message.* **(Note: Go to the resource table for different ideas of how you could share this information with your audience).** 1. 2. 3.	**How will you know if you have achieved your goals?** **I will see indicators of……** ☐ Partnership/Collaboration (i.e. more collaboration between depts., sharing of info across the community,) ☐ Program or Service change (i.e. new or adapted programming, documented change in program outcomes) ☐ Policy development or change ☐ Knowledge Change (i.e. documented increase in awareness) ☐ Attitude Change (i.e. documented increase in awareness) ☐Other:

Adapted from: Barwick, M. (2008, 2013). Knowledge Translation Planning Template. Ontario: The Hospital for Sick Children.

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Create an Action Plan

What are the potential steps that would be needed to start implementing the evaluation recommendations? How well are your steering committee and original partners positioned to do this? What new partners might you need to engage through your evaluation?

What further information might be needed to provide more detailed implementation steps?

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APPENDICES

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Appendix A: Logic Model Examples – Creating your theory of change

These **additional** logic models may be supportive when drafting a logic model of your own. Your logic model might look differently, based on the purpose and goal(s) of your project, the type of your evaluation (e.g., developmental, summative, or formative), and the unique needs of your evaluation. **Consult the slide deck for more.**
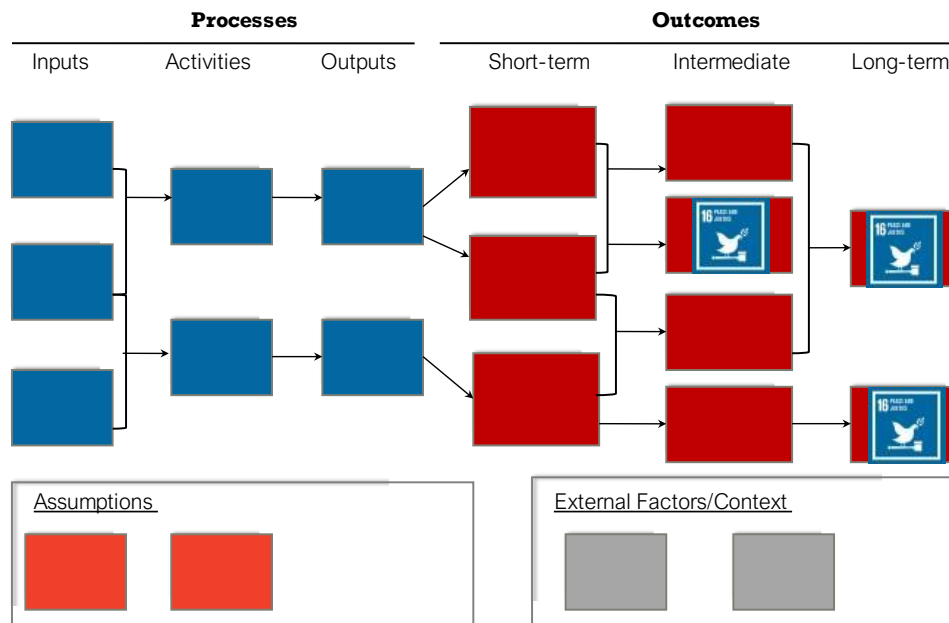
Adapted from Fierro (2019). National Evaluation Capacity Lab. Claremont Graduate University.

Inputs = Resources needed? (e.g., staff, space, supplies)

Activities = Actions or strategies that will help you meet your goals

Outputs = Immediate products resulting from these actions or strategies

Outcomes = Changes in attitudes, skills and knowledge resulting from project. Short term (often about learning), medium term (often about action) and long-term (often about conditions).

Assumptions = Implicit assumptions, expectations, or values guiding this evaluation

External/Contextual Factors = Mediating factors impacting the evaluation

Theory of Change
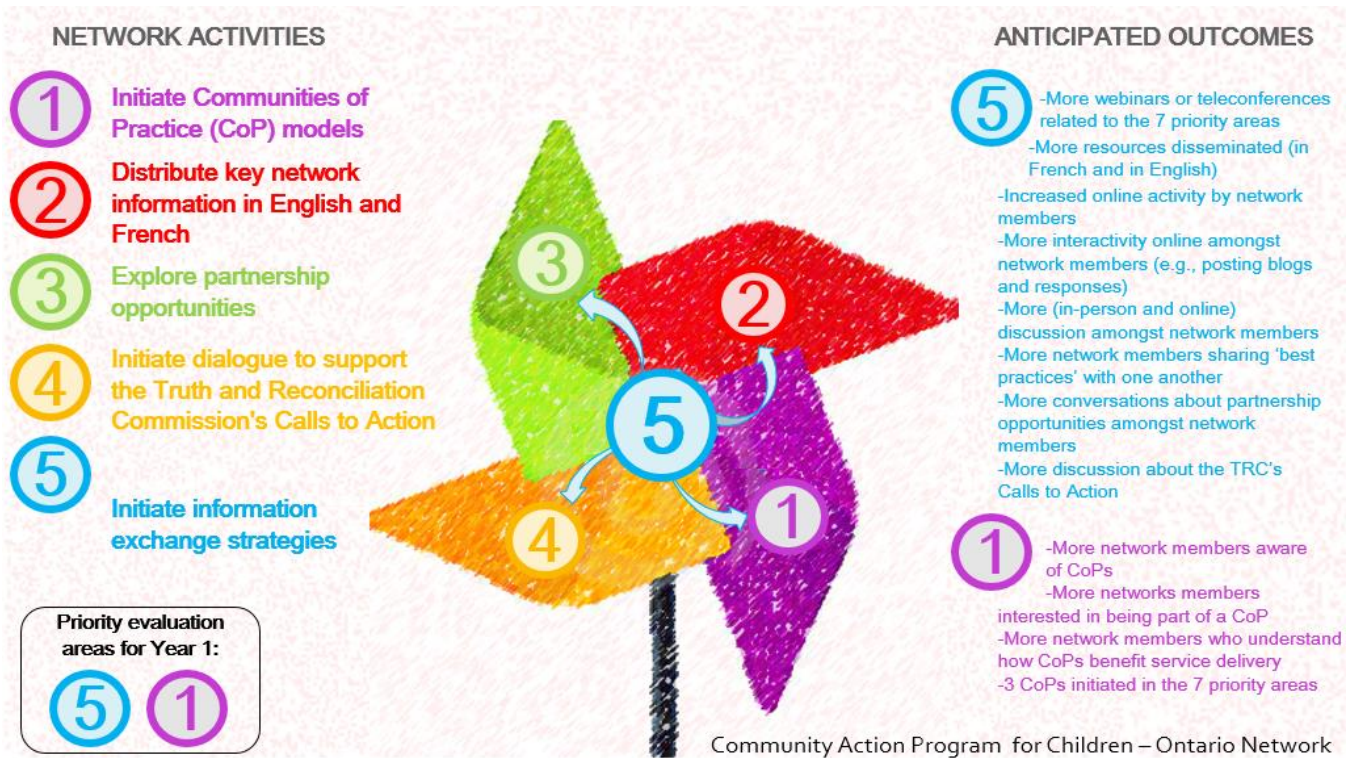
INPUTS	OUTCOMES	IMPACT	MISSION	VISION
Capacity Building and Empowerment • *Developing Tools and Resources* • *Direct support to local civil society partners* **Monitoring, Data and Accountability** • *Mobilizing for SDG Accountability* • *Enhance SDG Reporting by Civil Society Partners* **Coordination, Advocacy and Learning** • *Strengthening civil society coordination* • *Platforms for peer-learning and sharing*	• Improved capacity of civil society to work with SDG16+ in all contexts • Expanded and improved SDG "Spotlight Reporting" by Civil Society • Increased pressure on governments to ensure accountability for SDGs • Fully engaged network of civil society on TAP Network issues • More opportunities for civil society partners to cross-fertilize and share experiences with peers • Increased recognition of civil society in critical SDG16+ and SDG Accountability processes	• **Strengthened commitments, implementation, localization and follow-up on SDG16+ by governments, civil society and other stakeholders** • **Enhanced accountability by governments to their citizens for all aspects of the the 2030 Agenda, at all levels** • **Broader and more inclusive participation and engagement of civil society in key processes around the SDGs at all levels, to leave no one behind**	**Building and fostering a community of empowered civil society actors working to advance SDG16+ at all levels, and to hold governments accountable to the SDGs and 2030 Agenda in its entirety**	**Transforming people, institutions and societies to support lasting change for a more peaceful, just, inclusive, accountable and sustainable world**

Find out more about the TAP Network at:
www.tapnetwork2030.org

Logic Model Example 1

NETWORK ACTIVITIES

1. Initiate Communities of Practice (CoP) models
2. Distribute key network information in English and French
3. Explore partnership opportunities
4. Initiate dialogue to support the Truth and Reconciliation Commission's Calls to Action
5. Initiate information exchange strategies

Priority evaluation areas for Year 1:
5 1

ANTICIPATED OUTCOMES

5
-More webinars or teleconferences related to the 7 priority areas
-More resources disseminated (in French and in English)
-Increased online activity by network members
-More interactivity online amongst network members (e.g., posting blogs and responses)
-More (in-person and online) discussion amongst network members
-More network members sharing 'best practices' with one another
-More conversations about partnership opportunities amongst network members
-More discussion about the TRC's Calls to Action

1
-More network members aware of CoPs
-More networks members interested in being part of a CoP
-More network members who understand how CoPs benefit service delivery
-3 CoPs initiated in the 7 priority areas

Community Action Program for Children – Ontario Network

Logic Model Example 2

Created in partnership with The Centre for Community Based Research

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EVALUATION CAPACITY NETWORK

Early Childhood Practices, Programs, and Policies

A Partnership Theory of Change

Taking part in our projects leads to...

How will we get there?

---> ENGAGEMENT <----> KNOWLEDGE & SKILLS CREATED <----> ACTION & IMPACT --->

LEGEND
Research Questions
Activities A B C
Outcomes

How do we ensure that the demand for, creation, and use of evidence are community-driven and culturally responsive?

How do we increase knowledge, skills, and motivation to create & use meaningful evidence through innovative capacity building approaches?

How do we increase the value and use of evidence for decision making to improve practice, programs, and policy?

Greater capacity in ensuring that research collaboration is community-driven

Building authentic partnerships and collaborations

Training and mentoring

Research and evaluation projects

Knowledge mobilization

Greater capacity in ensuring equitable participation of stakeholders in research collaboration

Greater capacity for ongoing co-learning

Greater capacity in creating quality/useful evidence

Greater mobilization of people

Greater mobilization of evidence

Greater capacity in using evidence

Greater value and use of evidence in decision-making across stakeholders

ULTIMATE OUTCOMES

Partners ---> ECN ---> Evaluation Field ---> Early Years Sector

Increased access to and use of evaluation resources

Lasting connections

Deepened community of practice

Increased understanding of community-driven and culturally responsive evaluation

Increased culture of learning and use of evidence

Improved outcomes in early childhood

More innovative early childhood practices, programs, and policies

Greater system effectiveness in improving early childhood outcomes

GUIDING PRINCIPLES

1. Community Driven
2. Culturally Responsive
3. Equitable Participation
4. Action-oriented

OUR GOAL

To develop community-driven and culturally responsive approaches for producing and using evidence to improve early childhood practice, programs, and policy towards system effectiveness.

OUR OBJECTIVES

Objective #1
Deepen understanding through engagement and collaboration to ensure that evaluations are community-driven and culturally responsive.

Objective #2
Co-create and implement research and evaluation that is mutually beneficial to all ECN partners.

Objective #3
Develop an Evaluation Hub that connects people to evaluation resources, learning, and support to mobilizes knowledge and build evaluation capacity in the early childhood field.
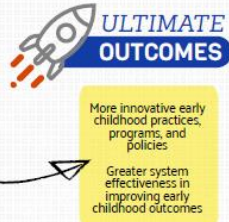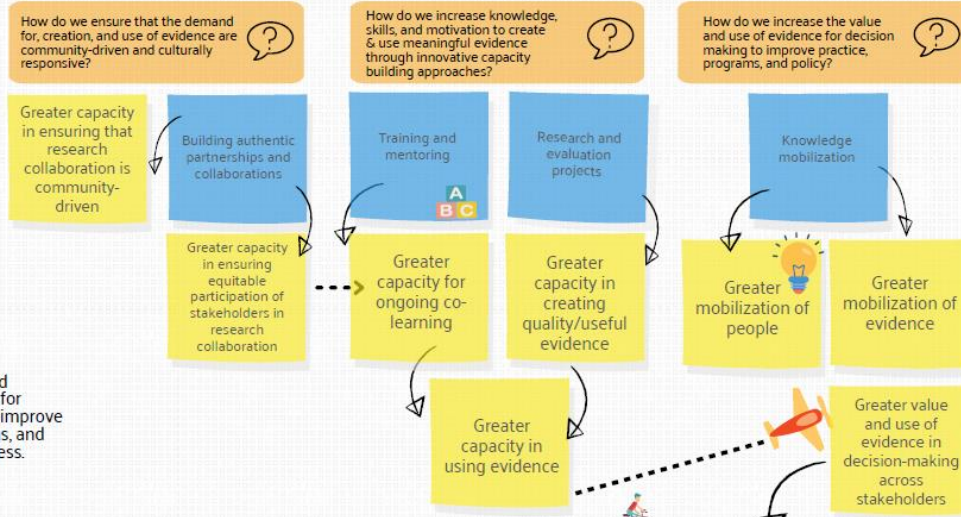
ECN Fall 2021 Partner Report | 13

Logic Model Example 3

Created in partnership with The Centre for Community Based Research

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Appendix B: Sustainable Development Goals & Related Targets
(SDGs 4,5,16)

The SDGs consist of a set of 17 interrelated global goals established by the UN in 2015 to serve as a framework or master plan for achieving a better and more sustainable future for all. It is a universal call to action to (i) end poverty, (ii) protect the planet, and (iii) ensure that by 2030 all people own the agenda . Read more for information on Canada's 2030 agenda, and plan for achieving these goals.

How do these SDG targets overlap or intersect with your organization's goals? For these targets to be effectively implemented, they must be relevant, community-owned, and responsive to community needs, contexts, and realities.

If the SDG targets feel too top-down, consider using community-based evaluation approaches to tailor indicators around your own measures of success. The following guides may support you in localizing the SDGs to your community context: A Guide for Advancing the Sustainable Development Goals in Your Community (tamarackcommunity.ca)

In the following pages, you will find a description of SDGs 16, 5 & 4 and their targets. For more information on indicators, see: https://sdgs.un.org/goals/

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Sustainable Development Goal 16: Peace, Justice & Strong Institutions
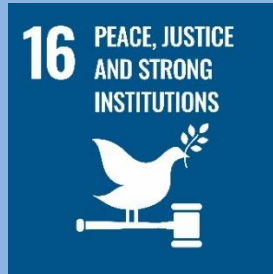
Goal: To Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels

Targets:

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crimes

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development

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Sustainable Development Goal 5: Gender Equality

Goal: To Achieve gender equality and empower all women and girls

Targets:

5.1 End all forms of discrimination against all women and girls everywhere

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, in accordance with national laws

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

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Sustainable Development Goal 4: Quality Education

Goal: To Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

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4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Appendix C: What Is Your Purpose for Evaluating?

Purposes	
1. Judgement oriented	Aimed at determining the overall merit, worth, significance or value (e.g., summative evaluation aimed at deciding if a program is sufficiently effective to be continued or replicated).
2. Accountability	Aimed at rendering account. Includes oversight and compliance, the assessment to the extent to which a program follows the directives, regulations, mandated standards, or other formal expectations (e.g., audits; accreditation). Driven by attention to external stakeholders.
3. Improvement oriented	Improve programs (e.g., formative evaluation; continuous improvement; quality enhancement; manage more effectively).
4. Knowledge generating	Generate knowledge (e.g., generalizations about effectiveness; theory building; scholarly publishing; policy making; extrapolate principles about what works).
5. Monitoring	Manage the program, routine reporting, early identification of problems. Provided information to those internal to the program (e.g., quality control, management information systems; routine reporting).
6. Development	Involves changing the intervention, adapting it to changed circumstances, and altering tactics based on complex, emergent and dynamic conditions (e.g., developmental evaluation; rapid assessment; rapid feedback; environmental scanning).

Source: Patton, M.Q. (2012). *Essentials of utilization-focused evaluation.* Thousand Oaks: Sage Publications

Our purposes often are more specific. Think about the program you are evaluating. Are you conducting evaluation in order to…

- ✓ See if goals and objectives were met?
- ✓ Determine outcomes for participants? Families? Groups/organizations? For the community?
- ✓ Assess ultimate impact on the community in terms of changes in human, economic, civic, and/or environmental conditions?
- ✓ Assess whether the program is worth the resources invested? To demonstrate accountability for resources invested? To determine resource allocations? To justify need for funding? To make sure resources aren't wasted on ineffective programs?
- ✓ Learn about what works/doesn't work and for whom? Which activities lead to which outcomes?
- ✓ Assess access and/or disparities in reach, participation, and outcomes?
- ✓ Improve your service delivery or teaching? To help inform what you will do the next time?
- ✓ Promote the program?
- ✓ Meet the funder's requirement?
- ✓ Other?

A special acknowledgement to Javier Mignone, Summer Institute in Program Evaluation, The University of Manitoba, for providing the information presented in this appendix.

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Appendix D: Methods for Collecting Information

Survey: Collecting standardized information through structured questionnaires to generate quantitative data. Surveys may be mailed (surface and electronic), completed on site through interviews, either face-to-face or telephone.

Case study: In-depth examination of a particular case (program, group of participants, single individual, site/location). Case studies use multiple sources of information and methods to provide as complete a picture as possible.

Interviews: Information collected by talking with and listening to people, either face-to-face or over the telephone. Interviews range on a continuum for those which are tightly structures (as in a survey) to free flowing, conversational interviews.

Observation: Collecting information through "seeing" and "listening." Observations may be structured or unstructured.

Group assessment: Use of group processes to collect evaluation information such as nominal group technique, focus group, Delphi, brainstorming and community forums.

Expert or peer review: Examination by a review committee, panel of experts or peers.

Portfolio reviews: Collection of materials, including samples of work, that encompass the breadth and scope of the program activity being evaluated.

Testimonials: Individual statements by people indicating personal responses and reactions.
Tests: Use of established standards to assess knowledge, skill, performance such as in pen-and-pencil tests or skills tests.

Photographs, slides, videos: Use of photography to capture visual images

Diaries, journals: Recording of events over time revealing the personal perspective of the writer/recorder

Logs: Recording of chronological entries which are usually brief and factual.

Document analysis: Use of content analysis and other techniques to analyze and summarize printed material and existing information.

Other:
Action cards: use of index cards on which participants record what they did – the "action" – and when they reached their goal; primarily used in self-assessment.

Simulations: use of models or mock-ups to solicit perceptions and reactions.

Problem stories: narrative accounts of past, present or future situations as a means of identifying

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perceptions using fictional characters to externalize the problem situation.

Creative expression: use of art forms to represent people's ideas and feeling as through stories, drama, dance, music, art.

Unobtrusive measures: the gathering of information without the knowledge of the people in the setting such as the wear and tear on a "planted" mat in front of a display.

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Appendix E: Advantages and Challenges of Data Collection Methods

Method	Overall Purpose	Advantages	Challenges
Questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non-threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
Interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can be hard to analyze and compare -can be costly -interviewer can bias client's responses
Documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	-get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information	-often takes much time -info may be incomplete -need to be quite clear about what looking for -not flexible means to get data; data restricted to what already exists
Observation	to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
Focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	-quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time -can convey key information about programs	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
Case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	-fully depicts client's experience in program input, process, and results -powerful means to portray program to outsiders	-usually quite time consuming to collect, organize, and describe -represents depth of information, rather than breadth

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Appendix F: Data Collection Plan Worksheet

Evaluation Question (What do you want to know?)	Indicator (How will you know it?)	Stakeholder Perspective (Who will have this information?)	Data Collection Methods (How will you gather the information?)	Schedule (When will the information be collected?)
To what extent has the program (one-year long) improved conflict resolution skills in schools by running monthly skill-building workshops	*- level of participation in workshops (students)* *- self-identified level of increased skill (before and after the workshop)* *- reported increase in resolution skills, as perceived by parents, teachers and administrators*	*- workshop participants* *- staff: teachers and administrators* *- parents*	*1. Focus group with workshop participants (sampled)* *2. Workshop feedback forms (e.g., brief survey)* *3. Survey with all administrators, parents and teachers (all))* *4. Interviews with administrators, teachers, and parents (sampled)*	*1. Six montsh and one year after participation in workshops* *2. Immediately before and after participation* *3. Six month and one year after participation in workshops* *4. Six month and one year after participation in workshops*

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Appendix G: Program Evaluation Plan Worksheet with Questions and Prompts

Evaluation Component	Key Plan Information	Actions	Considerations	Who Is Responsible?	Timeline
		Phase 1: Laying the Foundation			
Stakeholder Mapping	1. List of key stakeholder groups 2. List of Steering Committee Members (and the groups they are representative of) 3. Date/time of Orientation session 4. List of evaluation expectations (based on consensus) 5. Regular Steering Committee meeting dates/times	a. Identify program Stakeholders b. Choose a representative group of stakeholders to form a community-based evaluation Steering Committee c. Host an orientation to community-based evaluation for the Steering Committee d. Clarify expectations around the evaluation e. Incorporate the expertise each Steering Committee member in the development of the Evaluation Plan f. Ensure that the Steering Committee comes to consensus about the Evaluation Plan	• Ensure that people with lived experience of the program topic(s) are well represented on the Steering Committee • Are there other important considerations (age, gender, home community, language, etc.?) • Agree on a regular meeting schedule early in the process to ensure Steering Committee member availability • Agree on the best methods of communication between meetings (ie. email updates)		

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Evaluation Component	Key Plan Information	Actions	Considerations	Who Is Responsible?	Timeline
Phase 1: Laying the Foundation					
Create a Logic Model	1. Logic Model	a. Identify program Inputs, Activities, Outputs and Outcomes (Immediate, Intermediate and Ultimate)	• Ensure that each section in the model contributes to one or more sections downstream • The logic model should support your evaluation goals • For examples of other logic models and sample indicators for SDGS 4,5 and 16 see appendix A and B		
Create a Purpose Statement	1. Purpose Statement	a. Develop the purpose statement for your community-based evaluation	• Ensure that the purpose reflects the interests of all stakeholder groups (see: Appendix A) • The purpose statement should be clearly worded		
Phase 2: Evaluation Planning					
Develop Your Main	1. 3-4 Main Evaluation Questions	a. Identify the 3-4 main questions you want the evaluation to answer.	• If the 3-4 main evaluation questions are big picture		

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Evaluation Component	Key Plan Information	Actions	Considerations	Who Is Responsible?	Timeline
Evaluation Questions	2. Sub-questions, as appropriate	b. Be clear about how answering each question would help to fulfill the purpose of the evaluation.	questions, consider developing sub-questions to which the evaluation can find concrete answers.		
Phase 2: Evaluation Planning					
Decide on Your Methods	1. Data collection method(s) for each of the main evaluation questions 2. Sampling and recruitment strategies for each method	Evaluation Methods: a. Identify the most effective data collection methods for each of the 3-4 main evaluation questions b. Clarify how the methods compliment each other (ie. focus groups may explore themes of a survey in-depth) c. Plan the order of evaluation methods (ie. if focus groups will clarify themes arising from a survey, then the survey must happen first) Sampling d. Identify which stakeholder perspectives are needed to answer the main evaluation questions, and how you will include a sample of each relevant stakeholder group	• Identify what information you already have or collect and how it helps to answer your main evaluation questions • Identify gaps between existing data and the data needed to answer your main evaluation questions so that you know what information you want to collect through the evaluation for each question		

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Evaluation Component	Key Plan Information	Actions	Considerations	Who Is Responsible?	Timeline
		Recruitment e. Identify recruitment strategies for those stakeholder groups (ie. inviting known experts on a topic, choosing a random sample for a large group of potential participants, etc.)			

Phase 3: Information Gathering and Analysis					
Develop Your Data Analysis Plan	1. Data Analysis Plan	a. Review the 3-4 main evaluation questions b. Identify data analysis strategies for qualitative data, if applicable c. Identify data analysis strategies for quantitative data, if applicable d. Identify strategies for analyzing data across methods	• Data analysis should answer the 3-4 main evaluation questions • What kind of data are you working with (# of surveys, transcripts, audio files, etc.) • What impact do you want the research to have on whom? (Who will read/use the research products, how, and what will they find persuasive?) • What resources do you have access to (ie. transcription is time-consuming; be realistic) • Decide whether you will use deductive		

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			analysis (you determine the information you are looking for before reviewing the data), inductive analysis (key themes arise from the data gathered) or a balanced approach		
Phase 4: Acting on Findings					
Create a Sharing Plan	1. Sharing / Knowledge Mobilization Plan	a. Identify each target audience for the research and the communication format / research product(s) you will create for that audience b. Identify key dissemination strategies or activities you will use to get those research products to the key target audiences	• What are the key messages you want to share with each audience? • What are the goals for each message (i.e. raise awareness, engender particular actions)? • What are the most effective ways to communicate each key message to reach your goals? • Are there local or national events or activities that would be strategic places to disseminate the		

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Evaluation Component	Key Plan Information	Actions	Considerations	Who Is Responsible?	Timeline
			research to particular audiences? • Are there websites, blogs, newsletters or other online spaces that will help you to reach one or more target audiences? • How will you know if you have reached your goals?		
		Phase 4: Acting on Findings			
Create an Action Plan	1. Action Plan	a. Identify the actions that will need to be taken in order to begin and continue implementing the evaluation recommendations?	• Which Steering Committee members are positioned to do what? • How can partners help and support? • What initial steps can you take based on the evaluation results and what further information do you need to gather before you can take additional steps?		

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Appendix H: Evaluation Capacity Readiness Tool

Please rate your skill with the following:	Not at all Skilled (1)	(2)	(3)	(4)	Very skilled (5)
1. Developing an evaluation plan	( )	( )	( )	( )	( )
2. Clearly stating measurable goals and objectives	( )	( )	( )	( )	( )
3. Identifying strategies to collect information	( )	( )	( )	( )	( )
4. Defining outcome indicators of my program	( )	( )	( )	( )	( )
5. Deciding what questions to ask in an evaluation	( )	( )	( )	( )	( )
6. Deciding from whom to collect information	( )	( )	( )	( )	( )
7. Collecting evaluation information	( )	( )	( )	( )	( )
8. Analyzing evaluation information	( )	( )	( )	( )	( )
9. Writing an evaluation report	( )	( )	( )	( )	( )
10. Conducting an evaluation	( )	( )	( )	( )	( )

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Please indicate how likely you are to do the following:

	Very unlikely (1)	(2)	(3)	(4)	Very likely (5)
11. Use evaluation to determine the effectiveness of my organization	( )	( )	( )	( )	( )
12. Use evaluation findings to benefit my sponsor(s)/funder(s)	( )	( )	( )	( )	( )
13. Use evaluation to improve transparency in my organization	( )	( )	( )	( )	( )
14. Use evaluation to assess the effectiveness of activities my organization engages in	( )	( )	( )	( )	( )
15. Participate in evaluations as needed	( )	( )	( )	( )	( )
16. Get staff members involved in evaluation	( )	( )	( )	( )	( )
17. Oversee an external evaluator	( )	( )	( )	( )	( )
18. Use evaluation findings in decision-making	( )	( )	( )	( )	( )
19. Make organizational level changes based on evaluation findings	( )	( )	( )	( )	( )
20. Adopt new ideas in my day-to-day activities based on evaluation findings	( )	( )	( )	( )	( )

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Please indicate how often your organization/supervisor is likely to do the following:

My organization/supervisor...

	Almost never (1)	(2)	(3)	(4)	Almost always (5)
21. encourages staff to express their opinions.	( )	( )	( )	( )	( )
22. involves staff when making long-term plans.	( )	( )	( )	( )	( )
23. gives staff the opportunity to reflect on organizational goals.	( )	( )	( )	( )	( )
24. reviews mission, vision, and values with staff.	( )	( )	( )	( )	( )
25. dedicates funds to conduct an evaluation.	( )	( )	( )	( )	( )
26. allocates resources to undertake evaluation on an ongoing basis.	( )	( )	( )	( )	( )
27. builds ideas in collaboration with staff.	( )	( )	( )	( )	( )
28. resolves inter-personal conflicts in a positive manner.	( )	( )	( )	( )	( )
29. celebrates staff members' achievements.	( )	( )	( )	( )	( )
30. promotes evaluative thinking.	( )	( )	( )	( )	( )

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My organization/supervisor uses evaluation findings to...

	Almost never (1)	(2)	(3)	(4)	Almost always (5)
31. report to a funder.	( )	( )	( )	( )	( )
32. improve services or programs.	( )	( )	( )	( )	( )
33. get additional funding.	( )	( )	( )	( )	( )
34. design ongoing monitoring processes.	( )	( )	( )	( )	( )
35. assess implementation of a program.	( )	( )	( )	( )	( )
36. assess the quality of a program	( )	( )	( )	( )	( )
37. improve outreach.	( )	( )	( )	( )	( )
38. make informed decisions.	( )	( )	( )	( )	( )
39. train staff.	( )	( )	( )	( )	( )
40. develop promising practices.	( )	( )	( )	( )	( )

How familiar are you with community-based evaluation?

( ) Not familiar at all

( ) Slightly familiar

( ) Moderately familiar

( ) Very familiar

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Scoring Guide

Overall *Individual* Capacity = Sum of question 1-20
(Individual Evaluation skill = Sum of questions **1-10**; Individual Evaluation behavior = Sum of questions **11-20**)

Overall score between 0 and 39 –**Entry** level individual evaluation capacity. You have limited knowledge of evaluation and limited experience with evaluation. You may require more substantial training and/or support to conduct evaluations.

Overall score between 40 and 59 - **Novice** level individual evaluation capacity. You have emerging knowledge of evaluation and some experience with evaluation but could use training with evaluation to develop skills further before conducting evaluations.

Overall score between 60 and 79 - **Proficient** level individual evaluation capacity. You have basic evaluation skills and a moderate amount of experience with evaluation. You can likely conduct effective evaluations with minimal support.

Overall score between 80 and 100 - **Mastery** level individual evaluation capacity. You have extensive evaluation knowledge and/or experience and can conduct effective evaluations on your own and may even be able to provide evaluation support to others.

Overall *Organizational* Capacity = Sum of questions 21-40
(Organizational Environment = Sum of questions **21-30**; Organizational Evaluation use = Sum of questions **31-40**)

Overall score between 0 and 39 - **Entry** level organizational capacity. Your organizational environment is not conducive to conducting evaluations and if evaluations are conducted, your organization is unlikely to use evaluation findings.

Overall score between 40 and 59 - **Novice** level organizational capacity. Your organization has some limited organizational capacity for evaluation and some capacity to use evaluation findings; however, use of evaluation findings is inconsistent.

Overall score between 60 and 79 - **Proficient** level organizational capacity. Your organizational environment is conducive to evaluations for the most part and some use of evaluation findings is apparent.

Overall score between 80 and 100 - **Mastery** level organizational capacity. Your organizational environment is conducive to evaluations and organization consistently and effectively uses evaluation findings.

This tool was created by Evaluation Capacity Network (https://www.evaluationcapacitynetwork.com/).

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