



aes23

International **Evaluation** Conference

Conference workshops 25 & 26 September

Conference 27–29 September

Brisbane | Australia

CONFERENCE WORKSHOPS Program and registration details

Monday 25 and Tuesday 26 September 2023

Brisbane Convention & Exhibition Centre
Grey Street entrance, South Bank, Qld 4101

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NOTE: The AES cannot guarantee that each workshop will go ahead as scheduled. If a workshop is cancelled, you will be offered a place in another workshop, or a refund.

This document is to be read with terms and conditions outlined on the [conference website](#).

as of 15 May 2023

Monday 25 September 2023

8 – 9 am REGISTRATION						
9 am – 12:30 pm	<p>Bias in program evaluation: a practical introduction</p> <p>Samantha Abbato</p> <p>FULL DAY</p>	<p>Scaling innovation for impact</p> <p>Matt Healey</p> <p>FULL DAY</p>	<p>LGBTIQA+ awareness and inclusivity for evaluators</p> <p>Alison Barclay, Phillipa Moss, Ruth Pitt</p> <p>HALF DAY</p>	<p>Changing the Theory of Change? Integrating change theories from other disciplines to standard ToC practice so we can better inform responses to complex situations and a climate-changing world</p> <p>Brian Keogh, Kara Scally-Irvine</p> <p>FULL DAY</p>	<p>Principles and practice of economic evaluation: lessons from health care</p> <p>Michael Drummond</p> <p>FULL DAY</p>	<p>Measurement, evaluation and learning today</p> <p>Froukje Jongsma, Shani Rajendra</p> <p>FULL DAY</p>
12:30 – 1:30 pm LUNCH						
1:30 – 5 pm	<p><i>Abbaato continued</i></p>	<p><i>Healey continued</i></p>	<p>Transforming evaluation through Indigenist tools and methods</p> <p>Bobby Maher, Megan Williams, Corinne Hodson, Oumoula McKenzie, Gulwanyang Moran, Darren Clinch</p> <p>HALF DAY</p>	<p><i>Keogh, Scally-Irvine continued</i></p>	<p><i>Drummond continued</i></p>	<p><i>Jongsma, Rajendra continued</i></p>
5 pm WORKSHOPS END						

Tea breaks: Morning tea 10.30 – 11 am | Afternoon tea 3 – 3:30 pm

Tuesday 26 September 2023

8 – 9 am REGISTRATION						
9 am – 12:30 pm	<p>The marathon, not the sprint: Building an evaluation career that lasts</p> <p>Jade Maloney, Jo Farmer, Sharon Marra-Brown</p> <p>HALF DAY</p>	<p>Changing world, changing roles: Evaluator at the table in systems innovation</p> <p>Jess Dart, Zazie Tolmer; via video: Charlie Leadbeater (UK), Jennie Winhall (Denmark)</p> <p>FULL DAY</p>	<p>Designing credible and useful impact evaluations</p> <p>Brad Astbury, Andrew Hawkins</p> <p>FULL DAY</p>	<p>By us, for us: First Nations leadership in evaluation design, governance, delivery, analysis and translation</p> <p>Amunda Gorey, Veronica Turner, Jen Lorains</p> <p>FULL DAY</p>	<p>Mixed methods evaluation design for transformative purposes</p> <p>Donna M Mertens</p> <p>HALF DAY</p>	<p>Creative evaluation and engagement: purpose-driven evaluation, supporting changemakers to bring about transformative change and create a more whole, beautiful, and just world</p> <p>Nora Murphy-Johnson, Raphael Johnson, Kate McKeeg</p> <p>FULL DAY</p>
12:30 – 1:30 pm LUNCH						
1:30 – 5 pm	<p>Evaluation and Value for Money: An interdisciplinary, participatory approach using evaluative reasoning and mixed methods</p> <p>Julian King</p> <p>HALF DAY</p>	<p><i>Dart, Tolmer, Leadbeater, Winhall continued</i></p>	<p><i>Astbury, Hawkins continued</i></p>	<p><i>Gorey, Turner, Lorains continued</i></p>	<p>The realist difference: Tips and explanations for evaluators using a realist approach</p> <p>Emma Williams, Cara Donohue</p> <p>HALF DAY</p>	<p><i>Johnson, Johnson, McKeeg continued</i></p>
5 pm WORKSHOPS END						

Tea breaks: Morning tea 10.30 – 11 am | Afternoon tea 3 – 3:30 pm

MONDAY 25 SEPTEMBER 2023
CONFERENCE WORKSHOP DESCRIPTIONS

Categories:

- A. Foundational evaluation skills and capabilities B. *New tools; approaches and ways of thinking for a transforming context*
 C. Advanced evaluation topics

Bias in program evaluation: a practical introduction

presented by **Samantha Abbato**

FULL DAY | CATEGORY: A

<p>LEARNING OUTCOMES</p> <p>Learning outcomes include:</p> <ul style="list-style-type: none"> • Understanding of the difference between noise and bias and the impact of each on evaluation processes, methods, and judgements • Knowledge of major types of biases impacting evaluation processes, methods, and judgements • Ability to identify errors and biases in evaluation work • Knowledge of actions and strategies to minimise bias in evaluation projects. <p>WORKSHOP CONTENT</p> <p>Biases are ever-present in evaluation processes, methods, and evaluative judgements. Often unseen and unspoken, they have an insidious impact on the credibility of evaluations, decision-making and actions that result. In this practical workshop, we look through a critical lens to illuminate error and bias in 1. evaluation processes, 2. quantitative, qualitative, and mixed evaluation methods, and 3. evaluative judgments, reporting and decision-making.</p> <p>To start, we define bias and provide an understanding of the difference between errors of noise and bias. We introduce a low-jargon bias for beginners ‘field guide’ to help you name and identify common biases for evaluation. Understand the roles of and differences between systemic and random error, precision and accuracy, and reliability and validity. Explore pervasive cognitive biases such as over-confidence bias, confirmation bias and the Dunning-Kruger effect. Learn about common errors in scientific measurement resulting from pre-held theories and cultural blind spots that are ever-present in evaluation work. Be able to identify and address the bias of common evaluation methods.</p> <p>We go out into the ‘field’ using the field guide to provide a lens to identify major biases and investigate their impacts on program evaluations using practical real-world case studies.</p> <p>Finally, we share practical strategies to take back to improve your own evaluation projects and to assess the merit of the evaluation results and conclusions of others prior to using them for decision-making.</p> <p>ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK</p> <p>The workshop aligns with all seven domains.</p>	<p>ABOUT THE FACILITATOR</p> <p>Dr Samantha Abbato is a senior evaluation consultant with more than twenty years of experience and strong methodological expertise across a range of qualitative and quantitative disciplines. Sam’s academic grounding in quantitative methods is built upon a bachelor’s degree in mathematics and physiology and a Master of Public Health and a PhD in epidemiology and biostatistics. She has extensive qualitative training in medical anthropology (PhD, UC Berkeley). Through this training, Sam has gained a depth of knowledge and experience in identifying and addressing bias and other errors for application to evaluation.</p> <p>Sam employs a utilisation-focused approach to evaluation practice and consistently uses mixed methods, case studies and collaborative processes that consistently incorporate skills transfer to clients. As an independent consultant, Sam has assisted various clients including non-government organisations and local, state, and Commonwealth governments.</p> <p>As the director of Visual Insights People since 2013, she has introduced a pictures and stories approach to evaluation and evaluation capacity building. Using cartoons, animation, and checklists, Visual Insights People has created a range of engaging evaluation training tools for use in AES workshops and client team training. Sam is the recipient of evaluation awards including the AES 2015 award for best evaluation publication.</p>
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Scaling innovation for impact

presented by Matt Healey

FULL DAY | CATEGORY: B

WORKSHOP CONTENT

Many organisations emphasise the importance of innovation as a means of addressing complex problems. As part of any sort of innovation process is usually a question of scalability – to what extent is the innovation / intervention / program scalable? It’s an important question, but one that can be difficult to answer given the diversity of innovations and needs that exist.

Given that, the purpose of this workshop is to present a generalisable framework and process for understanding and assessing the scalability of innovations and interventions. Over the course of the day participants will:

- Learn evidence-based theory, concepts and requirements for scalability assessment and scaling processes
- Practice techniques to assess the different components of scalability of an innovation or intervention
- Produce a scalability assessment summary and recommendations
- Develop an embedded scaling assessment plan and ongoing evaluation framework.

This workshop has been designed from the bottom-up to be highly practical and hands-on, and builds off an extensive evidence base for understanding scalability. It also draws on the facilitator’s own experience in evaluating the scalability of innovations in domestic and international contexts, and the associated practicalities for planning to scale. The workshop will involve a mix of lecture-style content, small group exercises and individual activities guided by a comprehensive workbook and templates. Supplementing this will be space for individual reflection designed to support participants in considering how they can apply what they learned to their own context.

ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

Given the complexity associated with assessing scalability, as well as the highly practical nature of session content, this workshop addresses the following AES Professional Learning Competencies: Competency 1 – Evaluative Attitude and Professional Practice; Competency 4 – Research Methods and Systematic Inquiry; and contributes to Competency 5 in being able to choose appropriate methods.

TARGET AUDIENCE

The workshop is equally suited to evaluators, program managers and those with a role in developing innovations or interventions.

ABOUT THE FACILITATOR

Matt Healey is a Senior Consultant and Co-Founder of First Person Consulting. He works on projects that address complex areas in the health, social justice and environmental sectors. This includes mental health and suicide prevention, health promotion, e-waste and the circular economy and social innovation.

Matt has a strong interest in the intersection of design, systems and evaluation, and the role that bringing different areas of practice together can play in supporting the scaling of effective interventions and innovations. Over the last five years, he has worked with dozens of clients to understand what works, why and the different mechanisms by which these innovations can scale further.

LGBTIQA+ awareness and inclusivity for evaluators

presented by Alison Barclay, Phillipa Moss, Ruth Pitt

HALF DAY (MORNING) | CATEGORY: A

<p>WORKSHOP CONTENT</p> <p>Evaluators have increasingly recognised the need for evaluation to be more culturally responsive and more inclusive of ‘broader spectrums of identity, culture and ways of being’. In working with diverse communities, we need to keep learning, reflecting, and translating this recognition into improved practice.</p> <p>Meridian is a community-controlled, peer-led organisation that provides health and social support services in the ACT for the LGBTIQA+ community, people impacted by HIV, sex workers and people who use drugs. This workshop provides an evaluation-specific version of Meridian’s popular LGBTIQA+ Awareness & Inclusivity workshops, which are based on peer-based lived experience, professional experience and academic education.</p> <p>The training will comprise multimedia presentation, discussion and practical activities. Participants will leave with practical tools and resources to help their organisations embrace diversity and to improve how they consider LGBTIQA+ inclusion in the design and delivery of evaluations..</p> <p>LEARNING OUTCOMES</p> <p>By the end of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • recognise diversity within the human experience of sex, sexuality and gender • confidently use appropriate language and terminologies to describe LGBTIQA+ people and communities • reflect on the history and ongoing impact of stigma and discrimination experienced by LGBTIQA+ people, • apply best practice for LGBTIQA+ inclusion when designing surveys and data collection systems • consider a range of options for improving LGBTIQA+ inclusion in their evaluation practice. <p>ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK</p> <p>The workshop will support evaluators to build foundational evaluation skills and capabilities, as described in the professional competency standards from Domain 3 (Attention to Culture, Stakeholders, and Context) and Domain 6 (Interpersonal Skills).</p> <p>TARGET AUDIENCE</p> <p>The workshop is suitable for participants with any level of evaluation experience who are new to working with LGBTIQA+ communities. It may also be suitable for those with experience working with LGBTIQA+ communities who are new to evaluation and who wish to learn more about data collection standards.</p>	<p>ABOUT THE FACILITATORS</p> <p>Ruth Pitt is Collective Action's evaluation specialist, with diverse experience in consulting, government and not-for-profit organisations. Her qualifications include a Master of Public Health and a Graduate Certificate in Conflict Resolution, which she completed as part of a Graduate Degree Fellowship at the East-West Center. Her training experience includes a Certificate IV in Training and Assessment, and delivery of workshops for the AES at AES18, AES22 and at the 2019 Autumn intensive.</p> <p>Alison Barclay is the Director and Founder of Collective Action. She specialises in working with communities who experience social injustice to support their involvement in the design and evaluation of programs that impact their lives. Collective Action has worked with peer-led organisations around Australia, including Meridian, the WA AIDS Council, Gender Agenda and AFAO. Alison holds an MA in gender and development studies. Alison is regularly engaged as a facilitator of evaluation and service design workshops.</p> <p>Phillippa Moss is the CEO of Meridian and the previous Chair of the Board of the National LGBTI Health Australia. In 2015 she was awarded the ACT Telstra Business Women's Award for Purpose and Social Enterprise, along with the Australian Institute of Management's Not for Profit Manager of the Year (ACT) award. Philippa has a long and successful history of working in the community sector, developing sector capacity. As a member of the LGBTIQA+ community, Philippa is passionate about centring lived experience in all aspects of Meridian's work including evaluation. With Philippa's leadership, Meridian has grown from a small HIV organisation to the leading provider of LGBTIQA+ health and wellbeing services in the ACT. Meridian also delivers tailor-made training programs to improve the broader community's understanding of sex and gender diversity.</p>
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Transforming evaluation through Indigenist tools and methods

presented by Bobby Maher, Megan Williams, Corinne Hodson, Oumoula McKenzie, Gulwanyang Moran

HALF DAY (AFTERNOON) | CATEGORY: B

WORKSHOP CONTENT

The workshop is an opportunity for participants to critically reflect and learn new approaches and tools for supporting leadership of Aboriginal and Torres Strait Islander people in evaluation. In doing so, the workshop reflects the rights of Indigenous people to self-determine and ensure Indigenous peoples’ ways of knowing, ways of being and ways of doing are centred in collaborative and respectful relationships with communities and organisations.

Learning and using a transformative approach in evaluation means participants are required to consider their positioning and lifeworlds in the evaluation process, reflect on processes that privilege Indigenous peoples’ expertise, cultural protocols, responsibilities and priorities, while planning for required transfer of knowledges between generations and for Country.

Knowledge and skills considered in this workshop are especially important given significant legislation and sector changes requiring cultural safety in health care, for example, the need for health and climate justice, and rectifying institutional injustices and inequities impacting Aboriginal and Torres Strait Islander people.

Through this interactive workshop, we will present the Ngaa-bi-nya Aboriginal evaluation framework and share how it has been widely used to engage key stakeholders, select data, and guide data analysis and reporting. We will provide a demonstration and together will practice applying the lens of Ngaa-bi-nya and Indigenous Data Sovereignty to a health program and embed principles of the AES Cultural Safety Framework. We will also critically reflect on implications of new cultural safety legislation in health and how progress toward meeting it might be evaluated; this has implications for other sectors beyond health, and for transforming professional development and evaluation curriculum, workforce development and supervision, performance indicators and also evaluation methodology and measurement tools – focussing on the future and across cultures and sectors as well as skills.

ABOUT THE FACILITATORS

Bobby Maher is an Aboriginal woman (Yamatji), her ancestral links are to the Kimberley (Kija), Pilbara(Njama) and Noongar Nations. Bobby is a PhD candidate and Research Associate at the National Centre for Aboriginal and Torres Strait Islander Wellbeing Research, Australian National University. Her PhD research has a focus on collective capability in Indigenous evaluation practice in Australia. Bobby has extensive experience working in Aboriginal and Torres Strait Islander health and social policy, including the Australian Commonwealth Government Departments – Indigenous Affairs Group, Prime Minister and Cabinet (PMC) and Health (DoH), and the non-Government sector as a sexual health educator for Aboriginal youth and Aboriginal communities in WA for Sexual Health Quarters (formerly FPWA). Bobby holds a Masters of Philosophy (Applied Epidemiology) and has completed a Bachelor of Applied Science (Indigenous Australian Research) (Honours), Curtin University. She has experience in qualitative, quantitative and community-based participatory research, including evaluation. Bobby is also a member of the Maïam nayri Wingara Indigenous Data Sovereignty Collective and the Global Indigenous Data Alliance.

Corinne Hodson is a Ngunnawal/Wiradjuri woman Aboriginal woman, with ancestral connections to the Riverina region of NSW. Corinne currently lives on the lands of the Darkinjung people on the Central Coast of NSW where she works as the Manager Community Engagement and Partnerships with Barang Regional Alliance. Corinne is the chair of Ngiyang Wayama Aboriginal Data Network Central Coast – the only Aboriginal community led data network in the country. Corinne is also a member of the Gilibanga.

Megan Williams is Wiradjuri through paternal family and has worked for over two decades advocating for the use of Aboriginal and Torres Strait Islander people’s expertise in health service design and evaluation, research, ethics and university curriculum, especially to improve access to health care for people in prison and prevent incarceration. Megan authored the Ngaa-bi-nya Aboriginal evaluation framework available at the Evaluation Journal of Australasia. Megan is a director of Yulang Indigenous Evaluation Aboriginal-led company and is a professor of Indigenous health at UTS. Megan has MRFF, NHMRC, government and industry funds for research, and has had local and national roles including as a Human Research Ethics Committee chairperson, and Health Sociology Review associate editor including for the Yuwinbir Special Issue. Megan is currently a member of the AIHW National Prisoner Health Information Committee, and Corrective Services NSW Aboriginal Advisory Council. Megan has been miimi (sister) of Mibbinbah community organisation for 15 years, and is Chairperson of independent media company Croakey.org.

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	<p>Gulwanyang Moran is a proud Birrbay and Dhanggati woman of the Gathang language group in NSW. Gulwanyang has authored book chapters for University of Sydney on the concepts of power, place, and space in decolonising methodologies in research and applies these concepts as well as Birrbay and Dhanggati ways of knowing, being and doing in evaluation and language revitalisation spaces. A proud member of Gilibanga, Gulwanyang is passionate about broadening the scope of evaluation theory and practice utilised in the evaluation sector to better consider the use of Indigenist tools and methods. Gulwanyang often draws correlations between modern and traditional practices of evaluation and sees evaluation as ceremony. Gulwanyang is big on Ngukalil which in Gathang means I give, you give and speaks to our ways of knowledge sharing, respect, and reciprocity in thought leadership environments. Gulwanyang often provokes a reflection of power through her story sharing and reflecting on power, operationalising principles of Indigenous data sovereignty and Indigenous data governance, she believes, is vital in evaluative thinking and approach that impact/benefit First Nations peoples.</p> <p>Oumoula McKenzie is a strong Yankunytjara, Pitjantjatjara, and Arrente man from Alice Springs, NT, and a proud father. Having spent many years working with Ngaanyatjarra Pitjantjara Yankunytjara Women’s Council, he has worked tirelessly to empower his community toward self-determination and governance. Oumoula is particularly passionate about working with future Anangu leaders, helping them to become advocates within their communities led by culture. Oumoula uses his skills in the animation and graphic design space to strengthen the voice of First Nations people. Oumoula has been using his creative talents to educate our communities on the importance of Indigenous data sovereignty and what that looks like via digital animations.</p> <p>Darren Clinch is a Badimia man from Yamatji in the mid-west of Western Australia. Darren's background is in health and holds a Master of Public Health degree along with more than nine years with the Department of Health and Human Services. The last 2.5 of those years working in System Intelligence and Analytics, providing Geospatial Support and Business Intelligence Development. Darren specialises in Data Visualisation and demystifying data for First Nations community organisations and people. Darren has presented extensively on the topic of Indigenous Data Sovereignty and Governance and is a huge advocate for growing the fledgling Blackfulla data and tech community.</p>
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Changing the Theory of Change? Integrating change theories from other disciplines to standard ToC practice so we can better inform responses to complex situations and a climate-changing world

presented by Brian Keogh, Kara Scally-Irvine

FULL DAY | CATEGORY: A

WORKSHOP CONTENT

This workshop seeks to extend the ‘Theory of Change’ through established and researched models of change from disciplines outside of evaluation. This supports a more comprehensive understanding of the change process, enabling evaluators to present their work well-grounded in wider theories. Ultimately, we hope this will increase the utility of a fundamental evaluation tool for an increasingly unpredictable future.

The workshop will start with classic approach to creating program logics, involving a series of interconnected ‘if’ ‘then’ propositions. From this foundation, other change theories will be introduced via three conceptual ‘lenses’, highlighting other components that are fundamentally important to achieving change, beyond what is typically captured in a programme logic:

1. *People* – This section explores why and how recognising and understanding personal, group and broader social psychological states during change is important, and how to consider this when developing an evaluation approach and/or framework.
2. *Power* – We delve into why systematically considering power and power dynamics of the individual, group and the level of intervention is important, and discuss different theoretical frameworks to do this.
3. *Process* – Using the lenses above we revisit and discuss how to enrich the program logic process. The Theory of Change is a great logical starting point. But psychological state, timing, power, breadth and depth of influence are critical enablers to the progression of a ‘logical’ (predictable) change process.

The workshop will be highly interactive to help participants understand the relevance of these additional lenses. This will primarily be through activities focused on applying them to an adapted real-life climate change project, which exemplifies the complexity evaluators are increasingly facing.

ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop extends level 2 of the framework, ‘Theoretical Foundations’. In doing so, it also touches on all the other levels of the framework.

TARGET AUDIENCE

It is best suited to intermediate or advanced practitioners.

ABOUT THE FACILITATORS

Brian Keogh has over 20 years’ experience in creating and evaluating programs and business models. His consultancy work ranges from facilitating the change required for effective strategic plans and business cases, to carrying out detailed impact, efficiency, and cost benefit evaluations. He is particularly interested in systems, systems change and the integration of strategy and evaluation. His early studies major concentrated on the work and methodologies of Saul Alinsky (American community activist), Margaret Barry (Waterloo Resident Action Group), and Charles Perkins (Indigenous civil rights activist). This focus was about how to empower disadvantaged communities to implement change. In his later MBA studies, he specialised in managing change - learning and understanding how power within organisations is created and exercised. He is one of the Systems Special Interest Group co-chairs and worked with Dr Ralph Renger through the mid-west of America learning Systems Evaluation Theory. Understanding systems and systems change is the foundation to all his work. His most recent work has been with the WaterFix Residential Program and Cooler Classrooms programs for the NSW Climate Change Fund, auditing the Sydney Drinking Water Catchment and evaluating the Cooks River Alliance of Councils. He has helped establish the evaluation frameworks for the Murray Darling Basin Authority, the NSW Office of Water and the Sydney Catchment Authority. In between this climate/water preoccupation, he has been working with performing arts venues like Melbourne’s Arts House and the Sydney City Recital Hall in creating their strategic plans and solidifying how they would like to change the world.

Kara Scally-Irvine is a kiwi with over 20 years’ experience in research, monitoring, and evaluation. Kara’s academic background spans zoology, management, and psychology with a special interest in co-management. Her early studies signify a life-long recognition that addressing our collective problems requires wholistic and joined up thinking and approaches. Her career started in science policy before she returned to complete her PhD. This is where Kara’s systems journey formally started. She joined what was at the time the only fully interdisciplinary schools in Australasia at the University of Queensland, and used systems thinking and interdisciplinary approaches to explore the factors that were preventing Integrated Conservation and Development Projects (ICDPs) from being successful. She wove system modelling with grounded theory and linked her findings back to the literature via social capital, power, and resilience theory. Since accidentally falling into the evaluation profession 12 years ago, she has worked in a diverse range of sectors, including science research and innovation, sport and recreation, education, and international development. In recent years she has been working in a capability support role for the New Zealand’s Crown Research Institutes to help embed evaluative thinking and practice into science and research to maximise research impact. Kara is an active member of the evaluation community. She currently sits on the AES Relationships subcommittee, New Zealand subcommittee, and co-convenes/chair the AES systems SIG. She is also Convenor (chair) of ANZEA, as part of her second term.

Principles and practice of economic evaluation: lessons from health care

presented by Michael Drummond

FULL DAY | CATEGORY: C

WORKSHOP CONTENT

Economic evaluation is essential in measuring and understanding the costs and outcomes of public policy interventions, making better informed decisions about resource allocation and determining priority groups for inclusion in interventions. But as a specialised discipline within evaluation, it is not always well understood, which can lead to selecting program options with lower value propositions than alternatives, and missed opportunities to improve outcomes and systems.

The purpose of this workshop is to provide a grounding in the key principles of economic evaluation, and explore the issues that can arise in the use of economic evaluation.

The workshop will cover study design, the measurement of costs and benefits, discounting of future events and the characterization of uncertainty. Secondly, issues in the use of economic evaluation will be discussed, drawing on the presenter's work in economic evaluation in healthcare policy and management. These will include in developing programs and guidelines, transferring economic evaluation results from one location to another, and using economic evaluation in determining priority groups for inclusion in interventions.

Participants will be asked to work through case study examples from the health sector – where economic evaluators must negotiate a difficult trade-off between public value and the widely held value of the 'pricelessness' of life – in both a high and lower income setting, and discuss their policy decision and justification, drawing on what they've learned in the workshop.

Attendees are encouraged to bring examples from their own work for discussion, to enable them to better understand how to apply economic evaluation principles in their sector.

The objective of the workshop is to support evaluation commissioners, program designers and decision makers to feel confident in their understanding of economic evaluation's benefits and potential issues, and in applying economic evaluation reasoning in their work. It aims to support evaluators to deepen their understanding of how to apply insights from economic evaluation approaches in various settings, and to be able to better support optimal decisions through utilising economic data and reasoning.

ABOUT THE FACILITATOR

Michael Drummond's main field of interest is in the economic evaluation of health care treatments and programmes. He has undertaken evaluations in a wide range of medical fields including care of the elderly, neonatal intensive care, immunization programmes, services for people with AIDS, eye health care and pharmaceuticals. He is the author of two major textbooks and more than 700 scientific papers. He has been President of the International Society of Technology Assessment in Health Care, and the International Society for Pharmacoeconomics and Outcomes Research. In October 2010 he was made a member of the National Academy of Medicine in the USA. He has advised several governments on the assessment of health technologies and chaired one of the Guideline Review Panels for the National Institute for Health and Care Excellence (NICE) in the UK. He is currently Co-Editor-in-Chief of Value in Health and has been awarded three honorary doctorates, from City University (London), Erasmus University (Rotterdam) and the University of Lisbon. He was a member of the Steering Group for the 2020-22 NICE Methods Review.

Measurement, evaluation and learning today

presented by Froukje Jongsma, Shani Rajendra

FULL DAY | CATEGORY: A, B

WORKSHOP CONTENT

MEL is the process of measuring, evaluating, and learning about the progress and results of any change initiative. MEL works best when it is embedded into everyday ways of working and should commence at the start of an initiative and continue all the way through. MEL is practised by change makers (communities, program teams, commissioners, and funders) and supports them to surface and understand the impact that their initiative is having, while also providing evidence and insights to help them continually adapt their work to help achieve better outcomes. It guides change makers to:

- get clear and on the same page about the change they want to make and how to work towards it
- work out what numbers and stories to collect to measure progress and results
- draw out insights about what is working, what is not working, and why to adapt the work
- set and answer the big questions about things like whether the program is worthwhile, whether it is equitable, etc.
- incorporate the values of stakeholders into the judgement-making process
- powerfully report to your community and others about what you have learned and what difference you have made.

In this workshop, we will introduce you to the principles of MEL and the components of building and implementing a MEL system. We will work with a practical case study and small group discussions. We will also explore how MEL can work across different contexts, focussing on community engagement, collaboration and co-design.

Beginners are welcome to this workshop.

Why MEL?

MEL is being increasingly adopted by community groups, not-for profits and governments both here in Australia and in the international development space. The strong focus on the L in MEL is particularly applicable to today's context of complexity and crisis – the need to take an adaptive approach to social and environmental initiatives is critical. MEL is also increasingly being adopted in diverse cultural contexts and led by local teams. The ability of MEL to be adaptable, and led by local people is becoming critical under the move towards decolonisation and locally-led approaches. The slight shift in terminology from monitoring to measurement also marks the increasing use of digital approaches and public data sets and incorporates the move towards 'social impact measurement'.

ABOUT THE FACILITATORS

Froukje Jongsma is a Senior Consultant at Clear Horizon with 10+ years of experience in supporting teams and communities to develop effective MEL plans. She co-led the co-design process of Hands Up Mallee's MEL Framework, winner of the 2022 SIMNA Award in the category 'Outstanding Collaboration in Social Impact Measurement'. Other examples of her work include designing the MEL system and tools for the University of South Australia's multiple award-winning Community Connect program together with students working with the Maningrida community in Northwest Arnhem Land to co-create a two-worlds MEL plan for the Maningrida Youth Strategy collaboration which brings Aboriginal and non-Aboriginal approaches to MEL together. Froukje has extensive experience supporting people and organisations to develop a deep understanding of the issues they are aiming to solve and translate their insights into impactful strategies, action, and results. A key highlight of her career has been co-leading the Connected Beginnings work in Galiwin'ku together with Yolŋu leaders.

Shani Rajendra is a Principal Consultant at Clear Horizon and has been working the field of evaluation for over five years. Shani has extensive experience in community-led initiatives, organisational strategy, and social enterprise. She specialises in incorporating design thinking into evaluative practice and primarily works in community-led or systems change interventions as well as in organisational strategy. Shani has co-developed over 20 MEL plans, including with diverse community groups and in complex settings. An experienced researcher and facilitator, Shani brings her appreciation for diversity (in thought and culture) and a commitment to collaboration to her work in design and evaluation. She is most passionate about community-led change and is committed to supporting people to shift the systems that they are within.

TUESDAY 26 SEPTEMBER 2023
CONFERENCE WORKSHOP DESCRIPTIONS

Categories:

- A. Foundational evaluation skills and capabilities B. *New tools; approaches and ways of thinking for a transforming context*
 C. Advanced evaluation topics

The marathon, not the sprint: Building an evaluation career that last

presented by Jade Maloney, Jo Farmer, Sharon Marra-Brown

HALF DAY (MORNING) | CATEGORY: A, B, C

<p>WORKSHOP CONTENT</p> <p>Join us for an interactive workshop that will equip you with practical strategies and tools to build and sustain a fulfilling career.</p> <p>As evaluators, we spend a lot of time honing our technical skills. Some of us also spend time thinking about a trauma-informed approach to delivery. There are plenty of resources to help us with these, but fewer to help us think about how we manage the challenges we encounter as evaluators – from finding that we’re unwelcome, supporting people through evaluation anxiety, through to identifying and responding to vicarious trauma.</p> <p>However, these are the kind of skills we need to sustain ourselves and our teams, as our work involves grappling with some of society’s most challenging problems, engaging with people in difficult circumstances, listening to stories (narrated by individuals or writ large in the numbers) that are sometimes dark, and supporting staff to hear criticisms of programs they are passionate about. They’re even more important as the conception of the role of evaluator shifts from independent outsider to someone who brings their whole self to the work and effectively engages with people with lived experience.</p> <p>Through a combination of knowledge-building and reflective activities – drawing on leadership and evaluation literature – the workshop will cover a range of topics that support a sustainable career. These include:</p> <ul style="list-style-type: none"> • identifying personal values • managing imposter syndrome • protecting your own and other’s wellbeing • building your own board of directors • navigating ethical dilemma by drawing on your values <p>By the end of the workshop, participants will have a clear sense of who they are as evaluators, the practices they can adopt to thrive in their roles – as individuals and team leaders – and the core they can come back to when the going gets tough.</p> <p>ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK</p> <p>The workshop aligns with AES Evaluator’s Professional Learning Domain 1 (Evaluative Attitude and Professional Practice) by supporting participants to proactively plan how they will approach maintaining their integrity and building their professional practice. It also aligns with Domain 6 (Interpersonal Skills) by building self and team management skills.</p> <p>TARGET AUDIENCE</p> <p>This workshop covers an advanced evaluation topic, but is suitable for evaluators at all stages of their career</p>	<p>ABOUT THE FACILITATORS</p> <p>Jade Maloney is the CEO of ARTD with 15 years managing and overseeing evaluations in disability, mental health and suicide prevention. She has completed a 12-month program with Women and Leadership Australia and grown ARTD’s tools of coaching mentoring, and leading teams in challenging contexts. She is an experienced facilitator and has previously run interviewing skills workshops for the AES and convened the 2019 conference.</p> <p>Jo Farmer brings policy expertise in work mental health and wellbeing, as well as practical and academic experience in designing trauma-informed evaluation, both for participants and evaluation teams.</p> <p>Sharon Marra-Brown regularly manages evaluations in challenging contexts, manages teams of lived experience evaluators, and facilitates engaging workshops for people with all levels of experience in evaluation.</p>
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Evaluation and Value for Money: An inter-disciplinary, participatory approach using evaluative reasoning and mixed methods

presented by Julian King

HALF DAY (AFTERNOON) | CATEGORY: B, C

<p>WORKSHOP CONTENT</p> <p>This workshop provides practical guidance, underpinned by sound theory, for evaluating Value for Money (VfM). It unpacks a process of explicit evaluative reasoning (using rubrics) and the use of mixed methods. A sequence of steps will be shared to help evaluators and commissioners to develop and use context-specific definitions of good VfM. These definitions provide a system for ensuring the evaluation: is aligned with the design and context of the policy or program; engages stakeholders in evaluation design and sense-making; collects and analyses credible evidence; draws sound conclusions; and answers VfM questions. The approach is intuitive to learn and practical to use.</p> <p>Participants will learn how to: frame an evaluative question about VfM; develop rubrics setting out VfM criteria and standards; combine multiple sources of evidence; incorporate economic evaluation within a VfM framework where feasible and appropriate; interpret the evidence on a transparent basis; and present a clear and robust performance story, guided by the rubrics.</p> <p>The workshop involves a mix of powerpoint presentations, group discussions and examples. Participants will receive optional pre-workshop reading, and a post-workshop take-home pack including a copy of the slides, exercises and links to online resources.</p> <p>This workshop includes a brief overview of economic methods of evaluation (e.g. cost-benefit analysis) including considerations for determining when to use them in a VfM assessment. It doesn't provide detailed instruction in the design and implementation of economic evaluations. There are courses already on offer that focus on economic methods of evaluation.</p>	<p>ABOUT THE FACILITATOR</p> <p>Julian King specialises in evaluation and value for money. His PhD research developed the Value for Investment system which is the focus of this workshop. The system is used worldwide to evaluate complex and hard to measure programs and policies. In 2021 Julian received the AES Evaluation Systems Award in recognition of its widespread application. Julian has over 20 years of evaluation and facilitation experience and has delivered this workshop for evaluation associations, private companies and NGOs on every continent except Antarctica.</p>
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Changing world, changing roles: Evaluator at the table in systems innovation

presented by Jess Dart, Zazie Tolmer;
via video: Charlie Leadbeater (UK), Jennie Winhall (Denmark)

FULL DAY | CATEGORY: B

WORKSHOP CONTENT

We are at a critical historical juncture. Inequity is increasing, climate change is well on its way to the point of no return, and the robots are here. The time for change is now. Disruption offers strategic opportunities to reset the system into a better place. In many forums and spaces people are having critical discussions about equity, racial justice, decolonisation, and climate change. With this comes new actors, new funding streams, and new data flows.

Evaluation is critiqued for contributing to locking inequitable systems in place. How do evaluators show up differently, and how do evaluators play a constructive role in this fast-changing space? This workshop explores the role of evaluators in System Innovation and puts to the test the evaluation field's broadly accepted competencies around the purpose and logic of evaluation.

The workshop will start with an overview of the Systems Innovation field before proposing a conceptual framework to explore the role of evaluation in System Innovation. The framework has three elements to it: the Four Keys to unlocking and shifting systems (power, resource flows, purpose, and relationships); The system levels (micro, meso, and macro), and the three phases of System Innovation journey.

Using this framework, we will examine how evaluation can be useful and at times be a hindrance at each of the three phases of System Innovation. We will be joined by Charlie Leadbeater and Jennie Winhall from the systeminnovation.org in Denmark and the UK via video. They will introduce the Four Keys. We will touch on relevant evaluation approaches and much-needed adaptations. We will end with a critical examination of how evaluators might best position themselves as one actor at the table and what skills and aptitudes are needed for this work. Throughout the day we will use a mixture of presentation, small groups discussion, and real case studies.

ABOUT THE FACILITATORS

Dr Jess Dart is a fellow of the AES, a recipient of two awards, including Outstanding Contribution to Evaluation (2018) and holds a PhD in evaluation. She has over 25 years of experience in evaluation. She works as a generalist across many sectors, domestic and international, not-for-profit and Government. She has published in the *American Journal of Evaluation* and *New Directions*. Jess has presented pre-conference workshops more than ten times, at AES and other conferences. She gets very positive feedback and is considered a highly engaging facilitator.

Zazie Tolmer has 17 years' experience as an evaluator and worked for seven of these as an evaluation consultant in Australia. Zazie has delivered workshops and training including a workshop at the AES in Perth and has presented at the AES, EES and several other conferences.

Jennie Winhall, The System Shift Labs, Copenhagen, Denmark, is an expert in user-centred design, social innovation, and translating big policy ideas into action through services that people love. Jennie is the founder of ALT/Now in the UK which runs programmes for practical system innovation and was until recently the Director of Social Innovation for the Rockwool Foundation in Denmark. [Jennie will present remotely.]

Charlie Leadbeater, The System Shift Labs, London, UK, is the author of *Living on Thin Air* and *We-Think: mass innovation not mass production*. Charlie works internationally as an adviser on innovation strategy to companies, cities, and governments. After leaving the *Financial Times*, where he was Industrial Editor, he became an independent writer, policy adviser and social innovator. [Charlie will present remotely.]

Designing credible and useful impact evaluations

presented by Brad Astbury, Andrew Hawkins

FULL DAY | CATEGORY: A, B, C

WORKSHOP CONTENT

This workshop focuses on the principles and logic associated with the selection, design, and application of different kinds of impact evaluations, ranging from randomised control trials to theory-driven and qualitative approaches to causal inference. Different approaches to impact evaluation will provide more or less accurate (as well as precise) answers to different questions, e.g.:

1. Did the program have an impact?
2. What was the size of the program's impact?
3. What was it about the program that had impact?
4. In what situations and for which people did the program activities have an impact?
5. Should we continue the program, scale it up, modify it, better target it, or do something different to maximise future impact?

A single approach or combination of approaches may be more or less appropriate depending on the questions you are seeking to answer and other contingencies, such as the nature of the evaluand and the evaluation setting (e.g. time, budget, data availability, stakeholder information needs, degree of uncertainty that can be tolerated and evaluator expertise).

Practical aspects of delivering high-quality and useful impact evaluations will be explored in this workshop through case applications. Participants will learn about:

- Different understandings of impact evaluation, including:
 - Differences between causal descriptions and causal explanations
 - Differences between causal inference and effect sizes
 - The way that systems approaches deal with causality and attribution
- Approaches to classifying quantitative and qualitative impact evaluation designs
- Ways in which impact evaluation designs differ and what this means for practice
- Beyond the hierarchy of methods: dangers involved in relying too heavily on any one approach to conducting impact evaluation
- A contingent approach: considerations for selecting and combining impact evaluation designs and methods based on situational analysis.

Continued...

ABOUT THE FACILITATORS

Associate Professor **Brad Astbury** is a mixed method evaluator and health systems researcher with expertise in combining diverse forms of evidence to improve the quality and use of evaluation findings. For the past two decades Brad has worked with local, state and national government agencies, industry and the not-for-profit sector to design and deliver evaluations and enhance integration of evaluation processes into organisational systems. His primary areas of evaluation practice are health care, mental health, education, community services and justice. He is interested in the practical application of evaluation theory and methodology to support continuous improvement and evidence-informed decision making about what works, for whom, under what circumstances, why and at what cost.

Brad is passionate about advancing the theory, practice and use of evaluation through:

- situationally responsive evaluation that is tailored to the level of complexity and stage of program development, consumer needs and equity considerations, intended uses of the evaluation, and available time, budget and data
- delivering high-quality training and capacity-building, including the development of policies and tools that support individuals and organisations to embed evaluation into everyday practice
- application of methods to strengthen causal inference in impact evaluations, such as theory-based evaluation, realist evaluation and Qualitative Comparative Analysis (QCA)
- the use of evaluation-specific methodology, such as rubrics to synthesise evidence and provide evaluative conclusions about the merit, worth and significance of a program or policy
- strategies to enhance program sustainability and scale up innovations
- systematic reviews using mixed method approaches to build knowledge of effective solutions to policy challenges
- meta-evaluation to improve the quality of evaluation processes and findings.

Brad is an active contributor to professional societies for evaluators in Australia, Europe and North America and publishes regularly in leading evaluation journals. He currently serves on the editorial advisory board for *Evaluation – The International Journal of Theory, Research and Practice*, the *Evaluation Journal of Australasia* and *New Directions for Evaluation*.

ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop aligns with Domain 1 – Evaluative attitude and professional practice; Domain 2 – Evaluation theory; and Domain 4 – Research methods and systematic inquiry.

TARGET AUDIENCE

The workshop is designed for both new and experienced evaluators and commissioners of evaluation.

Andrew Hawkins has worked at ARTD for 15 years as a full-time evaluator. In that time, he has directed or managed more than 200 substantial evaluation projects and logged over 17,000 hours of direct client service delivery. Andrew considers evaluation as intertwined with reasoned action and strategy in a complex and uncertain world. Andrew is a pragmatist, a realist and a systems thinker living in a world often split between empiricists and constructivists. Andrew focuses on logical analysis, explicating and testing the rationale that underpins a policy or program, and cost-effective means of gathering evidence and insight for decision making. Andrew’s clients value his ability to listen deeply, probe, anticipate their needs and facilitate new understandings. Andrew is often asked to bring this focus on reasoned action to strategy and program design as well as to the development of monitoring and evaluation frameworks and approaches for impact evaluation. In his preferred line of work he is less focused on the question of ‘what works’ and more on ‘how can we make it work?’ He is an unrepentant evaluation fanatic and sees that our ability as a species for good evaluation, that is decision making about priorities and action as the most important requirement for the survival of our species and for creating value to life on earth.

Andrew is a member of the editorial advisory board for the *Australasian Journal of Evaluation*. He is the founding Co-Chair of the Australian Evaluation Society’s (AES) Systems Evaluation Special Interest Group (SIG) and is an honorary fellow with Charles Darwin University’s Northern Institute where he published '[Realist evaluation and randomised controlled trials for testing program theory in complex social systems](#)' and was a contributor to '[RAMESES II reporting standards for realist evaluations](#)'. Most recently Andrew has been active in the development of a more pragmatic theory of evaluation that shifts the focus from social science research to reasoned action and managing the risk of program failure www.propositionalevaluation.org. His qualifications are a Masters of Administrative Law and Public Policy (2007, University of Sydney) and a Bachelor of Arts, Psychology (Hons) (2000, University of Sydney).

By us, for us: First Nations leadership in evaluation design, governance, delivery, analysis and translation

presented by Amunda Gorey, Veronica Turner, Jen Lorains

FULL DAY | CATEGORY: B

WORKSHOP CONTENT

Evaluators work with people from all walks of life and cultural backgrounds. We hold a responsibility to understand, engage with, respect and respond to local cultural contexts in our evaluation approaches, methods and management. Evaluation work with First Nations people and programs is a critical enabler for genuine evaluation findings and community empowerment.

‘Aboriginal people have been researched to death. It’s time we researched ourselves back to life’ (William Tilmouth, CG Chair).

At Children’s Ground (CG) First Nations leaders, staff and families are designing, governing, delivering and translating evidence into practice every day. Using CG’s evaluation framework and 10 years of practical experience (strengths and challenges) the objectives of this workshop are to build on evaluation capacity of participants through engagement in new ways of thinking about and doing evaluation with (not to or for) First Nations people and to learn new knowledge, understandings and strategies for embedding First Nations leadership in evaluation at all stages

This full-day workshop will involve practical experiences/examples, case studies, and interactive activities, providing opportunities to:

- Reflect on current/planned evaluation practice
- Unpack strengths/challenges of First Nations leadership in western and cultural evaluation
- Explore applications of First Nations evaluation and data sovereignty
- Plan approaches/strategies for First Nations leadership in evaluation

Practical examples/resources will be worked through ensuring time for sharing, peer learning and questions.

Participants will gain an increased understanding of and practical strategies to embed First Nations leadership in evaluation, including understanding and differentiating between First Nations leadership in western evaluation and cultural evaluation approaches, and finding the balance between both. .

ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop builds knowledge and skills in the following Evaluators’ Professional Learning Competency Framework domains: Evaluative attitudes/practice, Culture/Context, Research Methods and Management and Evaluation Activities.

TARGET AUDIENCE

No pre-requisites for participation. Workshop is suitable for evaluators of any experience levels currently/planning evaluation of First Nations programs/policies/services.

ABOUT THE FACILITATORS

Amunda Gorey is an Arrernte woman living in Alice Springs with her three children. Her traditional connection to lands are Irlmangkere (south/west of Alice Springs) & Irlmpe (North of Alice Springs). She is an artist, experienced community health researcher and is a specialist in facilitating First Nations/Western relationships. Amunda is currently the Co-Coordinator of Research & Evaluation at Ampe-kenhe Ahelhe (Children’s Ground Central Australia) working with First Nations staff, families and communities to undertake a 25-year longitudinal evaluation of the impact of the Children’s Ground Approach in Central Australia. She is also a member of the Ingkerrekele Arntarntearreme – the local First Nations governance group for Children’s Ground in Central Australia, who are leading the design, delivery and decision-making that informs the strategy and operations in Central Australian communities. Amunda has worked on a number of research projects, working with First Nations communities across the Northern Territory, undertaking and supporting research. She has undertaken many formal research training sessions and courses and has applied her learning to community researcher roles and other work. Amunda brings important practical experience and theoretical knowledge in research and evaluation with First Nations communities. In all her roles, Amunda has worked as a liaison between Western and First Nations organisations, ensuring community voices are upheld and respected. She works continuously to ensure cultural safety to research and evaluation processes and importantly is able to communicate evaluation work and concepts into Arrernte language to enable genuine understanding and leadership by local people in all research and evaluation work.

Veronica Turner is an Arrernte woman. Her traditional lands are Sandy Bore (Mpwingke Anapipe or Alenyerrekatherre) outstation. She speaks Arrernte and English. Veronica is currently a Co-Director at Ampe-kenhe Ahelhe (Children’s Ground Central Australia), as well as a Cultural Advisor and Senior Arrernte Educator at Children’s Ground. She is also a member of the Ingkerrekele Arntarntearreme which is the local First Nations governance group for Children’s Ground in Central Australia, who are leading the design, delivery and decision-making that informs the strategy and operations in Central Australian communities. Working alongside western-trained managers and early childhood educators, Veronica is also responsible for the co-development of learning resources and ensuring the learning programs are being delivered in line with what Arrernte people have said they want for their children. As a First Nations staff member and leader, Veronica has been involved in leading the longitudinal evaluation of the impact of the Children’s Ground Approach in Central Australia since 2017. Veronica brings important cultural safety to evaluation processes and extensive contributions to First Nations analysis and reporting.

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	<p>Jen Lorains is a non-First Nations woman, living and working on Arrernte country in Alice Springs. She has undergraduate and postgraduate qualifications in applied social research and over 20 years' experience designing and undertaking research with communities and services. Jen has undertaken research and evaluation with and for a diverse range of stakeholders, including local and state governments, non-government organisations, research institutions, universities and community led research initiatives. Since 2016 Jen has been the Director of Research & Evaluation at Children's Ground. She travels and works across Children's Ground's Central Australian and Top End operations, working with each community, through participatory approaches, to evaluate and evidence the impact of Children's Ground's systems reform and integrated service platform. Jen has worked in research and evaluation roles with services and communities in early childhood, school transition, mental health promotion, consumer participation in health, education, youth engagement and healthy sporting clubs. She has undertaken research with a range of cultural groups including First Nations Australians and refugee communities.</p>
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Mixed methods evaluation design for transformative purposes

presented by Donna M Mertens

HALF DAY (MORNING) | CATEGORY: B, C

<p>WORKSHOP CONTENT</p> <p>Evaluators can be contributors to consciously addressing inequities in the world by the way they design their evaluations. Transformative mixed methods designs are explicitly constructed to serve this purpose. This workshop is designed for evaluators who want to learn how to use mixed methods for transformative purposes to better address the needs of members of marginalized communities, such as women, people with disabilities, people living in poverty, racial/ethnic minorities, and religious minorities. It addresses mixed method strategies that can enhance the ability of evaluation designs to contribute to addressing social inequities. Participants will learn how to use a transformative lens to identify those aspects of culture and societal structures that support continued oppression and how to apply mixed methods designs to contribute to social transformation. Interactive learning strategies will be used including whole group discussion and working in small groups to apply the design of a transformative mixed methods evaluation to a case study. .</p> <p>TARGET AUDIENCE</p> <p>This workshop is designed for intermediate level evaluators. Some evaluation design experience is needed to add the transformative mixed methods design skill set to participants’ repertoire.</p>	<p>ABOUT THE FACILITATOR</p> <p>Donna M Mertens, Professor Emeritus at Gallaudet University, specialises in transformative research and evaluation methodologies that support social, economic, and environmental justice and human rights, seen in her publications: <i>Mixed Methods Research, Program Evaluation Theory and Practice</i> (2nd ed.); <i>Mixed Methods Design in Evaluation;</i> and <i>Research and Evaluation in Education and Psychology</i> (5th ed.). She consults with such organisations as U.N. International Fund for Agricultural Development, UN Women, and Engineers without Borders Canada. Mertens served as the editor of the <i>Journal of Mixed Methods Research</i>, President of the American Evaluation Association (1998), and founding Board member: International Organization for Cooperation in Evaluation and Mixed Methods International Research Association.</p>
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The realist difference: Tips and explanations for evaluators using a realist approach

presented by Emma Williams, Cara Donohue

HALF DAY (AFTERNOON) | CATEGORY: C

WORKSHOP CONTENT

This workshop is targeted to experienced evaluators who are interested in trialing ‘scientific realist’ evaluation as proposed by Pawson and Tilley, or for evaluators who have begun to use this realist approach and would like to check that their evaluation designs and practice are fully realist. Addressing Domains 2 and 4 of the AES Professional Learning Competency Framework, the workshop will cover:

- How and why the early design phase of realist evaluations differs from other evaluation approaches, even other theory-based evaluations;
- How and why realist qualitative methods such as interviewing differ from other approaches, including other semi-structured interview methods;
- How and why realist quantitative methods such as surveys differ from other types of surveys;
- How and why sampling (for qualitative or quantitative work) for a realist evaluation is different from sampling in other approaches;
- How and why data analysis (for qualitative or quantitative data) for a realist evaluation is different from data analysis in other approaches;
- How and why reporting findings from a realist evaluation is different from reporting findings from other types of evaluations;
- How and why ethics applications for realist evaluations differ from others.

Workshop participants will be asked to bring with them an example of a realist evaluation they have conducted or a topic they would like to evaluate using a realist approach. Small group work will enable participants to know whether (and why) every stage of their evaluation design and practice is ‘really realist’, and have the skills to make any adjustments required. By the end of the workshop, participants will be competent to identify realist evaluation practice at all stages of evaluation, and justify their practice to clients, ethics review bodies, and to peer reviewers.

ABOUT THE FACILITATORS

Emma Williams has had a long career in evaluation, research and program development in Canada and Australia, moving between academia, public service and private practice. She is a member of the RREALI (Realist Research, Evaluation and Learning Initiative) team and a Credentialed Evaluator with experience in realist, observational and participatory evaluations on topics such as throughcare, family violence, service access, employment, environmental issues and international development. She has also conducted innovative research in areas such as urban design and language acquisition and has a special interest in child empowerment and in evaluation ethics.

Cara Donohue has been a research fellow with the Realist Research, Evaluation and Learning (RREALI) group at CDU’s Northern Institute since 2020 and in the evaluation field for twelve years. She specialises in evaluation, research, and program design, particularly using realist and theory-based approaches. Cara has a work background in the international and community development fields, and has worked in university, international and domestic NGO settings. She has experience with programs serving at-risk youth, low-income, disabled, refugee, Indigenous, and rural populations.

Creative evaluation and engagement: purpose-driven evaluation, supporting changemakers to bring about transformative change and create a more whole, beautiful, and just world

presented by Nora Murphy-Johnson, Raphael Johnson, Kate McKegg

FULL DAY | CATEGORY: B

<p>WORKSHOP CONTENT</p> <p>The purpose of this workshop is to introduce participants to a way of embodying a radically new evaluation purpose. The workshop content will be guided by a set of principles and move through four phases: align, learn, adapt, and embody. The facilitators will introduce participants to the roots, guiding principles, methods and essential strategies of Creative Evaluation and Engagement (CE&E). The workshop facilitators will also support participants in learning how to practice purpose-driven, principles-guided evaluation in a supportive, generous, and constructive way. It will introduce participants to the steps and tools to practice evaluation in ways that are self-aware as well as aware of the interconnectedness and wholeness of living systems.</p> <p>The workshop will combine face-to-face and online facilitation with four of the world’s leading evaluation guides and facilitators. It will be engaging, creative, highly participatory, and full of inspiration.</p> <p>ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK</p> <p>The workshop is directly relevant to all the domains of the AES’s evaluator’s professional learning competencies.</p> <p>TARGET AUDIENCE</p> <p>This workshop is for those with at least some understanding of evaluation and systems change, but we welcome all levels. There are no other prerequisites other than being prepared to bring your whole self, be curious and creative.</p>	<p>ABOUT THE FACILITATORS</p> <p>Kate McKegg is the director of The Knowledge Institute Ltd (www.knowledgeinstitute.co.nz) and a member of the Kinnect Group (www.kinnect.co.nz), as well as an indigenous-led collective Tuakana Teina, based in the Waikato region of New Zealand. She is also a co-founder, along with Nan Wehipeihana and Nora Murphy of the Developmental Evaluation Institute (https://developmental-evaluation.org/about), and a founding member and past Convenor of the Aotearoa New Zealand Evaluation Association (ANZEA). Kate is co-editor of New Zealand’s only evaluation text, <i>Evaluating Policy and Practice, a New Zealand Reader</i> (2003). She is also co-editor (along with Michael Quinn Patton and Nan Wehipeihana) of the book <i>Developmental Evaluation: Real World Applications, Adapted Tools, Questions Answered, Emergent Issues, Lessons Learned, and Essential Principles</i>, Guildford Press, New York, (2015).</p> <p>Seeing the potential in a complexity-aware evaluation practice to support change, Kate has been drawn to developmental evaluation and other creative forms of evaluation practice because of her deep commitment to social and environmental justice and equity. She has worked alongside many people in complex settings who are innovating to create systems change and has seen the possibilities that a different kind of evaluative practice can bring.</p> <p>A. Rafael Johnson, MFA is the Vice-President of Inspire to Change, where he uses the methodologies of the arts to understand systems, organizations, and programs. His fiction and essays have appeared in <i>Temenos Journal</i>, <i>AEA365</i>, <i>Callaloo</i>, <i>Kweli Journal</i>, <i>African American Review</i>, and the anthology <i>Excavating Honesty: An Anthology of Rage and Hope in America</i>. Andy is an adjunct faculty member at the Minneapolis College of Art and Design, where he currently teaches Creative Analytics with Nora Murphy Johnson. Andy holds an MFA in Creative Writing from The University of Alabama and is a fellow at Kimbilio Fiction. His newest book <i>Creative Evaluation and Engagement: The Essentials</i> (co-authored with Nora Murphy Johnson) revives Michael Quinn Patton’s 1982 classic <i>Creative Evaluation</i>. <i>Essentials</i> positions the arts as an essential way of knowing and communicating, and prepares changemakers to collect inspiring data and build a body of evidence that can make the world more whole, just, and beautiful.</p> <p>Nora Murphy Johnson, Ph.D., is the President of Inspire to Change and its principal investigator. Nora believes that all systems of people and institutions are connected and that all parts of the system need to be strong and healthy. Nora encourages clients and stakeholders to think outside of our boxes and disciplines and create a coherent shared vision for something greater than what exists now. Evaluation can be an integral part of working towards this vision. Nora works towards understanding (1) how principles-focused, developmental evaluation can be used for systems change and social justice, (2) ways to create a coherent and shared vision that allows for contextualized learning and adaptation, and (3) how to best engage people in useful evaluations that inform and inspire. Nora is best known for her publications <i>Nine guiding principles to help youth overcome homelessness: A principles-focused developmental evaluation</i> (Developmental Evaluation Exemplars, 2015) and <i>Connecting Individual and Societal Change</i> (Stanford Social Innovation Review, 2020). Her newest book <i>Creative Evaluation and Engagement: The Essentials</i> (co-authored with A. Rafael Johnson) revives Michael Quinn Patton’s 1982 classic <i>Creative Evaluation</i>. <i>Essentials</i> positions the arts as an essential way of knowing and communicating, and prepares changemakers to collect inspiring data and build a body of evidence that can make the world more whole, just, and beautiful. She holds a PhD in Evaluation Studies from the University of Minnesota.</p>
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REGISTRATION DETAILS

Registration fees, per workshop and delegate (inc 10% GST)

	Full
Whole day workshop Member 25 or 26 September	A\$500
Whole day workshop Organisational Member staff* 25 or 26 September	A\$610
Whole day workshop Non Member 25 or 26 September	A\$680
Whole day workshop Student# 25 or 26 September	A\$380
Half day workshop Member 25 or 26 September	A\$300
Half day workshop Organisational Member staff* 25 or 26 September	A\$430
Half day workshop Non Member 25 or 26 September	A\$480
Half day workshop Student# 25 or 26 September	A\$280

Student discount: For your registration to be valid, you must provide proof of their student status to conference@aes.asn.au. Should proof not be provided we reserve the right to charge for the difference between the student and non-student registration, and cancel the registration should the full fee not be paid.

*** Organisational Member rates:** Before choosing this rate, please check with your organisational member status with your organisation or aes@aes.asn.au. You will be invoiced for the difference if you're not a staff member of an organisational member of the AES.

NOTE: It is important that you read the registration information below before completing the online form.

REGISTRATION PROCESS EXPLAINED

Please register via the [conference/conference workshop registration portal](#) – see link below.

Choose the number of workshop tickets you need in each category, fill in the form and click 'Next'. You will be able to enter the workshop participant information for each ticket. On the next screen choose which workshop each participant wishes to attend.

If you have already registered for the Conference, follow the steps above and ignore the options for Conference tickets shown. You will be issued an additional invoice for the pre-conference workshops; your existing Conference registration details will not be affected.

If you wish to register for the conference workshops only, ignore the options for Conference tickets shown.

If you wish to register for both the conference workshops and the Conference, follow the instructions above for the conference workshop registration, and then, additionally, choose your Conference options.

Important information regarding your conference workshop registration

- The AES cannot guarantee that each workshop will go ahead as scheduled. If a workshop is cancelled, you will be offered a place in another workshop, or a refund.
- Your AES Membership number: If you do not remember your AES Membership number, please go to the AES website and log-in, your member number should appear in the right-hand column, otherwise go to the instructions page.

Terms and conditions of registration

Please read the terms and conditions for conference workshop/conference registration available [here](#).

Looking for accommodation? A range of accommodation options are available [here](#).

