EVALUATION TOOLKIT

TRAINING AND SERVICE DELIVERY IN INDIGENOUS DECISION-MAKING AND DISPUTE MANAGEMENT PROCESSES IN NATIVE TITLE

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Indigenous Facilitation & Mediation Project

AIATSIS
Australian Institute of Aboriginal and Torres Strait Islander Studies

Australian Government
Department of Families, Community Services and Indigenous Affairs
Office of Indigenous Policy Coordination

National Native Title Tribunal

NativeTitle Research Unit

Disclaimer

This Toolkit was developed by Social Compass in collaboration with the Indigenous Facilitation and Mediation Project (IFaMP), in the Native Title Research Unit (NTRU) of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). Every attempt has been made to ensure the accuracy and applicability of this toolkit. However, any judgments regarding the suitability of the toolkit and the information contained herein for the evaluator's purposes remain the sole responsibility of the evaluator. No warranties are given nor responsibility assumed for the suitability of this toolkit or for the consequences of its use.

About the Indigenous Facilitation and Mediation Project

The Indigenous Facilitation and Mediation Project (June 2003 – June 2006) has supported best practice approaches to Indigenous decision-making and conflict management, particularly in relation to the *Native Title Act 1993*, which emphasises agreement-making through non-adversarial approaches, such as mediation and facilitation.

About Social Compass

Social Compass was founded on ten years of sociological research into business, civil society organisations and communities. *Social Compass* provides research based knowledge and expertise to inform and guide, through evaluation and monitoring techniques, cross-sector partnerships and programs for a socially inclusive and sustainable future.

Published by the Australian Institute of Aboriginal
and Torres Strait Islander Studies
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Date of Publication: 2006

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Introduction

Why this Toolkit?

Indigenous decision-making and conflict management processes are core business for all who work with Indigenous peoples. The Indigenous Facilitation and Mediation Project wishes to encourage a culture of evaluation of such processes.

The toolkit has been prepared with Native Title Representative Bodies and Native Title Services (hereafter NTRBs) in mind because they have a specific responsibility under the *Native Title Act 1993* (NTA) to carry out decision-making and dispute management processes with their Indigenous clients. However, it may also be used by other organisations delivering native title services and adapted to a range of Indigenous decision-making and dispute management training and service delivery contexts.

It is important for NTRBs and others to be able to see and evaluate whether the staff training and services they are receiving make a real difference to their operations. Making sure that this is the case will improve the capacity of NTRBs and native title holders to manage and own their business, decisions and disputes.

This toolkit was developed to provide **evidence-based answers** to the following two key questions:

1. *To what degree did the decision-making and dispute management training strengthen your organisation's capacity to provide a more efficient and effective service?*
2. *To what extent, if any, has the service or process benefited native title holders, and the broader Aboriginal community?*

The toolkit only begins to capture all the issues which arise in the complex native title decision-making and dispute management processes. It provides a foundation upon which future evaluation processes might be designed.

How the tool kit was developed

In 2005, Social Compass was commissioned by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) to develop this evaluation toolkit in collaboration with the Indigenous Facilitation and Mediation Project (IFaMP). Funding for Social Compass was provided by the NNTT, while core funding for IFaMP's input was provided by The Office of Indigenous Policy Coordination's Land Rights Services Branch.

Social Compass facilitated a 2-day consultation workshop (5-6 December 2005) with representatives of the Federal Court of Australia (FCA), NNTT, NTRBs, Native Title Research Unit (NTRU) of AIATSIS and IFaMP. It conducted a series of interviews with a range of stakeholders (mediation consultants, Griffith University in Queensland [Department of Politics and Public Policy], Macquarie University in New South Wales [Department of Human Geography], and a Federal Court Justice of the Peace). Social Compass also researched evaluation approaches and frameworks that may be relevant to the native title context.

How to use this toolkit

This toolkit is written for those with little or no experience in evaluation. It is designed to build organisational evaluative capacity and ideally should be complimented with initial training for its application.

The toolkit is written in three parts:

Part A sets the Native Title Representative Body evaluation context, identifies its major **stakeholders**, and suggests the **indicators** and **measures** to be employed in the evaluation of native title decision-making and dispute management training and processes.

Part B outlines the steps in conducting an evaluation.

Part C provides a number of worksheets and practical tools to assist you in your evaluation.

Appendix 1: Definition of Terms provides definitions to words that appear in bold.

There are a number of steps in conducting an evaluation, some dependent on others. So, we recommend that you read all the steps in this toolkit before you begin the evaluation process.

It is understood that NTRBs and other organisations may have limited resources to carry out evaluations. This will influence the frequency with which they are able to conduct **evaluations** and their capacity to use all the tools provided in Part C. We recommend, that, at the very least, you use both the survey and interview guide/focus group discussion tools since they have been designed to compliment each other.

I. Aim of the Toolkit

The aim of this toolkit is to enable NTRBs and others to:

- Conduct their own evaluations
- Build the knowledge and skills of staff in evaluation processes, and
- Know when to employ external evaluators.

In relation to training, the toolkit can help you identify and **monitor** over time:

- **Participant** and (NTRB) organisational levels of skill prior to training against which to measure any improvement
- Whether those being trained are being equipped with the necessary skills
- How trainees are using and applying their new skills and knowledge
- The experience of the training and what people undergoing the training said about it.

In relation to service delivery, it can help you answer:

- How did the native title holders or applicants experience the service and what do they say about the service?
- What did they learn?
- What differences, if any, has the service made to the lives, attitudes, perceptions etc of those who have experienced the service?

II. What is evaluation?

To evaluate something means literally to look at, and judge, a **program's** quality or value.

Evaluation can help you:

Gather information that will assist you to improve your program by:

- Monitoring your progress towards your program objectives.
- Identifying issues that are important to your program participants.
- Improving your information collection methods.

Demonstrate the effectiveness and impacts of your program to your key stakeholders and supporters by:

- Assessing the progress you have made towards meeting your program goals.
- Documenting the quality of your program and outlining the effects of your program on participants.
- Documenting the types of and the amount of change experienced by program participants.

There are two main evaluation methods:

Quantitative methods are about collecting information that can be counted and measured (eg. numbers and percentages) and include doing surveys and questionnaires.

Qualitative methods are about collecting more detailed information about what your program means to the people involved in it and may include document reviews, focus group discussions, interviews and/or observations.

III. What the Evaluation will tell you

Evaluation is useful for learning. It can tell you whether your program is meeting its intended aims and having a positive **impact** on your participants. You might conduct an evaluation and find that there is little evidence of impact or success.

Use your evaluation and what you have learned from it to improve your program in the future. The way that success **indicators** are defined in your evaluation can influence how mediators deliver their services. This is why regular evaluations (eg. each year) are important. They will not only help you learn what you have achieved and whether your program is meeting its **objectives** and intended **goals,** but they will also help you bring about change for the better. Your first evaluation can also act as a point of reference, or the beginning point, from which excellence (or success) is measured.

PART A: The Native Title Evaluation Context

Various kinds of native title and other land related decision-making and dispute management services are provided to native title holders by:

1. External consultants
2. National Native Title Tribunal (NNTT) members
3. NTRB staff
4. Federal Court Registrars
5. community mediation centres
6. State government tribunals

Because Indigenous communities are often participating in sometimes imposed processes of decision-making and dispute management with inadequate information and in time urgent environments, they may lack ownership of decisions, giving rise to outcomes and agreements which are not sustainable. There is also uncertainty as to the kinds of training which will benefit staff of NTRBs and others and a range of training of varying quality is currently provided.

This toolkit was developed to provide **evidence-based answers** to two key questions which were developed at the two-day native title workshop of representatives of the FCA, NNTT, NTRBs, NTRU (see page 5):

1. *To what degree did the decision-making and dispute management training strengthen your organisation's capacity to provide a more efficient and effective service?*
2. *To what extent, if any, has the service or process benefited native title holders, and the broader Aboriginal community?*

I. Mapping Stakeholders

A benefit to the native title holders may be measured around whether the process or service has worked for each of those who have an interest in your evaluation. These people are sometimes called **stakeholders**.

A stakeholder is any person or organisation that has an investment or interest in what will be learned from your evaluation and what will be done with the knowledge. Stakeholders will have a range of greater or lesser interests in the evaluation: these are called primary, secondary and tertiary interests (see 1.2d for further stakeholder discussion).

It is important to know the interests of stakeholders at the start of your evaluation and to work with them, as appropriate in defining the **indicators** and **measures** of your evaluation (see below).

The lists of examples of stakeholders in Tables 3 (a), (b) and (c) below were also developed from the two-day native title workshop of representatives of the FCA, NNTT, NTRBs, NTRU and IFaMP. Your stakeholders and/or the priorities you allocate to them may be different.

Table 3a – Examples of Primary Stakeholders in the NTRB Decision-making and Dispute Management Context

Primary Stakeholders		
Stakeholder Group	Why have they been given this status?	Impact on the evaluation & Impact of the evaluation on them
Native title applicants	▪ Trigger the process to gain rights and recognition ▪ Sign off on agreements ▪ Major beneficiaries of outcome ▪ Process impact directly	▪ End-users of the process ▪ Primary actors in ensuring sustainability of outcomes ▪ Participation must be secured for evaluation to be successful ▪ Evaluation should lead to improvements in training and service delivery ▪ Identification of training needs
Native title groups	▪ Applicants act on behalf of this group ▪ Major beneficiaries of outcome ▪ Process needs to balance family/individual/group issues ▪ Process impacts directly	▪ End-users of the process ▪ Primary actors in ensuring sustainability of outcomes ▪ Participation must be secured for evaluation to be successful ▪ May have different view from applicants ▪ Evaluation needs to consider all interests and views not only those of applicants ▪ Impact of the process can be different for the broader group than it is for native title holders ▪ Evaluation should lead to improvements in training and service delivery ▪ Identification of training needs
Native Title Representative Bodies and staff	▪ Legal responsibility to provide services to native title applicants and the native title holding group ▪ Primary role in representing claims in their region	▪ Represent the primary stakeholders ▪ Resources and responsibility for evaluation ▪ Potential influence on evaluation outcome ▪ Can facilitate improved service delivery ▪ Participation needs to be secured ▪ Identification of training needs
Neighbouring Claim Groups	▪ Relationships with native title applicants and groups ▪ Agreement also effects them as neighbours ▪ Need for standardising regional approaches ▪ Disputes over boundaries and overlapping claims	▪ May have different views of the process and be affected differently from the applicants or native title holders ▪ Also affected by improved service delivery ▪ Often need to be incorporated into any process
Other Indigenous interests	▪ Often engaged in regional discussions over country ▪ Possibly engaged in range of disputes with applicants/native title holders.	▪ May need to be incorporated into more 'whole-of-community' approaches

Table 3b – Examples of Secondary Stakeholders in the NTRB Decision-making and Dispute Management Context

Secondary Stakeholders		
Stakeholder Group	Why have they been given this status?	Impact on the evaluation & impact of the evaluation on them
Office of Indigenous Policy Coordination	▪ Primary source of funding ▪ Government Department responsible for NTRBs ▪ Interest in native title outcomes	▪ Funding prioritisation impacts on the progress of claims and nature of processes ▪ Accountability of funding on 'outcomes' basis ▪ Evaluation could build trust with NTRBs and parties
Federal Court	▪ Role in managing and determining applications ▪ Actions of judges affect the process	▪ Controls the process of application and carries out strategic interventions ▪ Applicants/parties and NNTT can advise court about process ▪ Evaluation could build trust with NTRBs and parties ▪ Judges determine whether mediation occurs and continues ▪ Information can assist Federal Court in its own evaluations ▪ Improved Federal Court processes ▪ Identification of training needs
National Native Title Tribunal	▪ *NTA* responsibilities for mediating native title agreements ▪ Provides services to NTRBs if requested ▪ Can facilitate relationships between parties ▪ Significant mediation interventions	▪ Evaluation could build trust with NTRBs and parties ▪ Advises Federal Court on progress ▪ Information can assist NNTT in its own evaluations ▪ Improved NNTT processes ▪ Identification of training needs
State and Territory governments	▪ First respondent ▪ Major role in affirming connection materials ▪ Oppositional stance can affect outcomes ▪ Affects timing, progress and roles of other respondents	▪ Evaluation could build trust with NTRBs and parties ▪ Information can assist in own evaluations ▪ Improved processes and expediting of native title outcomes ▪ Possible improved willingness to fund NTRB processes through greater understanding
C'Wealth Dept of Attorney General	▪ Respondent representing the Federal Government	▪ As for State and Territory Governments

Table 3c – Examples of Tertiary Stakeholders in the NTRB Decision-making and Dispute Management Context

Tertiary Stakeholders		
Stakeholder Group	Why have they been given this status?	Impact on the evaluation & impact of the evaluation on them
Mining Sector	▪ Interest in access to land ▪ Want agreements to proceed ▪ Can provide substantial benefits to the native title group ▪ Major financial imperative ▪ Environmental interests	▪ Bring a commercial orientation to output measures and reality check ▪ Improved mining processes ▪ Changed expectations ▪ Greater understanding of Indigenous issues
Pastoralists	▪ Long-term interests and investment in the land ▪ Can have strong historical relationships with native title holders	▪ Improved relationships from greater understanding of Indigenous issues ▪ Changed expectations ▪ 'On the ground' reality check
Local Government	▪ Should be involved in a number of native title process at local level ▪ Native title outcomes can affect their constituents	▪ Bring a non-Indigenous but local view to the evaluation ▪ Building better working relationships with the whole community through greater understanding ▪ Native title issues often affect the whole community
Professional process consultants (facilitators, mediators, etc)	▪ Manage the processes ▪ Bring expertise to processes	▪ Bring a process management perspective ▪ Improved processes and seeking development of new skills ▪ Professional paradigms require specific evaluation
Private Legal Representatives	▪ Often provide services to groups outside of the process or those not represented by NTRBs ▪ Role in disputes amongst Indigenous parties agreements	▪ Bring a perspective from 'outsider' disputing groups ▪ Awareness raising of their impacts on the process
Other Third Party respondents	▪ Parties to applications and mediation with interest in the land	▪ Bring a range of perspectives ▪ Highlight the need for inclusive facilitative processes and relationship building

II. Indicators and Measures

Having mapped your stakeholders, you now need to ask yourself how you can measure the degree to which your program or service has met its **goals** and **objectives**.

What are the main indicators, signs or evidence of success of your program, which can help you answer the two key questions in this evaluation?

For example, an indicator for a mediation process might be that mediation is recognised and valued as making a difference. One **measure** of this could be the percentage of participants in **mediation** training who say that the relationships between disputing Indigenous native title parties are now improved.

The indicators and measures in Tables 4 and 5 below were developed from the two-day native title workshop of representatives of the FCA, NNTT, NTRBs, NTRU and IFaMP.

If you decide to workshop the indicators and measures further with staff of your organisation, ask yourself, in developing indicators:

- What outcomes would indicate success of my program?
- What changes do I want to see?
- What do I want the program to achieve?

In developing measures, ask yourself:

- How can I measure each of these outcomes or changes or achievements?
- What would show evidence of them?
- What would that evidence look like?

Consider indicators that the other stakeholders you have mapped might suggest and whether you wish to include them.

Consider also some of the complicating factors in evaluating in the native title context such as:

– the range of competing capacity building needs within organisations and groups;
– the significance of conflicts of interest;
– poor matches between individual and groups needs and the types of training and service delivery required;
– disputes within and between users and service deliverers which may affect how they evaluate programs;
– how to identify factors implicated in the sustainability of agreements;
– differences in what Indigenous and non-Indigenous groups and service providers may value as positive or productive or successful in a process (eg long term disputing parties may now have agreed to work together);
– processes by which the initial design of training and service delivery took place and for whom;
– capacity of trainees to enter into training; and
– the capacity of Indigenous people to enter into agreements.

Note: Should you choose to vary the indicators and measures in the tables below, you will need to ensure that they are reflected in the survey and interview guides contained in Part C.

Table 4 – Examples of Indicators and Measures for Effectiveness of Indigenous Decision-making and Dispute Management Training

This table contains indicators and measures that relate to Question 1:

To what degree did the decision-making and dispute management training strengthen your organisation's capacity to provide a more efficient and effective service?

Indicators	Measures
Improved skills	▪ Trainees can identify new or improved skills ▪ Identified competencies are met ▪ Trainees feel more confident in managing decision-making and dispute management processes ▪ NTRB and its staff understands the importance of process in achieving sustainable outcomes ▪ Trainees feel that their roles as process managers in the negotiation of native title is more clearly understood by native title holders and other staff. ▪ NTRB staff, native titleholders and other stakeholders recognise improved skills of trainees.
Relevant skills	▪ Trainees identify areas of relevance of skills gained to their work in their organisation ▪ Skills gained are appropriate to the local native title and NTRB context ▪ Skills gained are relevant to other areas.
Application of skills	▪ Training has enabled NTRB to provide better services ▪ Skills are shared with other staff ▪ Staff are applying their new skills
Gaps	What are the gaps between: ▪ current skills and those that are still required ▪ expectations of the training and what was not delivered ▪ kind of accreditation the trainees receive and what they require ▪ cultural communication skills of the trainer and what is required ▪ costs of training versus perceived outcomes and benefits to the organisation ▪ demands for additional training versus barriers (eg. funding, capacity of staff, access to trainers and training programs) ▪ positive and negative feedback from trainees and other stakeholders?

Table 5 – Examples of Indicators and Measures for the Impact of a Decision-making and/or Dispute Management Service or Process

This table contains indicators and measures that relate to Question 2:

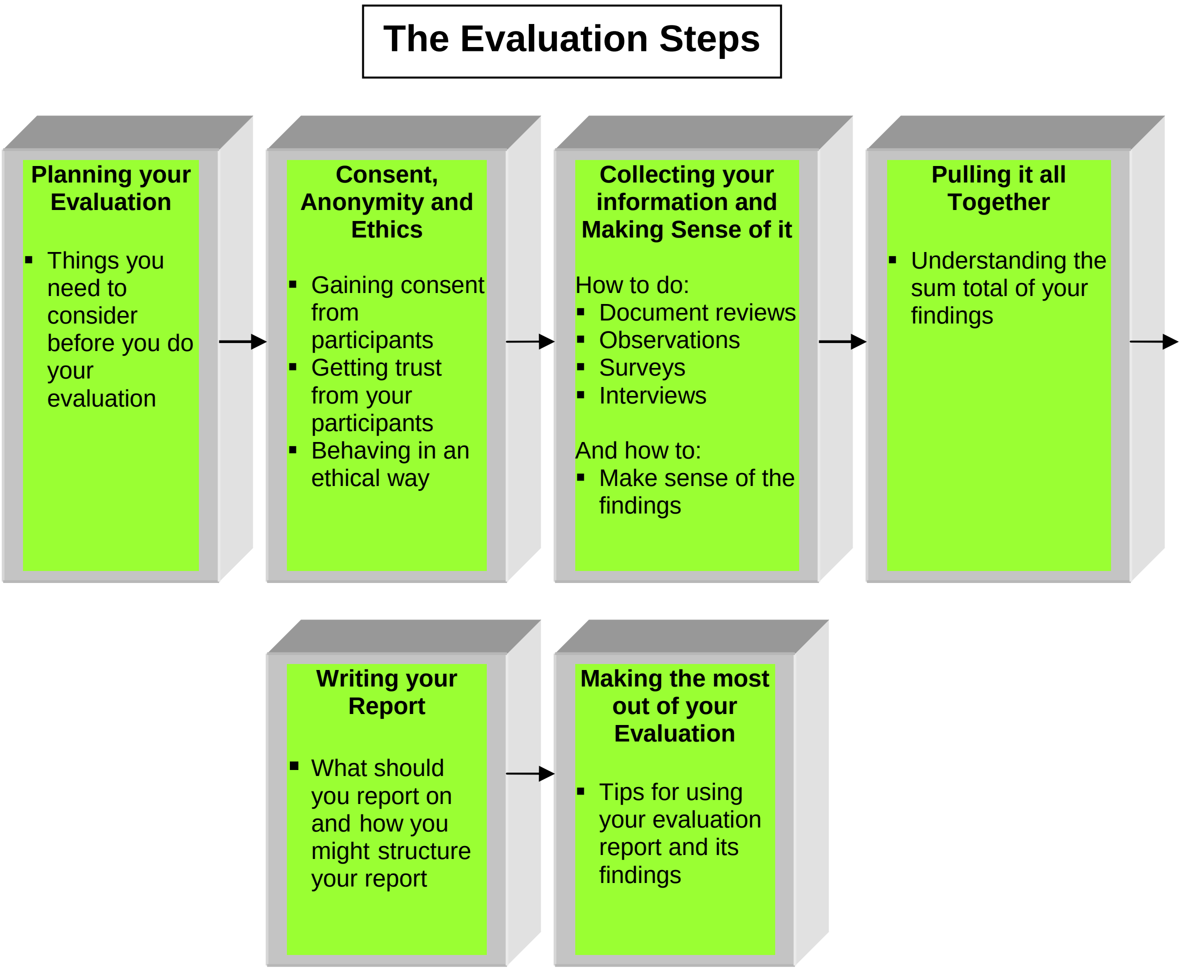
To what extent, if any, did the service or process benefit native titleholders or other stakeholders?

Indicators	Measures
Empowerment of native title holders	▪ Native title holders have a clearly understood and agreed decision-making framework ▪ Native title holders can manage their own decision-making processes ▪ Native title holders can manage their own disputes ▪ Contingencies are in place in the event that a decision cannot be made or a dispute cannot be settled. ▪ Free, prior and informed consent is obtained for the agreed outcome ▪ Parties feel that their views are incorporated into the process ▪ Outcomes of the process are understood by all parties ▪ Process brings about changes in policies and practices in NTRBs and other stakeholder approaches ▪ Leadership is active (eg. people in the community who can assist such as peacemakers, and those with technical expertise).
Positive experience and perception of the process	▪ Native title holders and other stakeholders rate the process highly ▪ The right to say 'No' is respected ▪ Native title holders are satisfied with the decision ▪ The process is fair, transparent and inclusive ▪ The native title rights, interests and needs of all parties are considered ▪ Process creates space for Indigenous ways of doing business ▪ Preparation is thorough ▪ The process facilitator conducts him/herself appropriately and manages difficult circumstances effectively ▪ Native title holders are confident their claim is progressing.
Enhanced Relationships	▪ The process influences and/or improves relationships between Indigenous parties ▪ The process influences and/or improves relationships between Indigenous parties and the NTRB and other stakeholders ▪ Trust is generated from relationship building exercises ▪ Power differentials are accounted for and negotiated.
Implementation and sustainability	▪ The process incorporates capacity building of native title holders ▪ The process identifies implementation issues and mechanisms ▪ The NTRB and native title holders are actively participating and managing the process, including any unresolved disputes ▪ The process accounts for the capacity of native title holders to implement any decision or agreement. ▪ The process addresses any broader governance issues that impact on a sustainable outcome ▪ Outcomes are sustainable over the long term.
Gaps	What are the gaps between: ▪ parties' expectations and outcomes ▪ harmful and beneficial outcomes ▪ parties' ability to negotiate versus their capacity ▪ the relationships of parties ▪ parties' understandings of technical and legal information ▪ what the process cost and what was required ▪ recommended aspects of the process and what occurred ▪ positive and negative feedback?

PART B: How to do your evaluation

Introduction

There are six steps in the evaluation process shown in the diagram below.



Step 1: Planning your Evaluation

1.1 Scoping your Evaluation

(a) Describe your program

Before beginning your evaluation you will need to clearly describe your program or process and its importance.

For example, is it mediation, facilitation, conflict management design, conflict analysis, relationship building, or mapping of disputes?

Use *Worksheet 1: Program Description* in Part C to help you with this.

(b) Goals and objectives of your program

Now decide, as was described in the previous section, what you are trying to achieve through your program. What are its **goals** (what you want to achieve and the changes you want to see) and objectives (the things you need to accomplish to achieve your goals of your program)?

Write down your program **goals** and the **objectives**. The two overriding evaluation questions and the indicators in Tables 4 and 5 are useful guides for this part of the process. You will need this information to make final conclusions about your program.

Use *Worksheet 2: Program Goals and Objectives* in Part C for this exercise.

Be clear about the reasons you are doing the evaluation and consider issues that may affect the quality of your evaluation. Workshop with other staff if you are not sure.

Your reasons may be to find out:

- *To what degree did the decision-making and dispute management training and processes strengthen your organisation's capacity to provide a more efficient and effective service, and/or*
- *To what extent, if any, has the service or process benefited native title holders and the broader Aboriginal community?*

Use *Worksheet 3: Evaluation Reasons* in Part C to complete this exercise.

1.2 Responsibility for and Timing of the Evaluation

Once you have described your program and the reasons for doing your evaluation, you will need to consider a few things:

(a) When will you do the evaluation?

An evaluation is normally done once a few training courses and/or **facilitation** sessions have been completed. You need to be confident that enough people have done the training and are applying their new found skills and knowledge in ways that should/could be making a difference. You may decide to do an evaluation once a year or every few years.

If you are not ready to do a full evaluation, still follow the steps outlined in this toolkit so that you can monitor your program **outcomes** over time. If you do this, you will have most of the information you need to write your final report when you are ready to do your full evaluation.

(b) Who will do the evaluation?

External evaluation

If you do not have the internal **resources** or skills available, you can 'go external' and contract/pay someone to conduct the evaluation but this demands more financial resources.

Internal Evaluation

If you choose to conduct an internal evaluation, you will need staff who:

- Have good communication skills
- Have a high level of computer skills including Excel
- Are comfortable interviewing participants either through a survey or more informally with the use of an interview guide.

Worksheet 4: Internal versus External Evaluations in Part C can help you decide what type of evaluation will most suit your needs.

If you decide to do an internal evaluation it may be necessary to allocate roles and responsibilities to your staff according to their skills and the organisation's resources. For example, the planning phase and the presentation of the evaluation findings might reasonably be directed by the CEO while the program manager could guide the information collection and analysis. An administrator can be responsible for handling consent forms and data entry and so on.

Use *Worksheet 5: Tasks and Responsibilities* in Part C to chart staff responsibilities.

(c) How long will you need to do your evaluation and do you have enough resources?

The most important decision you will make about your evaluation concerns resourcing and funding.

How much time is required and the cost involved in an evaluation is difficult to assess. An evaluation generally requires around 10% of the overall budget allocated to a program. For example, if training is costing you $10,000, then you would need to allocate about $1,000 as well as staff hours to do the evaluation of the training part of your program.

Poorly resourced evaluations generally take longer and have less chance of finding out what is actually happening.

Use *Worksheet 6: Evaluation Budget* in Part C to help you calculate how much your evaluation will cost. Think about each aspect and, if unsure, estimate higher rather than lower in terms of time and/or cost.

Note: It may be better to **not do** an evaluation than to do a poorly resourced evaluation.

1.3 Stakeholder Identification and Engagement

It is important to identify and engage your stakeholders where relevant. Identify your most important stakeholders by asking yourself:

- Who can use the evaluation findings to make decisions or take action?'
- Who has an impact/influence on the success of our program?
- Who is affected by the program or might affect the program?

Involve your stakeholders from the beginning, and consider setting up a Steering Committee for it. Feedback and the opinions of others can:

- Help you identify problem areas early
- Improve your program
- Increase the chances that you will achieve positive results
- Help good programs become even better.

Use Tables 3a, b and c on stakeholder mapping to help you identify those groups from whom you should seek information, feedback and opinions.

Do:

- Talk to the people involved in your program during the planning stage and ideally throughout the evaluation, particularly if the evaluation is going over a few weeks or months
- Let people know that their opinions are important
- Help them feel a sense of ownership of the program.

By:

- Providing them with a one page progress summary at strategic points, for example at the beginning of the planning process, at the start of the evaluation itself, and half-way through the evaluation
- Encouraging questions, feedback and opinions throughout and most obviously at the end of the evaluation
- Sending short updates by email and/or newsletters, telephoning people or meeting them in person.

Think about how you will inform the key stakeholders of your findings. For example, will you:

- Send out a global email informing all stakeholders and participants that the report is finished and if they are interested to contact you for a copy of the report?
- Automatically send the report to all participants?
- Provide the report electronically or in hard copy?
- Distribute sections of the report to the media, local newspapers?
- Give presentations on the report?
- Set up a session with key stakeholders to debate the findings?

1.4 Making the Most out of your Evaluation

So that you maximise your resources spend some time finding out what has already been done in your area:

- Are other NTRBs or organisations evaluating their training in and service delivery of decision-making and dispute management training in native title?
- Has the NNTT done any evaluations?
- Has the Federal Court carried out any evaluations?
- Are they planning to?
- How can you share results and learn from each other?
- How can you maximise learnings?
- Can you work together to maximise resources?

Too many well-intended evaluations sit on bookshelfs because no-one has considered the question: what will we do with the evaluation once it is complete?

- Ask yourself this question at every stage of the evaluation process
- Have discussions with your colleagues and other stakeholders about what you should do with the evaluation once completed (in terms of the decisions you will make and the actions you might/will take).

Think about ways of using your evaluation findings. Some examples include:

- Support for resource allocation decisions
- Leveraging resources (eg. funding)
- Support for program changes and refinements
- Support for current program directions
- Confirmation that your program was implemented as planned and that it had the intended outcomes
- Getting stakeholder support.

Use *Worksheet 7: Using your Evaluation* in Part C to document your answers to points (e) and (f).

It is important that you try and anticipate any cultural issues that may influence your evaluation. This will help you identify quickly the things that you will need to manage.

For example, ask yourself the following questions:

- Will I need to translate surveys into other languages or conduct surveys face-to face?
- What are the literacy levels of participants? (a mailed out survey may be inappropriate and surveys better done by phone or in person)
- Are there any issues surrounding confidentiality?
- Are there issues around gender and age?

Use *Worksheet 8: Management Issues* in Part C to identify issues and the ways these will be addressed.

Step 2: Ethics, Anonymity and Consent

It is important to consider your ethical responsibilities before you go out and collect your information. When collecting information, you need to conduct yourself in an ethical manner. This means that you must meet certain standards of research and evaluations whereby the participants in your evaluation are treated with respect and their confidentiality is maintained.

2.1 Ethics

During each stage of the evaluation, you have a responsibility to 'do no harm'. In other words:

- Accept your ethical responsibilities to <u>all</u> stakeholders involved in the program
- Consider the effect of your actions (eg. during interviews, observation, in writing up) at the individual (eg. your participants), community (indigenous communities) and society (Australia as a whole) level.

<u>For example</u>, decision-making and dispute management processes can be stressful. Being asked to reflect and speak on these experiences can increase stress or cause re-occurring stress for some participants.

> **Note:** Be mindful of the ethical guidelines which have been developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies for carrying out research in Indigenous communities.
>
> See: http://www.aiatsis.gov.au/research_program/grants/grants_assets/ethics_guidelines.pdf

Do not:

- Get involved in personal or organisational conflict or views
- Make judgements on the beliefs or opinions being expressed
- Disregard information you do not agree with
- Identify participants (by name) in your evaluation report
- Prioritise one or two dominant people's viewpoints over others.

Do:

- Listen carefully to the range of perspectives and viewpoints
- Be honest but fair, neutral and impartial
- Respect the rights of people to participate <u>or not</u>
- Protect participant's confidentiality and anonymity as agreed
- Respect sensitive information that participants share with you but do not want included in the report or shared with others

- Speak to and survey a range of people not just those who will tell you 'good' things about the program.

2.2 Informed Consent and Anonymity

Participants have the right to free, prior and informed consent. They have the right to:

- Understand what you are doing
- Know how any information will be used and reported
- To say 'no' if they do not wish to participate.

To ensure that participants provide open and honest responses to your interview questions, you may need to safeguard their identities (anonymity) and any confidential information they share.

Ask participants to read and sign a consent form before conducting interviews which includes consent or otherwise to the following:

- What you are evaluating
- The manner in which quotes might be used (if at all)
- The form of reporting on personal information
- Arrangements about confidentiality and anonymity (eg by using 'pseudonyms' - made-up names in the final report or by writing the evaluation report in a general way that only reflects specific information)
- What the results will be used for.

Use *Worksheet 9: Consent Form Template* in Part C and adjust it to your specific requirements.

Step 3: Collecting your Information and Making Sense of it

3.1 Introduction

The methods you use to collect information are very important. They will determine the **credibility** of your evaluation and its findings (that is, whether people believe them).

Deciding on your method involves developing a plan that addresses:

- What instruments or tools will be used (i.e. surveys and interviews)
- Who the information will be collected about (the **'population'** meaning all participants of the program)
- Who the information will be collected from (the **'sample'** meaning those who are taking part in the evaluation, see 3.3.2 below)
- How the information will be collected (i.e. the process design).

There are a variety of methods that can be used. These include review of reports and documents, surveys, observations, focus group discussions and interviews.

In this section, each of these methods is described. In Part C the actual tools (eg. surveys, document analysis and interview and observation guides) are provided.

As noted, there are two main evaluation methods:

Quantitative methods are about collecting information that can be counted and measured (eg. numbers and percentages) and include doing surveys and questionnaires.

Qualitative methods are about collecting more detailed information about what your program means to the people involved in it and may include document reviews, focus group discussions, interviews and/or observations.

Both methods have advantages and disadvantages. A *combination* of methods, however, will give you a credible evaluation that is based on valid (truthful) and reliable (accurate) information.

Note: You do not have to use all of the tools in Part C or the methods outlined here. You should think about which evaluation methodology best suits your purposes and modify the tools accordingly.

For example, in evaluating a training program for NTRB staff, you may choose to gain feedback on the content and value of the program through a one-page evaluation form, distributed at the conclusion of the day/s or by email after the event.

Remember that if you add in or remove indicators be sure that your evaluation tools in Part C are inclusive of the new indicators and no longer measure indicators that you have deleted or do not wish to measure. This may mean that you may need to develop new questions in the surveys or interview guide provided.

3.2 Document Review

Document review or looking through all the papers and reports that are about the program is a good starting point. However, it will only give you possible conclusions about the success or impact of your program. It should be combined with more direct measures such as surveys and interviews which are described later in this section.

A review of relevant reports and records kept by your organisation, such as previous training programs, human resource files and performance review assessments, can provide useful and specific information about:

- The program participants
- The context in which the program is operating
- The issues and complexities associated with your program over time
- Specific comparisons to other programs
- General comparisons about practical and theoretical approaches.

A document review may involve:

- Taking out and adding up the necessary results (for example, data about numbers of people with claims in process)
- Identifying and analysing the main themes and arguments in the documents
- You may also want to compare evaluations of other training or service delivery (for example, an evaluation or process carried out by the NNTT or Federal Court).

You can use a document review to:

- Match the arguments and themes in the documentation with your evaluation findings
- Use the information from the review to support and strengthen your evaluation findings
- Increase your knowledge and improve practice by comparing any impacts and outcomes of your evaluation to those in the documentation
- Get people discussing the issue and learning why your evaluation findings may be different from those in any records.

If you plan on doing a Document Review use *Tool 1: Document Review* in Part C as a guide.

3.3 Surveys: a Quantitative Method

Surveys can:

- Help you collect lots of information from a lot of people – quickly
- Give you quantitative information (numbers) about the efficiency and speed of your program, such as:
    - How many cases have settled
    - How much time it took to settle each case
    - How much the process cost and who was involved
    - What the outcome in financial terms was
    - How many people completed training
    - How many of them were satisfied with the training and/or service delivery
- Help you track outcomes over time if the same set of questions is asked at the beginning of a program (i.e. your **baseline information**) and then again at the end of the program to measure any changes.

3.3.1 Before you begin

Baseline measures tell you where you began so that you are better able to understand what your program has achieved next time you survey. Before or very soon after a program begins, collect baseline information to provide you with a tool for comparison to track change or outcomes over time.

For example:

- If you are aiming to increase the number of people enrolling in training in native title decision-making and dispute management by 20% over 2 years, you will need to know how many trained people you currently have.
- If you are interested in increasing access to your services, you will need to know the geographic locations from which participants are travelling now.

Use the pre-training survey (*Tool 2A* in Part C) and pre-service delivery survey (*Tool 3A* in Part C) to give you some basic baseline measures.

Use the post-training survey (*Tool 2B in Part C*) and post-service delivery survey (*Tool 3B in Part C)* to match responses against pre-surveys. This will allow you to monitor the progress of your training and/or service delivery outcomes across your baseline measures.

3.3.2 The right sample

If there are large numbers of people doing training or making use of a service or process you will probably not be able to talk to them all. You may need to survey a '**sample**' or smaller number of people. The sample group must be large enough to ensure that it also represents the others who took part who are not being surveyed. This is referred to as the 'representative sample'.

The 'Sampling Rule'

If the total number of participants (the population) in the program was 20 or less – survey everyone.

If the total number of participants was between 20 and 100 – survey half of them.

If the total number of participants was over 100 – survey 25% of them (i.e. 25 people).

3.3.3 Administering Surveys

Try to carry out your pre-training (*Tool 2A in Part C*) and pre-service delivery (*Tool 3A in Part C*) surveys on the day the training or process starts, if not before.

Do your post-training survey (*Tool 2B in Part C*) and your post-service delivery survey (*Tool 3B in Part C*) around three months after the training or process.

Surveys can be done by mail or e-mail, by phone or in person. But not everyone will complete or return them.

Survey Tips

Mailed surveys will produce the lowest rates of response. If you mail out surveys, include a return mail envelope and follow up with a reminder telephone call or email message.

Get people to fill in surveys while you are there – though preferably not directly in front of you.

Fill in surveys over the telephone.

3.3.4 Making sense of your Survey Information

Once you have gathered your completed surveys, you will need to collate, describe, interpret and analyse the information to make sense of it, so you can take action on what you learn.

There are five basic phases for pulling survey information together: labeling, sorting, entry or tabulation (putting the information into tables), analysing and presenting.

(a) Labelling

Give each survey an identification number. For example, each of the pre-training surveys could be labeled 'Pre1', 'Pre2', 'Pre3' etc, and each of the post-training surveys labeled 'Post1', 'Post 2' etc.

(b) Sorting

Do not include surveys (but keep a record of how many you did not include) that clearly show that the person surveyed did not understand what was being asked.

For example, someone may have rated every question on the scale as 'strongly disagree' (being the worst) but when you look at some of the questions that required a written response, they may have said that the experience was fantastic. This indicates that he/she did not understand the scaling used and that the response should not be used.

(c) Entry and Tabulation (making a table)

Enter survey responses on a spread sheet. The following is an example of a spread sheet.

Tabulation Spread Sheet

Survey ID	Question 1	Question 2	Question 3	Question 4	Etc	Question31
Pre 1	3	4	2	3	1	Improve my skills
Pre 2	4	4	4	2	1	Improve my facilitation skills
Pre 3	3	4	5	1	2	Nominated by my boss
Pre 4	2	2	1	2	3	Skills improvement
Pre 5	3	2	3	3	2	Improve skills

Add up the number of responses received for each question for each survey. For example:

- how many people strongly disagreed with each question/statement
- how many people disagreed with each question/statement
- how many people agreed with each question/statement
- how many people strongly agreed with each question/statement.

Type up all the written responses.

(d) Analysing your information

Some of the survey questions and statements are related to each other. This allows you to report the findings in ways that connect them. For example, 'most people found the mediation a positive experience [Statement 1] and were able to trust the mediator [Statement 2]'.

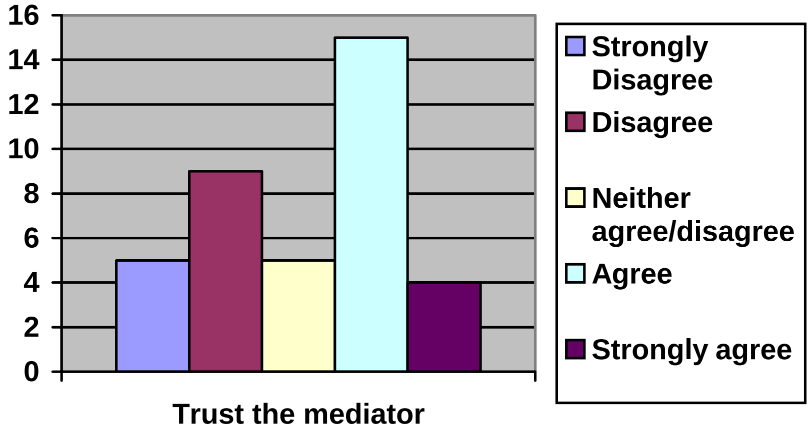
For responses to questions such as 'Name three things….' or those questions that do not require a box to be ticked, count up the most frequently occurring answers (for example, in response to the question, 'What were the best three things about the training program?', the trainer may be repeatedly identified as the 'best thing').

(e) Presenting

Use tables, graphs and charts to display your survey findings in ways that are easily understood and write simple explanations of them.

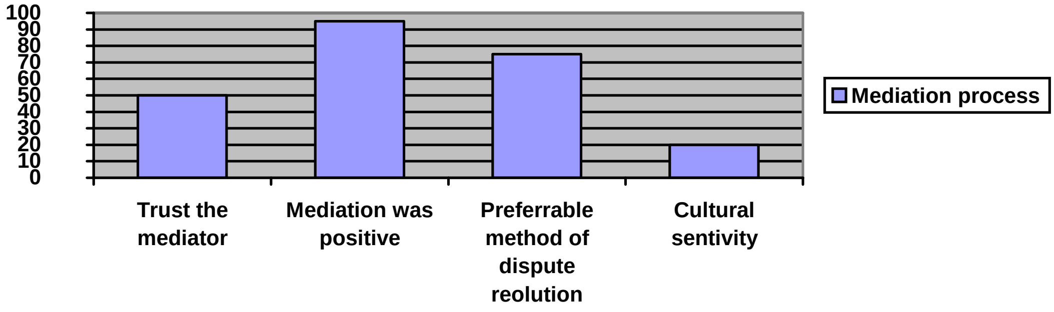
The following is an example of what could be presented:

Presenting Charts and Graphs



Graph 1 – Levels of trust for the mediator (or facilitator)

Graph 2 below shows the findings from these four statements.



Graph 2 – Experience of the mediator (or facilitator) and the process

Explanation:

Graph 1 shows that of 38 people who filled out the survey, 19 people (50%) felt they could trust the mediator and 14 people (37%) said they did not.

Although only half of those surveyed claimed they were able to trust the mediator, almost all of those surveyed (95%) found it to be a positive experience and more than three quarters (78%) said they found mediation preferable for resolution of disputes.

When both Graph 1 and Graph 2 are considered, they suggest that, while mediation is preferable and positive, many did not trust the mediator and most felt that the mediator was not culturally sensitive.

This implies that rather than there being a 'problem' with the mediation process, the mediator was not appropriate. However, to find out if this is in fact accurate, you would need to explore this finding through interviews or observations (see 3.4).

3.4 Qualitative Methods

Qualitative methods such as observation, interviews and focus group discussions are more time consuming than quantitative survey methods. However they can help you collect more detailed and meaningful information about the effectiveness of your program by:

- Expanding on the data collected in surveys
- Providing in-depth information about participant's behaviours, attitudes, values, knowledge, and skills before, during, and after a program
- Providing examples of the ways the program is experienced and how it is or is not working
- Providing examples of the differences the program has made
- Helping you clarify, expand and understand what you have learned through your document review
- Identifying the stumbling blocks in your program.

Qualitative information can help to explain and provide evidence of some outcomes that are difficult to measure - information that surveys can not sufficiently capture.

For example, surveys may suggest that 70% of people surveyed felt they could trust the mediator - interviews or a group discussion should be able to tell you <u>why</u> they felt they were able to trust the mediator.

3.4.1 Observation

Observation (or watching) allows you to get information without having to ask people for it.
You might decide to observe facilitation or mediation processes, meetings or training sessions. If you want to make comparisons, you could observe a range of other training sessions or decision-making and dispute management processes that are run by other organisations.

When observing:

Do:

- Look first before recording your observations
- Put aside any opinions you already have about the program and what you think you might see
- Have a clear idea of what you are looking for
- Write notes about what you are seeing including:
    - who attends
    - the behaviour of participants
    - group dynamics (how people in the group are relating to each other)

For example, if you are observing training, you can write notes about:

- o whether those being trained are enjoying the session
- o whether they are understanding the course
- o whether training objectives are being met.

Do not:

- Give your opinion – especially if you intend to interview some of these people later.

Note: Your observation of people can affect their behaviour. However this will be reduced over time when they get used to you being there.

Use *Tool 4: Observation Guide* in Part C to record each observation you make if you plan on doing observation.

3.4.2 Interviews and Focus Group Discussions

Note: Interviews and focus group discussions will give you the chance to get more detail about your survey results. **If you are doing surveys,** interviews and focus group discussions should <u>always</u> be conducted <u>after</u> the surveys have been collected and data from them has been analysed.

(a) Interviews

Interviews can be conducted in person or by telephone. You might interview participants, program staff (trainers, NTRB staff involved in the program) and other stakeholders. We recommend that you interview participants once training and facilitation sessions have been completed.

When interviewing:

- Talk to a representative sample of key stakeholder groups
- Get a range of ways of seeing things for a more complete story about what your program did or did not achieve (for example, interviewing only staff members about a program impact will only give you one view and is likely to result in a one-sided interpretation of how good or bad the program was and its effects).

Interviews can be formal or informal:

- Formal interviews are those that have been arranged beforehand to ask the participant a list of questions.
- Informal interviews are those that occur spontaneously without being planned. For example, you might ask a few people what they think about the training during morning tea.

Interviews can be structured, semi-structured or unstructured:

- A structured interview involves using the same set of questions you ask everyone that require short and focused answers, often ‘yes’ or ‘no’. Questions are read out as they are written and look much like a survey.
- A semi-structured interview asks ‘how’, ‘why’ and ‘what’ questions to allow answers to be explored more deeply and to follow-up with additional questions.
- Unstructured interviews do not have a fixed set of questions, but require that the interviewer/facilitator knows roughly what they are interested in exploring.

Semi-structured guides are the most commonly used for conducting interviews and focus group discussions.

(b) Focus Group Discussions

If an interview or discussion is held with a number of people at the same time – ideally 8-10 people – it is usually referred to as a focus group.

Focus group discussions can:

- Allow you to talk to more people in a shorter amount of time
- Give you more information as people respond to each other
- Help you gather information from people who might feel uncomfortable in a one-on-one interview.

But:

- The information you gather is unlikely to be as detailed as what you might get from one-on-one interviews
- People may not speak as freely when in the presence of others.

If you are only having one focus group, include a representative range of stakeholders.

If you plan on having more than one focus group, each group might consist of people with similar experiences (such as staff members only, etc).

Running focus group discussions requires a skilled person managing the discussion to:

- Make sure the discussion is clear
- Keep the conversation on track
- Control dominant members who may take up all the time or influence others
- Involve people who may not be getting the chance to break into the conversation or are shy – they will have important things to say given they have decided to participate in a discussion that they are (perhaps) finding difficult
- Manage sensitive information
- Get people to think deeply about the issues
- Help people to talk about their thoughts.

3.4.3 Conducting Effective Interviews and Focus Group Discussions

Because interviews and group discussions require people to talk about their thoughts which may be sensitive, the person doing them should:

- be matched with participants and the context
- have carried out significant background research on the context and program or already have significant knowledge
- not have a conflict of interest (for example, having the course trainer interview people undertaking training poses a conflict of interest and will not give you reliable results because participants may not feel free to say anything negative).

Note: During interviews and focus group discussions, take notes to allow you to remember important points.

Tape-recording what people say is an excellent way to get the exact words (quotes) that people used **but only if the participant consents.**

Use *Tool 5: Interview and Focus Group Guide* in Part C to help with your questions and to ask follow-up questions to get more information.

Important things to remember

- Before beginning, explain the reason the interview or focus group discussion is taking place
- Make the place where it is taking place comfortable and friendly – use a place the group is familiar with if possible
- Ensure that the place is quiet
- Be patient. Allow people to answer questions in their own time
- Allow people to talk freely and do not interrupt them
- Participants may answer another question which is further down on your list rather than the one you asked. Don't ask the question again, unless you need more information
- Try not to lead participants in a certain direction or to finish off their sentences.
- Take careful note of answers you may not agree with or think are 'wrong' or 'unfair'. These answers are important for helping you determine the gaps associated with your program
- Try not to give clues. You may influence their answer or make people think that what they said was wrong
- Give participants the opportunity to add any extra information they feel is important at the end
- Remember to thank people for their time and effort.

3.4.4 Making Sense of Your Qualitative Information

When preparing and analysing your information from interviews, focus group discussions and observations, there are four basic steps: labeling, transcription or writing out what people say, working out themes and trends, and presenting information.

(a) Labelling

Labelling involves making sure that your tape-recordings and written notes are labeled. Include the:

- name of person interviewed and/or participating in each discussion
- date of interview, focus group discussion or observation
- timing of interview/focus group – whether before, during, after program delivery.

(b) Transcription (writing out what people say)

Transcribe tape-recorded interviews or focus group discussions - not necessarily word for word. Alternatively, you may wish to summarise the participant's statements as you hear them.

If you are planning to quote things you think are important or that may back up your findings, make sure you write down what they say word for word.

If you took notes during the interview or focus group discussion, type them in the computer so you can copy what you want into your report.

(c) Identifying Themes and Trends

This involves recognising patterns in your information that help you answer your main evaluation questions for your report.

You may want to follow these steps:

1. Read all your notes and if you have not transcribed tape recordings, listen to all your interview tapes again.

2. Identify major themes – that is, the things that come up over and over again in the interviews and focus group discussions, not just in one interview.

3. Give the major themes headings or categories, eg. concerns, suggestions, strengths, weaknesses, similar experiences, recommendations. Also use your indicator headings. Organise comments and quotes under category headings by cutting and pasting on the computer. You may find that some quotes or comments fall into more than one category. Copy them into all the relevant categories.

4. Try to identify patterns and trends. You may notice that some categories can now be collapsed under a single heading.

When identifying themes and trends, ask yourself what story is this information telling me?

For example, everyone talked about the style of teaching within a training program but some people suggested the teaching style was excellent while others thought it was terrible.

You will have hopefully also asked about what was good or bad about the teaching style. For example, some thought it was culturally appropriate, while others thought it was inappropriate. It would then be good to know why the teaching style was viewed the way it was.

Keep 'digging' and asking 'why' until no more answers can be given, and look for examples in the interviews that support the themes or concerns that you have identified.

(d) Presenting Information

Give examples of your program's effectiveness or otherwise, and its impact, by using quotes and summaries of what people said. You might also write-up a case-study.

When presenting your information:

Do:

- Present the information in a clear and interesting manner and in a way that makes sense
- Contextualise your information - write around your most important themes under categories
- If appropriate, use a range of quotes to support your findings and descriptions.

Do not:

- Try to present interview or focus group discussion information with charts and graphs.

Step Four: Pulling it all Together

The various perspectives you have gathered from different stakeholders and from each tool you have used to collect information add up to tell you about the quality, success and impacts of your program.

Tips for Making Sense of Your Information

- Be flexible – When exploring your information for category headings. You may find new themes, issues or questions that you didn't think of at first. Note them and adjust interview guides and surveys over time to capture this information at your next evaluation or to include it in the current evaluation if you find out early enough.
- Get a full picture of your program - Because you will be gathering information from a range of stakeholders and using more than one method for collecting the information (observation, surveys, interviews), look at all ways of seeing things and findings to make sense of the information.
- Think about recommendations you could make that will help improve the training or service delivery.

You need to know what the information tells you in relation to your key evaluation questions you worked out at the start. Recall that, in the NTRB context, they were as follows:

1. *To what degree did the decision-making and dispute management processes strengthen your organisation's capacity to provide a more efficient and effective service?*
2. *To what extent, if any, has the service or process benefited native title holders, and the broader Aboriginal community?*

You also need to relate your information to the indicators and measures you decided at that start of the process (see Tables 4 and 5 for examples of native title indicators and measures for training and service delivery).

Try going through the following process:

- Look at all your evidence together.
- Ask yourself: What does the information tell me about my evaluation questions and objectives?
- Think about the reasons that you wanted to do the evaluation in the first place:
    - Does your information support your reasons for doing the evaluation?

- What does your information say about areas that need improving?
- What have you learnt from the information – personally and professionally?
- What is the way forward?
- Have there been improvements in program delivery over time?

- Looking at the bigger picture, also ask yourself:

    - What had an effect on our ability to run the program?
    - What did the program accomplish in the community?
    - What have we learnt about doing this kind of work and running these kinds of programs in a community like ours?

Make sure that the time and effort you put into your evaluation has paid off by developing some realistic usable recommendations for action. Involve your work colleagues and stakeholders.

If the decision-makers of your organisation are involved in making recommendations, they will be more likely to act on them.

Things to Remember . . .

When making sense of information, be careful to avoid the following pitfalls:

- **Don't** assume that the program is the only cause of any positive changes found. Other outside factors may also be responsible. It is usually not possible to isolate impacts, and your report should acknowledge other factors which may have contributed to change.

- **Don't** forget that the same evaluation method may give different results when used by different people, or that a person may tell the evaluator what they believe he or she wants to hear. For example, two interviewers may ask the same questions but receive different answers because one was friendlier or more patient than the other. Real problems or difficulties may be ignored or hidden because you or those to whom you have spoken want the project to succeed or to appear to be succeeding.

- **Don't** claim that the results from your evaluation also apply to other groups or locations. While this may be true, your report can only reflect the responses of the people you spoke to and the context you are evaluating.

Adapted from Kellogs Foundation

Step Five: Writing your Report

5.1 Report Content

There are two types of evaluation reports – informal and formal. Neither needs to be lengthy or difficult.

If the evaluation is for the internal use of your organisation, then it will most likely be more informal. These reports may:

- Contain sensitive information, and/or
- Have no relevance to external stakeholders, and/or
- Aim only to improve the internal efficiency, capacity or operations of your organisation.

If the report is to be distributed to your external stakeholders and to participants, then it should be formal. Formal reports are used to:

- Provide information about your programs successes to your board members, the community, government bodies and other similar organisations
- Provide information to your external stakeholders about why a program failed and what needs to be addressed
- Be used for public relations and to access funds to expand your program
- Be used to increase community awareness and support for your program if you plan on distributing parts of it to newspapers and other media sources.

Your formal report should:

- Have an executive summary
- Describe your organisation and your programs goals and objectives
- Explain why you did the evaluation and the questions you wanted answered
- Describe your indicators and measures
- Describe what you did (how you conducted the evaluation)
- Explain what you found and learned
- Present your answers to your evaluation questions
- Outline your plans for using the findings
- Provide usable recommendations about how the findings can be put into action.

Tips for Report Writing

- Keep in mind who will be reading the report and what information they will be interested in and need.
- If you are using charts or graphs, keep them simple and straightforward and include a summary of what you learnt or what the graphs show after each one.
- For each theme that you want backed by quotes select powerful quotes that really make your point and keep each quote short (ie. no more than 1 paragraph per quote). It is not necessary to have quotes and charts under each theme.
- Sprinkle your quotes and charts throughout your findings section.
- Include a description (sometimes known as a case study) of a particularly effective activity or event that demonstrates the effectiveness or impacts of your program (or its lack of effectiveness).
- Begin each section with your recommendation followed by a summary of the relevant findings, quotes and charts if the report is being written for decision-makers (eg. your CEO or funding organisation).
- Put the most important information up front. Your reader may not have time to read your entire report and may only read the first paragraph under each recommendation.
- Make your report informative, interesting, and easy to read and understand and do not use jargon.
- Write short, clear sentences and short paragraphs with each paragraph discussing only one idea or argument.
- Be honest but fair and unbiased in the way you present your findings. Note the strengths and weaknesses of your program. This will make your report more trustworthy and credible.
- Edit and proof read your report checking for spelling mistakes. Give it to someone else to read and comment.

Use *Tool 6: Report Structure* in Part C to help you write a formal report.

Step Six: Making the Most out of your Evaluation

A good evaluation should support action around realistic and practical recommendations.

If you wait until the end of the evaluation to think through what you intend to do with the evaluation, it will be too late. You should have already determined the potential value of the evaluation at the beginning of the evaluation process.

6.1 Involving staff and stakeholders

Good communication will not only increase ownership but also increase people's motivation to act on what is learned. So:

- Involve and consult stakeholders and staff and make sure they understand the reasons for the evaluation from the beginning (this will mean they are more likely to use your evaluation, accept its findings and take up its recommendations)
- Continue asking questions and having discussions with staff and stakeholders about ways to use the findings at every stage of the evaluation
- Discuss with your staff and stakeholders the most useful and efficient way to communicate your evaluation findings. (For example, regular meetings with staff to discuss what the findings mean and how recommendations should be actioned or a presentation by the evaluation staff to your external stakeholders and/or participants regarding the evaluation findings and recommendations).

6.2 Obstacles to using the evaluation findings to improve the program

There are many individual and organisational obstacles that may block action. These may include:

- Fear of being judged
- Fear of trying something new
- Concern about the time and effort needed to action your evaluation
- Resistance to change
- Poor or no communication and information-sharing systems
- Staff who feel isolated
- Personal and organisational interests.

You may need to address these obstacles through discussions and workshops around some of the following questions:

- What communication and information-sharing strategies does your organisation have in place internally and with the wider community?

- How can this be improved?
    - For example, a regular newsletter may be one way you can improve communication in the wider community about your work. Weekly meetings with your staff may help them better understand the evaluation and feel they are a part of the evaluation. This in turn will give them a sense of ownership and as a result feel they have some power in the evaluation process.
- What kind of communication system can be established for sharing your evaluation findings?
    - For example, through the local newspapers, briefing papers to governments.
- How can the information inform public policy debates and potentially bring about change?
- How can the information lead to developing strategies that will help staff more effectively manage and improve your organisation, cultures or systems, and relationships between staff?
- How can the information improve your relationships with stakeholders and get their support?
- What will be the future of your program?
- What is the likelihood of continued funding?
- Is there potential to expand your program to other areas?

Tips for presenting your evaluation findings

- Be creative and strategic.
- Use visual displays, give oral presentations, have informal conversations.
- Summarise your report and make it available to all your stakeholders.
- Think about running a workshop with select groups to discuss and debate your evaluation findings.

PART C: Evaluation tools

This section provides you with a number of tools to assist with the evaluation process.

Worksheet 1: Program Description

Provide a short description of the program being evaluated

What is the program or event?

Why is it important?

What are the activities involved in delivering your program or event?

How much is the program costing (financial and staff time)?

Worksheet 2: Program Goals and Objectives

The goals of **[Insert name of the program]** are:

Goal 1:

Goal 2:

Goal 3:

The objectives of **[Insert name of the program]** are:

Objective 1:

Objective 2:

Objective 3:

Worksheet 3: Evaluation Reasons

Once the indicators for an evaluation are settled, you then need to match them against measures.

[**Insert name of your organisation**] is doing an evaluation of [**Insert name of the program you are evaluating].** The reason(s) why this evaluation is being done is/are:

Reason 1:

Reason 2:

Reason 3:

Worksheet 4: Internal versus External Evaluations

A Comparison of External and Internal Evaluators	
External Evaluator	**Internal Evaluator**
May not know the program well but can take a fresh look at it.	Knows the program well but may not be able to bring a fresh look to it.
Not personally involved so easier to be objective.	Can be personally involved so harder to be objective.
Can bring specialised knowledge because of evaluation training and experience.	May not be specially trained in evaluation methods and generally does not have more (or only a little more) training than others in the program.
May not understand the program or the people involved. May take a long time to read background information.	Is familiar with and understands the program and can interpret personal behaviour and attitudes.
May lend greater credibility to the evaluation results.	May have credibility questioned because seen to be part of the program
May be less committed to learning about the program.	May be more committed and interested in learning about why the program was or was not effective.

Worksheet 5: Tasks and Responsibilities

Task	Responsibility	Timeline for Completion
Planning the evaluation		
Handling Consent forms		
Document review		
Participant Observation		
Surveys		
Interviews		
Focus group facilitation		
Making sense of the information (analysing)		
Writing the Report		
Distributing the Report		
Consultation and ensuring participation (eg. summary reports, presenting the findings)		
Following up recommendations		
Other		

Worksheet 6: Evaluation Budget

Budget Items	Breakdown of Cost
1. Staff salary and associated costs	**Staff time** **Financial**
2. Staff travel	**Staff time** **Financial**
3. Travel costs for participants	**Staff time** **Financial**
4. External consultant costs: o Fees o Travel & accommodation	**Staff time** **Financial**
5. Communication (postage, phone calls, etc.)	**Staff time** **Financial**
6. Printing and duplication (surveys, consent forms)	**Staff time** **Financial**
7. Report distribution	**Staff time** **Financial**
8. Supplies and Equipment (eg. Computer software or tape batteries)	**Staff time** **Financial**
9. Administration	**Staff time** **Financial**
10. Other	**Staff time** **Financial**
TOTAL	

Worksheet 7: Using your Evaluation

Stakeholders who will be interested in this evaluation are:

[List your stakeholders]

We will provide opportunity for feedback by:

[Insert what strategies you will use to get feedback]

Participants and stakeholders will be able to access the final evaluation report by:

[Insert the strategies you will use to distribute your evaluation report and its findings]

Once the evaluation is complete, we will:

[Insert what you will do with the evaluation once its complete and the strategies you will use]

Worksheet 8: Management Issues

In doing the evaluation for the **[Insert name of project]** we anticipate the following issues:

Issue 1:

How it will be addressed

Issue 2:

How it will be addressed

Worksheet 9: Consent Form Template

Consent Form

I voluntarily agree to participate in the evaluation of the **[INSERT NAME OF PROGRAM]**.

I understand that this evaluation is being conducted by **[INSERT NAME OF PERSON AND/OR NAME OF YOUR ORGANISATION]**.

I understand that the aim of the evaluation is to **[INSERT YOUR REASONS FOR DOING THE EVALUATION AND WHAT THE EVALUATION WILL BE USED FOR]**.

I understand that my participation in this evaluation involves:

1. Recorded observations of **[INSERT EVENT TO BE OBSERVED]** and/or

2. My participation in an evaluation interview.

If doing an interview, I grant permission for the interview to be tape recorded and transcribed and to be used by **[INSERT NAME OF YOUR ORGANISATION]** for the aims outlined above.

I understand that my identity or any identifiable information in regard to my name and/or agency's name will remain confidential. If information from me is used in the evaluation report, I understand that my name will be changed to protect my identity.

Signed and dated by: --/ -- / --

Print Name

Tool 1: Document Review

How to do a document review

Read all the documents and records first. Once this is done:

- Highlight and/or write down the main arguments and points from the document(s).

- Think about what these arguments mean in relation to your program and your program questions. Do they support your program and the need for it? Do they oppose it? Write down how and in what ways.

- If you are viewing records, take out the necessary information that may help your evaluation (eg. The number of claims that were mediated prior to a court hearing and the number of these that were successful).

- Ask yourself, what information is missing from these documents that my evaluation can provide?

Tool 2A: Indigenous Decision-Making and Dispute Management Pre-Training Survey

Note: You may need to change the language of this survey to make it more appropriate to your local context.

This survey is to be done before training commences.

This survey has been designed to assist us to find out whether the training you are about to undertake helps you in your work. It is important for us to know what you expect to get out of the training and in what ways.

You will be asked to fill out a second survey after you have completed the training. We can then measure the results and find out if the training has made a difference to you.

The survey should take 5 -10 minutes. Don't rush; take time to think.

1. How do you currently rate your skills in native title decision-making and dispute management processes?

Very low	Low	Average	Quite high	Very High

2. How do you think others (native title holders or staff for example) would generally rate your effectiveness in native title decision-making and dispute management processes?

Very low	Low	Average	Quite high	Very High

3. How do you rate the effectiveness of your organisation as a whole in native title decision-making and dispute management processes?

Very low	Low	Average	Quite high	Very High

4. I think that the NTRB has good relationships with the Indigenous people it represents.

Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
☐	☐	☐	☐	☐

Circle a number according to how important you think it is in Indigenous decision-making and dispute management processes where '1' = low importance and '5' = very high importance:

5. Locating and preparing the venue	1	2	3	4	5
6. Planning and preparation	1	2	3	4	5
7. Having good cultural communication skills	1	2	3	4	5
8. Being neutral – not taking a side	1	2	3	4	5
9. Speaking to people in small groups	1	2	3	4	5
10. Being clear about roles and responsibilities	1	2	3	4	5
11. Being confidential and respecting privacy	1	2	3	4	5
12. Being able to change your approach	1	2	3	4	5
13. Being sensitive to different views	1	2	3	4	5
14. Giving parties equal time to speak	1	2	3	4	5

Finally, these last questions are about the training program you are going to participate in…think carefully about your answers.

15. Name three (3) things you hope to get out of this training program

    ____

    ____

    ____

16. What qualities do you expect your trainer to have?

    ____

    ____

17. How do you anticipate that this training may assist native title applicants and holders?

    ____

    ____

Tool 2B: Indigenous Decision-making and Dispute Management Post-Training Survey

Note: You may need to change the language in this survey to make it more appropriate to your local context.

This survey should be completed at least three months after the training to allow some time for the participants to reflect on and employ their skills.

This survey has been designed to help us find out whether the decision-making and/or dispute management training you have recently undertaken has been worthwhile and helped you in your work.

Your answers will be compared to your answers in the survey you completed before training. Your answer from last time is not important so don't try to remember – think about how you feel today.

The survey should take 5 -10 minutes. Don't rush; take time to think.

1. The NTRB has good relationships with the Indigenous people it represents

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

2. How would you rate your skills in managing Indigenous decision-making and dispute management processes

Very low	**Low**	**Average**	**Quite high**	**Very High**
☐	☐	☐	☐	☐

3. Detailed team planning and preparation is an important part of my work

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

4. I always acknowledge differences in influence or power in decision-making and dispute management processes

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

Think about your work and look at the statements below. Then circle a number according to how important you think it is where '1' = low importance and '5' = very high importance:

5. Locating and preparing the venue	1	2	3	4	5
6. Planning and preparation	1	2	3	4	5
7. Having good cultural communication skills	1	2	3	4	5
8. Being neutral – not taking a side	1	2	3	4	5
9. Speaking to people in small groups	1	2	3	4	5
10. Being clear about roles and responsibilities	1	2	3	4	5
11. Being confidential and respecting privacy	1	2	3	4	5
12. Being able to change your approach	1	2	3	4	5
13. Being sensitive to different views	1	2	3	4	5
14. Giving parties equal time to speak	1	2	3	4	5

15. Overall, how would you rate the quality of the training workshop?

1	3	5
Poor	**Satisfactory**	**High**

16. The training was relevant to my native title work

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

Comments:

____

____

____

____

17. The training was culturally sensitive

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

Comments:

____

____

____

18. I would rate the training facilitator as:

Very poor	Poor	Average	Good	Excellent
☐	☐	☐	☐	☐

What did you like about the trainer's style?

____

____

____

What did you dislike about the trainer's style?

____

____

____

19. Name three (3) skills you are currently applying out of the training program

a. ____

b. ____

c. ____

20. What did you expect from the training that wasn't included?

____

____

____

21. What difference do you think the training program has made to the policies and practices of the NTRB as a whole?

____

____

____

Tool 3A: Pre-Service Delivery Survey

Note: Your organisation may change the language in this survey to make it more appropriate to your local context.

This survey has been designed to assist us in assessing the value of the decision-making and/or dispute management process in which you are going to participate.

You will be asked to fill out a second survey when the process is complete. We can then measure whether the process has been useful to you.

The survey should take 10-15 minutes. Don't rush; take time to answer as best you can.

1. What are your reasons for being involved in this decision making and/or dispute management process?

   ____

   ____

   ____

2. How long has this decision-making and dispute management process been going on?

   ☐ less than 12 months ☐ 3-5 years

   ☐ 1-2 years ☐ more than 5 years

3. What are the main issues associated with your claim?

   ____

   ____

   ____

4. Does your group have a clearly understood and agreed way of making decisions that involves all the right people?

   ☐ Yes ☐ No

5. Does your group have a clearly understood and agreed way of managing disputes?

   ☐ Yes ☐ No

6. What will happen if your group can't make a decision or sort out its disputes?

____

____

____

7. Have you had a say in who the person or organisation is who will be running this process?

☐ Yes ☐ No

8. How confident are you that the organisation or person delivering this service has the skills to help resolve your dispute? (CIRCLE YOUR LEVEL OF CONFIDENCE)

Not confident		**Somewhat confident**		**Very confident**
1	**2**	**3**	**4**	**5**

9. How confident are you that the organisation or person delivering this service will allow you to do business your way? (CIRCLE YOUR LEVEL OF CONFIDENCE)

Not confident		**Somewhat confident**		**Very confident**
1	**2**	**3**	**4**	**5**

10. The rights, interests and needs of all native title holders are usually accounted for in decision-making and dispute management processes

Strongly Disagree	**Disagree**	**Don't know**	**Agree**	**Strongly Agree**
☐	☐	☐	☐	☐

11. Whose rights, interests and needs have not been considered to date?

____

____

____

12. I am confident the decision-making and dispute management service will be fair (CIRCLE YOUR LEVEL OF CONFIDENCE):

Not confident		Somewhat confident		Very confident
1	2	3	4	5

13. This decision-making and dispute management process will help us reach an agreement (CIRCLE YOUR LEVEL OF CONFIDENCE):

Not confident		Somewhat confident		Very confident
1	2	3	4	5

14. I am confident NTRB involvement in this process will progress my claim

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

15. What is one outcome you are hoping for out of this process?

____

____

____

Tool 3B: Post-Service Delivery Survey

Note: Your organisation may change the language in this survey to make it more appropriate to your local context.

Note: This survey should be completed about three months after the training to allow some time for the participants to reflect.

This survey has been designed to assist us to find out whether the decision-making and/or dispute management process has worked and has been of any benefit to you.

Some of your answers to the questions below will be compared to your answers in the survey you completed before the process began to help see if the process. Your answer from last time is not important so don't try to remember – think about how you feel today.

The survey should take 10-15 minutes. Don't rush; take time to answer as best you can.

1. Was this decision-making and/or dispute management process better than processes you have previously been involved in?

   Yes ☐ No ☐ Don't know ☐

2. What were the main issues associated with your native title claim?

   ____

   ____

   ____

3. Do you understand the issues better now? ☐ Yes ☐ No

4. Does your group have a clearly understood and agreed way of making decisions?

   ☐ Yes ☐ No

5. Does your group have a clearly understood and agreed way of managing disputes?

   ☐ Yes ☐ No

6. What will happen if your group can't make a decision or sort out its disputes?

____

____

____

7. Overall, how would you rate the quality of the process?

1	2	3	4	5
Poor		**Satisfactory**		**High**

8. What was good and what was bad about the process?

____

____

____

9. What, if anything, has changed?

____

____

____

____

____

10. If you reached an agreement, how confident are you that the agreement will hold over time? (CIRCLE YOUR LEVEL OF CONFIDENCE)

Not confident		**Somewhat confident**		**Very confident**
1	**2**	**3**	**4**	**5**

11. The organisation or person delivering the service had good skills and knowledge

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

12. The organisation or person delivering the service made space for us to do business our way

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

Give an example of a way this was done:

____

____

13. Would this service have been better delivered by someone else?

☐ Yes ☐ No

14. If so, who?

NTRB	NNTT	Federal Court	Other
☐	☐	☐	☐

15. Why would you prefer this agency to have delivered the service?

____

____

____

____

16. The rights, interests and needs of all native title holders were accounted for during the process

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

17. The right to say ‘no’ was respected during the process

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

18. The decision-making and dispute management process was fair

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

19. How confident are you that your group can manage its native title business in the future? (CIRCLE YOUR LEVEL OF CONFIDENCE):

Not confident		Somewhat confident		Very confident
1	**2**	**3**	**4**	**5**

20. I am confident NTRB involvement will progress my claim.

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

21. I now feel like I have a better understanding of the other parties needs and concerns

Strongly Disagree	Disagree	Don’t know	Agree	Strongly Agree
☐	☐	☐	☐	☐

Tool 4: Observation Guide

Date:

Name of person doing the observation:

The situation being observed and who is present:

Reasons for the observation (ie. what are the questions you are hoping this observation might help you answer?)

Record your observations here:

Overall impressions:

Tool 5A: Training Interview and Focus Group Discussion Guide

The tools in this section relate to one on one interviews or to group discussions. They provide you with a framework only.

The questions below have been built around the indicators and measures listed for training in Table 4.

Use only those questions that apply to your situation and add others as required.

The questions are only meant to be prompts and should be incorporated into conversations with interviewees or group members.

This will mean that you will need to be familiar with all the questions in the interview and group discussion guide before you commence.

Be creative in using the questions and employ simple language or local ways of expressing things where appropriate.

You might try asking participants to tell a story around the issues, or to describe their feelings. In a group setting you might like to ask just two or three people to respond by telling a story (relating to one or more of your questions) and then open the room up for discussion. If you do open the room up for discussion, make sure that there is an opportunity for all perspectives to be shared. Make a note of whether one or more people agreed with each perspective and if there was an overall view of the group as a whole.

There will be some questions that require 'yes' or 'no' answers. Otherwise, avoid asking such questions unless they are necessary, and ask questions that will get you more information. Use 'open' questions which may begin, for example, with words such as 'how', 'what', 'when', 'where' and 'why' .

Begin by making sure that everyone is comfortable with the rules around confidentiality. That is, unless agreed otherwise, the information provided to you in this interview or group discussion will remain confidential. Results will be reported without reference to individual or family names and in broad general terms (see *Worksheet 9* for a consent form).

Name:

Date:

Name of Organisation:

Training Period:

Training Organisation:

Type of training:

1. How is your organisation handling native title decision-making and dispute management? What differences, if any, have you noticed since the training?

<u>OR</u>

Tell me a story (describe or give an example) about how your organisation has handled native title processes in the past and whether there are any noticeable differences now.

<u>Look for answers to the following sub-questions:</u>

a) How do you think the training is helping you and/or your organisation to provide a new or better service? If not, why not?

b) Do you think staff have more skills now because of their training? What are those skills?

2. Do you think the skills that staff now have as a result of the training are relevant and appropriate to the native title context? Why/Why not?

<u>OR</u>

What skills are important in native title decision-making and dispute management processes? Tell me a story (describe or give an example) that shows why they are important.

<u>Look for answers to the following sub-questions:</u>

(a) Why are the skills needed for your organisation to better service its community?

(b) How are the skills appropriate (culturally and within the native title context)?

(c) How are the skills important to your own work/personal life?

(d) Are other staff who have not done the training now interested in doing the training? Why/why not?

(e) What kind of additional training is required?

3. What kinds of skills were the staff in your organisation lacking and how, if at all, has the training improved or provided these skills?

OR

Give me an example of the ways skills are being used or if not the ways that they could be used.

Look for answers to the following sub-questions:

(a) Are the skills helping the operation of the organisation?

(b) Are the skills being shared with other staff?

(c) Are staff increasingly applying their training in native title decision-making and dispute management?

(d) Do trained staff feel that their role in the negotiation of native title is more clearly understood?

(e) Do staff who did the training feel that their newly acquired skills are recognised in the organisation?

(f) What changes in processes are native title holders and other stakeholders experiencing?

4. How has the training made a difference to relationships between:

- **trainees and the organisation**
- **the organisation and native title holders**
- **the organisation and other stakeholders?**

5. What do you think stops people undertaking training? Give an example or tell a story.

6. What are the ways that you think training can be improved?

Look for answers to the following sub-questions:

(a) Was the trainer able to operate effectively in the native title context?
(b) Did the trainer have appropriate cultural communication skills?
(c) Was the training environment a safe one?

7. Do you think that everyone would benefit from this training or only certain people?

8. What were your expectations of the training? How have they been met or not been met?

Tool 5B: Service Delivery Interview and Focus Group Guide

Note: This interview and focus group guide is to be used to interview those who experienced the service.

Use only those questions that apply to your situation and add others as required.

The questions are only meant to be prompts and should be incorporated into conversations with interviewees or group members. They should be addressed as the issues arise, rather than your strictly following the order in which they appear below.

This will mean that you will have to be very familiar with all the questions in the interview and group discussion guide before you commence.

Be creative in using the questions and employ local language.

You might try asking participants to tell a story around the issues, or to describe their feelings. In a group setting you might like to ask just two or three people to respond by telling a story (relating to one or more of your questions) and then open the room up for discussion. If you do open the room up for discussion, make sure that there is an opportunity for all perspectives to be shared. Make a note of whether one or more people agreed with each perspective and if there was an overall view of the group as a whole.

There will be some questions that require 'yes' or 'no' answers. Apart from these, avoid asking such questions unless they are necessary, and ask questions that will get you more information. Use 'open' questions which may begin, for example, with words such as 'how', 'what', 'when', 'where', 'why' etc.

Begin by making sure that everyone is comfortable with the rules around confidentiality. That is, unless agreed otherwise, the information provided to you in this interview or group discussion will remain confidential. Results will be reported without reference to individual or family names and in broad general terms (see *Worksheet 9* for a consent form).

Name of interviewee or description of group:

Date:

Name of process:

Name/s of individual/s delivering the service:

Name/s of organisation/s the individual/s represent:

Date/s of the process:

Venue/s for the process:

1. Tell me about the problems you had with your native title claim and how you came to take part in the decision-making and dispute management (or mediation or facilitation or meeting) process.

Look for answers to the following sub-questions:

(a) What happened in the past?

(b) What was worrying you?

(c) How was the NTRB managing the issues?

(d) How were other relevant organisations managing the issues?

(e) Why did you participate?

(f) What did you hope to get out of the process?

(g) How were decisions made before the process?

(h) Did you feel involved in them?

(i) How were disputes managed?

(j) Did you understand the issues?

2. Describe (tell me a story about) your experience of the decision-making and dispute management (or mediation or facilitation or meeting) process.

OR

Tell me a story of some of the good and bad things in the process?

Look for answers to the following sub-questions:

(a) Were the right people involved?

(b) What issues did you understand?

(c) What issues didn't you understand?

(d) Who was missing if anyone?

(e) Was the process rushed?

(f) Did you have enough time to discuss issues amongst yourself?

(g) What kinds of things happened that made you feel like it was an 'Aboriginal process'

(h) How was everyone given a chance to have his or her views heard?

(i) How well did the facilitator or mediator or NTRB staff person managing the meeting communicate with people?

(j) How did the lawyer/s get their message across?

(k) How did the anthropologist/s explain their research results?

(l) What ways did the facilitator/meeting convenor try to make sure everyone could speak?

(m) How much money do you think it has cost you to attend this process?

(n) What kind of preparations were made?

(o) Were you happy with or disappointed in the process? Why?

Did you feel that …

- you had the right to say 'no' to any proposed development (and what was done in the discussions to make you feel like this)?
- you had enough information and understanding to make a decision?
- your views and perspectives were heard and accounted for in the process?
- the process was fair and or neutral (and what was done to make you feel like this?)?
- you understood what would happen with any information you provided?

3. What was the result of the process?

<u>Look for answers to the following sub-questions:</u>

(a) If a decision or agreement was made, what was it?

(b) If a decision was not made, what processes were put in place to move the issue forward?

(c) If a dispute was settled, how was this done and what was the agreement between disputing parties?

(d) If disputes were not addressed, what processes were put in place to move the issue forward?

(e) What undertakings were given in the process by:

- native title holders
- yourself
- staff of the NTRB
- external consultants
- NNTT members or staff.

4. Has the process changed the relationships between the parties involved? If so, how and why?

<u>Look for answers to the following sub-questions:</u>

(a) Do Indigenous parties feel that their relationships with other Indigenous people with whom they may have been fighting have changed? If so, how? If not, why not?

(b) Do all parties feel that their relationships with the other stakeholders (eg. NNTT members and staff, native titleholders, development companies, NTRBs and NTRB individual staff etc) have changed as a result of the process? If so, how?

(c) Where is trust in the process? Between whom?

5. What is happening now?

<u>Look for answers to the following sub-questions:</u>

(a) If a decision was made, has it lasted? Why/why not?

(b) If progress was made in addressing disputes, are the people still fighting? Why/why not?

(c) What undertakings are being followed through by:

- native title holders
- yourself
- staff of the NTRB
- external consultants
- NNTT members or staff.

(d) What undertakings are **not** being followed through by:

- native title holders
- yourself
- staff of the NTRB

- external consultants
- NNTT members or staff.

(e) How are decisions being made now?

(f) How are disputes being addressed now?

(g) How are the applicants and native title holders being kept informed?

(h) How are the applicants keeping the native titleholders informed?

(i) What else is in place to help make the outcome last?

(j) What more needs to be in place to ensure that the native title claim will progress?

(k) How much confidence do you have in your organisation to advance the claim? Explain.

6. Would it have been better for someone else to manage the process? If so, who and why? What are the benefits and disadvantages of each? For example:

- another consultant
- other NTRB staff
- another NNTT member or staff
- an Indigenous person
- an Indigenous and non-Indigenous team working together?

7. What kind of training do you think would make the process better:

- For yourself?
- NTRB staff?
- External consultant/s?
- NNTT members?
- Applicants ?
- The native title group?

8. How has the process resulted in changes to policies and the ways of doing things for:

- Yourself?
- Your NTRB?
- Local, state, and federal governments as relevant?
- Other stakeholders (eg. NNT, pastoralists, mining companies) as relevant?

- The wider community?

Tool 6: Report Structure

You may choose to utilise this structure to help you write your report.

1. Title Page

- Insert name of your organisation
- The name of the program being evaluated

By

- Insert name of evaluation staff
- Date of the Report

2. Table of Contents

- Insert all headings and sub-headings in the report
- Insert all appendices (eg. Copies of master survey, interview guides, list of documents reviewed, copy blank consent form)

3. Executive Summary

- Insert a one-two page summary of your objectives for the evaluation, what you did, your findings and recommendations

4. Introduction

- Give an overview of the background of your organisation
- Give an overview of the program that is being evaluated (goals, objectives, how long it has been running for, who uses it, how it is delivered etc)
- Give an overview of the barriers, issues and problems that have/do exist that lead you to develop this program (ie. the community need that is being met and the importance of it)
- Outline the purpose of your report and the reasons for your evaluation
- Present the questions that you are seeking to answer by your evaluation
- Outline who the evaluation is for and what you hope to achieve from it
- List the indicators and measures

5. Methodology

- The type of information that was collected (ie. distributed surveys, did interviews etc)
- How much information was collected (how many surveys were handed out, how many were completed, how many people you interviewed)
- When the information was collected (eg. between March 2006-June 2006, pre-program, mid-program and post-program (give dates))
- How you went about collecting your information (eg. telephoned participants in mediation and asked them to do an interview)
- What you did to assure participants of their confidentiality (ie. asked them to sign a consent form, assured them of their anonymity and the use of pseudonyms)
- How the information was analysed (eg. Identified common themes and trends)
- Any limitations in your methodology (eg. during your information collection, something happened that had an impact on your evaluation and its findings.

---

6. Findings

- *Theme 1 (insert title of theme)*

  Summarise what you found and what participants said. If you can, use both charts/graphs and quotes to make your point. Do the same for each theme:

- *Theme 2 (insert title of theme)*
- *Theme 3 (insert title of theme)*
- *Theme 4 (insert title of theme)*
- *Theme 5 (insert title of theme)*

Note: You can have as many themes as you want. If you are writing the report for your CEO or funding organisation, begin each theme with your recommendation.

---

7. Answering your evaluation questions

- How do your findings support answers to your questions. How strong is your evidence?
- Recommendations (regarding decisions that must be made about your program). Given your findings, what recommendations can be made? What is the way forward?

Appendix 1: Definition of Terms

Evaluators do not always agree on the meanings of evaluation terms. This can create some confusion, especially if you are new to the area. This appendix provides some definitions of the terms used in this toolkit. You may find other definitions in the literature and when you talk to other evaluators.

Baseline information – Information collected at the beginning of a program so that you can compare it with information collected later in order to see change.

Credibility – Trustworthy and worthy of belief.

Evaluation – To evaluate something means literally to look at, and judge, a program's quality or value. There are many types of evaluations as well as approaches to doing evaluations.

Evidence-based answers – Answers that are supported by credible information. Evidence-based answers are the result of good methodological design (ie. Surveys and interview guides that are reliable and valid).

Facilitation – A process that can be used for the purposes of problem identification, planning, education and learning, as well as dispute management. Unlike mediation, it does not pre-suppose a dispute. To see the difference between facilitation, mediation and negotiation presented in diagrammatic form, go to: http://ntru.aiatsis.gov.au/ifamp/practice/pdfs/ifamp_dr_2004.pdf .

The role of a facilitator is to assist those involved to discuss, in ways acceptable to all those involved, the necessary issues. They are responsible for ensuring that the group works together to achieve its task. A facilitator needs knowledge of the stages and development patterns of groups, group dynamics and techniques and strategies for harmonising group function and performance.

Goals – What you want your program to achieve and the changes you want to see.

Indicator – An indicator provides the ultimate evidence that something exists and that certain outcomes, objectives and goals have (or have not) been achieved. An indicator is the indirect measure of broader impressions that can not be directly measured.

Impact – The ultimate intended or unintended, positive or negative change that has occurred (in organisations, communities, or systems) as a result of your program. For example, lasting changes brought about by improved training and/or service delivery.

Measure – A measure refers to the degree to which a program or service has achieved its goals or objectives and met the needs of its stakeholders. For example, a measure might be the percentage of participants in mediation training who got a job in their field. The indicator for this might be mediation is recognised and valued.

Mediation – A process whereby people choose to come together with the assistance of a non-partisan and mutually acceptable third party, who has no authoritative decision-making power in relation to them and who assists them to analyse and discuss the causes of the differences between them, in order to better understand and negotiate ways of fairly dealing with each other. It is a process which recognises that disputes are shaped by the relationships between the disputants and that assisting disputants to build and manage their relationships with one another is central to any meaningful, sustainable and mutually agreed and acceptable management of dispute issues.

To see the difference between facilitation, mediation and negotiation presented in diagrammatic form, go to: http://ntru.aiatsis.gov.au/ifamp/practice/pdfs/ifamp_dr_2004.pdf

Monitoring – The process and tools used to account for, check and record the course of your program and its improvements. Ongoing evaluations can be used as a monitoring or a tracking tool.

Objectives – The things you need to accomplish or achieve your goals.

Outcomes – Change(s) in attitudes, behaviours, knowledge, skills, status, or level of functioning that have occurred as a result of your program.

Participant – People undergoing or having completed the training and service delivery.

Population – The name given to the entire group of people that are participating in your program from which you will draw your sample.

Program – The training in and the service delivery of Indigenous decision-making and dispute management processes in native title, together, make up the program for evaluation but each program can be evaluated separately.

Qualitative methods – The use of quality measures to help describe how your project functions and what it may mean to the people involved. A qualitative analysis may hold greater value than quantitative information because it provides a context for the project, and it may mean more to the project director who must make recommendations for improvement. Qualitative information can be gathered by asking open-ended and exploratory questions, which can also be built into surveys.

Quantitative methods – The use of quantity measures to help you describe the speed and efficiency of your program. It includes things that can be counted and measured - scores, numbers, percentages and other statistics. Quantitative information is often gathered through survey instruments with check boxes and scales.

Resources – Includes the money, staff time, capital assets etc that are needed to implement your program (resources are sometimes referred to as inputs).

Sample – A smaller size of the population you are collecting your information from that is drawn from the larger population of the participants in your program.

Stakeholders – A stakeholder refers to any person or organisation that has an investment in what will be learned from your evaluation and what will be done with the knowledge.

Sustainability – Requires that we think about the impact of our actions <u>of today</u> carefully with respect to consequences <u>over time</u> and across the immediate participants, broader community and all other stakeholders.