

# ***Te Pūaha Talks***

**Getting to ‘value’ – how can we know what  
good looks like?**

Rachael Trotman and Kate McKegg – 13 September 2022

# Session outline

1. What makes something evaluative
2. Writing evaluative questions
3. A process to answer them
4. Examples for different contexts

Aim is for you to leave with:

Clarity on what you need to evaluate, how to write evaluative questions and a process to answer them



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Evaluation is the process of determining merit, worth or significance

E - valu - ation

Evidence - value – action

Evaluation is about providing well-reasoned and well evidenced answers to evaluative questions...for change and learning

Much evaluation describes the 'what' – what we did, who was involved, how it went, what outcomes showed up or not, what we learned

Deeper and stronger evaluation gets to the 'so what' and 'now what':

- What was most valuable, for whom?
- To what extent did we achieve our intended outcomes?
- What is the value of the outcomes or changes achieved and how do we know?
- What does that mean going forward?

# It comes down to what you ask – need both

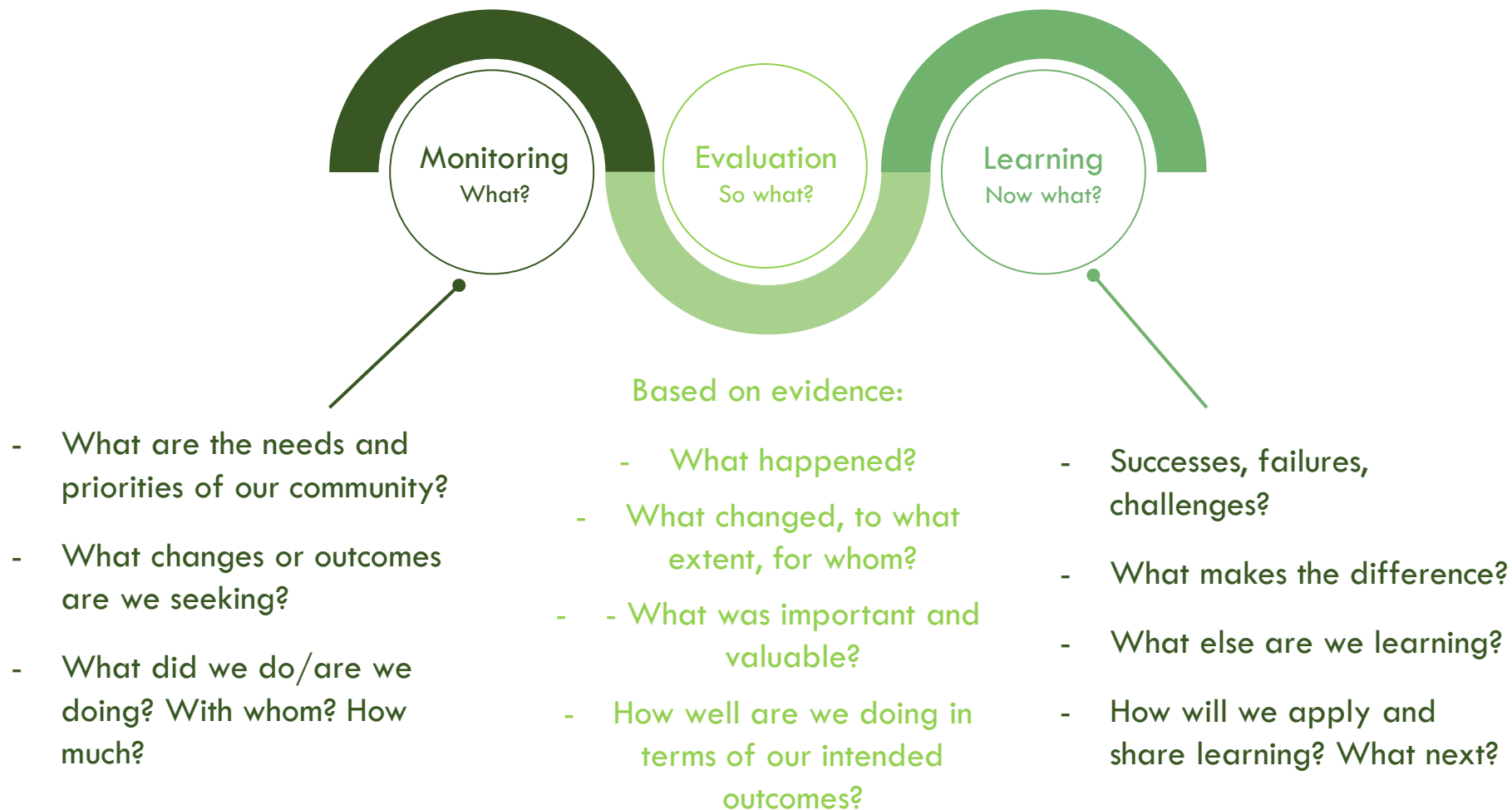
## Descriptive

- What did we do, with who?
- How much did we do?
- What outcomes emerged?
- What went well?
- What was challenging?
- What else did we learn?

## Evaluative

- To what extent did we meet our intended outcomes?
- How valuable were those changes or outcomes, to whom?
- How well did we do (quality)?
- Was it worth it?
- What should we do more of, let go, adapt?

# An impact framework example



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# What do you need to know?

On your own, take a few minutes to write a set of evaluative questions for something you want to evaluate

What do you want to evaluate? Identify programme, project, prototype, Strategic Plan outcomes etc

Identify your evaluative questions. Consider...

- Extent intended outcomes are met
- Value of outcomes, to whom? Where and for whom does X work best?
- How well is x delivering (quality)?
- How valuable is x overall? Is it the best use of resources? Worth the investment?
- How sustainable are the outcomes?
- How well are we building individual and collective capacity and capability?
- Implications – is x still needed? Have we got the design right? How well does it leverage strengths and address root causes? How can we make it more effective?

# A way to get to value

## What is so?

Descriptive facts  
(quantitative, qualitative  
and mixed methods  
evidence)



## Assessment

A way to assess quality  
and value (criteria and a  
process)

Supported by diverse  
forms of evidence



## So what?

Evaluative conclusions  
(saying something  
explicit about value  
and quality)



A lot of evaluation stops here – and isn't  
clear enough to guide decision making



This is the crux of evaluation

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# How to identify value (and what good or great looks like)

1. Clarify what you want to evaluate
2. Develop your evaluation questions (including evaluative questions)
3. Develop criteria for making an assessment
4. Have a rating system for those criteria
5. Use evidence and sensemaking process to answer your evaluative questions
6. Share evidence to support your claims

Do all of the above collaboratively

# Example – Strategic Plan or significant programme



Shifting mindsets to support changes that unlock children and whānau from poverty in Aotearoa

Wanted to show contribution and impact of their work on family wellbeing 2019-2021

<https://www.theworkshop.org.nz/publications/the-workshop-measuring-our-impact-2019-2021>

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# Key evaluative questions

To what extent and in what ways is the work of The Workshop producing valuable outcomes and impacts?

What are we learning from our work, and from our collaborators, as we go? How are we changing our approach in response to what we have learned?

## PROCESS:

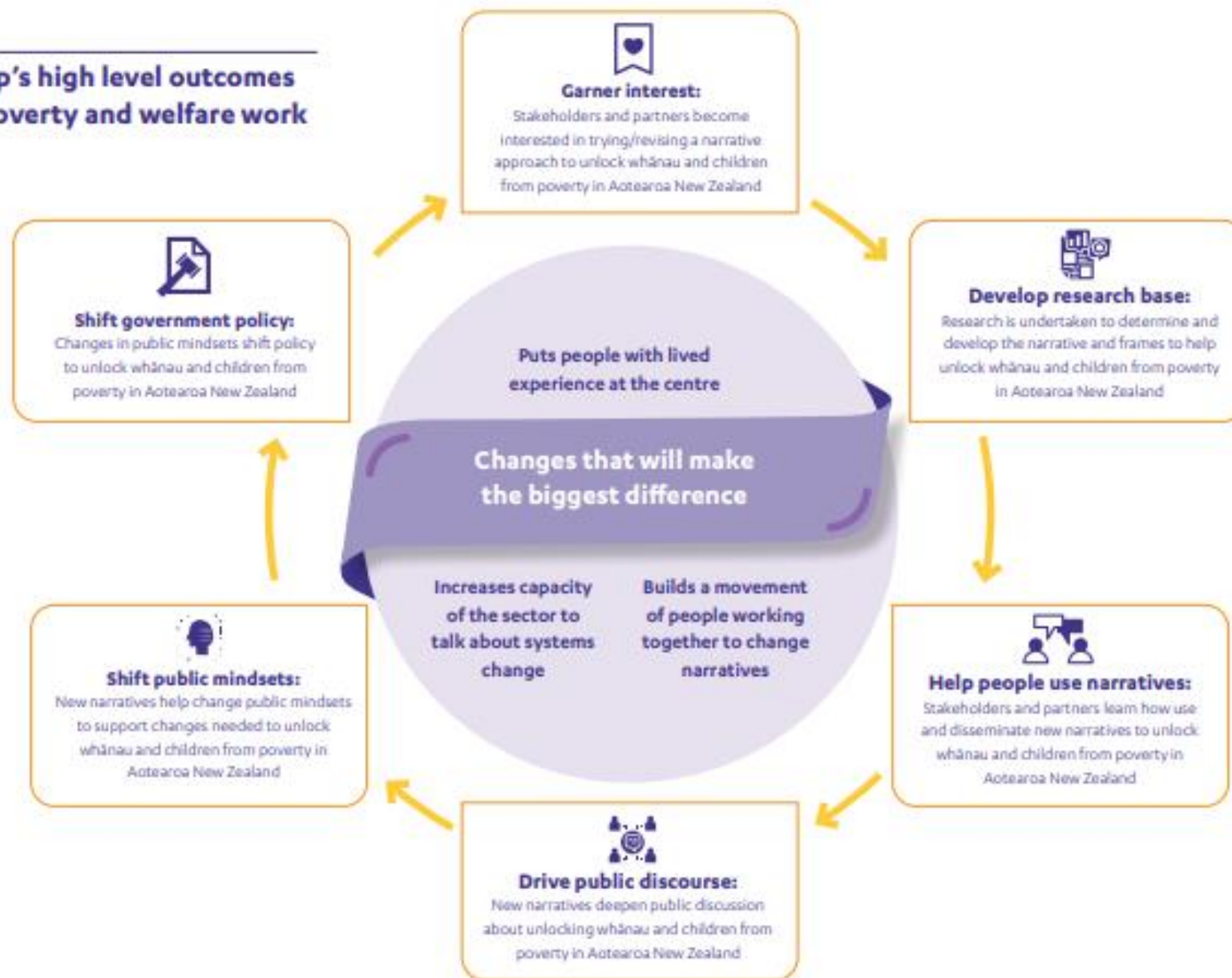
Identified their evaluation questions

Presented their intended outcomes

Assessed using their performance and impact framework

Provided evidence to support their claims for each outcome

## The Workshop's high level outcomes framing for poverty and welfare work

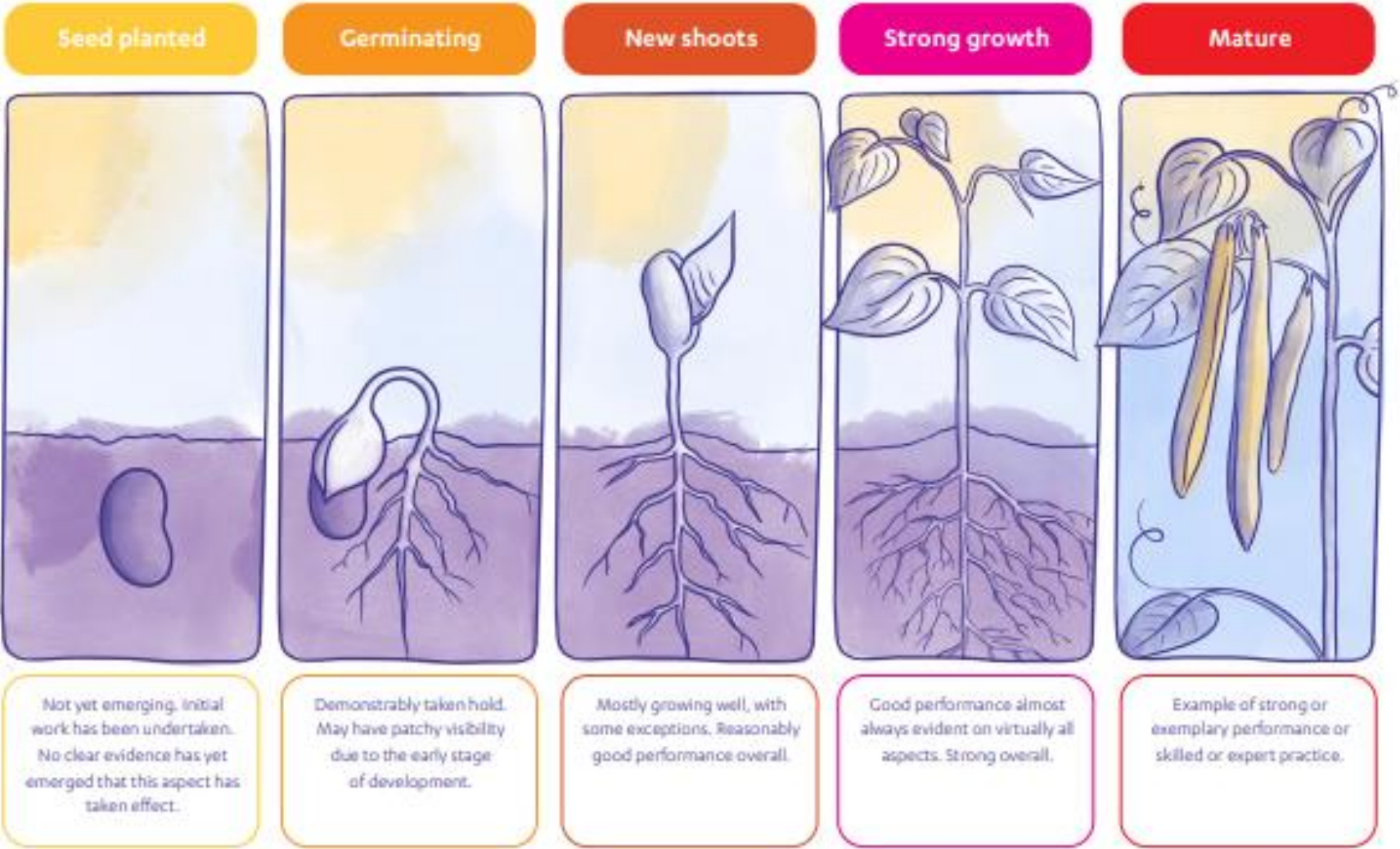


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Performance and impact framework

Rating system

Criteria to assess



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## Our sources of evidence used for this impact report were multifaceted and robust



Robust research to better understand and frame unlocking whānau and children in poverty



A survey of people who have done our trainings



Interviews with people have used our research insights, guides, mentoring and trainings



Communications published by people who have access to our guides, training and mentoring



Unsolicited feedback from people who work with us or use our research insights



Media coverage of ways to unlock whānau and children in poverty



Public opinion surveys



Publicly available information about decisions made by power holders

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Strong growth



## Garnered stakeholder and partner interest

Stakeholders and partners became interested in trying a narrative approach to unlock whānau and children from poverty in Aotearoa New Zealand

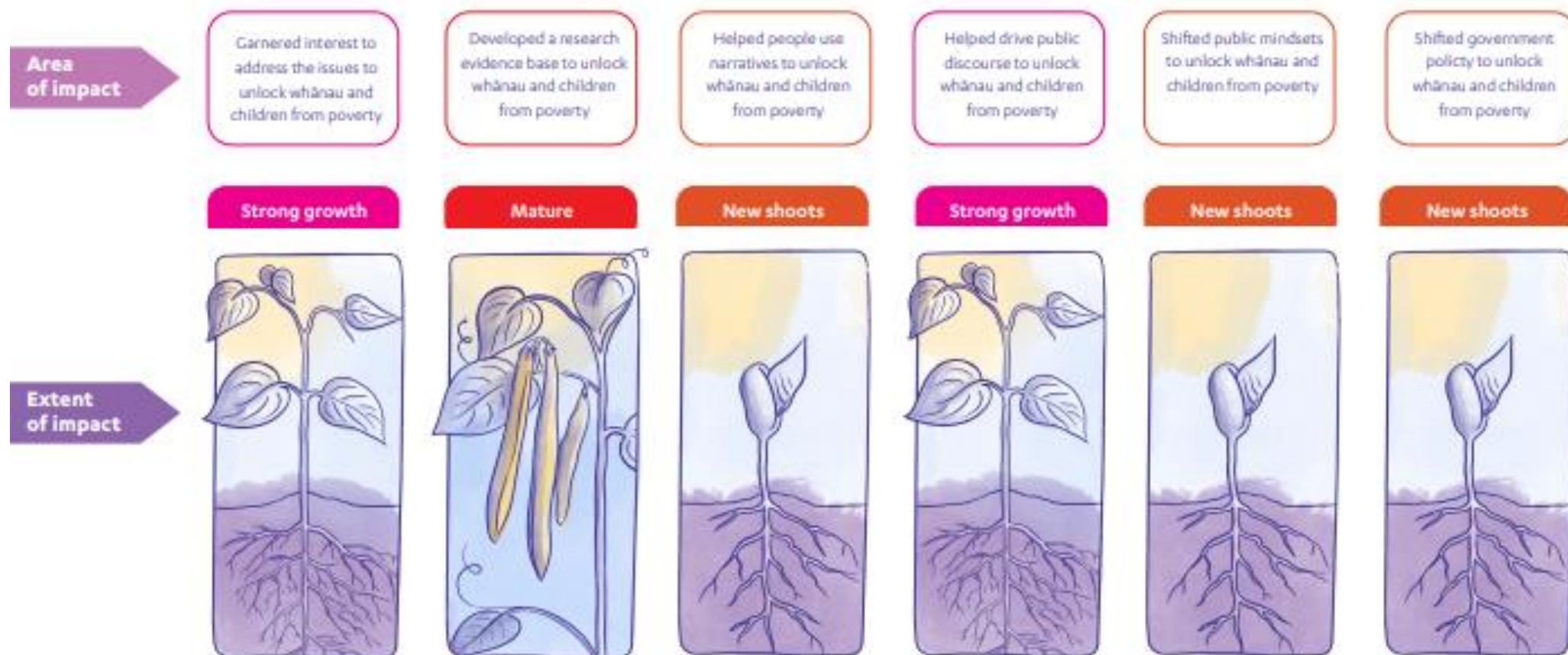
Overall, The Workshop has garnered the interest and support of stakeholders and partners to use narrative frames. On this aspect there is good performance overall with no weaknesses of any real note. Therefore, we gave this aspect a “strong growth” performance rating.

### Evidence to support this claim includes:

- A group of advocates wanted to explore ways to talk about poverty and welfare.
  - The Peter McKenzie Project funded setting up The Workshop as one way to address this need.
  - In our first year, we used the funding to produce a guide on how to talk about poverty and delivered training on this topic.
  - After using The Workshop's guide to talking about poverty, and attending our training workshops on using narratives for change, some advocates identified they needed more specific narrative strategies on income support.
  - Experts and advocates identified income support as a change that would make the biggest difference but had trouble building public and political support for this change.
  - With The Workshop, they identified that one of the barriers was shallow public understanding of the causes of poverty, and why income support was an important solution.
- All parties identified that advocates needed specific ways to talk about income support and the causes of poverty.
  - In 2019, The Workshop used our baseline funding from the Peter McKenzie Project, and some extra funding for external research costs, to develop and test messages that would deepen public understanding of poverty and welfare.
  - Throughout this process, experts and advocates also identified a need for guidance on how to talk about ‘system change’ to deepen public and political understanding of those changes that will make the biggest difference.
  - Again, using baseline funding from the Peter McKenzie Project and some more funding for a new Kairangahau role, The Workshop developed a guide to talking about system change.

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# Summary of evidence of impact for poverty and welfare work





# Developing criteria to assess

Evaluative question	Kinds of criteria
<b>Extent of progress or contribution</b>	Distance travelled, visibility of change, significance of change, level of evidence for change
<b>Quality of delivery or performance</b>	Strength, poor to excellent, satisfaction, attitude change
<b>Value of outcome or investment</b>	Volume or level (high, medium, low, no), extent needs addressed, perceived value
<b>Sustainability of outcome</b>	Short or long term, depth or surface

# Project example – Expo for teens on safety in cars

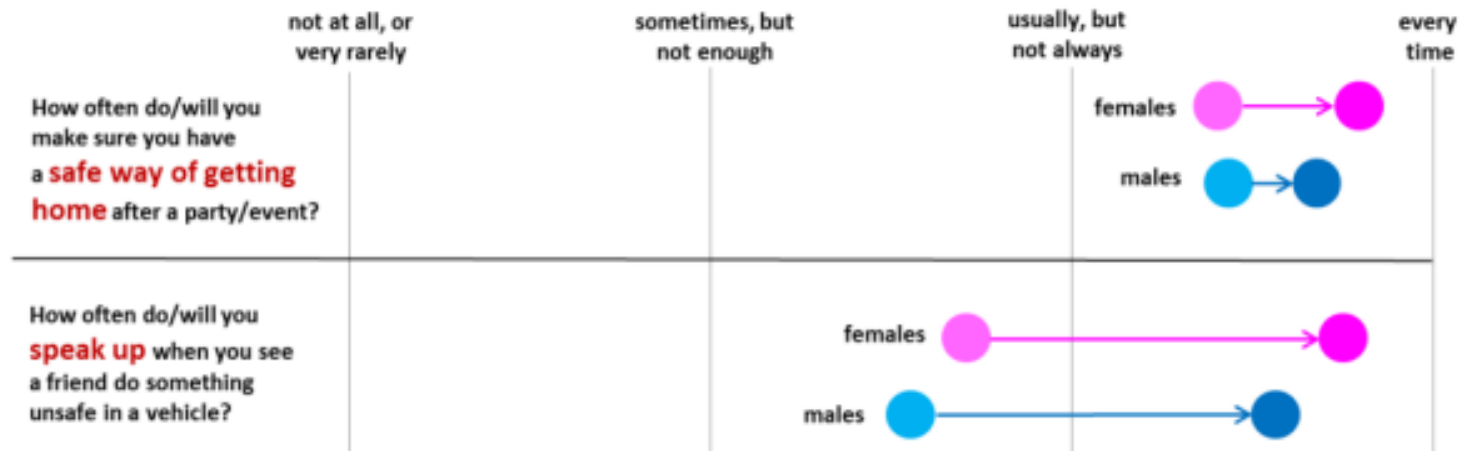
How well did the Expo provide teens with the knowledge and skills needed to make safer choices, and influence their attitudes, beliefs and intentions about safe and legal travel in cars?



From Jane Davidson 2016 <https://whatworks.org.nz/assess/>

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Teens were **much more inclined to speak up**  
to stop unsafe behaviour after seeing the Expo



Did you learn  
anything at the  
Expo to help you  
speak up or resist  
peer pressure?  
If so, what?

Yes

*Yes. I learnt to speak up to my friend or my friend won't be here any longer*

*Yep, just that it could be the best decision I've ever made and I can save lives*

*That a good brave friend can effect your friend in a positive way*

*Speaking up can be the thing that can change a horrible situation to a good one*

*Speak what you think. It can change everything*

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### Key Outcomes for Students:

Intended behaviours	Making sure they have a safe way of getting home	●
	Speaking up when someone does something unsafe	●
	Abiding by their license restrictions re: passengers	●
Beliefs	"A car crash really could happen to me or one of my mates"	●
	"... but there's a lot I can do to make sure it doesn't"	●
Knowledge	The zero alcohol limit for teen drivers (not a key focus)	●
	Knowledge of risk factors (not a key focus)	●

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# Individual outcomes scale

Housing and accommodation				
Crisis	At Risk	Stable / supported	Self-sufficient	Thriving
I am homeless, or about to be evicted: my personal safety is at risk and I am unsafe to remain at home. I am unable to continue living either on my own or with the people I live with. The situation is intolerable	I am at risk of eviction, either because of my actions or because I can not afford the rent. I feel unsafe in my home. My house is in a state of disrepair. I lack some furnishings which I would like. I would like to change my living arrangements.	My housing Is okay – it is warm, dry and affordable. I am safe in my home and have essential furnishings. Some of the time I am ok with who I live with but would like things to be different in the future	I am happy with my housing. My home is comfortable, safe and affordable and furnished to my liking. I am happy with my living arrangements – I like living by myself, with family or housemates.	I am settled and happy in the house of my choice, at this time. It is comfortable, safe and affordable and furnished to my liking. I really enjoy living by myself, with family or with housemates.

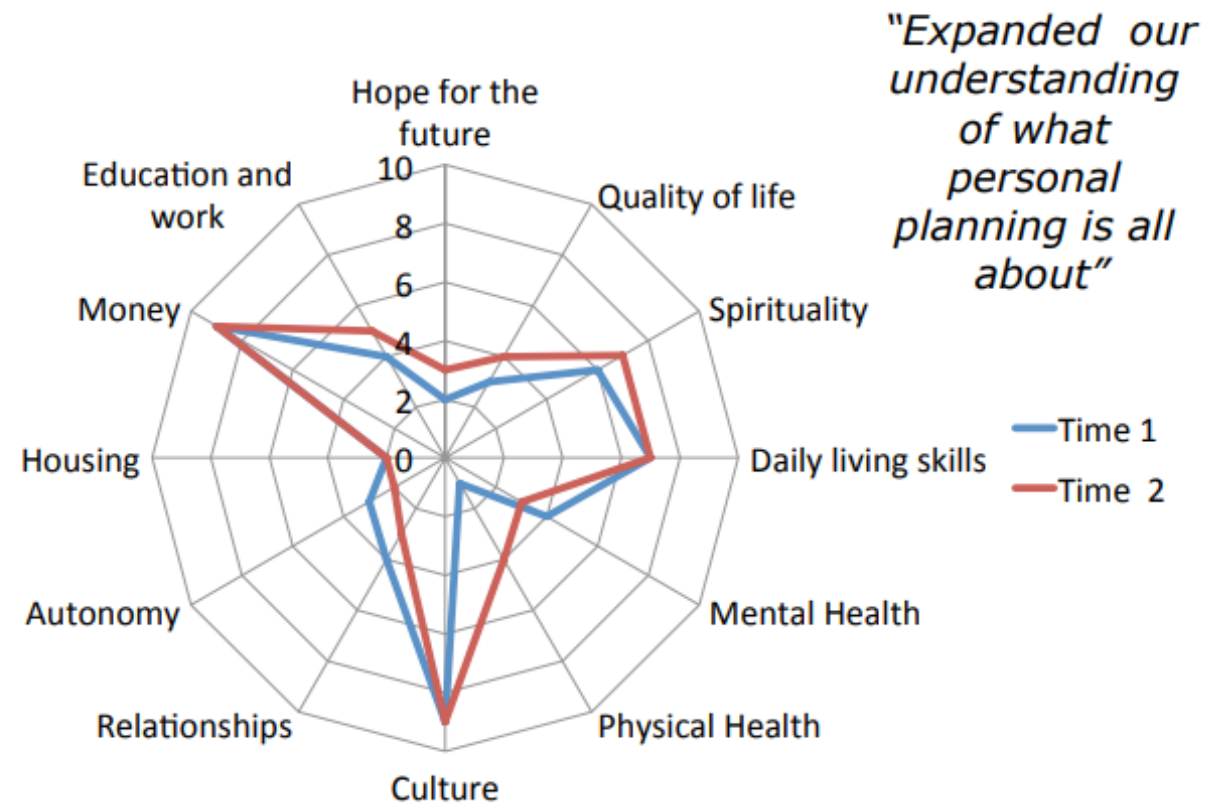
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# Individual outcomes - distance travelled



A graph of change – used for understanding the recovery journey



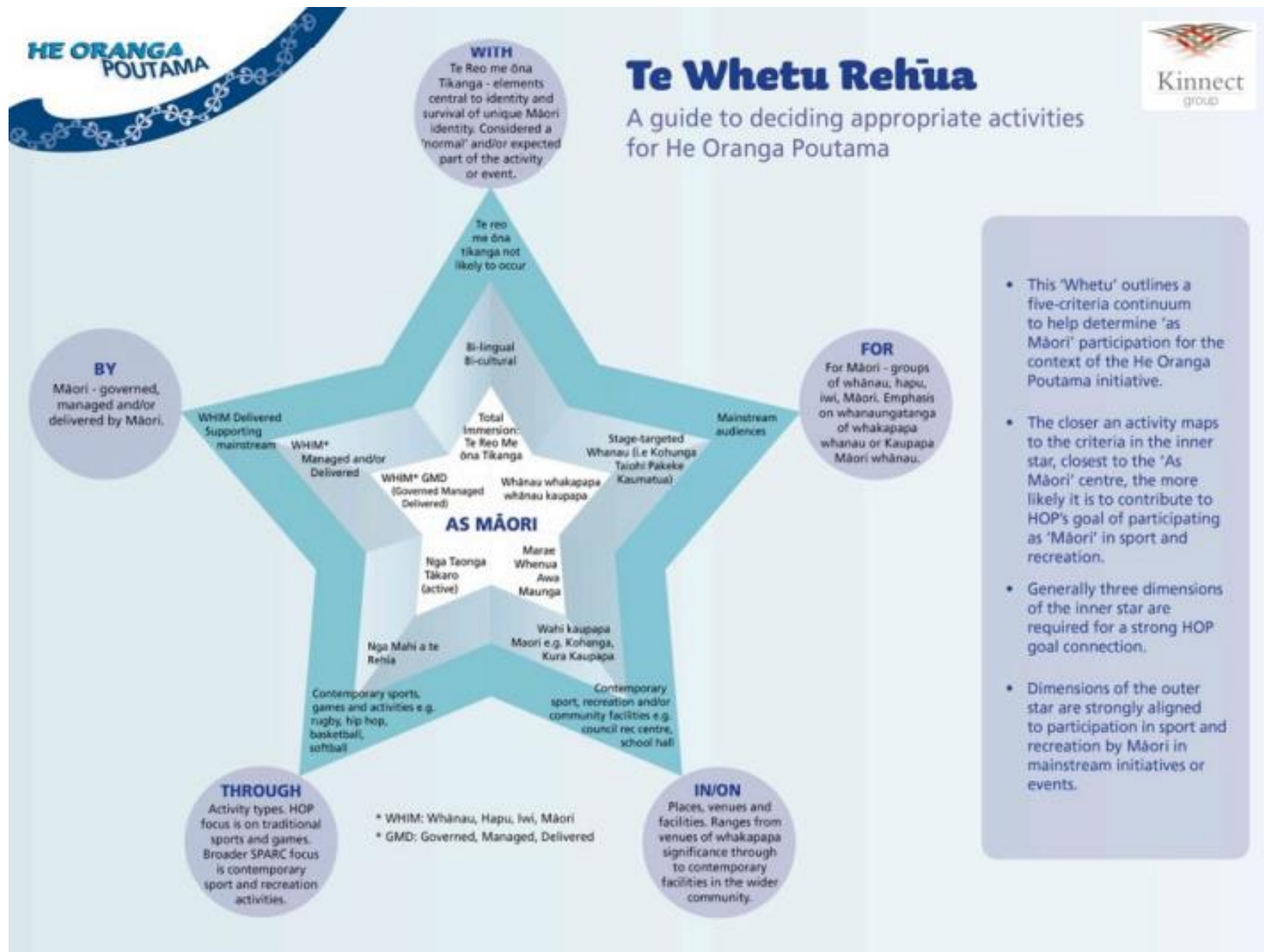
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## Example – an ‘as Māori’ developmental journey with five dimensions emerging

By Māori	Refers to the extent of control (rangatiratanga) by Māori in the governance, management and delivery of an initiative
For Māori	Emphasises the importance of family, sub-tribe, tribe (whānau, hapu, iwi), and other Māori collectives brought together for Māori purposes
With te reo me ona tikanga	Points to the importance of Māori language and customs (te reo me ona tikanga) as central to the survival and affirmation of what it means to live ‘as Māori’
In/on places of cultural significance to Māori	From ancestral places such as meeting houses, rivers, mountains (marae, awa, maunga), to more contemporary places founded on Māori principles such as immersion Māori kindergartens and schools (kōhanga reo, kura) etc.
Through	Those activities that can be distinguished as traditionally Māori (e.g., nga taonga taakaro, or ki o rahi)

# Te Whetu Rehūa

A guide to deciding appropriate activities  
for He Oranga Poutama



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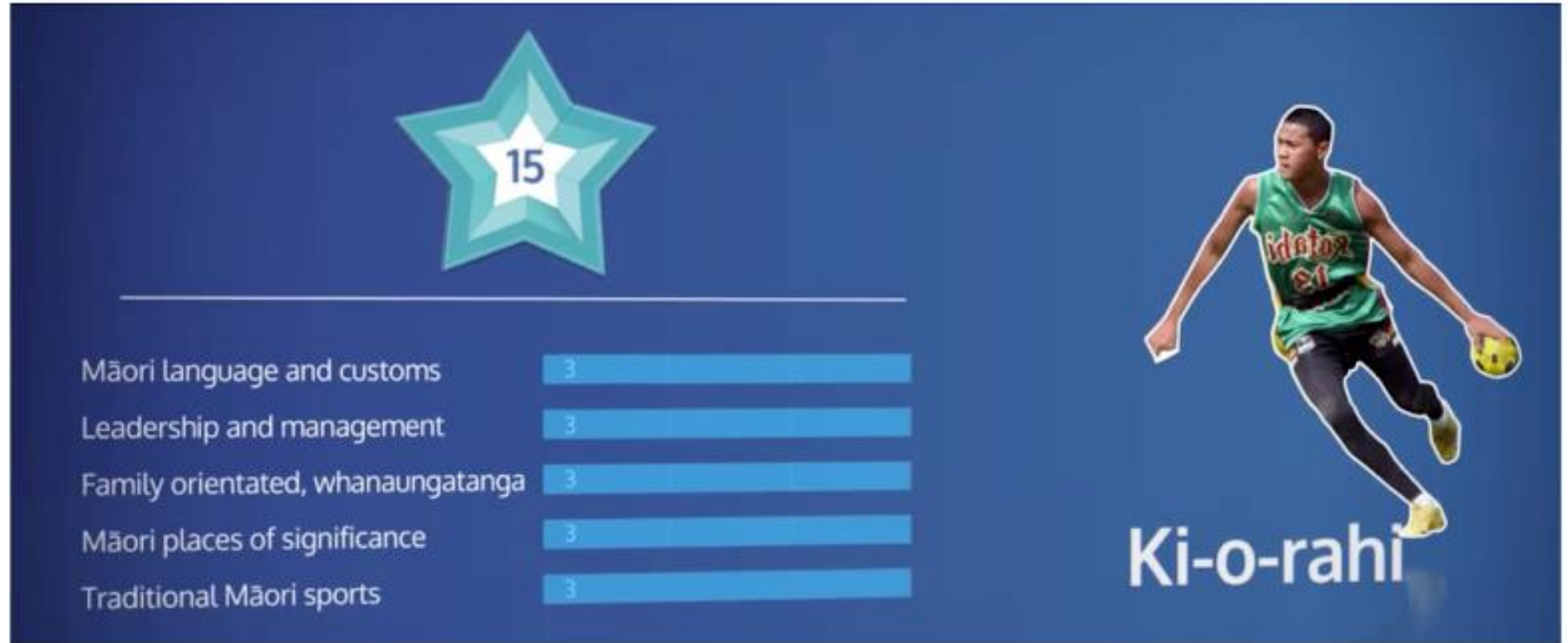


Different levels of performance for each principle  
– comparing mainstream and traditional sport



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# A traditional sport – Ki-o-rahi



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# Exercise

Consider what you want to evaluate and the evaluative questions you identified earlier

What kind of criteria and rating system would answer your questions?

For example:

I want to evaluate contribution in last 12 months to our Strategic Plan outcomes

Criteria to assess - include level of effort applied, level of evidence of contribution and range of evidence sources

A no, minimal, moderate, significant, major rating system would work, with a visual image/infographic for each (eg a wifi signal showing more or less bars)



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# Summary

- Get past describing to evaluating your mahi
- Get the right people in the room to identify evaluation questions, criteria to assess, rating system and to do the assessment
- Involve your team and Board – what does ‘amazing’ look like?
- Debate, field test, hone your process
- Visualise assessment instead of lots of text
- Avoid negative or blaming terms for performance
- Use language that suits your context for this process (eg ‘ladder of change’, ‘strength of contribution’ instead of rating scale)

What have you found most useful today,  
what will you apply?

<https://www.menti.com/al74x9ye4kpk>



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