From seed to success

A guide to evaluating Conservation with Communities Projects

Anna L. Johnson and Mariska Wouters

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CONTENTS

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A B S T R A C T

There has been increasing demand from New Zealand Department of Conservation (DOC) staff and people working with DOC for guidance on how to evaluate Conservation with Communities projects (CCPs), to ensure they are working towards DOC's goal that 'people are aware of, understand and make valued contributions to conservation'. CCPs are activities or programmes that aim to encourage, support and build the capability of communities and individuals to contribute to conservation. This guide introduces a six-step methodology for designing a project or programme evaluation. It includes a series of templates that can be used for designing an evaluation. A fictional scenario is also provided to illustrate how to use the templates. The guide aids the incorporation of evaluation into project planning; the use of evaluation to 'learn as we go' and to decide on future action; and community participation in evaluation. At the end of the guide there is a toolkit, which includes the templates, examples of data collection tools and indicators, and other supporting information. Training on these guidelines has been piloted in two conservancies. This guide has been designed to be used with existing departmental resources on CCPs. Effective evaluation of CCPs will enable DOC to ensure that current and future projects are carefully targeted to meet the needs of DOC and the community, and to make good use of the resources available.

Keywords: evaluation, Conservation with Communities, guidelines, programme evaluation, evaluation framework, programme logic, Department of Conservation

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1. Introduction

1.1 WHAT ARE CONSERVATION WITH COMMUNITIES PROJECTS?

Conservation with Communities Projects (CCPs) are activities or programmes of activities that aim to encourage, support and build the capability of communities and individuals to contribute to conservation. CCPs were included in the Department of Conservation's (DOC's) 2005–2008 Statement of Intent under the output groups '*Education and communication*' and '*Participation*', both of which contribute to the Intermediate Outcome of '*People are aware of, understand and make valued contributions to conservation*' (DOC 2005) (see Fig. 1).

Five main activities are involved in CCPs[1]:

- Partnerships
- Information and awareness-raising activities
- Events and functions
- Consultation activities
- Volunteering opportunities
- Conservation education

Each of these is explained in detail below. This spectrum of activities will be used as a basis for developing case studies and examples in section 3 of this guideline.

1.1.1 Partnerships

Partnerships are short- to long-term shared enterprises or formalised groups that have been formed between DOC and other interested parties (e.g. iwi, community groups/members, businesses, schools, local authorities or other government agencies) to support or undertake conservation activities. They include trusts, Friends groups, councils and other established but less formalised groupings where shared and ongoing commitment is jointly agreed[2].

Community partnerships can be involved in a number of conservation activities, including:

- Fundraising activities
- Recreation facility projects
- Restoration projects (marine and terrestrial)
- Re-planting projects
- Conservation education
- Awareness-raising activities

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[1] These groupings are broader in scope than those used for output measurement (DOC OC4 Output performance measures summary information: work planning 2005/06, performance reporting 2005/06) (DOC 2005).

[2] In terms of monitoring ecological characteristics, measures are sometimes expressed as parameters, where more than one measure may be appropriate (see DOC 1999).

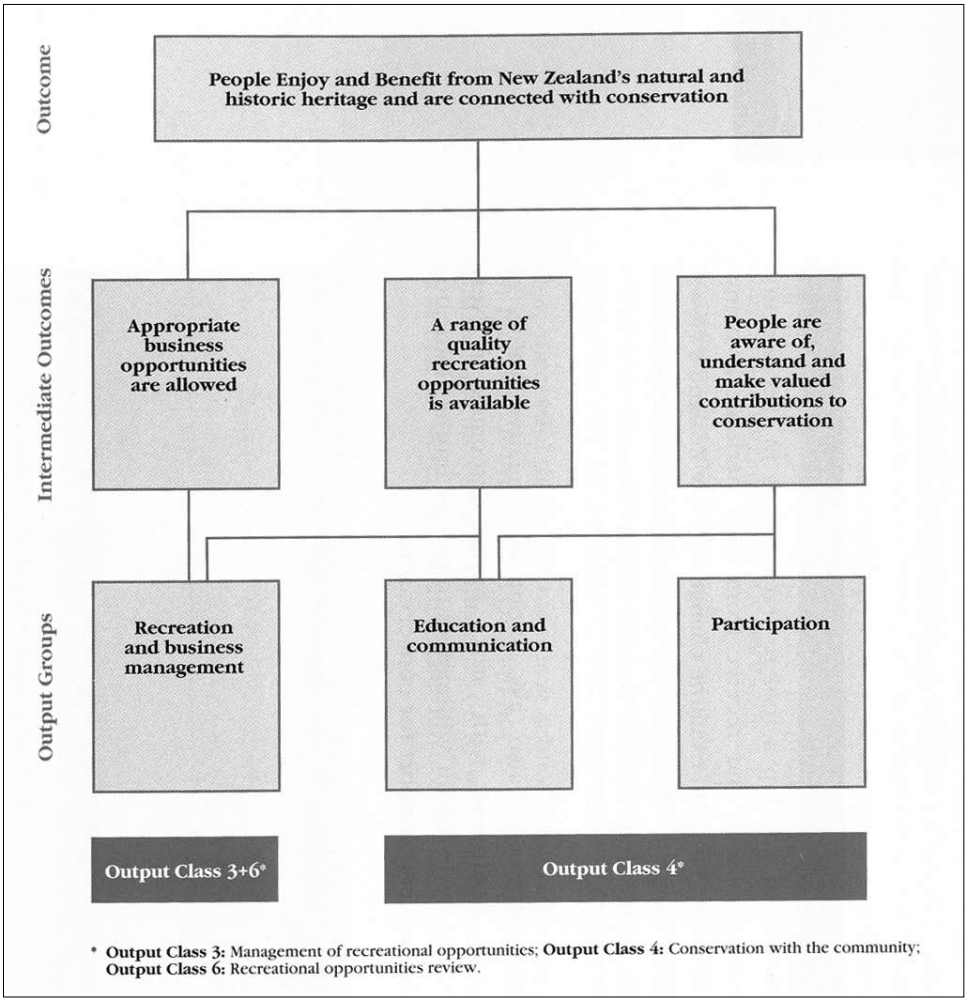

Figure 1. How Conservation with Communities Projects contribute to the Department of Conservation's vision (from DOC 2005).

While partnerships might undertake any number of the other activity types listed below, they are also an important activity in their own right, providing opportunities for relationship-building, skill development and learning.

1.1.2 Information and awareness-raising activities

Information and awareness-raising activities include activities primarily designed to raise awareness and understanding of New Zealand's natural, historic or cultural heritage and support for conservation. They include DOC's major campaigns and awareness programmes, including Conservation Week, World Wetlands Day, Sea Week and Arbor Day; creative projects; summer nature programmes; openings; and significant contributions to local community events or celebrations. They do not include conservation education programmes, which are considered as a separate activity below.

There are a number of different methods and tools for information and awareness-raising, including:

- Training workshops
- Open days
- Skill-sharing projects
- DOC's website
- Media launches
- Publications and audio-visuals
- Interpretation material
- Summer nature programmes
- Magazines and documentaries

1.1.3 Consultation activities

Consultation activities include efforts made to gather information that will be useful to DOC and its partners as part of their programme planning, e.g. identifying key issues of concern for a community, identifying the level of community interest in a programme area, or seeking feedback on a proposed programme.

There are a number of different methods and tools for consultation. These are outlined in *From seed to success: a guide for Community Conservation Projects* (DOC 2003) and include:

- Phone trees
- Consultation stations (e.g. setting up outside a local supermarket)
- Open days
- Site visits
- Small-group meetings
- Public meetings
- Talking to people directly where they live or work
- Information and feedback forms in the local paper
- Talk-back radio
- Asking for submissions or feedback on discussion papers
- Community surveys

1.1.4 Volunteering opportunities

Volunteering opportunities include programmes that provide community members with opportunities to participate in conservation activities by giving their time and/or expertise.

There are a number of different volunteering opportunities provided or supported by DOC, including:

- Hut Warden volunteer programmes
- Volunteer recreation and species programmes
- Conservation Corps

1.1.5 Conservation education programmes

Conservation education programmes include activities with a conservation focus that are developed for schools and their related communities. This includes work with schools, educators and organisations with an environmental education role, and the development of educational resources.

1.2 PURPOSE AND SCOPE OF THESE GUIDELINES

This resource has been developed to assist Department of Conservation (DOC) staff and other individuals working with DOC on CCPs to evaluate their projects. These projects will often be referred to as 'programmes' in this guide, in recognition of the fact that they generally involve a collection of different types of activities

that are implemented at different times, for different purposes and using different methods.

Various evaluation and research terminologies are used throughout the guide. These terms are indicated in italics the first time they are used and are defined in the Glossary (section 7). In some cases, the terminologies and definitions used in this guide differ from those used in other DOC publications (e.g. DOC 1999) and other evaluation resources. This reflects the general lack of agreement on key definitions and terminologies within the field of evaluation rather than a lack of reference to these sources.

Regular evaluations by staff will help to ensure CCPs stay focused on achieving the desired *outcome*—that people are involved and connected with conservation. The aim of this resource is to provide staff with guidance on:

- The purpose and benefits of evaluation
- How to develop an evaluation framework as part of project planning
- *Research* methods and tools for undertaking evaluation
- Methods of interpreting data and reporting results

Programme evaluation has become an increasing focus of social science research within DOC and across government in general. Evaluation is useful for 'learning as we go', reflecting on how effective a project has been, and deciding on future action.

Across DOC there has been an increasing demand for guidance on how to evaluate CCPs to ensure that they are working towards DOC's goal that 'people are aware of, understand and make valued contributions to conservation' (DOC 2005).

These guidelines are intended to be the first step in an overall CCP evaluation capacity-building toolkit for DOC. They are supplemented by a range of templates, examples and 'case studies' of evaluation, and include a toolkit (Appendix 1). The guidelines and supporting material will be trialled and opportunities for training on use of the guidelines will be developed. The additional resources will form part of an evaluation 'toolkit' for DOC, which will be developed and added to over time.

These guidelines focus on the evaluation of CCPs in terms of how they contribute to social outcomes for participants, organisations and communities. They have not been designed to evaluate the specific ecological outcomes of projects; however, the principles outlined can be used to evaluate virtually any type of programme against any number of outcomes. Other resources that provide guidance on monitoring and evaluating the ecological outcomes of DOC's work are listed in the 'References and further resources' section (section 6).

This guide has been designed to be used in conjunction with the existing departmental resource on Conservation with Communities Projects (DOC 2003), which is separated into the following three parts:

- Part one: a guide for DOC staff
- Part two: a guide for Community Conservation Projects
- Part three: tool kit for Community Conservation Projects

It builds on the information provided in Part two, Section 6 (Checking Progress and Taking Stock).

2. The purpose and application of evaluation

2.1 WHAT IS EVALUATION?

There are many different approaches and methodologies in the field of programme evaluation, each with its own set of principles, definitions and methods. This often makes programme evaluation a difficult subject for many practitioners, who can be overwhelmed and confused by the different advice that is available.

Not all of these approaches can be covered in this guide. Instead, it provides a suggested approach for the evaluation of CCPs that is based on a combination of evaluation approaches discussed in the international literature, most notably Patton (1986), Taylor-Powell et al. (1998), Wadsworth (1997), and Woodhill & Robbins (1998). This approach was originally developed and tested for the evaluation of similar community engagement programmes by the Queensland Government in Australia (Johnson 2004). It emphasises that:

1. Evaluation design should reflect the purpose for the evaluation and audience
2. Evaluation should be part of a process of learning that can be used to improve programmes as they are ongoing, to improve future similar programmes, and to develop the general evidence and skill-base for CCPs

This approach is generally consistent with and complements the evaluation guidance that has been provided in the DOC *From seed to success* series.

As part of its functions, DOC is involved in three related activities that include the evaluation of information about DOC's activities and their outcomes or results. These are:

1. Monitoring
2. Performance monitoring or measurement
3. Programme evaluation

There is often confusion about how these activities interrelate. Therefore, a brief introduction is provided below.

2.1.1 Monitoring

Monitoring involves the regular and systematic gathering and analysis of information. It is often defined according to the way in which the information is used. For example, Blakeley et al. (1999: 63) defined monitoring as 'the systematic gathering and analysing of information that is needed to measure progress on an aspect of a strategy, programme or activity'. However, this type of monitoring is more specifically referred to as *outcome monitoring*—where a particular characteristic of interest, for example 'a student's understanding of X conservation issue' or 'species numbers', is measured over time to see whether expected changes are occurring after an intervention (DOC programme). In

some cases, these expected changes may be articulated as targets or benchmarks, where a:

- *Target* is a statement of an *objective* in terms of a measurable outcome or output, e.g. to increase awareness of X conservation issue in community Y by 20%, or have 200 people attend an event.
- *Benchmark* (or *standard*) is a reference or measurement standard for comparison. This performance level is recognised as the standard of excellence for a specific process, e.g. international or national water- or air-quality standards, or past achievements.

Outcome monitoring can involve direct or indirect measurement of the characteristic of concern. Direct measurement uses outcome *measures*[3], e.g. possum numbers. Indirect measurement uses *indicators*—measures that provide information about a characteristic of interest that cannot be measured directly. For example, to measure the success of DOC's aim to have people connected to and involved with conservation, a number of indicators have been developed, including the 'change in people's satisfaction with their involvement in conservation'. In practice, the term indicator is often used to refer to both direct measures and indicators.

2.1.2 Performance monitoring or measurement

When outcome monitoring is used to help make judgements about the success of DOC's programmes, it is called *performance monitoring or measurement*. Along with monitoring outcomes, performance monitoring usually also involves the measurement of actions and *outputs*, e.g. the number of volunteers that participate in departmental volunteer programmes, or kilometres of new walking tracks constructed. Performance monitoring may also track progress against a *milestone*—a statement of an output objective in terms of a key point in a project's life that indicates that a specific stage in the project has been reached, e.g. 100 volunteers recruited by December, or Memorandum of Understanding signed with iwi by end of October. The measurement of outputs focuses on the level of activity regardless of its ultimate effect or outcome.

The purpose of performance monitoring is to increase the accountability of programmes and government activities by reporting on what has been achieved with the money spent.

Performance monitoring occurs at two levels:

1. The departmental level:
   - Involves monitoring and reporting against key indicators of DOC's broad outcomes, e.g. under the Appreciation outcome area, an indicator is 'New Zealanders' understanding of important conservation issues'.
   - While this is a form of 'outcome monitoring', because of the broad level of these outcome areas actual trends in the characteristics will be influenced by a number of factors and changes, and will not be directly attributable to individual DOC programmes.
   - Monitoring at this level is reported on in the Annual Report.

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[3] DOC OC4 Output performance measures summary information: work planning 2005/06, performance reporting 2005/06 (DOC 2005).

2. The programme level:

   - Involves monitoring and reporting against key indicators (or direct measures) of intended programme outcomes.

Section A1.1 (Appendix 1) provides the key performance monitoring requirements for DOC's CCPs.

Monitoring is also undertaken to track the condition of characteristics of interest in the absence of deliberate interventions, e.g. regular measurement of possum numbers in a Forest Park, or regular surveying of public opinion about conservation topics. This is sometimes referred to as *surveillance monitoring* (DOC 1999). This type of monitoring helps in policy and programme development by monitoring trends and flagging areas of concern.

2.1.3 Programme evaluation

Programme evaluation or *evaluation* also uses output and outcome monitoring information and involves a process of judging the value or success of programmes. However, it differs from performance monitoring in that one of the purposes of evaluation is also to improve ongoing programmes and/or to improve the design and implementation of future programmes. Therefore, evaluation has a learning function.

For the purposes of this guide, evaluation can be defined as:

> *Critically assessing how an activity or programme of activities is established and implemented as well as what its outcomes are.*

Evaluation generally involves the collection of information about the way in which an activity or programme of activities is undertaken (process) and the results of the activity or programme (outcomes), in order to judge success and learn about how to improve practice. As discussed above, the collection of information is sometimes referred to as monitoring, whereas the use of that information as part of the critical *assessment* process is called evaluation. In this guide, both of these processes will be referred to collectively as evaluation.

Evaluation is not a separate activity, but rather part of continuous improvement within the overall project cycle (see Fig. 2).

The process of evaluation can range from a small-scale reflective process by those conducting and/or participating in the activity, based around the question of 'What worked, what could be done better?', to a large-scale evaluation study conducted by external evaluators involving intensive data collection that utilises multiple methods to examine a number of evaluation questions.

The scale and scope of evaluation should reflect the purpose of evaluation, the audience, and the scale and significance of the programme to be evaluated.

Figure 2. The role of evaluation as part of the project cycle.

2.2 WHY DO WE EVALUATE?

There are many reasons we evaluate our programmes, including the following:

- It is a departmental requirement to undertake performance monitoring of our programmes
- We want feedback on our activities so we can learn how to improve them
- We want evidence about the usefulness of a new programme and how it might be improved
- We want to improve the skill-base within DOC by collecting evidence about how to do things better
- We want to have evidence of the success of our programme to ensure future funding
- We want to share our successes with others

Overall, these reasons can be categorised into three purposes or functions of evaluation:

1. **Contributing to performance monitoring and reporting for public sector accountability and future programme decision-making**
   - Focuses on the question 'Was the activity successful?'
   - Used by governments to report on achievements through processes like the Annual Report
   - Often used to make decisions about future programme funding
   - Increases accountability within the public sector
   - Relies on clear performance objectives and identified outcomes
   - Often referred to in terms of *summative evaluation*

2. **Contributing to programme management and development**
   - Focuses on the question 'What can we do better?'
   - Used by practitioners to examine progress towards targets and milestones
   - Integrated into a continuous improvement cycle
   - Identifies unexpected barriers and unintended outcomes, and allows for project adjustments
   - Focuses on learning as we go
   - Often referred to in terms of *formative evaluation*
3. **Contributing to future skill development and the development of a shared evidence-base**
   - Focuses on the question 'What have we learnt?'
   - Used by practitioners to improve their skills and decisions about future programme design
   - Used to explore and develop an evidence-base on key areas of uncertainty within programmes
   - Explores questions such as 'What information provision is most effective in recruiting volunteers/getting people to come along to an event/raising people's awareness of a programme?'
   - Often referred to in terms of *evaluation research*

Each of these different types of evaluation often involves different audiences for the evaluation, as well as requiring different types of information. The use of these three types of evaluation is explained further in Step 2 of the six-step evaluation framework (section 3.3).

2.3 WHAT DOES EVALUATION INVOLVE?

Regardless of the approach or methodology for evaluation, the steps involved are generally the same. The following steps have been adapted from a four-step model for evaluation presented in Blakely et al. (1999: 68):

1. **Design the evaluation**

   Evaluation works best when it is an integral part of project management. Develop an evaluation strategy, including key questions, indicators and activities, when planning a project.

2. **Collect the information**

   As a project proceeds, monitor what is occurring and what is being achieved. Use this information to improve project management.

3. **Analyse and interpret the results**

   Make sense of all the information—identifying issues, trends and themes will help to reach conclusions. Sometimes there may be gaps or contradictions that require further investigation for clarification.

4. **Share and respond to results**

   Evaluation results should feed back into improving future project planning and management, as well as promoting the project.

2.4 PRINCIPLES OF EVALUATION

To be effective, evaluation should follow five key principles:

1. **Evaluation should be an integrated part of the planning and management of CCPs**

   Evaluation should be designed at the time of project planning and should be part of a process of continuous improvement. Plan your evaluation process at the beginning of a project, not once it is finished!

2. **Evaluation should be a structured and planned process**

   While an informal process of reflecting on the successes and failures of a completed project provides some learning opportunities, good evaluation should be purposeful and focused, and should include:

   - Measurement against clear performance criteria derived from the clearly articulated goals and objectives (process and outcomes) for the project
   - Rigorous and systematic data collection

3. **Evaluation design should reflect the purpose and audience of the evaluation, and the scale and significance of the project**

   The design of the evaluation should reflect its end use and pay particular attention to the type of information about the performance of the project that is required by different *stakeholders* (internal and external). The evaluation design should also reflect the available resources to conduct the evaluation: in general, it is preferable to evaluate fewer aspects of the programme well rather than more aspects superficially.

4. **Evaluation should, whenever possible, be a participatory activity**

   To improve the learning potential of evaluation, key project stakeholders (internal and external) should be involved in the evaluation process. At a minimum, they should be involved in the design of the evaluation; however, they can also be involved in data collection, analysis and interpretation, and the sharing of results.

5. **Evaluation needs to be respectful of the values, perspectives and rights of those involved**

   Evaluation is not a value-free process and can present some risks that need to be considered, such as:

   - How the evaluation may reveal information that can be interpreted as being critical of the actions, skills or motives of programme managers or participants
   - How the evaluation might be interpreted as a 'threat' to the future of a programme or alternatively raise expectations about improvements
   - What indicators or measures are politically, culturally and socially appropriate
   - How different values and perspectives will be included and contradictory perspectives treated
   - How and when privacy and confidentiality will be ensured
   - Whether ethics approval is required for any of the data collection methods used

3. How to design an evaluation framework

Designing an evaluation can be a complex and difficult process for some practitioners, and sometimes key components of the design process can be missed or completed inadequately.

To help simplify the evaluation design process for CCPs, a **six-step design methodology** has been developed (adapted from Johnson 2004). This methodology is summarised in Fig. 3 and is supported by a series of templates, which can be found in section A1.2 of the CCP Evaluation Toolkit (Appendix 1). Instructions on how to complete each step using the templates are provided in this section, along with examples of the type of information you may wish to include. An example scenario for a fictional project follows the explanation of each step, to show you an example of each template in action and give you ideas for developing your own evaluation framework.

By following this methodology, you will develop an evaluation framework that includes:

1. Details of the programme to be evaluated:
    - The specific activities to be evaluated
    - The practice principles or *critical success factors* for these activities
    - The intended short-, medium- and longer-term outcomes
    - The context of the programme and identification of external factors that might affect the process and outcomes of the programme
2. The purpose of the evaluation and its intended use:
    - The audience for the evaluation
    - What they need to know
    - When they need the information
    - What form they need the information in
    - How they will use the information
    - Who will be involved in the evaluation and how
3. The approach and methods for evaluation:
    - The key evaluation questions and aspects of the programme to be evaluated
    - The information required to address the questions
    - Any performance criteria (targets, milestones and benchmarks)
    - Any indicators to be used
    - How any new information will be collected, analysed and interpreted

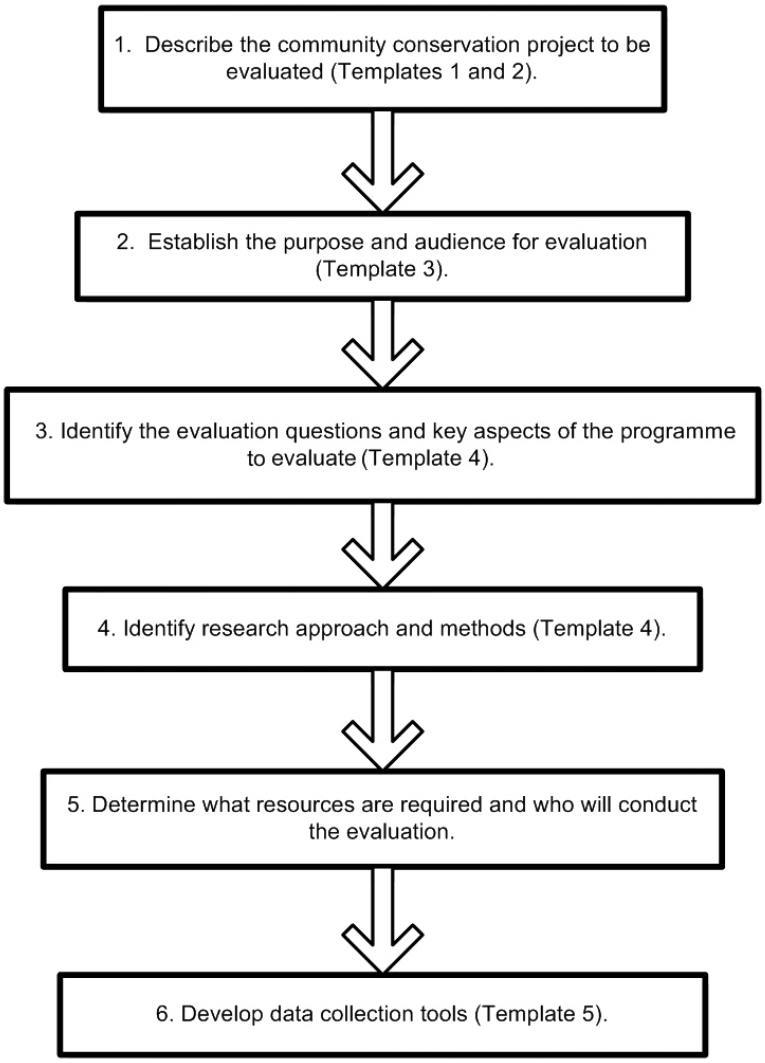

Figure 3. A six-step methodology for evaluation design.

3.1 WHEN SHOULD THE EVALUATION DESIGN PROCESS BE STARTED?

Ideally, evaluation design should be done at the time of project planning. This will ensure that appropriate resources and time are set aside for the evaluation, and that any required data collection is designed and implemented in time. However, projects do change over time, and the evaluation needs to be reviewed regularly.

The evaluation design methodology described in this guideline is also a useful tool as part of the project planning process, and can help improve the effectiveness and efficiency of programmes before they begin.

Nonetheless, if you are just starting the evaluation design process and your programme is already underway or nearly completed, you can still use the steps described.

3.2 WHO SHOULD BE INVOLVED IN THE EVALUATION DESIGN PROCESS AND HOW LONG DOES IT TAKE?

Many evaluation guidelines argue that stakeholders should be involved in evaluation (Woodhill & Robins 1998; Blakeley et al. 1999; Johnson 2004). For example, it has been stated that:

> *If you design, develop and implement the evaluation in partnership with stakeholders, you are more likely to get meaningful and useful information from your evaluation exercise. Similarly, the stakeholders are likely to accept the evaluation, and pick up relevant aspects for improving things themselves.* (Blakeley et al. 1999: 79)

It is most important that stakeholders are involved in the first two stages of the evaluation design process.

3.3 HOW TO DESIGN A SIX-STEP EVALUATION FRAMEWORK

This section explains how to design a six-step evaluation framework using the templates that are provided in section A1.2, Appendix 1. An example scenario (see box) is used to illustrate how to fill out these templates.

Step 1 Describe the Conservation with Communities Project to be evaluated

The first step in developing an effective evaluation framework is to define the activity or programme of activities to be evaluated, keeping in mind that most CCPs include a range of different activities. For the purposes of evaluation, activities need to be listed separately if they involve actions that will occur at different times, or that have different methods or objectives.

This step involves two parts and uses two templates:

- Template 1 involves deciding which aspects of the programme (individual activities in the programme) are to be evaluated and then reviewing and/or discussing with programme stakeholders the goals of the programme as a whole and the objectives of the individual activities to be evaluated.
- Template 2 uses this information to develop a *programme logic model* for the activity, which will describe how the programme is intended to work.

Example scenario: Moana Nui 'Fish-4-Eva' programme

Moana Nui is a growing provincial city on the popular east coast. It developed from its small-scale coastal shipping origins, which are still ongoing, albeit less significant. It is now becoming more popular as a tourist destination, particularly from the local and international yachting community, who enjoy sailing around the cluster of nearby offshore islands. The city has a small marina and the waterfront area is being developed. Nearby, there is also a base for a small number of fishing vessels, which export their goods and supply local shops, as well as operating fishing cruises for tourists. The region has a strong cultural history and there is a large urban marae on the coast. The city is growing quite quickly and there is significant development and subdivision planned on the coast. Although unemployment increased when coastal shipping declined, things are changing with increased tourism and property speculation.

Surveys over the last 10 years have shown that the marine area of Moana Nui has been severely degraded. Locals confirm that fish stocks are not what they used to be. The area has been identified as a place of significant underwater diversity, particularly the nearby offshore islands; it has significant areas of rocky ecosystems and pods of dolphins are still sighted from time to time. Friends of the Sea have been advocating for many years to get some protection in place.

The Department of Conservation decided that it was a priority to raise awareness of the need for some form of marine protection for Moana Nui.

At first, DOC held a public information evening and provided an exciting presentation of the underwater life around the bay and associated islands. After that first meeting, interest was sufficiently high to support more community discussions about what marine protection could mean for the city. As a next step, DOC facilitated a meeting at the local marae with some of the key stakeholders. This included representatives from the port company and marina owners, regional and city councils, the Ministry of Fisheries (MFish), iwi, fishing vessel owners and recreation clubs, a fish and chip shop owner, a university scientist, local residents, and students from a couple of local high schools.

After a couple of hui, several members of the group were interested in what was called the 'Fish-4-Eva' programme (the title came from local school students), which was a programme to highlight marine opportunities in the area.

The objectives of the programme were to:

- Build stronger relationships between the community and government (DOC/MFish/council)
- Help the community to gain an understanding of marine protection
- Assist the community in identifying opportunities for involvement in marine protection
- Sustain the marine environment for everyone

To help achieve these objectives, the group decided to enlist the services of a consultant to create a community engagement strategy. This consisted of three types of engagement:

1. Establishing and maintaining a collaborative process with various stakeholders to develop the 'Fish-4-Eva' programme
2. Information and consultation forums and meetings to discuss the programme more widely in the community
3. Environmental education through the experiential learning concept of 'experiencing marine reserves programme'

Template 1 *Identify the different activities in the CCP that are to be evaluated and the objectives for each of the activities*

List the activities to be evaluated in Column 1 of Template 1. Next, define the overall goals of the programme. If the programme is underway, you may wish to review any previous programme plans or other documentation to determine what the overall goals of the programme are/were. Decide whether these are still relevant and add any other goals for the programme. List these in Template 1 under the title of the programme.

Next, think about how the broad goals translate into specific objectives for each of the different activities in your programme. Think about your objectives in terms of '*We would know the programme was successful if these things were achieved…*'.

Objectives usually relate to three things:

1. The achievement of certain **short-, medium- and longer-term outcomes** (changes or effects that happen as a result of the programme), e.g. participants learn conservation skills
2. The execution of certain activities or production of certain **outputs**, e.g. 20 training sessions held with 100 participants attending
3. That activities or outputs meet certain **practice principles or standards**, e.g. participants felt that the training sessions were easy to follow

For the purposes of evaluation, these objectives need to be defined (or redefined) in a way that is SMART:

Specific—clearly define what will be achieved

Measurable—ensure there is some way of measuring what will be achieved

Achievable—make objectives realistic given the context and available resources

Relevant—make sure objectives are essential to the broader aims of the programme

Timeframe—identify a timeframe by which the objectives will be met

List the SMART objectives in Column 2 of Template 1, alongside each activity to which they refer.

Summary instructions—Template 1

1. Put the name of the CCP at the top.
2. List the overall goals of the programme.
3. List the activities to be evaluated in Column 1.
4. List the SMART objectives that apply to each activity in Column 2. If you have particular targets or milestones (see definition in section 2), note these down; these will need to be considered in Steps 3 and 6.

Example scenario: Moana Nui 'Fish-4-Eva' programme

Template 1—Define the different activities in the CCP that are to be evaluated

CCP Name: Moana Nui 'Fish-4-Eva' programme

Overall goals of project:

- Build stronger relationships between the community and government (DOC/MFish/council)
- Help the community to gain an understanding of marine protection
- Assist the community in identifying opportunities for involvement in marine protection
- Sustain the marine environment for everyone

ACTIVITY	SMART OBJECTIVES *'We would know we were successful if these things were achieved…'*
Public information and consultation meetings	• Increased public understanding of underwater life around the bay and associated islands • Increased public understanding of the potential benefits of marine protection • Raised public awareness of the proposed 'Fish-4-Eva' programme • Increased support for the programme • Sought public feedback on the proposed programme • Identified opportunities for the public to be involved in marine protection • Identified members of the public and stakeholders who are interested in being involved in the programme • Recruited members of the public and stakeholders to the collaborative process to develop the programme • Sought input into the design of the programme • Obtained financial support from the public and stakeholders
Collaborative process with various stakeholders (meetings/hui at local marae) to develop programme	• Developed an effective programme that will achieve marine protection • Built strong relationships amongst stakeholders • Gained a collective sense of purpose and shared ownership of the programme • Shared financial resources and knowledge and built collective capacity
'Fish-4-Eva' environmental education programme 'experiential learning activity'	• Participants increase their knowledge of the marine environment and marine protection • Participants have 'hands on' experiences in the marine environment, and are more informed and motivated to be actively involved in marine protection • Participants' knowledge about marine protection is put into action, resulting in more informed and motivated communities

Template 2 Clarify how the programme is intended to work

Once you have determined what your programme is trying to achieve (the objectives), it is important to clarify how your programme is expected to work.

A useful way to do this is through the development of a programme logic model (also sometimes referred to as intervention logic). A programme logic model is a planning tool or template that helps you describe how what you do and the way you do it will contribute to the intended outcomes, and how the context of the programme has been considered and planned for.

Programme logic models are useful for determining what questions to ask in the evaluation.

Programme logic models include a description of an outcomes hierarchy—how short-term outcomes (often direct impacts on programme participants) can lead to medium- and longer-term outcomes. These are often illustrated by drawing arrows between outcomes as they are expected to occur over time. It is important to remember that as you move down the outcomes hierarchy, the outcomes are more likely to be influenced by external factors.

Programme logic models are based on an '*if*... *then*...' logic. For example, the overall logic of DOC's CCP work might be expressed as '*if* we build an individual's awareness, experience and connection to New Zealand's unique natural, historic and cultural heritage, *then* we will increase their understanding of and support for the conservation agenda, which will *then* lead to changes in their actions to support conservation'. This is illustrated in Fig. 4.

Keep in mind that almost all evaluations involve making a judgment about 'success' based on the achievement of programme objectives. Taking the time to articulate your programme logic ensures that the objectives you have determined for your programme are realistic and achievable, based on a sound thinking process.

Table 1 describes elements that are commonly included in a programme logic model. The components in the shaded rows are used in Template 2. You may wish to include some or all of the other components if they are relevant to the evaluation questions you wish to address in the next step. Some examples of elements that might be included in Template 2 are given in the Moana Nui example. Further examples for the range of DOC activities are provided in the CCP Evaluation Toolkit (section A1.3, Appendix 1) along with information about how these elements might be measured.

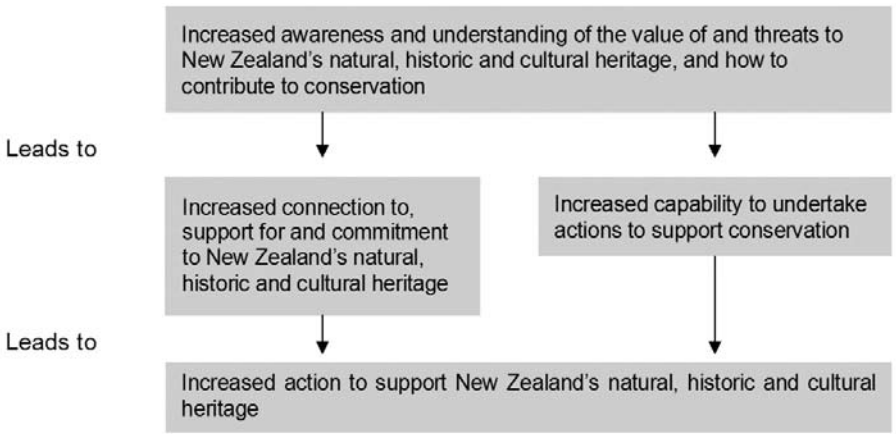

Figure 4. A generic outcomes hierarchy for Conservation with Communities Projects in the Department of Conservation.

TABLE 1. TYPICAL COMPONENTS OF A PROGRAMME LOGIC MODEL.
Components in shaded rows are used in Template 2.

COMPONENT	CHARACTERISTICS	EXAMPLES
Initial problem or future vision	**Why the programme was established** The original issue, need or goal that caused the programme to be developed.	• The need to improve the conservation outcomes in a particular community
Programme goals and objectives	**What the programme is trying to achieve** These are the stated goals and objectives of the programme, which generally include the achievement of particular outcomes and sometimes certain principles of practice (e.g. upholding the Treaty of Waitangi).	• Involvement of a wide range of stakeholders including XYZ in developing a programme to improve the conservation practices of X
Inputs	**What you invest** Includes human and financial resources.	• 12 months • $50,000
Activities, actions or outputs*	**What you do *(If we do this…)*** The activities conducted and any 'products' that are produced, such as plans, educational resources and workshop notes.	• Provide training on conservation skills to X • Consult on conservation programme with Y
Critical success factors	**How you do it *(in this way…)*** These are factors that are in the programme's control and you believe are critical to the outcomes, such as how, when or with whom you undertake activities.	• Training is made available to all farmers in the catchment • Consultation involves all key stakeholders • Consultation involves opportunities for creative input into the programme
External factors (risk factors)	**What could intervene** ***(taking this into account…)*** These are things outside the control of the programme that may affect the outcomes. They are often referred to as risk factors. They can exist before the programme begins or arise during the course of the project/programme. They can include background trends in an outcome area or other pressures (natural or human-induced) or responses (actions by others) affecting the outcome area.	• People have other commitments • There is a negative feeling toward DOC amongst some stakeholders • There is negative media publicity about the programme
Short-term outcomes	**What happens as a result** ***(then this will happen…)*** These are the first-order effects of your activity and are usually immediate changes to participants in the activity.	• Participants gain new knowledge about X • The relationship between DOC and X improves/grows stronger • Participants gain new skills in X • Consultation provides information that is useful to the programme manager for programme planning
Medium-term outcomes	**What this leads to** ***(which will lead to this…)*** These are the second-order effects of the activity—the effects of the short-term outcomes.	• Participants change the way they behave in terms of X • Programme has wide support in the community
Longer-term outcomes	**What this can contribute to** ***(and lead to this)*** These are the third-order effects of the activity and may include changes beyond the participants in the activity and the impacts on conservation outcomes.	• Wider community changes in the way they behave in terms of X • X conservation outcomes (biophysical) are achieved

* In some explanations of programme logic models (e.g. Woodhill & Robins 1998), activities are separated from outputs. For example, the activity might be carrying out a training workshop and the output would be 50 people complete training. In this methodology, for the sake of simplicity, the term 'activities' is used to refer to both the process used in an activity and any measurable outputs.

There are several tips that could help when completing a programme logic model:

- When deciding the '*if… then…*' relationships in your programme, consider whether the evidence to support these assumptions is sound. These assumptions should be based on local experience or, better yet, previous evaluation or research.
- The objectives and methods of CCPs can change as the programme progresses, to adapt to changing circumstances. It is useful to review the programme logic periodically and update it if necessary.
- The outcomes in programme logic models should be expressed as **action words** (things that you expect to happen) rather than in terms of opportunities for outcomes (which are really an output rather than an outcome). For example, you would say 'people attend workshop' rather than 'people can attend workshop'.

Summary instructions—Template 2

1. List the activities to be evaluated (taken from Column 1 of Template 1) in Column 1 of Template 2.
2. List the objectives of the activities (taken from Column 2 of Template 1) in Column 2 if they relate to the quality of your activities (critical success factors), or in Columns 4 or 5 if they are either short- or medium- to longer-term outcomes.
3. List any other key elements of how you undertake the activities (critical success factors) that will influence the success of these activities in Column 2.
4. List the risks that might affect the project's success and that you need to take into account (external factors) in Column 3. Refer to any programme risk assessment, if available.
5. Add any other short- to longer-term programme outcomes you think are appropriate in Columns 4 or 5, and link the outcomes with arrows (drawing these on the template) depending on your perception of how they will influence each other and occur over time.
6. Check that your programme logic makes sense and add or remove any items until you are satisfied that your logic is sound.

Example scenario: Moana Nui 'Fish-4-Eva' programme

Template 2—Clarify how the programme is intended to work

Instructions: Indicate the logical flow between your short-, medium- and longer-term outcomes by drawing arrows between them.

ACTIVITIES *If we do this…*	CRITICAL SUCCESS FACTORS *in this way…*	EXTERNAL FACTORS *taking this into account… (potential risks out of programme's control)*	SHORT-TERM OUTCOMES (STO) *then this should happen…*	MEDIUM- TO LONGER-TERM OUTCOMES (MTO–LTO) *which will lead to this.*
Public information and consultation meetings	• Suitable venue and time • Range of people attend • Gatekeepers/leaders in the community attend • Appropriate iwi/hapu attend • Meetings are well advertised • There are good presenters • Material is well targeted and informative • Everyone has a chance to speak • Agenda well organised • Meeting well facilitated • People have information to take home	• Other community priorities • Attendees want to talk about other issues • No media attend • Presenters are ill • Power failure • Low attendance • People talk off the topic • Key people do not turn up • The right people in an organisation do not turn up	• Information useful to steering committee is identified • Potential supporters/funders and other stakeholders are identified • Community is more aware of the programme and what it is trying to achieve • Participants have increased knowledge of: —Marine environment —Potential benefits of marine protection • Community feels involved in decision-making and develops a sense of ownership	• Increased support for marine protection in community • Relationships and collaborative processes are sustained beyond the programme • DOC's profile is enhanced in the community • Potential for more conservation collaboration is identified • Stakeholders and programme participants engage in activities to support marine protection
Collaborative process with various stakeholders used to develop programme (meetings/hui at local marae)	• Programme design (output) reflects the needs and values of all the stakeholders involved • All stakeholders contribute to programme design • Stakeholders feel that their views were acknowledged and treated with respect • All key stakeholders are identified and invited to participate • All key stakeholders are involved in the programme • Meetings are held at a time convenient to stakeholders	• Funding partner pulls out • Nobody wants to be involved • Group fails to reach agreement on the programme	• New or improved networks and partnerships are formed between government, iwi/hapu and stakeholders • Steering committee has better knowledge of community needs and issues • Increased capacity to deliver programme • Participants have increased knowledge of: —Marine environment —Potential benefits of marine protection	• Some form of formal marine protection achieved for area

Continued on next page

Example scenario Template 2—continued

ACTIVITIES *If we do this…*	CRITICAL SUCCESS FACTORS *in this way…*	EXTERNAL FACTORS *taking this into account… (potential risks out of programme's control)*	SHORT-TERM OUTCOMES (STO) *then this should happen…*	MEDIUM- TO LONGER-TERM OUTCOMES (MTO–LTO) *which will lead to this.*
'Fish-4-Eva' environmental education programme 'experiential learning activity'	• Targeted schools participate in the programme • Targeted community members participate in the programme • Risk management procedures followed	• Schools cancel • Lack of school funding to participate • Health and Safety issues • Not enough parental supervision	• Participants have increased knowledge of —Marine environment —Potential benefits of marine protection • Participants have increased skills in the environment → • Participants are actively involved in a range of actions to support marine protection • Participants have a better appreciation of the marine environment • Participants support the need for marine protection • Participants feel inspired and enthused about their marine environment	

Invited stakeholders include representatives from the port company and marina owners, regional and city councils, Ministry of Fisheries, iwi, fishing vessel owners and recreation clubs, a fish and chip shop owner, a university scientist, local residents, and students from a couple of local high schools.

Step 2 Establish the purpose and audience for the evaluation

Template 3 Clarify the purpose and audience for the evaluation

After the programme to be evaluated has been clarified by developing a programme logic model, you need to think about the purpose and audience for your evaluation.

The different purposes for evaluation were introduced in section 2.2 and include:

1. Contributing to performance monitoring and reporting for public sector accountability and future programme decision-making (summative evaluation)
2. Contributing to programme management and development (formative evaluation)
3. Contributing to future skill development and the development of a shared evidence-base (evaluation research)

In most cases, programme evaluations are used for all three of these purposes. Table 2 shows how these purposes relate to different audiences and their needs.

Summary instructions—Template 3

1. Determine the purposes for evaluation by ticking the appropriate boxes on the template.
2. List the different audiences for the evaluation in Column 1.
3. List the information they need to know in Column 2.
4. List the type of information they require in Column 3 or by using the tick boxes provided (you may wish to come back to this step once you have completed Step 4).

TABLE 2. THE RELATIONSHIP BETWEEN THE PURPOSE AND AUDIENCE FOR EVALUATION.

EVALUATION FUNCTION	CORE QUESTION	AUDIENCE	AUDIENCE NEEDS
Summative evaluation	Was the activity successful?	People external to the programme who want to know whether the programme was effective, efficient and worthwhile, e.g. senior managers, the Minister of Conservation, other MPs, the media and community members	• Evidence of performance that is *objective*, *valid*, *reliable* and quantifiable • Stories of success that are useful for illustrating the value of DOC's CCP work
Formative evaluation	What can we do better?	Programme partners and stakeholders	• Real-time information on the programme's progress and outcomes, and any unexpected issues
Evaluation research	What have we learnt?	Programme partners and stakeholders, and other (internal or external) people undertaking similar activities	• Key lessons from the evaluation about what works, for whom and in what circumstances • Both objective, valid and reliable evidence and anecdotal stories

Example scenario: Moana Nui 'Fish-4-Eva' programme

Template 3—Clarify the purpose and audience for the evaluation

What is the purpose of the evaluation?

☑ To contribute to performance monitoring and reporting for public sector accountability and future programme decision-making (summative evaluation)

☑ To contribute to programme management and development (formative evaluation)

☑ To contribute to future skill development and the development of a shared evidence-base (evaluation research)

WHO IS THE AUDIENCE FOR THE EVALUATION?	WHAT DO THEY NEED TO KNOW?	WHAT TYPE OF INFORMATION DO THEY REQUIRE?
DOC programme manager	• Did the programme fulfil its objectives? • Was the programme value for money, time and effort? • Was this an effective process for achieving some form of marine protection? • Did the programme raise awareness and support for marine protection? • Did the programme improve/build relationships? • How could we improve the programme? • What have we learnt? • What could we do better?	☐ Evidence of performance that is objective, valid, reliable and quantifiable ☑ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☑ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts
Collaborative steering group participant (regional council representative)	• Is this programme worth our investment of time and money? • Is it the best thing to do with the limited resources we have for coastal awareness/education? • Has the regional council involvement made a difference? What has been the value of our input? • Does the experiential learning programme support the council's role in coastal management? • What have been the spin-offs for the council from the collaborative process?	☐ Evidence of performance that is objective, valid, reliable and quantifiable ☑ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☑ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts
School	• Has the programme supported the objectives of the curriculum? • What have the children learnt? • What have been the outcomes of the experiential learning process?	☐ Evidence of performance that is objective, valid, reliable and quantifiable ☑ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☐ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts

Step 3 Identify the evaluation questions and key aspects of the programme to evaluate

Template 4 *Columns 1–3: Identify the evaluation questions, aspects of the activities to be evaluated and indicators*

Once you have determined the purpose and audience for the evaluation, you can establish what the evaluation needs to address. The easiest way to do this is to identify the key questions that the evaluation will raise and then determine what information is required to answer them. This is often the most difficult yet most important part of designing an evaluation (Woodhill & Robins 1988: 33).

In most cases, you will be unable to collect information about every aspect of your programme due to time and financial constraints. Therefore, it is important to **prioritise which aspects of your programme's activities you are most interested in**. This will allow you to determine what specific information you require.

Most evaluations will consider the overall *descriptive* question 'What happened?' by measuring what was done (actions), how it was done (critical success factors), what else affected the programme's activities (external factors), and what the results were (outcomes). In other words, by measuring the elements you described in your programme logic on Template 2. This information lets you judge the effectiveness of the programme's activities (the achievement of objectives) and allows you to answer the *normative questions*:

- What can we do better? (formative evaluation)
- Was the activity successful? (summative evaluation)

Which aspects of your programme you choose to prioritise depends largely on the purpose of and the audience for your evaluation (Step 2), the types of information they are most interested in, and the resources available.

For formative evaluation, there may be key areas of programme uncertainty or areas of performance (often process related) that are of particular interest to the programme staff (which is why it is so important to involve programme staff and stakeholders in the evaluation design process). For example, the clarity of instructions given in a new workshop format, how easily participants were able to use/understand new methods, or what learning outcomes there were from a new programme. Conversely, there may be parts of your programme that you are confident about because you have already evaluated them a number of times (venue, format, etc.); therefore, it may be sufficient to only review these periodically, rather than re-evaluate them every time.

For summative evaluation, there may be internal performance monitoring requirements around certain key outputs, outcomes or aspects of process (see section A1.1 of the Toolkit (Appendix 1)). Likewise, key stakeholders (e.g. the Minister of Conservation or the community) may have a higher degree of interest in whether the programme achieved certain outcomes based on DOC's or the community's priorities. In some cases, stakeholders will not only be interested in the achievement of outcomes (*effectiveness*) but will also want information about the *efficiency* and *appropriateness* of the programme, in which case you also need to collect information about the programme inputs (human and financial resources, and time spent) and the original problem to be addressed.

While summative and formative evaluation are concerned with generating information that will be useful for gaining a better understanding of the programme being evaluated, evaluation research is concerned with learning that extends beyond the scope of the individual programme being evaluated. This information allows us to refine our programme methods and techniques by better understanding how the methods used and the context of the programme can affect the outcomes achieved. In the case of CCPs, there is still a lot to learn about how to maximise the effectiveness of the methods used under different circumstances. Often, evaluation research is concerned with asking cause and effect questions, such as 'How does the way information is delivered affect its uptake?'. However, as will be discussed in the instructions to Step 4, these types of questions may require an approach that more closely resembles research than evaluation, including more complex (and resource-intensive) data collection.

Table 3 provides examples of some of the core questions for formative and summative evaluation and the types of information required to answer each question. These questions can be summarised under the following headings:

- Outputs
- Value/efficiency
- Quality
- Context
- Outputs
- Research

Once you have determined which questions you wish to ask and the priority aspects of the activity you wish to examine, you need to identify the information required to answer the questions, including the indicators that will be used to measure the various programme aspects.

TABLE 3. EXAMPLE QUESTIONS FOR A CONSERVATION WITH COMMUNITIES PROJECT EVALUATION.

TYPE*	EVALUATION QUESTIONS	ASPECTS OF PROGRAMME TO INVESTIGATE (INFORMATION REQUIRED)
F	How well are we progressing towards our programme milestones?	Achievement of key programme milestones
S	Were we successful in delivering the programme on time and in accordance with the programme plan?	Achievement of key programme milestones
F	How well is our programme being carried out and what improvements do we need to make?	Achievement of key process principles (critical success factors)
S	Did the programme meet the best practice standards identified?	Achievement of key process principles (critical success factors)
F	How are we tracking toward our programme's intended outcomes and what improvements do we need to make?	Achievement of key programme outcomes
S	Was the programme successful in achieving the intended outcomes?	Achievement of key programme outcomes
F	What external factors/barriers are affecting our programme and do we need to make any adjustments to the programme?	Key external factors (other factors influencing the outcomes of the activity)
ER	What aspects of how the programme was carried out appeared to be most important to its overall success and how does this compare to other similar programmes	Key process principles (critical success factors) and outcomes

* S = summative evaluation; F = formative evaluation; ER = evaluation research.

Identifying indicators

Indicators are used to measure the state or condition of phenomena of interest. Your indicators describe what you will measure to determine the state or condition of the aspect of your programme that you are concerned about. Therefore, in programme evaluation, indicators are commonly developed to measure the different aspects of the programme you described in your programme logic. As mentioned in section 2, indicators are sometimes expressed as targets, milestones or benchmarks/standards.

To ensure that indicators are good, they should meet several criteria, including:

- Indicators should be intelligible and easily interpreted by the intended audience
- Indicators should be valid and meaningful—measuring what they are intended to measure
- There are current data available or the potential to collect new data on the indicator
- Data can be collected within the timeframe available
- Outcome indicators should be able to be confidently related to the effects of the programme and not overly influenced by external factors

Some examples of different types of indicators are given in Table 4.

TABLE 4. EXAMPLES OF DIFFERENT TYPES OF INDICATORS.

ASPECT TO MEASURE	EXAMPLE INDICATORS
Inputs	• Time taken • Staff costs
Outputs	• Number of meetings/workshops held • Number of information brochures distributed • Number of residents contacted
Process (critical success factors)	• Participants' perception of the usefulness, clarity, etc. of a workshop/training/education programme • Participants included representatives of all segments of the target population • Information was delivered in accordance with programme milestones
Outcomes	• Reported learning (self-reporting by participants of what was learnt or gained from an activity) • Reported behaviour (self-reporting by participants of changes to behaviour) • Observed learning (researcher observes 'learning' by testing knowledge using before and after design) • Observed behaviour (researcher observes behaviour or behaviour changes using before and after design)

The nature of the information collected by indicators can take two forms:

1. *Objective*—measures something tangible and observable (e.g. the number of people that attend a meeting)
2. *Subjective*—measures a perception of something (e.g. participants' satisfaction with the meeting's outcomes)

In some cases, the same aspect could be measured either subjectively or objectively. For example, if a critical success factor was to provide information in a timely manner, you could measure it using either the objective indicator (information provided in accordance with project milestones), or the subjective indicator (participants' perception of the adequacy of the time available to consider the information).

The type of indicator you choose depends on your audience and what type of information they will find most useful. Most evaluations use a range of different indicator types.

Summary instructions—Template 4 (Columns 1–3)

1. List the activity to be evaluated at the top.
2. List the specific aspects of the activity to be investigated to help answer the questions in Column 1 (consider which elements of your programme logic are of greatest interest to the audiences for the evaluation).
3. Indicate in Column 2 the measure or indicator that will be used to measure each aspect from Column 1. Example indicators are provided in section A1.3 (Appendix 1).
4. Identify any relevant targets or milestones in Column 3.
5. Repeat steps for each activity in your programme.
6. In addition to the individual activities, you may wish to prepare an overall programme template in which you address questions about efficiency and the achievement of medium- to longer-term outcomes.

Step 4 Identify research approach and methods

Template 4 Column 4: Identify how information will be collected

Once you have identified the questions to be addressed in the evaluation and the key aspects of the programme to investigate, you need to identify an appropriate research approach and research methods.

Research methods are how you collect and analyse data as part of the evaluation. Finding the appropriate research method depends on the overall research approach or methodology, which will, in turn, be a reflection of your overall approach to the evaluation itself, as determined by its purpose and audience (defined in Step 2).

In the field of evaluation, there has been a long-running debate between the use of qualitative (*naturalistic*) and quantitative (*positivist*) approaches (see Lincoln & Guba 1985). The type of research approach that will be appropriate depends on a number of factors. To determine this, you should answer three key questions about what you want to achieve in your evaluation (as determined in Step 2):

1. What types of questions are you asking?

Different research approaches and methods are useful for answering different types of evaluation questions. There are three main types of evaluation question: descriptive, normative, and cause and effect (GAO 1991):

- Descriptive questions, as the name implies, are concerned with describing 'what happened' in a programme
- Normative questions ask whether a programme has been successful by comparing observations of what happened to an expected level of performance
- Cause and effect questions ask why an observed phenomenon (generally an outcome) occurred by exploring the relationship between the phenomenon and one or more other factors

For formative and summative evaluation, you will mainly be concerned with descriptive and normative questions. However, evaluation research often considers questions of cause and effect.

2. How *generalisable* do you want the results to be?

Different research approaches and methods produce information (data) that can be generalised to different levels. For example, it may provide information about:

- The data source (e.g. the experience of the person interviewed/surveyed).
- All the people in the *sample frame* (e.g. all the people that were involved in an activity or all the people in a target community), by collecting data from a sample of this group.
- The programme that was evaluated as well as other similar types of programmes.

For formative evaluation, there is often no need to generalise, although careful attention should be given to providing a representative (if not generalisable) range of views. For summative evaluation, more 'credible' results may be required; this may require you to demonstrate the quality of your data collection, including the generalisability of your data, if you wish to draw conclusions about the programme's effectiveness. For evaluation research, you may wish to generalise to other similar programmes.

3. What type of information do you want?

Different research methods use different types of information. The two main types of information are *quantitative* and *qualitative data:*

- **Quantitative data** are in the form of numbers. They tend to be more reliable because there is greater consistency in data collection; therefore, they may be considered more credible. They also have the advantage of being useful for a greater range of analysis methods, which can produce greater generalisability of results and be used to answer cause and effect questions. They can also be easily displayed in graphs and charts, which may ease interpretation for some audiences.
- **Qualitative data** are in the form of words. Methods that produce qualitative data often have the advantage of being able to provide 'richer' and more in-depth information about the phenomenon being studied. They also tend to be able to capture a broader range of information (including identifying unanticipated outcomes) because they can use open-ended questions. Non-research-oriented people may relate better to the results because they can be expressed as stories rather than numbers.

For further guidance on research methods, please refer to Singleton et al. (1993).

Formative and summative evaluations often use both types of information. The type of information that is appropriate in your case will depend on the needs and preferences of the audience for your evaluation. For evaluation research, the type of information that is appropriate will depend on the questions you are asking. Obtaining valid information about cause and effect (*internal validity*) usually requires some type of field experiment to collect quantitative data and requires advanced statistical analysis. However, cause and effect questions may also be explored with qualitative information using an *inductive approach*.

Table 5 overviews a few common research approaches and their relative appropriateness in terms of the questions above. Detailed guidance on collecting and analysing data is not provided, but section A1.4 (Appendix 1) provides some information about different types of data collection methods.

For a basic in-house evaluation for the purposes of reflecting on the success of a programme and how it might be improved, the most common methods of data collection are:

- Participant questionnaires
- Record keeping (attendance, outputs)
- Group debrief

Summary instructions—Template 4 (Column 4)

1. For each of your evaluation questions in Column 1, consider the type of evaluation question, the type of information and the generalisability of results you require, and determine the type of research approach and method that may be appropriate. List these in Column 4.

TABLE 5. COMMON RESEARCH APPROACHES USED IN EVALUATION.
Adapted from GAO (1991: 32, Table 3.2).

RESEARCH APPROACHES	DESCRIPTION	DATA COLLECTION METHODS	TYPE OF EVALUATION QUESTION	CAN RESULTS BE GENERALISED?	TYPE OF INFORMATION	RESOURCE REQUIREMENTS
Qualitative approaches						
Internal review, self-evaluation, programme debrief	Programme leaders (and sometimes key participants) reflect on the programme and what they thought worked well or could be improved.	Participatory methods	Descriptive and normative	No—only provides information on views of people involved in review.	Qualitative	Cost: Low to medium Time: Low Skills: Low
Sample survey using non-*probability sampling*	Generally involves the use of standard participant questionnaires for similar types of activities. However, can also be used for mail, phone or face-to-face questionnaires. Currently used in DOC for performance monitoring and reporting.	Questionnaires	Descriptive and normative	No—only provides information on people surveyed.	Qualitative or quantitative	Cost: Low to medium Time: Low to medium Skills: Medium
Single *case study* of a type of programme	Generally involves the use of multiple methods (*triangulation*) to explore a single case study of an activity or programme in depth.	Any, including: • Questionnaires • Interviews • Group interviews • Observation • Record keeping/ document analysis • Population surveys	Descriptive and normative	Yes—can be generalised to all in sample frame if use probability sampling. Use of multiple methods and data sources can increase ability to generalise.	Both, though tends to be qualitative	Depends on exact methods used
Quantitative approaches						
Sample survey using probability sampling	A survey (mail, phone or face-to-face questionnaire or interview) is conducted with a *representative sample* of a population, where all individuals within the population (sample frame) have an equal chance of being chosen. The number of surveys required for different levels of confidence with statistical analysis can be determined through reference to probability tables.	Questionnaires or interviews using close-ended questions or coded open-ended questions	Descriptive and normative	Yes—can be generalised to all individuals in sample frame.	Tends to be quantitative	Cost: Medium to high depending on size of population Time: Medium to high Skills: High

Continued on next page

Table 5—continued

RESEARCH APPROACHES	DESCRIPTION	DATA COLLECTION METHODS	TYPE OF EVALUATION QUESTION	CAN RESULTS BE GENERALISED?	TYPE OF INFORMATION	RESOURCE REQUIREMENTS
Multiple case studies of a type of programme	Multiple 'cases' of a single programme are studied to gain an understanding about the programme as a whole. Most useful where the programme is generally the same in different areas (homogenous). The best strategy is to collect data from a purposively chosen sample of the range of applications of the programme (based on the context of the communities).	Any	Descriptive and normative; can be used to explore questions of cause and effect using *analytic induction*	Yes—can be generalised to all individuals in sample frame. If multiple cases sampled from homogenous programme*, can be generalisable across programme.	As above	Cost: Medium to high depending on size of population Time: Medium to high Skills: Medium to high
Field experiments (true, non-equivalent, before and after)	The main purpose of field experiments is to draw causal inferences about programmes (to answer cause and effect questions). There are several designs available (see GAO 1991). The most common designs used in evaluation are: 1. The non-equivalent control group, where you compare the outcomes in a group that has not received a programme with a group that has. With this design, there will be underlying differences between the two groups that need to be considered. 2. The before and after design, where you collect data from a group before and after it has been part of a programme, and look for differences (evidence of outcomes).	Questionnaires or interviews using close-ended questions or coded open-ended questions	Cause and effect	Yes—can be generalised to all individuals in sample frame if use probability sampling.	Quantitative	Cost: Medium to high depending on variables examined Time: High Skills: High

* All cases in the programme are implemented in similar ways in similar contexts.

Example scenario: Moana Nui 'Fish-4-Eva' programme

Template 4—Identify the evaluation questions, aspects of the activities to be evaluated and how information will be collected

Instructions: See section A1.3 of Toolkit for example indicators

ACTIVITY: Public information/consultation meetings

ASPECTS OF ACTIVITY TO INVESTIGATE	MEASURE OR INDICATOR	TARGETS OR MILESTONES	HOW WILL INFORMATION BE COLLECTED? (APPROACH AND METHODS)
OUTPUTS Did we do what we said we were going to do?			
Number of meetings held	Number of meetings held	5	Record keeping—meetings
QUALITY (Critical success factors) Was the programme conducted according to the plan? Was the programme conducted according to DOC's best practice principles?			
All key stakeholders attend	Representatives from all major interest groups attend	85% of all interest groups identified attend	Record keeping—attendance
Material is well targeted and informative	Participants' perceptions about how clear and useful the information was in terms of improving their understanding about the programme	-	Participant questionnaire
Participants' overall satisfaction	Participants' open-ended responses about what they liked/disliked about the meeting	-	Participant questionnaire
CONTEXT (External factors) What other factors may have affected the success of the programme and the outcomes achieved?			
Media Coverage	The amount of media coverage The tone of media coverage		Keep file of media

Continued on next page

Example scenario Template 4—continued

ASPECTS OF ACTIVITY TO INVESTIGATE	MEASURE OR INDICATOR	TARGETS OR MILESTONES	HOW WILL INFORMATION BE COLLECTED? (APPROACH AND METHODS)
OUTCOMES Did the information meeting achieve its intended outcomes?			
Short-term objectives (STOs): Information useful to steering committee is identified	Steering committee members' perceptions of the usefulness of the information received from the meeting		Internal debrief
Potential supporters/funders and other stakeholders are identified	Number of new people added to the stakeholder list		Record keeping
Community is more aware of the programme and what it is trying to achieve	Participants' perceptions about how useful the information was in terms of improving their understanding about the programme		Participant questionnaire
Increase participants' knowledge of the marine environment and potential benefits of marine protection	Participants' perceptions about how useful the information was in terms of improving their understanding about the marine environment		Participant questionnaire
OVERALL PROGRAMME:			
ASPECTS OF ACTIVITY TO INVESTIGATE	MEASURE OR INDICATOR	TARGETS OR MILESTONES	HOW WILL INFORMATION BE COLLECTED? (APPROACH AND METHODS)
OUTCOMES Did the programme achieve its intended outcomes? What have been the spin-offs for the council from the collaborative process?			
Medium-term objective (MTO): Increased support for programme in community	Community members' support for marine protection		Before and after poll of community members
Improve/build relationships	Major stakeholders' support for actions of DOC		Interviews with key stakeholders before and after
Long-term objective (LTO): Some form of marine protection	Marine protection achieved		

Step 5 Decide what resources are required and who will conduct the evaluation

What resources are required and are they available?

Once you have determined the most appropriate research approach and methods to answer the evaluation questions you have identified, you need to consider what resources will be required to conduct the evaluation and whether these resources are available.

Resource requirements include financial resources to conduct the evaluation (including data collection, analysis and reporting); availability of staff for participation in the evaluation; availability of internal expertise or resources to hire external experts to assist in the evaluation; and the time available (as part of the project timeframe) to conduct the evaluation.

At this stage, you may also wish to consider the appropriateness of the research approach and methods for the research participants. The research participants will usually include programme participants and staff, but may also include members of a target community (people targeted to receive information or participate in a programme) or other stakeholders in a programme (government, community, business), depending upon the type of activity, and the research approach and methods you have identified. Johnson (2004) outlined several factors that should be considered when deciding on the appropriateness of different research approaches or methods, which included:

- What characteristics of your participants (age, culture, location, literacy levels, and language) might make different methods more or less appropriate
- How much time potential participants will have available to participate in the evaluation and whether there is a risk of overloading people
- Whether extra support for participants will be required for data collection activities that are time intensive or require travel (e.g. focus groups)

In some cases, the answers to these questions will mean that you need to reconsider the evaluation questions from Step 3 and follow these steps again.

Who will conduct the evaluation?

If you decide to use an external evaluator, they will usually be responsible for the next step (developing data collection tools); however, the evaluation design team should be involved in reviewing these tools. It is also a good idea to include funding for a professional peer review if funds are available. As part of the contract, there should be a requirement for all data collection tools to be piloted.

Summary instructions

1. Using the information about the relative resource requirements of different research approaches in Table 5, consider whether there are adequate resources available and, if not, return to Step 3 and reconsider the research questions.
2. Consider the appropriateness of different research methods for your research participants and, if necessary, return to Step 3 and reconsider the research questions.
3. Decide who will conduct the evaluation.

Step 6 Develop data collection tools

Template 5 Design data collection method

The final step in the evaluation design process is to design the data collection tools. In Step 4, you determined which types of data collection tools you considered appropriate based on the purpose and audience for the evaluation and the overall research approach. In most cases, you will have identified different data collection tools to collect data for different aspects of your activity.

In this step, you need to determine more specifically how you will capture the information you require through the various data collection tools by identifying how those measures or indicators might be collected through the tools, e.g. how interview or questionnaire questions will be worded.

Section A1.4 (Appendix 1) provides further information on the design of data collection methods, including questionnaire and survey wording. Review this section and develop data collection tools as required.

Summary instructions—Template 5

1. List the data collection method at the top of Template 5 (as identified in Column 4 of Template 4), e.g. participant questionnaire.
2. List the measures or indicators to be evaluated in Column 1.
3. Provide details of how that indicator will be measured, e.g. describe the exact wording of the question in the data collection tool (for interview or questionnaire questions) in Column 2.
4. Repeat for each data collection method.

Example scenario: Moana Nui 'Fish-4-Eva' programme

Template 5—Design data collection method

DATA COLLECTION METHOD: Information/consultation meeting participant questionnaire

WHEN: Distributed and collected at the end of the meeting

MEASURE OR INDICATOR	DETAILS OF MEASUREMENT (FOR EXAMPLE, INTERVIEW OR QUESTIONNAIRE WORDING)
• Participants' perceptions about how useful the information was in terms of improving their understanding about the programme	• Did you feel that the meeting was useful in terms of improving your understanding about the 'Fish-4-Eva' programme?
• Participants' perceptions about how useful the information was in terms of improving their understanding about the marine environment	• How useful was the information in terms of improving your understanding about the marine environment?
• Participants' perceptions about how easy the information was to understand	• How easy did you find the information to understand?
• Participants' open-ended responses about what they liked/disliked about the meeting	• Overall, did you feel that the meeting achieved its aims? Why/why not? • In what ways could the meeting have been improved?

4. Interpreting and sharing results

4.1 RESULTS INTERPRETATION

As part of an evaluation, decisions need to be made about:

- How results will be interpreted
- How information will be reported and shared
- What planning and decision-making processes the results will inform

These decisions should be considered as part of the development of the evaluation framework and should reflect the purpose and audience for the evaluation (section 3.3, Step 2). Issues that arise during the evaluation research may require changes to be made, so any initial plans should be flexible enough to adapt to these changing circumstances.

Interpretation refers to the process by which the meaning and significance of results is determined. This is not always a straightforward process, as often different people will interpret the same information in different ways.

4.2 REPORTING AND SHARING RESULTS IN DOC

The best way for reporting and sharing the results of an evaluation will be determined by the purpose and audience for the evaluation (section 3.3, Step 2), and the project management framework within which the evaluation will occur, including:

- Current systems for reporting
- Current systems for ongoing review of conservation with community activities

Table 6 shows examples of information reporting for different types of evaluation.

The Department of Conservation's commitment to improving CCPs means there is an obligation to report on their achievements.

Principles to consider when sharing results

Whichever mechanism you choose for sharing results, a number of principles need to be considered:

- Identify the needs and capabilities of different audiences:
  - —It is important that you identify what information each audience cares about most and balance that with what you think is important for each audience to know. Also consider different information formats that might be appropriate for different audience types.

TABLE 6. EXAMPLES OF DIFFERENT INFORMATION REPORTING AND SHARING OPTIONS THAT MIGHT BE SUITABLE TO DIFFERENT AUDIENCES.

PURPOSE	AUDIENCE	AUDIENCE NEEDS	POTENTIAL WAYS OF SHARING INFORMATION
Summative evaluation	People external or internal to the activity with an interest in monitoring the activity to ensure it is effective, efficient and worthwhile	• Evidence of performance that is objective, valid, reliable and quantifiable • Stories of success that illustrate the value of community engagement to government and communities	• Reports • Media
Formative evaluation	People with a direct interest in the activity and/or some control over its future, including programme managers and participants	• Evidence of what is happening and why • Identification of opportunities for improvement	• Reports • Workshops
Evaluation research	People with a direct interest in the activity and other community engagement practitioners, experts and participants	• Lessons from the evaluation about what works for whom and in what circumstances	• Showcases • Seminars and presentations • Websites • Professional academic publications

- Identify opportunities to discuss the results with key stakeholders:
  - —The failure of many evaluations is that they are only used to produce written reports that are not read by the right people. Consider opportunities to share information through a two-way mechanism in which results can be discussed and, in the case of formative evaluation, desirable and feasible changes can be identified.
- Make sure results are reported in an accurate and unbiased manner:
  - —Most data are not neutral. Take care when presenting data to ensure that all assumptions and value judgments are made explicit and that data are presented in a comprehensive rather than selective way.
  - —Present quantitative results with a clear indication of the reliability of the data.
  - —Avoid over-generalising results. Ensure that you specify to whom the results apply and the likely timeframe over which the results hold true.
  - —Avoid making value comparisons between situations. For example, avoid making a judgment that one activity is outperforming another when there may be intervening factors affecting the outcomes.
  - —Avoid mistaking a correlation between variables for cause and effect when there is not enough evidence to draw that conclusion.
- Make reports user-friendly:
  - —Write reports that are easily accessible to those who need to implement changes. Be concise and use plain English with little jargon.
  - —Present quantitative results with appropriate contextual statements to aid interpretation. Break up graphs and tables of numerical data with qualitative feedback in the form of stories and anecdotes that illustrate the points the data are indicating.

- Make sure results are reported in a timely manner:
  —Provide information within a timeframe that is useful to decision-makers.
- Make sure results are shared as widely as possible:
  —Develop mechanisms to distil and share the lessons from evaluations of individual Conservation with Communities activities to guide the planning and implementation of future community conservation processes.
- Consider the ethical and political sensitivities attached to evaluation:
  —Write reports that are sensitive to both the community and government agencies involved. Take care before drawing conclusions about data that might be critical to a community, an individual's actions or a programme's outcomes; thoroughly explore the context.
  —Evaluations undertaken by government agencies can be politically sensitive. It is important to realise that evaluation results are vulnerable to misuse and misinterpretation. Make sure that any reports provide clear guidance on the reliability and acceptability (scope) of results and how they should be interpreted. Also remember that evaluations can raise expectations in the community or amongst staff that change may happen.

4.3 RESPONDING TO RESULTS

Evaluations should result in a list of findings and recommendations. These should be developed into improvement strategies and a response plan for implementation of those strategies, including:

- The issue or problem to be addressed
- The desirable changes
- Who is responsible for implementing the changes
- Timeframe within which changes should be implemented

This will often involve a process of negotiation between key stakeholders and decision-makers.

If the improvement strategy is part of an ongoing Conservation with Communities Programme (formative evaluation), a reasonable timeframe for implementation should be included. If the strategies involve changes to be implemented in future activities, these should be included in guidance materials and/or shared through training or showcasing events.

An example of a response plan format is:

ISSUE	DESIRED CHANGES	RESPONSIBILITY	TIMEFRAME

For further information, refer to Blakeley et al. (1999: 84–85) and Johnson (2004: 36–38).

5. Acknowledgements

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6. References and further resources

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6.2 FURTHER RESOURCES

An excellent bibliography of internet-based evaluation and research guides is available at www.innonet.org/index.php?section_id=62&content_id=142 (viewed 30 October 2007).

A free on-line course on programme logic models is available on the University of Wisconsin Extension site, which also has a range of other excellent resources: www.uwex.edu/ces/lmcourse/ (viewed 30 October 2007).

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7. Glossary

Analytic induction Involves establishing a hypothesis about the cause and effect, and searching through the cases for an instance that refutes the hypothesis. If one is found, a new hypothesis is developed to consider the finding and the process is repeated until the hypothesis cannot be refuted (GAO 1991).

Appropriateness Asks the question 'Was the project a good idea?'. In other words, were the goals and objectives of the project appropriate, given the needs of the stakeholders, the funding guidelines and the circumstances in which the project had to be carried out? All things considered, was the project a sensible use of resources and people's efforts for the problem at hand? A project may achieve all its goals and objectives but the original idea may not have been appropriate (Woodhill & Robins 1998: 33).

Assessment A term used in the field of education to describe measuring the achievement of learning outcomes by an individual (Blakeley et al. 1999).

Benchmark (or standard) A reference or measurement standard for comparison; this performance level is recognised as the standard of excellence for a specific process, e.g. international or national water- or air-quality standards or past achievements.

Case study Intensive study of an individual, group or place over a period of time (Hay 2005).

Critical success factors Factors that are within the programme's control and that you believe are critical to the outcomes, such as how, when or with whom you undertake activities.

Descriptive Descriptive research collects facts about a specific population or sample, e.g. a public-opinion poll (Singleton et al. 1993).

Effectiveness Asks the question 'Did the project work?'. In other words, was the project effective in achieving its stated goals and objectives? Were all the planned actions carried out and did these outcomes lead to the outcomes stated in the objectives? It is quite possible to have a project that is a good idea but poorly executed and therefore not effective (Woodhill & Robins 1998: 33).

Efficiency Asks the question 'Was the project carried out in the best possible way?'. In other words, were resources used efficiently or was their waste of some kind? A project could be appropriate and effective but unnecessarily expensive or demanding of people's time (Woodhill & Robins 1998: 33).

Evaluation Critically assessing how an activity or programme of activities is established and implemented as well as what its outcomes are.

Evaluation research Evaluation for the purpose of creating knowledge about 'what works, for whom and in what circumstances'. Strongly associated with evaluation conducted in the field of social health interventions.

External validity The extent to which a finding applies (or can be generalised) to people, objects, settings or times other than those that were the subject of the study (GAO 1991: 92).

Formative evaluation Evaluation (usually carried out during the course of a programme) for the purpose of identifying desirable and feasible changes or modifications to a programme.

Generalisable Used interchangeably with 'external validity'.

Indicator A measurement that reflects the status of a system. Indicators reveal the direction of a system (a community, the economy, the environment), whether it is going forward or backward, increasing or decreasing, improving or deteriorating, or staying the same (http://mapp.naccho.org/mapp_glossary.asp; viewed 30 October 2007). 'Indicators are one of many tools for simplifying, quantifying, and communicating vast amounts of information in ways that are more easily understood' (www.eere.energy.gov/buildings/highperformance/performance_metrics/metrics_terminology.html; viewed 30 October 2007).

Inductive approach Involves using repeated observations of phenomena to develop generalisations.

Internal validity The extent to which causes of an effect are established by an inquiry (GAO 1991: 92).

Measure A number or other form of data assigned to an observed object or event.

Milestone A statement of an objective in terms of a key point that occurs in a project's life that indicates that a specific stage in the project has been reached, e.g. 100 volunteers recruited by December, or Memorandum of Understanding signed with iwi by end of October.

Monitoring The regular and systematic gathering and analysis of information.

Naturalistic approach A research paradigm or philosophy that believes that 'reality' is socially constructed and, therefore, there is no one reality that can be known 'objectively' through research.

Normative question Asks whether a stated norm or standard has been achieved.

(Programme) Objective Specific statements about what your project will achieve (Woodhill & Robins 1998).

Objective (information) Refers to information that is 'undistorted by emotion or personal bias; based on observable phenomena' (http://wordnet.princeton.edu/perl/webwn; viewed 30 October 2007).

Outcome The results experienced by the community from a combination of conservation actions and external factors (DOC 2005). Outcomes are sometimes also referred to as impacts.

Outcome monitoring Monitoring that involves the gathering and analysis of information about a particular characteristic of interest that is expected to change as a result of a programme.

Outputs The activities completed or products made during a project (Woodhill & Robins 1998). The goods and services produced by the Department of Conservation in order to achieve or make progress toward an outcome (DOC 2005).

Performance monitoring or measurement Monitoring that is undertaken for the purpose of making judgements about the success of a programme and reporting the results as part of an accountability or performance reporting requirement.

Positivist approach A research paradigm or philosophy that believes that there is a single tangible and understandable 'reality' that can be understood through the application of the scientific method to understand causes and effects.

Probability sampling A method for drawing a sample from a population, where all possible samples have a known and specified probability of being drawn (GAO 1991: 93).

Programme logic model A description of how a programme is meant to work characterised by 'if ... then ...' connections between inputs, activities and outcomes presented either visually or in words (Johnson 2004).

Qualitative data Information expressed in the form of words. (Note: sometimes used to mean numerical information where the amount of difference between the numbers is not meaningful, e.g. the number of people that attend an event.)

Quantitative data Information in the form of numbers.

Reliable A measurement process that would produce similar results if there were repeated observations of the same condition or event, or multiple observations of the same condition or event by different observers (GAO 1991: 93).

Representative sample A sample that has approximately the same characteristics as the population from which it was drawn (GAO 1991: 93).

Research A systematic inquiry that is considered for developing new generalisable knowledge or understanding (theory building).

Sample frame List of units (e.g. residents in a community) from which a sample is drawn.

Stakeholders All individuals or groups, both public and private, with an interest in the policies and actions undertaken by the Department of Conservation in relation to public conservation land and waters, and species management (DOC 2005).

Standard (or benchmark) A reference or measurement standard for comparison; this performance level is recognised as the standard of excellence for a specific process, e.g. international or national water- or air-quality standards or past achievements.

Subjective (information) Information that reflects a person's viewpoint and is therefore modified by individual bias. (The opposite of objective information.)

Summative evaluation Evaluation that assesses the nature and outcomes of an activity (usually after it has finished) to make a judgement about whether the activity was successful. Generally associated with performance monitoring and reporting.

Surveillance monitoring Monitoring for the purpose of tracking trends in key characteristics of concern in the absence of deliberate interventions.

Target A statement of an objective in terms of a measurable outcome or output, e.g. to increase awareness of X conservation issue in community Y by 20%, have 200 people attend an event.

Triangulation The addressing of a social research question with multiple methods or measures that do not share the same methodological weaknesses; if different approaches produce similar findings, confidence in the results increases (Singleton et al. 1993).

Valid See definitions for internal and external validity.

Appendix 1

CCP EVALUATION TOOLKIT

A1.1 Performance monitoring requirements for CCPs

The following requirements are all related to departmental-level performance monitoring, and have been taken from the Department of Conservation Statement of Intent 2006–2009 (DOC 2006). While some of the indicators listed under the Intermediate Outcome might also be used to evaluate individual programmes, this is a statement about departmental-level monitoring requirements. Similarly, the Key Outputs are departmental output targets, e.g. the output measure is the number of volunteers and the target is 4250.

Appreciation outcome: People enjoy and benefit from New Zealand's Natural and Historic Heritage and are connected with conservation.

Indicators (DOC 2006: 72):

- A programme to develop a tool to track trends in the benefits New Zealanders seek and receive from their heritage is being scoped. This will examine changes in New Zealand's views on a broad range of benefits, e.g. health, enjoyment, education, inspiration, cultural, recreation and economic benefits.
- A programme to track the relative value of conservation as an indicator of support for conservation is being scoped.

Intermediate outcome: People are aware of, understand and make valued contributions to conservation.

Evaluations (DOC 2006: 77, 78):

- Change in people's satisfaction with their involvement in conservation.
- Change in the percentage of people involved in conservation projects in general and on conservation land.
- Change in the quality of the Department's engagement with key associates.
- Change in tangata whenua's satisfaction with the Department's activities to assist them to maintain their cultural relationships with taonga.
- Change in New Zealanders' understanding of important conservation issues.
- Change in the percentage of departmental information sources New Zealanders use to learn about conservation.
- Change in recognition of the role of Crown pastoral leases in providing ecosystem services.

Key outputs:

Education and communication outputs (DOC 2006: 85):

- 126 education initiatives will be provided during the year, with over 90% of educators surveyed rating the education initiatives as effective or partly effective at meeting their objectives.
- The number of website users is expected to increase by at least 20% during the year, while satisfaction levels will be maintained.

Participation outputs (DOC 2006: 87):

- 4250 volunteers will participate in departmental volunteer programmes.
- 15 270 workday equivalents will be contributed by people volunteering.
- 404 partnerships will be run during the year, with over 80% of partners surveyed rating their contribution to conservation as moderate or significant.
- 30% of the 404 partnerships will involve tangata whenua.
- 302 events and initiatives to build conservation skills and knowledge will be run during the year, with over 70% of participants surveyed rating the event/initiative as effective.

A1.2 Templates for developing the six-step evaluation framework

Use the following templates to follow the six-step evaluation design methodology described in section 3. You may wish to copy these templates to A3. If using these templates as part of a group workshop, you may wish to copy the templates onto a whiteboard or newsprint.

Template 1—Define the different activities in the CCP that are to be evaluated

CCP Name:

Overall goals of project:

ACTIVITY	SMART OBJECTIVES *'We would know we were successful if these things were achieved…'*

Template 2—Clarify how the programme is intended to work

Instructions: Indicate the logical flow between your short-, medium- and longer-term outcomes by drawing arrows between them.

ACTIVITIES *If we do this…*	CRITICAL SUCCESS FACTORS *in this way…*	EXTERNAL FACTORS *taking this into account…* *(potential risks out of programme's control)*	SHORT-TERM OUTCOMES (STO) *then this should happen…*	MEDIUM- TO LONGER-TERM OUTCOMES (MTO–LTO) *which will lead to this.*

Template 3—Clarify the purpose and audience for the evaluation

What is the purpose of the evaluation?

☐ To contribute to performance monitoring and reporting for public sector accountability and future programme decision-making (summative evaluation)

☐ To contribute to programme management and development (formative evaluation)

☐ To contribute to future skill development and the development of a shared evidence-base (evaluation research)

WHO IS THE AUDIENCE FOR THE EVALUATION?	WHAT DO THEY NEED TO KNOW?	WHAT TYPE OF INFORMATION DO THEY REQUIRE?
		☐ Evidence of performance that is objective, valid, reliable and quantifiable ☐ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☐ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts ☐ .... ☐ ....
		☐ Evidence of performance that is objective, valid, reliable and quantifiable ☐ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☐ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts ☐ .... ☐ ....
		☐ Evidence of performance that is objective, valid, reliable and quantifiable ☐ Qualitative information about the outcomes achieved that is useful for illustrating the value of DOC's CCP work, e.g. comments from participants or stories of success ☐ Real-time information on the programme's progress (outputs), success (quality) and immediate impacts ☐ .... ☐ ....

Template 4—Identify the evaluation questions, aspects of the activities to be evaluated and how information will be collected

Instructions: See section A1.3 of Toolkit for example indicators

ACTIVITY:

ASPECTS OF ACTIVITY TO INVESTIGATE	MEASURE OR INDICATOR	TARGETS OR MILESTONES	HOW WILL INFORMATION BE COLLECTED? (APPROACH AND METHODS)
OUTPUTS			
QUALITY (Critical success factors)			
CONTEXT (External factors)			
OUTCOMES (Short-term)			

OVERALL PROGRAMME:

ASPECTS OF ACTIVITY TO INVESTIGATE	MEASURE OR INDICATOR	TARGETS OR MILESTONES	HOW WILL INFORMATION BE COLLECTED? (APPROACH AND METHODS)
OUTCOMES (Medium- to longer-term)			

Template 5—Design data collection method

DATA COLLECTION METHOD:

WHEN:

MEASURE OR INDICATOR	DETAILS OF MEASUREMENT (FOR EXAMPLE, INTERVIEW OR QUESTIONNAIRE WORDING)

A1.3 Examples of activity types and performance criteria, indicators and measures

Introduction

This section provides examples of performance criteria, indicators and measures for different types of activities. The directions below explain how to use the tables provided in Parts 1 and 2. This is not intended to be a definitive set of examples; please add to or delete from this information as you feel necessary.

You may wish to cut and copy any relevant items from these tables for interview schedules or participant questionnaires.

How to use the tables

1. Using the tables in Part 1, identify the critical success factors or 'process' performance criteria that are relevant to your activity, referring to your programme logic (section 3.3, Step 1).

To make it easier to find relevant criteria, the performance criteria are coded in Column 2 according to the types of activities for which they may be of relevance, using the following key:

CODE	DESCRIPTION
GEN	Generic across all meetings/events/functions (information, education, consultation)
INFO	Information and awareness-raising activities (including skill-sharing activities)
CONSULT	Consultation activities
PARTNER	Partnership and collaboration activities
VOL	Volunteering activities
EDU	Conservation education activities

Suggestions about the relevant priority of the different performance criteria within DOC are listed in Column 4.

2. Using the tables in Part 2, identify the outcomes performance criteria that are relevant to your activity, referring to your programme logic (section 3.3, Step 1).

Suggestions about the relevant priority for the different performance criteria within DOC are listed in Column 4.

3. Determine the appropriate indicators for each of your performance criteria

** indicates high-priority indicators within DOC.

4. Decide how you wish to collect data for the indicators (data collection methods)

Suggestions about how the data for each indicator may be collected are provided in Column 6, based on the following codes:

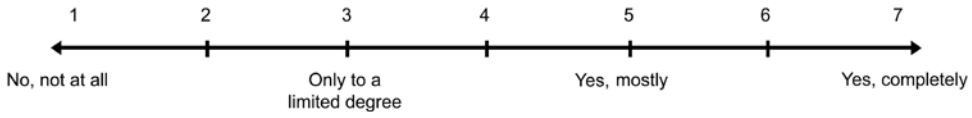
CODE	DESCRIPTION
PQ	Participant questionnaire
PI	Participant interviews
RK	Record keeping/document analysis
BAS	Before and after survey of participants or sample of participants
DB	Debrief of DOC staff/partners through interview, focus group or questionnaire
O	Observation
PS	Population survey (random)

5. Identify appropriate measures

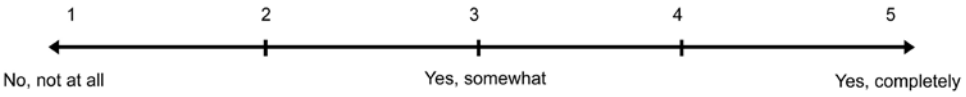
Examples of data collection instruments or measures are provided for high-priority indicators and a selection of the other indicators. Examples of different scales for Likert scale questions (where respondents indicate which of a range of responses most accurately reflects their opinion or experience) are provided below. These are referred to in the tables by the titles above the scale (e.g. Scale A).

Directions: Please indicate your answer by circling the appropriate number along the scale provided

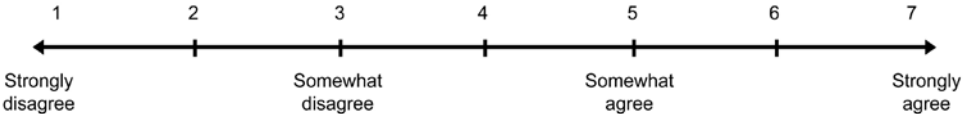
SCALE A: Yes/No 7-point scale



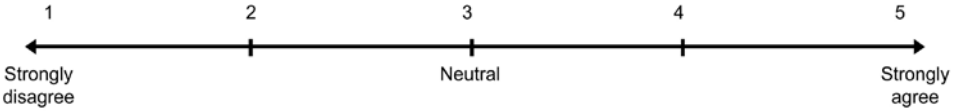
SCALE B: Yes/No 5-point scale



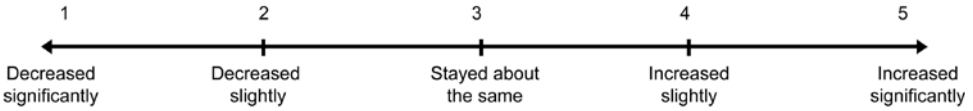
SCALE C: Agree/Disagree 7-point scale



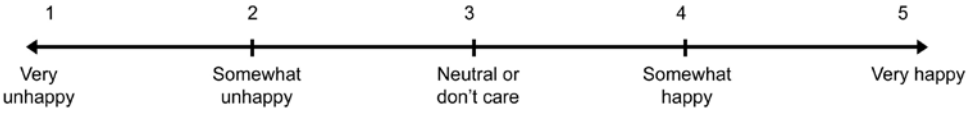
SCALE D: Agree/Disagree 5-point scale



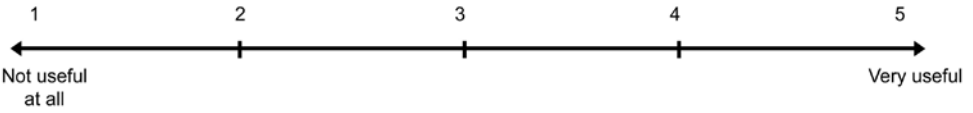
SCALE E: Change 5-point scale



SCALE F: Satisfaction 5-point scale



SCALE G: Usefulness 5-point scale



Part 1—Process performance criteria (critical success factors)

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
1.1	GEN	Suitable [activity] time	First time activities	Participants' perception of the convenience of the time of day of [the activity]	PQ	Did you feel that the meeting was convenient for you in terms of the time of day it was held?
1.2	GEN			Participants' perception of the convenience of the length of [the activity] in terms of the time they have available	PQ	In terms of the topics covered and the time you had available, how did you feel about the length of [this activity]: (Scale: too short/about right/too long)
2.1	GEN	Venue was physically accessible	First time activities	Participants' perception of how comfortable the venue was	PQ	Did you feel that the location of the meeting was suitable in terms of: • How easy it was to travel to? • The set up of the room and your ability to interact with other participants? • The comfort of the surroundings? • Ability to hear the speakers? (Scale A/B)
2.2	GEN			Participants' perception of the convenience of the venue's location	PQ	
2.3	GEN			Participants' perception of the degree to which the venue allowed them to interact with other participants	PQ	
2.4	GEN			Participants' perception of how easy it was to hear the speakers and other participants	PQ	
2.5	GEN			Childcare provided	RK	Checklist
2.6	GEN			Venue accessible by public transport	RK	Checklist

Continued on next page

Part 1—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
3.1	INFO, CONSULT	The consultation activity was inclusive and provided for representative involvement by all stakeholders	High priority	Percentage of specially invited attendees (gatekeepers, leaders, iwi/hapu) who attended	RK	Keep records of who attended and compare against target group Random survey of target population
3.2	INFO, CONSULT			Representatives from all major interest groups attended	RK	
3.3	CONSULT			Number (or percentage) of participants from target group(s) attending (e.g. from 'non-traditional' or disadvantaged audiences)	RK, PS	
3.4	CONSULT			Participants included residents of all affected geographic areas	RK	
3.5	CONSULT			**Participants included representatives from a diverse range of stakeholders (age, gender, race, culture, socio-economic) and/or all target groups	RK	
3. 6	CONSULT			Recording of time spent participating by different participants	RK, O	Keep records of who attended and compare against target group During an individual activity, make observational notes of the individuals or groups who participated in the discussion
3.7	CONSULT			Participants' perception of the representativeness of the people involved	PI, PQ	Did you feel that the people who participated in today's activity were representative of those key stakeholders in this project? (Scale A/B) If not, please indicate who else you feel should be consulted
3.8	CONSULT					
4.1	GEN	Meetings were well advertised	First time activities	Participants' perception about whether they had enough notice of the opportunity to participate in the activity	PQ, PI	
4.2	INFO, CONSULT			Participants' reporting of where they heard about [the activity]	PQ	
4.3	INFO, CONSULT			Participants' reporting of when they first heard about [the activity]	PQ	
4.4	INFO, CONSULT			Extent of media coverage of opportunities for involvement	RK	

Continued on next page

Part 1—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
5.1	INFO, CONSULT	There were good presenters	First time activities	Participants' perception of the usefulness of the information presented	PQ, PI	
5.2	INFO, CONSULT			Participants' perception of how interesting and informative the speakers were	PQ, PI	
6.1	GEN	Meeting was well facilitated	First time activities	Participants' perception of how well the meeting was facilitated	PQ, PI	
6.2	GEN			Participants' perception of how smoothly the meeting ran	PQ, PI	
6.3	CONSULT, PARTNER			Participants' perception of how well any conflict was managed	PQ, PI	
6.4	CONSULT, PARTNER			Participants' perception of the extent to which a balance of contributions was achieved	PQ, PI	
6.5	CONSULT, PARTNER					
7.1	GEN	[Activity] was well structured and agenda covered all necessary discussion points	First time activities	Participants' perception of how clearly articulated the objectives of [the activity] were communicated at the start of the activity	PQ, PI	
7.2	GEN			Participants' perception of how well-structured the activity was	PQ, PI	
7.3	GEN			Participants' perception of whether all the information they wanted to find out was covered	PQ, PI	
7.4	CONSULT			Participants' perception of the balance between the information presented and the opportunities for discussion	PQ, PI	
7.5	CONSULT			Participants' perception of the adequacy of opportunities to raise issues and discuss issues important to them	PQ, PI	

Continued on next page

Part 1—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
8.1	INFO	Information provided to the participants was appropriate, adequate and effective	First time activities	Participants' perception of how easy the information provided was to understand	PQ, PI	
8.2	INFO			Participants' perception of the suitability of the length of the information	PQ, PI	
8.3	INFO			Participants' perception of the relevance of the information	PQ, PI	
8.4	INFO			Participants' perception of the adequacy of the information in terms of the type/detail provided	PQ, PI	
8.5	INFO			Participants' perception of the accuracy/credibility/ trustworthiness of the information	PQ, PI	
8.6	INFO			Participants' perception of how well the information added to their understanding of the issues	PQ, PI	
8.7	INFO			Sample of target audience who report having received the information	PQ, PI	
8.8	INFO			Information provided in all languages of key stakeholders	RK	
8.9	INFO			Information provided in a variety of formats	RK	
8.10	INFO	There was an opportunity to ask questions	High priority	Information activities included an opportunity for the community to ask questions	RK	
9.1	INFO	Information was provided in a timely manner	First time activities	Information provided according to organisational standards or project milestones	RK	
10.1	CONSULT	There were a number of different opportunities for involvement	High priority	Variety of opportunities for providing feedback (written, verbal)	RK	Keep record of opportunities for feedback, including how feedback was designed to feed into different decision stages
10.2	CONSULT			Opportunities for input at a number of stages in the policy, programme, strategy or plan development process	RK	

Continued on next page

Part 1—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
11.1	CONSULT	The process was transparent and expectations were well managed	High priority	Participants' perception of the extent to which DOC's response to the process was open to scrutiny	PI, PQ	Did you feel that the purpose and objectives of the consultation were made clear to you? (Scale: A/B)
11.2	CONSULT			Participants' perception of how clearly the parameters of the consultation process were stated, including the expected level of impact and influence of the outputs of the process	PI, PQ	Did you feel that DOC staff clearly explained how the results from the consultation would be used? (Scale: A/B)
12.1	CONSULT	Consultation was meaningful and effective	High priority	**Participants' perception of the extent to which their views were listened to	PI, PQ	Did you feel your views were listened to? (Scale: A/B)
12.2	CONSULT			Participants' perception of the adequacy of the consultation process, based on the issues they were able to have input into	PI, PQ	Did you feel that the consultation process provided you with an opportunity to have input into all of the issues you were most concerned about?
12.3	CONSULT			Participants' perception of the process was unbiased	PI, PQ	Did you feel that the consultation process provided all parties with an equal opportunity to express their opinions? (Scale A/B) Please explain.
12.4	CONSULT			**Participants' perception of the extent to which the activity provided everyone with an equal opportunity to influence the outcome	PI, PQ	Did you feel [the activity] gave everyone an equal opportunity to influence the outcome? (Scale A/B)
12.5	CONSULT			Participants' perception of the extent to which the activity identified and protected the interests of those who were not present (particularly minority and disadvantaged interests)	PI, PQ	
12.6	CONSULT			Participants' perception of whether participants' responses from the consultation activity were accurately recorded and documented	PI, PQ	
12.7	CONSULT			There are records of changes to the decision based on information provided by the community	RK	
12.8	CONSULT			**DOC staff perceptions of the effect of consultation on their decisions	DB	Debrief DOC staff on the effect of consultation on their decisions
12.9	CONSULT			Participants' perception of whether the level/form of consultation was appropriate to the type of issue being addressed	PI, PQ	Did you feel that the consultation process used for [specify] was appropriate to the issues being addressed? (Scale A/B)

Continued on next page

Part 1—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
13.1	CONSULT, INFO	Method/technique was comfortable, respectful and appropriate	High priority	**Participants' perception of how engaging (interesting/fun/creative/enjoyable) the activity was	PI, PQ	Did you enjoy participating in today's [activity]? Please explain. How did you find today's activity? Would you participate in another similar activity in the future? Why/why not?
13.2	CONSULT, INFO					
13.3	CONSULT, INFO					
13.4	CONSULT, INFO			Participants' perceptions of the adequacy of the time devoted to different parts of the activity (e.g. information-giving, discussions, questions)	PI, PQ	Did you find the activity was well designed in terms of the time devoted to different parts (information presentations, discussion, questions)?
13.5	CONSULT, PARTNER, INFO					
13.6	CONSULT, PARTNER, INFO			**Participants' perceptions of how fair [the activity] was in terms of giving everyone an equal opportunity to participate	PI, PQ	Did you feel that [the activity] gave everyone an equal opportunity to participate?
13.7	CONSULT, PARTNER, INFO			Participants' perceptions of how respectful [the activity] was to all participants	PI, PQ	Did you find the activity was well designed in terms of being respectful towards all participants?
13.8	CONSULT, PARTNER, INFO			Participants' perceptions of the adequacy of the length of the event to address all of the objectives for [the activity]	PI, PQ	Did you find the activity was well designed in terms of the length of the event?
13.9	CONSULT, PARTNER, INFO			**Evidence of discussion being positive and constructive and free from negative, derogatory or distracting comments	O	Evidence of discussion being positive and constructive and free from negative, derogatory or distracting comments
14.1	PARTNER, CONSULT	Activity has clearly articulated objectives	High priority	Participants' perceptions of how clearly articulated the objectives of [the activity] were communicated at the start of the activity	PI, PQ	Do you feel that the purpose and objectives of this activity were clearly articulated and understood by the participants?
14.2	PARTNER			Participants' perceptions of whether everyone had a shared understanding of the goals and objectives of the activity	PI, PQ	What is your understanding of the purpose and objectives of this partnership?
15.1	GEN	General/open-ended	High priority	Participants' impressions of what worked well	PI, PQ	What do you think worked well? What do you think could be improved?

Part 2—Outcome criteria

The following table provides a list of common outcomes/outcome criteria that are used to evaluate a range of CCP activities.

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
15.2	GEN	General/open-ended	High priority	Participants' feelings about things they gained from involvement in the activity	PI, PQ	What do you feel you gained from participating in today's [activity]?
16.1	INFO	Participants more aware of [conservation programme] and what it is trying to achieve	High priority	**Participants' perceptions of what they learnt about the programme	PI, PQ	What were the key messages you took away from today's meeting about [the conservation programme]
16.2	INFO					
16.3	INFO			Participants reporting that their understanding of the programme was raised as a result of the information	PI, PQ	Did you find today useful for increasing your understanding of [the programme]? Please explain. How useful did you find today for increasing your understanding of [the programme]? (Scale G)
16.4	INFO			Participants' (or target audience's) awareness/ understanding of the programme	BAS	Before and after testing of participants' (or target audience's) awareness/understanding of the programme
17.1	GEN	The activity resulted in increased knowledge about [conservation issue]	High Priority	Participants' perception of what they learnt from the activity	PI, PQ	What were the most important things you felt you learnt from participating in today's activity?
17.2	GEN			**Participants reporting that their awareness of [conservation issue] was raised as a result of the information	PI, PQ	Did you find today useful for raising your awareness of [conservation issue]? Please explain.
17.3	GEN			**Participants reporting that their understanding of [conservation issue] was raised as a result of the information	PI, PQ	Did you find today useful for increasing your understanding of [conservation issue]? Please explain. How useful did you find today for increasing your understanding of [the issue]? (Scale G)
17.4	GEN			Participants' (or target audience's) awareness/ understanding of [conservation issue]	BAS	Before and after testing of participants' (or target audience's) awareness/understanding of [conservation issue].
18.1	GEN, PARTNER	The activity resulted in increased support for [conservation programme]		Participants reporting that their level of support for programme was raised as a result of the activity	PI, PQ	After participating in X, do you feel that your support for [the conservation programme] has (Scale E)?
18.2	GEN, PARTNER			Participants' support for [conservation issue]	BAS	Before and after testing of participants' support for [conservation issue].
18.3	GEN					

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Part 2—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
19.1	GEN	The activity resulted in increased action to support conservation	High priority but difficult	Participants' self-reporting of changes to their [specify] behaviour	PI, PQ	After participating in [specify activity], my level of involvement in conservation work has (Scale E).
19.2	GEN			Before and after testing of participants' (or target audience's) XX behaviour	BAS	How often do you participate in volunteer conservation work? (Use relevant scale, e.g. once a year, 2–4 times a year.)
20.1	PARTNER	Participants feel more involved in decision-making and developed a sense of ownership	High priority	Participants' perception of their ability to be involved in the decisions about the programme	PI, PQ	I feel that I am able to contribute equally to a decision made about the programme. (Scale C/D)
20.2	PARTNER			**Participants' perception of their being 'part of' the programme/feeling ownership of the programme	PI, PQ	I feel ownership over the success or failure of the [specify] programme. (Scale C/D)
21.1	INFO, CONSULT	Potential supporters/ funders and other stakeholders are identified		Number of new funders identified in meeting	RK	
21.2	INFO, CONSULT			Number of new stakeholders identified in meeting	RK	
22.1	CONSULT	Information useful to DOC and partners was identified		Perception of DOC staff and relevant partners	DB	
23.1	CONSULT	Decision was accepted by the community		Participants' reported satisfaction with the decision	PI, PQ	How happy are you with the decision that has been made regarding XX? (Scale F)
23.2	CONSULT			Participants' reported satisfaction with the fairness of the decision	PI, PQ	How happy are you that the decision on XX was fair and considered all points of view?
23.3	CONSULT			Participants' reported satisfaction with the process for reaching the decision	PI, PQ	

Continued on next page

Part 2—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
24.1	CONSULT	Consultation resulted in better decisions/ programme that reflects the needs and values of all the stakeholders involved	High priority	Number of recorded changes to draft as a result of information from community engagement	RK	Number of recorded changes to draft as a result of information from community engagement.
24.2	CONSULT			Participants' satisfaction with the changes to policies/programmes/services that were made as a result of the consultation activity	PI, PQ	Do you feel that the comments made by the community were adequately considered and incorporated into the final decision made on [specify]? (Scale A/B)
24.3	CONSULT			Decision is implemented	RK	Decision is implemented.
25.1	PARTNER	Mutual respect and understanding was developed as a result of the collaborative or partnership activity	High priority	Participants' perceptions of the extent to which mutual understanding developed	PI,PQ	Do you feel that this partnership was successful in developing mutual understanding amongst participants? (Scale A/B)
25.2	PARTNER					
25.3	PARTNER			Participants' perceptions of the extent to which misunderstanding was reduced	PI, PQ	Do you feel that this partnership was successful in reducing misunderstanding amongst participants? (Scale A/B)
25.4	PARTNER			Participants' perceptions of the extent to which they gained a better understanding of others' viewpoints	PI, PQ	Do you feel that this partnership was successful in helping participants to better understand each other's viewpoints? (Scale A/B)
25.5	PARTNER			Participants' perceptions of the extent to which their trust in other participating stakeholders improved	PI, PQ	Do you feel that this partnership was successful in building your trust in the other parties involved? (Scale A/B)
25.6	PARTNER			Evidence of open communication, compromise and attempts at consensus development among participants	O	Evidence of open communication, compromise and attempts at consensus development among participants.

Continued on next page

Part 2—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
26.1	PARTNER	Participants developed heightened trust and confidence in DOC	High priority when trying to develop better relationships	Participants' perceptions of the extent to which their trust or confidence in DOC had changed	PI, PQ	Did you find that the experience of working on this project with DOC affected your opinion about DOC? Please explain how. How did you find the experience of working with DOC on this project?
27.1	PARTNER	The collaborative or partnership activity increased the capacity and willingness of the participants to engage with DOC	High priority	Participants' perceptions of the extent to which their understanding of DOC processes had changed	PI, PQ	Has this activity improved you understanding of DOC and [how DOC works/how to XX]? (Scale A/B) Please explain.
27.2	PARTNER			Participants' reporting of their willingness to engage in a similar type of collaborative process with DOC again in the future	PI,PQ	Would you participate [with DOC] in an activity like this again in the future? Please explain.
27.3	PARTNER			Participants' perceptions of the extent to which the programme/activity resulted in improved relationships	PI, PQ	How would you describe the relationship you had with [specify, e.g. DOC] before this programme started? (Scale: little or no relationship, strained or difficult relationship, limited but good relationship, strong relationship) How would you describe your relationship now? (Same scale) Do you feel that this programme has changed your/your group's relationship with [specify, e.g. DOC]? (Scale A/B) Please explain how.
28.1	PARTNER	The collaborative or partnership activity resulted in stronger relationships amongst participants	High priority	Participants' perceptions of the extent to which they developed new and useful contacts	PI, PQ	Has the activity been useful for you in developing new and useful contacts? (Scale A/B)
				Evidence of members working together after the initial partnership finished	RK, PI	Evidence of members working together after the initial partnership finished.

Continued on next page

Part 2—continued

1 NUMBER	2 RELEVANT ACTIVITIES	3 CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	4 PRIORITY	5 INDICATORS (**RECOMMENDED INDICATORS)	6 DATA SOURCE	7 MEASURE
28.2	VOLUNTR	Participants gained new skills to undertake [conservation issue]	High priority	Participants' perceptions that their skills had improved	PI,PQ	Did you find [the activity] useful for learning new skills or improving your existing skills to undertake conservation work? (Scale A/B) How would you rate your [specify] skills before this training? (Scale: little or none/basic/intermediate/advanced) How would you rate your [specify] skills now? (Scale: little or none/basic/intermediate/advanced)
				Before and after testing of participants' skills	BAS	How would you rate your [specify] skills? (Scale: little or none/basic/intermediate/advanced)
29.1	VOLUNTR	Participants gained new knowledge	High priority	Participants' perceptions	BAS, O	How useful did you find today's activity for increasing your knowledge about X?
29.2	VOLUNTR, EDU	Changes to [conservation behaviour]		Participants' behaviour	BAS PQ, PI	Please describe the current methods you use for [specify, e.g. undertaking stoat control] (before and after)? Did [specify training] have any impact on the way you [specify behaviour]? Please explain.
29.3	VOLUNTR, EDU	Open ended—skills development	High priority	Participants' perceptions	PQ, PI	What aspects of [the activity] did you like the most? Are there any aspects of [the activity] that you think should be presented differently in the future? What other conservation skills development training would you like to see in the future?
29.4	VOLUNTR, EDU	Open-ended learning	High priority	Participants' perceptions	PQ, PI	What were the three most important lessons you took away from today's activity?'
29.5	EDU	Participants achieve learning outcomes	High priority	Participants' knowledge [specify] Develop indicators to measure specific learning outcomes/knowledge, e.g. knowledge about a species' breeding cycle	BAS PQ	Test these outcomes/knowledge by either using a pre- and post-test design (before and after survey) or, if determining causation is not important, using a participant questionnaire after the event. Example question: How often do kiwi breed?

Part 3—CCP planning and evaluation indicators

The following performance criteria relate to the overall planning and evaluation of an activity/programme and can be used both to evaluate the success of the programme and as a **checklist** to ensure that the appropriate planning steps have been completed.

CRITICAL SUCCESS FACTORS/ PROCESS PERFORMANCE CRITERIA	INDICATORS	DATA SOURCE
The CCP was planned through a logical and participatory process	CCP activity is part of a strategy that clearly articulates through a logical framework the role of CCP, its objectives (critical success factors and desired outcomes), techniques and target audiences The CCP planning process included significant stakeholders (where appropriate)	Observation Record keeping
A risk management strategy was developed and implemented	Evidence of strategy Evidence of implementation	Record keeping/document analysis
Staff are equipped with appropriate knowledge and skills	Staff self-evaluation of skills against a list of required skills Training provided in any required skill areas	Staff pre-questionnaire Record keeping
An evaluation of the CCP was conducted and lessons were learnt that increased the capability of DOC to undertake similar activities	A structured evaluation was planned and implemented Lessons from the activities were captured and reported to inform future activities Activity organisers' perceptions of the extent to which the experiences of the activity were analysed to help develop their understanding of how to undertake the activity	Record keeping/document analysis Activity organiser interviews

Part 4—Generic input indicators

The following table provides a list of common programme inputs that are recorded for the purposes of cost/benefit analysis or to evaluate the overall efficiency of a programme.

PERFORMANCE CRITERIA	INDICATORS	DATA SOURCE
Financial costs	Catering costs Officer hours (costs) Participant reimbursement Venue hire Equipment costs	Record keeping/document analysis
Time	Time to implement programme	Record keeping/document analysis
Other costs	Opportunity costs	Record keeping/document analysis

A1.4 EXAMPLES OF DATA COLLECTION TOOLS

A1.4.1 Introduction to common data collection methods used in evaluation

The most common methods of data collection for evaluation include:

- Participant questionnaires
- Interviews
- Focus groups
- Observation
- Document analysis
- Population surveys
- H-Form

Participant questionnaires

Participant questionnaires can be used to collect both quantitative and qualitative data.

Quantitative data are collected using closed-response questions that can be numerically coded, for example:

- Yes/no responses
- Multiple-choice responses
- Likert-scaled items

Questionnaires can be:

- Self-administered, e.g. mailed or emailed to respondents, or given out to respondents during a community conservation activity
- Researcher-administered, e.g. asking the questions over the telephone or face-to-face

Questionnaires are commonly used to gather information about participants':

- Actions, e.g. how often they engage in community conservation activities
- Satisfaction with the processes used in an activity
- Satisfaction with the outcomes of an activity, including the resulting decision
- Perceptions about what they gained from the activity, e.g. what they learnt or if they developed new relationships
- Demographic information

Questionnaires can also be used before and after a community conservation activity to look for changes in perceptions, attitudes, opinions, knowledge, awareness, and feelings of efficacy or actions.

Non-participants in community conservation activities can also be surveyed to examine why they did not participate and whether any aspect of the process prevented them from participating.

Questionnaires that involve sampling a population to produce quantitative datasets that can be statistically analysed are referred to as questionnaire 'surveys' (see below).

An example participant questionnaire is provided at the end of this section. This was used at the end of an initial community meeting to develop a reserve management plan in Queensland. It was used both for evaluation and data collection (to identify issues of most concern).

Tips:

- Introduce the feedback questionnaire at the start of the meeting/event. Emphasise that it is important for you to learn how to improve these types of activities in the future.
- Ask participants to fill it in before they leave.
- Make a time at the end of the meeting for them to fill it in (if possible).
- Create a drop off area with a box for people to return forms.

Interviews

Interviews are purposeful conversations used to gather open-ended qualitative data. They can be conducted face-to face or over the phone.

Interviews can be:

- 'Unstructured' and conversational in nature
- 'Semi-structured', based on a guiding set of topics or questions
- 'Structured', based on written questions that are asked verbatim

Semi-structured and unstructured interviews provide information in the form of 'stories' of experiences. This allows mini-evaluations of activities to be gathered from a range of perspectives that can be compared with the evaluator's own observations and impressions of the same event and/or with the observations and impressions of others. These stories can provide greater resonance with some audiences than sets of numerical data.

Similar to questionnaires, interviews are commonly used to gather information about participants' perceptions of the success of a community conservation activity, both in terms of the process and the outcomes. This includes exploring:

- What happened
- People's impressions of why things happened in certain ways
- How they felt this affected themselves, others and the activity overall

Interviews can also be conducted with staff and decision-makers who use the results of CCPs to explore issues such as:

- How the information received from CCPs is valued and used
- How it could be improved
- Which types of information are most useful

Interview questions need to be carefully worded, so that respondents are not limited or led in their responses.

A drawback to interviews is the time and cost involved. Interviews are time intensive for both the researcher and the respondent. This is especially so when full transcription and coding of interviews is undertaken. However, in the case of less informal evaluations as part of formative evaluation, informal interviews

can provide valuable insights into community engagement activities from a range of perspectives.

Group interviews and focus groups

Focus groups are a type of group interview that uses a purposefully identified sample of respondents who discuss a question or a topic. Focus groups can be comprised of community members, staff or activity organisers. They involve a facilitator and a note-taker, both of whom have little involvement in the content of the discussion.

The information gained from focus groups will be qualitative and similar to the type of information that can be expected from interviews.

Focus groups are useful in bringing out experiences and ideas that the participants might have trouble identifying as individuals. However, focus groups do not tend to draw out the richness of individual experiences in the way interviews do. There are also issues with confidentiality and group dynamics that need to be considered.

In general, focus groups are not appropriate for groups with mixed 'power' relations, e.g. service providers and users, because these factors may limit participants' perceived ability to be open and honest in their responses.

Observation

Observation is a type of qualitative research where the researcher observes the object of study as either a participant or a neutral observer. Usually, a researcher will observe an activity with specific questions in mind. However, a good researcher will also be open-minded about noting things that appear to be important to how an activity functions.

Observation is useful because it provides the opportunity to gain information on informal and taken-for-granted aspects of a situation that people often fail to acknowledge or have difficulty articulating. It also more realistically captures the chaotic nature of most processes, whereas respondents, in recounting these processes, will often make them sound more rational and ordered than they were.

Observation is commonly used to gather information on:

- Group processes
- Group dynamics
- Nature of the interaction
- Time spent participating and relative dominance of discussion by different individuals/groups
- Quality of facilitation

It can also be used to record:

- Issues raised in discussions, which can be compared to the formal records of the event to evaluate the quality and accuracy of the data collection in community engagement activities

- Statements made by participants (either as a formal part of the process or in informal conversation) about the quality of the community engagement process and what they felt they gained from the processes

Observation should, wherever possible, be one of the data collection methods used in an evaluation.

Record keeping/document analysis

Documentation and records of community conservation activities can be used to gather both the quantitative and qualitative information required for many evaluations.

The most common types of data gathered from these sources include:

- Parameters of the activity, e.g. numbers of participants, comments provided, or requests for information
- Number of resources provided, where and when
- Costs
- Processes used
- Time/day of activity
- Responses to information collected through community involvement

Population surveys

Population surveys most commonly involve phone or written questionnaires administered to a random sample of a selected target population, using closed-response questions or pre-coded open-response questions.

They are commonly used to provide:

- Baseline data, e.g. demographic information that can be compared with data collected on community conservation activity participants to establish how representative the participants in the activity were of the target group.
- Data on the percentage of a target population who had contact with large-scale community conservation activities, and their experiences and perceptions of that contact, e.g. information provision activities or large public consultation opportunities.
- Benchmarking data on whole-of-government community engagement and related social indicators, such as:
  - —Levels of participation in conservation activities
  - —Linking social capital
  - —Feelings of efficacy
  - —Conservation values
  - —Community capacity
  - —Knowledge about conservation issues
- Data on community opinions or preferences related to opportunities to participate.

An example of a population survey is the New Zealand Household Survey conducted by Statistics New Zealand.

'H Form' or Goal Posts

The 'H Form' is a structured feedback sheet. It allows people to work together to evaluate an event. It is a technique that can be used by a small group (4–8 people). If the group is larger, break into two or more groups.

The key steps are described in 'From seed to success' (DOC 2003: 55).

A1.4.2 Requirements for privacy and ethics approval

When developing a research plan, the requirements for privacy and ethics approval need to be considered.

There are no formal policies in the Department of Conservation for obtaining ethical approval for CCP evaluation research. Therefore, it is recommended that the 'Australasian Evaluation Society Code of Conduct' and 'Guidelines for the Ethical Conduct of Evaluations' are followed (www.aes.asn.au/; viewed 30 October 2007).

There are some general principles that should always be considered when undertaking Conservation with Communities evaluation research:

- CCPs are about the complexities of government–citizen relationships. Evaluation tools need to be robust enough to gain the information required in the most accurate way possible, but they also need to be sensitive to the politics of community engagement and respectful of those involved.
- Evaluations should always be open and honest about the evaluation, including its purpose, the process to be used, and how the results will be published and used. This includes how confidentiality will be assured and how participants can access the findings, if relevant.
- Evaluation, like CCPs as a whole, asks participants to give up their personal or professional time. This time needs to be acknowledged and respected by keeping the costs of participation low (e.g. by paying expenses, keeping the time required to participate in research as short as possible, or using effective communication) or by considering payment for participation.
- The best way to ensure that an evaluation design reflects the needs of those who will be asked to participate in it is to involve participants in the evaluation design process.

A1.4.3 Example of participant questionnaire

Orchard Beach Community Meeting evaluation

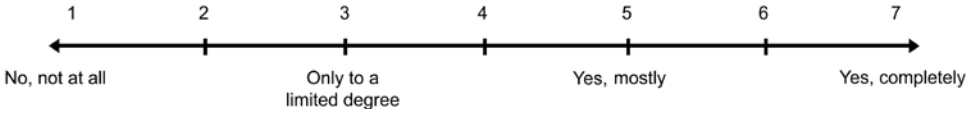
Saturday 22 February 2003

Please answer the following questions regarding the Orchard Beach Community Meeting on the 22nd of February and the issues you are most concerned about.

PART A: EVALUATION OF INITIAL COMMUNITY MEETING

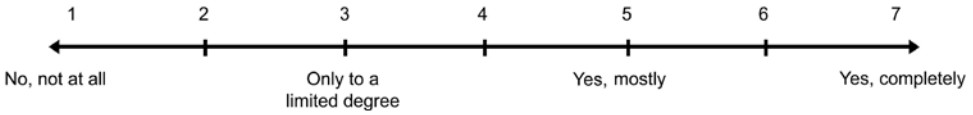
Please indicate your feelings about the community meeting by circling a number along the following scales. Provide any comments you have below.

1. Did you feel that the aims of the meeting were clearly defined?



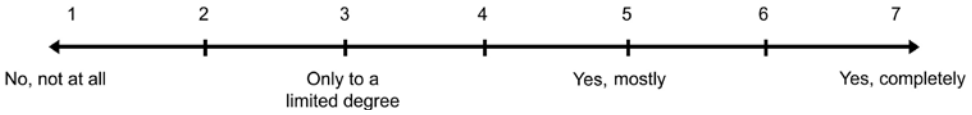
Please explain:

2. Did you feel that the agenda of the day was appropriate to achieve the aims of the meeting?



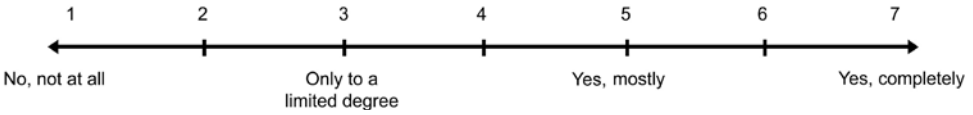
Please explain:

3. Did you feel that the location of the meeting was suitable in terms of physical accessibility and in terms of the set up of the room and the comfort of the surroundings?



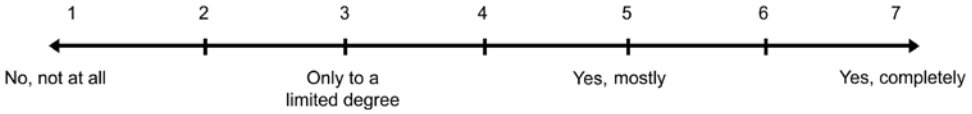
Please explain:

4. Did you feel that the meeting was well organised and facilitated?



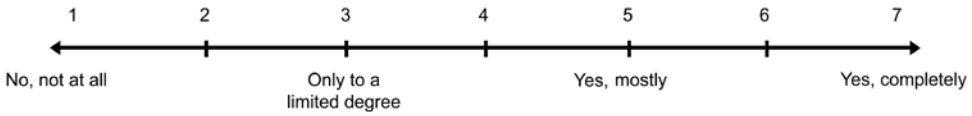
Please explain:

5. Did you feel there was enough opportunity for discussion?



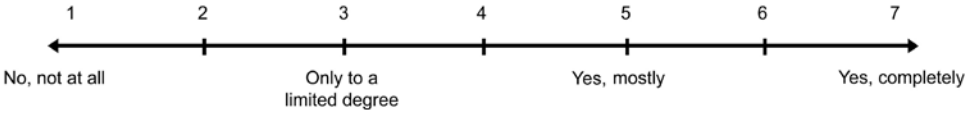
Please explain:

6. Did you feel that the atmosphere and conduct of the meeting was conducive to your ability to take part in the discussion? Why/why not?



Please explain:

7. Overall, did you feel that the meeting achieved its aims? Why/why not?



Please explain:

8. In what ways could the meeting have been improved?

PART B: YOUR KEY ISSUES

10. Please place a tick ✓ next to the issues you are most concerned about:

Foreshore bank revegetation and species selection, including:

- ❍ Bank stability
- ❍ View retention
- ❍ Scenic amenity
- ❍ Weed control
- ❍ Safety
- ❍ Bush fire management
- ❍ Protection of vegetation from illegal pruning and removal

Wider revegetation/vegetation management, including:

- Mosquito management
- Marine foreshore vegetation
- The establishment of a Bushcare group
- Control of feral animals
- Protection of native flora and fauna, re-establishment of native flora
- Beach erosion
- Bush fire management
- Heritage flora
- Safety
- Weinam Creek catchment and flood plain management

Recreation facilities and management, including:

- Location and construction of walkways and bikeways, including the track up to the 'Ramparts'
- Facilities for dog owners
- Access for boating and fishing
- Drinking water facilities
- Pedestrian access to the beach
- Maintenance of swimming enclosure
- Facilities for Weinam Creek
- Maintenance of facilities
- Access and safety

Other issues:

- Street landscape (outside the reserves) and street tree plantings
- Environmental education for residents on how to minimise impacts of property management on the reserve areas (such as garden plantings and car washing)

OTHER (please specify)

How can we evaluate Conservation with Communities Projects?

Conservation with Communities Projects (CCPs) aim to encourage, support and build the capability of communities and individuals to contribute to conservation. This guide introduces a six-step methodology for designing an evaluation of CCPs. Effective evaluation is needed to ensure that projects are carefully targeted to meet the needs of the Department of Conservation and the community, and to make good use of the resources available. At the end of the guide there is a toolkit, which includes templates, examples of data collection tools and indicators, and other supporting infromation.

Johnson, A.L.; Wouters, M. 2008: From seed to success: a guide to evaluating Conservation with Communities Projects. *Department of Conservation Technical Series 34*. 79 p.