



PERSONAL

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EDUCATION

Diploma of Teaching and Learning, Primary, Charles Darwin University (2016)
Certificate IV in Training and Assessing, Plenty Training (2010)
Bachelor of Music Performance, Classical Voice, University of Melbourne (2010)
Member, Australian Evaluation Society



Don is a key ARTD staff member leading Aboriginal Portfolio projects across many sectors. He is a flexible project manager, a skilled and experienced facilitator and interviewer with phenomenal interpersonal skills. He excels at building trusting relationships to empower and champion local Aboriginal and Torres Strait Islander voices in all aspects of the evaluation process.



As a Gunggari man I am committed to giving voice to Aboriginal people, families and communities that empowers leadership from grassroots individuals to create meaningful outcomes. My belief is that when it's created by Aboriginal people, not for Aboriginal people that true capacity building occurs and can be maintained within Aboriginal organisations.

DON BEMROSE (Gunggari)

MANAGER



ABORIGINAL PORTFOLIO

- » **Performance case studies of IAS Evaluation Framework** (National Aboriginal Australians Agency, ongoing): Don is Project Manager on this meta-evaluation working with key staff at the NIAA. ARTD will assess the extent that evaluation evidence (findings and recommendations) from IAS funded evaluations have informed policy and program design and delivery, and thus contributed to improving the lives of Indigenous Australians.
- » **Evaluation of a First Nations research program on COVID-19** (The Australian Partnership for Preparedness Research on Infectious Disease Emergencies, ongoing): Don is leading a review of the grant project to evaluate the objectives, including the governance structure and impacts as related to First Nations Communities.
- » **Evaluation of regional implementation of The Roadmap to Close the Gap for Vision** (The Indigenous Eye Health Unit, University of Melbourne, 2020-2021): Don has taken on the role of Aboriginal lead for ongoing project management after having lead stakeholder engagement, co-designing work with an Aboriginal Reference Group and conducting qualitative focus groups engagement during 2020.
- » **Aboriginal Evidence Building Partnership with Winanga-li** (Their Future Matters, NSW Department of Communities and Justice, 2019-20): This project aimed to improve outcomes for Aboriginal people and communities by use of a validated wellbeing tool to improve strategic data collection. Don wrote the final report, and also led a value-add project for Winanga-Li to develop a digital visual tool to aid planning for future partnerships.
- » **Young Mob program evaluation 2017-2019** (World Vision Australia, 2018-20): Don came on board in the final stages of this three-year evaluation of a Youth Development program for Aboriginal and Torres Strait Islander students in participating schools. He presented findings and completed the final report.

EDUCATION

- » **Teaching Tool for Kindergartens Pilot evaluation** (Department of Education and Training VIC, 2020-21): Don is Project Manager for the Pilot Phase of this realist evaluation and will lead qualitative data collection on a new testing tool being trialed through the University of Melbourne in 2021.
- » **National Presence Strategy** (Questacon, 2019-21): Don is conducting interviews for baseline evaluation across Regional Queensland, the Northern Territory and Tasmania for the Monitoring and Evaluation Framework.
- » **CSIRO's Indigenous Girls' STEM Academy and SSI's Teachers of STEM Initiative** (Department of Prime Minister and Cabinet, 2019-20): This evaluation assessed the effectiveness of the design and impact of over the ten years of implementation. Don provided strategic input to the theory of change, assisted with the evaluation drafts and final report and was advisor on cultural issues in education.
- » **Educator focus groups** (Department of Education Skills and Employment, 2020): Don facilitated online focus groups with educators in early childhood, primary and high school as well as the Public, Catholic and Independent school systems.