



OXFORD RESEARCH 

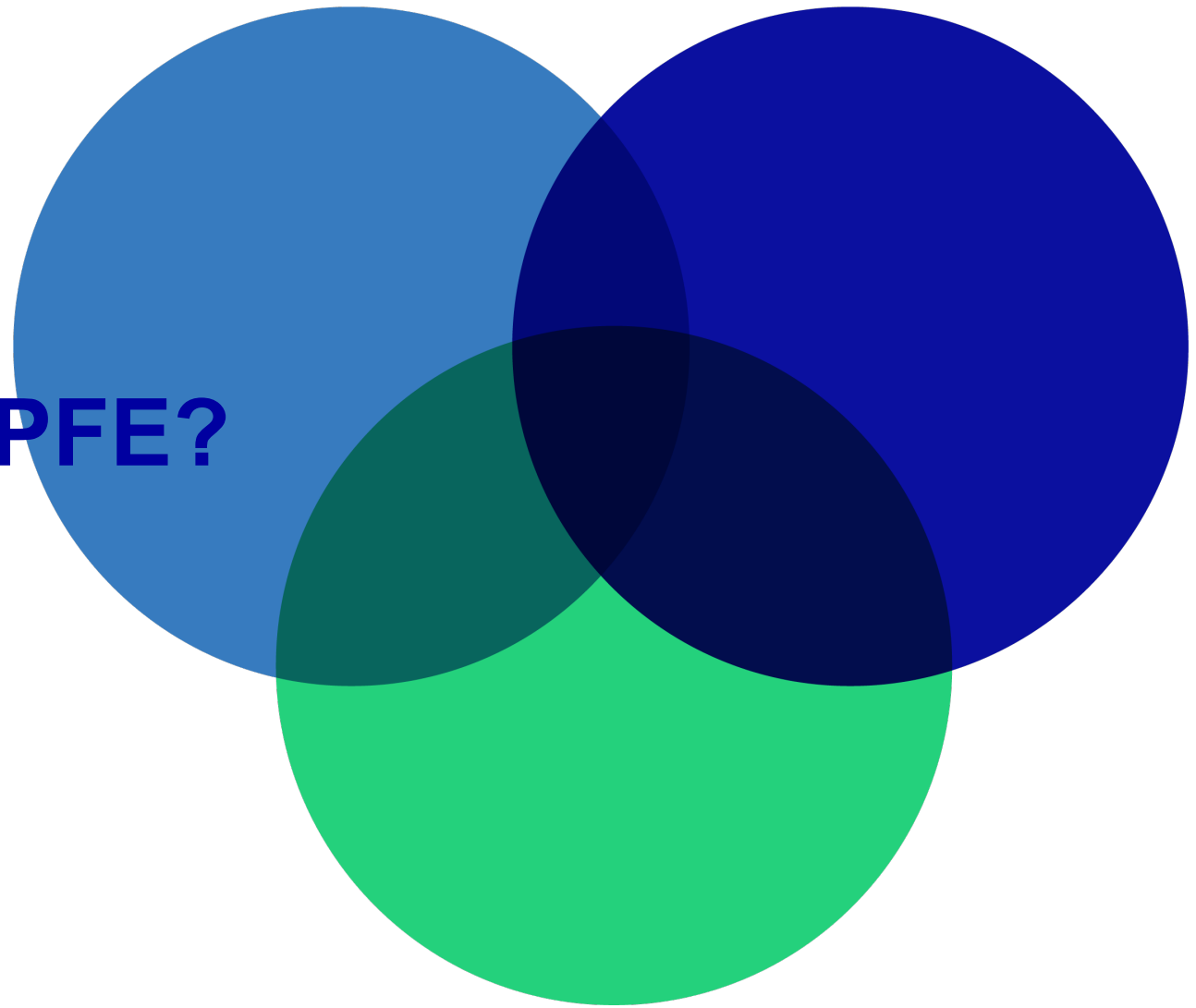
Principfokuseret evaluering i praksis – udfordringer, tips og tricks

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Retningsgivende spørgsmål

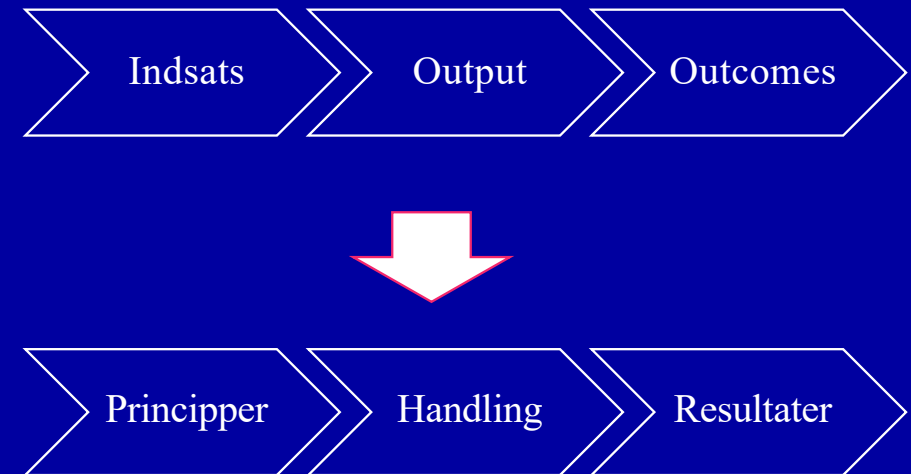
- Hvordan bliver PFE realiseret ‘ude i virkeligheden’?
- Har PFE indfriet de håb jeg/vi havde til tilgangen?
- Hvad har jeg/vi lært?
- Hvad kan vi gøre fremadrettet for at sikre gode PFE?

Hvorfor PFE?



Jeg er interesseret i PFE fordi...

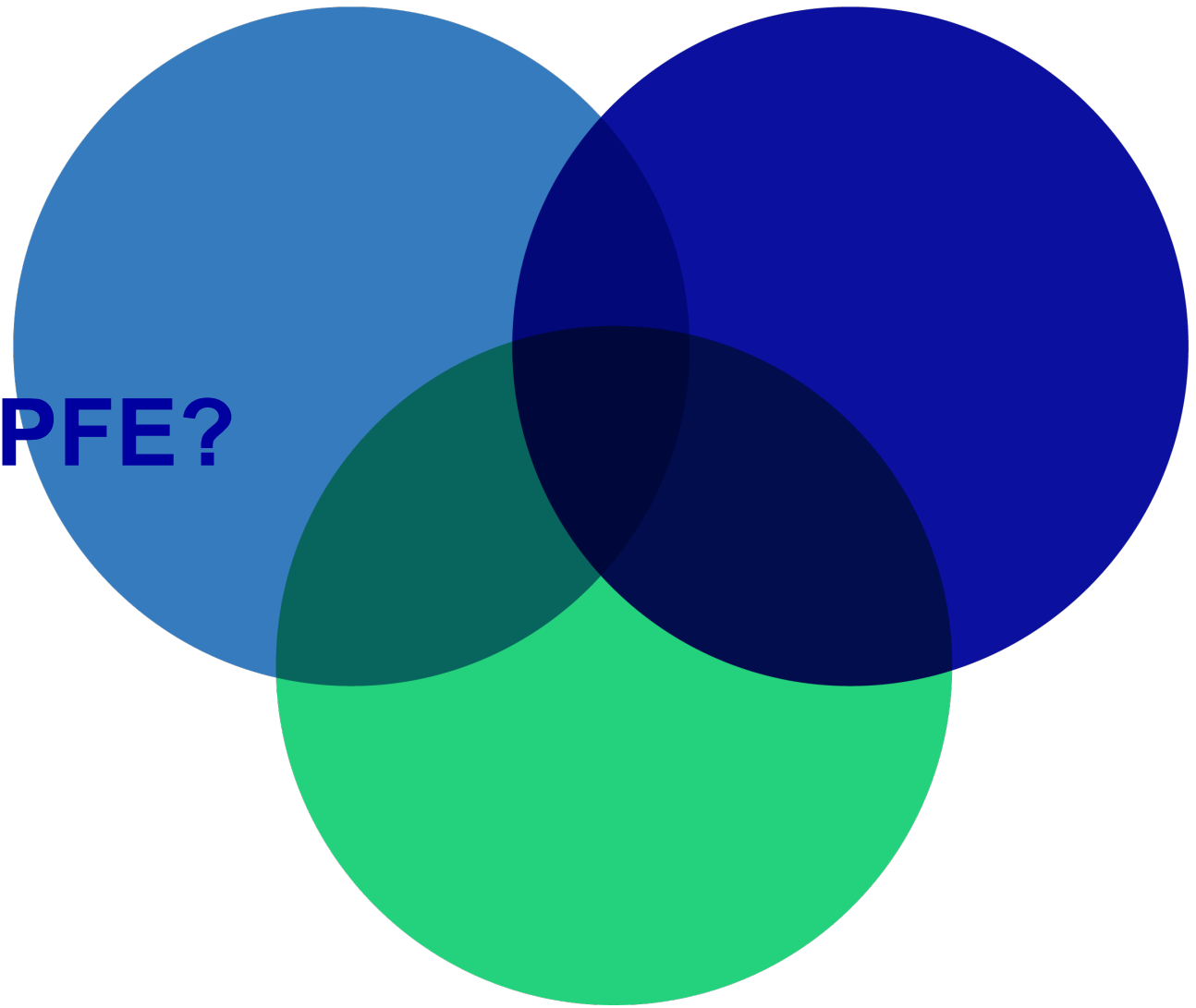
- De gængse evalueringstilgange har begrænsninger
- Metodefidelitet og kausalitet er problematisk i mange komplekse/sociale indsatser
 - Målgruppe er heterogen
 - ”Man gør det, der skal til”
- PFE taler ind i en bevægelse imod større anerkendelse af kontekster og agilitet



Hvad kan vi med PFE?

- Evaluere en fleksibel og refleksiv praksis baseret på faglighed, værdier, normer, erfaring, viden osv.
- Gå fra individuelle til fælles styrende principper
- Kæde principper, handling og resultater sammen i en sammenhængende forståelse.
- Se på tværs af forskellige indsatser, som er baseret på de samme principper, fx porteføljer, puljer, fondsprogrammer mm.
- Vi kan evaluere principbaserede indsatser (PBI) med PFE

Hvad er PFE?



Hvad er et princip?

RECIPES vs PRINCIPLES

REPLICATION RECIPE

Add 1/4 teaspoon of salt



ADAPTIVE PRINCIPLE

Season to taste & situation



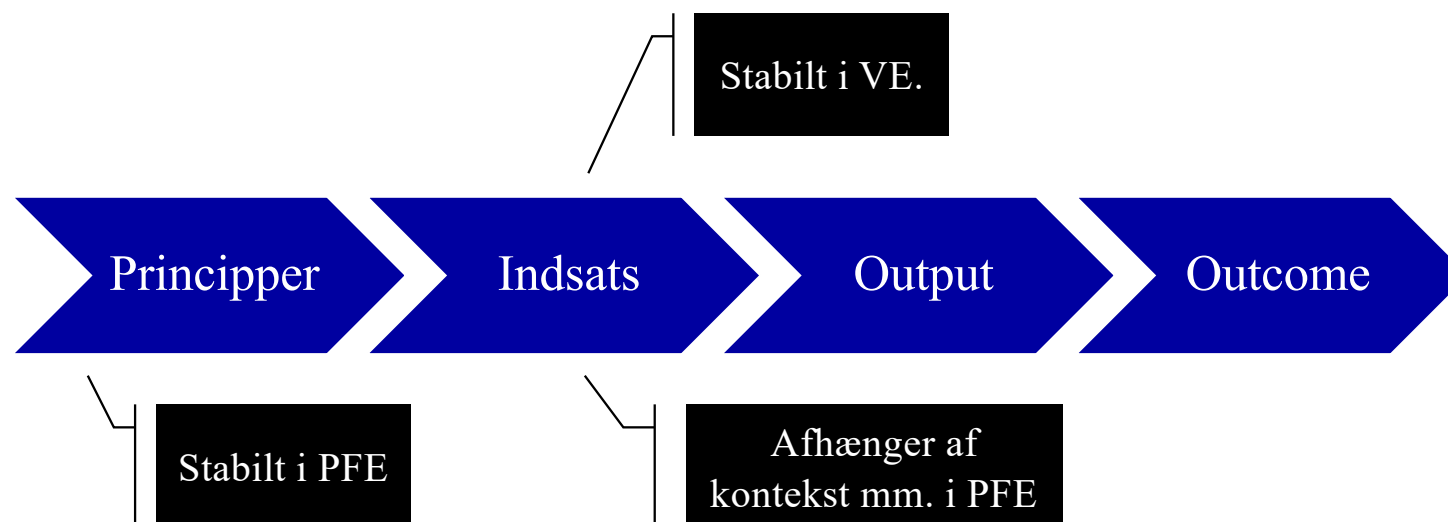
- An effectiveness principle is a statement that provides guidance about how to think or behave toward some desired result (either explicit or implicit) based on norms, values, beliefs, experience, and knowledge.

PFE-spørgsmål og -fokus

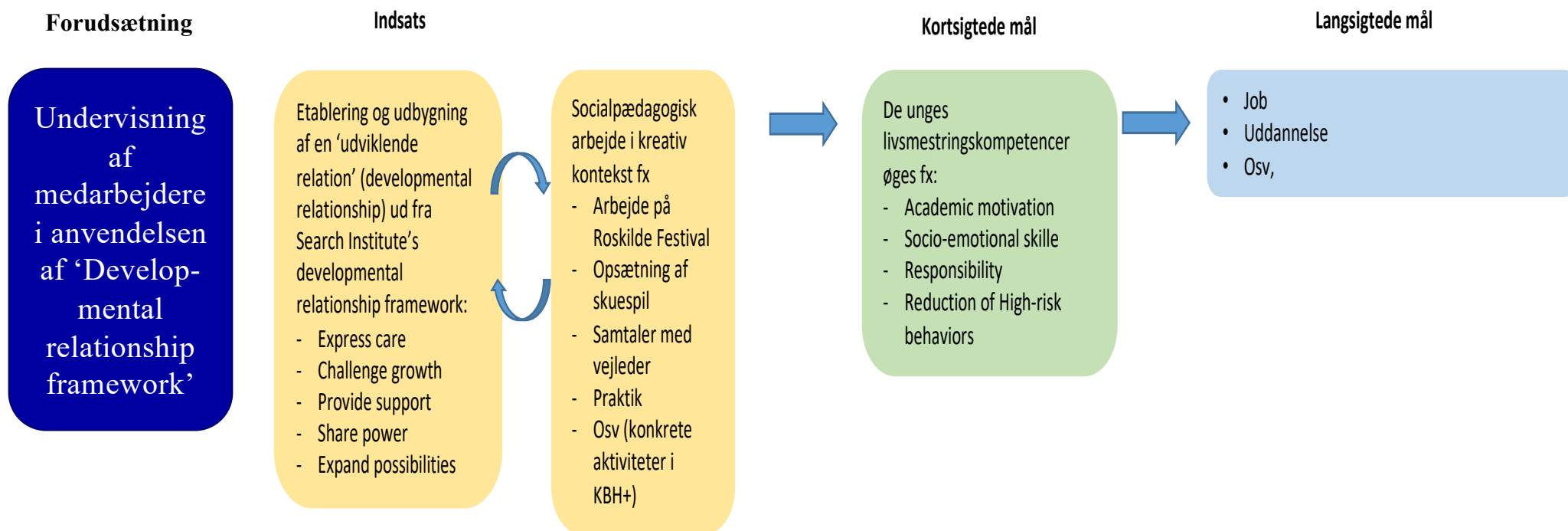
- I hvilket omfang og hvordan er princippet **meningsfuldt** for dem, som skal agere på baggrund af det?
- I hvilket omfang **følges** princippet?
- Hvis fulgt –i hvilket omfang og hvordan medfører det i de ønskede **resultater**?

Gennemførelse af PFE

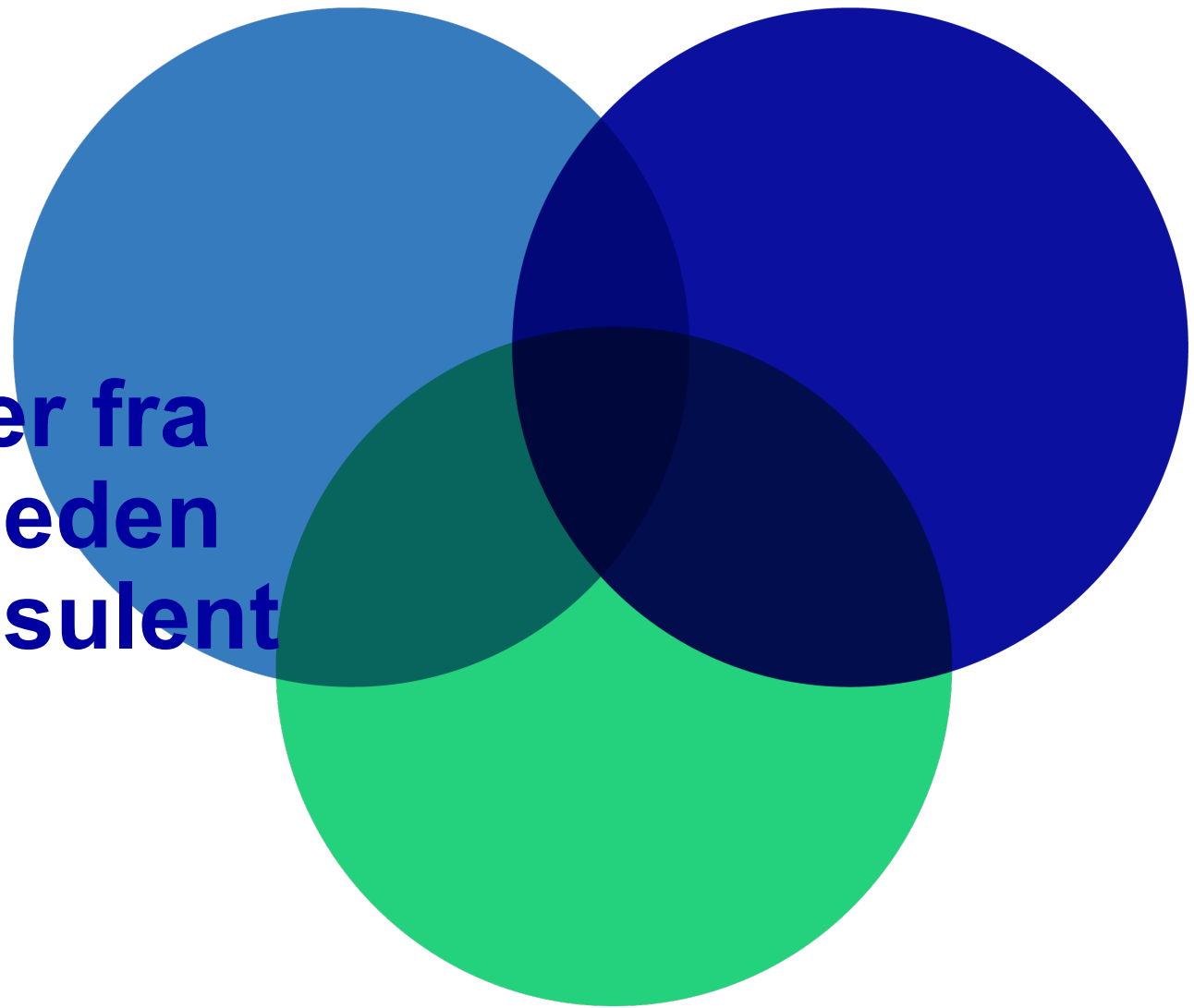
- I praksis en virkningsevaluering med et ekstra element i forandringsteorien (og en stor forskel i forståelsen af ‘indsats’)



Eksempel på en forandringsteori i en PFE (KBH+)

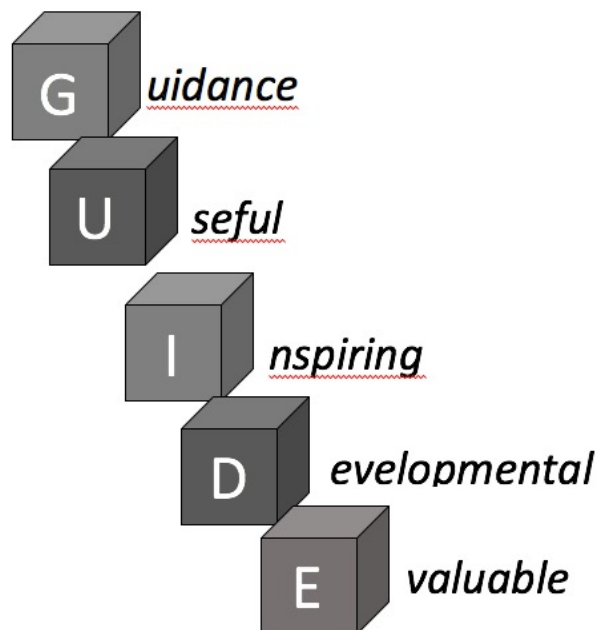


**Erfaringer fra
virkeligheden
som konsulent**



Meningsfulde og handlingsanvisende principper – eller hvad?

GUIDE Framework for Effectiveness Principles



- Patton har udviklet et GUIDE –framework til at trykteste principper med (spm. 1)
- Ofte er principperne ikke meningsfulde og handlingsanvisende – klarer ikke GUIDE-testen.
 - ”Vi sætter borgeren i centrum!”
- Projekter bliver født med principper, som ikke er til forhandling.
- Principper er afkoblede fra praksis
- = PFE er ikke muligt

Indsatser og handling er noget refleksivt...



Fra ‘gør de som de skal?’ til ‘realiserer de principperne – og hvordan’?

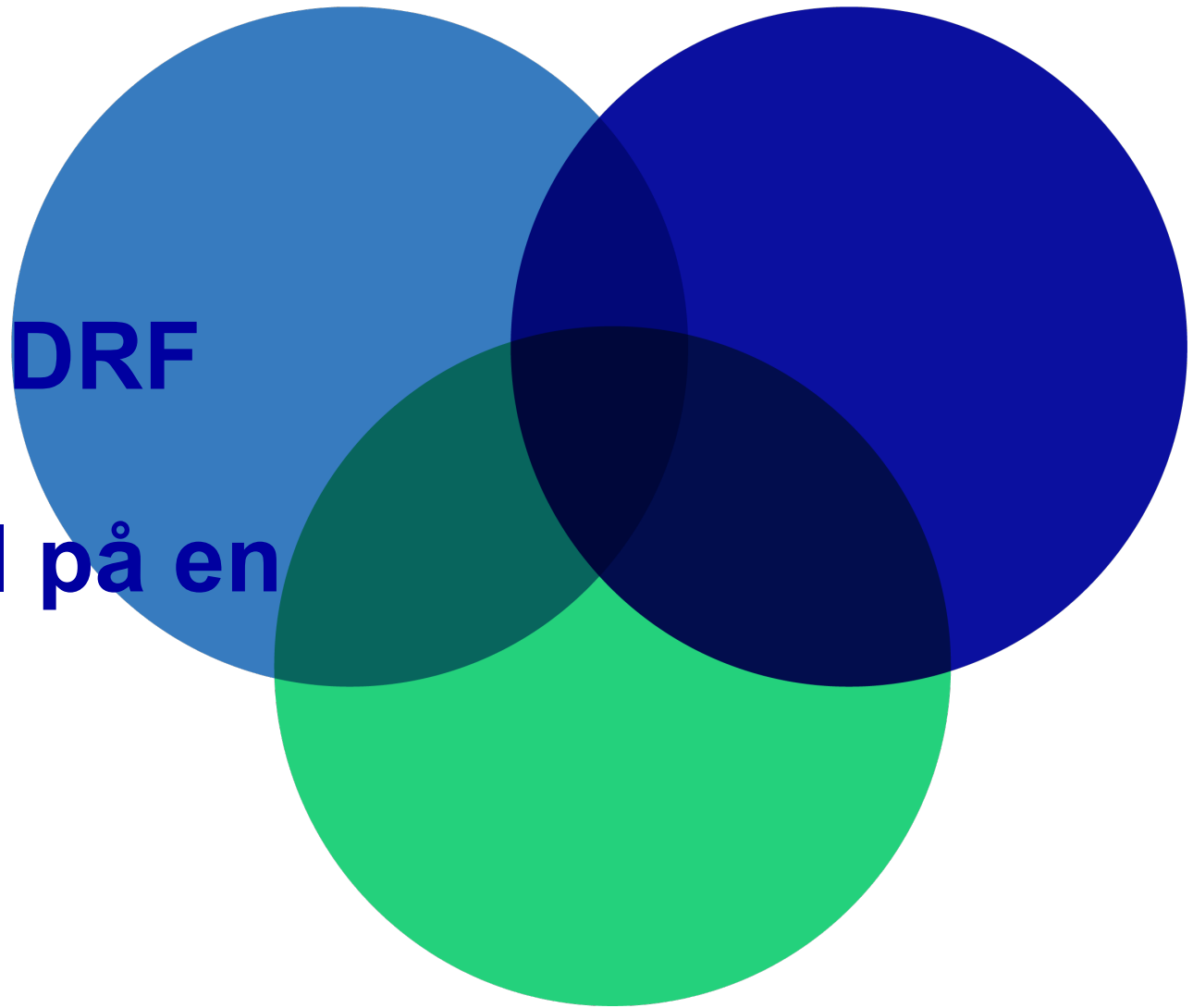


Væk fra spørgsmål om metodefidelitet og implementerings- og teorifejl



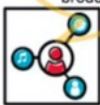
En mere eksplorativ dokumentation af indsatsen

KBH+ og DRF
- et godt
eksempel på en
PFE



SEARCH INSTITUTE'S DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

A developmental relationship involves a dynamic mix of five elements, which are expressed through 20 actions. Because relationships are, by definition, bidirectional, each person in a strong relationship engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Elements		Actions	Definitions
Express Care	 <i>Show me that I matter to you.</i>	Be dependable Listen Believe in me Be warm Encourage	• Be someone I can trust. • Really pay attention when we are together. • Make me feel known and valued. • Show me you enjoy being with me. • Praise me for my efforts and achievements.
Challenge Growth	 <i>Push me to keep getting better.</i>	Expect my best Stretch Hold me accountable Reflect on failures	• Expect me to live up to my potential. • Push me to go further. • Insist I take responsibility for my actions. • Help me learn from mistakes and setbacks.
Provide Support	 <i>Help me complete tasks and achieve goals.</i>	Navigate Empower Advocate Set boundaries	• Guide me through hard situations and systems. • Build my confidence to take charge of my life. • Defend me when I need it. • Put in place limits to keep me on track.
Share Power	 <i>Treat me with respect and give me a say.</i>	Respect me Include me Collaborate Let me lead	• Take me seriously and treat me fairly. • Involve me in decisions that affect me. • Work with me to solve problems and reach goals. • Create opportunities for me to take action and lead.
Expand Possibilities	 <i>Connect me with people and places that broaden my horizon.</i>	Inspire Broaden Horizons Connect	• Inspire me to see possibilities for my future. • Expose me to new ideas, experiences, and places • Introduce me to more people who can help me grow.

AN EXAMPLE: A POSSIBLE PROGRESSION IN A DEVELOPMENTAL RELATIONSHIP

Below is an example of how you might think about the growth of a new relationship to becoming, over time, more of a developmental relationship. For example, "respect me" is listed in the first stage, since this action is often a precursor to appropriate self-disclosure that sets the stage for other actions. This is, of course, only an example. Depending on the circumstances and the relationship, other actions may be appropriate entry points. Thinking about a specific relationship you have, what progression did you experience? If forming a new relationship, how might you focus your attention based on what you know about the young person?

	1. Get to know each other Explore first impressions and shared interests.	2. Build mutual trust Explore mutual interests and bond through appropriate self-disclosure.	4. Confirm shared commitments Test the depth and boundaries of the relationship	5. Invest in each other's growth Put energy into reaching goals and adapt the relationship to match growth.
 Express Care	Listen Be warm	Be dependable Believe in me	Encourage	
 Challenge Growth		Expect my best	Stretch Hold me accountable	Reflect on failures
 Provide Support		Navigate	Empower Set boundaries	Advocate
 Share Power	Respect me	Include me Collaborate		Let me lead
 Expand Possibilities		Inspire		Broaden Horizons Connect

Resultaterne

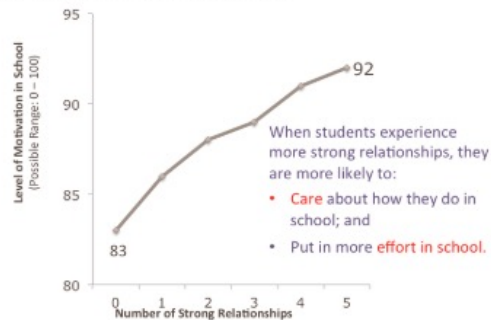
Young people do best when they experience strong, positive relationships in all parts of their lives.

A great deal of research from numerous scholars in many different settings offer evidence that support this claim. **Research to date** shows that young people who experience strong developmental relationships across different parts of their lives* are more likely to show signs of positive development in many areas, including:

- Increased academic motivation;
- Increased social-emotional growth and learning;
- Increased sense of personal responsibility; and
- Reduced engagement in a variety of high-risk behaviors.

RESEARCH INSIGHTS

Youth with More Strong Relationships Are More Motivated in School



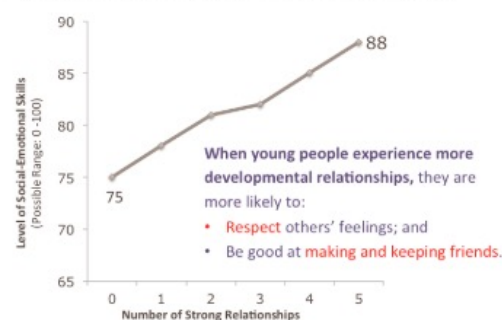
DATA SOURCE Search Institute surveys in 2016 of 25,395 students, grades 6-12, in one U.S. community. Students responded to one question about each element of this relationship.

Search INSTITUTE Visit www.searchinstitute.org/relationships

1

RESEARCH INSIGHTS

Youth with More Strong Relationships Exhibit More Social-Emotional Strengths



DATA SOURCE Search Institute surveys in 2016 of 25,395 students, grades 6-12, in one U.S. community. Students responded to one question about each element of this relationship.

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RESEARCH INSIGHTS

Youth with More Strong Relationships Are More likely to Exhibit Personal Responsibility



DATA SOURCE Search Institute surveys in 2016 of 25,395 students, grades 6-12, in one U.S. community. Students responded to one question about each element of this relationship.

Search INSTITUTE Visit www.searchinstitute.org/relationships

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Overblik over evalueringen af DRF i KBH+

OXFORD RESEARCH 

Forudsætning

Undervisning
af
medarbejdere
i anvendelsen
af de fem
principper

Indsats

Etablering og udbygning af en 'udviklende relation' (developmental relationship) ud fra Search Institute's developmental relationship framework:

- Express care
- Challenge growth
- Provide support
- Share power
- Expand possibilities

Socialpædagogisk arbejde i kreativ kontekst fx

- Arbejde på Roskilde Festival
- Opsætning af skuespil
- Samtaler med vejleder
- Praktik
- Osv (konkrete aktiviteter i KBH+)

Kortsigtede mål

De unges livsmestringskompetencer øges fx:

- Academic motivation
- Socio-emotional skille
- Responsibility
- Reduction of High-risk behaviors

Langsigtede mål

- Job
- Uddannelse
- Osv,

Dokumentationsplan

Måling af progression inden for livsmestring og andre kortsigtede mål via forskellige (validerede) psykometriske redskaber

Registrering af status for job, uddannelse, forsørgelse mm. ved ind- og udskrivning af KBH+ fx via AIM

Udsagnskraft: Hvilket udbytte ift. personlig udvikling får de unge på kort sigt?

Udsagnskraft: Udvikling inden for job, uddannelse osv.

Dataindsamling

DR survey – SE og CS

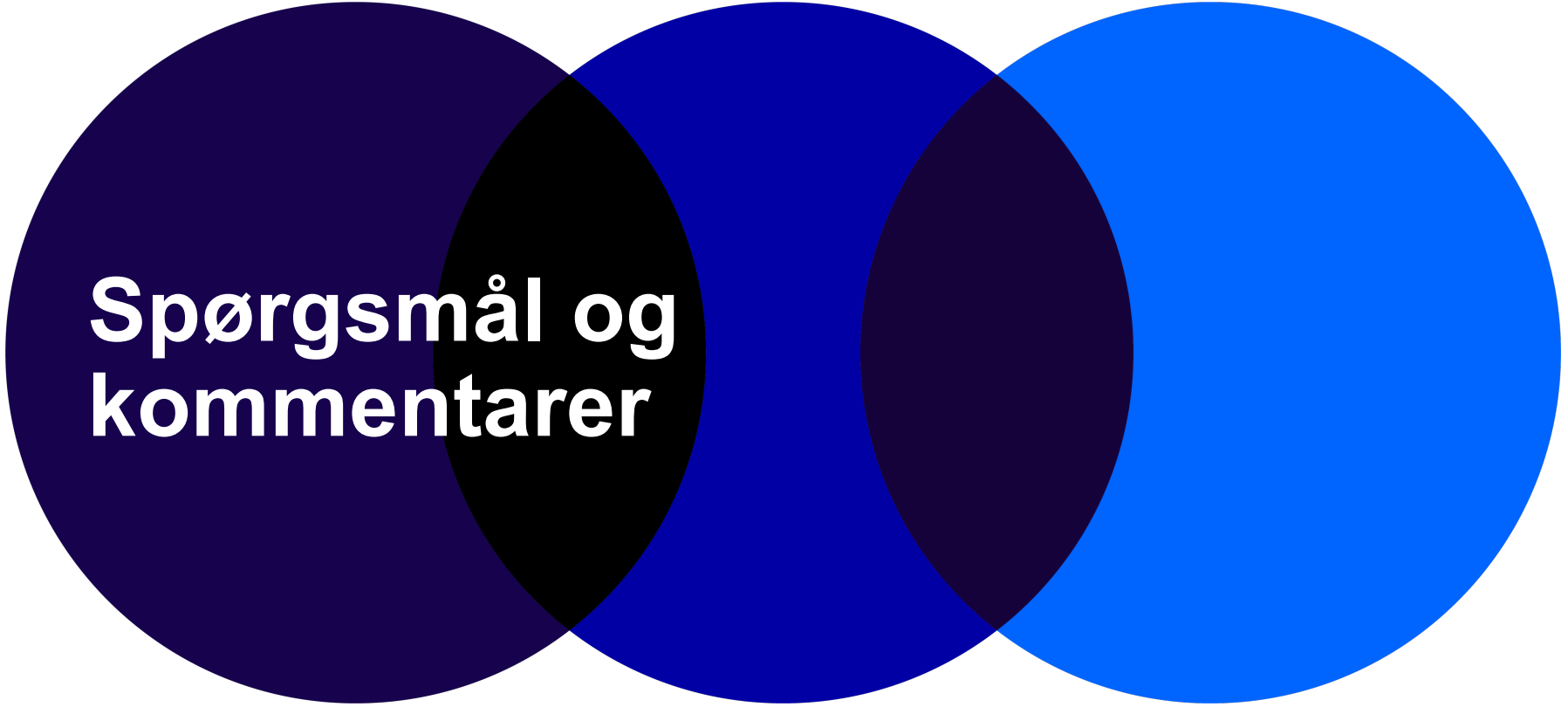
AIM + tillægsspørgsmål

1 – Medarbejdersurvey
2 - DR survey – core module

Aktivitetsregistrering

Opsamling eller "Hvad har jeg lært"?

1. Projektet/indsatsen skal være principbaseret
2. Det er rigtigt svært at lave gode meningsfulde og handlingsorienterede (GUIDE) principper
3. Inddrag praksis-niveauet i udarbejdelsen af principperne
4. Uden gode principper kan vi ikke undersøge, om og hvordan der arbejdes ud fra dem (spm. 2) og dermed heller ikke, om de medfører de ønskede resultater (spm. 3)
5. Principperne skal operationaliseres/omsættes til handling (fx via workshops med/undervisning af medarbejderne)



**Spørgsmål og
kommentarer**