

# Umbrellas and rain drops: Evaluating systems change – lessons and insights from Tasmania

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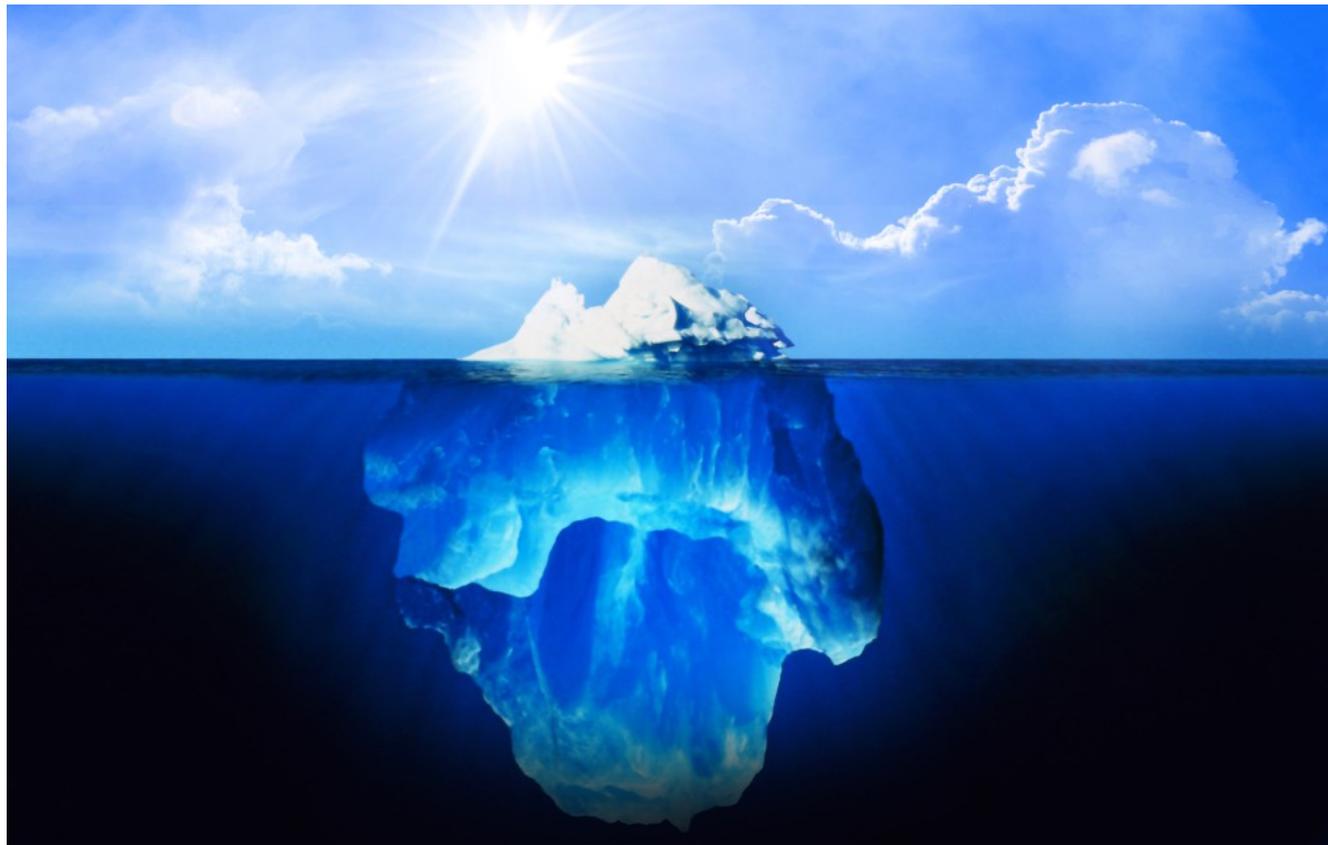
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## Overview of the session

1. What do we mean by systems change and why is it tricky to evaluate?
  2. Introduction to the case study – Collective ed.
  3. Overview of the Umbrella evaluation framework
  4. Panel session of: 4 different perspectives live in the room:  
the funder; intermediary; external impact evaluator; oversight evaluator
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What do we mean by system change endeavours?



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*Changing a system is about shifting the conditions that are  
holding a problem in place*

John Kania, Collective Impact (2011)



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*“Complex environments for social interventions and innovations are those in which what to do to solve problems is uncertain and key stakeholders are in conflict about how to proceed.”*

Michael Quinn-Patton, 2010



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What we're learning about what influences systems:

- Learn about the system
  - Diagnose leverage points
  - Place small bets before big bets
  - Build networks and coalitions
  - Work with power and authority
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# Why it is tricky to evaluate systems change initiatives

Everyone agrees its important but tricky!

- Long term nature
  - Many moving pieces
  - Dynamic nature
  - Hard to attribute
  - Rigour versus ownership
  - Whose reality and knowledge counts
  - Resource challenges
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- Poll – hands up who is involved in systems change type endeavours?
  - With people near you have you experienced similar challenges?



**BUZZ GROUP**

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# Principles for evaluation in a systems innovation context

1. **Integrate** evaluation throughout
  2. **Protect space for creativity.** Evaluation needs to serve the innovation process
  3. **Rigorous evidence.** It's not evaluation light
  4. **Human centred.** We learn with people
  5. **Agile planning.** Sprints and phased and refinement of evaluation plan as you go
  6. **Fit for purpose.** Consider which are the right lenses for the context and stage of innovation. “patch evaluation”
  7. **Learning.** Ultimately design is about discovery – evaluation needs to capture the learnings
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Currently, 4 in 10 young Tasmanians will not complete year 12.



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Currently, 4 in 10 young Tasmanians will not complete year 12.

That means that in a year 10 class of 25 students, 10 will not go complete schooling.



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# Our purpose

Our big, bold vision is that all young Tasmanians are thriving.

Our 2021 goals are that:

- 90% of students in our schools attain year 12; and
  - they transition into meaningful pathways.
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Ulverstone High School

Port Dalrymple School

Deloraine High School

Sorell High School

Jordan River Learning Federation

Bayview Secondary College







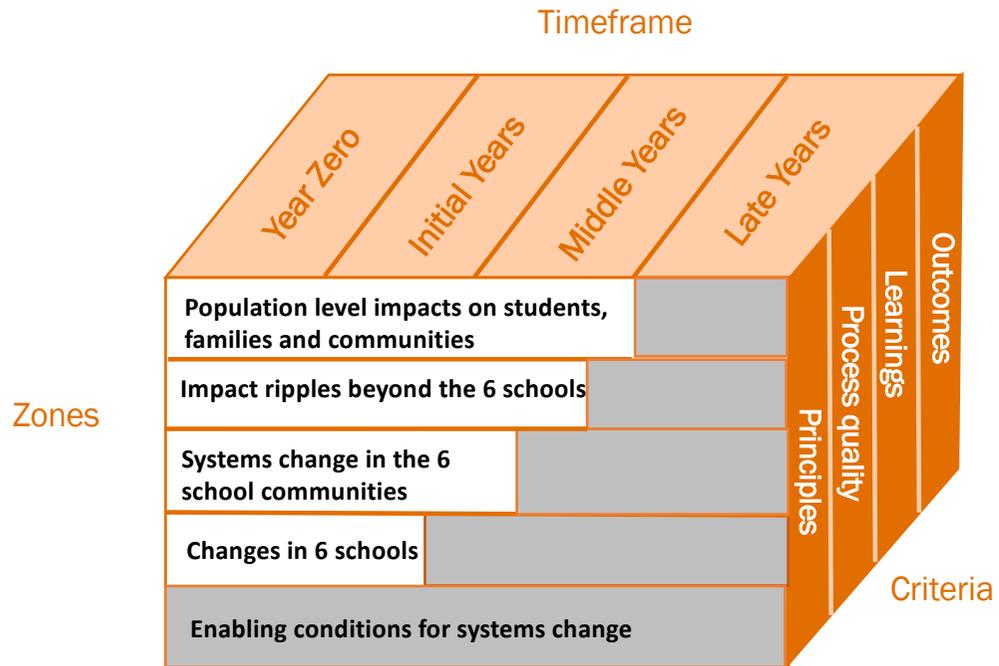
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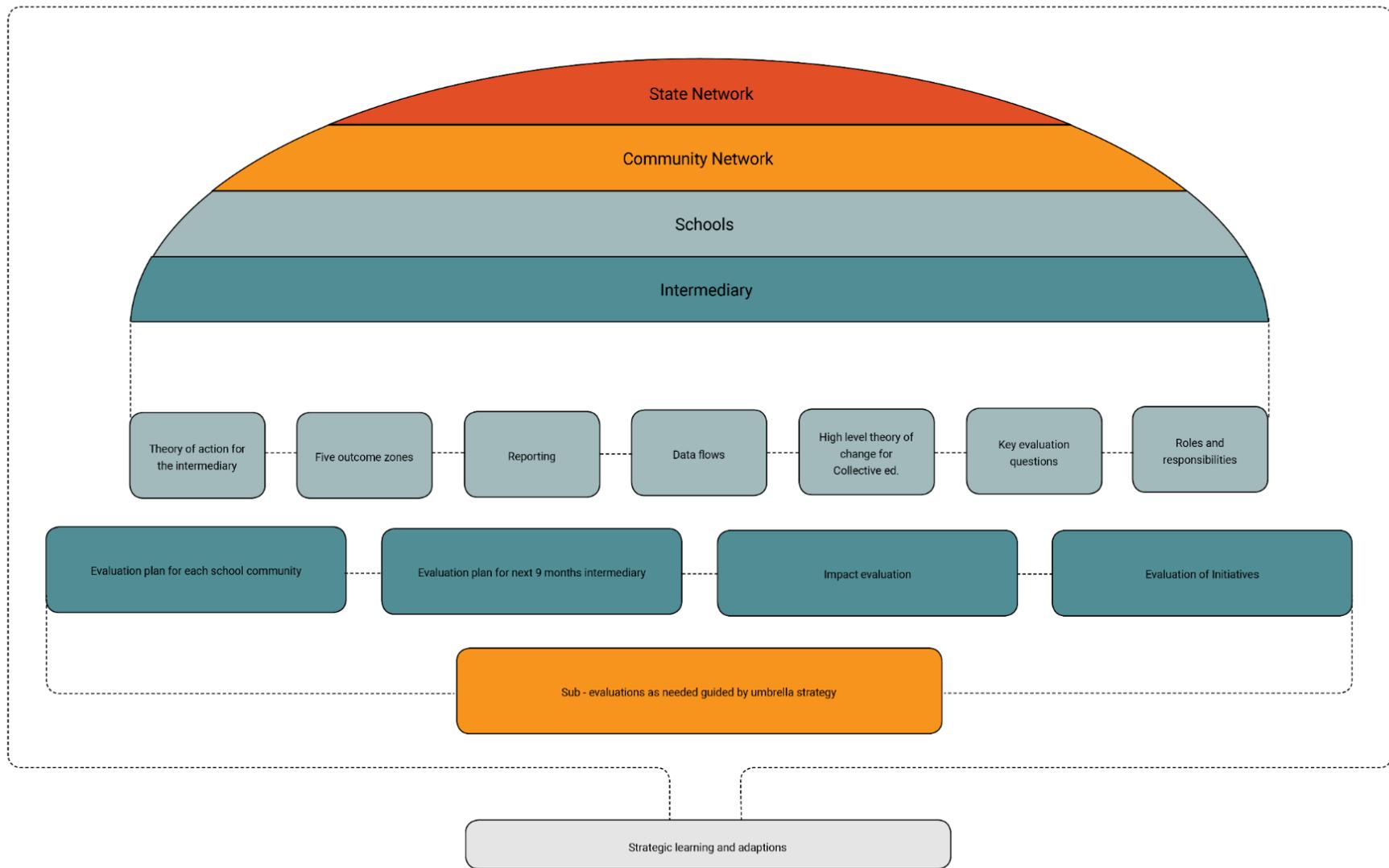
Collective ed.  
Umbrella evaluation strategy



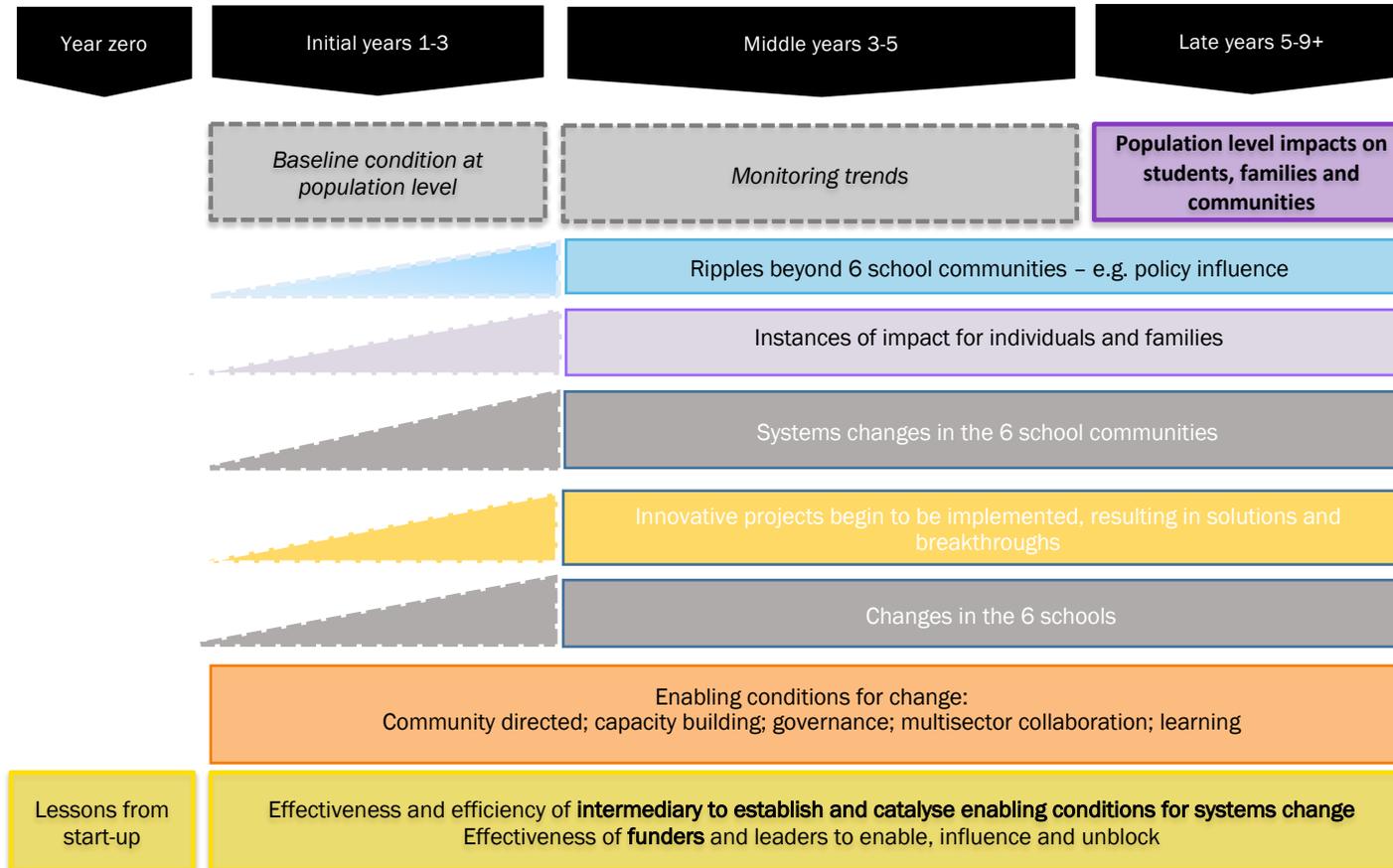
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Concept cube





## Expectations across time



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## Questions to the panel

- What has worked with regards to evaluation from your perspective?
  - What's been challenging?
  - What are you still wondering about?
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**Q and A**

**?**







"The pivot"

Different levels of community readiness – need for different models

Increased belonging and belief

What is the most effective model of change for Collective ed.?

What are the appropriate principles and practices for this context?

Recruitment and capability building approach

What capabilities do we have – and need to build?

Design our way into a movement for change

What is the readiness for change – organizationally, community, state?

What outcomes are we seeing through the co-design process?

2019 pilot: initiatives based on co-design & DE practices

Co-design of Ulverstone's shared agenda for change

What conditions are in place for Collective ed. to work toward systems change?