

PRAXIS Modell

'PRAXIS Evaluation' reflects the six core components of effective evaluation of PD work:
Purpose, **R**eflexivity, **A**pproaches, **C**ontexT, **I**ntent and **S**takeholders



(Übersetzung hb)

Purpose relates to identifying clearly the purpose of the PD work (aims & objectives).

Being clear about the purpose of the PD initiative, however small or large, will then help to identify which questions to ask to ensure the approaches and methods used are effective in the evaluation. It will help to inform an audit trail of decision-making and data gathering. Being able to offer clear and transparent processes will also enable participants to feel more included, as their expectations and fears can be allayed through clarification and understanding of a clear purpose of the project and their involvement within that process. Maintaining a clear audit trail makes explicit how data has been managed and interpreted. Having a clear purpose helps in identifying potential or anticipated outcomes.

Reflexivity within PRAXIS evaluation can be seen as the notion of critical reflection and consideration of critical questions about:

- the PD work
- the evaluation process
- participants' roles in that process
- what drives and underpins the work
- how participants attend to that work
- to identify theoretical links with practice change
- enabling greater insight at higher or broader levels
- consideration of alternative perspectives
- increased understanding
- personal positive growth and ultimately transformation to thriving and flourishing

Approaches concerns not only the kind of approaches being undertaken in the evaluation process, but also how these approaches 'fit' within the context of the purpose and the questions asked.

For example:

- What are the aims/objectives to be achieved in the evaluation?
- Who should be involved?
- How do participants/stakeholders want to work together?

The answers to these questions will lead towards certain approaches. Within **PRAXIS** evaluation the chosen approach (i.e. the methodology) for the evaluation needs to fit with the values and beliefs of the participants (cf. intent), but also the purpose (as described above).

Context is about taking the context (or landscape) within which the evaluation is taking place into consideration, ensuring that it is part of the evaluation process. Central to this is the workplace culture itself. This will help others to understand the purpose of the evaluation, as it relates to them.

Context is about taking into consideration the local knowledge that already exists around the inquiry as well as timing factors and resource issues.

When engaging in evaluation it is important to recognize that there will inevitably be consideration needed of the political context within which the work is taking place.

Paying attention to the landscape around which the evaluation is taking place will help to make sense of some of the cultural anomalies that will influence how people think, behave and respond to the evaluation itself.

Intent goes beyond merely taking a short-term surface view of what is happening or needs to be delivered. The intent is to look a bit deeper and to create a more thorough understanding, through the evaluation process. The Intent is to be critical in the way the elements of the research process are questioned and to be critical in how an evaluation process is established.

Intent is also about being critical in the way participants work, and in the way participants handle the data/findings.

Finally, intent needs the evaluation lead and team to be and remain critical in reviewing the outcomes of the evaluation, the context and culture and the learning that is taking place. The intention is therefore linked with purpose, reflexivity and approaches.

Being clear about intent will further enable clarity for all participants. PD evaluation and indeed, all emancipatory PD work has the intention for enlightenment, empowerment and emancipation, further enhanced through a process of critical creativity.

A further intention is that at least some of the outcomes for all involved will include learning that enables positive growth, human thriving and ultimately flourishing.

Stakeholders identifying and working with the people with a stake or interest in the evaluation is key to the success of any evaluation.

Stakeholders of course may form part of the data collection process for evaluation and may be involved in interpreting the results of the evaluation. This should be done not as a token gesture but as an integral component of the evaluation. Including stakeholders can be a more lengthy process than in some other approaches, but through a deliberate intention to include a wide representation of stakeholder groups, the outcomes of the evaluation can be more widely adopted with increased commitment and ownership to take forward learning and changes in practice.

Adapted by Jan Dewing 2010 from a chapter extract by Wilson, Hardy and Brown (2008)