



Evaluation Standards for Aotearoa New Zealand

FOR PEOPLE COMMISSIONING, USING,
PARTICIPATING IN, OR CONDUCTING EVALUATIONS

Using Evidence for Impact

MARCH 2016

This is a summary of the full evaluation standards that
can be found at: www.superu.govt.nz/standards



EVALUATION STANDARDS –
these standards outline
expectations of evaluation process,
practices and products.

Evaluation standards are important

Evaluation enables us to understand what policies and programmes are achieving for Aotearoa New Zealand families, whānau, communities, society and the environment. It informs us about how valuable the investment has been and what can be improved. To best inform decision-making and future actions, it is vital that evaluation practice, findings and conclusions are of the highest quality. Evaluation standards have been developed to make a strong public statement about the principles underlying robust, ethical and trustworthy evaluation.

EVALUATION – involves the systematic determination of the quality, value or significance of something. This includes discrete evaluation projects, evaluative monitoring, the production of evaluative information, evaluative learning and evaluation science.

Four principles frame the evaluation standards for Aotearoa New Zealand

The diagram contained in this summary shows four principles that underpin the conduct of evaluation with integrity. Each principle has five standards. The first two principles; 1) respectful, meaningful relationships and 2) ethic of care, are the foundational principles. These influence the realisation of the other two principles; 3) responsive methodologies and trustworthy results and 4) competence and usefulness.

THE STANDARDS ARE WIDELY APPLICABLE

The standards apply to evaluation where public, organisational or community resources are used to meet human and/or environmental needs, and should apply to all stages of the evaluation journey.

The standards should be applied with care

Applying the standards in each evaluation setting requires careful deliberation, responsiveness and judgment. They should be applied in conjunction with good practice and ethical conduct.



Our purpose

Superu's purpose is to increase the use of evidence by people across the social sector so that they can make better decisions – about funding, policies or services – to improve the lives of New Zealanders, New Zealand communities, families and whānau.

The Evaluation Standards are one stream of work that sits under Superu's *Using Evidence for Impact* project. This project drives:

- greater accessibility to evidence
- greater transparency of evidence
- capability development and good practice in using evidence.

superu.govt.nz



About ANZEA

The Aotearoa New Zealand Evaluation Association (ANZEA) was established in 2006 to represent the unique values, needs, obligations and working context of Aotearoa New Zealand evaluators and to provide leadership on the development and enhancement of evaluation professional standards, ethics models, frameworks, theories and practices that pertain to Aotearoa New Zealand.

anzae.org.nz



Evaluation with integrity

Ethic of care
Respectful, meaningful relationships
Credibility and competence
Responsive methodologies and trustworthy results

Honest, respectful and reciprocal **relationships** with people, organisations and communities involved in and affected by evaluation.

Stakeholders affected by evaluation are appropriately informed and **involved**.

Forms of **communication** and timeframes are negotiated throughout the evaluation. Participants and users of the evaluation receive clear and timely information from commissioners and evaluators.

The **governance** of the evaluation and stakeholder accountabilities to each other are negotiated from the outset.

In evaluation contexts, **self-determination** means respecting the rights, worldviews and aspirations of participants and their communities, including their guardianship of knowledge and resources.

The evaluation methodology and design is appropriate and **responsive** to the purpose and context of the evaluation and the information needs of users.

All aspects of the evaluation are carried out systematically, rigorously and appropriately to ensure **robust** findings.

Defensible data-informed evaluative reasoning ensures evaluation findings and judgments are appropriate and **valid**.

Evaluation findings and conclusions are accurate and valid across the range of **multicultural** contexts found within the evaluation.

The interests and values informing the evaluation purpose, design and criteria are explicit and **transparent**. Limitations are clearly specified.

Commissioners and evaluators are **accountable** for ensuring that evaluation is useful, of high quality and valuable.

The evaluation is designed to be **useful** and inform decisions that benefit participants, their families, whānau, organisations and communities throughout the process.

Evaluation is effectively **managed** and delivered within the negotiated timeframe and resources.

The stance towards **independence** and the position of the evaluators is negotiated at the beginning.

Commissioners and evaluators have appropriate **professional** and cultural competencies, knowledge, skills and experience.

Reciprocity involves recognising and valuing participants' contribution to evaluation, as well as ensuring evaluation contributes to the wellbeing of participants and their communities.

Evaluation participants and their communities are **protected** through the identification and use of appropriate ethical guidelines.

The values, concepts and cultural protocols important to all involved are acknowledged and **included** in the evaluation process.

The dignity, inherent value, knowledge and experience of those involved in the evaluation is **respected**.

Care is taken so that the practices, processes and products of evaluation uphold and enhance the dignity of all involved.