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MEASURING OUTCOMES IN PROGRAMS FOR ABORIGINAL AND/OR TORRES STRAIT ISLANDER FAMILIES AND COMMUNITIES

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GAME CHANGERS

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Introducing Sharon Barnes

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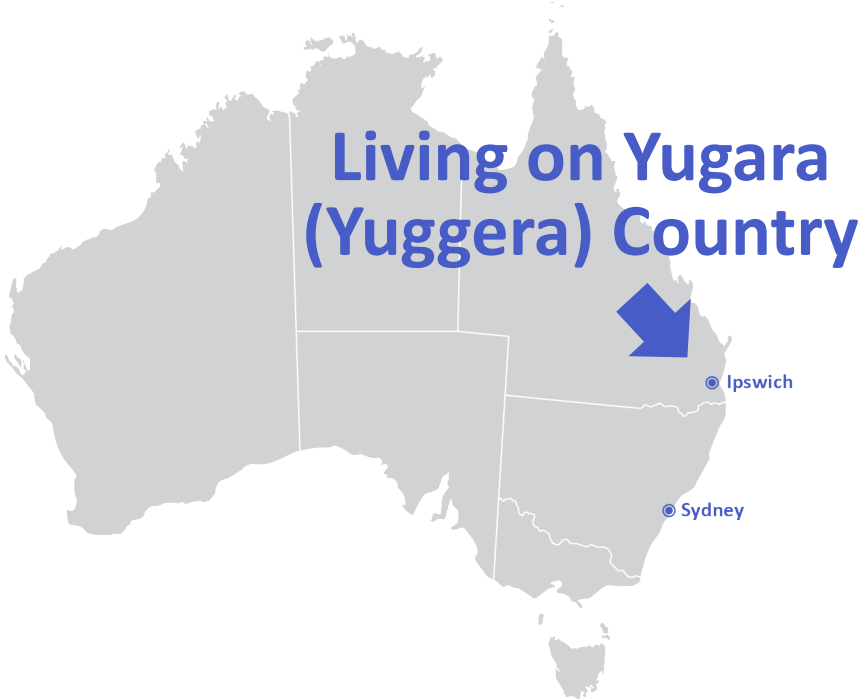
Introducing Kylie Brosnan



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Overview

- Challenges we have had to overcome
- Start with the basics
  - What is an outcome?
  - What is data?
  - What is evidence?
- Learning the language of outcomes
- Collecting the data
- Turning data into evidence
- Telling the story

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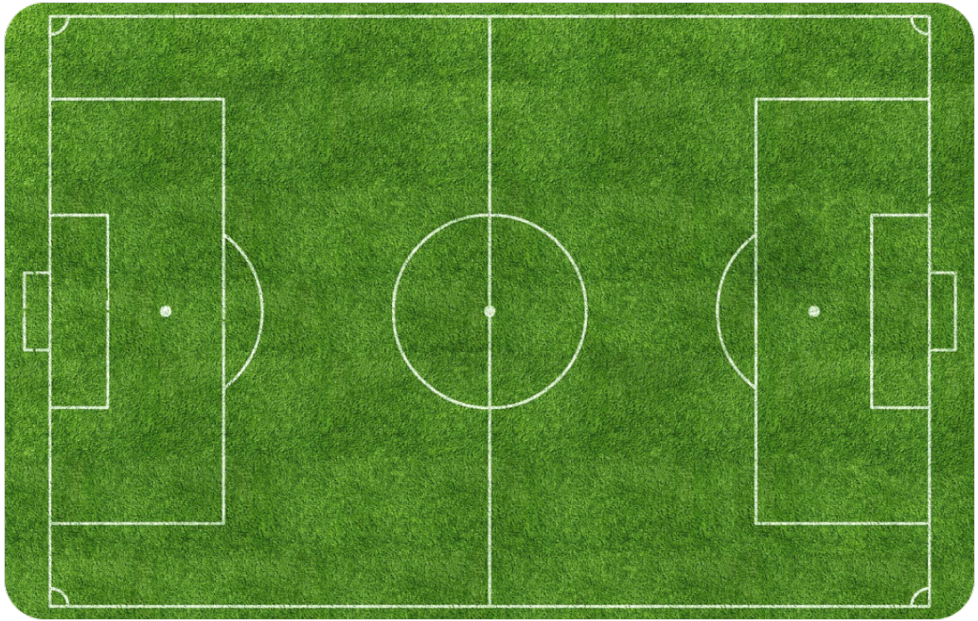
Challenges we have had to overcome

- Lack of baseline data
- Quick funding is up
- Too soon to tell
- Moving goal posts
- Value free evidence
- Reflexivity in evaluating the facts



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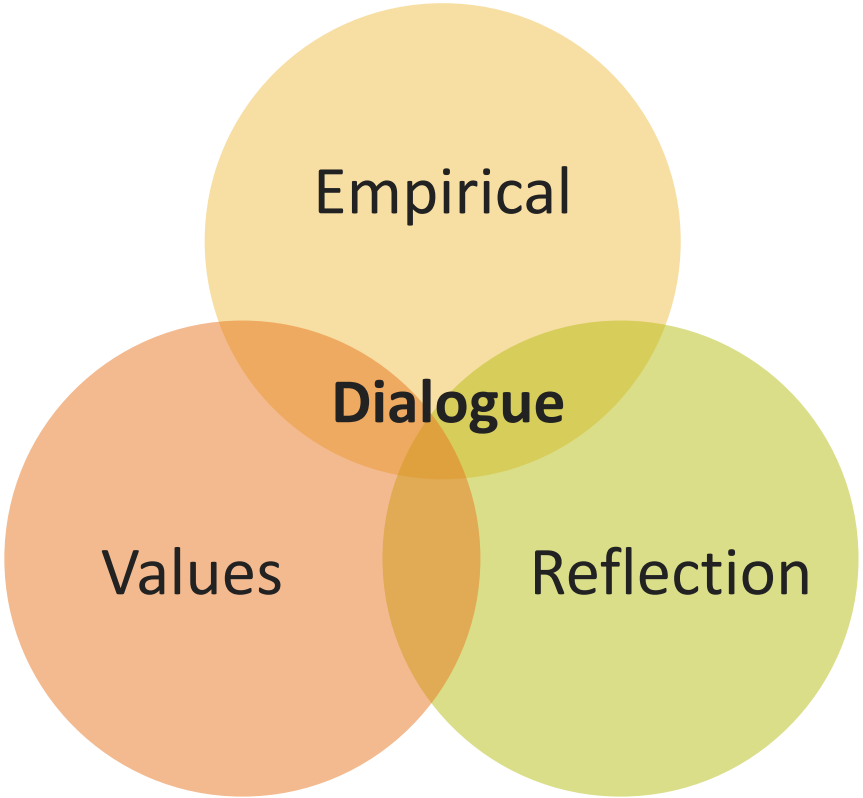
Evidence



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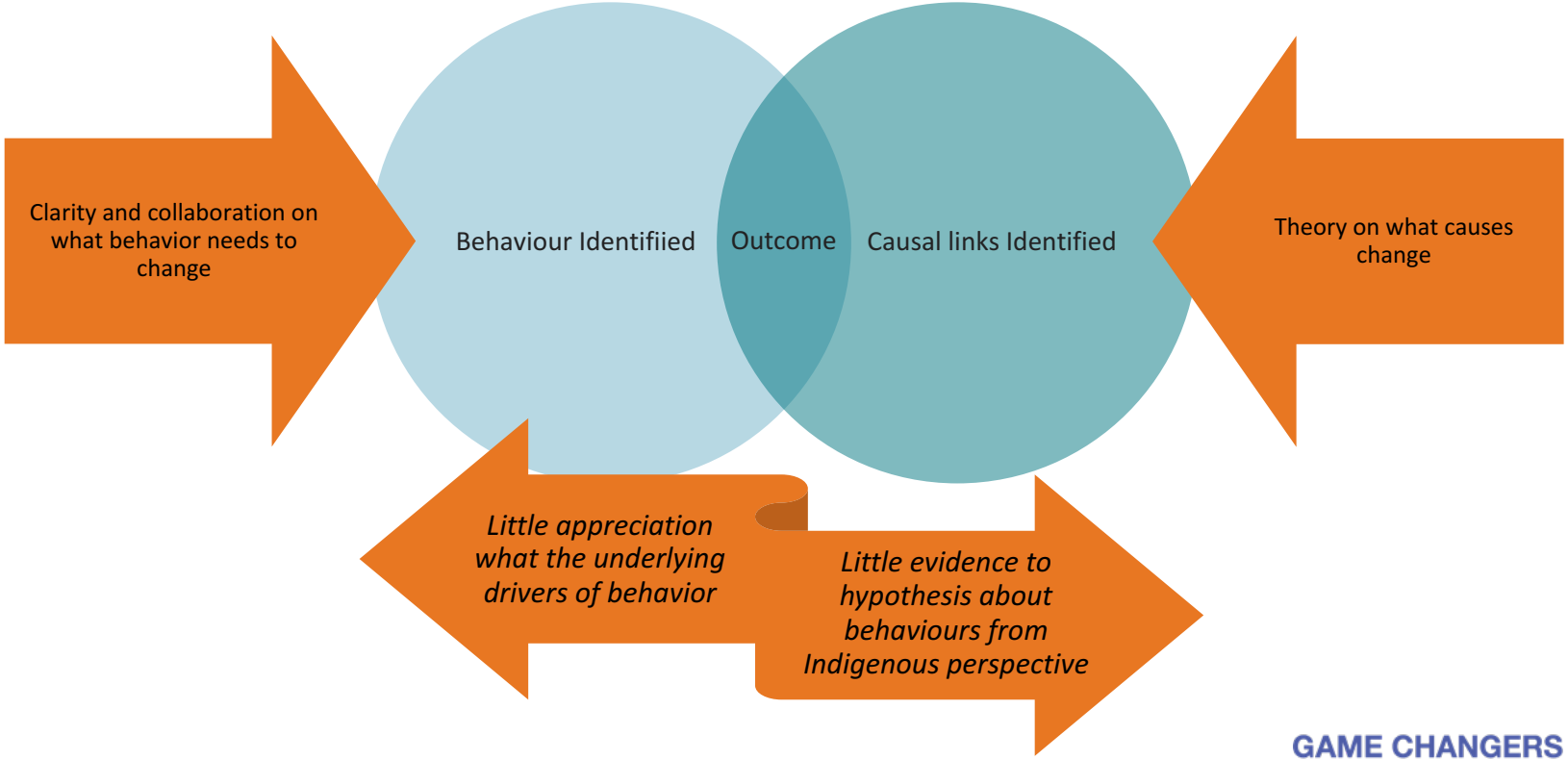
Outcomes



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Data

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Data

A data point is not a data record - A data record is not an outcome

- **Who** (profile), did it with them
- **What** they did, did it with them, their behaviour was after
- **Why** they did it, things changed or not
- **When** they did it
- **How** often they did it, they felt before, they felt during, they felt after

But importantly a data record is one that is all linked

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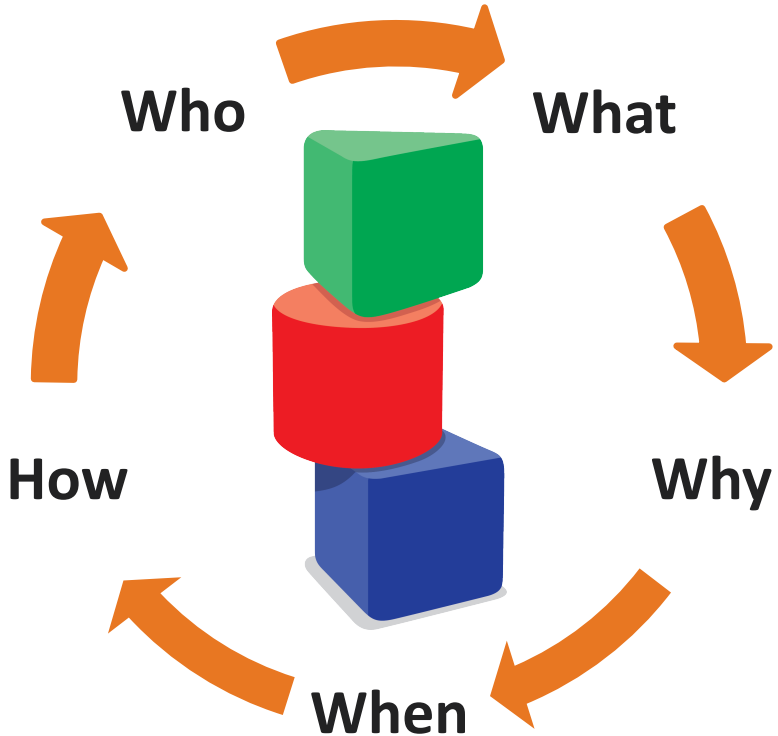
Data

Who
- (profile)
- did it with them

What
- they did
- their behaviour was before
- their behaviour was after



How
- they felt after
- they felt during
- often they did it
- they felt before

Why
- they did it
- things changed or not

When
- they did it

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Learning the language of outcomes

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Collecting the data

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Self-determination in the evaluation process

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Tell the story

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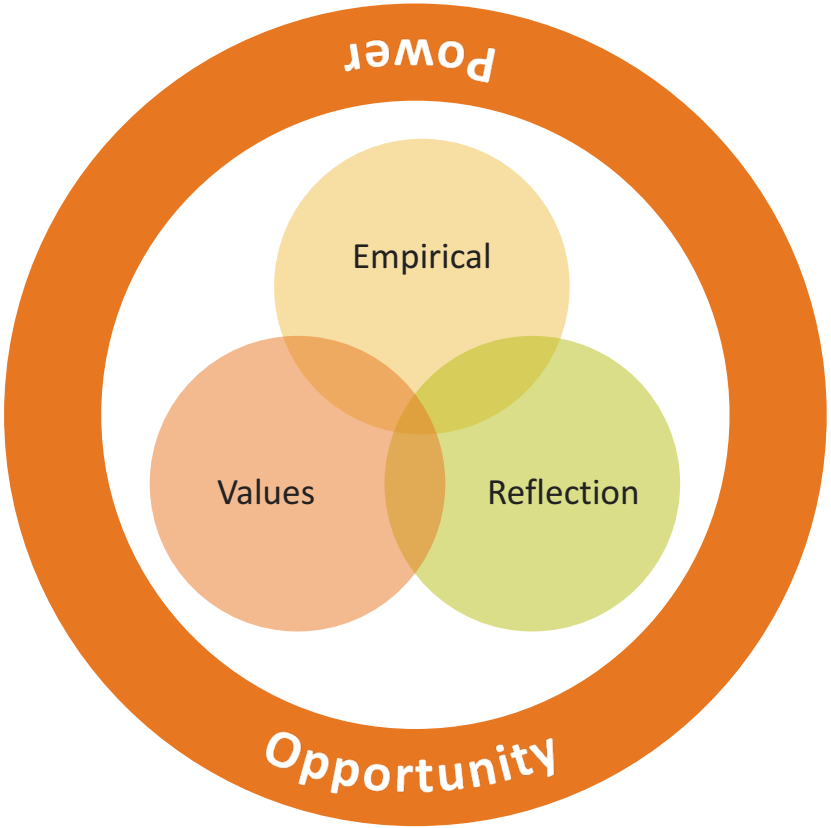
Summing up



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The Ipsos Vision

Through our research and evaluation work and what we can contribute as an organisation Ipsos will make a positive difference to the lives and expectations of Aboriginal and Torres Strait Islander researchers and communities wanting to tell their story."

Thank you for listening

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Recommended reading

Good examples of realist evaluation methods for finding the "reasoning" and "behaviour" and "context".

Jagosh, J., Macaulay, A. C., Pluye, P., Salsberg, J., Bush, P. L., Henderson, J., ... & Seifer, S. D. (2012). Uncovering the benefits of participatory research: implications of a realist review for health research and practice. *Milbank Quarterly*, *90*(2), 311-346.

Pawson, R., Greenhalgh, T., Harvey, G., & Walshe, K. (2005). Realist review–a new method of systematic review designed for complex policy interventions. Journal of health services research & policy, 10(suppl 1), 21-34.

Cartwright, N., & Hardie, J. (2012). *Evidence-based policy: a practical guide to doing it better*. Oxford University Press.

Cargo M & Warner L 2013. "Realist evaluation" in action: a worked example of the Aboriginal Parental Engagement Program. Melbourne: Australian Institute of Family Studies. Viewed 14 March 2014.

Robinson, G., & Tyler, W. (2005, December). Ngaripirliga'ajirri-cross-cultural issues in evaluating an Indigenous early intervention program. In TASA Conference Proceedings 2005.

Good examples of where Aboriginal and/or Torres Strait Islander communities set the standards and values to define outcomes:

Nguyen, O. K., & Cairney, S. (2013). *Literature review of the interplay between education, employment, health and wellbeing for Aboriginal and Torres Strait Islander people in remote areas: working towards an Aboriginal and Torres Strait Islander wellbeing framework*. Alice Springs: Ninti One.

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AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies 2012 http://aiatsis.gov.au/sites/default/files/docs/research-and-guides/ethics/gerais.pdf

https://www.aes.asn.au/professional-learning/international-conference/73-public/special-interest-groups/303-indigenous-evaluation-sig-activity.html

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