# Evaluation Tool for Multiple Stakeholders

## Introduction and Reference Sheet

### What is the Evaluation Tool?

This evaluation tool provides a means for reflection, assessment, and improvement of projects that engage communities in the archaeological or heritage management process. It helps you analyse your work against your goals, identify strengths, and areas for improvement. The evaluation tool consists of three short, two-page evaluations—the Starting Evaluation, the In-Progress Evaluation, and the Post-Project Evaluation—and a one-page Reflection.

The **Starting Evaluation** sets intentions for the project and a baseline to compare the In-Progress and Post-Project Evaluations to. This evaluation is completed prior to beginning the project. The **In-Progress Evaluation** functions as a progress check, describing the current state of the project, areas of success, and things that might not have gone according to plan. This evaluation is completed at the half-way point in the project. The **Post-Project Evaluation** reflects on the project as a whole and in comparison to the Starting Evaluation. Use this evaluation at the end of the project. The **Reflection** asks you to think about and write down what you learned and would do differently.

### How do I use the Evaluation Tool?

Before beginning a project, complete the Starting Evaluation. Halfway through your project, work through the In-Progress Evaluation. At the end of the project, complete the Post-Project Evaluation and Reflection.

### Who fills out this evaluation?

The user of this tool is up to you. It depends on your project, goals, and level of stakeholder or community involvement. In some projects, project leaders might be the most appropriate users. In others, users might be archaeologists and communities who collaboratively complete it or fill out the evaluation independently and compare answers together, stimulating conversation about the current project and future directions. This is a tool for you. Alter and use it as works best for you.

### What will the Evaluations ask?

Each evaluation contains three sections aimed at helping you reflect. These sections are Relationships, Impacts, and Legacy:

#### Relationships

The Relationships section features a ‘Matrix of Collaboration’ to help you think about the people involved. Projects can involve several stakeholders. The Matrix of Collaboration helps describe the level of engagement for each stakeholder. This matrix depends on two parts. Part 1 on the next page describes the level of engagement along a spectrum. The far left describes where the stakeholder holds all power, authority and decision making and the far right where the stakeholder has none. Each row below describes a different project element that indicates the level of engagement along the spectrum: whose needs are considered, who holds the power, who sets the goals, who holds the information, who is involved, and whose voices are heard. Part 2 of the matrix, located within the evaluation itself, asks you to reflect on the stakeholders involved and give each their own column in the diagram. If you need more, add more columns. Then, reflect on their level of engagement using Part 1 of the Matrix. Use the row heading as a shorthand for Part 2. A space for you to reflect on your answer is beneath each diagram.

Part 1 of the Matrix of Collaboration. The table shows the various levels of stakeholder engagement ranging from only their involvement to none. This works in tandem with the Part 2 located within each evaluation itself.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Only** | **Prioritized** | **Collaboration** **and Co-Creation** | **Considered** | **None** |
| **Needs** | Only this stakeholder’s needs are considered | This stakeholder’s needs are prioritized, others considered | Needs of all parties honoured and met | Other needs prioritized, with this stakeholder’s considered | This stakeholder’s needs are not considered |
| **Power** | Only this stakeholder holds the power | This stakeholder holds most of the power, with influence from others | Equal power sharing | Others hold the power, with influence from this stakeholder | This stakeholder does not hold power |
| **Goals** | Only this stakeholder develops the goals | This stakeholder develops the goals with input from others | Goals are created together | Others create the goals with influence from this stakeholder | This stakeholder does not influence goals |
| **Information** | Only this stakeholder has the information | Information is held by this stakeholder and disclosed to others | Information flows freely two-ways | Others hold the information and disclose it to this stakeholder | This stakeholder does not have information |
| **Involvement** | Only this stakeholder involved | This stakeholder mostly involved, limited involvement of others | All involved equally | Limited involvement of this stakeholder | This stakeholder is not involved |
| **Voice** | Only this stakeholder’s voice included | Mostly this stakeholder’s voice, some voice of others | Full voce for all | Limited voice for this stakeholder | No voice from this stakeholder |

#### Impacts

Impacts are the effects or influence of people, places, heritage, things, or actions on each other. These can be tangible and intangible as well as intended or unexpected. Impacts can also be things that went well and things you would not repeat. Examples of impacts include stronger working relationships between communities and archaeologists, increased knowledge about the heritage place, higher traffic to archaeological sites, increased community pride and cohesion, more frequent looting and more.

#### Legacy

Some projects strive to leave a legacy, whilst others only plan on impacting those involved during the project. Examples of lasting legacies include inspiring a new generation of archaeologists, improved management strategies, and building stewards of heritage. Examples of short-term impacts include providing an informative day out, conducting a site survey, and training volunteers without the infrastructure for them to employ their new skills. For the Starting Evaluation, consider what legacy you intend to leave. For the In-Progress Evaluation, reflect on whether your intentions have changed or if any unintended impacts have changed your plans. For the Post-Project Evaluation, contemplate whether the relationships and impacts of your project will endure beyond your end-date.

#### Evidence

Funders, universities, or other parties may require evidence of the impacts your project claims to make and the legacy it leaves behind. Examples of evidence include numbers of people engaged, quantity and quality of work conducted, qualitative feedback from participants, and more. As you work through the first evaluation, contemplate whether any of your project impacts or intended legacy requires evidence to support your claims. If required, plan to gather this evidence through your project and reflect on it in the In-Progress and Post-Project evaluations.

### Can I alter the questions?

This evaluation tool is a tool for **you**. Each project engaging communities differs in countless ways. Evaluation needs therefore differ. Please alter, add, or remove questions and topics to best suit your project, who the evaluation is for, and the reasons why you would like to evaluate.

### What can I do with these evaluations once finished?

Comparing the three evaluations together helps illustrate if you met your goals, how the intended relationships, impacts, and legacy may have changed over the course of the project, and why. Honest reflections of things that may not have gone according to plan will help you think about what not to repeat in the future and how to alter your methodology accordingly. The Reflection helps unpick these ideas and provides the opportunity for you to write them out.

If your stakeholders or communities did not complete their own evaluations or work on the same evaluation with you, consider using this evaluation to start a conversation with your stakeholders and communities to understand how they feel the project went.

Consider sharing these reflections and moments of learning in publications or with colleagues in other formats. Learning from each other provides opportunities for collective improvement and prevents issues from repeating. This evaluation is also something you could share with your funders, universities, or other parties. You may find the collections of evaluations and reflection helpful in writing up your project findings or contributing to other outputs.