Ngā mihi nui
Welcome

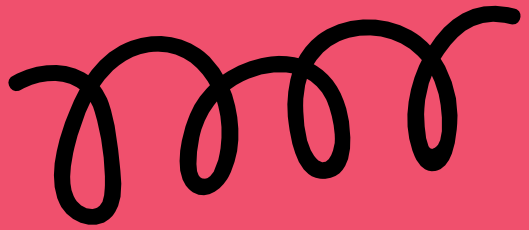
Co-design meets evaluation: Creating convergence for social innovation and social impact

19 July 2018 ANZEA Workshop

ripple

THE AUCKLAND CO-DESIGN LAB

Co-design meets evaluation

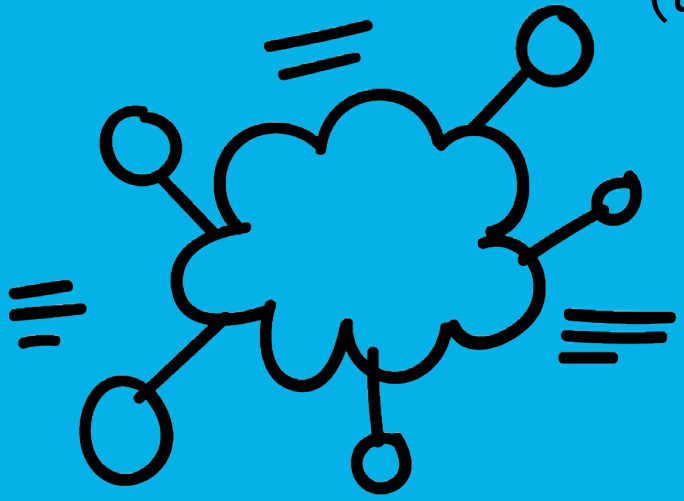


Geoff Stone, Ripple Collective
Dr Penny Hagen, Auckland Co-design Lab, The Southern Initiative

How we will work

Try some tools (lightly)

Building our collective knowledge



Contestable, explorative

Love the **xylophone**

Celebrate & challenge

Co-design meets evaluation

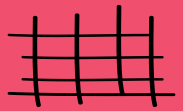
Opportunities for convergence

Exploring our collective experience, questions, challenges & responses

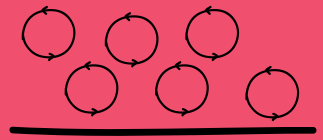
Four levels

1. Praxis

2. Project/ process

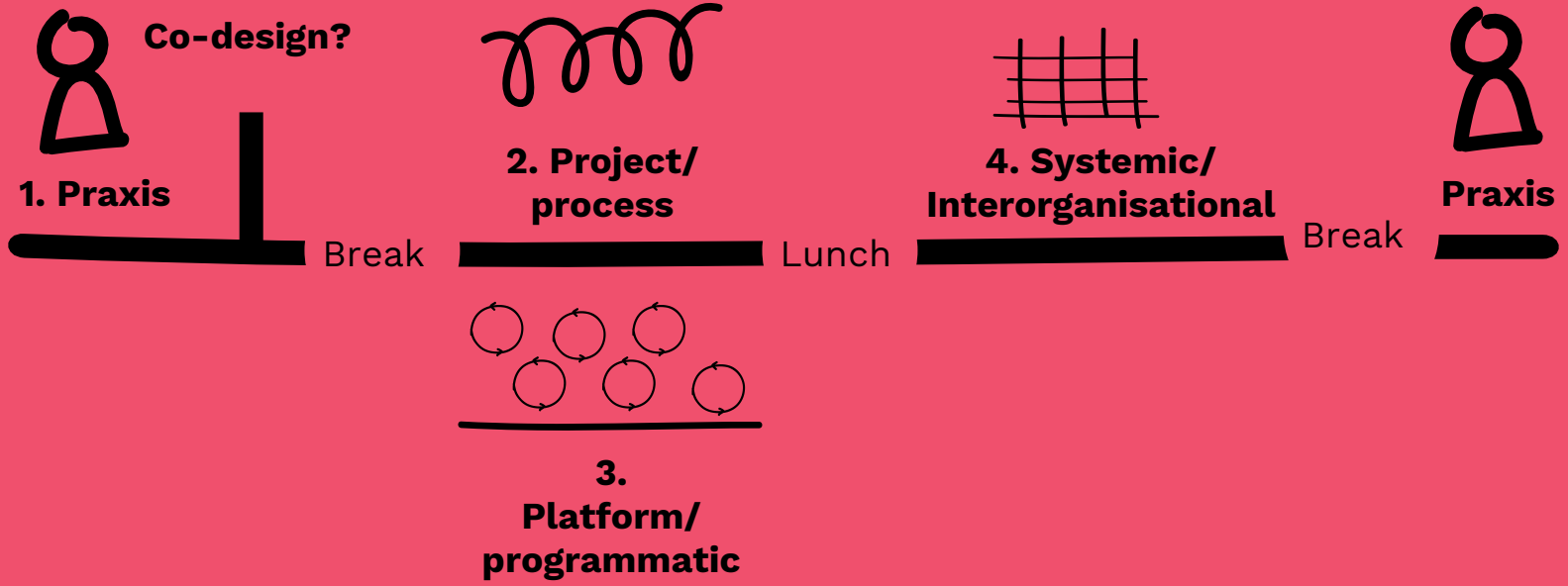


4. Systemic/ Interorganisational



3. Platform/ programmatic

Four levels


Co-design?
1. Praxis
Break
2. Project/ process
Lunch
3. Platform/ programmatic
4. Systemic/ Interorganisational
Break
Praxis

How will we know when evaluation is working well in the service of design for social impact?

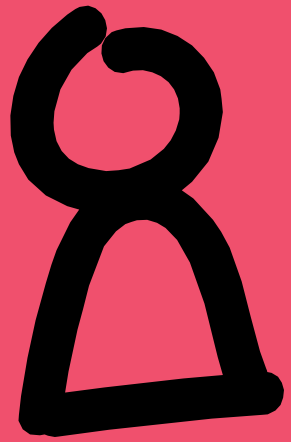
Our guiding question

Level 1

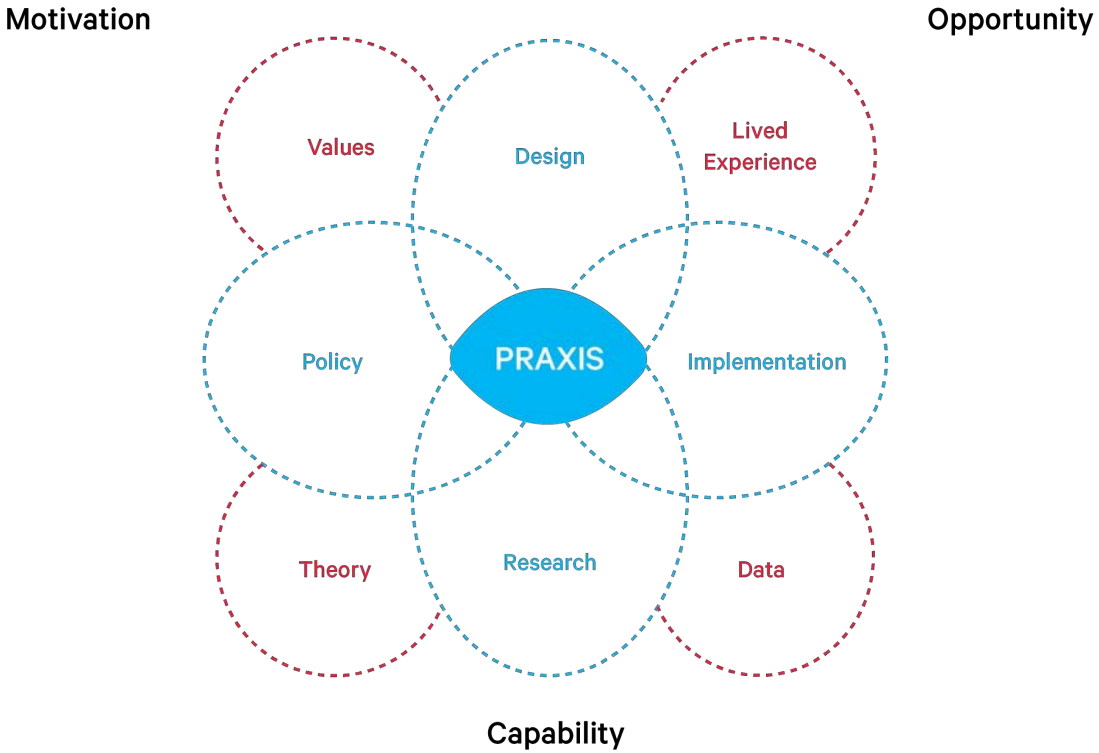
Personal praxis convergence

Who are we? Where are we now? What edges do we traverse?

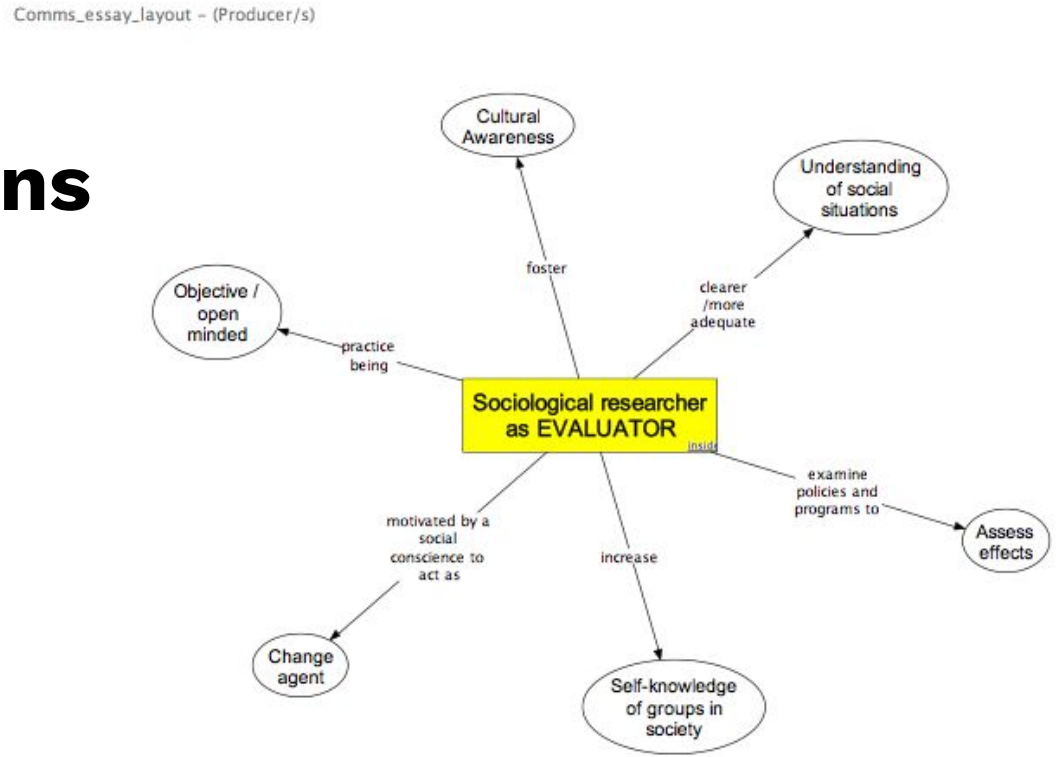
(1)



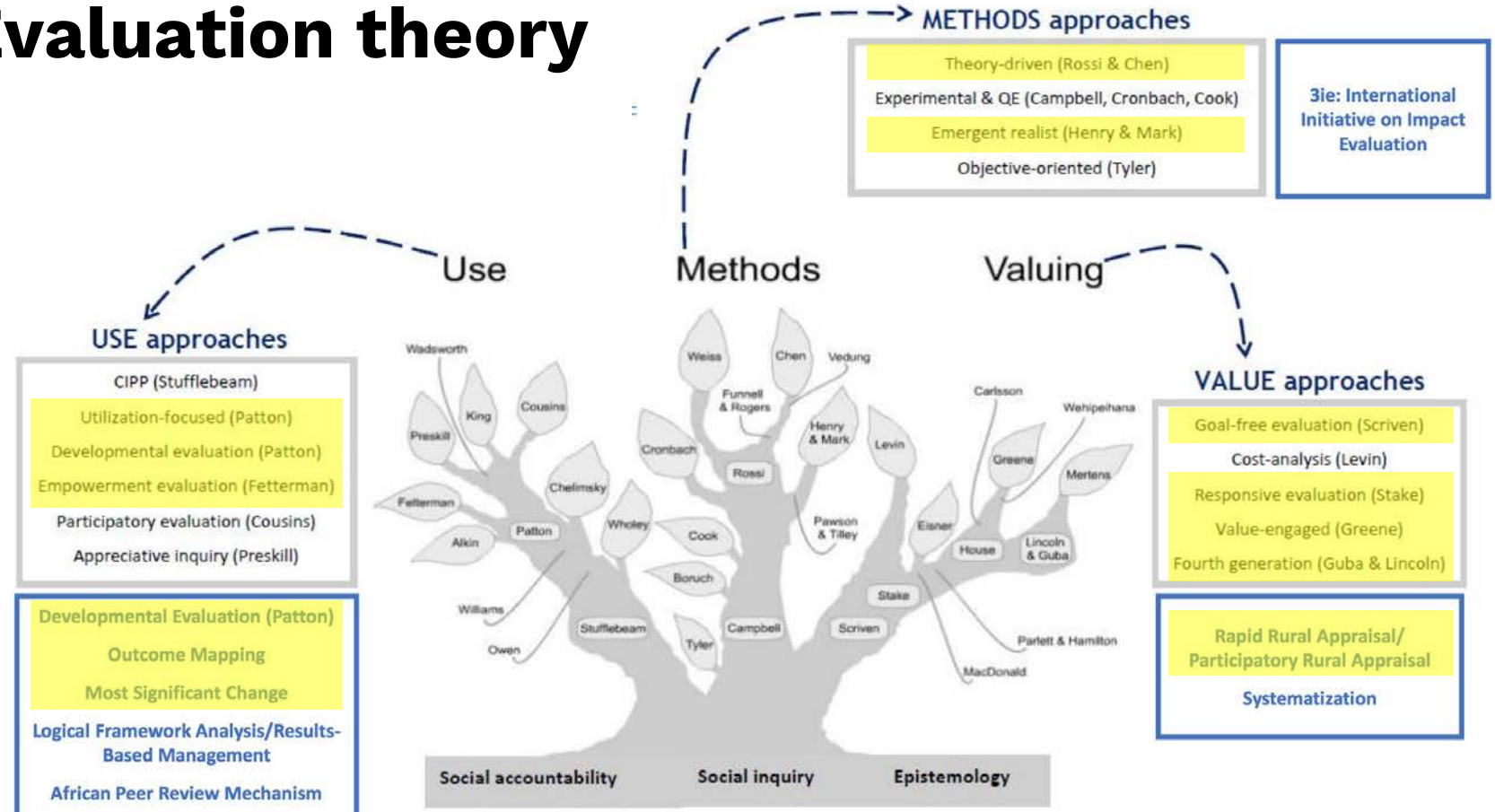
Praxis framework



Praxis – starting with initial reflections on evaluation practice



Evaluation theory



Alkin's Evaluation Theory Tree (updated 2012)

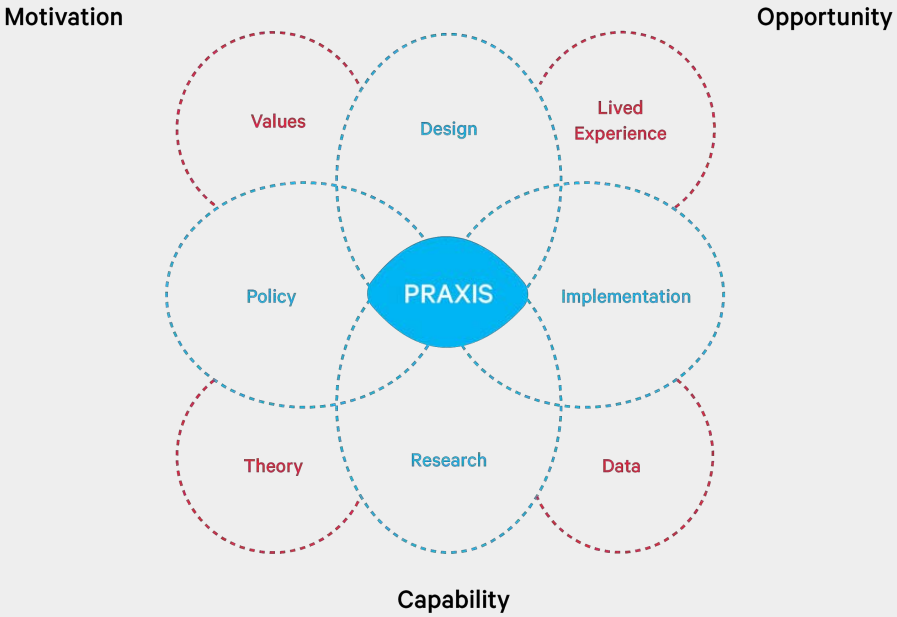
Khulisa Management Services (2017)

‘Praxis’ framework

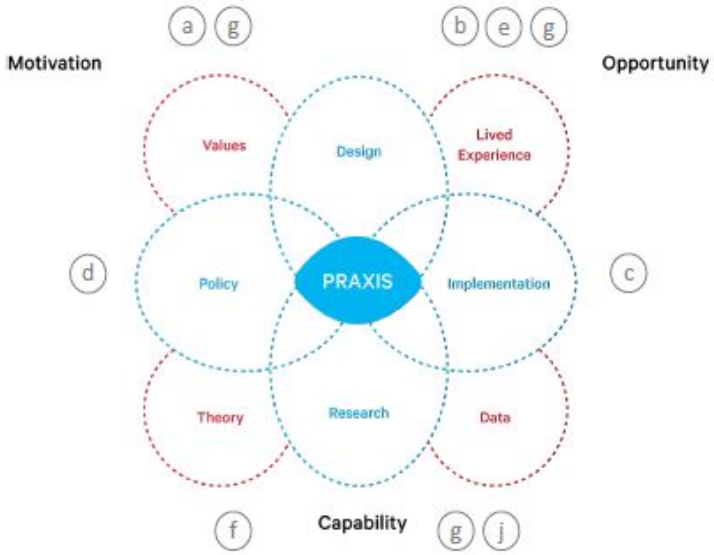
Take a few minutes to consider:

Where are you positioned now?

What were some points in your journey to this place?



‘Praxis’ framework



	To what extent are you able to...	Hardly ever 1	2	3	4	Almost always 5
a	work in a deliberately values-centred/ethical way – seeking to improve the social conditions of the most marginalised, to maintain/enhance human dignity?					
b	work relationally – design/evaluation as co-production, including 'non-traditional' participants?					
c	seek to influence through building capability and drawing attention to and creating new opportunities? (more than information provision, persuasive communication)?					
d	work across and seek to influence unique (locally situated) problems while also addressing systemic problems?					
e	encourage multi-disciplinarity?					
f	draw on formal theories and evidence-bases, and generate local theories [through abductive reasoning] to create 'good enough' explanations and/or courses of action?					
g	work in a fair-minded way – drawing attention to different stakeholders/different stakes = different value propositions. This includes cultural differences?					
h	define and identify 'good enough' evidence to credibly support decisions that fundamentally affect people?					
i	work adaptably/developmentally in your approach to design and evaluation – doing what it takes or enough 'to 'make a difference'?					
j	Seek to disrupt assumptions and look for counterfactual evidence?					

In pairs

Introduce yourselves reflecting on something in the petal

Share something that stood out from the scales for you

To explore today

Please capture

A question that you bring today

or

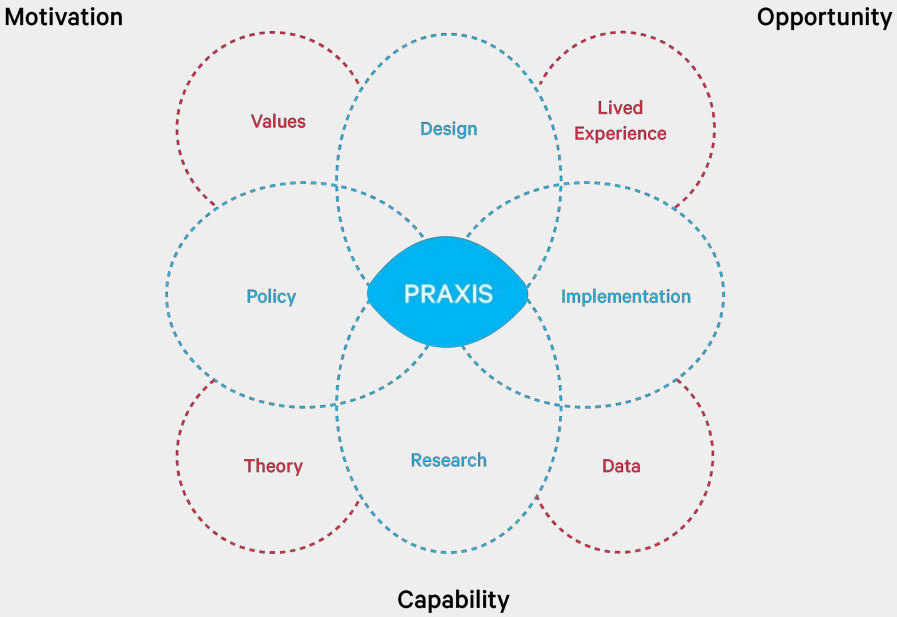
Something you would like to explore today?

Let’s gather

Locate where you are most currently

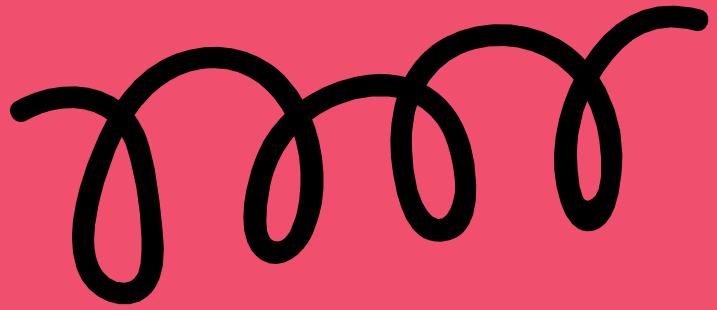
Introduce yourself and **one thing** about your **journey to here** that you would like to emphasise/share

The questions/things you’d like to see covered today



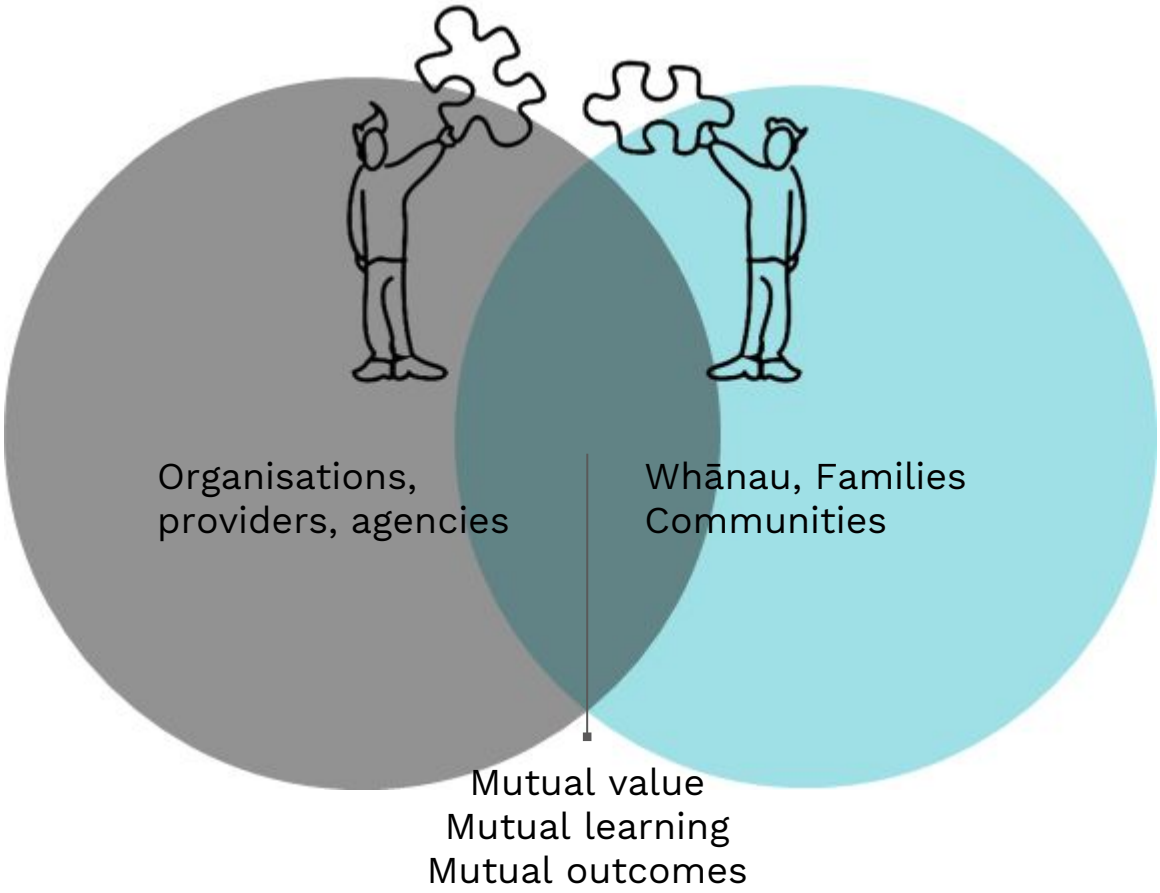
10.00-10.45
What do we mean by co-design?

A brief introduction



Co-design

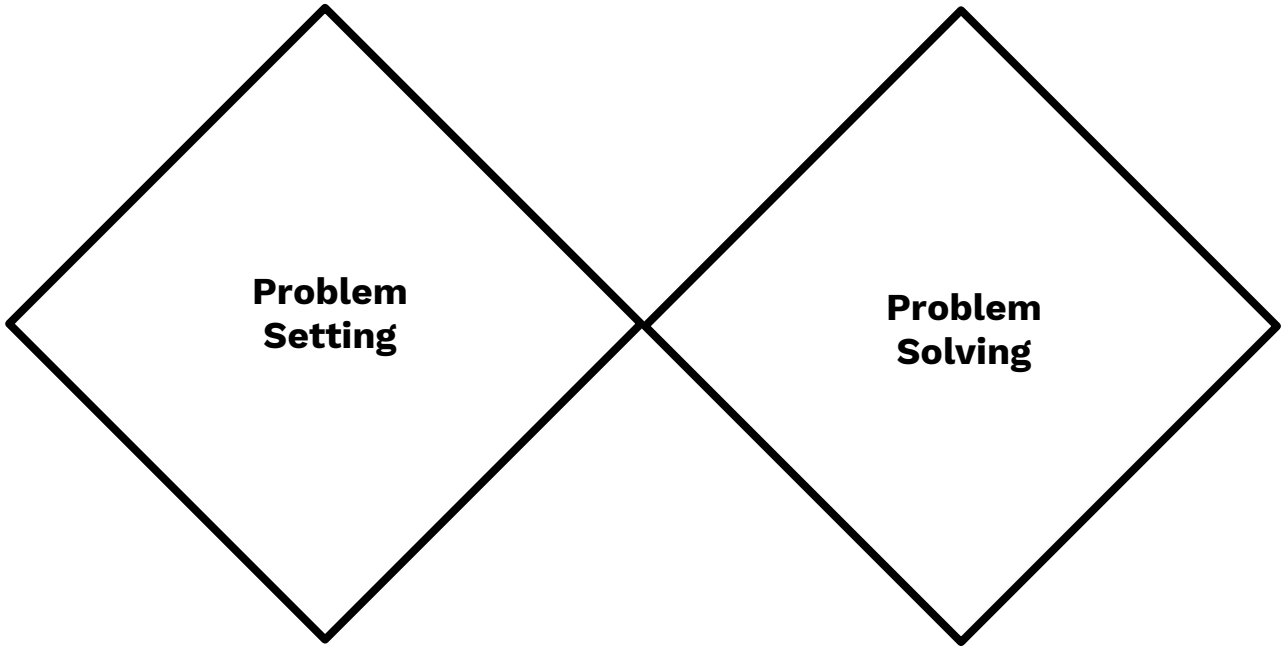
Increasing impact by working *with* people, families, whānau and stakeholders to collectively design and implement new ways of working and doing.



Co + Design

Image thanks to TACSI https://www.tacsi.org.au/

Design ‘process’: getting to a new state/bringing something new into the world

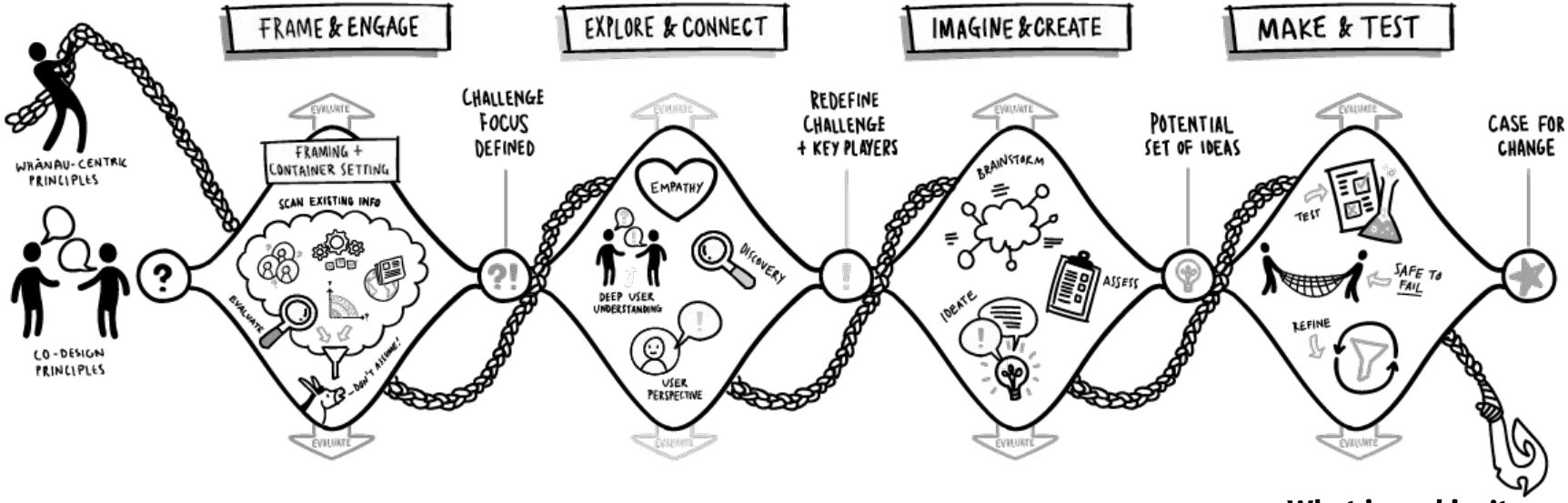


A typical western interpretation of design - derived from UK Design Council Double Diamonds & Donald Schōn The Reflective Practitioner 1983

Tikanga Māori Co-design

Image from http://www.communityresearch.org.nz/webinar-co-design-community-development-korero-insights-maori-co-designers/

Examples of tikanga Māori articulations of co-design, see also for example: http://www.ngaaho.maori.nz/page.php?m=187



What do we already know about the issue?

Who needs to be involved?

What is people's current experience?

What are the barriers and opportunities for change?

How might things be different?

What can we try?

What is and isn't working? What needs changing?

What is needed ongoing?

Questions we might ask in the design process

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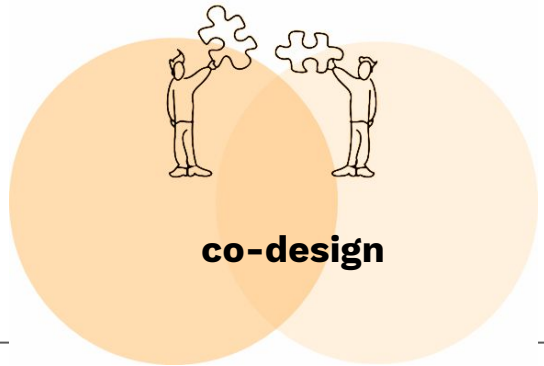
A continuum



co-design

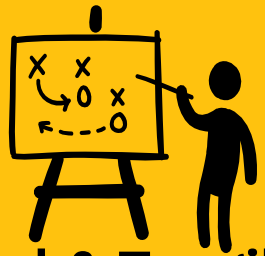
Engagement
User Centred Design
Human Centred design

Mutual learning
Mutual outcomes
Capability & Capacity Building

Whānau-led
Whānau-leading
Co-production

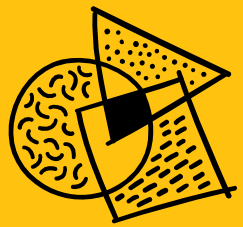
(co)Design qualities

Human lens,
Systems view



Visual & Tangible

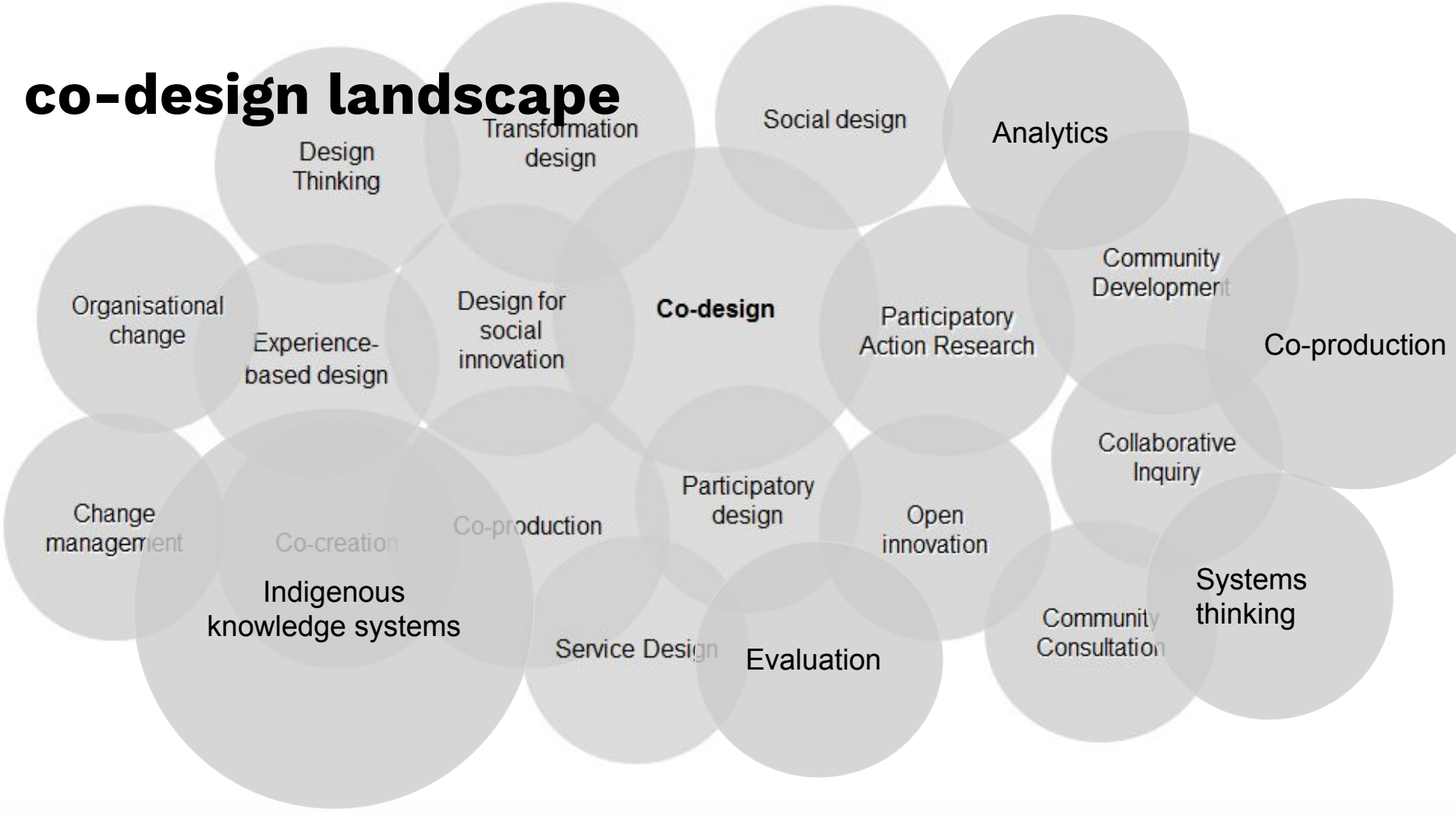
Iterative, Emergent
& Developmental



Collaborative &
Participatory

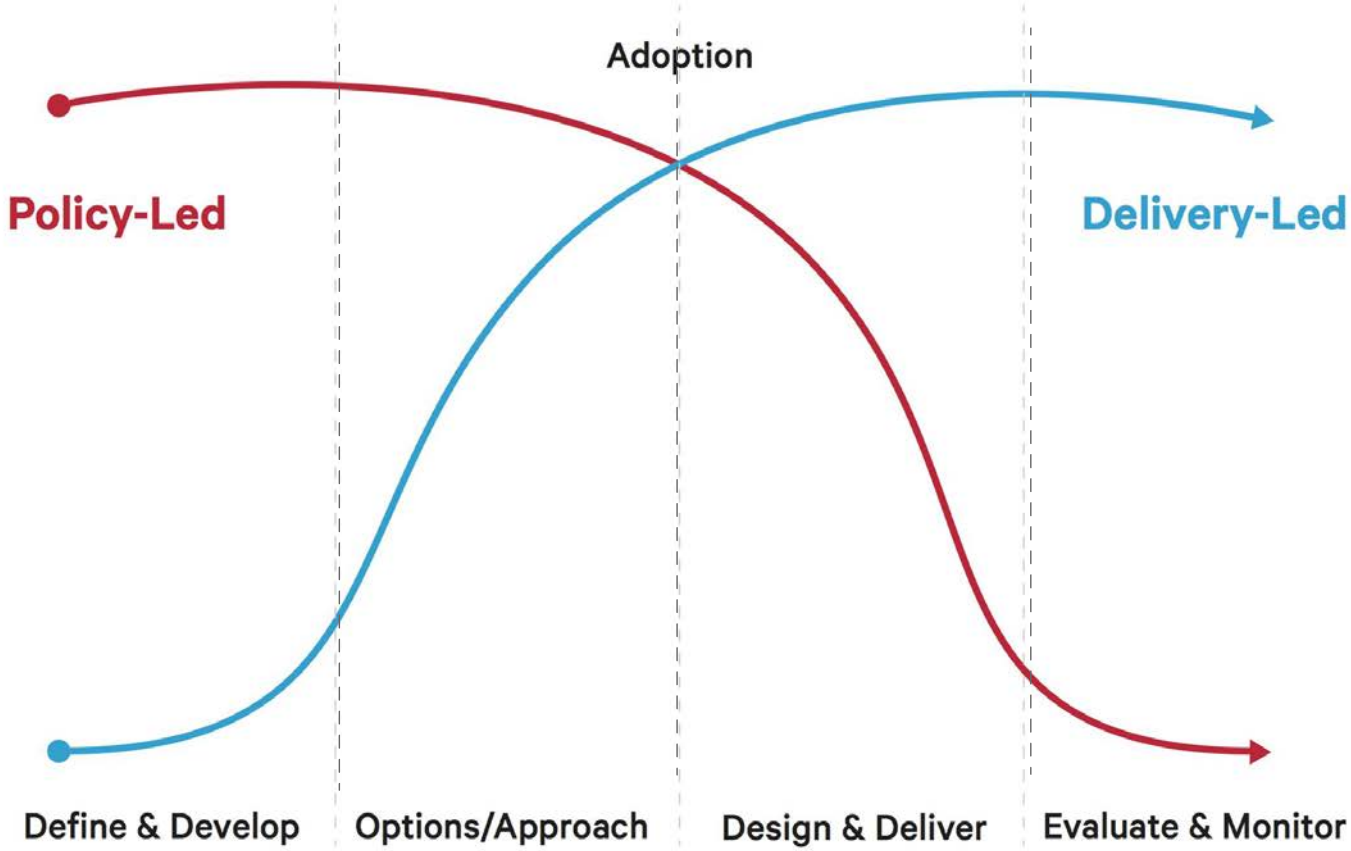
Strengths-based,
Capacity building

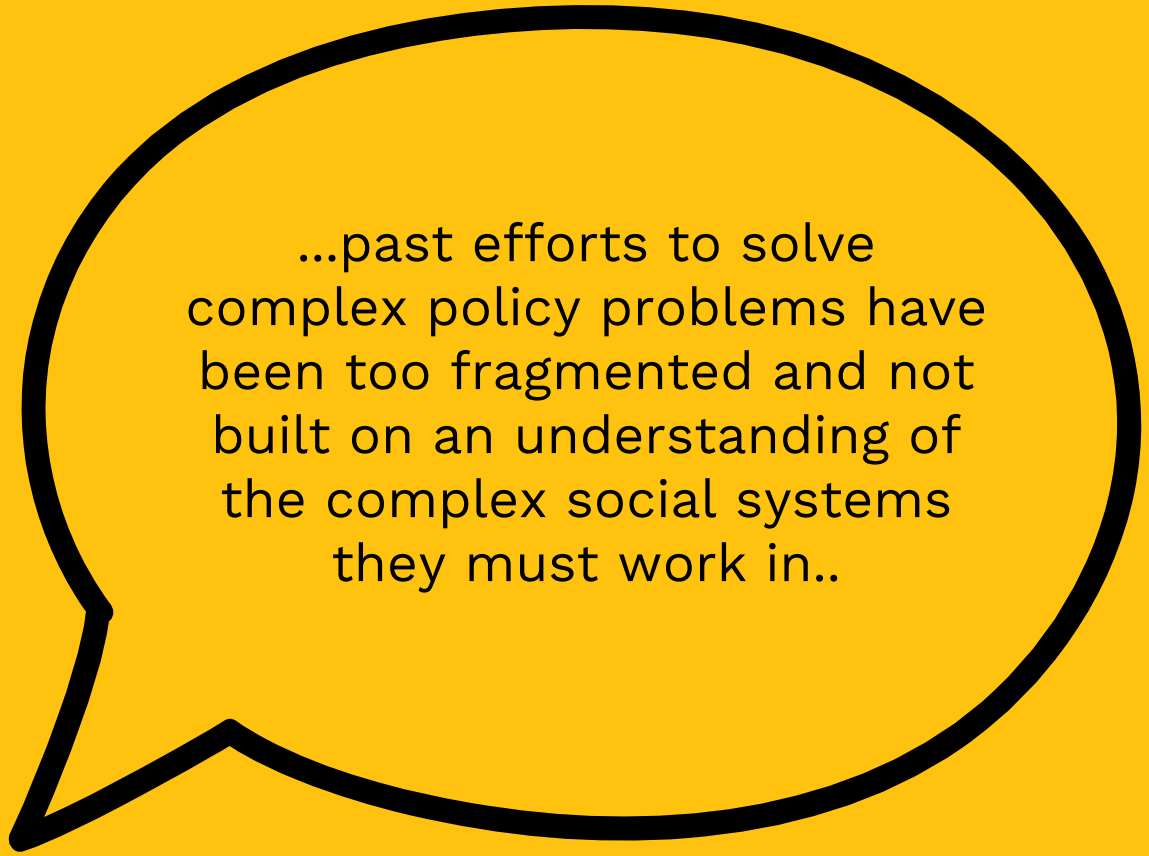
co-design landscape



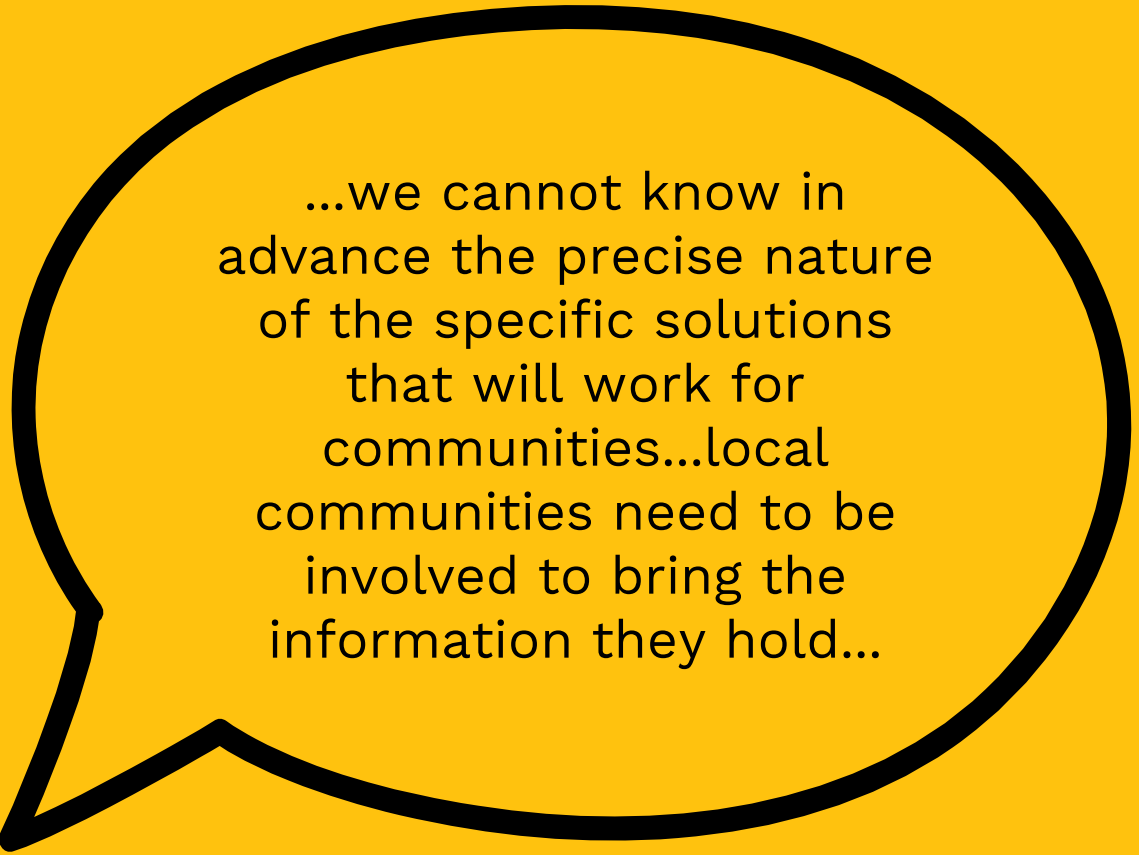
Why the interest in co-design for developing social policy, programmes and social innovation?

The landscape





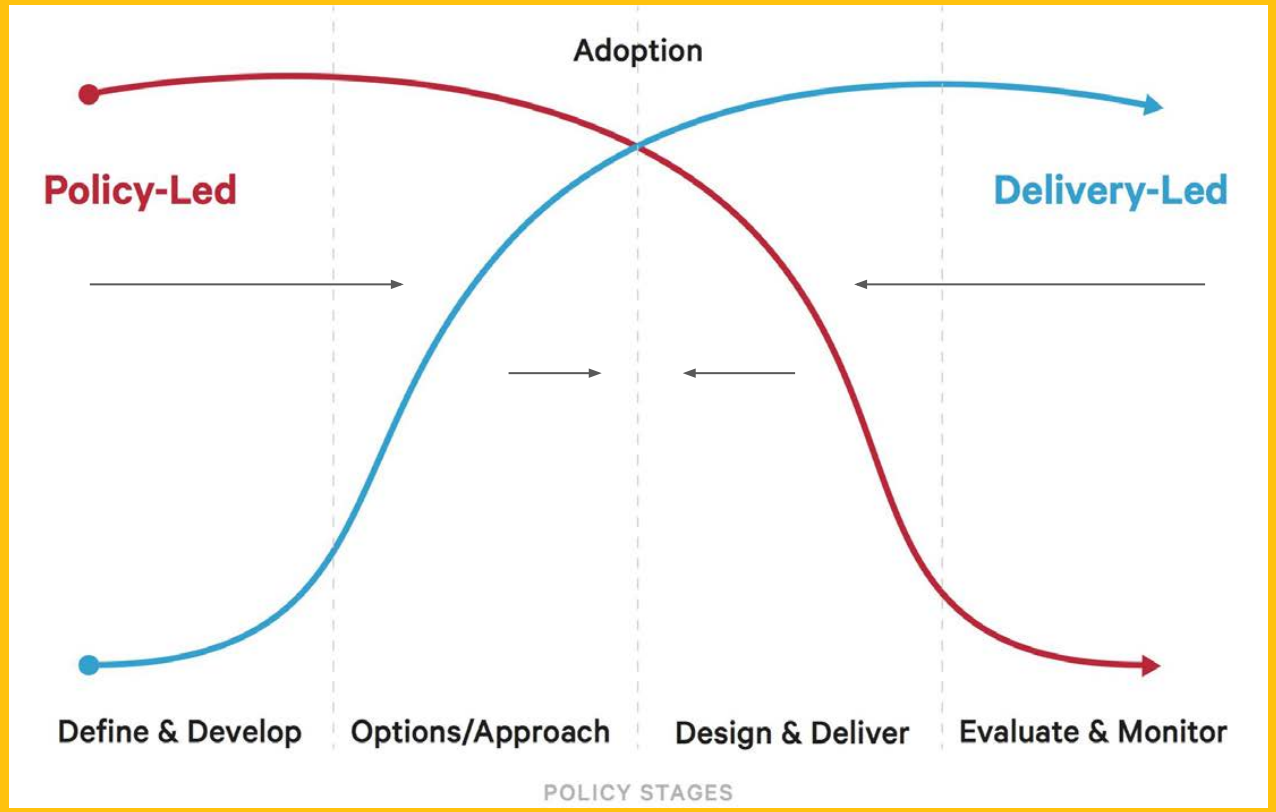
From Complexity to Collaboration A provocation for change by Elizabeth Eppel, Girol Karacaoglu and Donna Provoost 2018



From Complexity to Collaboration A provocation for change by Elizabeth Eppel, Girol Karacaoglu and Donna Provoost 2018

From Complexity to Collaboration A provocation for change by Elizabeth Eppel, Girol Karacaoglu and Donna Provoost 2018

When done well, design can offer



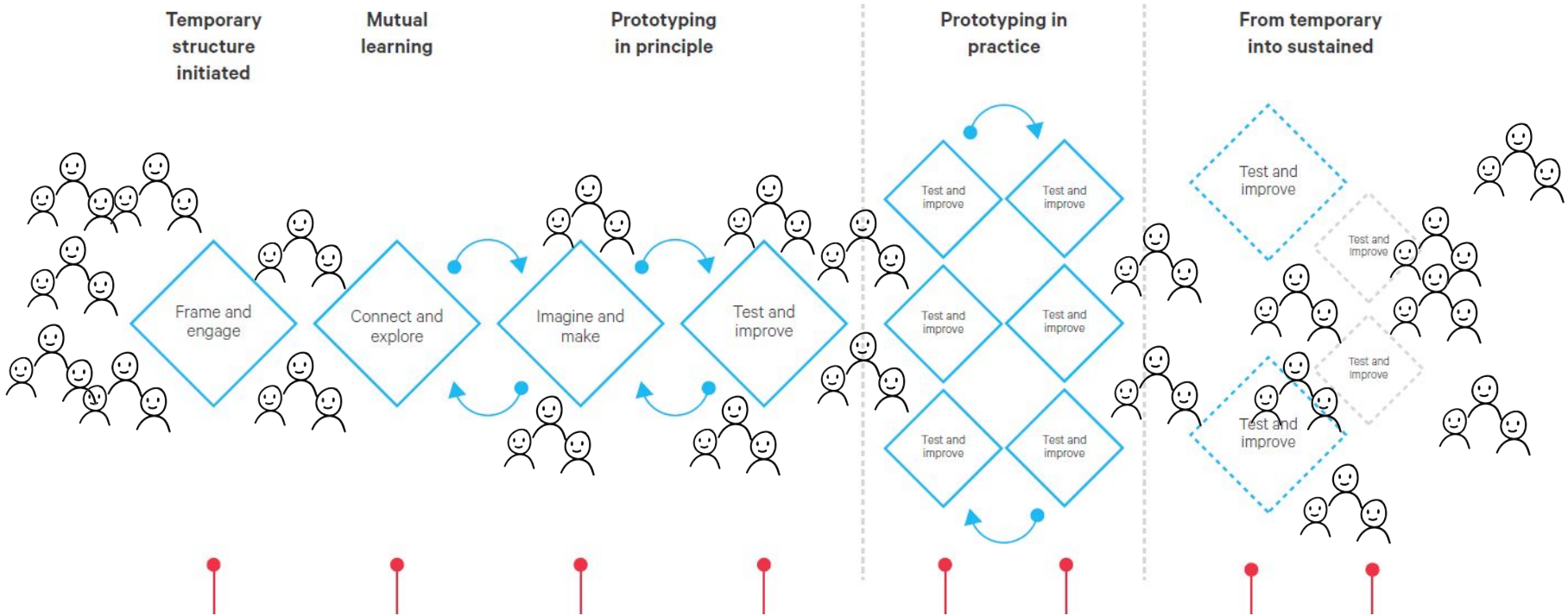
Means to involve multiple stakeholders & perspectives

Engagement with complexity, localisation, specifics of place

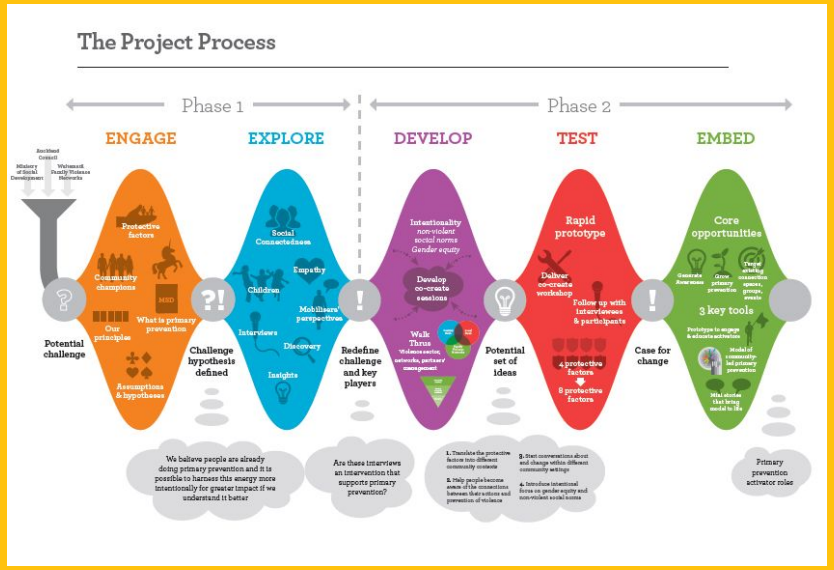
Learning loops across

Building of capability and capacity

Co-design for social innovation



A physical walk through of the Wellbeing in Waitemata project



Reflection

How does this process sit for people as an experience of co-design?

Are people in this process now?

Are these points familiar/unfamiliar?

Reflection

What obvious points of overlap do people see?

What questions does this raise for people?

Break
10.45 - 11.00

Co-design is often concerned about:

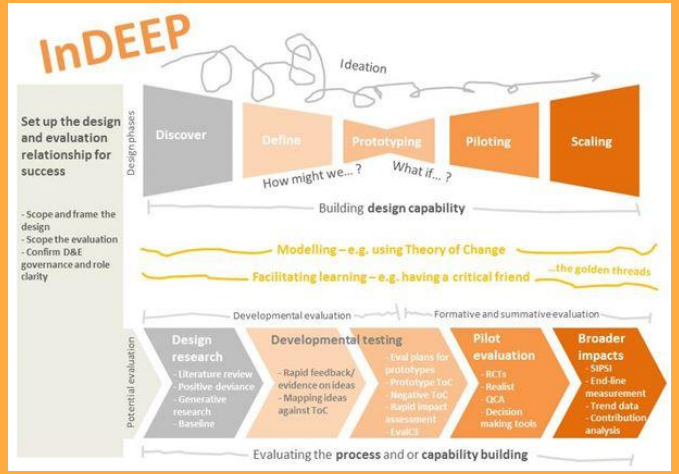
- Focusing attention
- Building empathy
- Creating a space for collaboration
- Assumptions challenged & opportunities reframed
- Disruptive ideas
- Galvanising support
- Validation
- Iterative development
- Co-production

Boundary objects:

Evaluation is often concerned about:

- Identifying “best bets”
- Prompting for clarity & evaluability
- Is the initiative working
- How is the initiative improvable
- Is it good (enough)
- Identifying impact and casualty
- Learning and generalisability or transferability
- Perception of professionalism
- Responsive / used

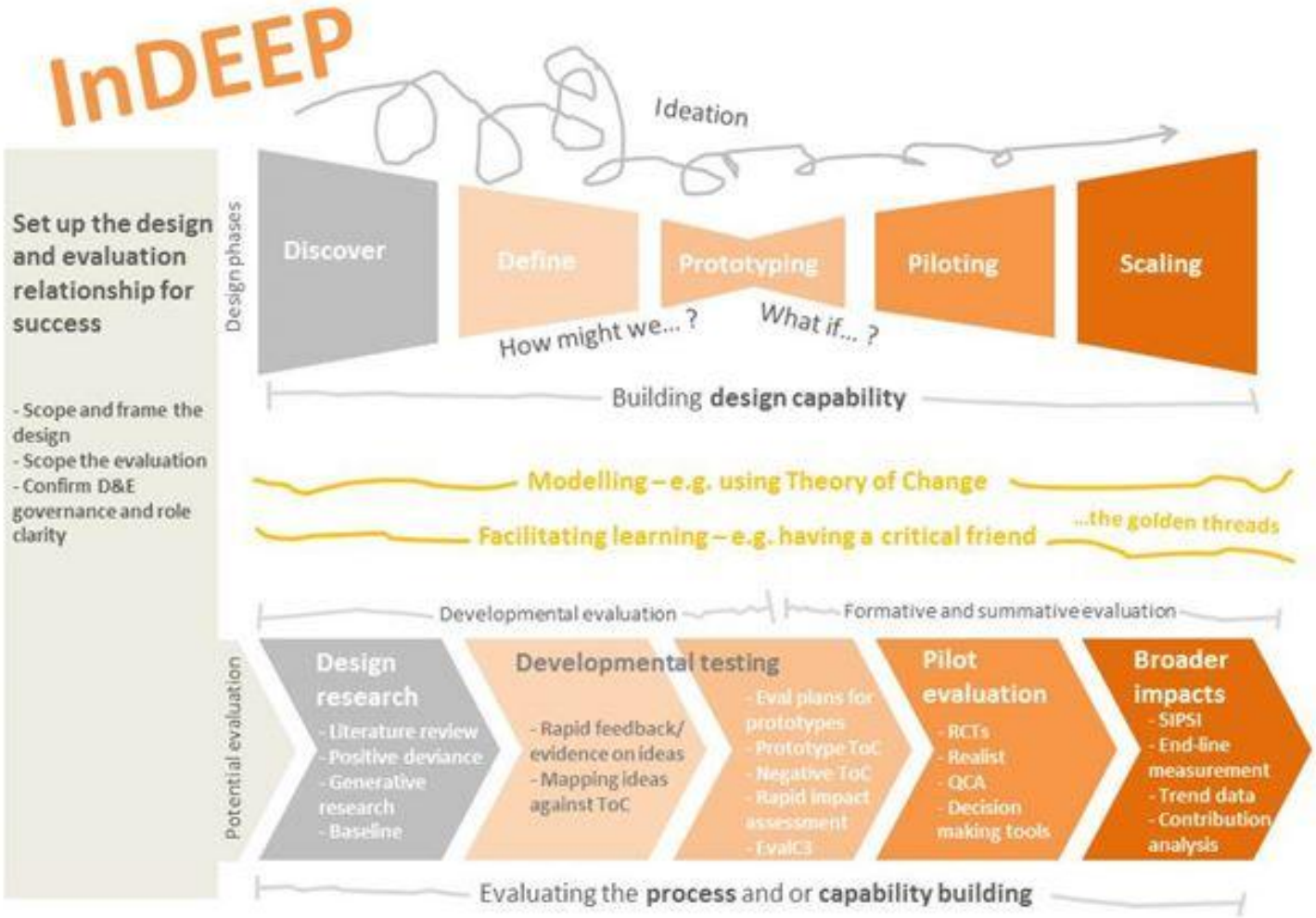
Looking at convergence



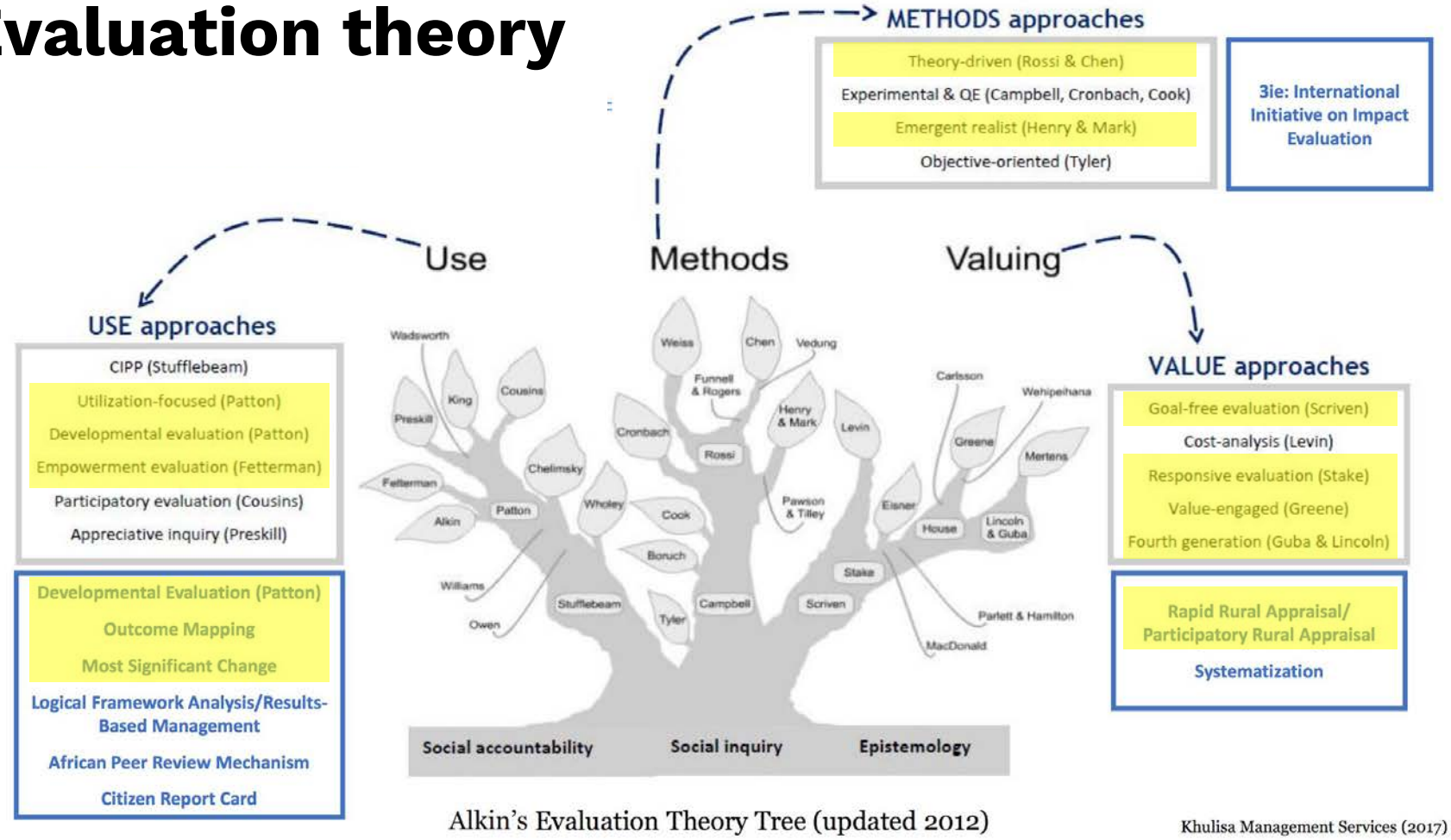
Jess Dart & Tacsi.org.au

https://www.clearhorizon.com.au/all-blog-posts/design-evaluation-we-re-better-together.aspx

InDEEP


Set up the design and evaluation relationship for success
- Scope and frame the design
- Scope the evaluation
- Confirm D&E governance and role clarity
Design phases
Ideation
Discover
Define
Prototyping
Piloting
Scaling
How might we... ?
What if... ?
Building design capability
Modelling – e.g. using Theory of Change
Facilitating learning – e.g. having a critical friend
...the golden threads
Developmental evaluation
Formative and summative evaluation
Potential evaluation
Design research
- Literature review
- Positive deviance
- Generative research
- Baseline
Developmental testing
- Rapid feedback/ evidence on ideas
- Mapping ideas against ToC
- Eval plans for prototypes
- Prototype ToC
- Negative ToC
- Rapid impact assessment
- EvalC3
Pilot evaluation
- RCTs
- Realist
- QCA
- Decision making tools
Broader impacts
- SIPSI
- End-line measurement
- Trend data
- Contribution analysis
Evaluating the process and or capability building

Evaluation theory

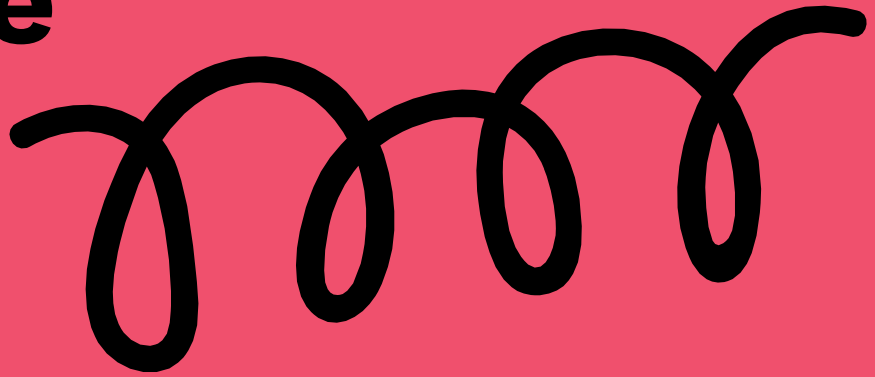


Alkin's Evaluation Theory Tree (updated 2012)

Khulisa Management Services (2017)

Level 2. Project / process convergence

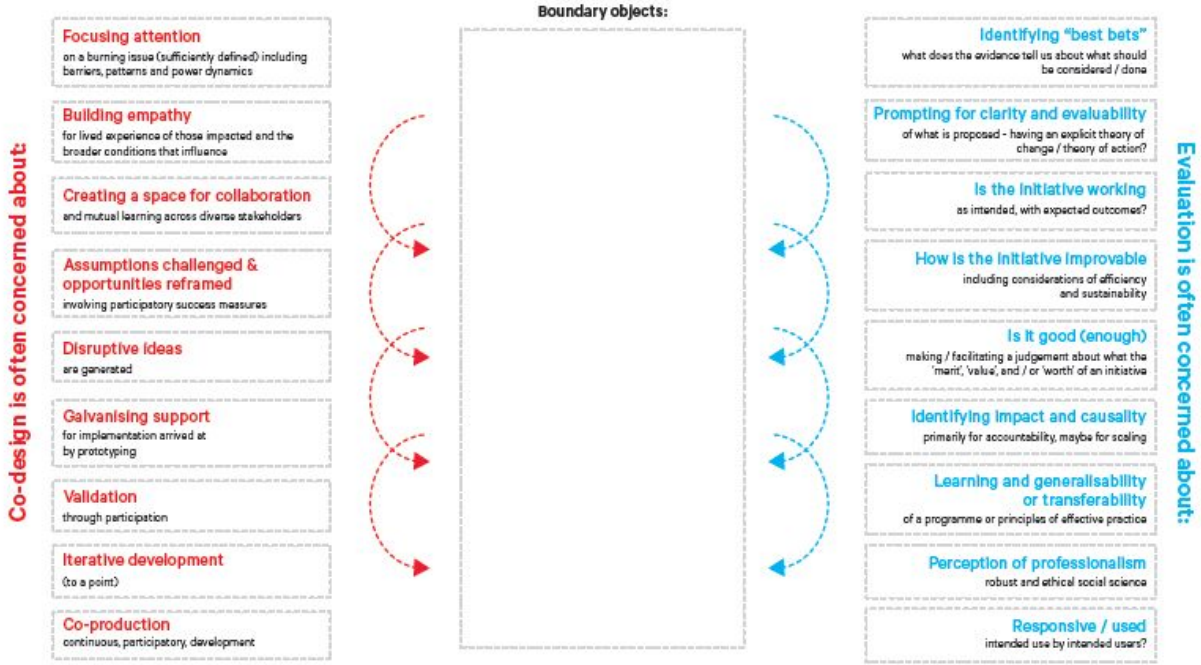
Who are we in this? Where are we now?
What edges do we traverse?
(2)



In social/policy projects

Co-design and Evaluative practice

Musing on points of difference, synergy and similarity



Q What does it provoke you to think about in your own practice?

Q Which people, tools and strategies support these activities and perspectives in your mahi?

Q What would benefit from greater emphasis in your mahi? What should we be sceptical about?

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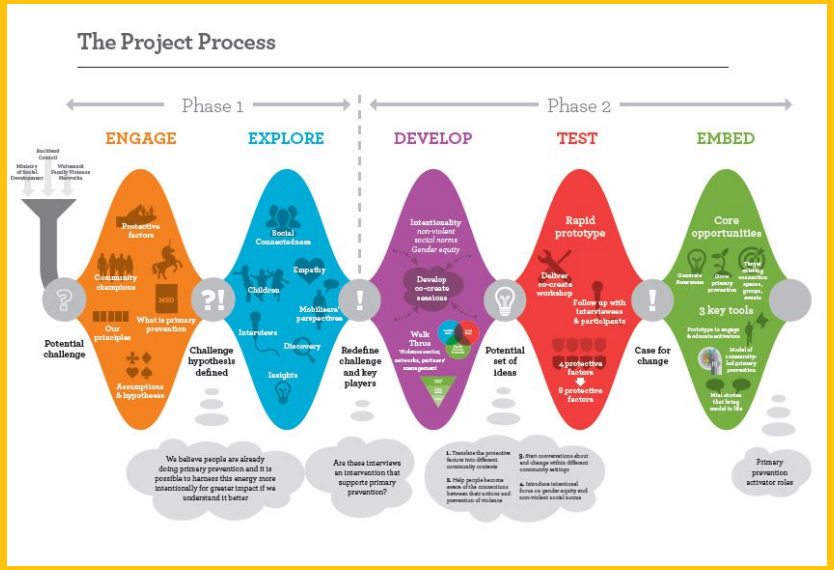
Version 1 07.2018

Wellbeing in Waitematā

Convergence in projects/process

Example of design drawing in evaluative thinking



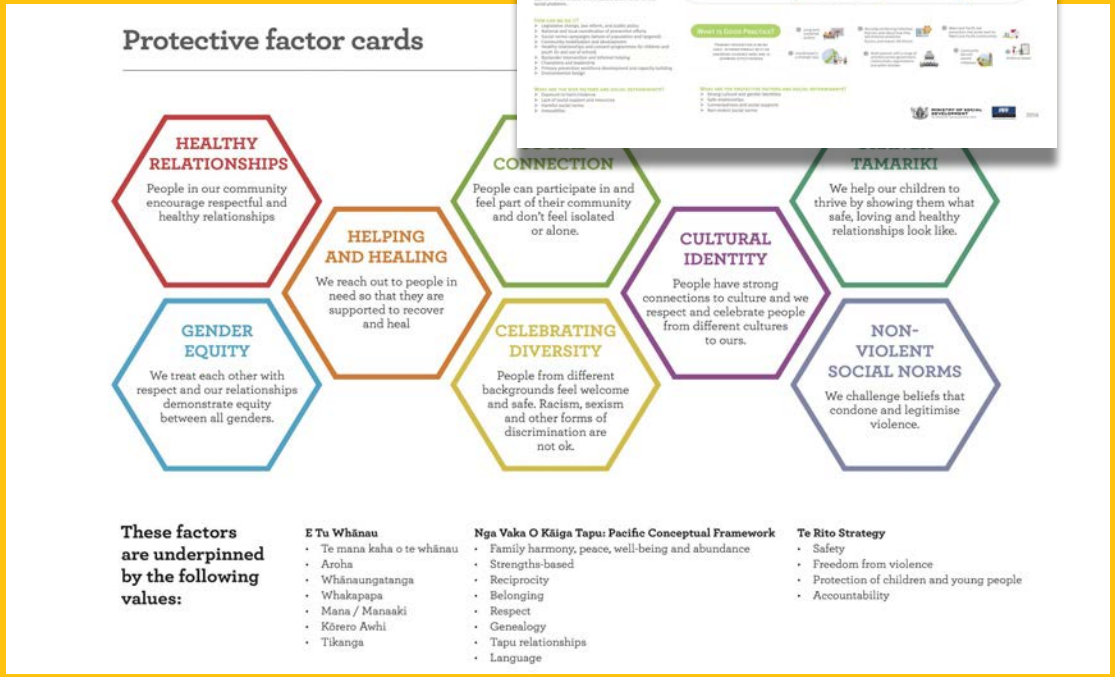
Download tools and reports from https://library.nzfvc.org.nz/cgi-bin/koha/opac-detail.pl?biblionumber=5246

Wellbeing in Waitematā

Highlighting points of convergence

Localising an existing evidence base and drawing in diverse expertise “what do we know that works”

Making contribution back to the evidence-base related to community-led primary prevention



Wellbeing in Waitematā

Highlighting points of convergence

Surveying for feedback all the way through

Capturing multi-level outcomes

Key outcomes

- *We've increased our knowledge, readiness and capability for community-led primary prevention*
- *We've contributed to the evidence base for what is known about community-led primary prevention*
- *Community-led primary prevention has been activated in Waitematā*

Section 1 Introduction and key results

Working together to achieve whānau wellbeing in Waitem

3. Activating community-led primary prevention of family and sexual violence in Waitematā

As a result of being involved in this project, community members, and others who participated in the project, have already begun to consider and implement changes and develop practices that promote the protective factors for family and sexual violence.

"This has lead to us thinking about ways we can make playgroup more accessible to people who don't know about us or aren't confident in coming along to a new community group. We have also been discussing ways we can involve other.. locals in our playgroup whānau."

"I have taken time to go to my neighbour and introduce myself, I have subsequently been the happy recipient of home baked goodies"

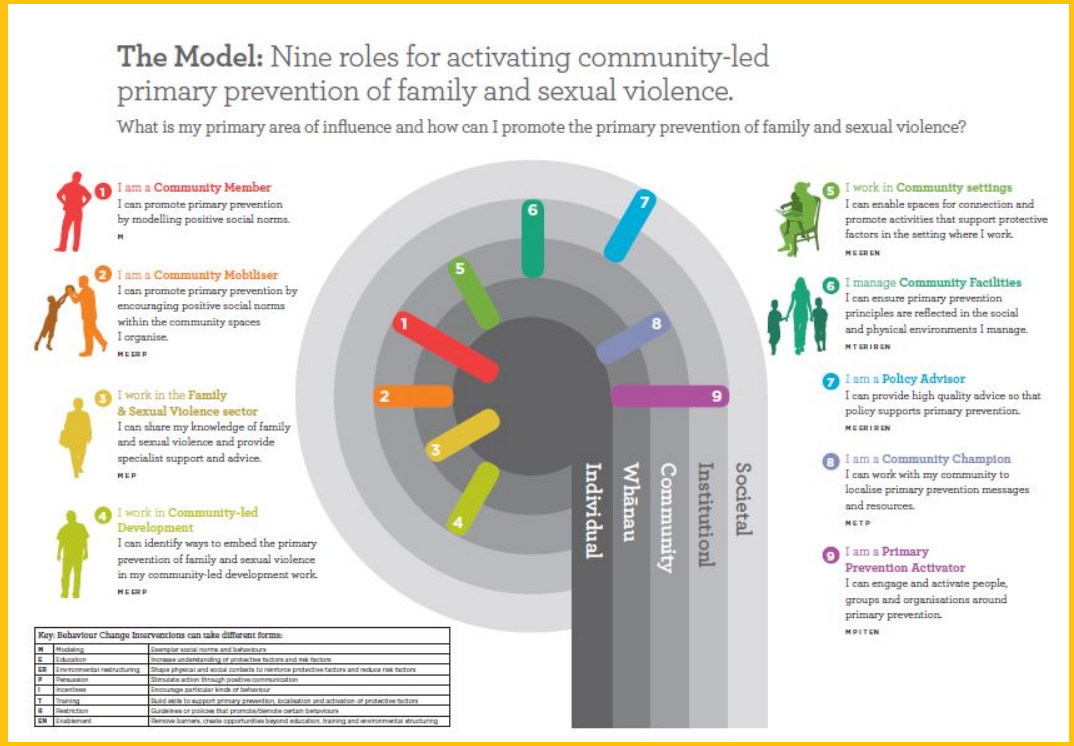
"I have spoken to my work colleagues about the workshop and discussed how these factor are relevant and we are embedding these in our practice already - fostering resilience and building communities."

"Do people who provide community events need to know that their work prevents violence, crime etc? How can we let them know?"

Wellbeing in Waitematā

Highlighting points of convergence

Using Behaviour Change Wheel (Michie 2011) as a way to guide prototyping as well as the output

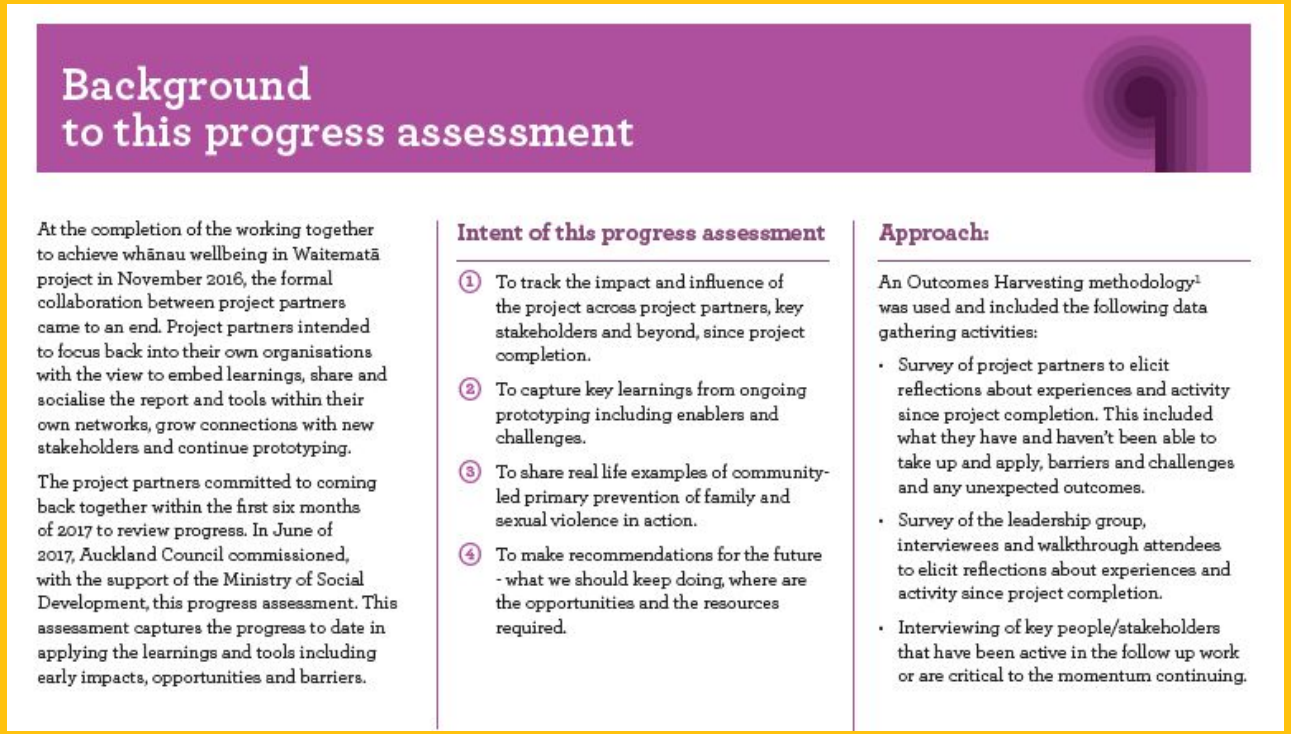


Wellbeing in Waitematā

Highlighting points of convergence

Continuing to track outcomes/impact

Outcomes Harvesting
Extending the com-b model



Background to this progress assessment

At the completion of the working together to achieve whānau wellbeing in Waitematā project in November 2016, the formal collaboration between project partners came to an end. Project partners intended to focus back into their own organisations with the view to embed learnings, share and socialise the report and tools within their own networks, grow connections with new stakeholders and continue prototyping.

The project partners committed to coming back together within the first six months of 2017 to review progress. In June of 2017, Auckland Council commissioned, with the support of the Ministry of Social Development, this progress assessment. This assessment captures the progress to date in applying the learnings and tools including early impacts, opportunities and barriers.

Intent of this progress assessment

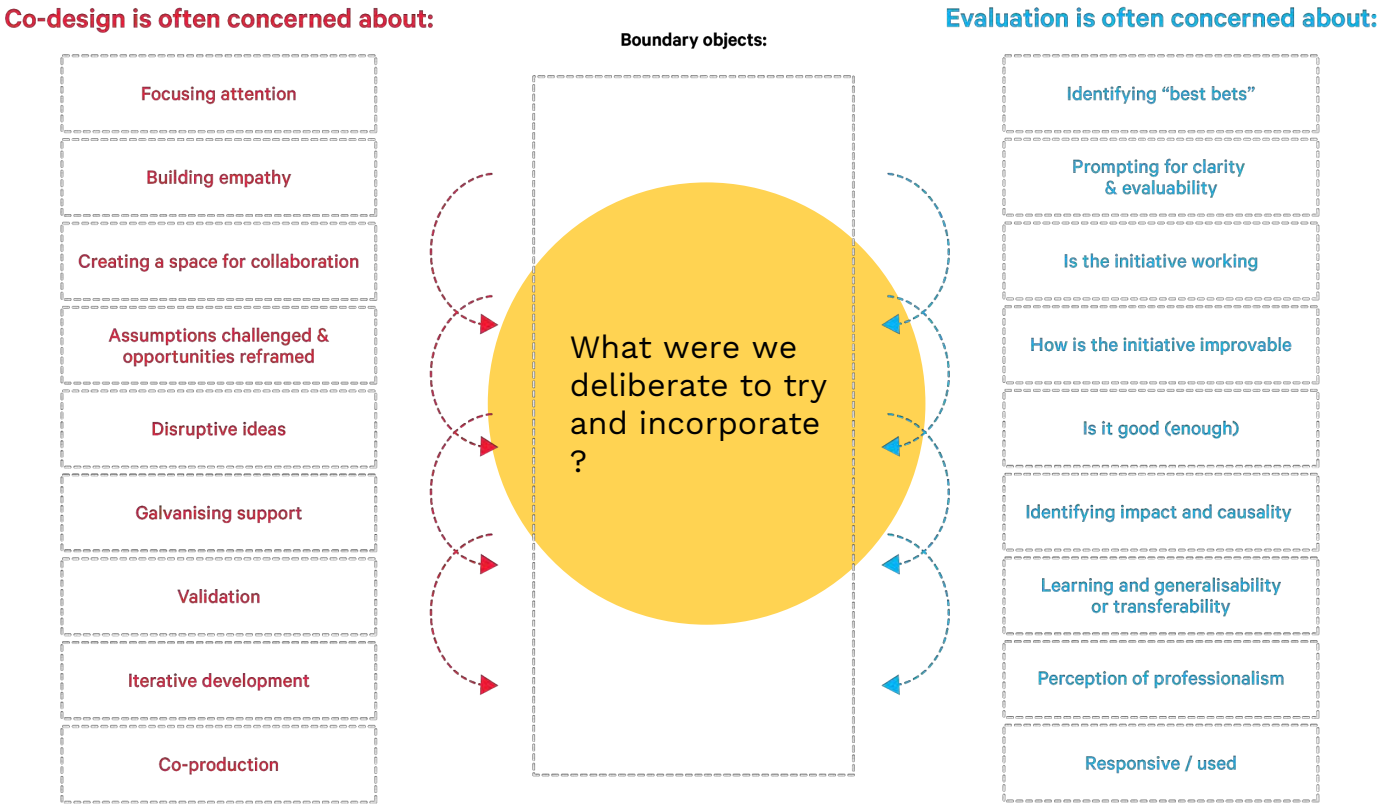
1. To track the impact and influence of the project across project partners, key stakeholders and beyond, since project completion.
2. To capture key learnings from ongoing prototyping including enablers and challenges.
3. To share real life examples of community-led primary prevention of family and sexual violence in action.
4. To make recommendations for the future - what we should keep doing, where are the opportunities and the resources required.

Approach:

An Outcomes Harvesting methodology[1] was used and included the following data gathering activities:

- Survey of project partners to elicit reflections about experiences and activity since project completion. This included what they have and haven't been able to take up and apply, barriers and challenges and any unexpected outcomes.
- Survey of the leadership group, interviewees and walkthrough attendees to elicit reflections about experiences and activity since project completion.
- Interviewing of key people/stakeholders that have been active in the follow up work or are critical to the momentum continuing.

Reflecting on key points of convergence?



Oranga Tamariki Pilot

Evaluation as personal praxis

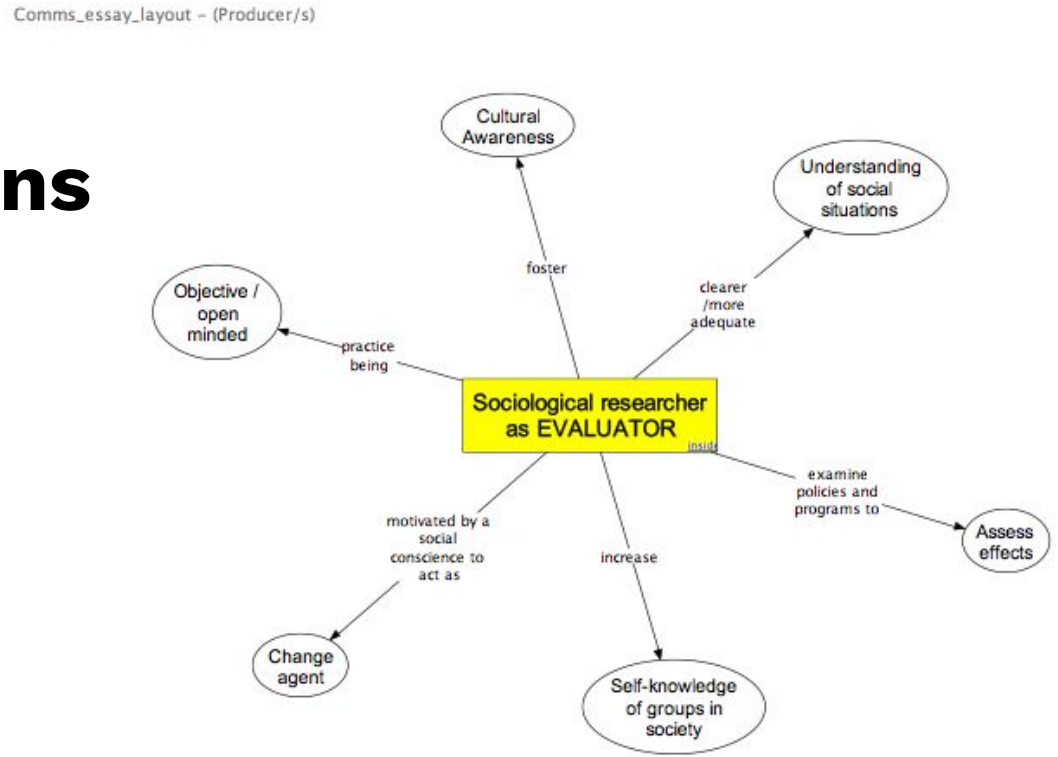
It's about intent

Developmental evaluation

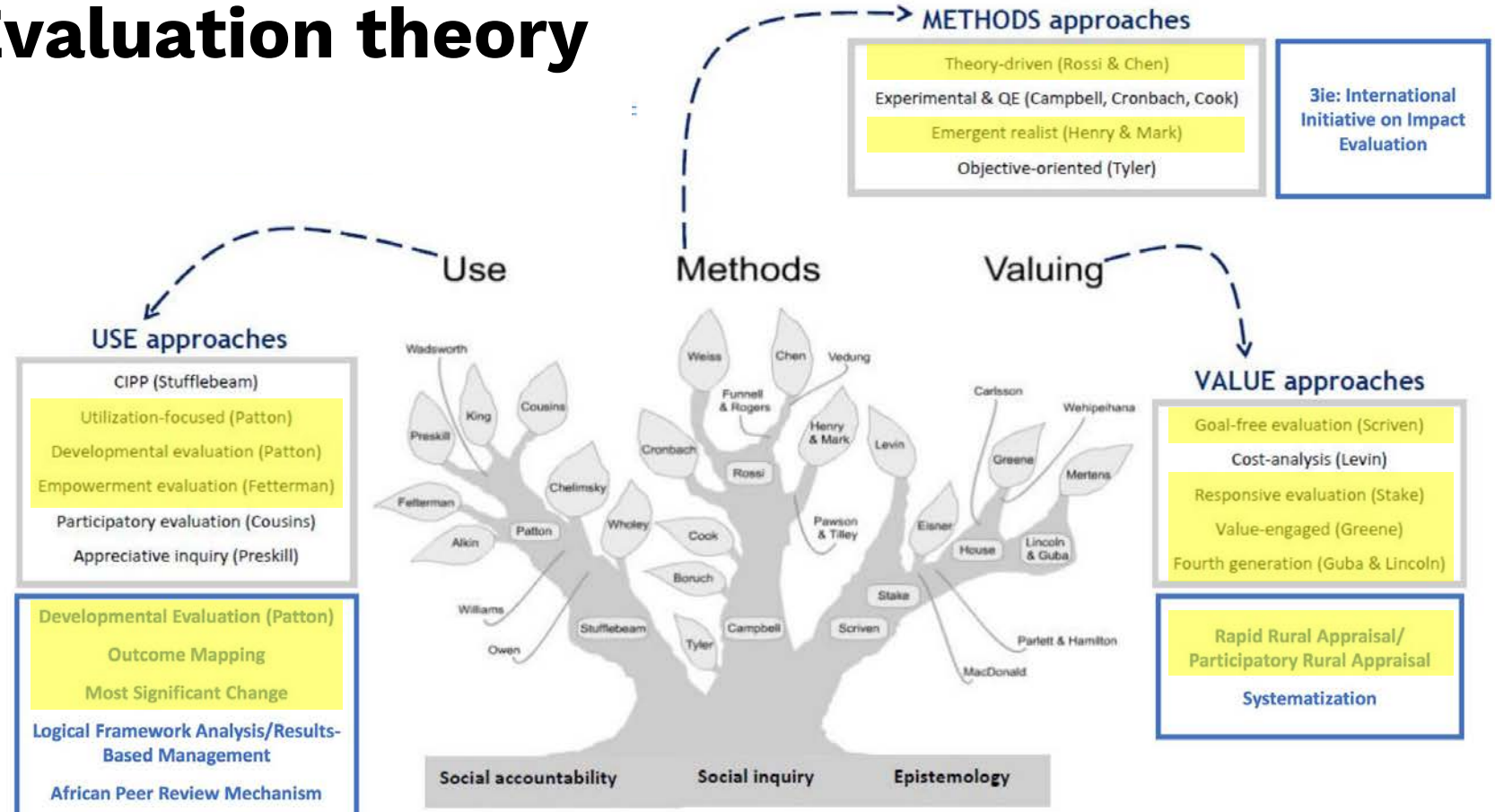
“In praxis there can be no prior knowledge of the right means by which we realize the end in a particular situation. For the end itself is only specified in deliberating about the means appropriate to a particular situation (Bernstein 1983: 147). As we think about what we want to achieve, we alter the way we might achieve that. As we think about the way we might go about something, we change what we might aim at. There is a continual interplay between ends and means. In just the same way there is a continual interplay between thought and action. This process involves interpretation, understanding and application in ‘one unified process’.”

We don’t know nothing!

Praxis – starting with initial reflections on evaluation practice



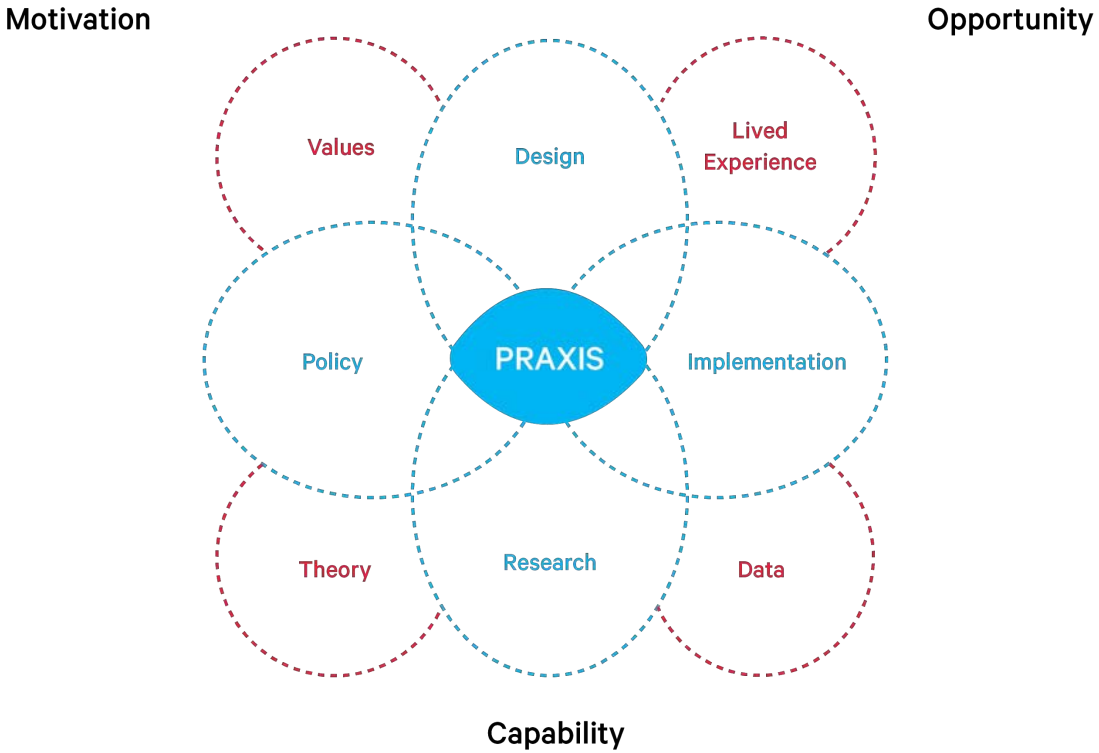
Evaluation theory



Alkin's Evaluation Theory Tree (updated 2012)

Khulisa Management Services (2017)

Praxis framework



Oranga Tamariki Pilot

Convergence in projects/process
Example of evaluation sitting in parts of co-design

Oranga Tamariki Pilot

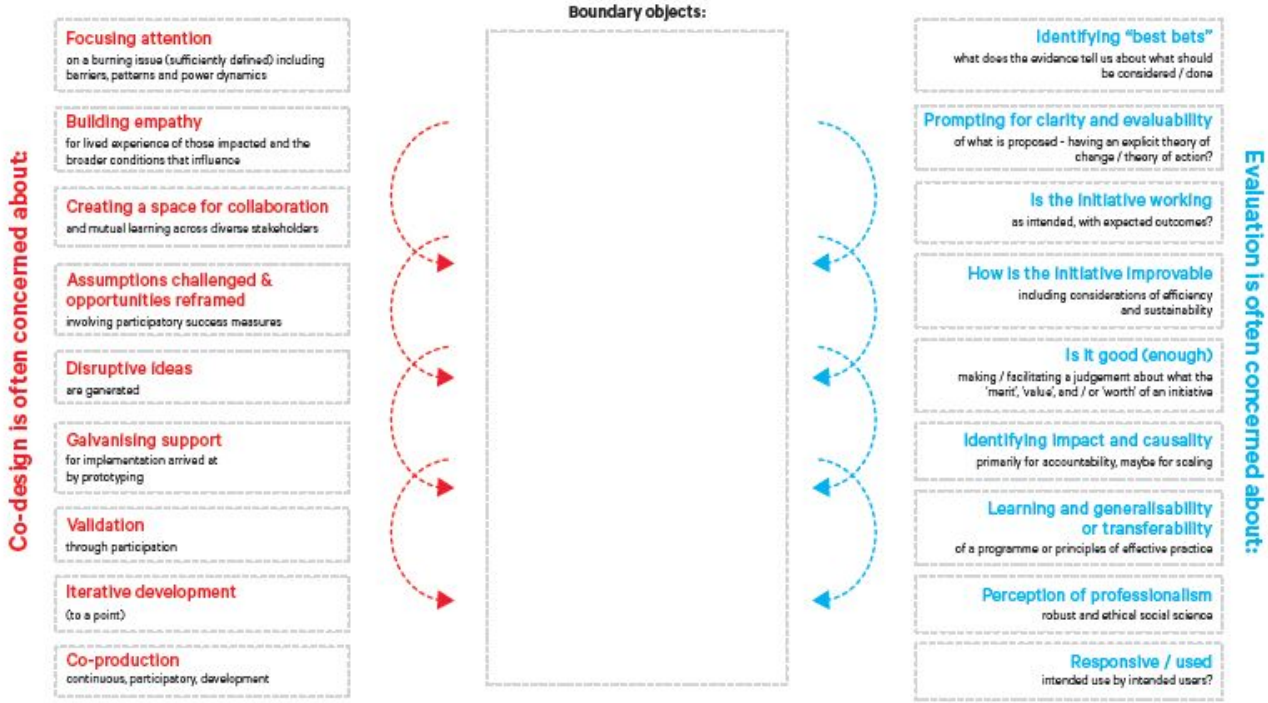
Convergence in projects/process
Example of evaluation sitting in parts of co-design

- Looking for **co-design's benefits,** if any?
- Assisting with **sense-making as a one of the 'team'**
- Developing **'emergent' theories of change**
- Seeking **opportunities for co-production** - how is the view of and from lived experience represented (testimonio, participatory video)
- What can **social science offer** frameworks, systematic data gathering and representing data different ways suggest to us - problems, ways forward, natural experiments?
- **Is what I'm 'doing a thing'** - emergent theories, principles of effective practice, e.g. the power of the research interview as a form of social (change practice)
- **Pushing back to policy** – alternative framings, opportunities to learn

Check in

Co-design and Evaluative practice

Musing on points of difference, synergy and similarity



Q What does it provoke you to think about in your own practice?

Q Which people, tools and strategies support these activities and perspectives in your mahi?

Q What would benefit from greater emphasis in your mahi? What should we be sceptical about?

ripple

Version 1 07.2018

Individually Reflect:

Using the questions on the sheet as a jumping off point...

Take a few minutes to think about points of convergence in your own work.

In your groups reflect/share:

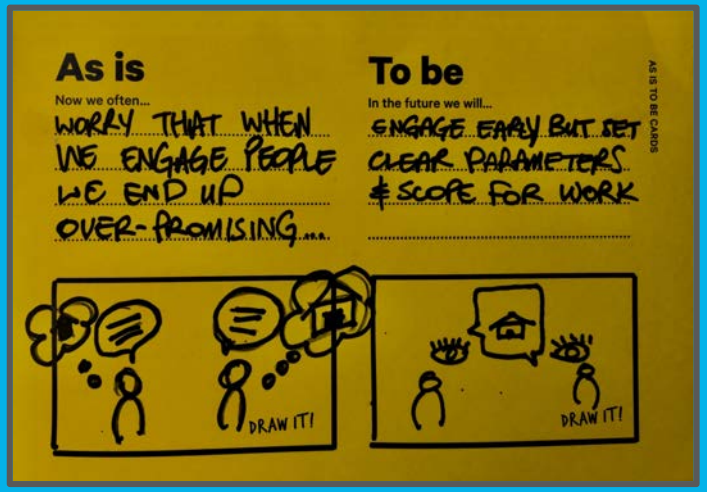
Convergence in projects/process

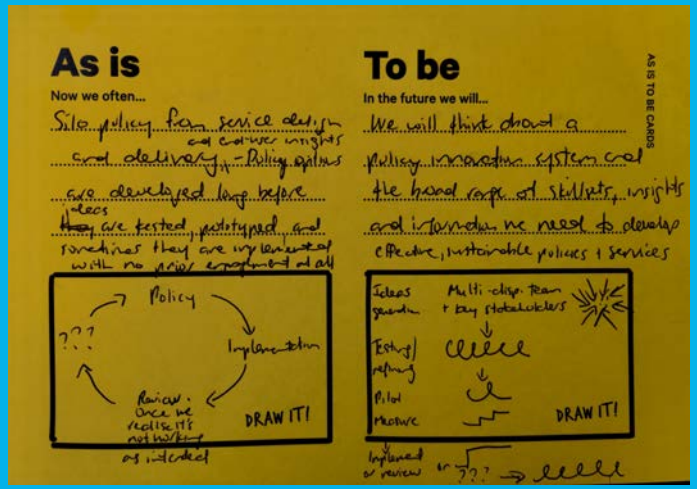
Share with your table

Consider:
What are some points of tension?

What helps us work across?

Share back?





Are there practice shifts we might want to work towards?

Things we might want to start doing more of?/less of?

Capture some of your discussions through these practice cards.

Share back?

Supporting an evaluative mindset in design for social innovation

Some tools & strategies for supporting convergence

‘Boundary objects’ ?

Integrating evaluative questions into the design process

FRAME & ENGAGE

Clarifying the intent: who needs to be involved & how?

- What is important to those impacted?
- Who needs to be involved and how (and who decides this?)
- What is the readiness of those involved for the process and for the change?
- What do we already know about the issue?
- What are the cultural contexts we are working in?
- What assumptions might we hold?
- What principles will we be held by?
- How might we track success?
- What is currently happening in this space?
- What are some of the root causes?

EXPLORE & CONNECT

Working with whānau and stakeholders to develop new insights & understanding

- How might we learn together with whānau about people's current experiences?
- What is working well now and what is not, why?
- How can we work with our stakeholders and whānau to prioritise and reframe the opportunity?
- What are the implications and relevance of the local context?
- What are our shared success measures?
- What are the potential levers for change and who needs to be involved?

IMAGINE & CREATE

Working with whānau and stakeholders to explore possible responses

- How might we work together with stakeholders and whānau to generate and explore possible responses?
- What might we try?
- What does existing evidence tell us about what has been tried and might work best?
- What are the practice changes that might be required to achieve these ideas?
- What will we prioritise?

MAKE & TEST

Testing new ideas and prototypes in principle and in practice

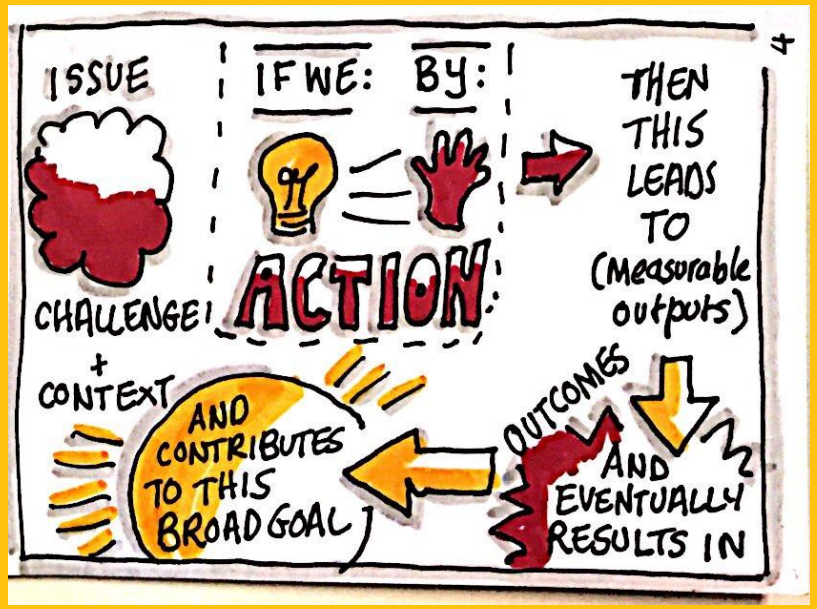
- How can we engage stakeholders and whānau in testing and evaluating concepts and solutions?
- What do we want to learn and how will we learn that?
- Who needs to be involved?
- What is and isn't working in the prototype? What needs changing?
- What are the outputs from the prototyping?
- What are we learning about the capacities and capabilities needed to embed change and how might we help build these?
- What biodegradable supports are needed to support change and implementation?
- What needs to come next? What might transition to BAU involve?
- How are we building whānau and organisational capacity through our engagements?

EVALUATIVE MINDSET

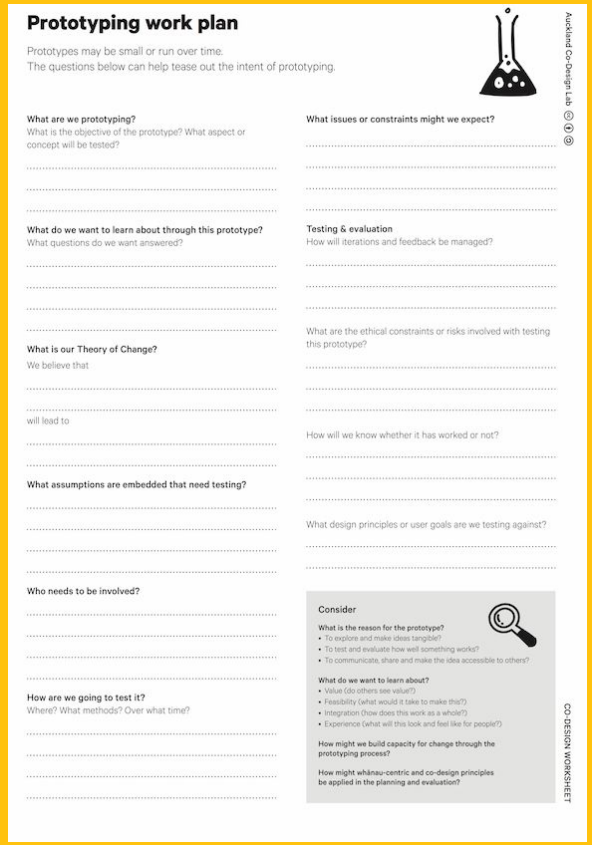
What changes have come already from our engagements / What capacities are being built / What barriers have we encountered
What does this tell us about opportunities/enablers/direction and what is needed to achieve the outcome / What are we learning about the system
What levers or approaches are likely to have the greatest impact now and in the future / What risks need to be managed
What are the collective changes and outcomes we need to be aiming for / How might we measure those

Theory of Change

Especially for prototyping



From Ingrid Burkett
Tasci.org.au



Prototyping work plan

Prototypes may be small or run over time.
The questions below can help tease out the intent of prototyping.

What are we prototyping?
What is the objective of the prototype? What aspect or concept will be tested?

What do we want to learn about through this prototype?
What questions do we want answered?

What is our Theory of Change?
We believe that

will lead to

What assumptions are embedded that need testing?

Who needs to be involved?

How are we going to test it?
Where? What methods? Over what time?

What issues or constraints might we expect?

Testing & evaluation
How will iterations and feedback be managed?

What are the ethical constraints or risks involved with testing this prototype?

How will we know whether it has worked or not?

What design principles or user goals are we testing against?

Consider

What is the reason for the prototype?
- To explore and make ideas tangible?
- To test and evaluate how well something works?
- To communicate, share and make the idea accessible to others?

What do we want to learn about?
- Value (do others see value?)
- Feasibility (what would it take to make this?)
- Integration (how does this work as a whole?)
- Experience (what will this look and feel like for people?)

How might we build capacity for change through the prototyping process?

How might whānau-centric and co-design principles be applied in the planning and evaluation?

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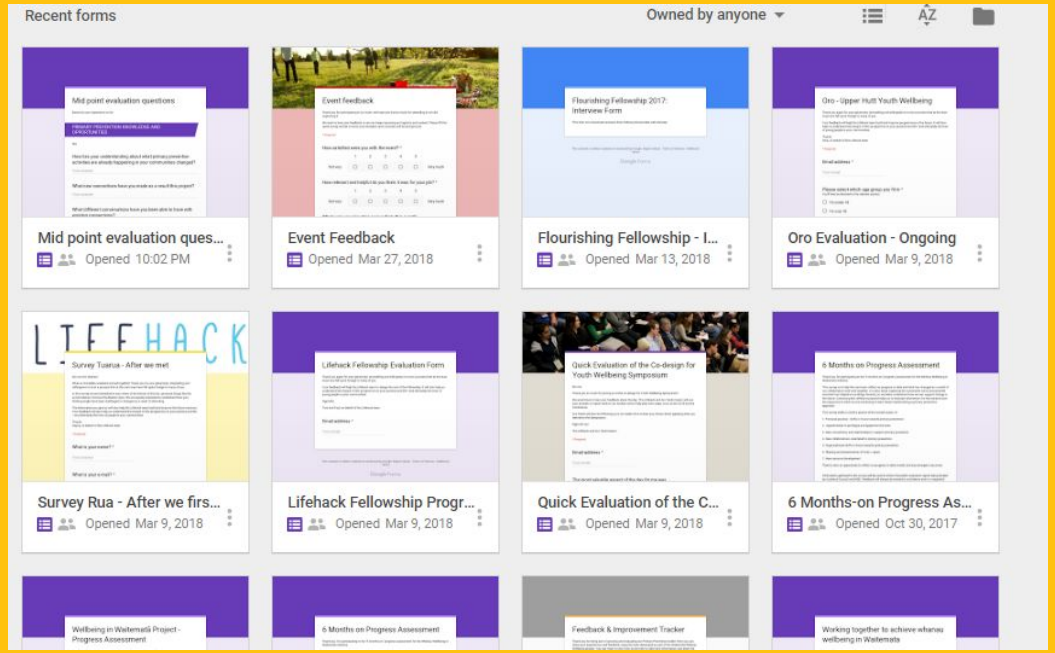
CO-DESIGN WORKSHEET

Auckland Co-design Lab

Continuous ‘surveying’

Each engagement is an intervention…
What happened as a result (of the event, interview, workshop, walkthrough?

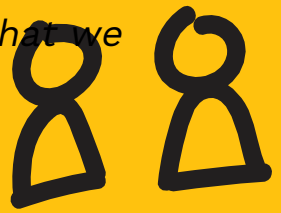


Outcome ‘Menus’

Visual outcomes tool. Outcomes identified from practice and existing evidence that describe the changes we are looking for across practice and systems levels. Teams use these to consistently design and evaluate the different impact of projects along and in aggregate.

We can ask:

Which of these has been “switched on” as a result of this intervention?”
What else has emerged?
What didn’t get switched on that we would have expected to see and why might that be?



Source https://lifehackhq.co/lifehack-resources/2013-2017-final-impact-report/

Impact Stories

Outcome and impact tied to intervention

Palmy North

An experiment on the impact of short training and modelling of co-design practices to improve how youth health and wellbeing is enabled in a specific region.

"It was motivating to see the passion and dedication that others had about helping youth in Palmerston North. Which motivated me to want to do more through the Youth Council and possibly through collaborations in the future."

WHAT

Two day experiential training workshop to build co-design capability, motivation and opportunity for cross-sector partnerships in Palmerston North.

WHO

12 participants from the Palmy Youth Network including representatives from DHB, Corrections, YOSS, student associations and local young people.

"My motivation and commitment has increased in going out looking for extra wrap-around support and courses and programmes for our youths [...]. Going to meetings with others that work with youth."

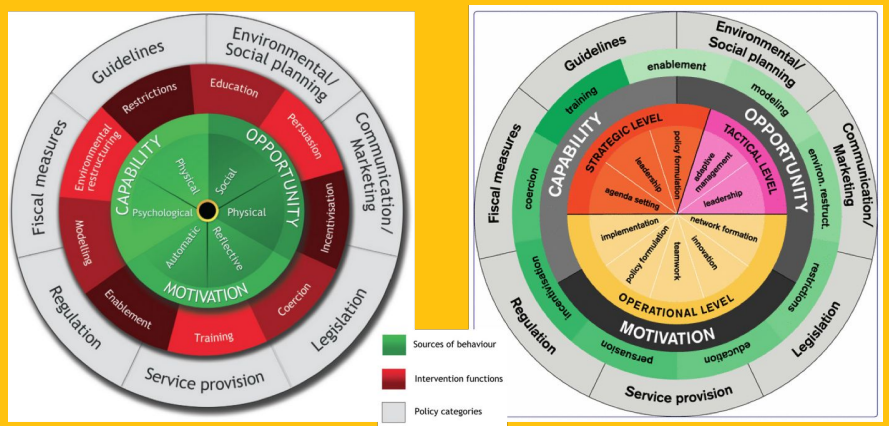
Example of changes we saw as a result:

- Greater understanding of the barriers facing young people in accessing current services and the negative outcomes that result from poor experiences
- Opportunities identified and motivation increased to improve youth participation and service integration in the local area especially for young people currently not well-served in Palmerston North
- Increased connectivity across different sectors and the network

Source https://lifehackhq.co/lifehack-resources/2013-2017-final-impact-report/

COM-B

Capability
Opportunity
Motivation
= Behaviour

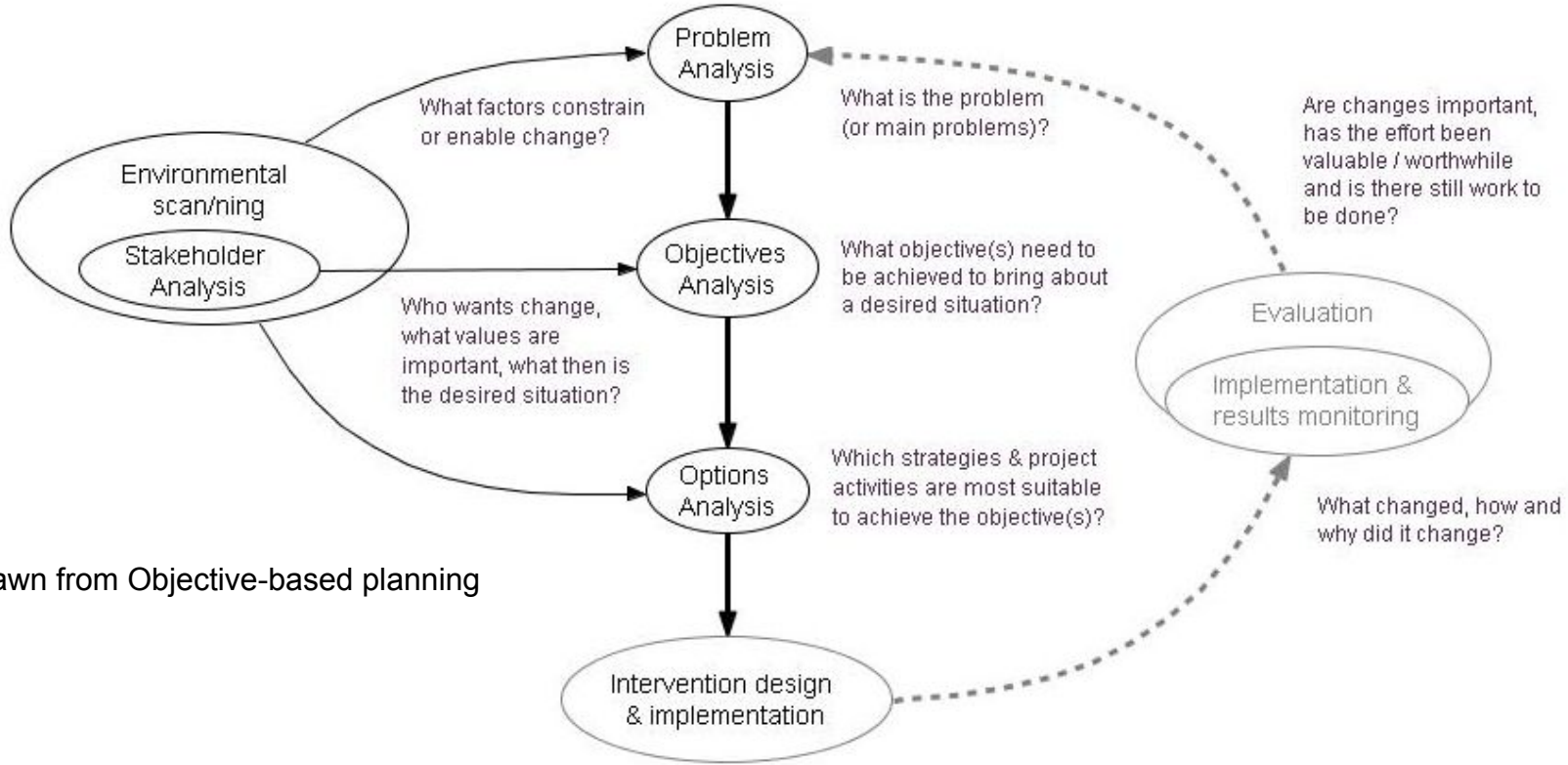


Michie et al. 2011

http://www.behaviourchangewheel.com/about-wheel

Connecting co-design and evaluation, or evaluation thinking?

A model for promoting evaluative thinking across a project life cycle



Model drawn from Objective-based planning

Evaluability Assessment

Evaluability Assessment: Evaluability ->
Design Guide -

Reflect:

Convergence in programmes/platforms

Celebrate/Challenge:

How are you already supporting teams to build their evaluative mindsets and practice? What might we try?

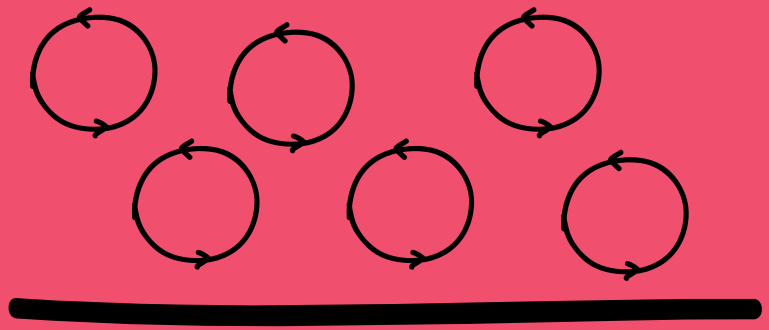
What strategies and tools do people want to share at this point?

Lunch

Level 3.

Platform/Programme convergence

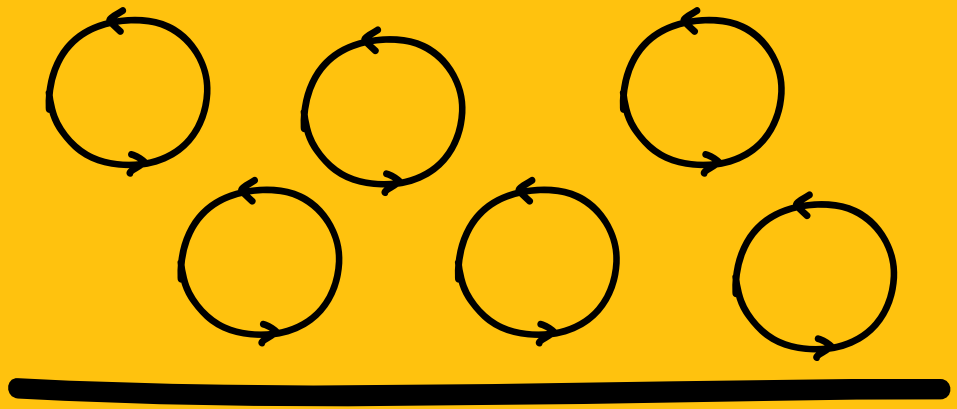
Who are we in this? Where are we now?
What edges do we traverse?



Co-design (social innovation) platforms

What do we mean by a co-design (social innovation) platform?

Characteristics of a social innovation platform



A shared platform with a focus on building capability, supporting prototyping, supporting social outcomes in and with communities (through supporting co-design)

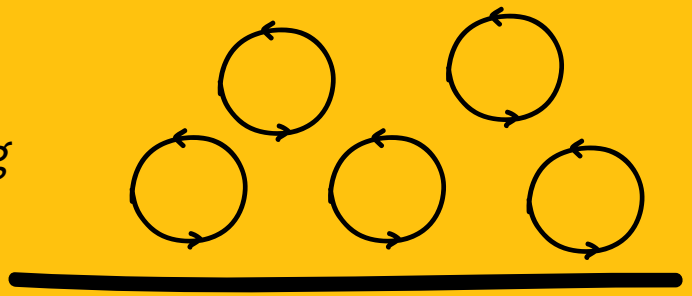
Multiple different activities engaging different groups of people and partners (can look different because they are co-designed and therefore lead/localised)

Examples:
Tāmaki Health and Wellbeing (ADHB)
The Southern Initiative
Healthy Families (MOH)
Lifehack (MSD)
Skip (MSD)
Generator (MSD)

Role of design and evaluation in social innovation platforms

Design

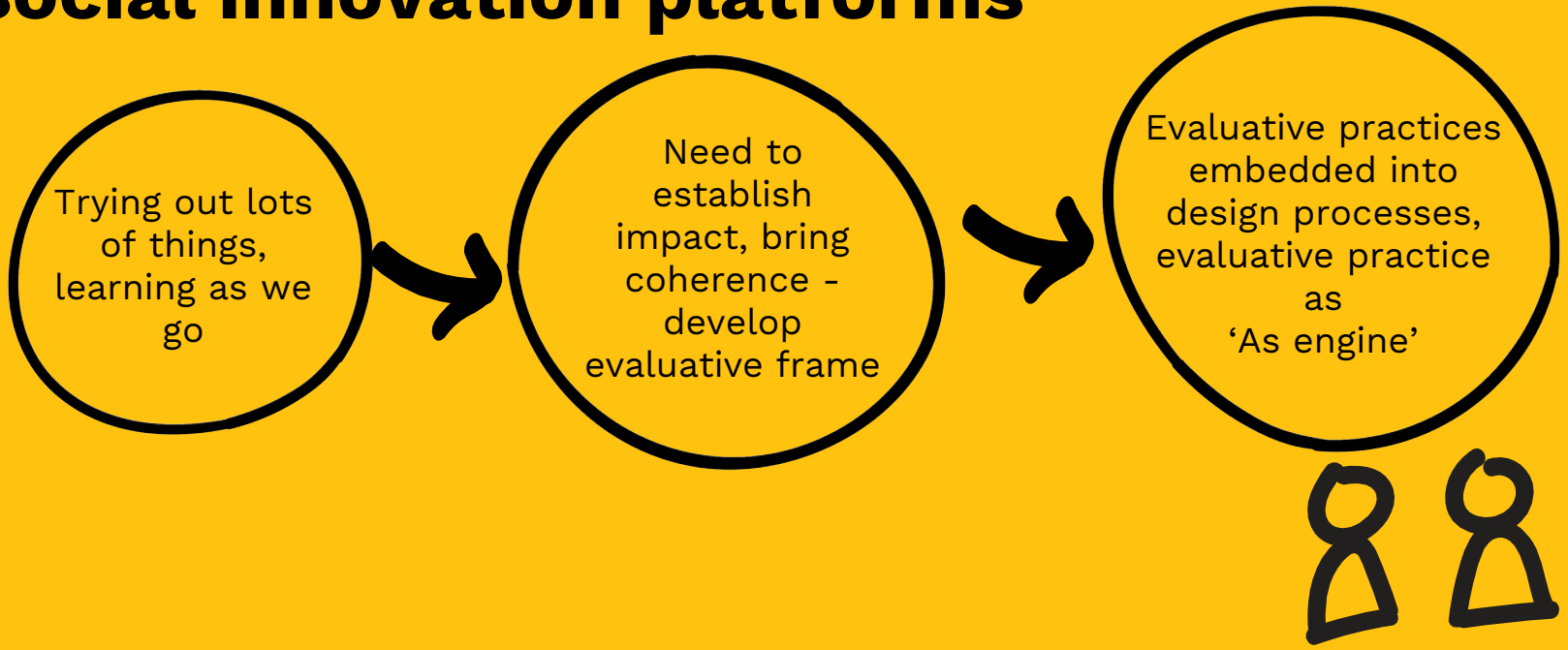
creates a space for enabling localised, local-led responses, involving different stakeholders actively in strengths-based ways



Evaluation

helps with learning, with accountability and redesign “is all the energy taking us somewhere?” What is happening for each effort, what about across all efforts collectively?

A pattern of development for social innovation platforms



Evaluation as situation analysis

Relevant?
Evidence-informed?
Coherent?

SKIP

S.K.I.P - tentative services/systems design

Staged 'developmental' evaluation > services/systems design?

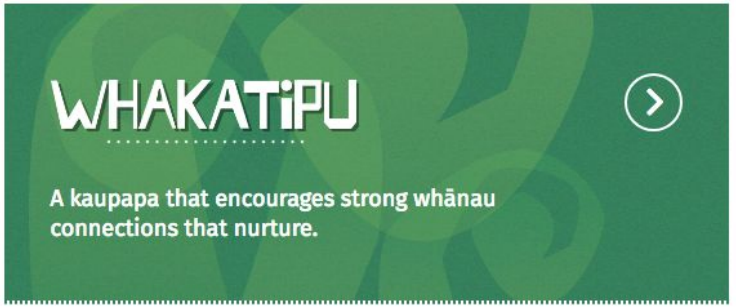
1. What SKIP is, where it fits, why it is important > *positioning is good!*
2. Evidence of effectiveness > partial > *what's to be done?!*
3. **Evaluation capability** - evaluation framework, data development options > *refocusing* (on risk and protective factors for children)
4. Establishing **evaluative monitoring** – data standards, tools, structuring data for analysis > reflective practice > *drives service development in communities (in conjunction with co-design)*
5. An **'unfinished project'** > navigating implementation barriers
6. Ideally, evaluative activity shapes SKIP's (re)design – what is SKIP...

SKIP - what is it?

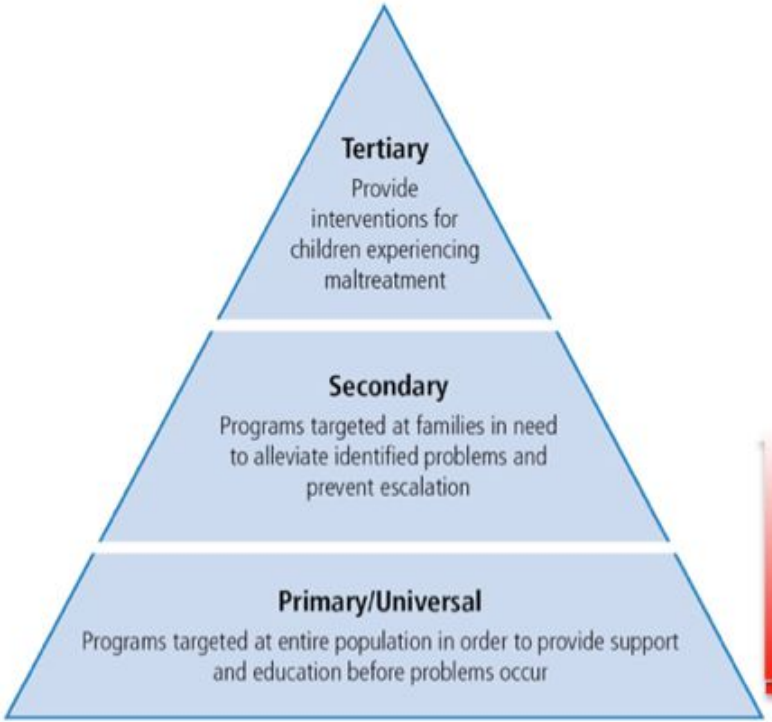
S.k.I.P

Strategies with Kids | Information for Parents

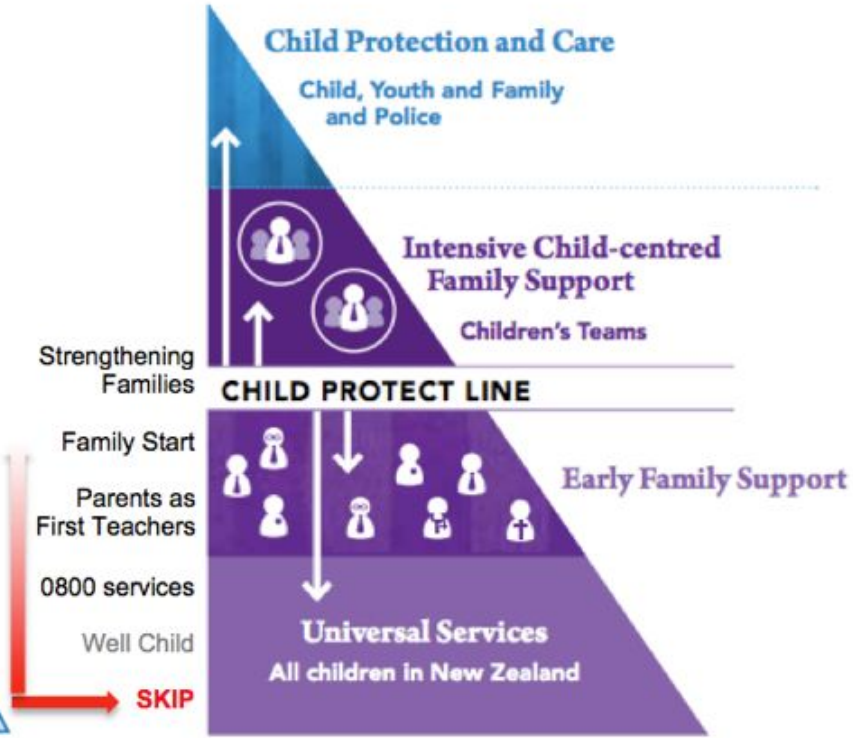
SKIP is a nationwide network of individuals, community groups, government agencies, workplaces and national NGOs. Our aim is for all children in New Zealand to be raised in a positive way by parents and caregivers who feel confident about managing children's behaviour as part of a loving, nurturing relationship.



SKIP's 'positioning' – relevant & important



(AIFS, 2014)



(MSD, 2012b: p4)

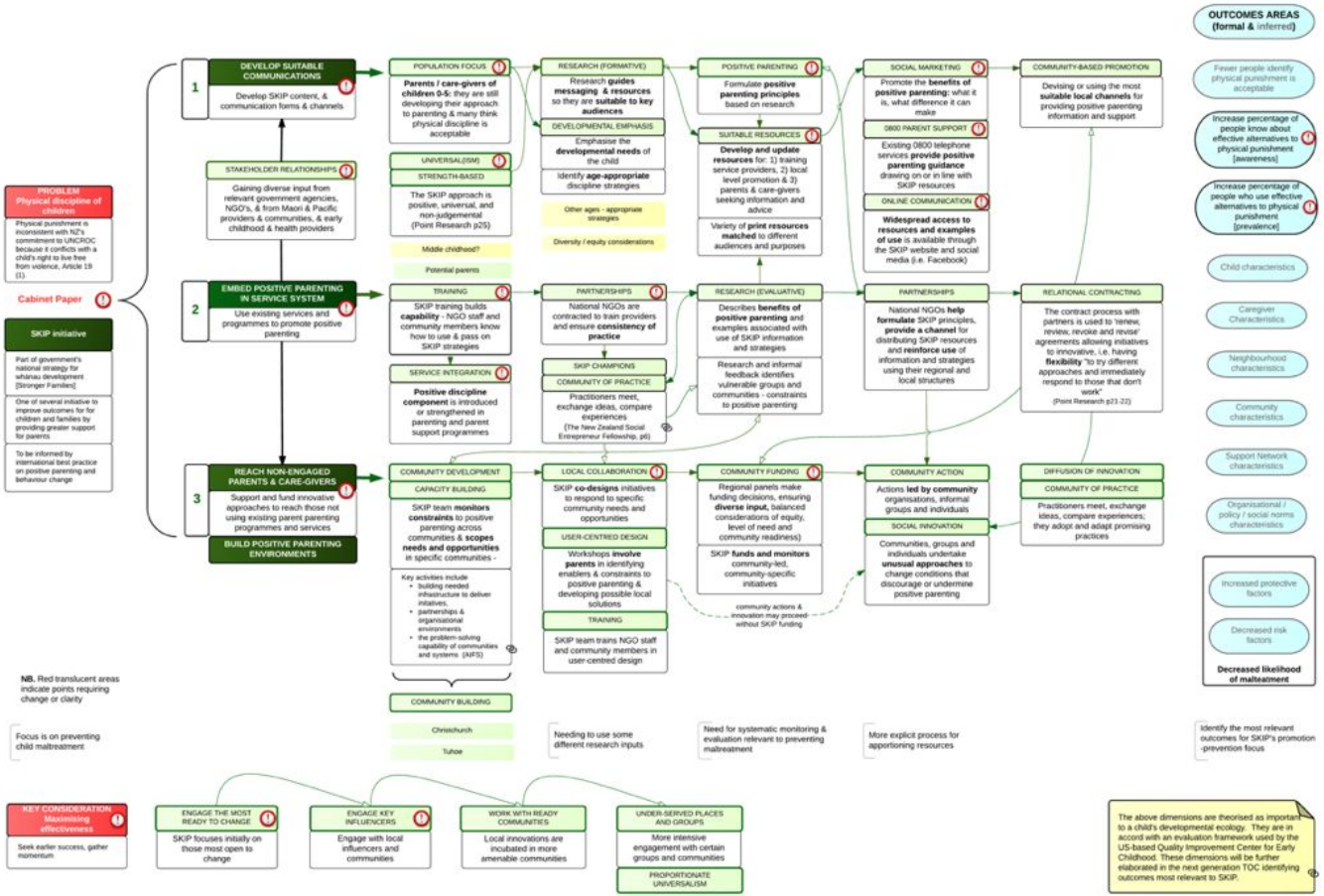
SKIP's 'positioning' – eco-mapping

Figure 2: Public Health categorisation of child maltreatment prevention programmes and their target group.[21]

Focus	Intervention level		
	Primary	Secondary	Tertiary
Child	Personal safety programs	Assertiveness training for "at risk" children	Therapeutic programs (e.g., group or individual therapy for abused children)
Parents/family	Universal nurse home visiting programs 3	Parent education programs 4	Child protection service referrals (e.g., anger management programs) 5
Community	General media awareness campaigns 1	Targeted media campaigns in "at risk" communities 2	Intensive community interventions (e.g., alcohol zero-tolerance zones) 6

By design SKIP operates at primary and secondary levels: through direct and indirect promotion enabling protective environments (1,2) and through partnerships (3,4). It can also reach into the tertiary level through community development (i.e. capacity building, co-design) and community funding, which enable community actions that increasingly include those most vulnerable (5,6).

SKIP's 'positioning' – looking for coherence



Evaluability?

Data and analysis for determining effectiveness?

SKIP - is there sufficient evidence?

CONCLUSION 3: SKIP's effectiveness in influencing attitude and behavioural change is partially evident, although insufficiently demonstrated.

Although SKIP seeks to ensure that organisations and local champions are focusing on parents in need of greater support, and that the design of its innovations are relevant to its users (through user-centred design), SKIP's approaches to systematically *assessing* attitudinal or behavioural change for parents are generally underdeveloped, particularly for hard to reach groups.

Evidence rating: * * * * *

- SKIP Fund reports
- 2012 survey of resource users
- Previous evaluations
- Interviews with Social Action Team

SKIP – working out what good looks like

Effectiveness - implementation Quality and Outcomes					
Sector & community development (Integration)	**Sector & community development** (Generativity)	**Reach: dissemination** (How much?)	**Reach: demand** (How well?)	**Knowledge change**	**Behaviour change** (Parenting practice)
E.g. SKIP uses a partnership co-development approach Capability is built through co-design & training	E.g SKIP supports a continuous cycle of idea development Services develop and innovate through SKIP's influence	E.g High levels of universal reach promoting positive parenting Parents are exposed to SKIP through one or more channels	SKIP messages are reinforced by skilled professionals and through multiple exposure. Resources are valued and are in demand	**Parents know about:** ● normal child development ● positive parenting strategies ● Social and service supports ● Child safety and needs	**Parents:** ● use positive parenting strategies ● create or link to social supports ● and engage with support services as needed ● create a positive and safe *child protective* environment

Also specified efficiency and impact criteria (additionality)

SKIP - assessing strength of evidence

The various success criteria were assessed on the basis of strength and sufficiency of the evidence.

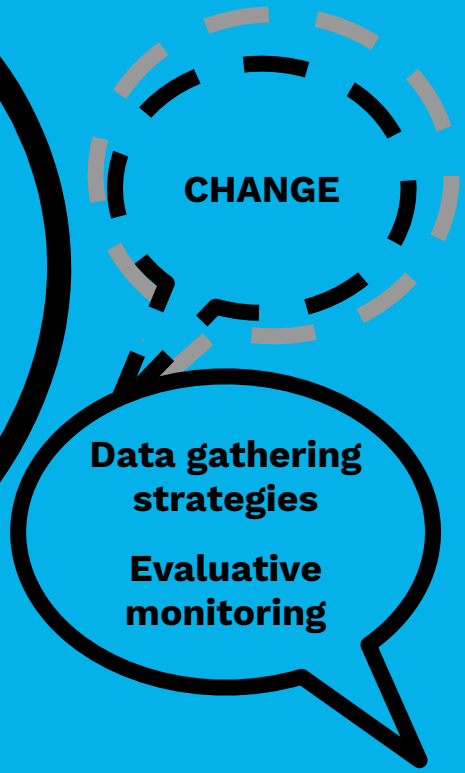
5	* * * * *	Scientifically proven through replication studies etc. [not applicable]	
4	* * * * *	Strongly positive (consistent and verifiable evidence from multiple sources)	
3	* * * * *	Moderately positive (plausible evidence from multiple sources)	
2	* * * * *	Promisingly positive (plausible evidence from more than one source)	
1	* * * * *	Tentatively positive: (positive indications but insufficient number of cases of this)	
0	?	Unknown (little or no plausible evidence either way)	
-1	x	Unpromising (verifiable)	
-2	x x	Strongly negative (a few verified negative cases)	

Evidence-base for SKIP

Evidence of SKIP's effectiveness was partial. The evidence was plausible rather than verifiable.

Effectiveness - implementation Quality and Outcomes					
Sector & community development (Integration)	**Sector & community development** (Generativity)	**Reach: dissemination (How much?)**	**Reach: demand** (How well?)	**Knowledge change**	**Behaviour change** (Parenting practice)
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
E.g. SKIP uses a partnership co-development approach SKIP messages and materials are embedded within the sector Capability is built through co-design & training	E.g SKIP supports a continuous cycle of idea development Services develop and innovate through SKIP's influence New ways of reaching and influencing parents are created	E.g High levels of universal reach promoting positive parenting Parents are exposed to SKIP through one or more channels	SKIP messages are reinforced by skilled professionals and through multiple exposure. Resources are valued and are in demand	**Parents know about:** • normal child development • positive parenting strategies • Social and service supports • Child safety and needs	**Parents:** • use positive parenting strategies • create or link to social supports • and engage with support services as needed • create a positive and safe *child protective* environment

Building evaluative capability



SKIP - suggested data gathering strategies

The point being evaluation is (also) the work!

Needs assessment, asset mapping, and participatory appraisal. Develop and promote data standards and consistency of reporting against them Intercept interviews Routinely harvest and analyse existing data Simple questionnaires to establish baselines Interactive apps can capture parental-level change. Parent follow-up (phone check-in/visit/interview)	Use a critical friends group to develop and test outcome measurement strategies. Evaluation outreach through social media Maintain a change log that documents reviews, and decisions based on reviews. Cost structure comparisons Documenting ‘smart practices’ – cost-effective strategies **Establish evaluative monitoring – adapting most significant change**

SKIP - developing data standards

Important characteristics [vulnerabilities]
[Select important characteristics]
Individual & whanau characteristics----------
Parenting problems
Negative self-concept/identity
Parenting alone
Teen parent
Significant relationship difficulties
Social isolation
Fragile living circumstances
Transience
Mental health issues (including addictions)
Language barrier
Disability - high care needs
Low income
Family violence
Criminal justice involvement
Group & community characteristics----------

Main intervention types
[Select interventions]
Providing messages (apps, booklets, online)
Online moderation
Public awareness campaign
Parent education (seminars, presentations)
Parenting course (courses, programmes)
Parent support group
Training trainers (presentations, workshops)
Mentoring (volunteer support)
Coaching (professional support)
Community influencer
SKIP champion
Social work
Whānaungatanga (maintaining relationships)
Co-design - community development
Co-design - services
Practice support groups/events
OTHER

Outcomes
[Select all relevant outcomes]
Parent Child, Whānau----------
Awareness increased about positive parenting
Knowledge of child development increased/consolidated
Positive parenting strategies increased (knowledge & use)
Parents social support (formal or informal) increased
Parenting confidence increased (self-efficacy)
Parents perceptions of support increased
Family functioning and relationships improved
Child's behaviour and social development improved
Social connectedness increased/isolation reduced
Parental resilience increased
Parental stress reduced
Parent anger/aggression reduced
Child rearing attitudes changed
Physical discipline ceased
Nuturing relationships - more of
Organisational/structural--------

SKIP - making the 'programme' explicit

Guidance, not a manual

Story type	Description
PROVIDER capability increased	This story focuses on a service provider having improved the organisation's capability to support parents' nurturing and attending to their children's development. The emphasis is on improving frontline practice across an organisation through changes in policy and procedures and through workforce development.
SERVICE improvement	This story is about modifying services or creating initiatives to better meet the needs of parents and children. The focus is on practically helping parents adopt and maintain positive parenting practices.
PARTNERSHIPS	This story is about governance and leadership - organisations and individuals working smarter together in order to be more efficient and effective in improving the situation of parents and children.
CHILD better off	This story clearly shows a range of improvements for one or more children.
PARENT better off	Parents are clearly the focus and their circumstances, attention to parenting, and parenting practices improve.
WHĀNAU better off	In this story a family system (including multiple caregivers and children) have improved functioning. A range of child-protective factors are in play.
COMMUNITY better off	This story is about an improvement in a community's readiness to nurture and raise children well. It involves changes in community attitudes as expressed in the media and online and in the way that people organise themselves to support parents and children. It also includes changes in access to services or the mix of services available, and changes to the physical environment affecting parents and children.
OTHER	This 'other' category is for the storyteller to name a story type that we haven't thought of yet.

Return

Community Readine

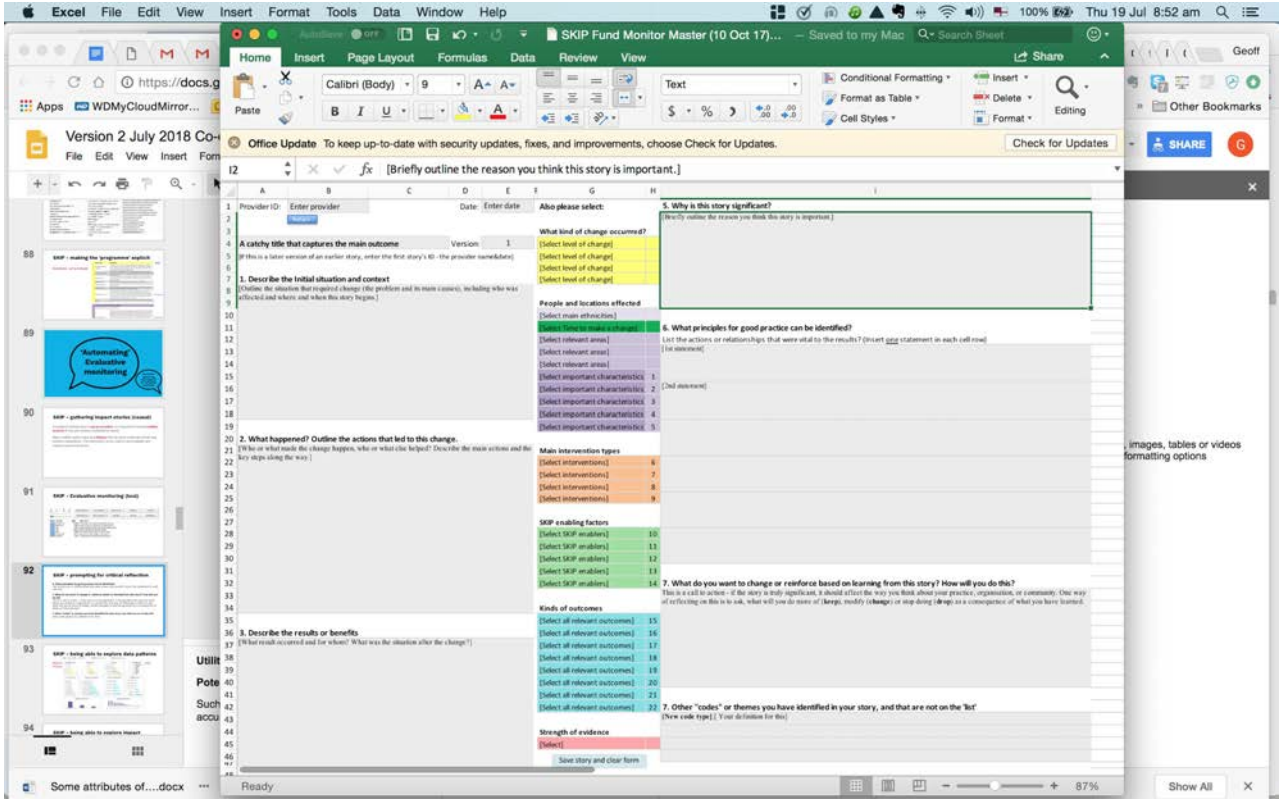
Important characteristics [vulnerabilities]	
Individual and whānau characteristics	
Parenting problems	These can include parents consistently struggling to manage the behaviour of their children (see SKIP Tips), and to respond in age-appropriate and nurturing ways. Common signs of a significant problem include parents: shouting at children and rough-handling them, not feeling able or willing to comfort distressed children, feeling regularly angry, stressed, guilty and/or upset in the parenting role. This situation can be compounded by other factors

SKIP tips for parents

‘Automating’ Evaluative monitoring

Evaluative monitoring still needs to be embedded in practice

SKIP - gathering impact stories (causal)



SKIP - gathering impact stories (causal)

A significant change story is **not an anecdote**. It is important to build **a credible account** of how your actions contributed to results

Many credible stories make up **a dataset** that can show meaningful trends and powerful explanations. This information can be used for accountability and making important decisions.

SKIP - Evaluative monitoring (tool)

Refresh Story List | View Dashboard | Story Example | Definitions | Guidance

Create New Story | View Dashboard 2 | View Data | Edit Lists | Delete Sheets

Select	Provider	Date	Story Title
	Te Aroha Noa	31/05/16	Teen mother learns authorative (positive) parenting
	SKIP-Plunket	27/04/16	Systematically reducing isolation of migrant mothers
	AWC	4/01/16	Understanding her child's development changes attitude
	AWC	18/02/16	Dad on talks about smacking on facebook
	AWC	11/02/15	SKIP resources remind mum how to calm down
	Te Aroha Noa	15/11/15	A service user leads change for other parents
	Waitakere	4/01/16	Depressed isolated mum joins parenting group

SKIP - prompting for critical reflection

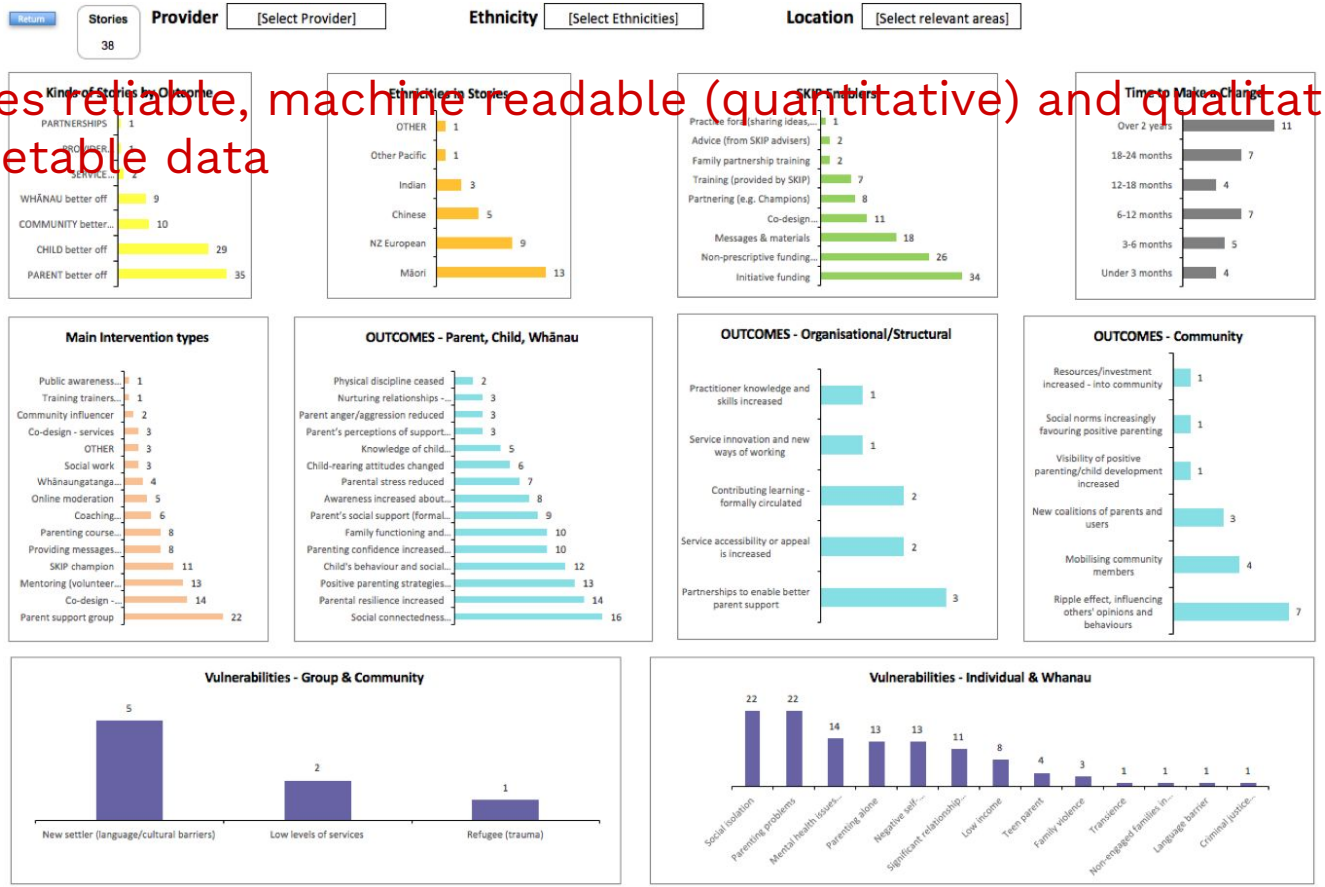
6. What principles for good practice can be identified?
List the actions or relationships that were vital to the results? (Insert one statement in each cell row)

7. What do you want to change or reinforce based on learning from this story? How will you do this
This is a call to action - if the story is truly significant, it should affect the way you think about your practice, organisation, or community. One way of reflecting on this is to ask, what will you do more of (keep), modify (change) or stop doing (drop) as a consequence of what you have learned.

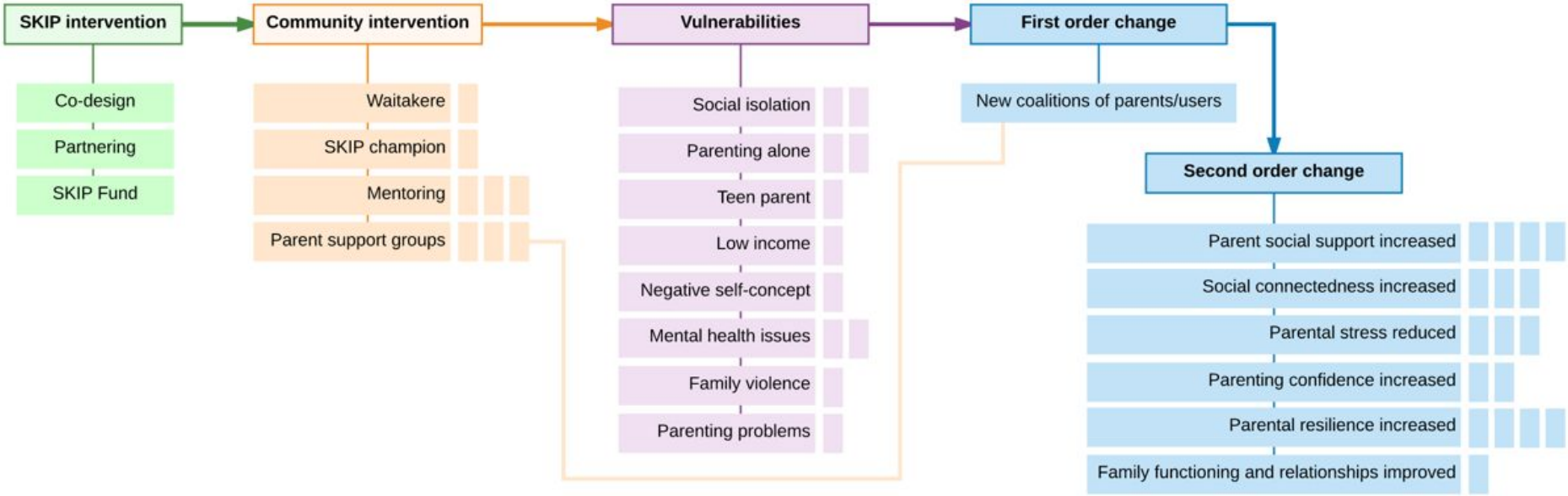
8**. Other "codes" or themes you have identified in your story, and that are not on the 'list'**
[New code type].[Your definition for this]

SKIP - being able to explore data patterns

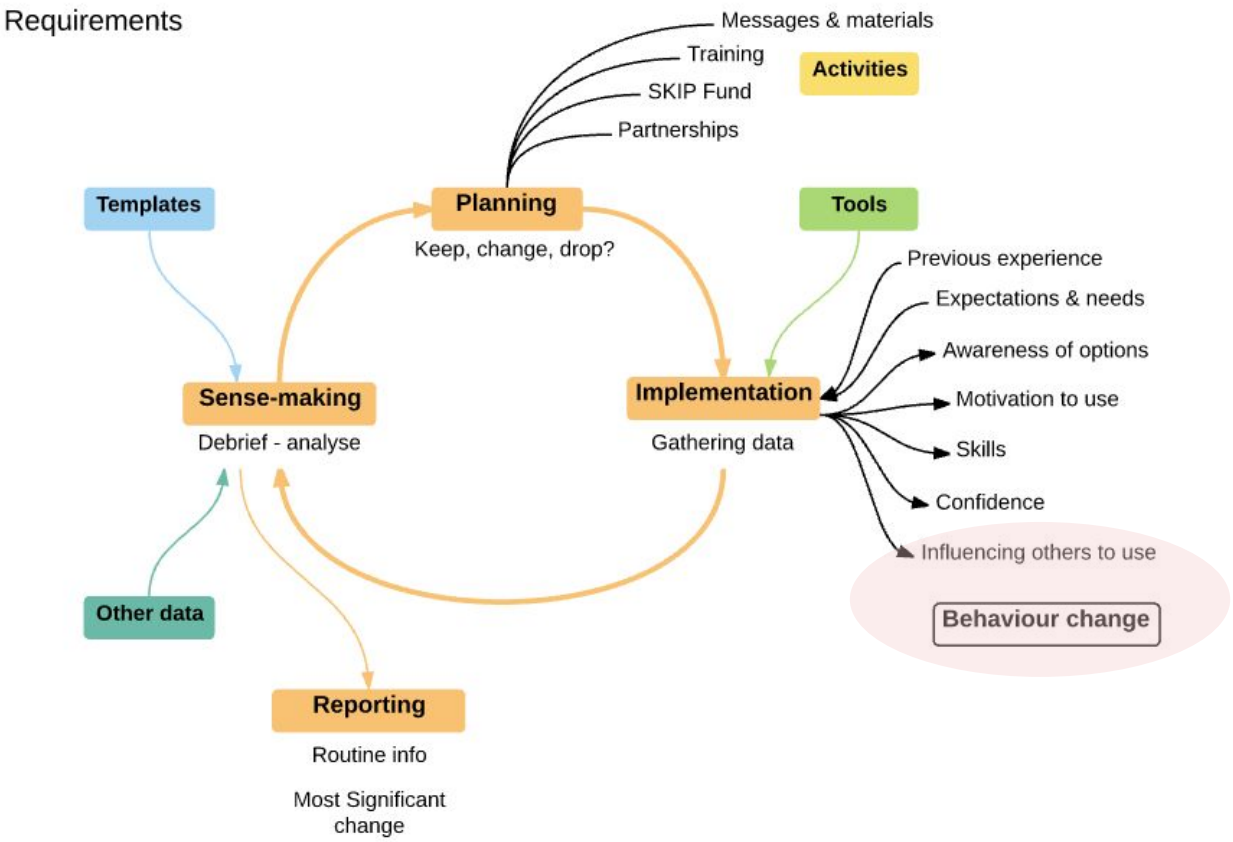
Requires reliable, machine readable (quantitative) and qualitatively interpretable data



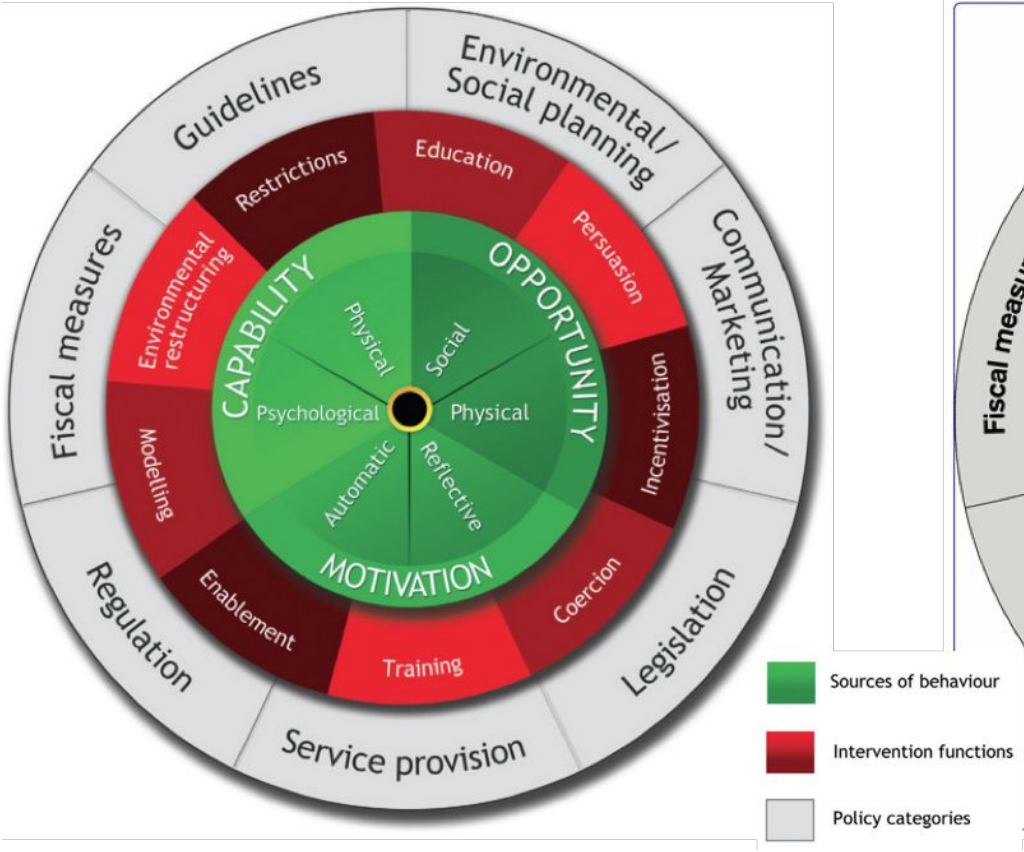
SKIP - being able to explore impact

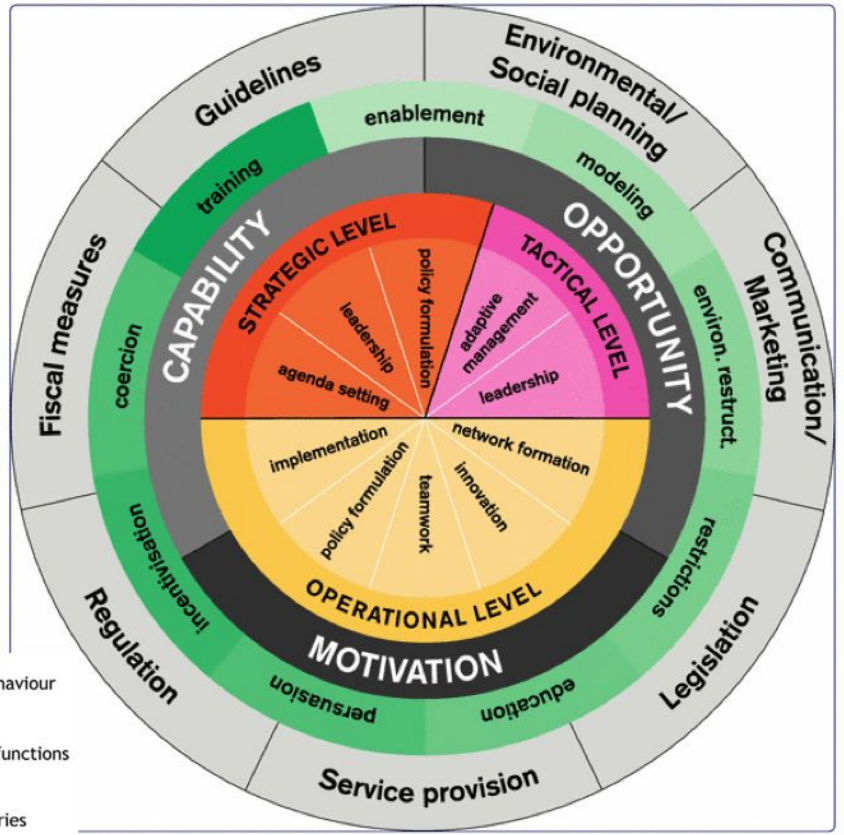


SKIP - Evaluative monitoring (praxis)

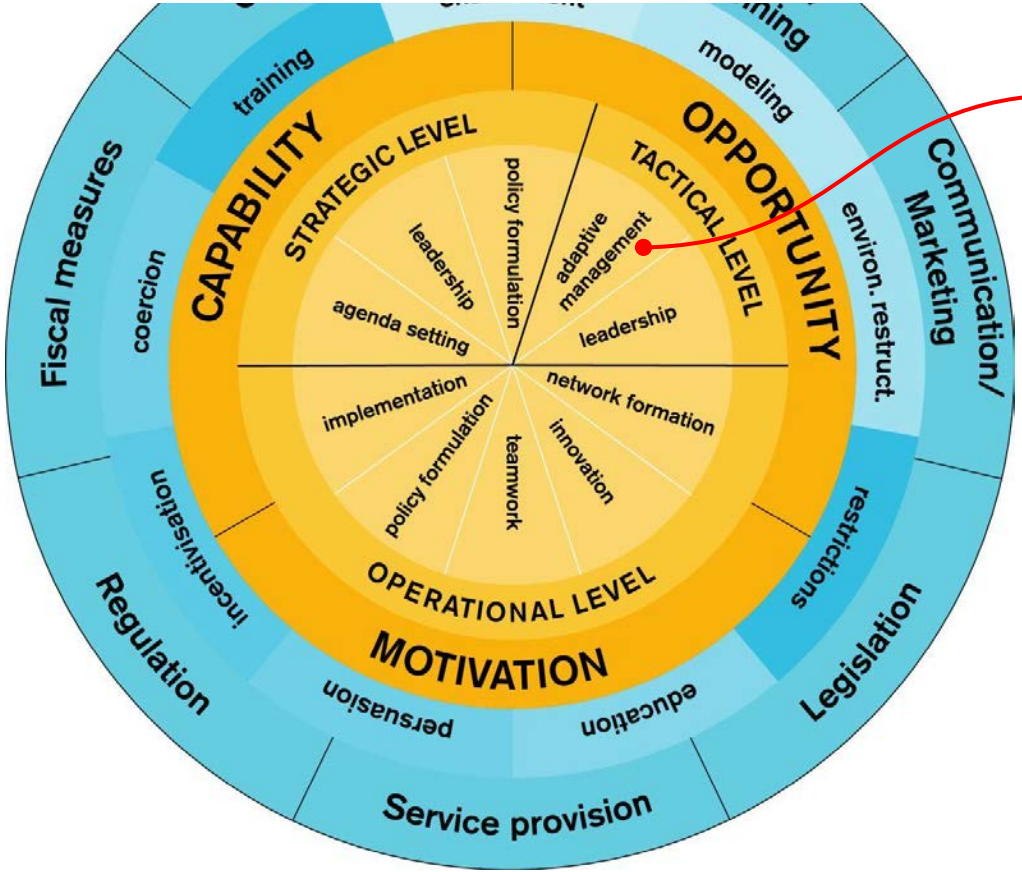


SKIP - EV and adaptive management?





SKIP - EV and adaptive management?



Evaluative monitoring

Reflection:

Convergence in programmes/platforms

What challenges and opportunities do you see here?

What is familiar and what is unfamiliar?

Reflections: Convergence for social innovation platforms

Purpose of evaluative practice is to:

EXPLAIN JUSTIFY LEARN FOCUS

Reflections: convergence for social innovation platforms

Many people to engage in evaluative practice - approach needs to be right for the team

We need right balance of tight and loose so as not to loose the innovation and enthusiaum

There are already multiple existing measures and outcomes to be accounted for

There is nothing off the shelf that is ready-fit-for-purpose for social innovation work, we need to experiment - a pluralistic approach

Tikanga and place can help guide us in what is suitable and needed for the context

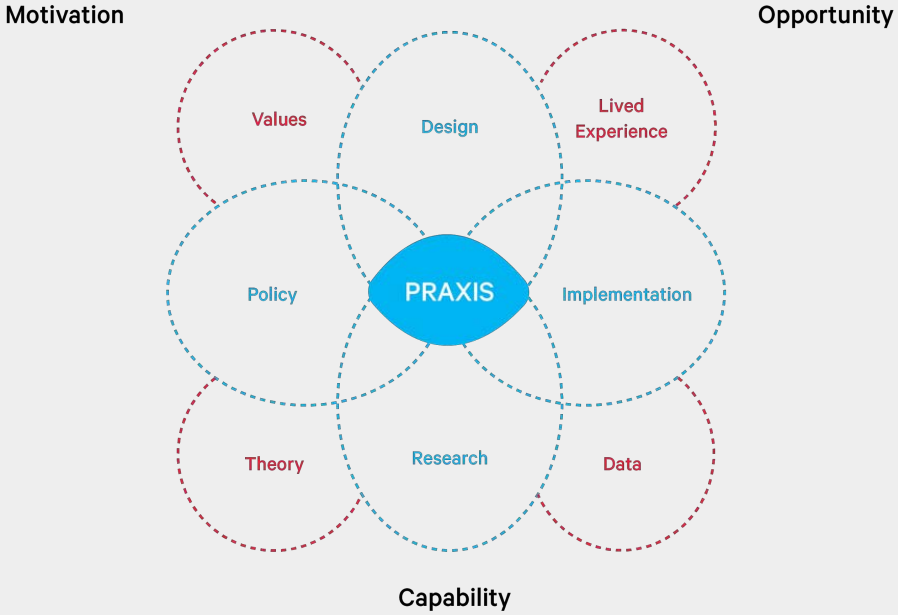
Reflection:

Convergence across multiple domains and disciplines

Think about an example where you have been able to work more comprehensively across the petals.

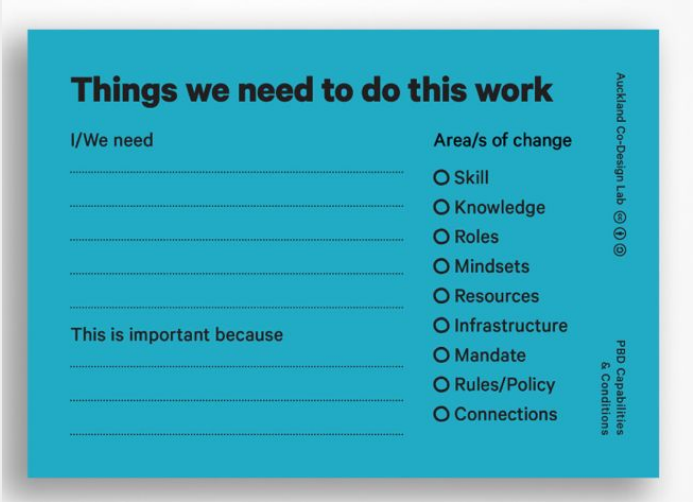
What were the challenges and enablers?

Share from each table

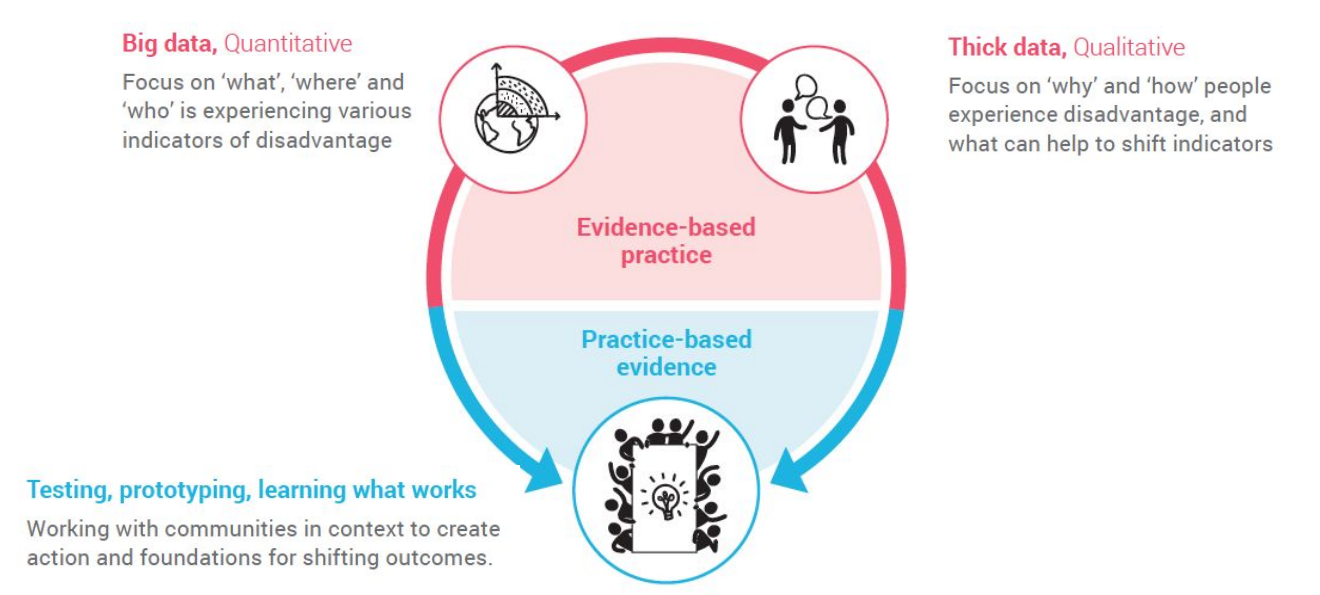


Share back

Can we identify things that help us work in this way?

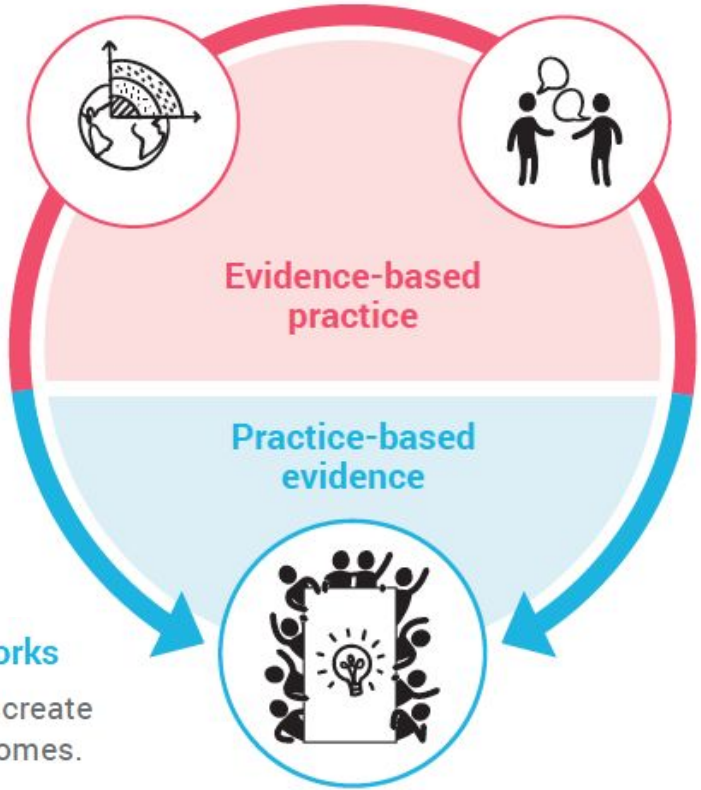


A focus on practice-based evidence



Big data, Quantitative

Focus on 'what', 'where' and 'who' is experiencing various indicators of disadvantage



Thick data, Qualitative

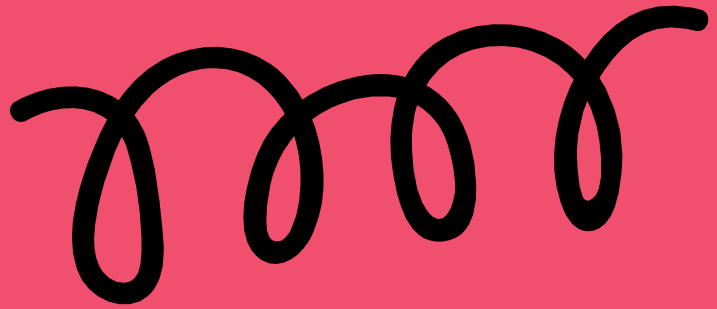
Focus on 'why' and 'how' people experience disadvantage, and what can help to shift indicators

Testing, prototyping, learning what works

Working with communities in context to create action and foundations for shifting outcomes.

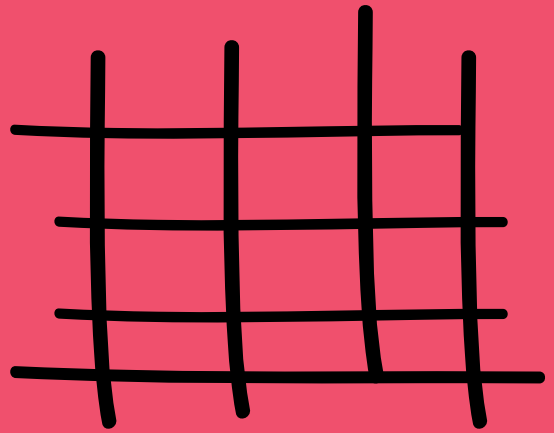
Pause

Check in



Level 4

Convergence to catalyse change



Systemic/interorganisational Capabilities & conditions

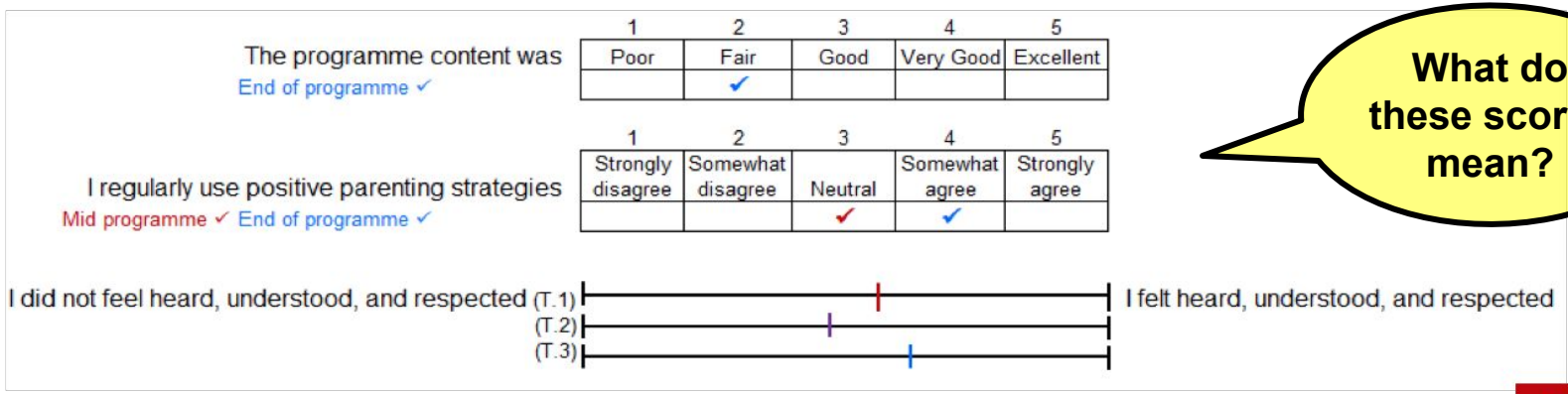
Evaluation / measurement strategies likely to galvanise action

Add in action planning and review + visualising progress

MEASURING QUALITY AND OUTCOMES

Measuring the quality of implementation or the achievement of goals (outcomes) requires making defensible judgements about the extent of progress relative to some self-imposed standards.

- This means creating *ranked categories* that show levels of change (*scales*), e.g 1-5, AND providing clear criteria that justify the ranking of each category (*rubrics*)
  - There are many common ways that organisations assess programme quality or client outcomes using scales. These are often not sufficiently evaluative; they don't define the "good" or "good enough" or indicate what change is needed and why



NB. Even "validated" scales or psychometric tests (questionnaires) should be used with caution

The case for using RUBRICS

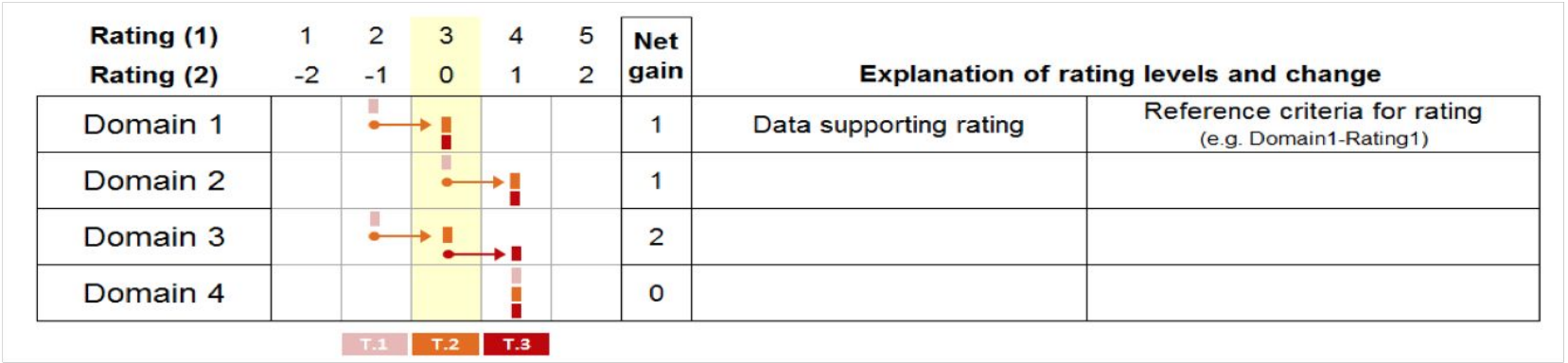
Rubrics are commonly understood as a kind of score card. At their simplist they include: a rating scale (often 5 levels), specific criteria differentiating each level of achievement, and often a benchmark level indicating a minimum acceptable standard. When used for programe evaluation, rubrics can be very helpful:

- to rate progress against expectations on the most important measurable components of a TOC
- for presenting more general judgements about the extent and direction of change in programme quality and client results.
- as a *sensemaking tool*
  - Indicating progress against baselines and benchmarks
  - drawing on various inputs - qualitative observations, logical reasoning and quantitiative measures (e.g. psychometric scores or categorical data like employment status) practitioner understandings, and formal research-based evidence
    - This means rubrics are best *co-created* with key stakeholders, and improved through progressive use. A generic version can be used to start things off.

BUT it can be hard to get engagement, they can be demotivating,

MAKING EXPLICIT EVALUATIVE JUDGEMENTS

Rubrics can be combined with *Goal Attainment Scaling* (and adapted as below) to explictly rate performance and show progress. Judgements about rating and progress can be supported by referencing explicit criteria and supporting data. Ratings can also be framed various ways.



Rating (1)	1	2	3	4	5	Net gain	Explanation of rating levels and change	
Rating (2)	-2	-1	0	1	2			
Domain 1						1	Data supporting rating	Reference criteria for rating (e.g. Domain1-Rating1)
Domain 2						1		
Domain 3						2		
Domain 4						0		

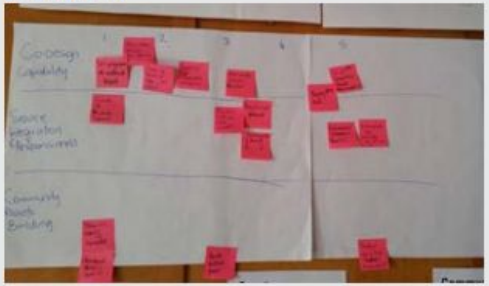
-2	-1	0	1	2
Very Poor	Poor	Fair/OK	Good	Excellent

1	2	3	4	5
Nascent	Emerging	Developing	Mature	Leading

The Better Evaluation website and blog provides various examples of rubrics differing in structure and criteria, and methods for displaying trend data. See also *Goal Attainment Scaling* and *Design Abacus*

Mapping and mobilising

FELLOWSHIP WORKSHOP 28 DIFFERENT PRACTITIONERS FROM ACROSS DIFFERENT SECTORS

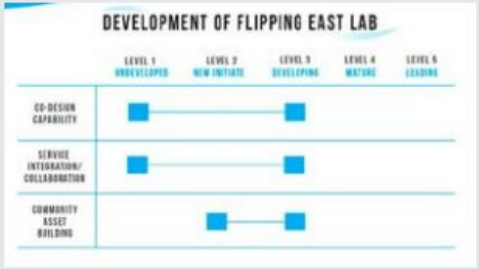


WORKSHOP WITH A LARGE ORGANISATION - TEAM MEMBERS FROM ACROSS THE ORGANISATOIN

Teams from across a large educational institute used the tool to map out current practice and identify areas of focus for the future and specific actions.

Teams wrote specific examples of projects and

FLIPPING EAST MID POINT EVALUATION



Flipping East, a Youth Wellbeing Lab in Tāmaki used the tool to support the team to map and evaluate the progress of the social lab as an intervention, the nature of its contribution and how it had changed over time. They used the rubric to map the whole social lab process, as well as the change created by each Lab initiative.

https://www.flippingeast.com

Source https://lifehackhq.co/lifehack-resources/mapping-mobilising/

Co-design capability and conditions

Stream 1.

How we work with people, whānau & stakeholders

How are whānau and other stakeholders involved in design and delivery of outcomes?

Stream 2.

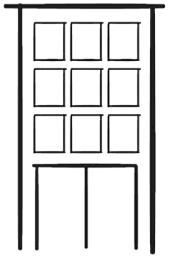
How we design & innovate

How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to

Stream 3.

Our organisational integration & responsiveness

How do we manage responsively and work together to build our learning?



Stream 4.

Our structural conditions

How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?

Source https://www.aucklandco-lab.nz/practice/

Co-design capability and conditions

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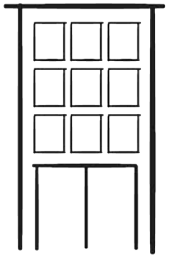


Stream 4.

Our structural conditions

How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?

Mapping our Co-Design capability & conditions: worksheet

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
1. Working with people and whānau How are whānau and other stakeholders involved in design and delivery of outcomes?						
2. Design and innovation How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to deliver them?						
3. Organisational integration and responsiveness How do we manage responsively and work together to build our learning?						
4. Our structural conditions How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?						

Prototype Licensed under CC 2.0

The framework

In pairs

Take a look at the streams:

How might they apply to your context?

What might practice look like across the continuum in the context of your work?

In teams: Where are we now?

Identify which stream you'd like to dive into in your group

In teams discuss & map:

Where are we now? Where are we already strong?

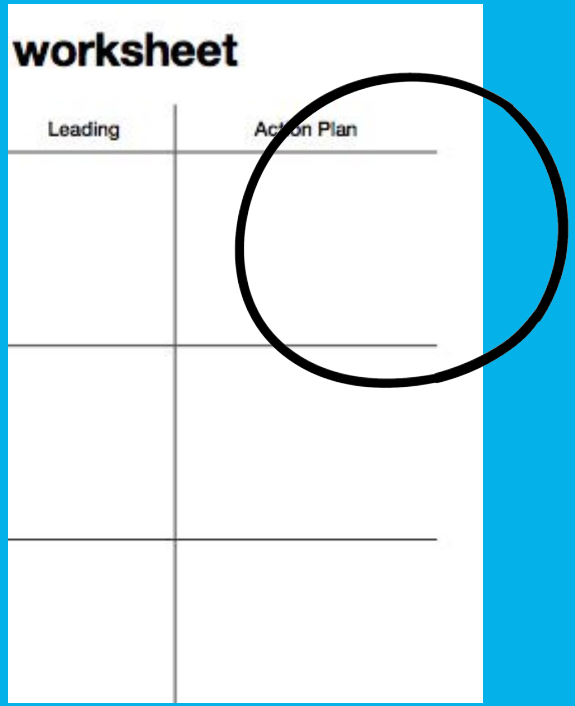
FIRSTLY
Identify a prompt card each you'd like to talk to

THEN
Use the cards to help think through and map where your teams practice currently sits

Aim to provide specific evidence of examples of practice

A capture "leading lights"

Where to next?



Have a go

Identifying a potential focus area for a shift in practice relevant to your work

What did you discover?

Reflections and thoughts about tools like this?

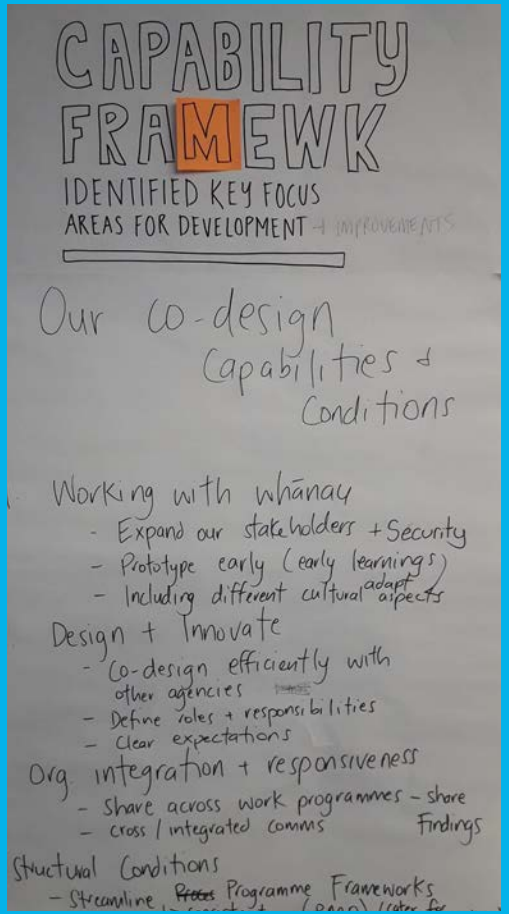
What we've found using it

A generative tool that allows teams to have open and constructive discussions

Helps teams to identify lead

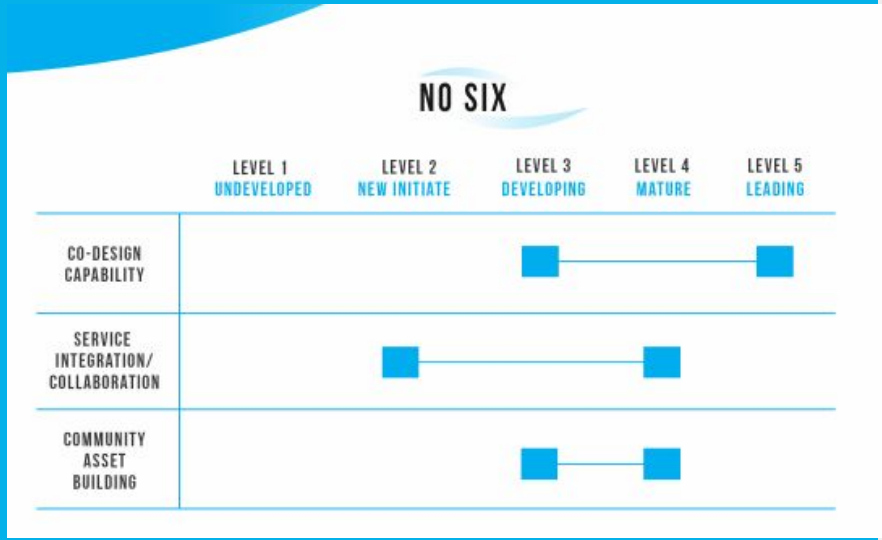
Allows safe discussion and planning about structural challenges

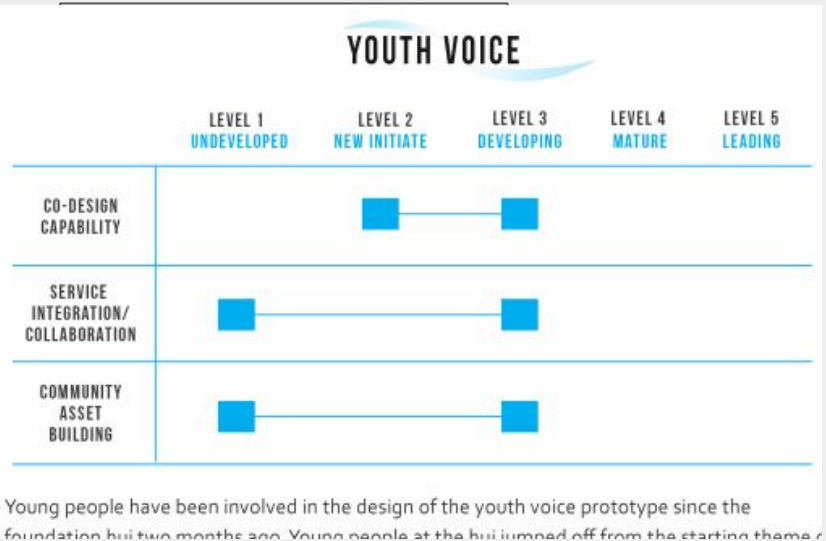
Useful across different contexts and readily customised to different settings



Take up

Adoption





Source https://www.flippingeast.com/ project report

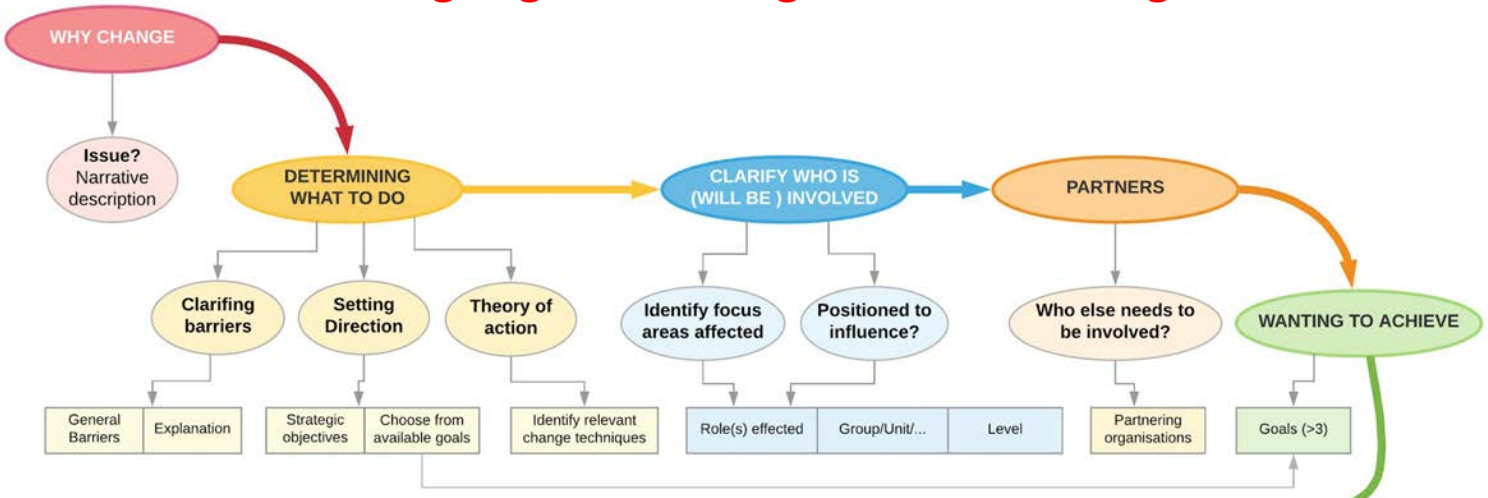
Organisation X & the ‘Generator’

Organisation X

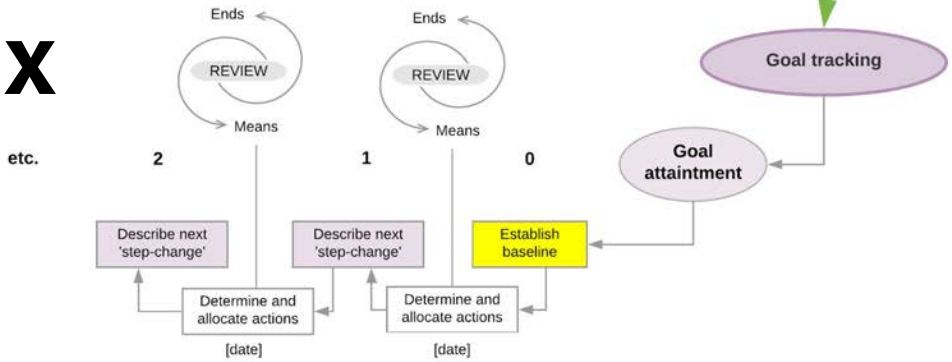
Changeable evaluation parameters - negotiating intent

- A large complex organisation
- Wanting to **promote development** in a particular strategic area
- No recent strategy – **evaluators co-produced a strategy**
- A re-survey was proposed by the organisation to highlight salient trends and issues
- **Evaluator relitigated intent** - the survey unnecessary (there is enough data)
- Our liaison wanted to evaluate the performance of the organisation against the strategy BUT the strategy had not been formerly released
- A **developmental evaluation** was proposed providing a means to:
  - Socialise the strategy
  - Gather data on organisational barriers to developments in line with the strategy
  - Develop a process/tool for galvanise action across the organisation to advance the objectives and goals of the strategy – instigates cycles of design-action-reflection
    - Any and all progress is in line with the strategy is ‘good’

Using a goal-setting and modified goal-attainment approach



Organisation X



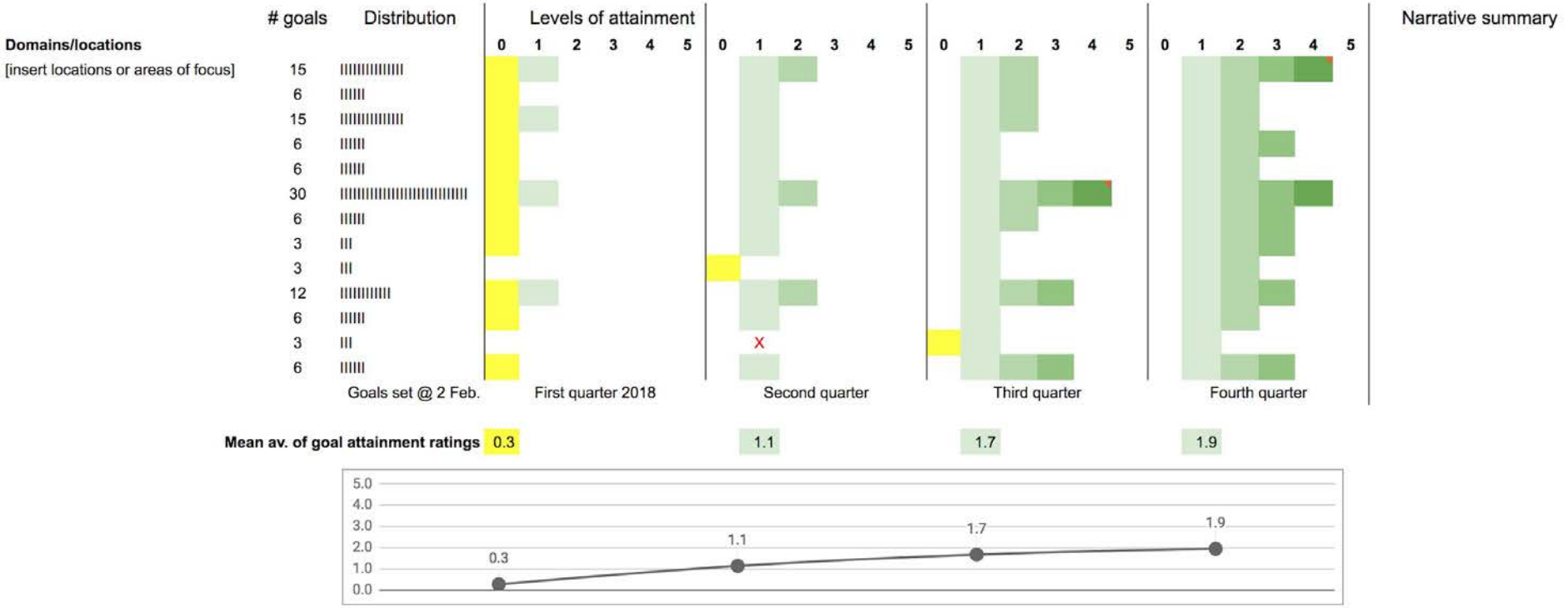
Organisation X

Circumstances/expectations	Approaches
1.High complexity 2.High local autonomy (expertise is local) 3.High innovation 4.Formal evidence is not well established 5.Sensitivity to initial conditions 6.High tolerance of 'failure', some instances may not 'work', learning highly valued 7.Attribution is less important / feedback loops provide mostly provide reassurance to policy about evidence of impact in the right direction	Outcome mapping (requires theorising about change) Outcome harvesting **Most significant change (MSC)**
As above (first 5 points) BUT ●Strategic goals are well described ●Goal dimensions can be agreed/set from the outset ●Formal expectation of creating positive impact in each site of action, i.e. every incremental development is important ●Attribution is reasonably important (e.g. feeding into an impact evaluation) and feedback loops are expected to drive problem-solving and iterative design, including drawing on expertise from elsewhere	**Goal-setting + goal attainment** Action research

Organisation X – goal-setting & attainment

GOAL SETTING		GOAL TRACKING - INCREASING IMPACT						
Wanting to achieve		Goal attainment levels						
	Goals (up to 3)	0		1	2	3	4	5
GOAL 1	[Specify general goal]	[briefly specify past/present 'baseline' conditions that are highlighted for change by agreement]		[Briefly specify desired realistic short term improvements – detail observable/verifiable conditions that represent a progressive 'step-change' from baseline]				
		Date	July 5, 2018	[anticipated date to achieve change]				
		ACTIONS (1)	[write action to achieve the above step-change (getting from 0-1) and who is expected to do what]					
GOAL 2	[Specify general goal]	[briefly specify past/present 'baseline' conditions that need to change]						
		Date						
		ACTIONS (2)						
GOAL 3	[Specify general goal]							
		Date						
		ACTIONS (3)						

Organisation X – goal-setting & attainment



Generator – co-design stage

A co-designed social innovation generating prosperity [alleviating poverty] through community action & enterprise

Evaluator in co-design

1. An evaluation perspective was engaged at the beginning of a co-design process – part of the co-design team
2. Bringing in notion of ‘intended use by intended users’
3. The evaluator proposed and prototyped an intervention design, monitoring and learning platform.

Platform uses

Decision support [processes and principles]	Guide to concept development [formulation of concept]	Theories of change	Guidance and support	Reporting (evaluative monitoring)	Evaluation
Right target groups/ communities?	Evidence of need	codifies concept components and measures	Advice	visualising progress	to what extent have components been worthwhile
Readiness of concepts?	Clarification about what is to be done		Support mentoring and training (in person)		
Evidence-informed?	What works evidence base [match of concepts to effectiveness principles]	Additionality Smart practices	Online help - FAQs - training		
Right mix?	Informed by 'principles of effective practice'		Online - additional helpful resources		
Decision > Loomio	How to determine/notice success		Case studies - showcasing success		
			Community of practice [online and in person]	Sharing	

Kia ora - welcome to the Generator Platform

From this page we can take you to the section of the platform that is most likely to meet your needs.

We ask for your email address because this allows you to review the information you have provided as part of a proposal or plan, or to receive progress reports that meet your particular information needs.

*Required

Email address *

Your email address

Who are you

On the leadership collective

Choose

Generator - learning ‘platform’

Seeking to instil praxis at the heart of a collective impact initiative

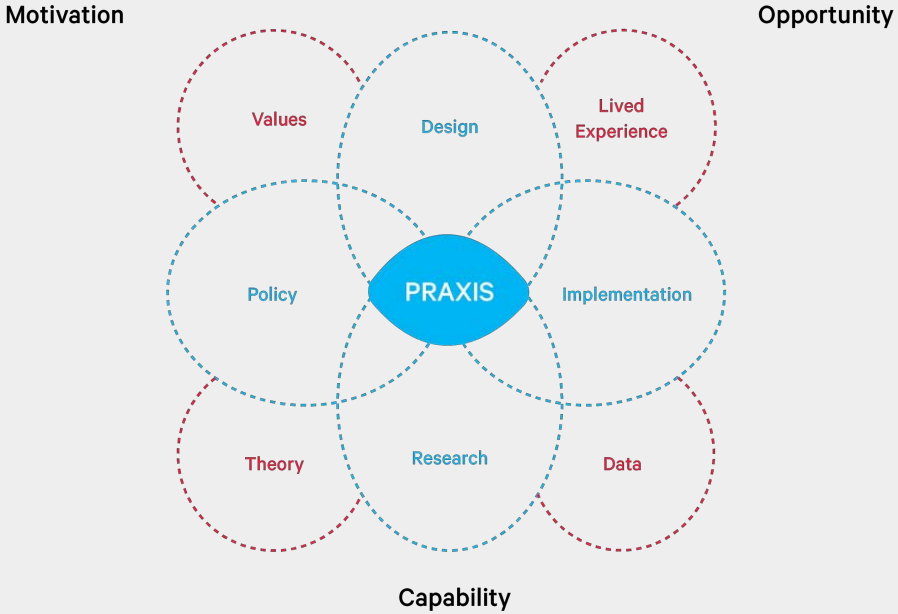
1. **Guidance** on situational assessment and proposal development, referencing a smart/searchable **evidence database**
2. **a theory of change builder**
3. **decision-support feature** (Loomio for example and/or an online moderation feature)
4. **evaluative monitoring (and impact story database and analytical tool like the SKIP Monitor)**, and
5. an online community of practice (supplementing in-person information sharing/knowledge building, e.g. wananga)

Interactive

Are there situations where you have tried, or managed to instigate a set of processes for organisational or inter-agency learning – driving development?

Have you seen this working anywhere else?

Is this possible in settings you work in?

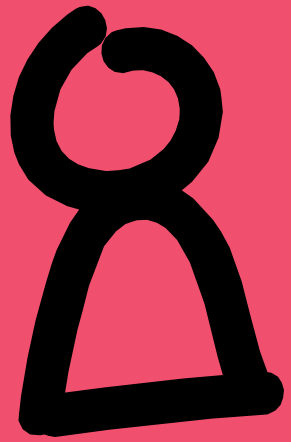


2.30–3.00 BREAK

Check in

(Back to Level 1)

Personal praxis convergence



Who are we? Where are we now?
What edges do we traverse?

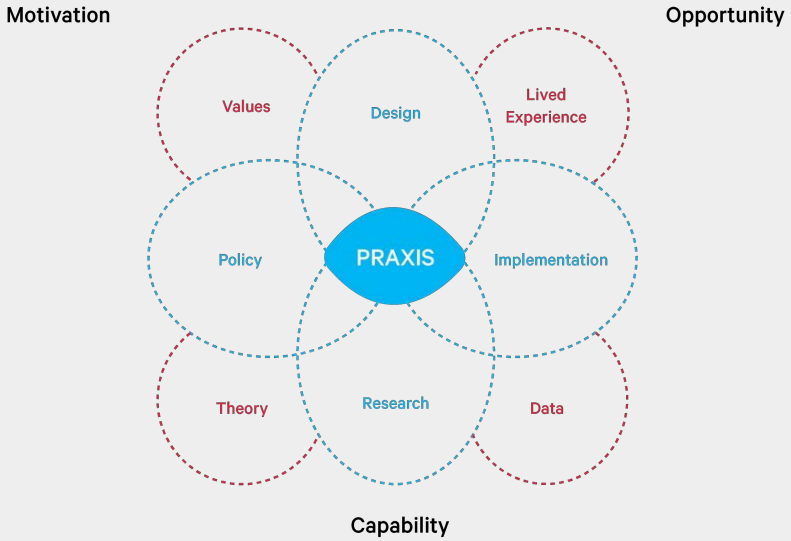
Returning to the framework

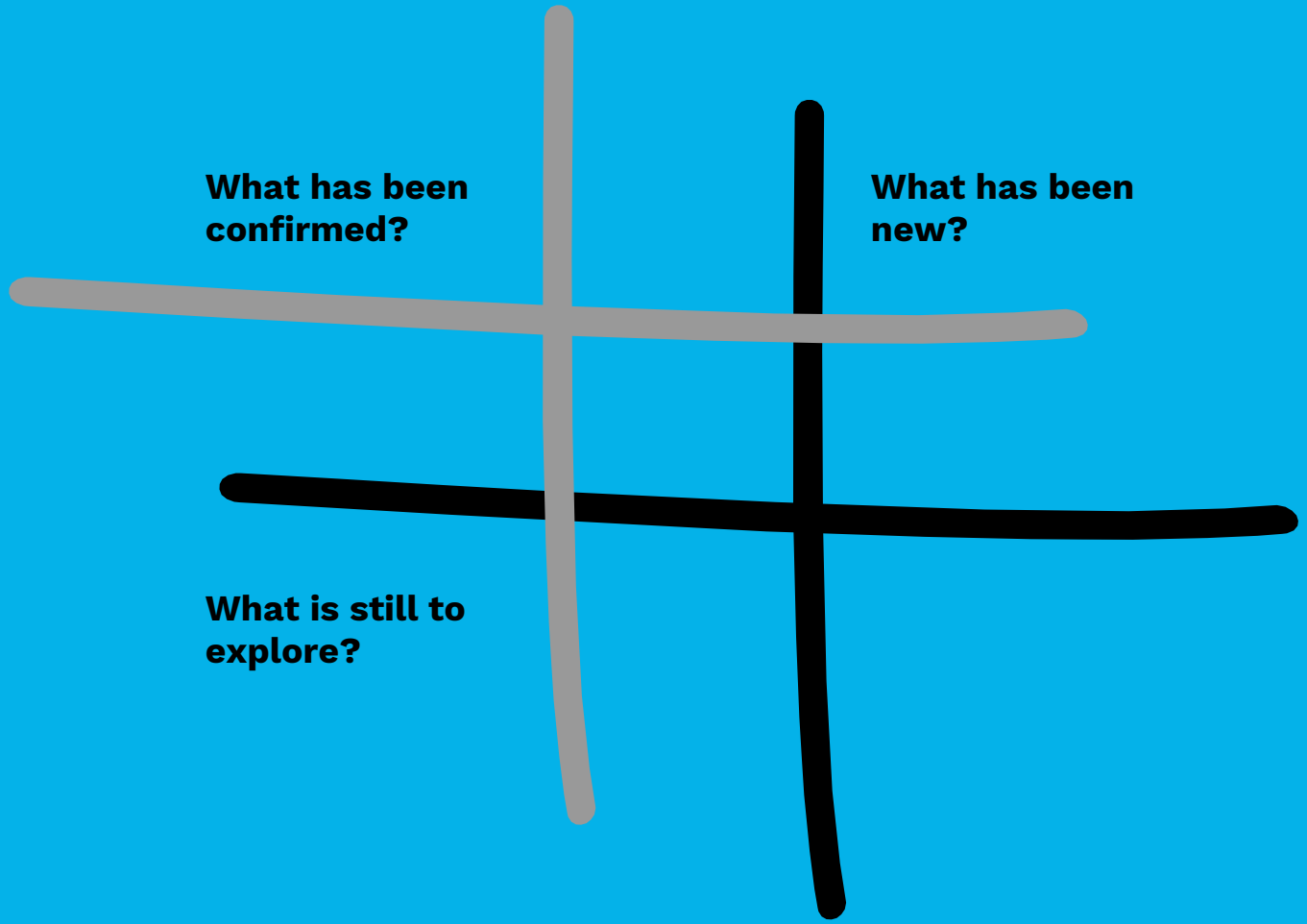
What motivations or areas of emphasis have come to the fore over the day – how might these affect your work/role?

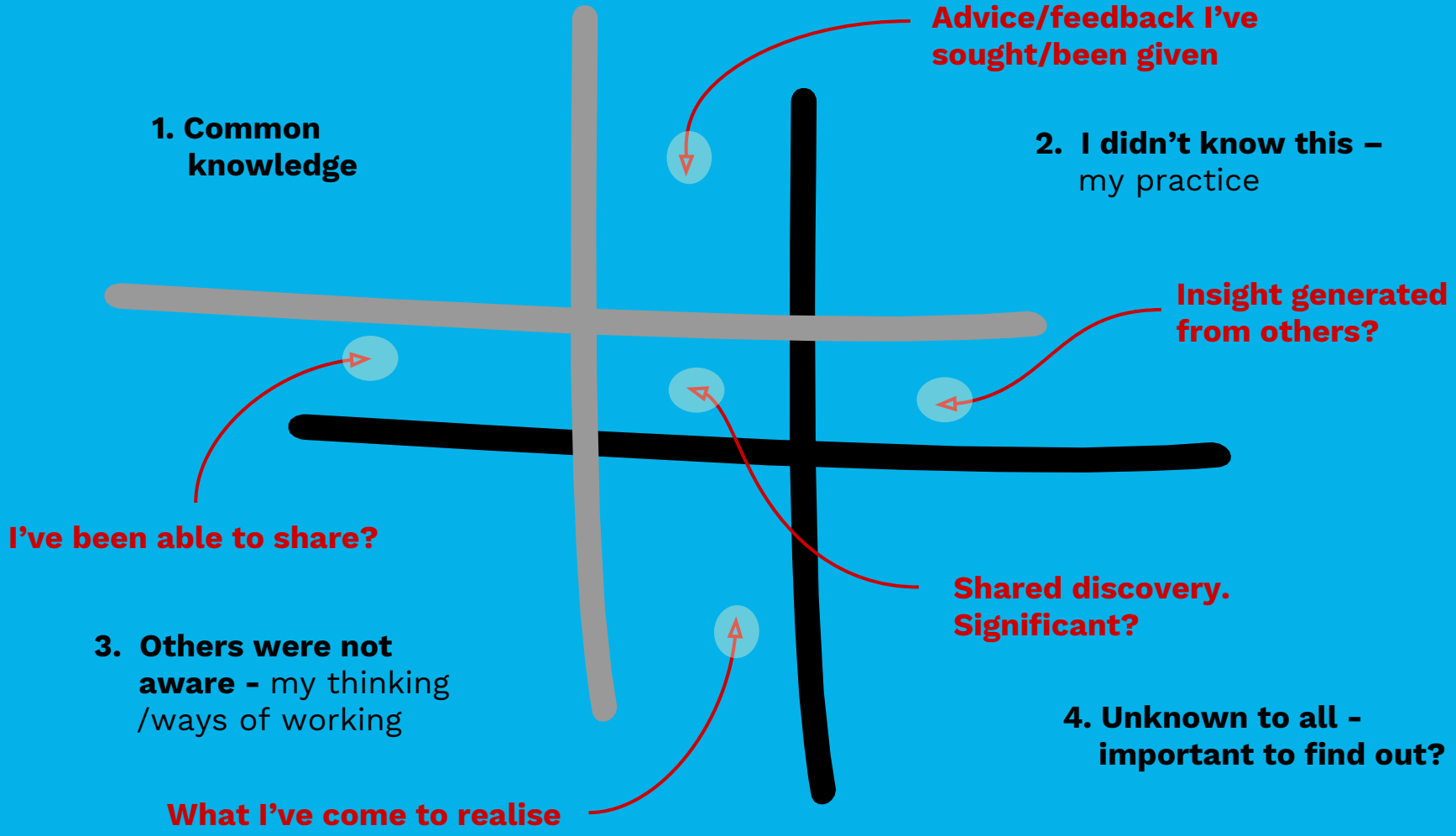
What opportunities do you foresee, or will you look for?

What capabilities will you need to gain/ reinforce?

What do I take away/want to share?




What has been confirmed?
What has been new?
What is still to explore?


Advice/feedback I've sought/been given
1. Common knowledge
2. I didn't know this – my practice
Insight generated from others?
I've been able to share?
Shared discovery. Significant?
3. Others were not aware - my thinking /ways of working
4. Unknown to all - important to find out?
What I've come to realise

Thank you