RESEARCH AND EVALUATION FRAMEWORK

WHOLE OF COMMUNITY ENGAGEMENT INITIATIVE

Updated 29th June, 2016.
Contents

Background to the WCE Initiative ...........................................................................................................3
Evaluating the WCE Initiative .................................................................................................................3
Data Sources .............................................................................................................................................4
Timeline of WCE Evaluation-Related Events ..........................................................................................5
WCE Research & Evaluation Framework - Overview ................................................................................6
Approach ..................................................................................................................................................7
  WCE Evaluation Principles ....................................................................................................................7
  ‘Research’ and ‘Evaluation’ .....................................................................................................................7
  A ‘Both Ways’ Approach .........................................................................................................................7
Both Ways Research and Evaluation Framework Concepts (to be developed further) .........................8
  Social Network Analysis .........................................................................................................................9
‘Types’ of WCE Developmental Evaluation ............................................................................................9
  1. Evaluation for Ongoing Development ...............................................................................................9
  2. Evaluation of WCE Processes, Impacts and Outcomes (Final Evaluation) .....................................9
‘Levels’ of Evaluation .............................................................................................................................10
  1. Community Level Evaluation ..........................................................................................................10
  2. Initiative Evaluation ..........................................................................................................................10
WCE Initiative Team Roles in Research & Evaluation ...........................................................................11
Intellectual Property ................................................................................................................................11
Community Level WCE Evaluation Framework .....................................................................................12
Community Level WCE Developmental Evaluation Framework ............................................................13
WCE Initiative .........................................................................................................................................14
Research & Evaluation Framework .........................................................................................................14
WCE Initiative Evaluation – Partnerships ...............................................................................................15
WCE Initiative Evaluation - Process ........................................................................................................16
WCE Initiative Evaluation - Governance & Leadership ........................................................................18
WCE Initiative Evaluation - Strategic Priority Projects ........................................................................19
WCE Initiative Evaluation – Other Activity ............................................................................................20
WCE Initiative - Research .........................................................................................................................21
Reporting & Information Dissemination ..................................................................................................22
Ongoing Learning ....................................................................................................................................22
References ...............................................................................................................................................23
Background to the WCE Initiative

The WCE Initiative is working to inspire six remote communities in the Northern Territory (NT) to include higher education among their normal expectations. The Initiative is being led by the Office of the Pro-Vice Chancellor Indigenous Leadership and Charles Darwin University and is funded through the Australian Government’s Higher Education Participation and Partnerships Programme (HEPPP). The Initiative has employed community-based Indigenous researchers and staff who are guiding program implementation tailored to the local context of each community.

The objectives of the WCE Initiative are:

“Using whole-of-community engagement strategies, inspire six targeted remote and very remote Indigenous communities to include higher education among their normal expectations, by:

(a) Exploring current community perspectives of higher education, and linking with existing strategies for achieving quality of life aspirations
(b) Co-creating ongoing opportunities for community, research, academic and public policy leaders to engage in mutually beneficial and critical relationships
(c) Identifying means for making education relevant culturally and physically accessible with a view to establishing strong and sustainable educational pathways from early childhood to lifelong post-secondary education.”

- Signed variation of Conditions of Grant, p.1

Evaluating the WCE Initiative

We know that it is not possible to control real life circumstances and that things do not always happen in a linear way (in a straight line). We know that it is the many components of a higher education system that work together to best enable a person to participate and succeed in a higher education journey. Most importantly, we know that Indigenous communities will achieve their higher education aspirations when their own leaders have the information, resources and relationships that they need to pass down through generations. Developmental evaluation allows us to work in a way that is flexible and responsive to the needs of the communities in which we work. It also responds to complexity. Developmental evaluation places high value on systems, local knowledges and context; therefore this approach has been adopted.

The purpose of this framework is to:

1. guide evaluation of the WCE Initiative;
2. facilitate a common understanding of evaluation of the WCE Initiative within the WCE team; and
3. share this with key stakeholders, and facilitate opportunities for feedback and discussion, about evaluation of the WCE Initiative.

This framework has been informed by workshops, meetings, emails, phone calls, diagrams, metaphors, and literature. We have endeavoured to uphold the commitment to a both ways approach throughout this Initiative, including through the development of
this framework. Both campus based and community based WCE staff were consulted and their perspectives and ideas included in the development of this framework.

Having adopted developmental evaluation as our evaluation approach, our learning journey continues in an ongoing way. Evaluation processes are continually being shaped by collaborative discussion, and in a way that allows flexibility to meet the needs of each community. This framework is a ‘living document’ and will be revised further as the WCE Initiative proceeds.

Data Sources
The following sources of data were used to develop this framework:

- Key WCE Initiative documents e.g. funding application, Conditions of Grant (CoG), ethics approval documents
- Progress reports, field trip reports, and other documents
- The preceding Developmental Evaluation Questioning Framework (developed with campus based staff through ongoing discussions)
- A number of whole of team WCE workshops and meetings
- Steering Group meetings
- Individual and group discussions between evaluation support staff and the Program Manager, the Strategic Priority Projects Manager, community based and campus based staff
- The 2\textsuperscript{nd} Evaluation Progress Summary
- WCE Community Level Planning and Evaluation Guidelines
Timeline of WCE Evaluation-Related Events

**JULY 2014**
First WCE Initiative staff member recruited (Program Manager)

**JANUARY 2015**
1st WCE team workshop (campus based staff)

**FEBRUARY 2015**
Evaluation Manager employed 0.5FTE

**JUNE 2015**
1st Evaluation Report (SNA only); 2nd WCE team workshop (campus based staff)

**AUGUST 2015**
Evaluation Coordinator employed 0.4FTE

**FEBRUARY 2016**
Community Level Planning and Evaluation Guidelines disseminated

**APRIL 2016**
4th WCE team workshop (campus based and community based staff)

**OCT – NOV 2014**
Social Network Analysis (SNA) Consultant employed; SNA Workshop

**FEBRUARY 2015**
Evaluation Manager employed 0.5FTE

**JUNE 2015**
Evaluation Manager reduced capacity to 0.2FTE

**MARCH 2015**
2nd Evaluation Report

**NOVEMBER 2015**
Evaluation Coordinator 0.8FTE

**APRIL 2016**
4th WCE team workshop (campus based and community based staff)

**SEPTEMBER – DECEMBER 2014**
Campus based staff employed:
- Community Engagement Leaders
- Mentor & Enrichment Officers
- Community Teachers’ Liaison Leader
- Program Coordinator
- Admin & Finance Support

**JANUARY 2015**
1st WCE team workshop (campus based staff)

**OCT – NOV 2014**
Social Network Analysis (SNA) Consultant employed; SNA Workshop

**FEBRUARY 2015**
Evaluation Manager employed 0.5FTE

**JUNE 2015**
1st Evaluation Report (SNA only); 2nd WCE team workshop (campus based staff)

**AUGUST 2015**
Evaluation Coordinator employed 0.4FTE

**DECEMBER 2015**
3rd WCE team workshop (campus based and community based staff)

**MARCH 2016**
2nd Evaluation Report

**JANUARY 2015 – ONGOING**
Community based staff employed:
- Community Co-researchers
- Community Research Leaders
- Community Mentors
- Education Team Leader
- Education Engagement Facilitator
- Cultural Advisors
WCE Research & Evaluation Framework - Overview

Community Level Evaluation

Initiative Evaluation

‘The cycle’/ongoing learning
What are we learning? What can be improved?

Final Evaluation
What did we learn? What changes were made?

WCE INITIATIVE RESEARCH & EVALUATION

Evaluation - PARTNERSHIPS
Evaluation - PROCESS
Evaluation - GOVERNANCE & LEADERSHIP
Evaluation - STRATEGIC PRIORITY PROJECTS & SYSTEMS CHANGE
Evaluation - OTHER ACTIVITIES

RESEARCH & KNOWLEDGE TRANSLATION

A both ways approach

"PASSING THE MESSAGE"

SHARING WITH COMMUNITIES

SHARING WITH STAKEHOLDERS

1Refer to p.8 for explanation of WCE Initiative both ways approach.
Approach

WCE Evaluation Principles

We want to do the best we can together.
×
We want to respectfully share knowledge both ways.
×
Everyone has equal say and can be honest. It’s okay to disagree.
×
It’s okay to make mistakes – they are opportunities for positive change.
×
Indigenous people know the most about their community and their culture.
×
We must be transparent all the way across.

Figure 2: WCE Evaluation principles.

‘Research’ and ‘Evaluation’

For the purpose of clarity, the WCE team defined:

- **research** as ‘finding out about, and understanding, a **topic**’:
  For example, ‘what are current community perspectives around higher education?; what are the enablers and barriers for Indigenous people living in remote communities participating and achieving in higher education? how can we work through these?’

- **evaluation** as ‘finding out about and understanding the **value of an action**’
  For example, ‘how effectively are we working; what change has been made through our work?’

A ‘Both Ways’ Approach

The ‘both ways’ approach was developed and articulated by Yolngu educators through the use of a metaphor specific to East Arnhem land. The ‘Ganma’ metaphor describes:

‘the philosophy that allows us to open up to white society on common ground. Ganma tells about the place in Gumatj country where salt and fresh water meet and mix. It is a metaphor with many spiritual and symbolic meanings but at its base it is about a “common ground” understanding of the world. What we are trying to say to Balanda is “try to meet us halfway, try to meet us halfway here.”’ (Yunupingu cited Batchelor College, 1994, p.26)

It was important to community based staff that all processes relevant to their work in communities be conceptualised through a both ways approach. This includes concepts to be applied across all areas of the WCE Initiative Research and Evaluation Framework. Throughout the course of the Initiative many metaphors have been described by community based staff to explain, through a cultural lens, concepts relating to evaluation and research. Differing metaphors have been put forward by staff from different regions to describe the same concepts,
Both Ways Research and Evaluation Framework Concepts (to be developed further)

- **EDUCATION PATHWAYS**: Like a river (Dean)
- **EDUCATION ASPIRATIONS**: Planting seeds (Jimmy)
- **EDUCATION ACHIEVEMENT**: Getting to higher ground (Valda)
- **RESEARCH**: Digging a yam (Gundjarranbuy)
- **PLANNING**: Working out strategies to hunt a kangaroo (Mr. Shannon & Valda)
- **EVALUATION**: Greasing the wheel (Djuwalpi)
which reflect the geographical, cultural and historical diversity of the areas in which we work. Examples of WCE Initiative both ways thinking relative to each part of the research and evaluation framework are presented on page 9.

“We need to think about evaluation in traditional ways so that it makes sense.”
- Valda Shannon, Tennant Creek

We are continually working to provide space for Indigenous and non-Indigenous staff members to combine both Indigenous and mainstream ways of thinking so that we can implement the most useful and meaningful evaluation ideas, processes, methods and tools. This process is occurring within the constraints of geographically distributed locations, significant cultural and linguistic diversity, available financial resources and time.

Social Network Analysis

Social Network Analysis (SNA) is the methodological study of social networks. A social network includes actors (e.g. people, groups, organisations) and the relationships between them. SNA was selected early in the Initiative as a process that could be useful in mapping the evolution of relationships with stakeholders in WCE communities. An SNA consultant is employed to provide leadership and research expertise for the use of SNA within the WCE Initiative. The consultant is a member of the ‘evaluation support staff’. How SNA is being used in each community varies. This will be reflected in Community Action Plans (CAPs), community level evaluation plans, and community level evaluation findings.

‘Types’ of WCE Developmental Evaluation

1. Evaluation for Ongoing Development

The WCE Initiative developmental evaluation approach involves regular and ongoing collection and analysis of data in order to inform further development of the Initiative (see Figure 3, p.10). For this to occur in the most effective way possible, it must be done in a collaborative and timely manner. Collaborative action reflection cycles support team learning and improvement, and the timeliness of sharing key learnings from these cycles is important to be able to respond in an appropriate way. These cycles are occurring at the community level and at the WCE Initiative level.

Evaluation data is analysed through the reflection process. We can make changes to our future plans based on what we learn.

2. Evaluation of WCE Processes, Impacts and Outcomes (Final Evaluation)

The final evaluation of the WCE Initiative will involve analysing WCE Initiative processes, and the changes that the WCE Initiative has contributed to (impact and outcomes). The evaluation process will seek to understand the significance of these changes, and the implications that these have for Indigenous education, community development, and potentially other, sectors. These processes are detailed within the Community Level Evaluation Framework (p.13), and the WCE Initiative Research and Evaluation Framework (p.15-21).
‘Levels’ of Evaluation

1. Community Level Evaluation

Evaluation findings from WCE communities underpin ongoing WCE Initiative directions. A Community Level Planning and Evaluation Guidelines companion document was developed to guide evaluation at the community level in a way that enables collaborative learning and effective information sharing. The Community Level Planning and Evaluation Guidelines sets out requirements for development of Community Action Plans and for evaluation of WCE work at the community level. The requirements for community level evaluation that are included in this document are listed in Figure 4 below.

1. **Community Action Plans (CAPs) must include:**
   a. **Indicators of change, including KPIs in the CoG and subsequent variations**
   b. **Evaluation methods and tools**
   c. **Plan for reflection process/cycle**
   d. **Expected outcomes**

2. **Requirements for sharing of key findings on a regular basis to Program Manager and evaluation support staff, who will assist in sharing with appropriate stakeholders**

3. **Timeframes for the above requirements**

---

**Figure 4:** WCE community level evaluation requirements.

2. Initiative Evaluation

Evaluation findings at the initiative level will include overall findings of our work at the community level, as well as other parts of the WCE Initiative that are not specific to one community. This is outlined in further detail on pages 14-22.
## WCE Initiative Team Roles in Research & Evaluation

<table>
<thead>
<tr>
<th>Role</th>
<th>Key Responsibilities</th>
</tr>
</thead>
</table>
| COMMUNITY BASED AND CAMPUS BASED STAFF    | • Plan, implement and record research and evaluation findings relating to community specific activities  
• Regularly discuss/share progress and findings of community specific research and evaluation, and determine dissemination processes, with Program Manager and Evaluation Coordinator |
| PROGRAM MANAGER                           | • Oversee all WCE Initiative evaluation processes  
• Monitor and provide guidance on community specific CAPs and evaluation activities  
• Ensure relevant evaluation findings are fed through to key stakeholders (with consent); and that relevant information is fed back to communities |
| PROGRAM COORDINATOR                       | • Support sharing of research and evaluation findings with key stakeholders through website and newsletter  
• Assist communication of WCE evaluation information to Evaluation Coordinator |
| EVALUATION COORDINATOR                    | • Develop key evaluation documents to guide whole of initiative evaluation processes  
• Support team in community level evaluation planning, implementation and reporting where needed  
• Support monitoring of community specific CAPs and evaluation activities  
• Play a central role in collating, analysing and sharing whole of initiative evaluation information, and ensuring this is done in a collaborative way wherever possible |
| SNA CONSULTANT                            | • Oversee WCE Initiative SNA process  
• Support staff in implementation and utilisation of SNA data  
• Report on SNA findings in collaboration with relevant WCE staff |
| STRATEGIC PRIORITY PROJECTS MANAGER       | • Support sharing of research and evaluation information with key stakeholders; in collaboration with Program Manager and staff working in communities through implementation of Strategic Priority Projects |
| COMMUNITY TEACHERS’ LIAISON LEADER        | • Provide a critical voice to the research and evaluation process, utilising current literature in related fields |
| ALL STAFF                                 | • Actively contribute to development of evaluation processes, protocols and documents  
• Regularly discuss ideas, issues, successes, challenges and plans with Evaluation Coordinator and/or Program Manager |

### Intellectual Property

We will respect the ownership of Indigenous knowledges and stories by negotiating issues of authorship, attribution and integrity. Within the WCE team we will make sure that any use of Indigenous knowledges and stories follow cultural protocols and laws, and uphold the moral rights of individuals and communities through adhering to the *Guidelines for Ethical Research in Australian Indigenous Studies* (AIATSIS, 2012). We are, however, legally bound by our agreement with the Commonwealth to provide access to WCE Initiative intellectual property material as per the CoG.
Community Level WCE Evaluation Framework
Community Level WCE Developmental Evaluation Framework

Note: The evaluation questions listed below will produce data that varies between communities due to the community-driven nature of the Initiative. The KPIs, methods and tools used to evaluate community level activities will be determined by community based and campus based staff working in each community, with the exception of the KPIs listed in the CoG.

**KEY EVALUATION QUESTIONS**
- To be determined by community based and campus based staff working in each community, as guided by requirements outlined in Community Level Planning and Evaluation Guidelines
- Support available from evaluation support staff

### Key Performance Indicators

- **Mentors in place in each community**
- **Number of community activities; number of participants; % satisfaction**
- **Number of Elders and leaders activities; number of participants; % satisfaction**
- **Number of mentorship activities; number of participants; % satisfaction**
- **Community partnership agreements signed, with associated community baseline data reports**
- **Community disposition towards tertiary education improved in each partner community (precise KPI to be determined)**
- **Number of long term or recurring partnership activities (community level partnerships)**

### Community specific KPIs

- **Data collection**
  By community based and campus based WCE staff with support/coordination from evaluation support staff.

**How will this be evaluated?**

- **SNA** – community specific processes for collection, analysis and use of data.
- Collaborative analysis process determined by community based and campus based WCE staff.

**How will findings be disseminated?**

Evaluation information relating to the KPIs within the CoG will be provided to the Australian Government. However, broader dissemination of evaluation information to community stakeholders relating to these and other community specific KPIs will be determined by community based and campus based WCE staff working in each community. Relevant information will also be fed into the development and implementation of Strategic Priority Projects as it arises.
WCE Initiative
Research & Evaluation Framework
KEY EVALUATION QUESTIONS
- Who were our partners? How effective were these partnerships? Were these organisations the appropriate partners in terms of achieving our objectives? Are there other partners that should have been involved?
- What worked well? What could have been improved?
- Which other partners did we work with (informally) and how?
- How effective was communication and collaboration between partners?
- What are the positive changes that were made through these partnerships?
- What has been planned to make these partnerships sustainable and how will this be implemented?

Key Performance Indicators

| Number of long term or recurring partnership activities (NT or national partnerships) |
| No. Signed partnership agreements, service agreements or MoUs |
| Report published and circulated to the sector |

Adherence to Steering Group Terms of Reference

| Number and quality of collaborative partnership activities (Steering Group meeting attendance, facilitation and content; workshops; project activities) |
| Adherence to partnership agreements |

Tangible change/action within/through work of partner organisations relevant to WCE objectives

Projects completed on time and with budget (RIEL/NAILSMA)

Data collection

By Program Manager, Program Coordinator, Strategic Priority Projects Manager, evaluation support staff.

How will this be evaluated?

As the Initiative proceeds:

Evaluation support staff will facilitate:

1. Survey (mid 2016) for WCE campus based team members and follow up arising issues
2. Participatory evaluation activity or survey at June 2016 Steering Group meeting
3. Formal and informal interviews with Steering Group members and WCE team members

Final evaluation:

Evaluation support staff to implement/support/coordinate:

1. Analysis of Steering Group documentation (minutes, emails, other internal documents)
2. Formal and informal interviews with Steering Group members, WCE team members (campus based and community based) and other key stakeholders
3. Follow up survey/interviews for WCE team at end of 2016
4. Final evaluation survey/interviews for Steering Group members

How will findings be disseminated?

1. Provision of final report to Australian Government
2. Report published and circulated to the sector (relevant partners and stakeholders)
WCE Initiative Evaluation - Process

KEY EVALUATION QUESTIONS
- How did we obtain support in WCE communities for the Initiative? How effective was this process?
- What were the key factors that influenced the early stages of planning and why?
- How effective was the Community Action Plan (CAP) process?
- How effective was our team work, communication and engagement? What did this look like?
- How useful was SNA as a tool? In what ways?
- Did we achieve key milestones\(^2\) and other internal milestones\(^3\)?
- Did we work in an ethical way? What did our work look like compared to what we said we would do in our ethics application?
- What were the strengths and weaknesses of the evaluation approach and design?
- How effectively were the findings of our activities shared with others?

Key Performance Indicators

Staff recruited
Operational Plan signed
6 communities identified and prioritised
Program funds fully acquitted
Report published and circulated to the sector
Adherence to Communication & Engagement Strategy
Milestones achieved
Staff retention & satisfaction
WCE community retention, satisfaction and level of knowledge about the Initiative
Ethics standards maintained
Level of contribution of SNA data to understanding about engagement processes
Evaluation support expectations fulfilled
Unrealistic evaluation expectations addressed
Dissemination of findings activities (number, type, feedback)

How will data be collected?
To be coordinated by evaluation support staff. Data will be generated by all WCE Initiative staff through documentation of internal processes as the Initiative proceeds.

---

\(^2\) Refers to milestones within the CoG
\(^3\) Refers to deadlines set by the Program Manager
Key performance indicators listed within the CoG are listed in red font.

**How will this be evaluated?**

**Thematic analysis of:**
- Reflective interviews with campus-based staff and community based staff (prior to establishment of community level evaluation processes and at the end of the Initiative)
- Transcripts and notes from collaborative WCE workshops
- Steering Group meeting minutes and communication products
- SNA diagrams, combined with qualitative data relating to community level engagement processes
- Key Initiative documents
- Communication and engagement products (for example, WCE Communication & Engagement Strategy, conference presentations, publications, emails)
- Internal survey – what are your expectations and what support do you need?
- Field trip reports, progress reports, evaluation reports of discrete activities

Where possible, data will be analysed in a collaborative manner. This is an extremely challenging task considering the WCE geographical distribution of remote staff locations and the level of cultural diversity that exists within the Initiative.

**How will findings be disseminated?**

1. To WCE team members in an ongoing and timely manner as the Initiative proceeds in order to motivate and shape further action (emails, workshops, evaluation summary reports, informal communication)
2. To WCE communities
3. In a final evaluation report to relevant sectors
4. Targeted stakeholder presentations
5. Conference presentations and journal articles
**WCE Initiative Evaluation - Governance & Leadership**

**KEY EVALUATION QUESTIONS**

- How effective was the design of the Initiative (development of Initiative aims and objectives, organisational structure, planning documents, stakeholder analysis, evaluation framework)?
- How effectively were WCE team processes and protocols managed (recruitment, team building, communication, risk management, conflict resolution)?
- How was implementation of the Initiative managed? How effective was this? What was done well? What could have been improved?
- How was the Steering Group function? Was it effective? How well did they achieve the functions and responsibilities in their terms of reference?
- How was the communication between the Steering Group, the WCE team, and key players in partner organisations? How regularly did they communicate?
- Were individual and organisational relationships of Steering Group representatives strengthened? In what way? If not, why not?
- How was the honesty and trust between the Steering Group, the WCE team and key players in partner organisations?
- How effective was WCE community representation on the Steering Group? What impacts did it have on Steering Group function and WCE implementation?

**Key Performance Indicators**

- Requirements within Community Level Planning and Evaluation Guidelines followed
- Strategic documents produced – number/type/timeliness
- Data management protocols
- Staff retention and satisfaction
- Adherence to Steering Group terms of reference
- No. Steering Group meetings
- Number/type/feedback provided about documents provided to Steering Group
- Steering Group perceptions of WCE Initiative implementation, activities, and processes (qualitative)
- Perceptions of community representation on Steering Group (qualitative)
- Perceptions of respect, trust and honesty
- Satisfaction with Steering Group meeting facilitation

**Data collection**

By evaluation support staff.

**How will this be evaluated?**

Thematic analysis of:

- Reflective interviews with campus-based staff and community based staff (prior to establishment of community level evaluation processes and at the end of the Initiative)
- Transcripts and notes from collaborative WCE workshops
- Steering Group interviews, meeting minutes and communication products
- Key Initiative documents
- Field trip reports, progress reports, evaluation reports
**How will findings be disseminated?**

1. To WCE team members (including Program Manager) and Steering Group in an ongoing and timely manner as the Initiative proceeds in order to motivate and shape further action (emails, workshops, evaluation summary reports, informal communication)
2. In a final evaluation report to relevant sectors
3. Targeted stakeholder presentations

---

**WCE Initiative Evaluation - Strategic Priority Projects**

<table>
<thead>
<tr>
<th>KEY EVALUATION QUESTIONS</th>
<th>- To be defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Performance Indicators</td>
<td>To be defined</td>
</tr>
<tr>
<td>Data collection</td>
<td>By Strategic Priority Projects Manager, with support from Evaluation Coordinator.</td>
</tr>
<tr>
<td>How will this be evaluated?</td>
<td>To be defined</td>
</tr>
<tr>
<td>How will findings be disseminated?</td>
<td>- In a final report provided to the Australian Government</td>
</tr>
<tr>
<td></td>
<td>- Targeted stakeholder presentations</td>
</tr>
<tr>
<td></td>
<td>- Further dissemination processes to be defined</td>
</tr>
</tbody>
</table>
**WCE Initiative Evaluation – Other Activity**

* The information in this table will be developed further in the coming months.

This table refers to activity such as:
- Systems level change that does not fit directly into Strategic Priority Projects
- Development and support of Research Units
- ‘One-off’ activities, e.g. Remote Indigenous Research Forum (RIRF)
- Contribution to Indigenous employment statistics

<table>
<thead>
<tr>
<th>KEY EVALUATION QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How was the need for this activity determined?</td>
</tr>
<tr>
<td>- How effectively did we support/implement this activity?</td>
</tr>
<tr>
<td>- How did this activity support WCE objectives at community/strategic levels?</td>
</tr>
<tr>
<td>- What were the impacts of this activity?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific indicators relevant to activity</td>
</tr>
<tr>
<td>Achievement of WCE objectives relevant to activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>By relevant WCE staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will this be evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis process determined by relevant WCE staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will findings be disseminated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation information relating to the KPIs within the CoG will be disseminated through acquittal of funds to Australian Government.</td>
</tr>
<tr>
<td>2. Dissemination of evaluation information relating to these and other specific KPIs will be determined by relevant WCE staff.</td>
</tr>
<tr>
<td>3. Relevant information will be fed into Strategic Priority Projects as it arises.</td>
</tr>
</tbody>
</table>
WCE Initiative - Research

RESEARCH QUESTIONS
Across all WCE Initiative communities:
- What are community perspectives of higher education?
- How can community, research, academic and government leaders engage in relationships that benefit education interests of all?
- Have these relationships been developed? How do we know these relationships will be sustained?
- What are the ways to make education relevant and culturally and physically accessible?

Note: Key evaluation questions to investigate impacts/outcomes of strategies based on community level research findings are included in Community Level WCE Evaluation Framework

Data collection
By community based and campus based WCE staff, with support/coordination of evaluation support staff.

How will this data be analysed?
Within WCE communities
Collaborative analysis process determined by community based and campus based WCE staff.
Across whole of Initiative
Collaborative thematic analysis (where possible) of findings.

How will findings be disseminated?
Dissemination of research findings will be determined by community based and campus based staff working in each community, and in ways determined through whole of team discussion.
Reporting & Information Dissemination

It is to be noted that information dissemination is an area that will require further discussion as a team. A dissemination strategy will be produced later in 2016.

Community based and campus based WCE staff are responsible for reporting on, and dissemination of, community level WCE project and evaluation findings to relevant stakeholders in each community. The reporting process must adhere to the requirements listed in the WCE Community Level Action Planning and Evaluation Guidelines and this framework. That is, there will be ongoing cycles of action, reflection and sharing of learnings, in addition to development of a final community specific evaluation ‘product’. Final community evaluation products must include:

1. information about the KPIs listed in the WCE Community Level Action Planning and Evaluation Guidelines; and
2. information regarding community specific KPIs determined to be appropriate by staff working in each community.

This final evaluation product could be a document, a PowerPoint or other presentation, or a video, and could include artwork, diagrams, photos, voice recordings, or any other tool that helps us to record, share and collate our findings. The format of evaluation products produced will be determined with guidance from community based staff and other WCE community members.

Evaluation support staff will coordinate final WCE Initiative reporting, with input from other staff. Final data analysis processes will include development of key evaluation findings and research themes, and discussion of these as a WCE group.

Analysis, reporting and information dissemination processes will be developed further and updated in this document as the Initiative proceeds.

Ongoing Learning

True to the spirit of developmental evaluation, evaluation processes will continue to evolve and be refined throughout the course of the Initiative. Please speak with James or Cat if you have comments or feedback regarding this document or evaluation processes.
References
