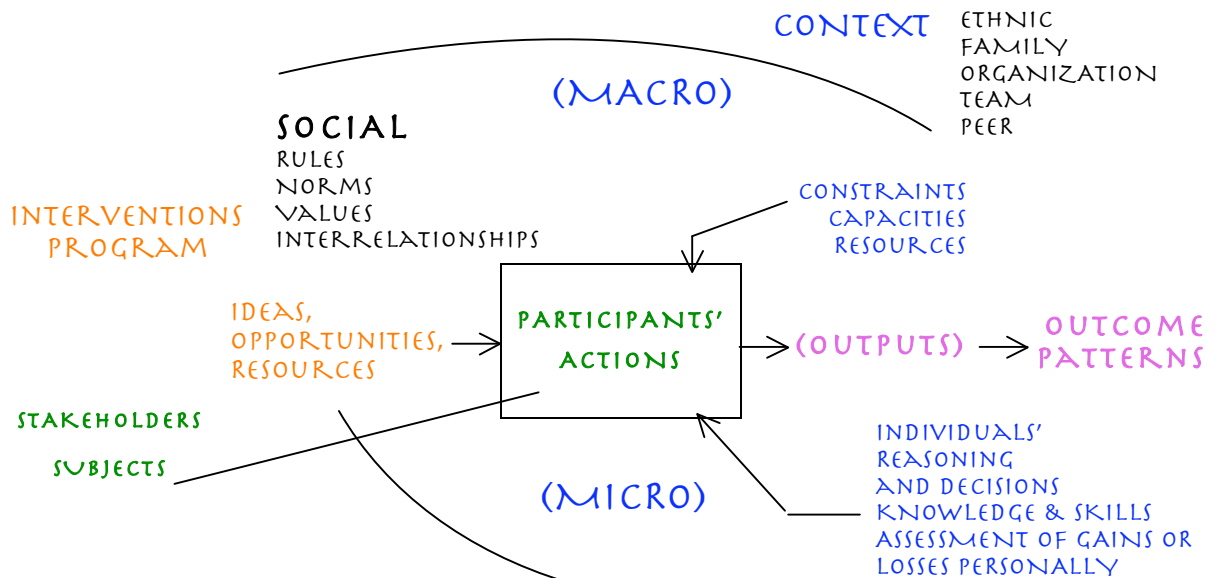


# A MODEL FOR DEVELOPING EVALUATION HYPOTHESES

ADAPTED FROM PAWSON & TILLEY (1997). *REALISTIC EVALUATION*. LONDON. SAGE PUBLICATIONS



## "PROGRAMS DON'T WORK"

- ✚ PROGRAMS/INTERVENTIONS RELEASE UNDERLYING CAUSAL ACTIONS OF INDIVIDUALS.
- ✚ IN THIS SENSE PROGRAMS/INTERVENTIONS DO NOT "WORK"; RATHER IT IS THE ACTIONS OF PARTICIPANTS THAT MAKES THEM WORK.
- ✚ ACTIONS ARE PARTICIPANTS' CHOICES & THE RESOURCES TO PUT THESE INTO PRACTICE. THEIR RESOURCES ARE DERIVED FROM GROUP MEMBERSHIP (CONTEXT).
- ✚ A HYPOTHESIS THEN IS A PROPOSITION STATING WHAT IT IS ABOUT A PROGRAM WHICH WORKS FOR WHOM IN WHAT CIRCUMSTANCES, OR

PROGRAMS INTERACTING WITH CONTENT  
TRIGGERS ACTIONS  
LEADING TO OUTCOMES

$P \times C \longrightarrow A = O$

Adapted from the evaluation formulation of Pawson & Tilley and others, this model has a sociologic bent. The word, "**programs**," stands for interventions and change projects in general. Programs introduce ideas, opportunities and resources to persons within a **context**. Whether the programs "work" depends upon whether the persons, the participants, act on the ideas, opportunities and resources and that their **actions** lead to the desired **outcomes**. Their decision-making (deciding to act) is subject to two sets of contextual influences, one *macro*, one *micro*. Decision-making is constrained, resourced, capacitated by the social rules, norms, values and inter-relations of the cultures of the groups of which they are members (be they ethnic, family, organization, team, peer, etc.). Cultures prioritize particular patterns of seeing, thinking, responding, behaving. Likewise these are parallel to the unique, psychological patterns of seeing, thinking, responding, behaving of the individual person.

Hypotheses then become statements of how actions are triggered in the circumstances of programs and context to produce outcomes. Pawson's & Tilley's mantra is that programs are not "things" that may or may not "work"; rather they contain certain ideas which work for certain individuals in certain situations.

The model is adapted from material given in Pawson & Tilley (1997) Chapter 3, "In with the new: Introducing scientific realism," Chapter 4, "How to design a realistic evaluation," Chapter 6, "How to construct realistic data: Utilizing stakeholders' knowledge," and Chapter 9, "The new rules of realistic evaluation"; and from "Chevalier's Stakeholder analysis: CLIP." In *Book 2: The engagement planning workbook* (pp. 13-22). Melbourne: The Community Engagement Network, Department of Sustainability & Environment, State of Victoria (2005). Retrieved February 2011 from [http://www.dse.vic.gov.au/CA256F310024B628/0/CEC9B0589CAA10C0CA257085001FDCAD/\\$file/Book+2+-+The+Engagement+Planning+Workbook.pdf](http://www.dse.vic.gov.au/CA256F310024B628/0/CEC9B0589CAA10C0CA257085001FDCAD/$file/Book+2+-+The+Engagement+Planning+Workbook.pdf); Gorringer & Spillman (2008). "Creating stronger smarter learning communities: The role of culturally competent leadership." Retrieved February 9, 2011 from [http://www.strongersmarter.qut.edu.au/docs/papers/Culturally\\_Compentent\\_Leadership\\_by\\_Gorringer\\_and\\_Spillman\\_for\\_WIPCE\\_2008.pdf](http://www.strongersmarter.qut.edu.au/docs/papers/Culturally_Compentent_Leadership_by_Gorringer_and_Spillman_for_WIPCE_2008.pdf); Viranen & Uusikyla (2002). "Exploring the missing links between causes and effects: New conceptual framework for understanding micro-macro conversions in programme evaluation." Retrieved February 9, 2011 from [http://www.evaluationcanada.ca/distribution/20021010\\_virtanen\\_petri\\_uusikyla\\_petri.pdf](http://www.evaluationcanada.ca/distribution/20021010_virtanen_petri_uusikyla_petri.pdf); Westraad (2007). "An investigation of the key mechanisms that initiate, support and sustain development and change in South African schools." Retrieved February 9, 2011 from [http://www.mgsig.co.za/iibrari-yami/digital-documents/cat\\_view/49-papers.html](http://www.mgsig.co.za/iibrari-yami/digital-documents/cat_view/49-papers.html)

