



## Stories about Evaluation Learnings

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### Guidelines for contributors:

- The principal aim of the *Stories about Evaluation Learnings (SEL)* series is to share current experiences, critical perspectives and methodological innovations among practitioners of evaluation. We aim to keep the series informal to enable the rapid sharing of practical experience from the field. These stories will be published on an ongoing basis on the AES website.

### Types of material accepted

- Articles: max. 1500 words plus illustrations  
- see below for guidelines.
- Multimedia: don't be constrained by traditional forms of reporting – be creative, use video, audio, more traditional forms of art such as drawings, and anything you can think of to get across your story. Try to still cover the basics as outlined below, but use whatever form to communicate you would like!
- Feedback: letters to the editor, or longer pieces (max. 1000 words) which respond in more detail to articles.
- Tips for evaluators: evaluation exercises, tips on running evaluations, reflections on behaviour and attitudes in training, etc. Max. 1000 words.

The Editors reserve the right to edit and amend contributions for publication in SEL but will notify you of this prior to publication.

### Criteria for publication

Whilst we welcome accounts of recent experiences, we emphasise the need to analyse these experiences - the limitations as well as the successes of these experiences.

In addition, we are interested in hearing about the use of evaluation from:

- Project and program levels
- Local, regional and national levels
- Practice and policy.

To summarise, we are particularly looking for articles that contain one or more of the following elements:

- an innovative angle to the concepts of evaluation or its application
- critical reflections on the lessons learned from the author's experiences
- an attempt to develop new methods, or innovative adaptations of existing ones
- consideration of the processes involved in evaluation approaches

Articles should, if possible, be co-authored by all those involved in the evaluation project. This ensures that everyone's contribution to the development process is fully valued and acknowledged. Authors need to ensure that they have approval from relevant subjects for publication of the story. Please ensure that individual identity of subjects is protected also.

We have found it helpful to give authors an idea of the sort of structure we are looking for in an article. The following are a few suggestions that may help you to get started:

# Guidelines for SEL content

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## Introduction

What will your article be about?

## Background information

- What was the purpose of your project or programme?
- Who participated?
- When it was done?
- Who was involved, which organisations?
- Who funded it?
- What processes did you use?
- What methods did you use?
- What innovations did you use? e.g. adapting or combining existing methods and processes

## Lessons learnt, critical reflections and analysis

- What happened – was it successful?
- What did you learn from the experience?
- Could you improve the process?
- Could you improve people's participation?
- Ideas for ways forward
- What's going to happen next?

## Conclusion

What is the main message you want to share with readers?

Acknowledgements

Acknowledge the people who gave you permission to publish the article.

## Visuals

Do you have any photos, flow charts, diagrams, tables or cartoons to illustrate your article?

## Boxed examples

An effective way of bringing your article to life is to add some short pieces of text. These can explain something in your article in more detail. Some ideas could include:

- an experience which illustrates a point you are making
- to describe how a method works in more detail
- to describe an element of your project or program in more detail
- to describe questions or issues participants have been discussing
- to highlight participants' voices

## Language and style

Our readership covers many different disciplines and educational backgrounds, and English is not always the first language of readers. For this reason, please try to use a clear and accessible style when writing contributions:

- Keep sentences short and simple
- Avoid jargon, theoretical terminology and overly academic language
- Explain any specialist terms that you do use and spell out acronyms in full
- Use the active voice: 'we did' rather than 'it was done'.

## References

If references are mentioned, please include details. However, since SEL is intended to be informal, rather than academic, references should be kept to a minimum. Please cite in-text references as per the Harvard system (author date, page number).

## Photographs and drawings

The preferred image format is jpg. Ensure that scanned photos/drawings are at high enough resolution for print (300dpi and above). If you are sending your submission by email, attach images separately. If sending by disk, send a separate image file. Please do not import photographs and drawings into Word files. Supply the captions and name of the photographer/illustrator in the body of the email.

## Format

Avoid embedded codes (eg footnotes/endnotes, page justification, page numbering). Titles and headings should be lower case, except for the initial capital of the first word. Use bold for headings and italic for sub-headings.

## Submitting your article

Articles can be sent by email or on disk. Articles should be sent to the address/email given below.

## The editorial process

All articles are reviewed by at least two members of the Editorial Advisory Board. If we feel that the article has potential but needs some revision, we will write back to you explaining the kinds of revisions we think are needed. We then wait for your response, after which the second draft is circulated to the Editorial Board. Further revisions are sometimes needed, but are always undertaken in consultation with the author(s).

We aim to respond to your initial contribution within 3 months, but due to the commitments of the Editorial Team this is not always possible.

## For further information, contact:

**Eleanor Pritchard**

**Roberts Evaluation**

Suite 310, 343 Little Collins Street

Melbourne 3000

T: 61 3 9670 0745

F: 61 3 9670 0614

E: [epritchard@robertsevaluation.com.au](mailto:epritchard@robertsevaluation.com.au)

W: [www.robertsevaluation.com.au](http://www.robertsevaluation.com.au)