CONSULTANTS

What Works for Whom? Developmental evaluation of a domestic violence prevention pilot for young men



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Acknowledgement of Country



We also acknowledge the talent and artistry of Emma Walke, who designed the artwork for our acknowledgment of Aboriginal and Torres Strait Islander peoples. The design shows a story of connection to country and people, representing the breadth of work we do with Aboriginal and Torres Strait Islander communities across Australia. The colours represent the land, and the lines in between represent the water that connects us all.

Agenda

- Background
- Program-participant fit
- The adaptation dilemma
- The ‘average’ participant
- Practical considerations

The program

Boys and young men identified as at risk of using violence

Shift beliefs about masculinity, gender norms and values

Reduce the risk of violence, including gendered violence

Delivered in schools

Participants selected by school staff

Participation is voluntary

2 facilitators

1 hour a week

Over 8–10 weeks

What is developmental evaluation?

	Developmental	Conventional approaches
Orientation	Learning and improving	Judging merit and worth
Timing	Iterative throughout delivery	Fixed points
Feedback cycle	Short, rapid cycles	Longer – findings at completion
Evaluator role	Embedded with the provider	More independent, at arms-length
Design	Evolves with the program	Less flexible

When is developmental evaluation suitable?

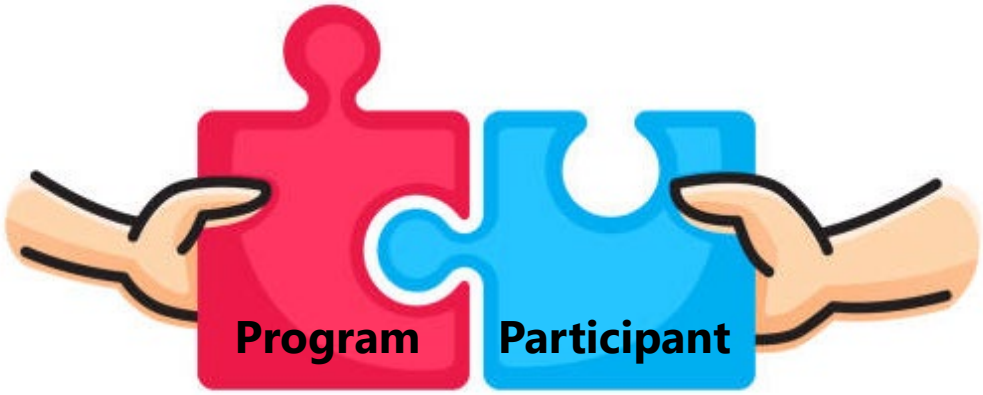
When it makes sense:

- The program is new and still changing, being piloted for the first time
- The program is agile and able to be updated quickly
- When what works isn't yet well understood - testing and learning is needed

When it may not:

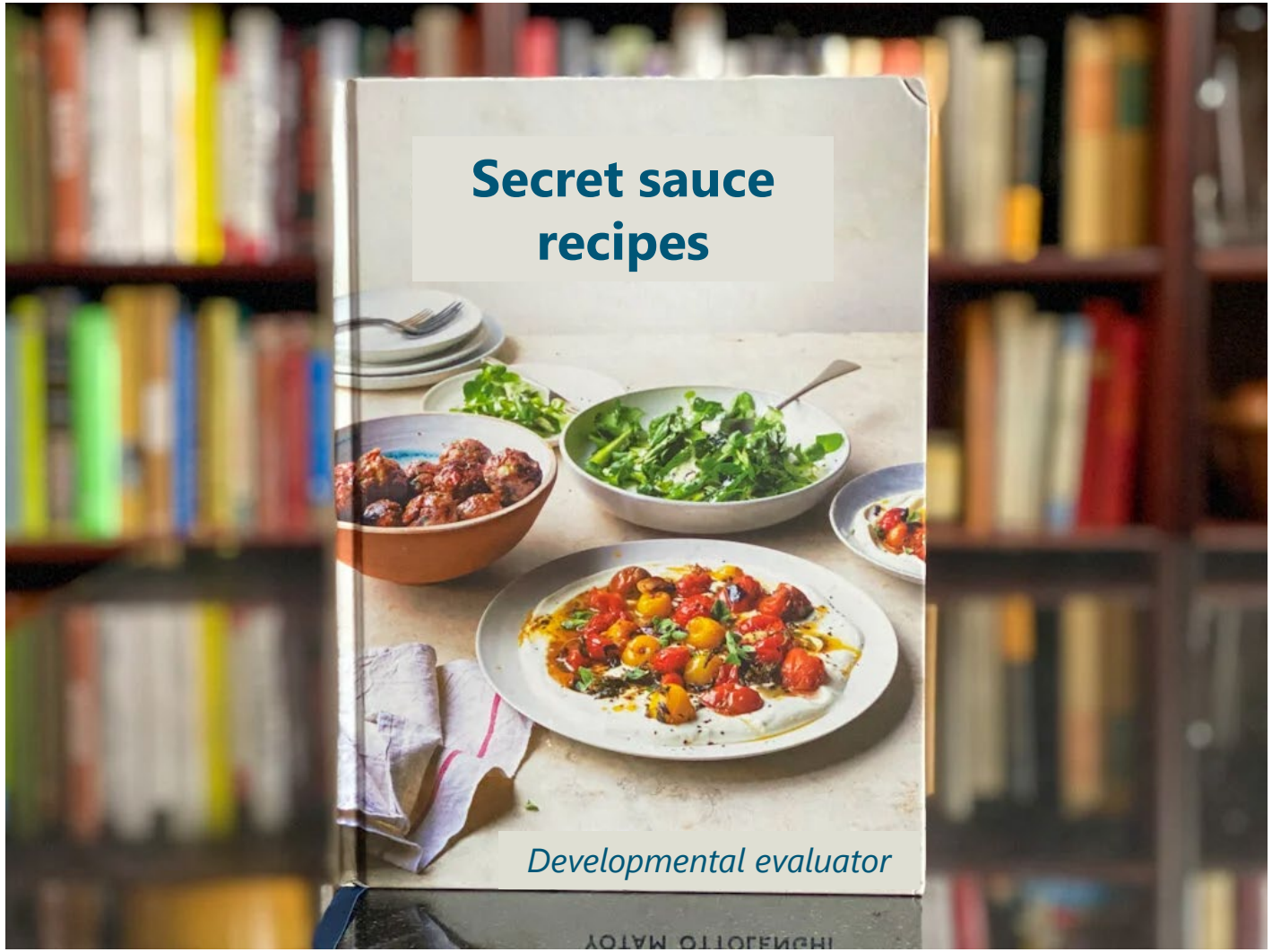
- When evaluating something far larger than a program e.g. a strategy or an organisation
- When making changes to program design requires multiple levels of governance sign-off

Program-participant fit is the secret sauce



Lesson 1: Early developmental evaluation work should focus on identifying the key program- and participant- level ingredients for success

Step 1: Identify the critical ingredients



Case example: Program-level ingredients

How facilitators deliver the program matters as much as what they deliver



Relational



Safety before challenge



Trauma-informed approach

Case example: Participant-level ingredients



More complex needs
Not suitable for group work

Less complex needs
But less likely to use violence

Step 2: Dial in the quantities of each ingredient

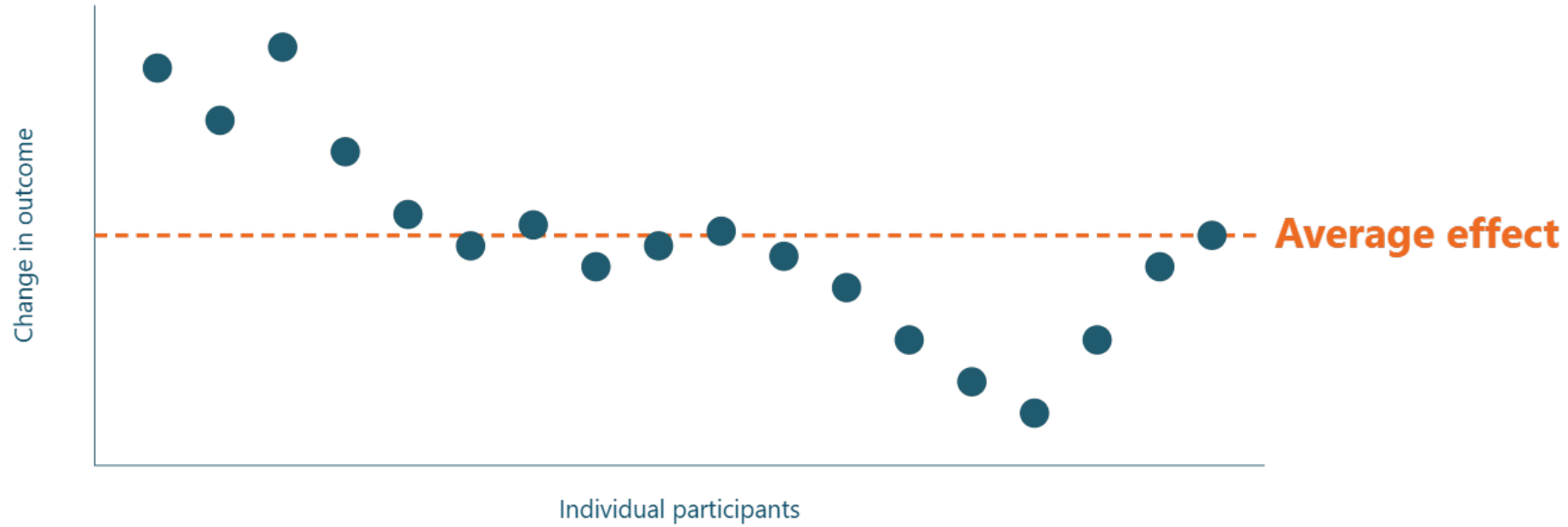


Case example: The adaptation dilemma



Lesson 2: When making changes to 'refine' a program, think about the outcome you are refining for, and consider how those changes might impact other outcomes you also value

Averages only tell part of the story



Lesson 3: When programs show big differences in outcomes between participants, developmental evaluation should seek to understand 'for whom' the program works and use this information to further refine participant selection

Practical considerations

1. Budgeting
2. Ethics approval and amendments
3. Evaluator independence
4. Managing expectations

Lessons learned

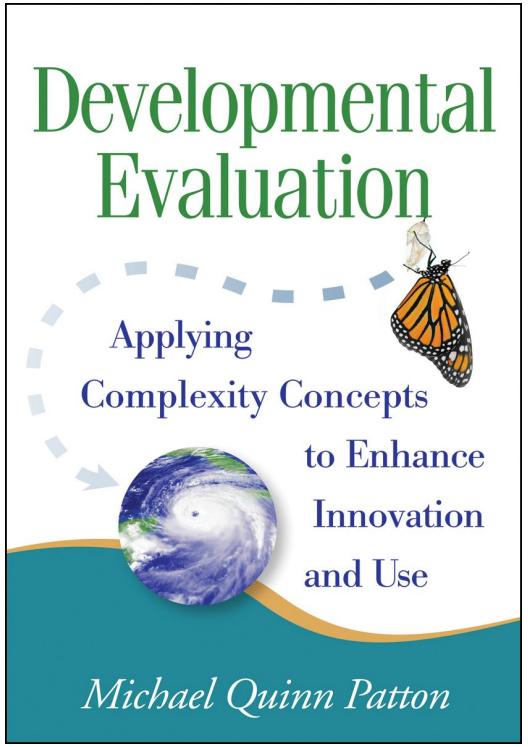
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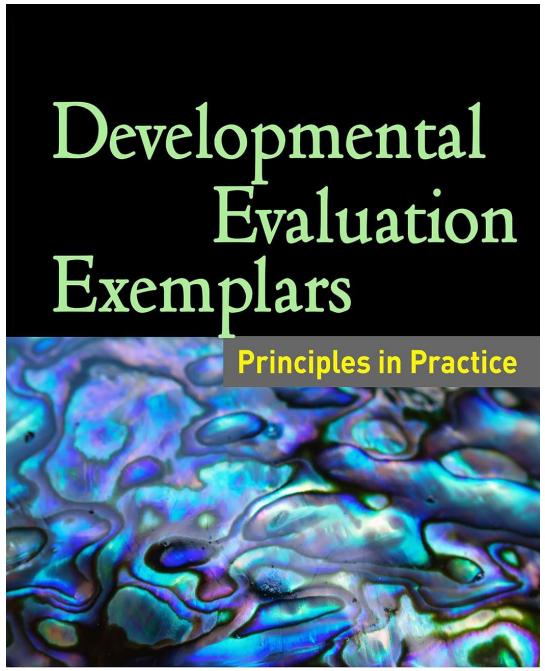
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Lesson 3: *When programs show big differences in outcomes between participants, developmental evaluation should seek to understand 'for whom' the program works and use this information to further refine participant selection*

Lesson 4: *There are several practical challenges that need to be navigated when conducting a developmental evaluation*

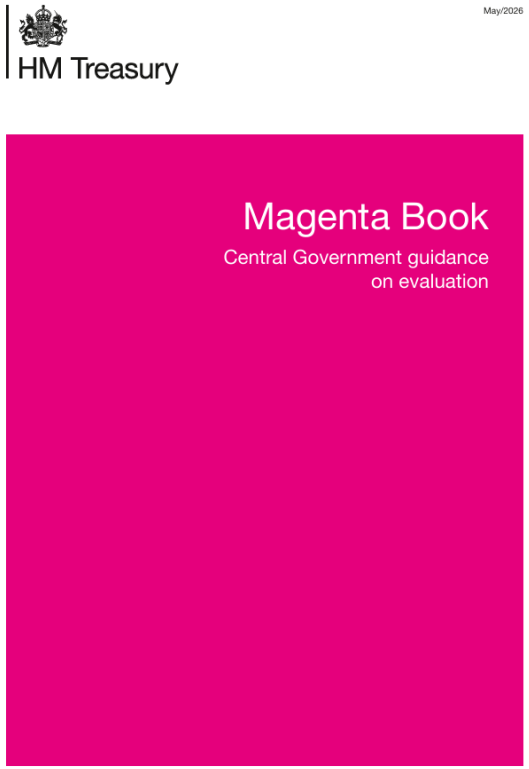
Further resources





edited by Michael Quinn Patton, Kate McKegg, and Nan Wehipeihana

Test and Learn



Come say hey



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