



Reconciliation
A U S T R A L I A

***Narragunnawali:
Reconciliation in Schools and Early
Learning***

Evaluation Overview

Background

Reconciliation Australia's *Narragunnawali: Reconciliation in Schools and Early Learning* (*Narragunnawali*) is designed to support all Australian schools and early learning services to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

It is expected that schools and early learning services participating in *Narragunnawali* will achieve: a higher level of understanding of Aboriginal and Torres Strait Islander culture and heritage; a higher level of pride in our shared national identity; increased trust between Aboriginal and Torres Strait Islander peoples and the wider school community; and, reduced prejudice experienced by Aboriginal and Torres Strait Islander students and staff.

To evaluate the program's effectiveness and impact, Reconciliation Australia has contracted the Australian National University – Centre for Aboriginal Economic Policy Research (ANU-CAEPR), after a successful tender, to conduct an independent evaluation of *Narragunnawali* during the first four years of funding (2014—2017).

The purpose of the evaluation is to provide Reconciliation Australia with strong evidence-based information in which to make changes and enhancements to *Narragunnawali* throughout the first four years and beyond. The evaluation will also be used to report successes and challenges to stakeholders. ANU-CAEPR is expected to hand down its first of seven reports in March 2016.

Narragunnawali has four interconnected components that will be evaluated:

- Reconciliation Action Plans (RAPs)
- Curriculum Resources
- Professional Learning
- National Awards.

Framework

The evaluation framework is underpinned by the following principles:

- The evaluation is a genuine collaboration between ANU-CAEPR and Reconciliation Australia
- Methodology includes a mix of qualitative and quantitative data collection and analytical techniques allowing for a range of information to be obtained
- ANU-CAEPR will provide information to Reconciliation Australia at regular intervals to ensure lessons learned can be incorporated as the program continues to develop
- Information will be collected from those who are directly involved in *Narragunnawali*, including teachers and educators. If budget allows, students will also be included
- Available and existing data from the RAP developer, administrative and survey data held by States/Territories and other organisations, and data collected as part of the Reconciliation Barometer, will be used where possible to minimise costs and maximise comparability.

Methodology

The methodological approach to the evaluation will be structured using a set of key questions around processes and outcomes:

Process (Phase 1):

- Why are certain schools and early learning services participating in *Narragunnawali* and others not?
- For those who are participating, what are the strengths, weaknesses and suggested improvements for the program?

Outcome (Phases 2 & 3):

- What is the effect of *Narragunnawali* and does it lead to: a higher level of understanding of Aboriginal and Torres Strait Islander cultures and heritage; a higher level of pride in our shared national identity; increased trust between Aboriginal and Torres Strait Islander peoples and the wider school community; and, reduced prejudice experienced by Aboriginal and Torres Strait Islander students and faculty staff?

Evaluation Advisory Group

A key part of the evaluation is a strong commitment to stakeholders, including Aboriginal and Torres Strait Islander focussed education groups, government, Catholic and independent sectors as well as teacher unions and parent bodies.

These relationships will be further strengthened by the formation of an Evaluation Advisory Group (EAG), that will provide advice in relation to the general conduct and direction of the evaluation. The Chair will be nominated by Reconciliation Australia and other members may include personnel from the ANU and key stakeholders from various jurisdictions mentioned above. The EAG will first meet during Phase 1 of the evaluation and then as required around specific milestones.