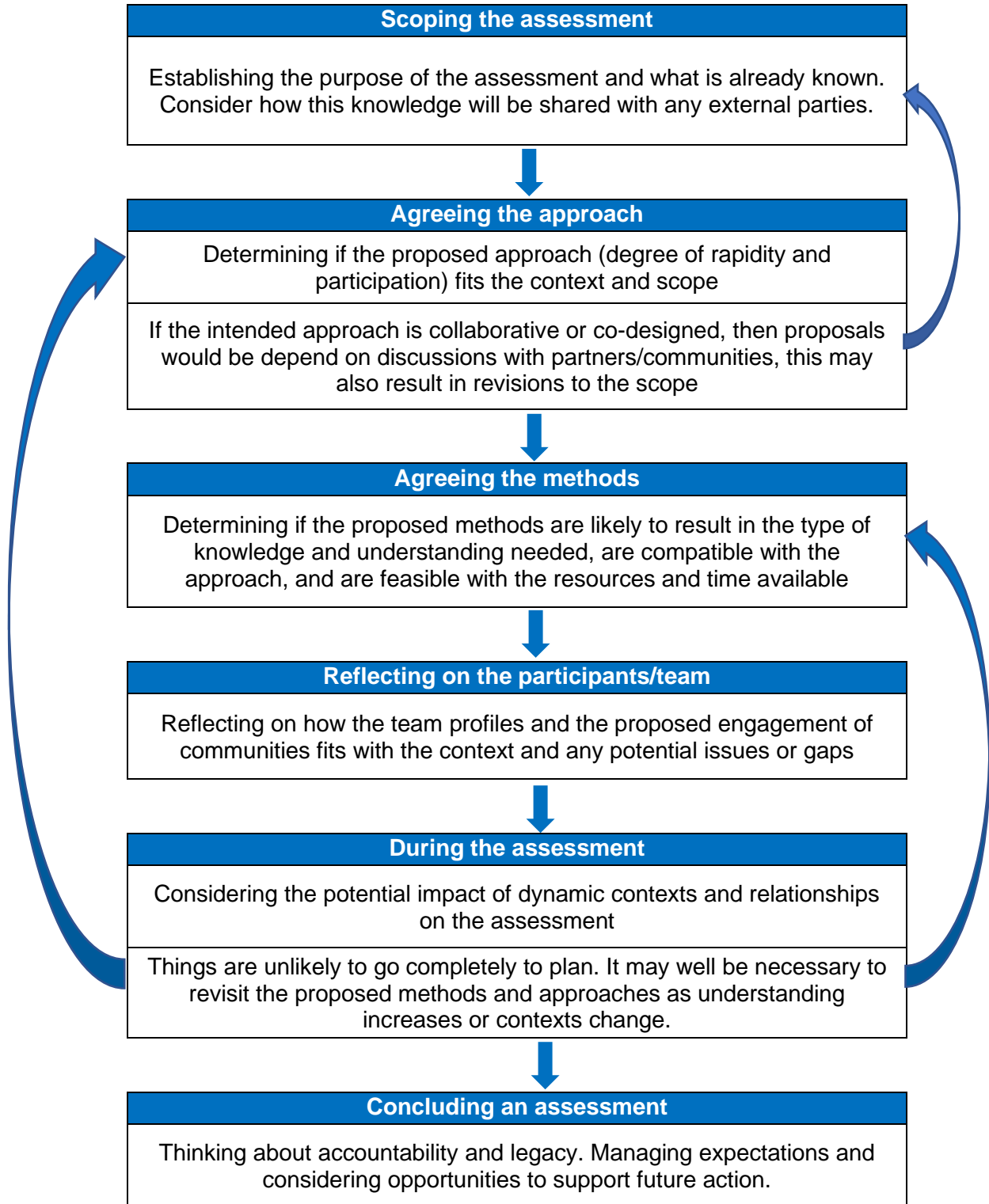


Stages – Supporting an Assessment



Supporting an Assessment: Key Questions by Stage

Scoping the assessment

What is the intended purpose of the assessment?
Who else might find this information useful/have similar questions?
What knowledge is already available? How was that understanding obtained and where does it sit?
What is the current management context? Are there any existing relationships?
Are introductions needed and should permission be sought (officially or as a courtesy)?

Agreeing the approach

How does the proposed process take the current context into account?
Are the timings and proposed degree of participation appropriate and proportional?
Are the required resources available?
Is there scope to identify joint priorities or for the assessment to be linked to community-led activities?

Agreeing the methods

What are the explanations for (and potential implications of) the proposed methods?
Do they fit with the approach?
Are they likely to be effective in the given context and result in the required understanding?

Considering the participants/team

Who will be involved and how (research team and communities)?
What forms of expertise do they bring?
How might personal profiles or existing relationships with and between communities influence the assessment?
How will gaps in participation be identified and addressed?

During the assessment

What are the plans for responding to evolving situations and emergent understandings?
What are the anticipated challenges? How will the unanticipated be incorporated?
How flexible are you/might you need to be regarding timelines and process?
How will modifications or changes to the process be agreed (and documented)?

Concluding the assessment

How will the findings be presented and shared?
How will the findings be discussed with communities?
Who will own the resulting knowledge? How can people access it for their own purposes?
How might this process support longer term relationship building and future collaboration?