

# New tools for supporting culturally safe evaluation

**30 August 2022**

# Acknowledgment



As a national organisation, we acknowledge the traditional owners of the land and sea across Australia and pay our respects to their Elders past and present.

We pay our respects to the Kurna people, the custodians of the lands and waters where we are meeting today.

# Agenda

- About Lowitja Institute
- Tools to support culturally safe evaluation – overview
- Art gallery interactive tour
- Questions and comments







# About Lowitja Institute



# Tools to support culturally safe evaluation





# Tools to support culturally safe evaluation

- There are four tools
- Each tool contains several components including:
  - Guidebook
  - Posters
  - Checklists
  - Audit templates
  - Reflection templates
- The tools encourage self-reflection to ensure evaluation practitioners continue their learning journey with each evaluation completed.

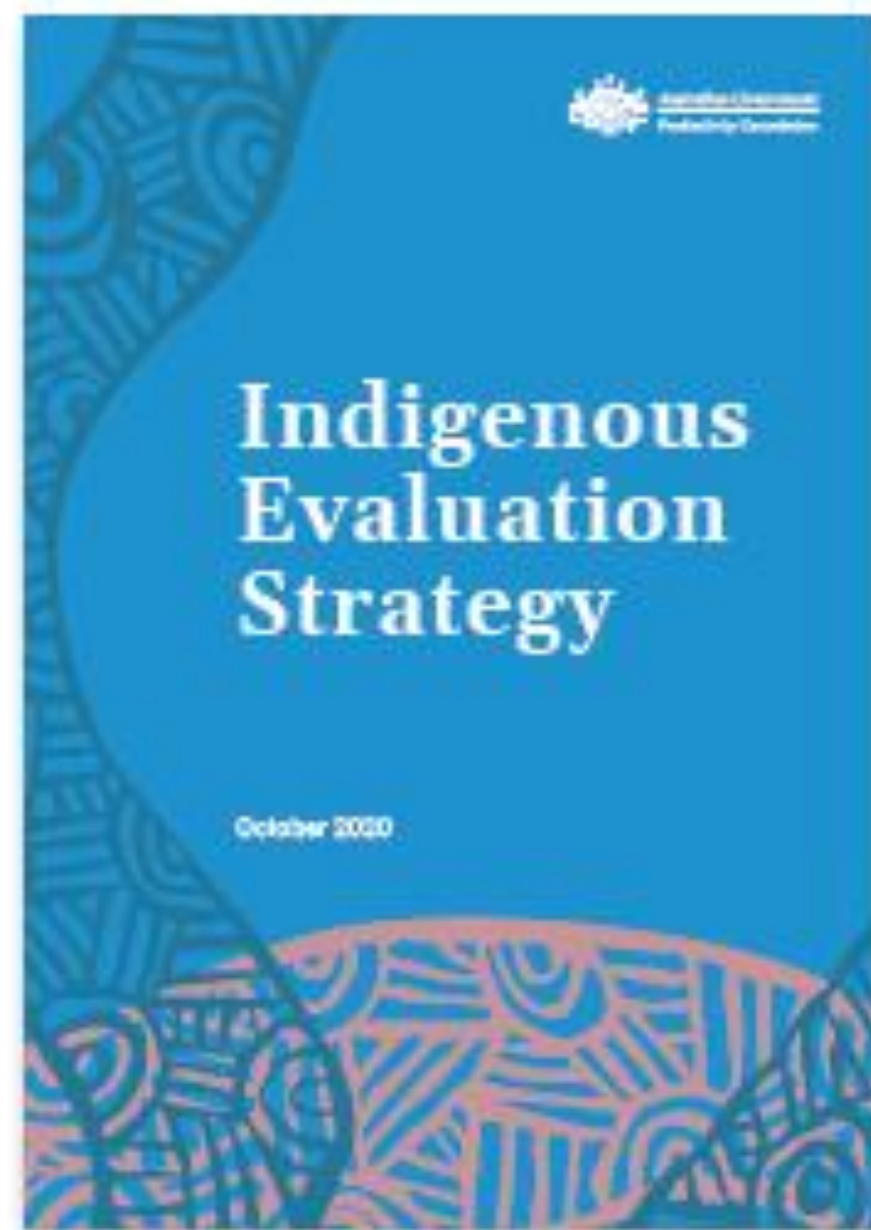




The tools are informed by and designed to complement and extend these four documents.



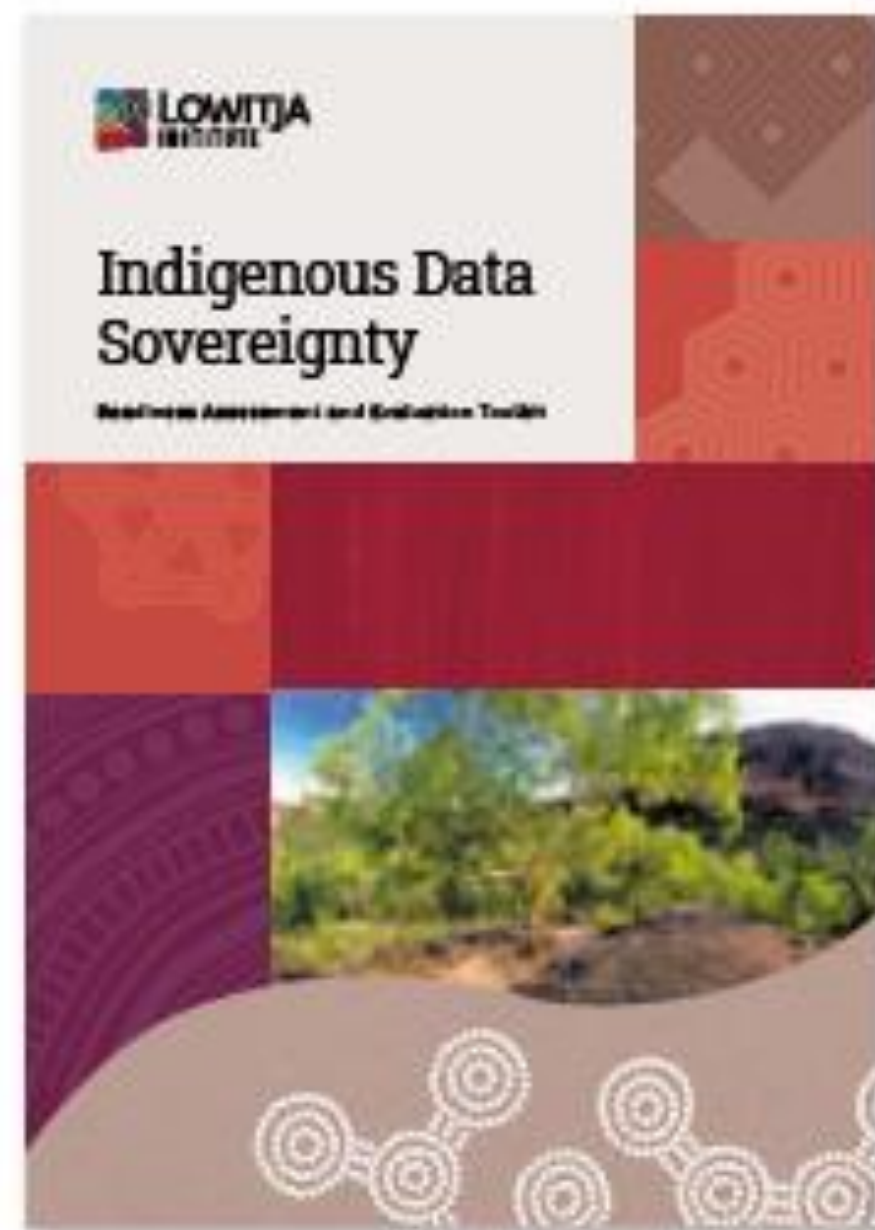
*An Evaluation Framework to Improve Aboriginal and Torres Strait Islander Health (Kelaher, Luke, Ferdinand, Chamravi, Ewen & Paradies 2018)*



*Indigenous Evaluation Strategy (Australian Government Productivity Commission 2020)*



*Australian Evaluation Society First Nations Cultural Safety Framework (Gollan & Stacey 2021)*



*Indigenous Data Sovereignty: Readiness Assessment and Evaluation Toolkit (Griffiths, Johnston & Bowman-Derrick 2021)*



# Tools for culturally safe evaluation



Tools for supporting  
culturally safe evaluation



View video at <https://www.lowitja.org.au/page/services/tools/evaluation-toolkit>

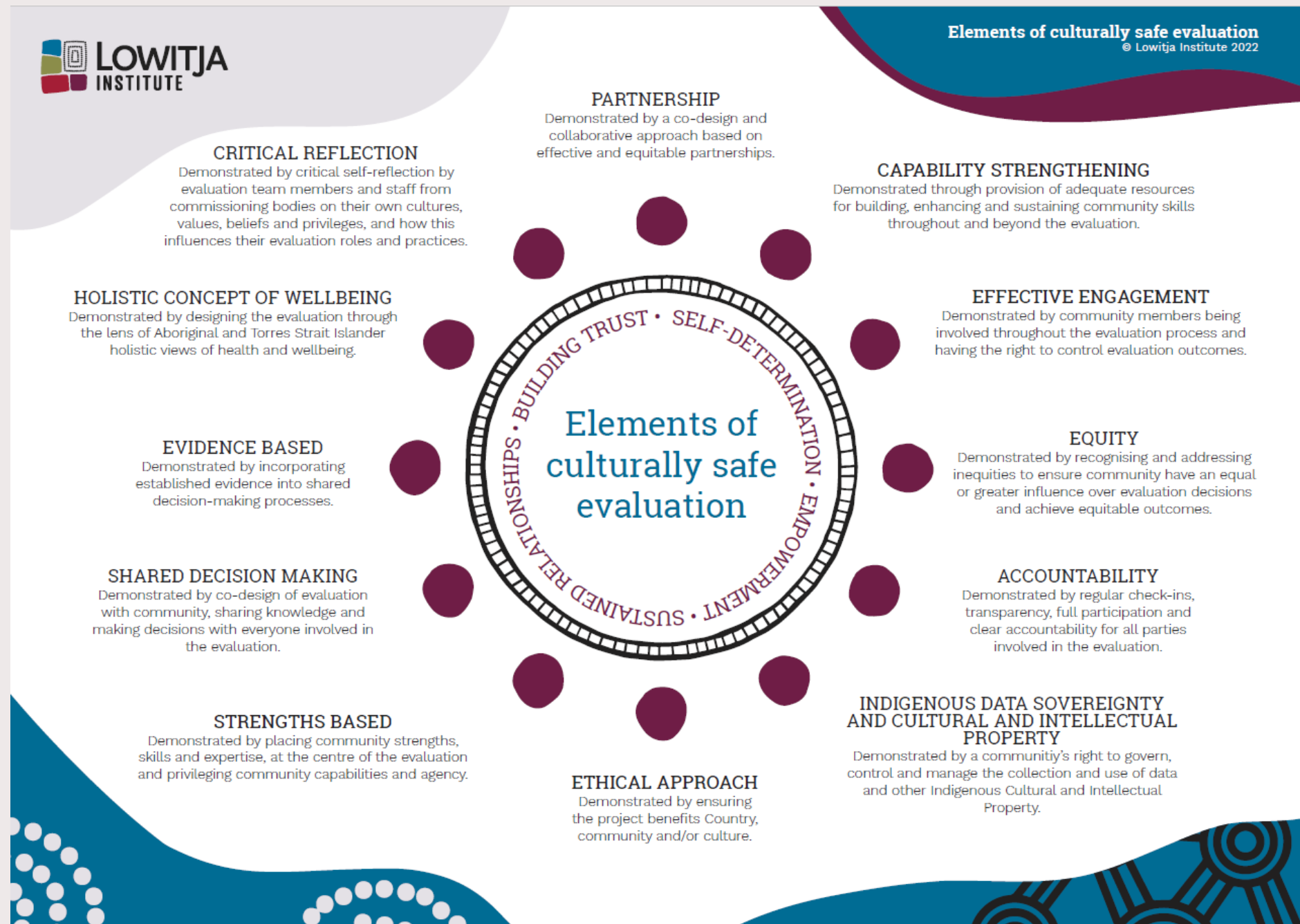


# Respect for and protection of Indigenous cultural and intellectual property (ICIP)

- ICIP includes what Aboriginal and Torres Strait Islander peoples write, speak or create and the repository of cultural knowledge they have and may share.
- We ask you to join us in honouring our commitment to ICIP. Please respect the expertise and cultural authority of the authors and the integrity of Lowitja Institute as the copyright holder.
- Any reproduction and distribution of the resource is not permitted beyond you as the organisation or individual who purchased the resource. If you find it valuable in guiding your professional and personal development, and want to share your experience with others, please direct them to where they can purchase the resource at Lowitja Institute.

# Tool A: Addressing cultural safety throughout evaluation

## Component 1: Elements of culturally safe evaluation (posters)






# Tool A: Addressing cultural safety throughout evaluation

## Component 1: Planning for culturally safe evaluation (poster)



# Tool A: Addressing cultural safety throughout evaluation

## Component 3: Planning for culturally safe evaluation quality assurance process



Addressing cultural safety across evaluation stages  
quality assurance process

Instructions

Each stage and task that is depicted in the Component 2: Addressing cultural safety across evaluation stages poster is replicated in the tables below. Focus on a specific evaluation in which you currently are or have recently been involved. For each task in each stage, first identify if you implemented the task in the second column. If you did, then rate how well you implemented it in the third column by selecting one of the five options in the drop down list. You can also add a comment about why this rating was selected. After completing the review of each stage, document any 'lessons learned' from that stage for your future work.

Planning stage for commissioning bodies		
Task	Did you implement it?	If you did implement it, how well did you do this?
1: Reach out to the appropriate representatives and leaders within the community.	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div>Why this rating?</div> <div></div>
2: Spend time with the local Aboriginal and Torres Strait Islander organisations and their communities.	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div>Why this rating?</div> <div></div>

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Planning for cultural safety in evaluation quality assurance process 1

Planning stage for commissioning bodies		
Task	Did you implement it?	If you did implement it, how well did you do this?
7: Work to understand the diverse needs of each organisation and/or community in making the decision to become involved.	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div>Why this rating?</div> <div></div>
8: Request information about and respect local protocols and cultural ways of knowing and doing.	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div>Why this rating?</div> <div></div>
9: Use the Community-led co-design tool to learn how an evaluation could support the organisation and/or community in reaching their goals.	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div>Why this rating?</div> <div></div>

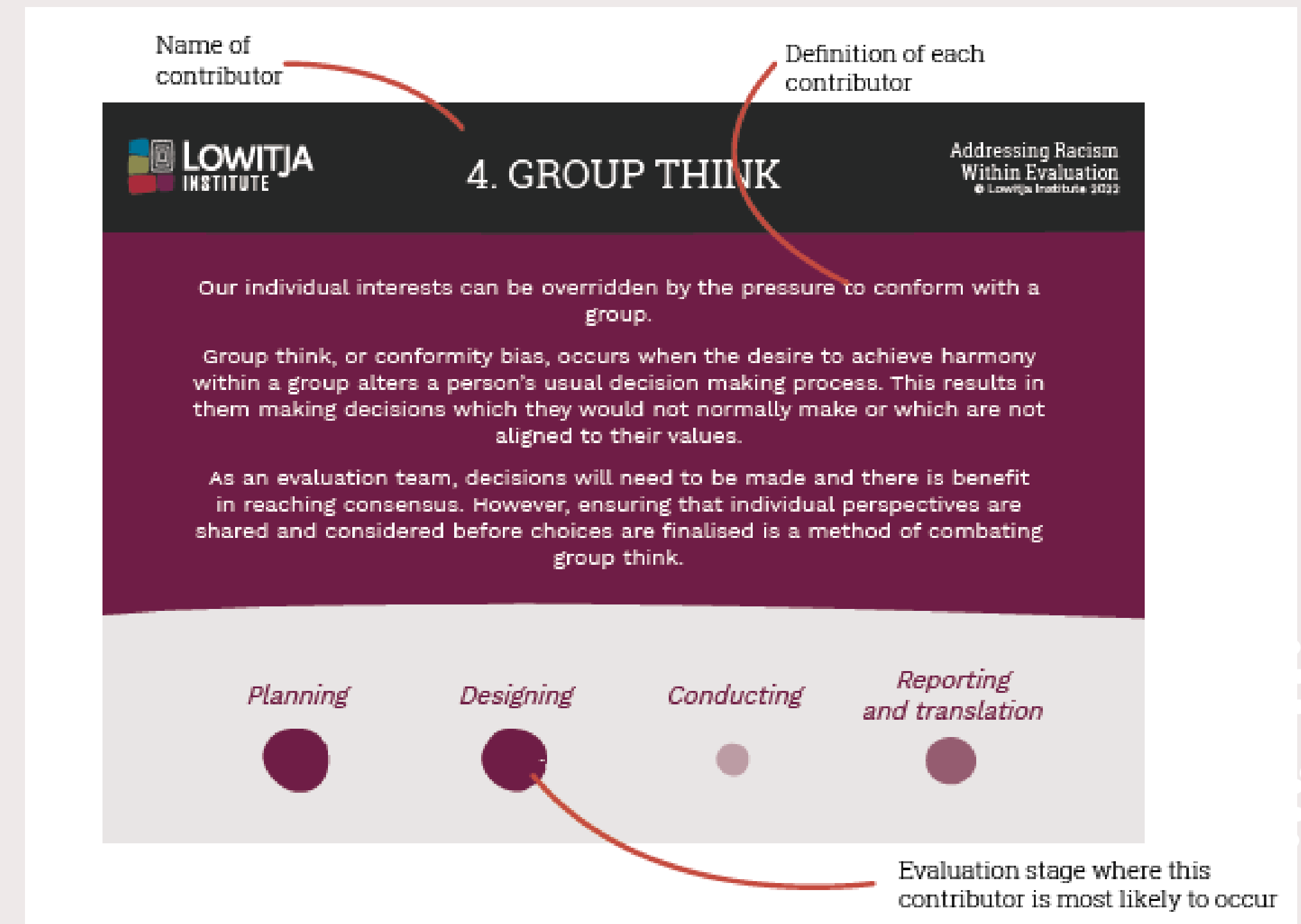
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Planning for cultural safety in evaluation quality assurance process 3



# Tool B: Addressing racism within evaluation

- 16 assumptions and beliefs that are common contributors to racism



# Tool B: Addressing racism within evaluation



## 1. STATUS QUO

Addressing Racism  
Within Evaluation  
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We prefer things to stay the same.

Often, when new options are presented, the current state of affairs - or status quo - is taken as the reference point, and any move away from that baseline is seen as a loss.

In evaluation, it is important to be encouraging and supportive of new ways of doing - wherever they come from. Just because something 'has always been done this way' does not make it the best choice for this particular evaluation.

*Planning*



*Designing*



*Conducting*



*Reporting  
and translation*



## 1. STATUS QUO

What does this mean to me, when I think about evaluation?

How will I mitigate or address the effects of this on my evaluation methodology?

How will I mitigate or address the effects of this on evaluation participants?

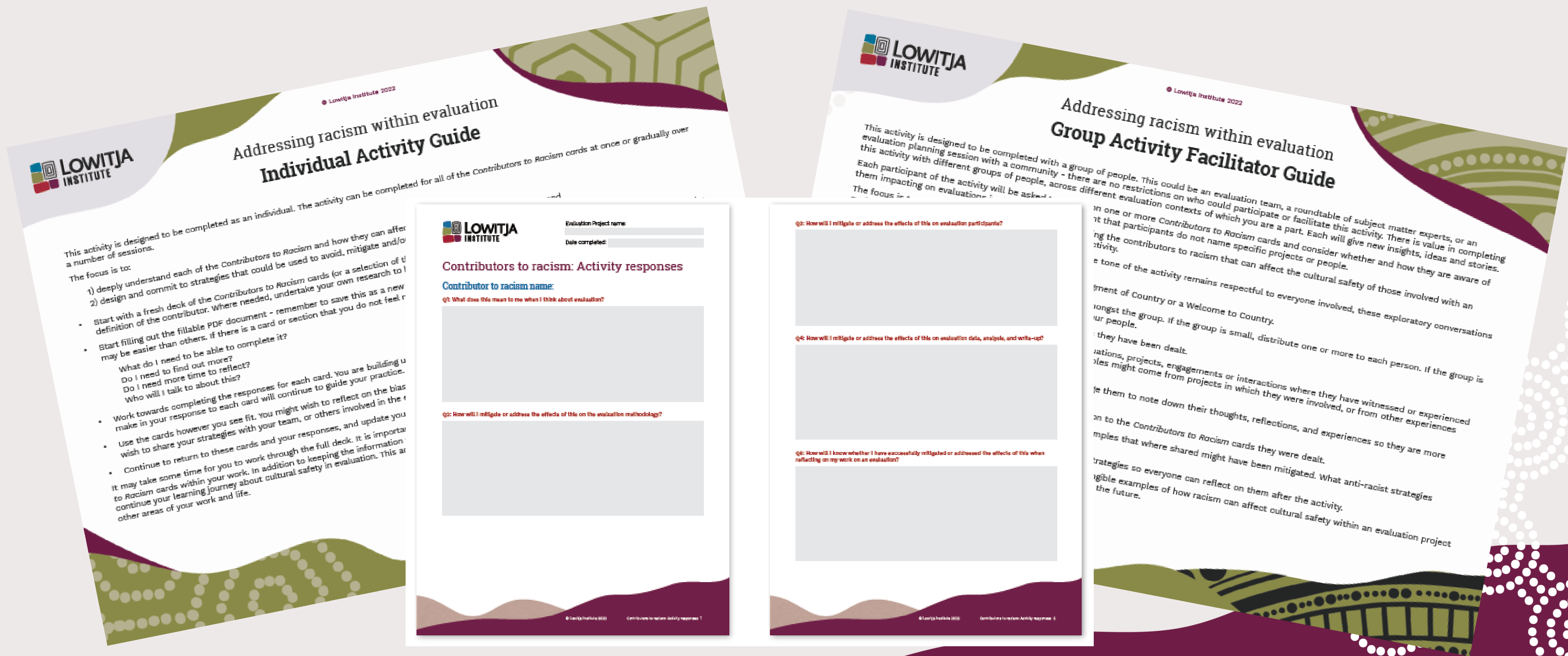
How will I mitigate or address the effects of this on evaluation data, analysis, and write-up?

How will I know whether I have successfully mitigated or addressed the effects of this when reflecting on my work with an evaluation?

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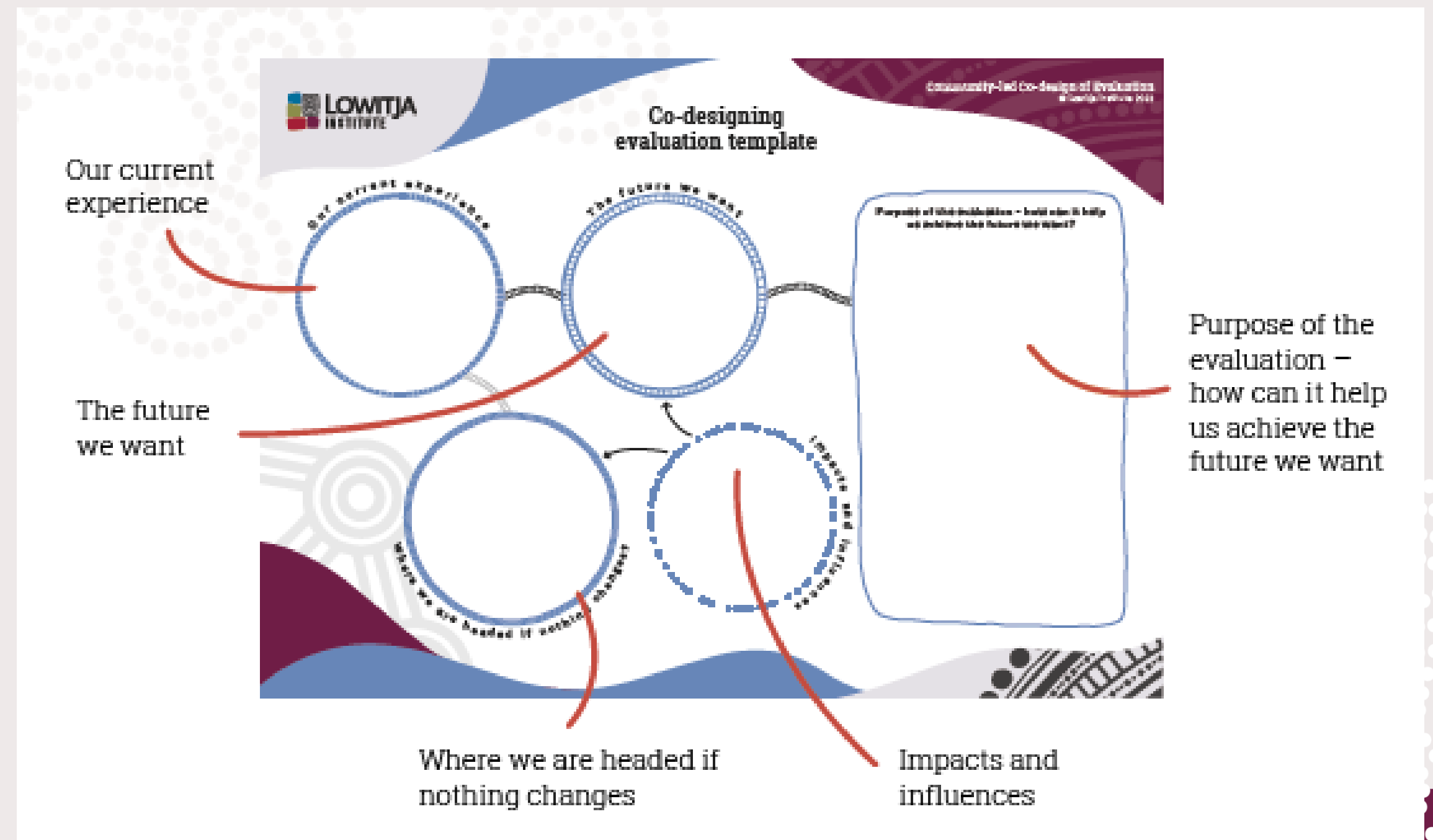
# Tool B: Addressing racism within evaluation



# Tool C: Community-led co-design of evaluation

## Component 1: Co-designing evaluation template

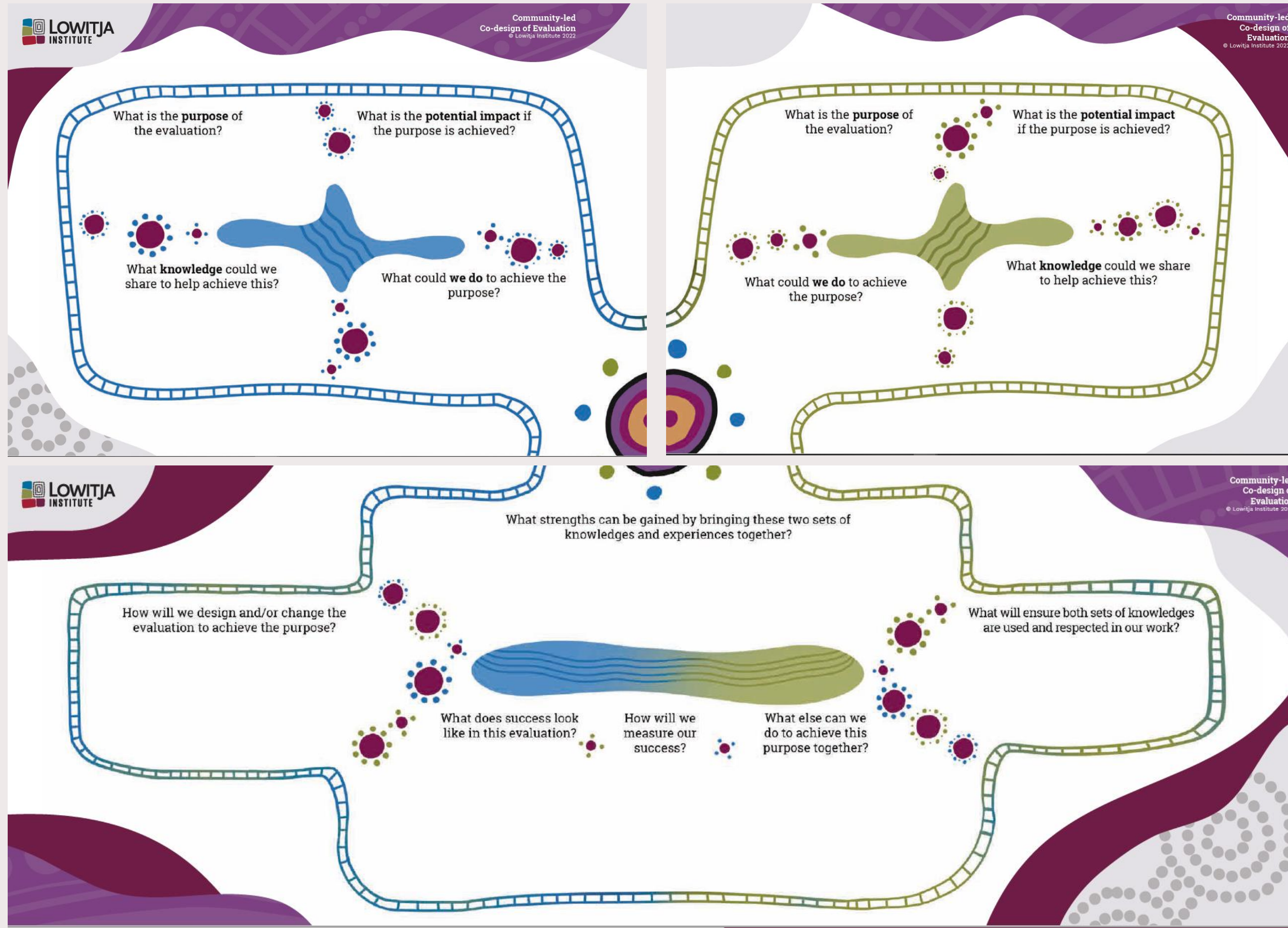
- Focus on context and priorities
- Facilitate culturally safe, strengths-based community-led co-design conversations





# Tool C: Community-led co-design of evaluation

## Component 2: Knowledge sharing templates



# Tool D: Critical reflection on evaluation

- Assess how commissioning bodies and/or evaluators undertook their roles through a matched set of question options for:
  - Commissioners and/or evaluators
  - Aboriginal and Torres Strait Islander peoples in the organisations and/or communities in which the evaluation occurred

**Organisation and/or community reflection questions**

Answer the questions as best you can by choosing an answer. The evaluation team is available to discuss the questions and your experiences if you prefer.

**Background**

1. How often was your organisation and/or community given the opportunity to lead this evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

2. How involved was your organisation and/or community in planning the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

3. How involved was your organisation and/or community in designing the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

4. How involved was your organisation and/or community in conducting the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

5. How involved was your organisation and/or community in reporting and translating the evaluation findings?  
Not at all    A little bit    Quite a bit    Very much so    Always

6. Did the evaluation team continue to speak with you, your organisation and/or community throughout the evaluation in relation to the process and any challenges that were faced?  
Not at all    A little bit    Quite a bit    Very much so    Always

7. Did the evaluation team respect your community's cultural protocols?  
Not at all    A little bit    Quite a bit    Very much so    Always

8. What could/should the evaluation team have done differently during this engagement?

**Capability strengthening**

9. Did the evaluation team spend time supporting you and/or staff and/or community members to understand the evaluation process?  
Not at all    A little bit    Quite a bit    Very much so    Always

10. Did members of your community have an opportunity to learn any new skills during the evaluation process?  
Yes    No    A little bit    Quite a bit    Very much so

11. Are the outcomes of this evaluation useful in supporting your organisation and/or community to make positive change?  
Yes    No    A little bit    Quite a bit    Very much so

12. How could/should the evaluation team have better supported the capability strengthening of you, staff in your organisation and/or community members throughout this engagement?

**Commissioner and/or evaluator reflection questions**

Answer the questions as best you can by choosing an answer.

**Background**

1. How often was the organisation and/or community given the opportunity to lead this evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

2. How involved was the organisation and/or community in planning the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

3. How involved was the organisation and/or community in designing the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

4. How involved was the organisation and/or community in conducting the evaluation?  
Not at all    A little bit    Quite a bit    Very much so    Always

5. How involved was the organisation and/or community in reporting and translating the evaluation findings?  
Not at all    A little bit    Quite a bit    Very much so    Always

6. Did the evaluation team continue to speak with the organisation and/or community throughout the evaluation in relation to the process and any challenges that were faced?  
Not at all    A little bit    Quite a bit    Very much so    Always

7. Did the evaluation team respect community cultural protocols?  
Not at all    A little bit    Quite a bit    Very much so    Always

8. What could/should the evaluation team have done differently during this engagement?

9. What will you do differently in your next evaluation?

**Capability strengthening**

10. Did the evaluation team spend time supporting the organisation's staff and/or community members to understand the evaluation process?  
Not at all    A little bit    Quite a bit    Very much so    Always

11. Did community members have an opportunity to learn any new skills during the evaluation process?  
Yes    No    A little bit    Quite a bit    Very much so

12. Are the outcomes of this evaluation useful in supporting the organisation and/or community to make positive change?  
Yes    No    A little bit    Quite a bit    Very much so

13. How could/should the evaluation team have better supported the capability strengthening of the organisation's staff and/or community members throughout this engagement?

**Labels and arrows:**

- Name of each element of the tool**: Points to the title of the forms.
- Critical reflection questions tailored to each element of the tool**: Points to the numbered questions.



# The gallery tour (7-8 mins per table)

- **Tool A (Anna):** Addressing cultural safety throughout evaluation
- **Tool B (Kathleen):** Addressing racism within evaluation
- **Tool C (Rosie):** Community-led co-design of evaluation
- **Tool D (Belinda):** Critical reflection on evaluation



# Questions? Comments?





# What next?



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## Tools to support culturally safe evaluation

All four tools and components for culturally safe evaluation are contained in this pack.

**A\$1,100**

Pay

This includes:

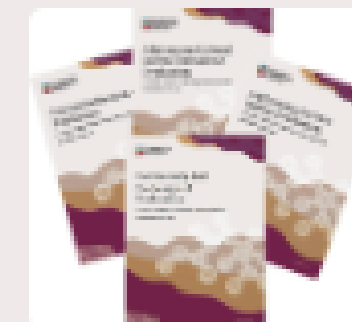
- ✔ Tool A. Addressing cultural safety throughout evaluation
- ✔ Tool B. Addressing racism within evaluation
- ✔ Tool C. Community-led co-design of evaluation
- ✔ Tool D. Critical reflection on evaluation



### Tool A: Addressing cultural safety throughout evaluation

Tool A: Addressing cultural safety throughout evaluation. One of four tools for supporting culturally safe evaluation, so it is planned and implemented in a way that is safe, respectful and valuable for Aboriginal and Torres Strait Islander peoples.

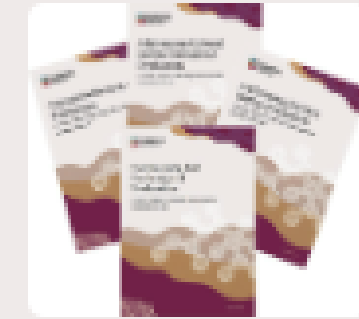
**A\$350**



### Tool C: Community-led co-design of evaluation

Tool C: Community-led co-design of evaluation. One of four tools for supporting culturally safe evaluation, so it is planned and implemented in a way that is safe, respectful and valuable for Aboriginal and Torres Strait Islander peoples.

**A\$500**



### Tool B: Addressing racism within evaluation

Tool B: Addressing racism within evaluation. One of four tools for supporting culturally safe evaluation, so it is planned and implemented in a way that is safe, respectful and valuable for Aboriginal and Torres Strait Islander peoples.

**A\$250**



### Tool D: Critical reflection on evaluation

Tool D: Critical reflection on evaluation. One of four tools for supporting culturally safe evaluation, so it is planned and implemented in a way that is safe, respectful and valuable for Aboriginal and Torres Strait Islander peoples.

**A\$150**

# NEW: Online course for Aboriginal and Torres Strait Islander people who are new to evaluation



**LOWITJA  
INSTITUTE  
LEARNING**

## Introduction to evaluation in Aboriginal and Torres Strait Islander contexts

eLearning course

**START** ▶


☰ Introduction to evaluation module 3

DEFINITIONS   BIBLIOGRAPHY AND RESOURCES   EXIT

### Presenting a program logic

It is important to know there are different ways of presenting a program logic.

A common way is to go in a line from left to right – like this:



```
graph LR; A[Inputs] --> B[Outputs - activities]; B --> C[Outputs - participation]; C --> D[Short-term outcomes]; D --> E[Medium-term outcomes]; E --> F[Long-term outcomes]
```

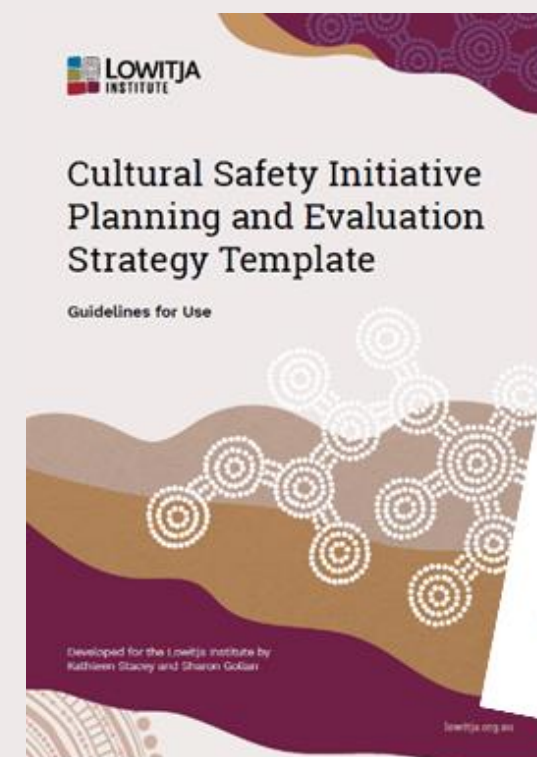
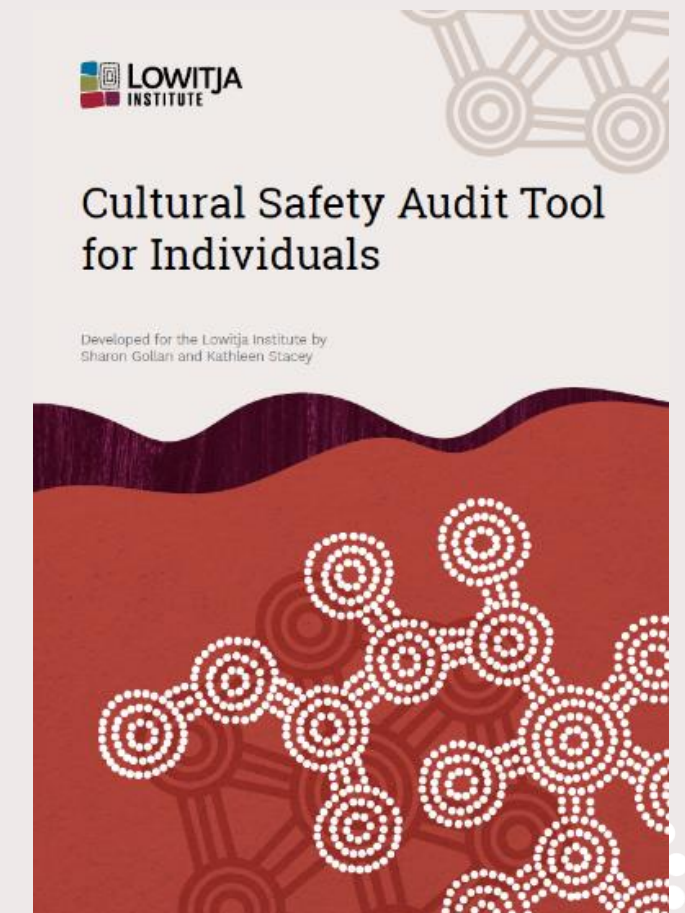
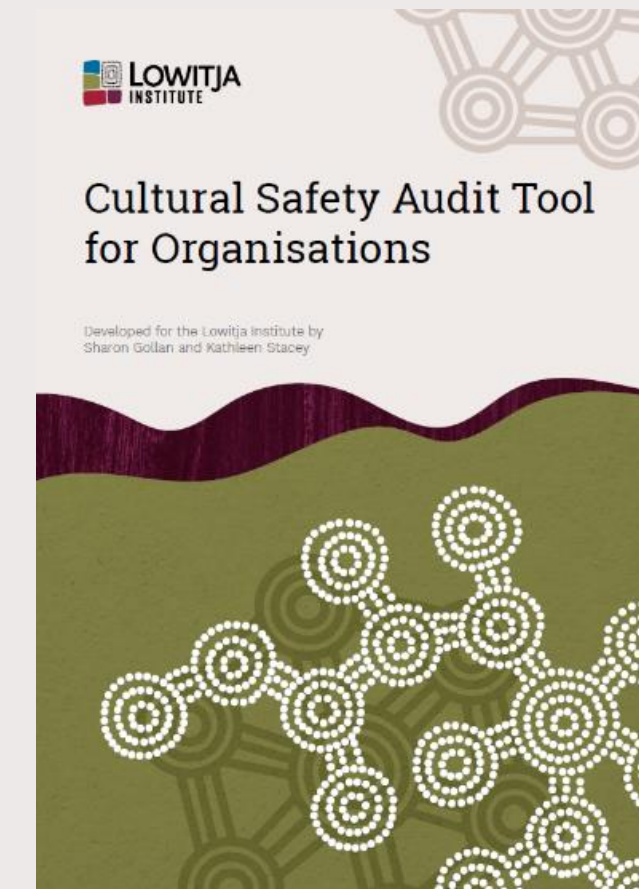
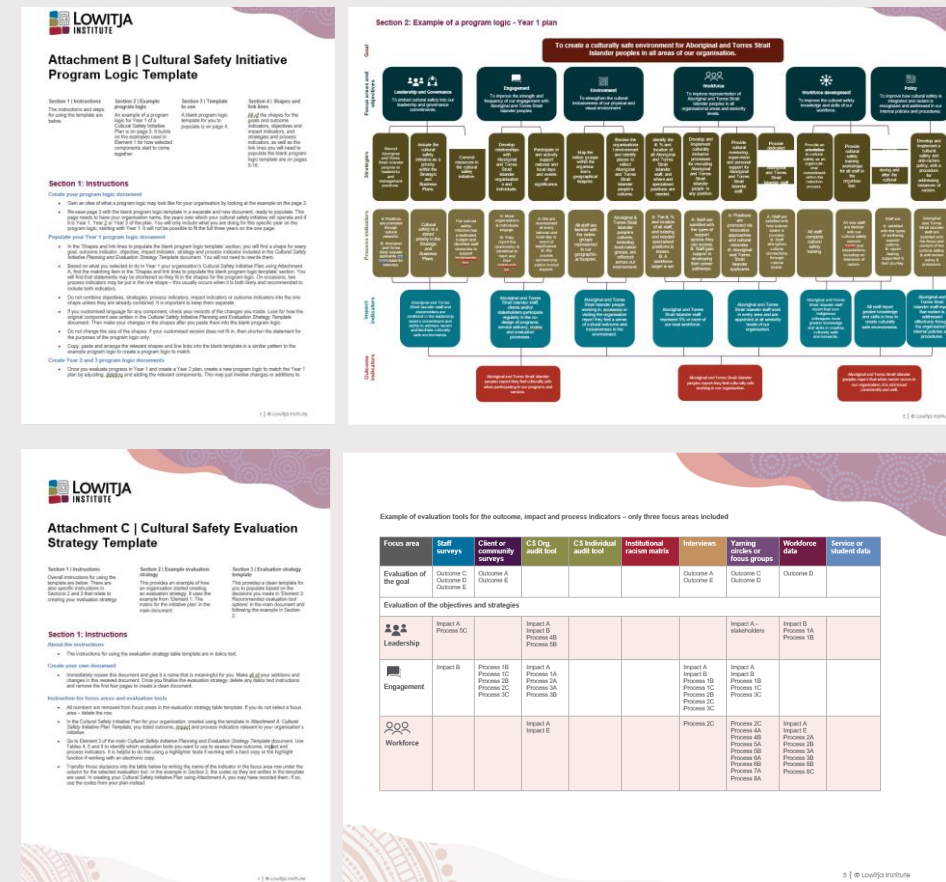
Click each icon to see some of these different methods people have used to draw program logics



▶ \_\_\_\_\_ 🔁 🔊 📄 ⚙️ < PREV NEXT >



# More cultural safety resources coming soon!





# Thankyou