

EVALUATION FOR A NEW
ERA

SAMS

EVALUATE • INNOVATE • EDUCATE

Developmental Evaluation



Background

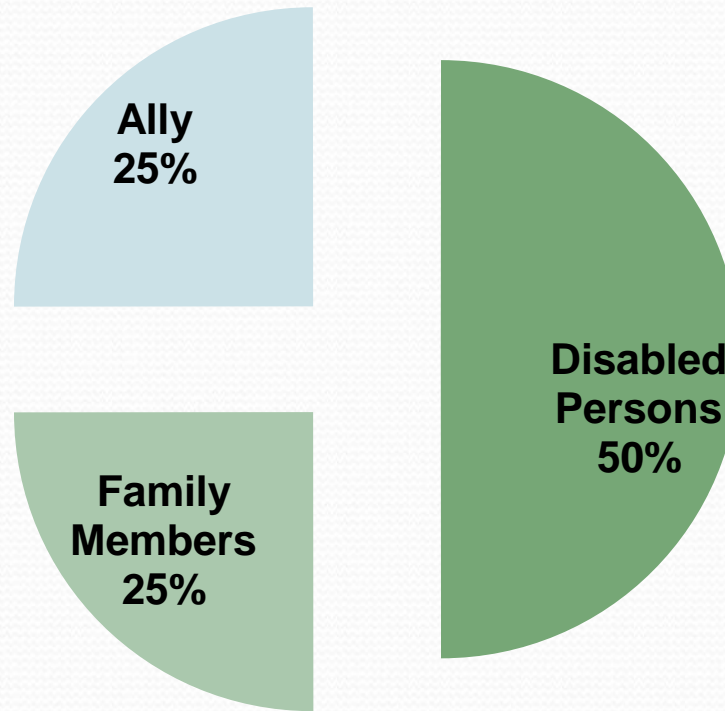
- 1979 + Disabled persons and families the primary influencers in designing, conducting and contributing to service and sector evaluation
- 1994+ A multi-perspective approach to Developmental Evaluation (DE) i.e. processes with a focus on “what can be” (not, ‘what isn’t)

The Challenge

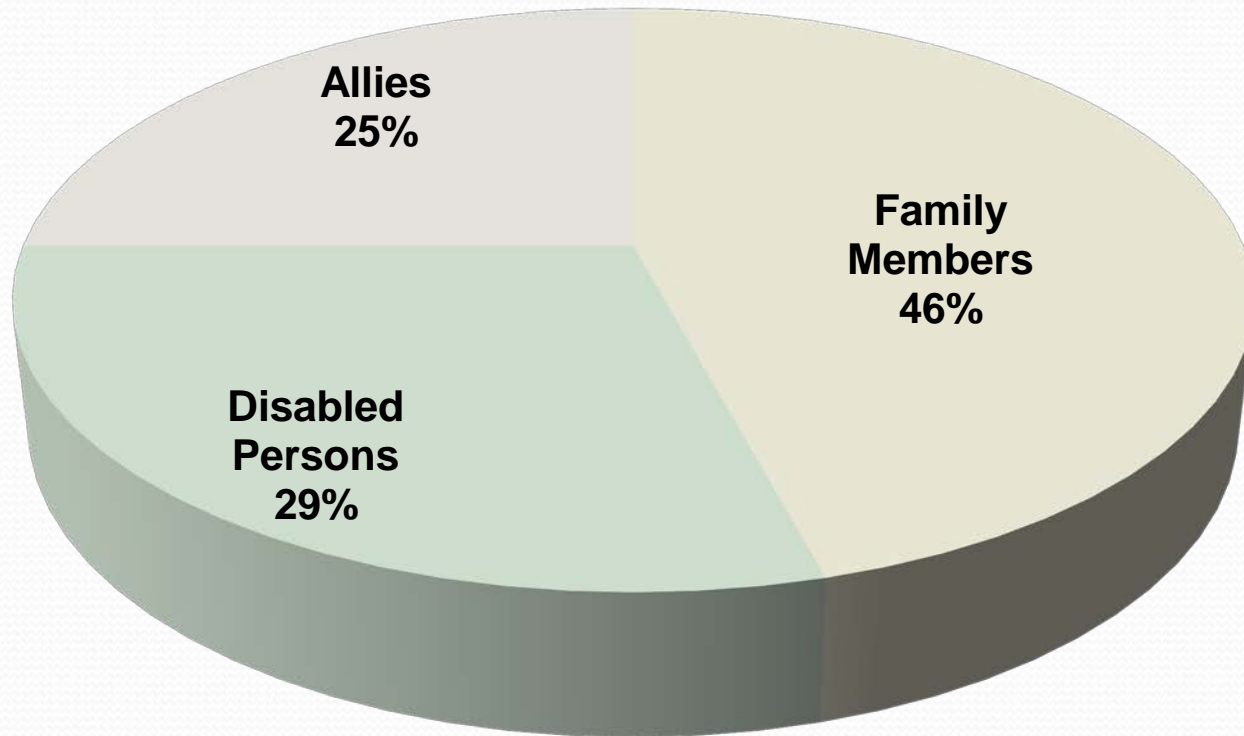
An evaluation process that

- Brings to life the “**co**” in ‘co-production’, ‘co-development’, ‘co-design’, ‘co-creation’
- Achieves multiple objectives – safeguards, accountability/appropriate use of funding, is robust, builds capacity, cultivates leadership, recognises innovation and informs policy

SAMS – Governance 2015



2014 – SAMS Evaluators and Educators



What is Developmental Evaluation?

- **Excellence and positive change focus** - Compliance to “Standards” are a component - not the focus
- **Constructive framing** – evaluation is an ally not an imposition
- **Builds learning and capacity** – people with a lived experience have contributions strengthened
- **Team approach** – full inclusion of disabled persons and family
- **Adaptable and Evolving** – can easily include new materials and frameworks
- **Applied across a range of settings** – cultures, locations etc
- **“Pro-Active”** – strengths based development not deficit model

How this differs from “traditional” evaluation

- **Effectiveness of approach** – not existence of processes
- **Flexible/able to be customised** – not standardised
- **People** – not paper
- **Collaborative (builds trust)** – not potentially adversarial
- **Multi-perspective** – not primarily a “staff” focus
- **Change** – not compliance
- **Inclusive** – not ‘expert’ driven
- **Supports network and ‘system’ learning culture**

Results of DE – outcomes for individuals and families:

- Increased attention
- Increased responsibility
- Access to new awareness/knowledge
- Enhanced commitment to positive change
- New allies
- Shared authority
- Stronger/wider trusting relationships
- Increased evaluative thinking i.e. plan-act-evaluate-innovate

Outcomes for Government:

- **A congruent evaluation approach**
- **Wide sector engagement in evaluation approach**
- **Value for money – the evaluation dollar not only buys a monitoring process but capacity building and development**
- **Detailed ‘stories’ to base policy refining/development**
- **“Grass roots” connection = proactive/early identification**
- **An information source to measure and compare outcomes**

(some) Key Evaluation Variables

- Who designs the framework and process
- Who asks the questions
- How questions are asked
- Where discussions occur
- When the evaluation occurs

These variables will influence the results of an evaluation