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| **EMBEDDING EVALUATION INTO EVERYDAY PRACTICE: TEMPLATES TO SUPPORT BETTER PRACTICE EVALUATION ACROSS THE COMMONWEALTH**  The [Commonwealth Evaluation Toolkit](https://evaluation.gov.au/toolkit/commonwealth-evaluation-toolkit) is designed to support people to determine fit for purpose approaches to evaluate, measure, assess and report on the performance of Commonwealth programs and activities.  There are many evaluation templates, tools and resources used across the Commonwealth, and in other jurisdictions, that may assist at different stages of an evaluation. While the set of templates available here are in line with better practice, the application and use of any one tool, template or example for the evaluation of a specific program or activity is ultimately at the discretion of the manager responsible for the successful delivery of results.  The templates can be used to document how you plan to conduct an evaluation, or to strengthen routine performance measurement approaches. They are organised around the three stages typically involved in an evaluative activity:   * Planning and budgeting (steps 1, 2 & 3) * Measuring and assessing (steps 4, 5 & 6) * Reporting and being accountable (steps 7 & 8)   More information about the stages and steps involved in an evaluative activity is available on the  "[How to evaluate](https://evaluation.gov.au/toolkit/how-evaluate)" page in the Toolkit.  The [tools and additional resources](https://evaluation.gov.au/toolkit/templates-tools-and-resources) in the Toolkit also provide further guidance and examples on how to complete specific evaluative activities and tasks.  [ REMEMBER TO DELETE THESE REFERENCE NOTES BEFORE FINALISING YOUR DOCUMENT ] |

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| **TEMPLATE 6: Identifying stakeholders and their roles in an evaluation**  **Template Overview:** Formally documents the strategy and approach to consultation and ongoing engagement with a program or activity’s stakeholders in relation to upcoming evaluation activities. |
| **A comprehensive set of templates is available in the Commonwealth Evaluation Toolkit:** These [templates](https://evaluation.gov.au/toolkit/templates-tools-and-resources) can be used to help document how you plan to evaluate, measure, assess and report on the effectiveness, efficiency and/or appropriateness of government programs and activities. Use of these templates is NOT mandatory.   * **Planning and budgeting**    + Template 1 | Theory of change (outcome mapping)   + Template 2 | Program logic   + Template 3 | Evaluation framework (program)   + Template 4 | Evaluation terms of reference   + Template 5 | Evaluation plan   + Template 6 | Identifying stakeholders and their roles in an evaluation * **Measuring and assessing**    + Template 7 | Data evaluation matrix   + Template 8 | Data sharing agreement  (Sourced from ONDC: Data sharing agreement ONDC (datacommissioner.gov.au)) * **Reporting and being accountable**   + Template 9 | Evaluation report   + Template 10 | Evaluation action plan   + Template 11 | Evaluation closure report   [ REMEMBER TO DELETE THESE REFERENCE NOTES BEFORE FINALISING YOUR DOCUMENT ] |

**TEMPLATE 6**

#### Identifying Stakeholders and their Roles in an Evaluationadapted from Lori A. Wingate, The Evaluation Center, Western Michigan University

An “evaluation stakeholder” is anyone with a stake in a program or activity and its evaluation. It is considered good practice to involve stakeholders in an evaluation, but there are not hard and fast rules about who should be involved and how. This template is intended to guide evaluators and program managers in reflection and decision making around these issues. For related guidance, see the “How to evaluate” page in the Commonwealth Evaluation Toolkit. Stakeholder identification would typically occur during the planning and budgeting stage (see Steps 1 – 4 for more information). [How to evaluate](https://evaluation.gov.au/toolkit/how-evaluate)

1. **Who needs to be involved to ensure the evaluation’s usefulness, transparency, credibility, robustness and that it is fit for purpose?\*** [list names or at least position titles]

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| **Usefulness**: Whose involvement and support is necessary to increase the chances that the evaluation results will be used? |  |
| **Transparency**: Who has a right to be part of various aspects of the evaluation? |  |
| **Credibility and robustness**: Whose expertise (in the content area and/or context, including cultural knowledge) and perspectives are needed to ensure the evaluation will yield valid results? |  |
| **Fit for purpose**: Whose cooperation and input is needed to enable efficient and effective implementation of the evaluation? |  |

\*Questions adapted from: Davidson, E.J. (2013). Actionable evaluation basics: *Getting succinct answers to the most important questions*. Auckland, New Zealand: Real Evaluation. (pp.11-12). For more information on each of these categories please see [Program Evaluation Standards – JCSEE](https://evaluationstandards.org/program/)

1. Transfer the names above to the cells below that best describe (A) the person’s main role in relation to the program or activity and (B) how he or she is expected to be involved in the evaluation. Given what you know about the program or activity and its evaluation, do you think you have the right people involved in the right ways? If not, what adjustments should be made? (Note: it is not necessary to fill in all the cells.)

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| **(A) MAIN ROLE IN RELATION TO THE PROGRAM OR ACTIVITY:** | **(B) TYPE OF INVOLVEMENT IN THE EVALUATION:\*\*** | | | |
| **MONITOR** Stakeholders keep track of the evaluation’s progress and findings | **FACILITATE** Stakeholders affirm the evaluation’s importance and minimise barriers to its implementation | **CONSULT** Stakeholders advise on key decisions about the evaluation | **CO-CREATE** Stakeholders and evaluators partner to design and implement the evaluation and interpret the results |
| Served or otherwise affected by the program or activity |  |  |  |  |
| Involved in implementing the program or activity |  |  |  |  |
| Make decisions about programming, policies and/or funding |  |  |  |  |

\*\* Categories adapted from: Patton, M.Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles: Sage. (p81)

The use of this tool or template is not mandatory. The appropriate application and use of any one tool, template or example for the evaluation of a specific program or activity is ultimately at the discretion of the manager responsible for the successful delivery of results.