2016 Australasian Evaluation Society Conference Evaluation Report

Produced by Benedict Shipp.

Contents

1. Executive Summary

This report is an evaluation of the AES International Evaluation Conference that was held in Perth from September 19-21, 2016. Themed "Landscapes", the AES conference attracted more than 300 participants. The AES conference was preceded by two days of pre-conference workshops, which were out of the scope for this evaluation.

The 2016 conference had 110 presentations over 3 days, plus a special session of the AES Annual General Meeting and the AES Fellows.   Each presentation had been allocated to one of 6 conference strands (excluding the AES Annual General Meeting):
- Plenary session
- Evaluation Landscapes
- Natural and Built Landscapes
- Organisational, Political and Economic Landscapes
- Social and Cultural Landscapes
- Special Session.

This report gathered data from three sources — an Online Attendee Survey, an Online Non-Attendee Survey and semi-structured interviews conducted during the three days of the conference.

All the data collected was collated and used to answer the key evaluation question: 'Overall, did the conference attendees perceive there was value in attending the conference?'

Specific sub-questions to be addressed include:

1. What were the reasons participants registered for the AES 2016 conference?

2. What were the reasons that non-participants did not register for the AES 2016 conference?

3. Did conference participants find the conference valuable?

4. What elements of the conference were most valuable to participants?

5. What elements of the conference were least valuable to participants?

6. Do participants perceive they are likely to change their evaluation practice in any way as a result of attending the conference?

7. How could the conference be improved in future?

Overall the 2016 AES International Evaluation Conference held in Perth was hailed a success by respondents who had attended. While many had suggestions on ways to improve the conference and found it to be of differing value, the majority stated that they enjoyed their experience and believed it to be interesting, engaging and challenging.

The evaluation, using the results of the data, has identified the following over-arching themes in regards to the Perth 2016 conference:

- Delegates chose to attend Perth 2016 mainly due to the promise of relevant and interesting presentations, as well as, networking opportunities.

- Respondents who chose not to attend cited the cost of both travel and conference registration fees as the main barrier to them attending.

- Overall the majority of attendees (90%) found the conference to be valuable and cited networking opportunities and learning opportunities as the most valuable aspects of Perth 2016.

- 81% of respondents who attended the Perth 2016 conference believed that what they had learned during the conference would impact their evaluation practices.

Respondents made suggestions as to what could be done to improve future AES conferences and increase the likelihood of more AES members attending. These suggestions centred around the following themes:

- Improving planning and logistics during the event.

- Improving the quality and breadth of presentations.

- Ensuring abstracts accurately reflect presentations.

- Improving the quality and relevance of keynote speakers.

- Including more skills sessions.

- Reduced cost of conference registration.

From the results, the evaluation recommends the following, in regards to improving future AES conferences:

1. The AES should consider decreasing the amount of presentations at the annual conference and instead focus on quality over quantity. Presentations should be reviewed more strictly and there should be guidelines emphasising the need for high levels of presentation skills. Presentations should also be scrutinised to ensure that they accurately reflect the content represented in the Abstract.

2. The AES should carefully consider the planning and layout of the conference within the venue it is being held. Clear and obvious signage should be present and a venue map should be placed within the conference programme. The layout of presentation rooms should be considered more carefully and if possible, made to facilitate greater discussion and collaboration between delegates.

3. Keynote speakers should be relevant and challenging to the conference audience. Presentations by speakers should accurately reflect the theme of the conference and ensure that the content is engaging. When considering keynote speakers for Canberra 2017, the AES should be looking to people who can talk about the way in which evaluation can impact government policy.

4. Wherever they are able, the AES should be looking to make the conference as affordable as possible for the delegates. This could include offering more grants or offering incentives for AES members to attend.

2. Acknowledgements

The author acknowledges the contributions of the following people to this report and thanks them:

Lynn Alderman, AES President.

Bill Wallace, AES Executive Officer and Conference Director.

Jacqueline Diamond, AES Events and Member Services Officer and Conference Manager.

The 2014 and 2015 AES Conference Evaluators.

The AES 2016 Program and Organising Committees.

Rick Cummings, for his work mentoring and guiding the author in the completion of this report.

AES members and non-members who participated in the semi-structured interviews and responded to surveys for this evaluation report.

3. Background

3.1 About the AES

The Australasian Evaluation Society (AES) is the professional organisation for evaluation professionals in Australia and New Zealand, and the broader Pacific region. It has 860 members involved in all facets of evaluation and performance measurement. The vision of the AES is "Quality evaluation that makes a difference" and the mission is "To strengthen and promote evaluation practice, theory and use" (Australasian Evaluation Society, 2014, inside cover).

The AES is governed by a board of six directors and employs two staff — an Executive Director and an Events and Member Services Manager.

The aims of the AES are to:

- Establish and promote ethics and standards in evaluation practice.
- Encourage advances in the theory and practice of evaluation.
- Provide education and training related to evaluation.
- Provide forums for networking, professional development and the discussion of ideas.
- Increase understanding of evaluation and advocate for quality evaluation.
- Be inclusive of Indigenous and all other cultural perspectives.
- Have governance systems that reflect and incorporate best practice.
- Provide a forum that allows the diverse voices of the community to be heard, including those who commission the evaluations, those who carry them out and the evaluands.
- Other activities consistent with these aims.
  (AES. About the Australasian Evaluation Society. http://www.aes.asn.au/about-us/about-theaes.html)

To fulfil its aims, the AES engages members through regional networks and Special Interest Groups, produces publications and offers a comprehensive professional development program.

AES regional networks exist in NZ and all states and territories of Australia. The AES convenes three Special Interest Groups (Realist Evaluation and Realist Synthesis SIG; Eval-Tech SIG; and Evaluation in Higher Education SIG) to engage members in its work.

The AES also has a community of Fellows, comprising of 18 members recognized as having made an outstanding contribution to evaluation theory and practice and to the AES over a number of years.

Publications produced by the AES include:

- An annual report.
- The Evaluation Journal of Australasia.
- AES e-news.
- AES Guidelines for the Ethical Conduct of Evaluations.
- AES Code of Ethics.
- Stories of Evaluation Learning series.

The AES offers its members and interested non-members a comprehensive professional development program, guided by the AES Professional Learning Committee. AES professional development resources and events include a calendar of workshops and seminars throughout Australia and New Zealand plus the Evaluators' Professional Learning Competency Framework,

designed to guide AES members in building the competencies, knowledge and expertise in evaluation. It also offers an annual Awards program, the AES Awards for Excellence in Evaluation which recognise outstanding evaluation capacity-building, evaluation systems or evaluation practice in Australasia. The flagship professional development event for the AES is the annual AES International Evaluation Conference.

3.2 About the AES International Evaluation Conferences

The AES International Evaluation Conference is held annually. It is an international event and draws participants from across New Zealand, Australia, the Pacific and beyond. The annual conference is the largest professional development event on the AES calendar, and is hosted on a rotational basis across cities in Australia and New Zealand.

The annual conference hosts the AES Annual General Meeting, the AES Awards for Excellence in Evaluation and meetings of SIGs and the Fellows. AES conferences are usually preceded by two days of conference workshops while the AES conference is usually of three days' duration.

The AES has been hosting conferences for decades and conference locations rotate through where the AES has regional networks. Recent conferences have been held in the following locations:

- Melbourne, 2015
- Darwin, 2014
- Brisbane, 2013
- Adelaide, 2012
- Sydney, 2011
- Wellington, 2010
- Canberra, 2009
- Perth, 2008

3.3 About the 2016 AES International Evaluation Conference

The evaluand is the 2016 AES International Evaluation Conference held in Perth from September 19-21. Themed "Landscapes", the AES conference attracted more than 300 participants. The AES conference was preceded by two days of pre-conference workshops, which were out of the scope for this evaluation.

The 2016 conference had 110 presentations over 3 days, plus a special session of the AES Annual General Meeting.   Each presentation was allocated to one of 6 conference strands (excluding the AES Annual General Meeting):

- Plenary session.
- Evaluation Landscapes.
- Natural and Built Landscapes.
- Organisational, Political and Economic Landscapes.
- Social and Cultural Landscapes.
- Special Session.

The AES Conference is evaluated annually on behalf of the AES Board by an independent evaluator, often a postgraduate student or recent graduation in an appropriate discipline.

4. Methodology

4.1 Limitations of the Methodology

This evaluation faced four key limitations.

The first limitation was the self-rating of evaluation expertise (as used throughout this report) was subjective, and subject to differing perceptions of respondent's knowledge/skills in relation to evaluation.

There was also likely to be some crossover between online survey respondents and one-on-one interview respondents. Interviews were conducted during the conference, while the survey was sent out post-conference to all those who registered. There was no limitation preventing those who participated in an interview from completing the online attendee survey.

Every year that the conference is evaluated, certain aspects of the evaluation, along with the surveys used, are updated and improved. Due to this, comparisons between conferences could not conducted for all questions.

Finally, the impact of the conference on participants' practice of evaluation was largely out of the scope of this evaluation, as the conference evaluation took place during and immediately after the conference. An impact evaluation would need to be conducted much later after the conference to determine if there has been any change in practice.

Consideration in future evaluations of the AES conference should be given to the broader impact of the conference on participants, particularly on the professionalism of the evaluation profession in Australasia. Such an evaluation could investigate whether there was evidence for causal linkages between increasing evaluator professionalism and conference attendance (or indeed the broader suite of AES professional development activities); or the contribution of the AES professional development activities to any increase (or otherwise) in evaluator professionalism.

However, this kind of impact evaluation of the AES conferences was outside the scope of this evaluation project. Nevertheless, this evaluation has addressed participants' perception of the impact of the conference on their practice of evaluation.

4.2 Evaluation Focus and Methods

The key stakeholder of the AES 2016 conference evaluation is the AES Board, which provides funding, staff resources and access to membership data. The AES office provides administrative support and event management expertise to the voluntary conference planning committee which undertook the planning and conduction of the conference.
The AES planning committee for both the 2016 and 2017 conferences are also important stakeholders, as well as all AES members.

Following the same structure of the 2015 conference evaluation the key evaluation question remains: 'Overall, did the conference attendees perceive there was value in attending the conference?'

Specific sub-questions to be addressed include:

1. What were the reasons participants registered for the AES 2016 conference?
2. What were the reasons that non-participants did not register for the AES 2016 conference?
3. Did conference participants find the conference valuable?
4. What elements of the conference were most valuable to participants?
5. What elements of the conference were least valuable to participants?
6. Do participants perceive they are likely to change their evaluation practice in any way as a result of attending the conference?
7. How could the conference be improved in future?

4.3 Data Collection

An evaluation plan was drafted by the consultant and provided to the AES. The plan specified details of the proposed methodology for the evaluation, the audiences, the key evaluation questions and the data collection and analysis methods.

Following the structure of the 2015 conference evaluation, it was decided that the 2016 evaluation would use two forms of data collection, online surveys and semi-structured interviews. Data was collected from participants both during the conference, through semi-structure interviews, and post-conference, through online surveys.

Data was also collected during the conference using an online app which allowed participants to give session specific feedback on each individual presentation they attended.

4.4 Semi-Structured Interviews

Semi-structured interviews were conducted across all three days of the 2016 conference. Overall there were 13 interviews conducted with 15 people. All participants were selected at random during meal breaks at the conference and reflected a diverse range of demographics.

The semi-structured interviews were conducted face to face with the participants and before commencement participants were asked to sign a consent form agreeing to both their participation and audio recording of the interview. A copy of the consent form is provided in Appendix A.

The semi-structured interviews contained nine questions which all pertained to the key evaluation questions. Specifically, the interview questions focused on:

- Reasons for registering.
- Value of the conference.
- Keynote speakers.
- Likely impact on evaluation practice.
- Improvements for future conferences.

The interview guide is provided in Appendix B.

Interviews varied in length; the shortest running 4 minutes and 3 seconds, while the longest was 16 minutes and 27 seconds. All interviews were recorded using a hand-held mobile device.

Due to the limited sample size, the data collected through semi-structure interviews cannot be thought to be wholly representative of the attendees at the 2016 conference. The data collected

during the interviews is best viewed as a "snapshot" of views, while more in depth responses were collected in the online attendee survey.

4.5 Online Surveys

Online surveys were conducted at the conclusion of the 2016 conference. Two surveys were conducted simultaneously; one was for respondents who had attended the 2016 AES conference in Perth and the other was for AES members who did not attend the conference.

The online attendee survey was distributed by email invite to the 303 people who attended the 2016 Perth conference and the survey was hosted by SurveyMonkey. Three email invites were either opted out or bounced, leaving a total sample size of 300 possible respondents. Following the initial email invite, two reminder emails were sent to attendees before the survey closed on the October 26. The online attendee survey was open for a period of two weeks (October 12-26) and garnered 152 responses which resulted in a satisfactory response rate of 50.6%. Comparatively the 2015 online attendee survey had a response rate of 43.2%.

The non-attendee survey was conducted during the same two-week period (October 12-16) however, the invitation to participate was handled differently. All AES members were informed of the non-attendee survey through the AES Alert email subscription, members who did not attend the 2016 Perth conference were asked to respond as to why they chose not to attend. This alert also went out to those AES members who had attended the 2016 Perth conference as there was no way to filter the recipients.

The AES Alert email contained a web link to the online non-attendee survey which was also being hosted by Survey Monkey. Of the approximately 880 AES members (AES 2016, 21) 32 responses were received to the online non-attendee survey. This was a response rate of 3.6%, even excluding those members who attended the 2016 Perth conference this response rate was extremely low. Therefore, the results of the non-attendee survey reflect only a small sample size and should only be used as a general representation of why members chose not to attend.

5. Results

5.1 Demographics of Perth 2016 Attendees

The first section of the online attendee survey focused on obtaining background demographic information from participants. From the data it can be said that respondents represented a diverse range of sectors, locations, expertise and experience.

5.1.1 Professional Sectors

Respondents were asked which sector their professional careers fell under. All 152 respondents answered this question.

Analysis of the responses is shown in Table 1.

Table 1.

Sectors	Response Percent (N=152)
Community Sector / Not For Profit Organisation	23.7%
Private Sector / Consultancy	23.7%
University (Academic Staff, Non-Academic Staff, Students)	13.2%
Government - Federal	11.8%
Government – State / Local	23.9%
Other	4%

The following response patterns are noted in Table 1.

Of the responses:

- There was an even split between Community / NFP, Private and State / Local Government sectors.
- There has been a 5% increase in respondents who work for the State / Local Government sector when compared to 2015 findings.
- There has been a 4.5% decrease in respondents who work for the Private / Consultancy sector when compared to 2015 findings.

5.1.2 Residence

Respondents were asked to reveal where they currently reside. All 152 respondents answered this question.

Analysis of the responses is shown in Table 2.

Table 2.

State / Country of Residence	Response Percent (N=152)
Aotearoa / New Zealand	3.95%
Western Australia	30.92%
Northern Territory	3.95%
Queensland	6.58%
New South Wales	14.47%
Australian Capital Territory	11.18%
Victoria	17.76%
South Australia	5.26%
Tasmania	0.66%
Other Australasia (e.g. PNG, Pacific Islands)	0.66%
Other	4.61%

The following response patterns are noted in Table 2.

Of the responses:

- The percentage of delegates who reside in WA increased from 3.5% to 30.92% compared with 2015.
- The percentage of delegates who reside in Victoria decreased from 42.1% to 17.76% compared to 2015.
- 7 respondents identified themselves as being from outside the Australasian region; Those who specified other areas included Lebanon, Thailand, Canada, USA and Zimbabwe.
- The percentage of delegates who reside in Aotearoa/New Zealand halved from 8.4% to 3.95%.

5.1.3 Evaluation Knowledge

Respondents were asked to self-rate their knowledge and skills in evaluation. 151 responses were collected for this question.

Analysis of the responses is shown in Table 3.

Table 3.

Knowledge Rating	**Response Percent** (N=151)
No Background	2.65%
Novice	15.89%
Intermediate	43.71%
Advanced	31.13%
Expert	6.62%

The limitations of the self-rating of expertise has been noted above in section 4.1 of this evaluation report. However, when you compare the results of this question with the amount of conferences those who rate themselves as having a higher knowledge rating have attended more conferences than those with lower ratings.

Analysis of the results is shown below:

- "Experts" have attended on average 3.6 of the past 8 conferences.
- "Advanced" have attended on average 2.12 of the past 8 conferences.
- "Intermediate" have attended on average 0.9 of the past 8 conferences.
- "Novice" and "No Background" have attended almost none of the previous 8 conferences.

5.1.4 Previous AES Conference Attendance

Respondents were asked to identify which, if any, previous AES International Evaluation Conferences they had attended. 300 responses were collected.

Analysis of the responses is shown in Table 4.

Table 4.

Previous Conferences Attended	Response Percent (N=300)
Never Attended Before Perth 2016	52.67%
One or More Conferences Before Perth 2008	10.67%
Perth 2008	12.67%
Canberra 2009	12%
Wellington 2010	9.33%
Sydney 2011	16%
Adelaide 2012	16.67%
Brisbane 2013	19.33%
Darwin 2014	18.67%
Melbourne 2015	32%

Following on from the previous question, respondents who had attended previous AES conferences were asked to rate whether the conferences were becoming more or less valuable as the years went on. 70 responses were collected.

Analysis of the responses showed that:

- 41.43% percent of respondents believed that the AES conferences were becoming more valuable each year.
- 52.86% percent of respondents believed that the AES conferences were becoming no more or less valuable (Value remained the same).
- 5.71% percent of respondents believed that the AES conference were becoming less valuable each year.

5.2 Value to Delegates

5.2.1 Reasons for Attending Perth 2016

The key evaluation question that guides this report and the online attendee survey was whether the conference delegates perceived there was value in attending the 2016 AES International Evaluation Conference in Perth. To identify the value of the conference for delegates, the reasons for registering needed to be identified. Respondents were asked to identify the main reasons for attending the 2016 conference. 151 respondents answered and 410 responses collected.

Analysis of the responses is shown in Figure 1.

<u>Figure 1.</u>
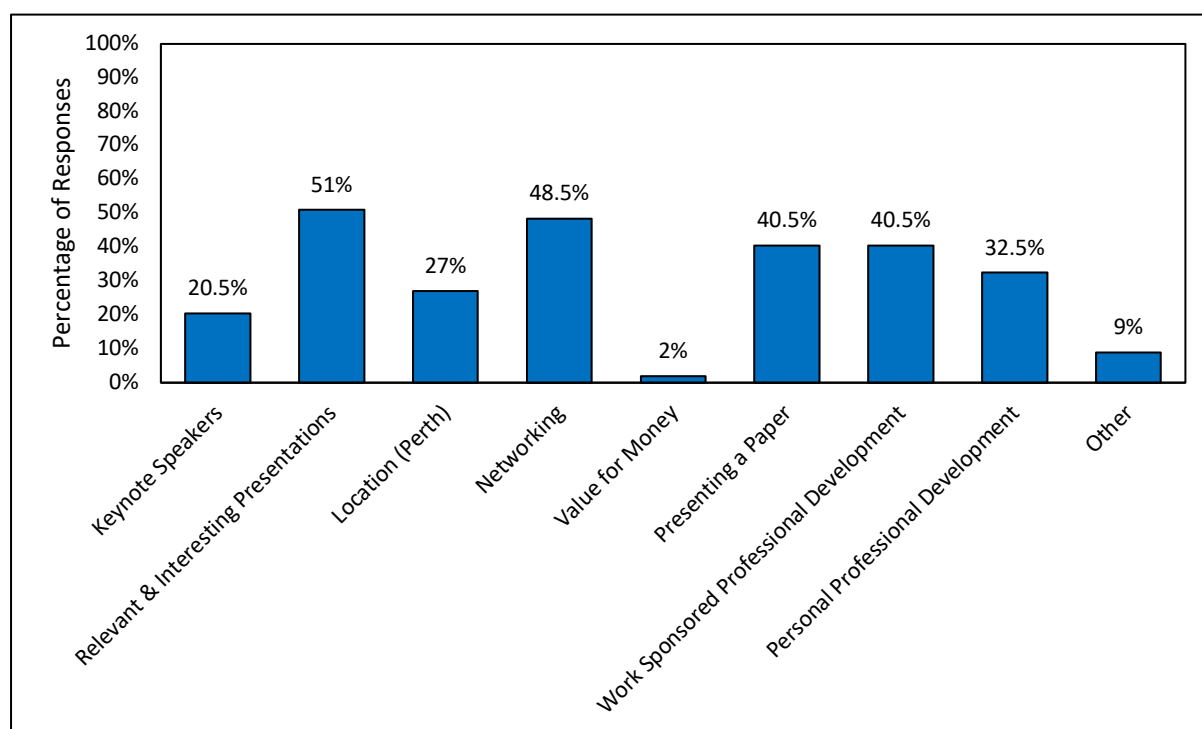
The following response patterns are noted in Figure 1.

Of the responses:

- 40.5% of attendees were presenting a paper, an increase from 30% in 2015.
- More than half (51%) of attendees registered for the 2016 conference because they found the presentations relevant and interesting; an increase from 44% in 2015.
- Only 2% of attendees selected 'Value for Money' as the reason for attending in 2016; a decrease from 7% in 2015.
- 27% of attendees registered for the conference due to the Location, a decrease from 39% in 2015.

Those who selected other specified the following reasons:

- Accepting an award.
- Workshop participation.
- Presenting a workshop.
- To learn more about evaluation theory.
- Supporting partner / colleague.
- AES board member.
- Working at the conference.

5.2.2 Conference Value

To answer the key evaluation question regarding their perceived value of the 2016 conference, respondents were asked whether they found the AES 2016 International Evaluation Conference to be valuable to them. 149 responses were collected.

Analysis of the responses showed:

- 89.9% of attendees found the conference to be valuable.
- 9.4% of attendees found the conference to neither be valuable or not valuable.
- 0.6% of attendees found the conference to not be valuable.

Respondents where then asked to identify the aspects of the 2016 conference which they found to be most valuable. Respondents could select multiple aspects. 151 attendees answered and 464 responses were collected.

Analysis of the responses is shown in Figure 2.

Figure 2.
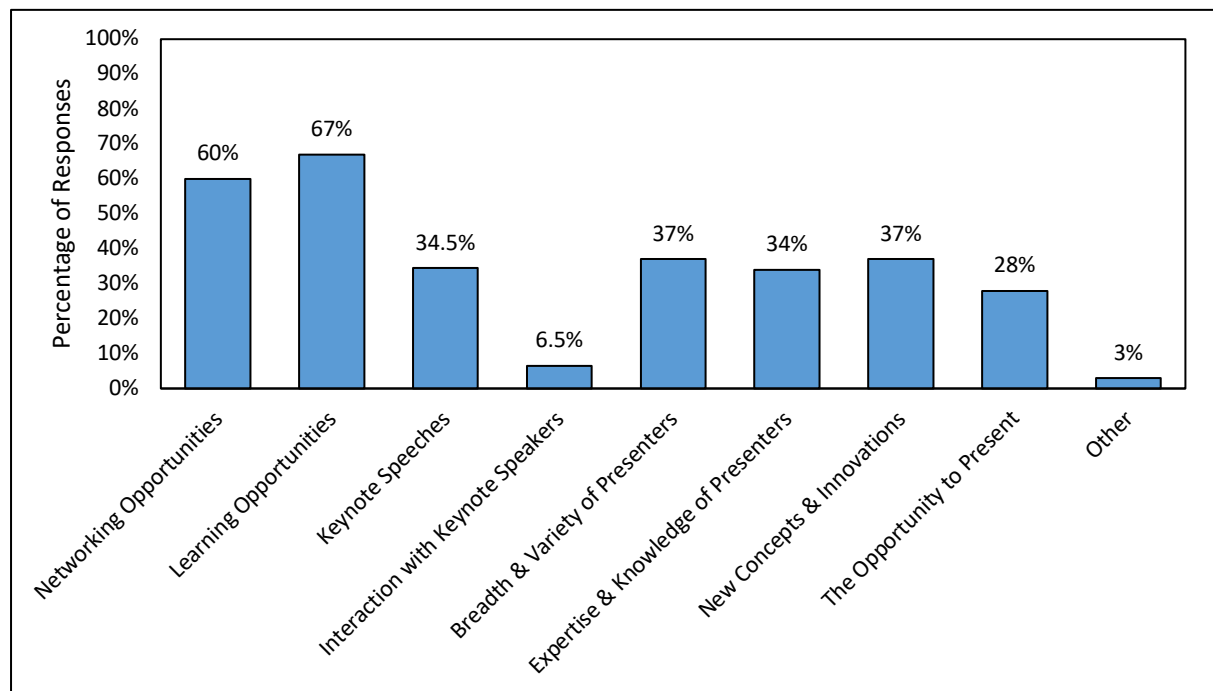
The following response patterns are noted in Figure 2.

Of the responses:

- Networking Opportunities (60%) and Learning Opportunities (67%) were considered the most valuable aspects of the 2016 conference.
- 34.5% of attendees found the Keynote Speakers to be one of the most valuable aspects of the 2016 conference, an increase from 20.5% in 2015.
- 37% of attendees found New Concepts & Innovations to be one of the most valuable aspects of the 2016 conference, and increase from 15.5% in 2015.

Those who selected other specified the following reasons:

- Skill Building Sessions.
- Interactive sessions.
- Experiencing the WA evaluation scene.

5.3 Attendee Satisfaction

Respondents were asked to rate their level of satisfaction with certain elements of the 2016 conference. The level of satisfaction for the aspects listed reflects similar results to the aspects that attendees found most valuable. 149 respondents answered.

Analysis of the responses is shown in Figure 3.

Figure 3.
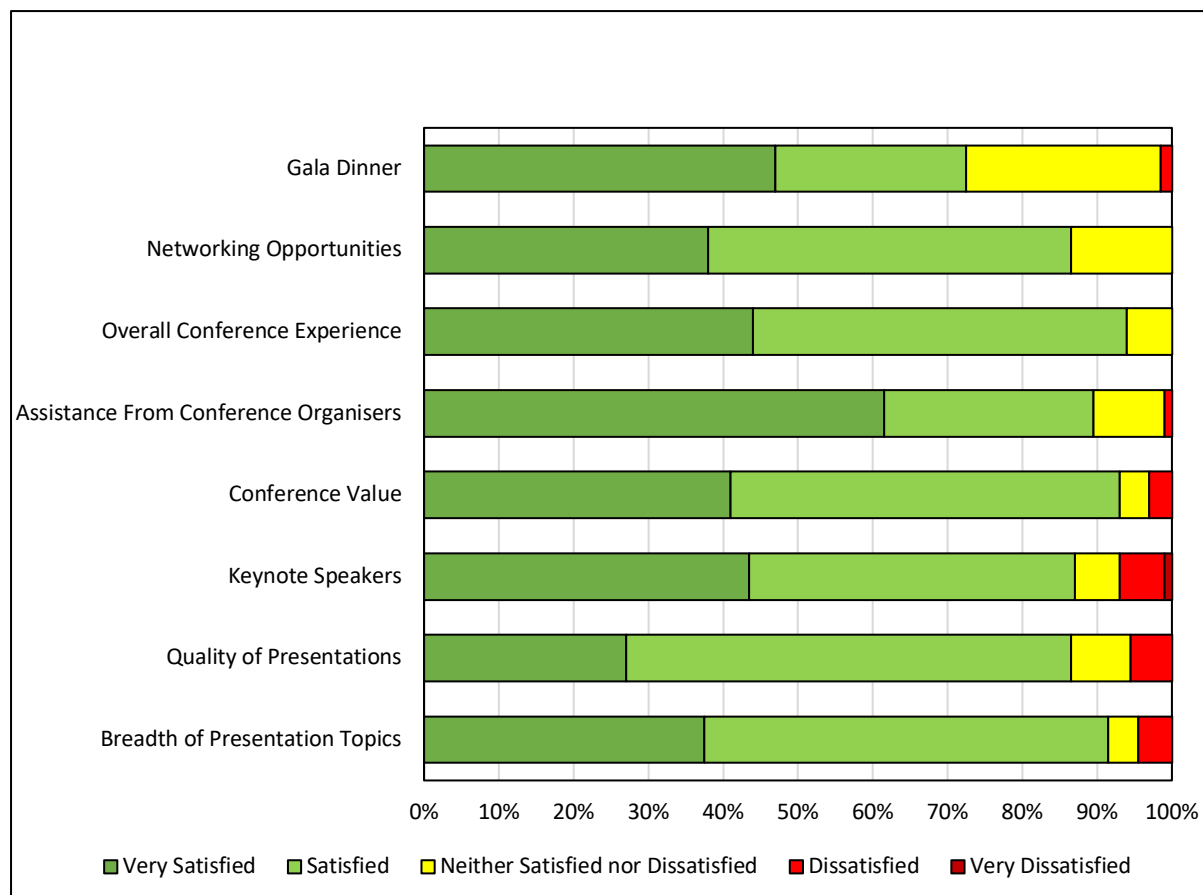
The following response patterns are noted in Figure 3.

Of the responses:

- Overall respondents were either 'Very Satisfied' or 'Satisfied' with all the listed elements of the conference.
- The highest rate of combined 'Dissatisfied' and 'Very Dissatisfied' was with Keynote Speakers, but only a combined 7% of respondents selected these ratings.

Respondents were then asked to rate their level of satisfaction with more specific elements and events that occurred within the 2016 conference. 149 respondents answered.

Analysis of the responses is shown in Table 5.

Table 5.

Conference Element	Total Responses	Very Satisfied	Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied	Very Dissatisfied
Opening Cocktail Party	66	22.5%	62%	12%	3%	0%
First Timers Breakfast	26	31%	27%	34.5%	7.5%	0%
AES Annual General Meeting	46	21.5%	48%	30.5%	0%	0%
Plenary Sessions	143	30.5%	58.5%	7.5%	2.5%	0%
Awards Gala Dinner	113	44%	40%	14%	2%	0%
E-Poster Presentation Style	85	9.5%	40%	37.5%	13%	0%
Sponsor Exhibit Booths	117	10%	42.5%	39.5%	7%	1%

The following response patterns are noted in Table 5.

Of the responses:

- A significant majority (89%) of respondents rated their level of satisfaction with the Plenary Sessions as either 'Very Satisfied' or 'Satisfied.'
- The Awards Gala Dinner was popular with respondents, with most of those (84%) who attended rating their level of satisfaction as either 'Very Satisfied' or 'Satisfied.'
- 49.5% of respondents rated their level of satisfaction to the introduction of E-Posters to the AES conference as either 'Very Satisfied' or 'Satisifed.'

Following on from their level of satisfaction with aspects of the conference, attendees were asked about their views in regards to the main elements of the conference. Respondents were asked how likely their were to agree/disagree with statements which reflected the main elements of the 2016 conference. 149 respondents answered.

Analysis of the responses is shown in Table 6.

Table 6.

Conference Elements	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Keynote Speakers Provided Thought Provoking Concepts	41%	49%	6%	3.5%	1%
Presenters Were Well Prepared & Thorough	26%	61%	11.5%	1.5%	0%
Presenters Were Clear & Kept on Topic	24%	62.5%	9.5%	4%	0%
Presentations Were Relevant & Useful	23.5%	58.5%	14%	3.5%	1%
Presentations Were Appropriately Described in the Abstracts	19.5%	64.5%	11.5%	4%	1%
Concurrent Sessions Provided a Suitable Mix of Presentation Types	25%	63%	6.5%	5.5%	0%

The following response patterns are noted in Table 6.
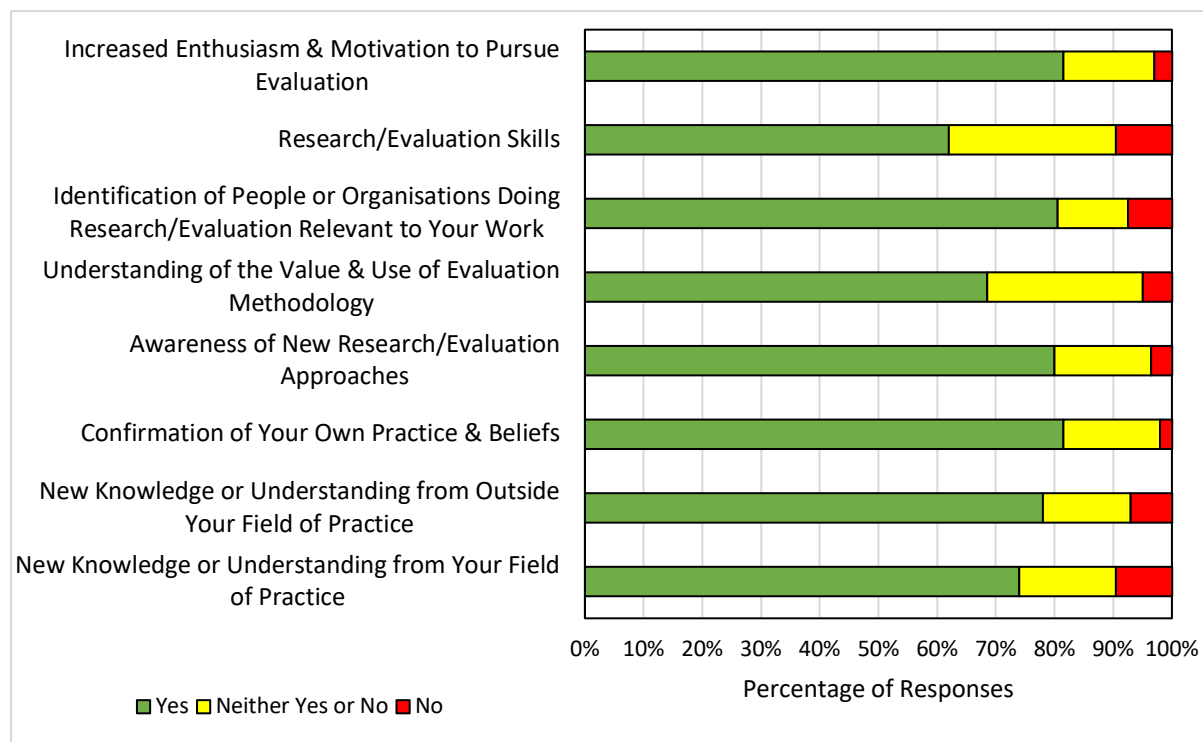
Of the responses:

- 90% of respondents strongly agreed or agreed that keynote speakers provided thought provoking concepts.
- The vast majority of respondents either strongly agreed or agreed with all of the views regarding the main conference elements.
- The highest rating of disagreeance (5.5%) came from concurrent sessions providing a suitable mix of presentation types.

5.4 Gained Experience

To understand what the respondents had gained from the 2016 conference, respondents were asked to reflect on their experience at the 2016 conference and respond to a number of preselected outcomes. 147 respondents answered.

Analysis of the responses is shown in Figure 4.

Figure 4.

The following response patterns are noted in Figure 4.

Of the responses:

- The majority of respondents believed that they had gained the listed experiences from the 2016 conference.
- 81.5% of respondents stated that the conference had confirmed their own practice and beliefs to be correct.
- Gained experience in research and evaluation skills had the lowest level of agreeance from respondents, although this was still over 60%.

To ensure that respondents were not limited to a preselected list of experiences they were then asked if there were any other aspects of the 2016 conference from which they had gained experience/s. 130 respondents answered.

Analysis of the responses showed:

- 30% of respondents said 'Yes'
- 70% of respondents said 'No'

When asked to list what else they had gained from the 2016 conference respondents identified three main aspects:

- The opportunity to network with other evaluation professionals.
- The opportunity to learn and share evaluation knowledge.
- The opportunity to present.

The opportunity to network with other evaluation professionals was highlighted by respondents as a positive experience they gained whilst attending the 2016 conference. Respondents' comments revolved around the idea that the conference created a sense of community, allowed for future collaboration and introduced likeminded people.

Comments made included:

"A chance to meet other WA public sector employees engaged in evaluation and to establish or re-establish links and networks with private sector consultants."

"Greater familiarity with the AES hierarchy /roles and staff which in turn enhanced my connection as a member."

Respondents also identified the opportunity to learn and share evaluation knowledge as a gained experience of the 2016 conference. Respondents' comments revolved around the opportunity to discuss and share ideas, knowledge and skills with each other.

"Just the chance to focus wholly on learning and sharing evaluation theory and practice for a few days - a rare opportunity."

"It was encouraging to witness the sense of collegiality among delegates and their willingness to share their knowledge."

The final experience identified by respondents was the opportunity to present and speak at the conference. Those who identified this claimed they had a positive experience and appreciated the opportunity.

"Opportunity to present and gain confidence from getting a good response. Very important for a young evaluator like me."

"The feedback I received on my presentation was fabulous and so rewarding to see so many people interested in my ideas and pushing evaluation in new directions. Questioning the questioners! Well done selecting so many great papers and fostering pushing the boundaries."

5.5 I.T. Utilisation

Throughout the 2016 conference delegates were utilising social media, email and other forms of online technology to interact with other attendees and to keep up to date with the events of the conference.

Respondents were asked to identify which forms of social media and other I.T. options they utilised during their time at the 2016 conference. 146 respondents answered.

Analysis of the responses is shown in Figure 5.

Figure 5.
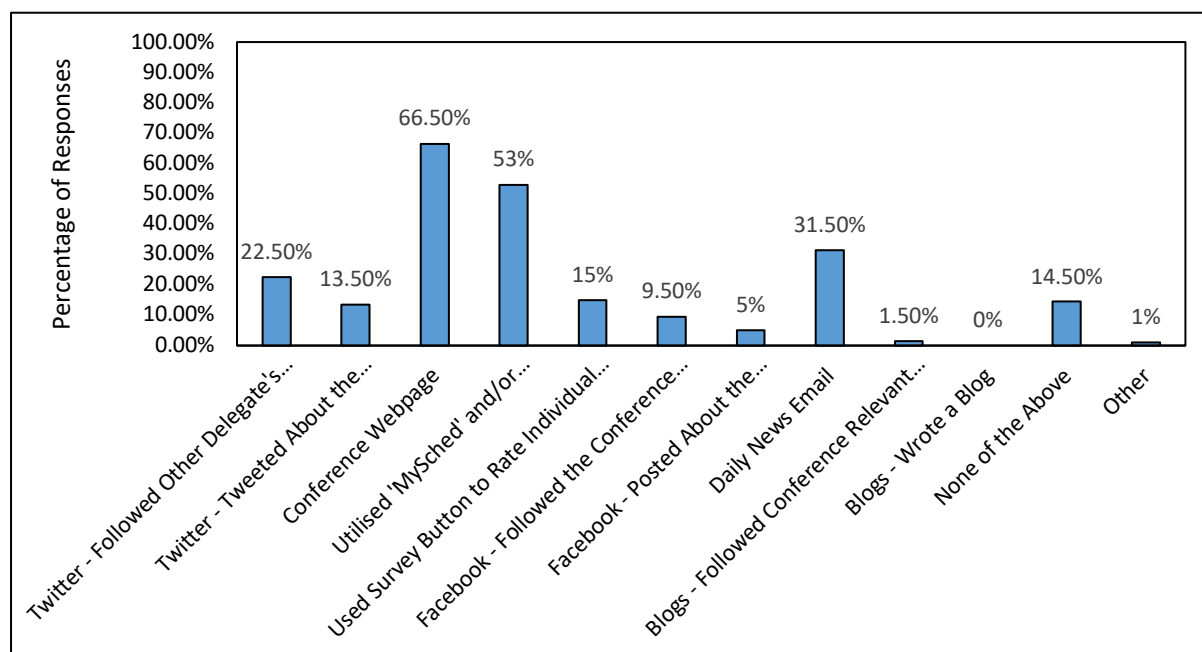
The following response patterns are noted in Figure 5.

Of the responses:

- The conference webpage was the most utilised form of I.T. and social media options, with 66.5% of respondents accessing it during the conference.
- More than half (53%) of respondents utilised or downloaded the conference app 'Sched.' A small decrease from 58% at the 2015 conference.
- 31.5% of respondents utilised the daily news email sent out during the conference by the AES. This was a notable increase from 21.5% at the 2015 conference.

Respondents were then asked to rate the usefulness of social media and other I.T. options, utilised by the conference, for finding out about events and changes, as well as networking and social activities. 140 respondents answered.

Analysis of the responses is shown in Figure 6.

Figure 6.
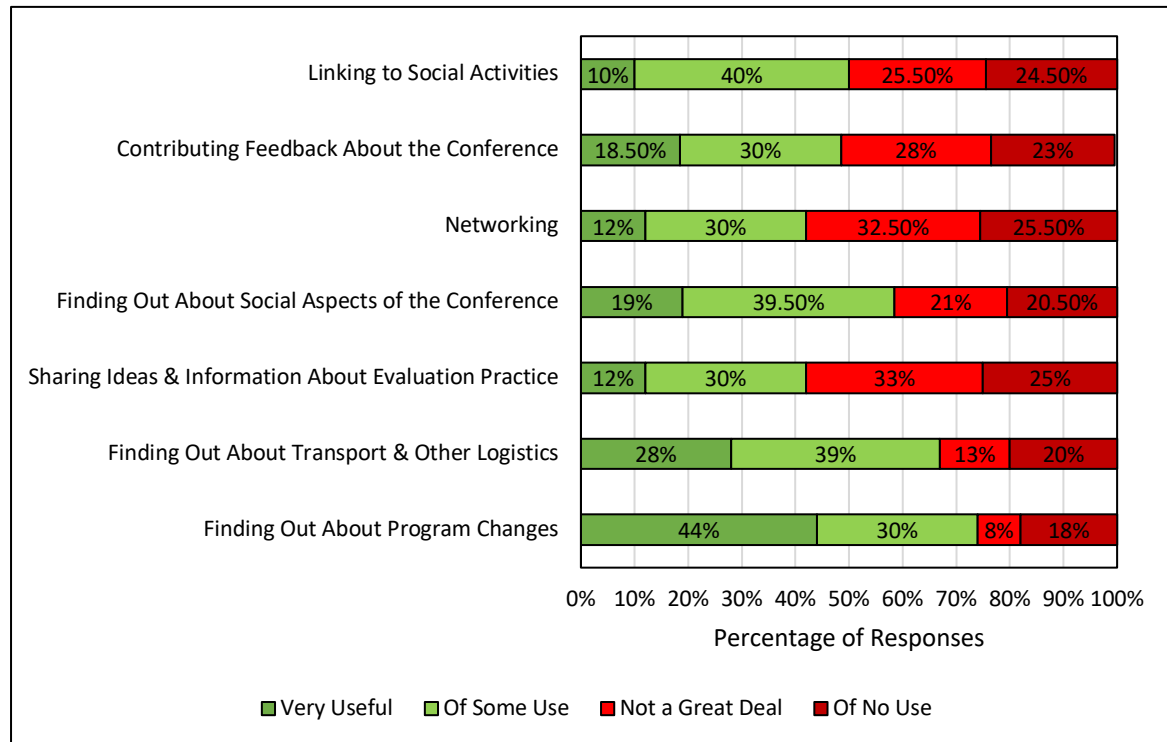

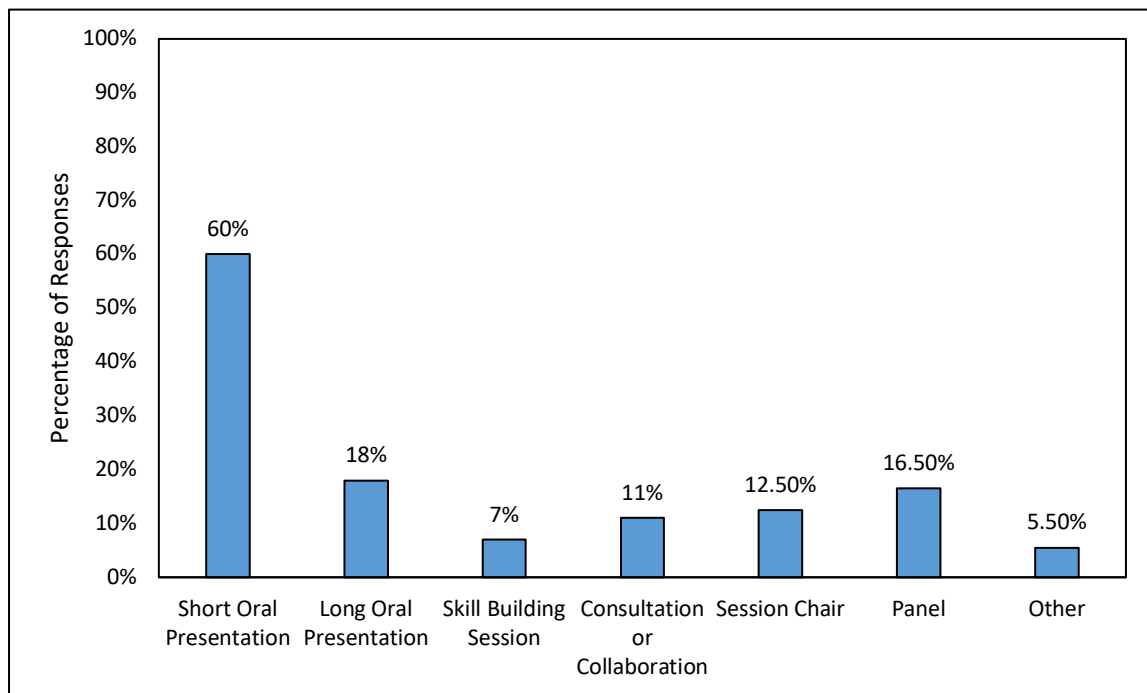The following response patterns are noted in Figure 6.

Of the responses:

- 74% of respondents found social media and other I.T. options to be 'Very Useful' or 'Of Some Use' for finding out about changes to the 2016 conference program.
- Less than half (42%) of respondents believed social media an other I.T. options were 'Very Useful' or 'Of Some Use' when it came to networking at the conference.
- 67% of respondents found social media and other I.T. options to be 'Very Useful' or 'Of Some Use' for finding out about transport & other logistics.

5.6 Presentations

Of those who responded to the Online Attendee Survey, almost half (48.5%) presented, in some form, at the 2016 conference. Respondents were asked to identify which form/s of presentation they had given at the 2016 conference. 73 respondents answered and 95 answers were collected.

Analysis of the responses is shown in Figure 7.

Figure 7.

Respondents were then asked to rate how valuable certain aspects of the 2016 conference had been to them in regards to presenting. 72 respondents answered.

Analysis of the responses are shown in Figure 8.

Figure 8.
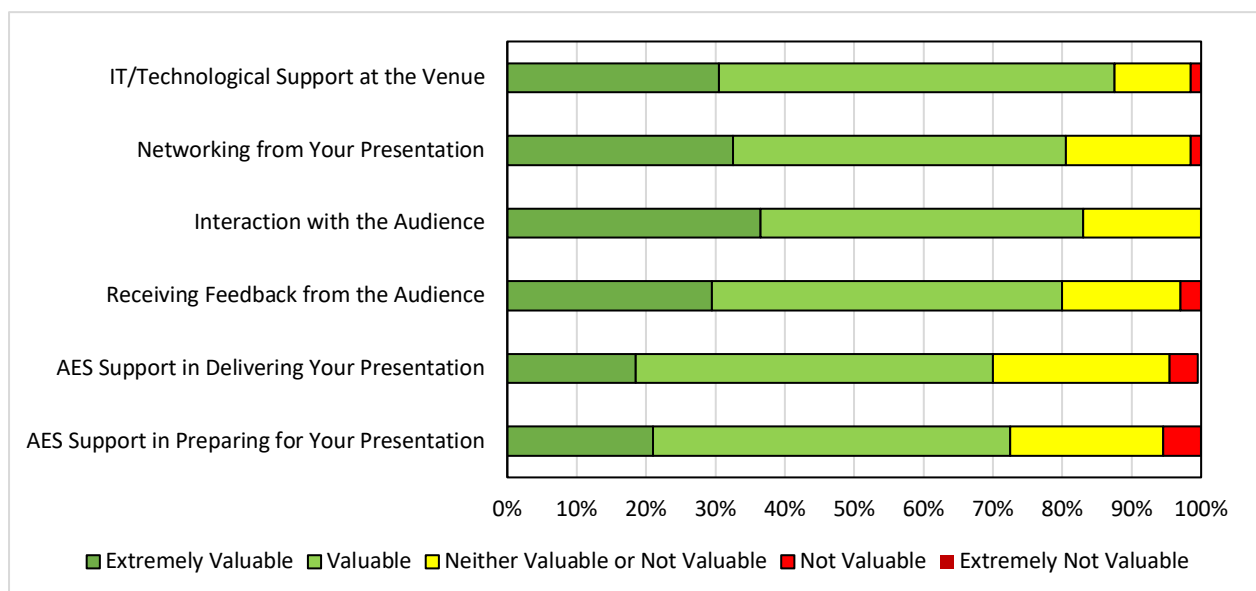
The following response patterns are noted in Figure 8.

Of the responses:

- 18.5% of presenters found AES support in delivering their presentation to be 'Extremely Valuable.' A sizeable decrease from 44.5% of presenters at the 2015 conference.

- IT/Technological support at the venue was found by 30.5% of presenters to be 'Extremely Valuable.' A decrease from 58% of presenters at the 2015 conference.
- 72.5% of presenters found AES support in preparing for their presentation to be either 'Extremely Valuable' or 'Valuable.'

Respondents were then asked what additional support the AES could provide which would benefit presenters at future AES conferences. 25 respondents answered and identified multiple improvements the AES could make to benefit presenters. Comments from respondents identified things such as, increase feedback on presentations, better room configuration, better chairing of sessions and fewer concurrent sessions.

Comments made included:

"You could ask chairs to provide feedback on the presentations and give it to the presenters"

"Any feedback on the session that was provided via the session evaluations would be useful."

"A more flexible venue which allowed different room set ups, less formal - the call for presentations specifically sought interactive sessions but the venue impeded ability to do this a lot, a big shame."

"For skills sessions it might be good to be able to ask for a preferred format for the room (not all rooms were suitable for skills sessions)"

"My presentation started almost 15mins (people were not sure where to go and the Chair arrived late too), and I was expected to finish on time so the next presenter would have their full time allocation. I understand this, but it made it pretty tricky for me and left no time to engage with the audience!"

"Drawing presentations into tighter thematic areas and providing greater and more involved chairing and discussant / rapporteur roles"

5.7 Conference Impact on Evaluation Practice

As stated in section 3.4, the impact of the conference on future evaluation practice is largely outside of the scope of this evaluation report and to be conducted properly would require an impact evaluation to be completed at a later day. However, respondents were asked to measure the perceived impact the 2016 conference and whether it was likely that they would change their evaluation practices, as a result of attending the conference. 149 respondents answered.

Analysis of the responses showed:

- 81% of respondents were likely to change their evaluation practices as a result of attending the 2016 conference. An increase from 61.5% in 2015.
- 19% of respondents were not likely to change their evaluation practices as a result of attending the 2016 conference. A decrease from 38.5% in 2015.

Respondents who said their evaluation practices were likely to change identified four key reasons as to why this was. Comments from the respondents identified common themes such as; an increase in confidence in their evaluative work, an increase in evaluative knowledge/skills, an introduction to new methods/approaches and also feeling inspired to do evaluation.

Respondents who identified an increase in confidence in their evaluative work as the reason for changing their evaluation practices commented on an affirmation of their current practices and an increased confidence to "have a go" with new concepts.

Comments made included:

"I now have more confidence that some of the things I considered to be important are important and I have the "backing" of others' opinions and experience to assist with introducing/changing some of the evaluation work we do."

"Knowledge gained has provided me with confidence to proceed with concepts."

Respondents who identified an increase in evaluative knowledge/skills as the reason for changing their evaluation practices were mostly new and emerging evaluators. These respondents commented that the conference had introduced them to new knowledge in the field of evaluation and had granted them experiences which have broadened their skills.

"As I am a novice in the area, the conference helped me increase my foundation knowledge of eval - particularly in my understanding of the use and application of different frameworks."

"Some of the knowledge gained will be applied to existing evaluation practice."

"I am pretty new to evaluation and gained a lot of knowledge and perspectives on evaluation as well as developed confidence to move forward with my own approach and practice"

"As it was my first AES conference, I had my eyes opened to the huge range of evaluation methods and theories that I can apply and incorporate into my work."

"I have learnt how Evaluation can be incorporated to my work on programs in all aspects. I had never considered it like that before."

6. Non Attendee Views

6.1 Perth 2016 Non-Attendees

In total, 32 AES members who did not attend the Perth 2016 conference responded to the Online Non-Attendee Survey. This represents a very small sample size of the AES members who chose not to attend the conference. Due to the nature of the small sample size the findings cannot be considered to reflect the reasons of all non-attending AES members.

6.1.1 Demographics of Non-Attendees

Respondents were asked to identify which sector their profession falls under, where they currently reside and which AES conferences that had previously attended. Respondents were also asked to self-rate their knowledge and skills in evaluation.

Analysis of the responses are shown in the Table 7, 8, 9 and 10.

Table 7.

Sectors	Response Percent (N=32)
Community Sector / Not For Profit Organisation	22%
Private Sector / Consultancy	40.5%
University (Academic Staff, Non-Academic Staff, Students)	9.5%
Government - Federal	6%
Government – State / Local	15.5%
Other	6%

Respondents who selected "Other" in Table 7 identified the following as their professional sector:

- Foundation
- Equal split between academia and consultancy.

Table 8.

State / Country of Residence	Response Percent (N=32)
Aotearoa / New Zealand	3%
Western Australia	3%
Northern Territory	0%
Queensland	9.5%
New South Wales	19%
Australian Capital Territory	3%
Victoria	50%
South Australia	6%
Tasmania	0%
Other Australasia (e.g. PNG, Pacific Islands)	3%
Other	3%

Respondents who selected "Other" identified the following as their place of residence:

- Liberia

Table 9.

Previous Conferences Attended	Response Percent (N=114)
Never Attended Before Perth 2016	28%
One or More Conferences Before Perth 2008	22%
Perth 2008	9.5%
Canberra 2009	28%
Wellington 2010	19%
Sydney 2011	37.5%
Adelaide 2012	22%
Brisbane 2013	28%
Darwin 2014	28%
Melbourne 2015	50%

Table 10.

| Knowledge Rating	Response Percent (N=32)
No Background	0%
Novice	12.5%
Intermediate	43.5%
Advanced	34.5%
Expert	9.5%

6.2 Reasons for Not Attending Perth 2016

Respondents to the Online Non-Attendee Survey were asked various questions which pertained to the reasons why they chose not to attend the Perth 2016 conference, the likelihood of them attending the Canberra 2017 conference and what the AES could do to improve the likelihood of them attending in the future.

To begin with respondents were asked how they felt about the possibility of attending the Perth 2016 conference. Respondents were asked to describe their attitude towards Perth 2016. 32 respondents answered.

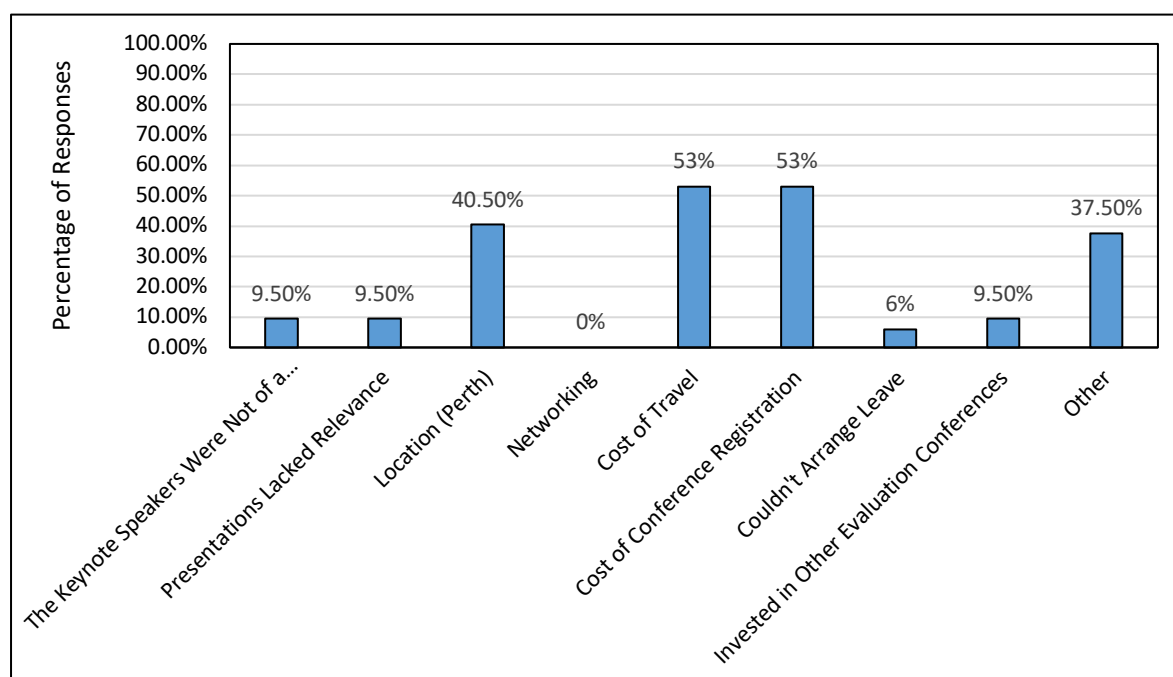Analysis of the responses is shown in Figure 9.

Figure 9.
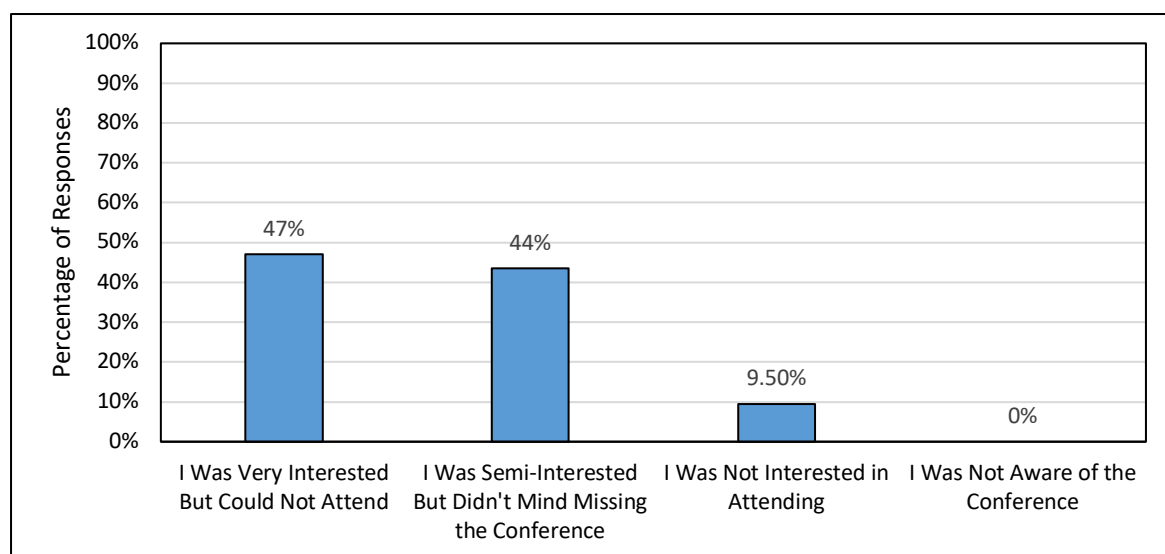
Respondents were then asked to identify the reasons for why they chose not to attend. 32 respondents answered.

Analysis of the responses is shown in Figure 10.

Figure 10.

The following response patterns are noted in Figure 10.

Of the responses:

- 53% of respondents cited the cost of travelling to Perth as a reason for not attending the Perth 2016 conference.
- 53% of respondents cited the conference registration costs as a reason for not attending the Perth 2016 conference.
- 9.5% of respondents believed the keynote speakers were not of a high enough calibre and cited this as a reason for not attending. A decrease from 23% in 2015.

Respondents who cited other identified the following reasons for not attending the Perth 2016 conference:

- Clashed with other evaluation and non-evaluation conferences.
- Cost of conference registration in comparison with other conferences.
- Disappointed by previous AES evaluation conferences.
- The theme of the 2016 conference.
- Travelling overseas during the 2016 conference duration.

Comments made included:

"I attended the International Sociology Association Conference in Vienna in July. Travel costs were higher, but the registration fee was half that for AES, there were several hundred papers to choose from and I had the advantage of time in Europe."

"I have been very disappointed in the standard of presentations at previous conferences and felt that the distance and cost could not be justified given the likelihood of a low standard."

"Melbourne's conference was underwhelming - with speakers and presentations largely lacking substance and failing to provide new ideas and learnings to take away."

"It's holding all the evaluation conferences at the same time of year that is a barrier for me (EES, AEA, CARES)"

Respondents were then asked how likely they were to be attending the 2017 Canberra conference. 32 respondents answered.

Analysis of the responses is shown in Table 11.

Table 11.

Likelihood	Response Percentage (N=32)
Very likely	18.5%
Likely	37.5%
Neither Likely or Unlikely	18.5%
Unlikely	15.5%
Very Unlikely	9.5%

After highlighting the likelihood of attending Canberra 2017, respondents were asked what could be done by the AES to improve the likelihood of them attending future conferences.

Analysis of the responses identified common themes which revolved around reducing or subsidising conference registration costs, higher quality keynote speakers, high quality presentations and a broader scope of presentations.

Respondents' comments which identified reducing or subsidising conference registration costs all indicated that they were more likely to attend future AES conferences if it was less expensive. Respondents stated that by reducing the cost of registration they would attend in the future. Respondents also identified a want to be able to apply for scholarships to account for all, or some of, the cost for registering for the conference.

Comments made included:

"The main factors for us are cost and time. As one of the directors of a small consultancy, we have a really tight budget. Although much of the conference is relevant to our work, and we would like to be more involved, we would struggle to find time to attend the whole conference and attending for a single day is much more likely. Moderate registration fees and a location that allows single day attendance would increase accessibility for us."

"Reduce the cost of the conference for people who are self-employed or work part time. A range of cost options would be better."

"One of the things that normally improves the chances of members (like me who comes from a least developed country: Liberia) is the provision of full conference support grant/scholarship. Such opportunity goes a long way in promoting one of the society's agenda of evaluation capacity building to be a success."

"Scholarships or reduced fee, as I work at a not for profit organisation."

Respondents also identified a want of higher quality keynote speakers, specifically highlighting a want for speakers who would be hard to see in other circumstances. For some respondents is likely to increase the possibility of them attending AES conferences in the future.

Comments made included:

"Really high calibre overseas keynotes - people I can't otherwise get to see."

"Good keynote speakers; relevant papers on the profession, less self-promotion of proprietary techniques, acknowledgement of the professional needs of evaluators as well as the practice needs"

"…special interest speakers"

Respondents' comments identified increased quality and breadth of scope in presentations as aspects the AES could improve. Respondents would like to see a broader scope of topics included in presentations and would overall like to see the quality of presentations increased.

Comments made included:

"My biggest issue is that often the presentations talk about the content of the revaluation and not the evaluation itself i.e. we hear about how to improve a literacy program, but there is not discussion on the evaluation approach, why the methodology was chosen and what has been learned for future evaluations. Surely, this is what the conference should be about? I found the Brisbane conference the best I have attended, because there were more sessions on issues such as how do an impact evaluation, more round tables so that the expertise of the audience could be included and more great presenters such as Jane Davidson."

"High quality and relevant workshops announced with a good amount of notice"

"Conference is increasingly social policy/aid focussed, we would like to see other policy domains represented."

"…less focus on Community Aid and Development."

7. Future AES Conferences

7.1 Future AES Conferences

Respondents of the Online Attendee Survey were asked to identify the likelihood of attending the AES conference in Canberra, 2017. 146 respondents answered.

Analysis of the responses is shown in Table 12.

Table 12.

Likelihood	Response Percentage (N=146)
Very likely	34.5%
Likely	33.5%
Neither Likely or Unlikely	19%
Unlikely	10.5%
Very Unlikely	2.5%%

The following response patterns are noted in Table 12.

Of the responses:

- The majority (68%) indicated a positive response of "Very Likely" or "Likely" when prompted about attending Canberra 2017.
- Only 12.5% of respondents indicated that they were "Very Unlikely" or "Unlikely" about attending Canberra 2017.

Respondents were then asked to identify any suggestions they had for improving future AES conferences. 66 respondents commented suggestions and some key themes emerged. These themes were:

- Improving planning and logistics during the event.
- Improving the quality and breadth of presentations.
- Ensuring abstracts accurately reflect presentations.
- Improving the quality and relevance of keynote speakers.
- Including more skills sessions.

These themes were also reflected in the semi-structured interviews.

The majority of respondents' suggestions revolved around improving the planning and logistics of the conference. Comments indicated that respondents found the venue of a high calibre but found it difficult to navigate due to poor signage and the lack of a map. Respondents also believed that some of the rooms, especially in regards to skill building sessions, needed to be laid out in a better way to improve discussion and collaboration. Other attendees wanted to see less clashes between presentations, with many noting the differences in length between short (30 minute) and long (60 minute) presentations as an issue due to the fact they often had to leave/enter presentations halfway through. Other suggestions included a need for more tables and seating options for meal breaks and many also wanted a short break between presentations to travel between rooms.

Delegates who were attending an AES conference for the first time also mentioned that they would like to see a more organised first timers breakfast.

Comments made included:

"A map of the rooms would have been good. and a little extra time to move between rooms. The room chair people should have had their watches synchronised too. Nothing seriously devaluing here though."

"I felt that the opportunity for networking between sessions could be improved. I found that I moved from presentation to presentation leaving only the breaks for networking. The concurrent sessions meant it was difficult to develop schedules and to attend what I wanted to attend. This particularly related to the one hour and half hour sessions."

"It was great - the only thing I can think of is perhaps trying to have presentations of the same length at the same time to avoid having to go to half of other presentations."

"Be sure to have some tables and seating for lunch. Very tricky balancing plates and standing for lunches."

"There were some hiccups with the first timers breakfast, maybe bookings would be a good idea next time but the venue was fine and the food was good. As a new practitioner and first timer at the conference I would have valued an opportunity to interact with other first timers rather than have a panel, maybe a facilitated group discussion next time?"

"Less formal, more flexible venue - you simply cannot run a conference full of evaluators and not expect and allow interactivity in the sessions and thereby have rooms set up in lecture style only, or worse - that one with all the individual desks was horrid."

Respondents also identified the need for an improvement in the quality and breadth of presentations for future AES conferences. Comments indicated the respondents would like to see an increase in the quality of presentations, a broader scope of presentation topics, improved grouping of presentations sessions and engaging presenters.

Many respondents cited that some presentations they attended were of a poor quality, with presenters lacking the appropriate level of presenting skills to make sessions engaging and useful. Respondents mentioned issues such as reading off of PowerPoint presentations, lack of preparedness, poor time management and dull content. Some respondents also suggested less presentations in an attempt to improve quality.

Comments made included:

"Focus on grouping presentations more closely by content, as well as by methodology. For example, it would be great to have a session on approaches to evaluation/ experiences with particular non-government sector areas (ie family violence, D&A, child protection)."

"Have an award for the best conference presentation - to be judged by the session chairs Provide guidance to presenters about how to run a structured discussion as part of their session Create more interaction at the plenary sessions… "

"Please ensure there is a good mix of specialists and generalists. Some presentations were too technical with heavy slides. Someone needs to review and manage the content before it is presented."

"I thought the ordering of the plenary sessions by 'theme' was a bit awkward and meant that sessions on similar topics were not grouped together as well as they might have been."

"Encourage presenters to present the results of their evaluations, not just the methodology. It would be nice to learn more about the outcomes and how they were used."

"The biggest challenge for me was the breadth of presentations - I didn't find enough that I could really connect to my practice."

Expanding on a need for improved quality of presentations, respondents also identified the need for more accurate abstracts. Respondents highlighted the need for abstracts to accurately reflect the content of the presentation. Respondents mentioned attending presentations which they believed would be relevant and beneficial to their own evaluation practice, which turned out to differ significantly from what was promised in the abstract. Some respondents mentioned the need for improved guidelines and review of abstracts for presentations.

Comments made included:

"The reason I disagreed with the statement around abstracts matching the presentations is that i went to a number of presentations where it didn't really so I was quite disappointed i.e. the presentation didn't match up to the abstract and what I thought I would hear."

"Clearer descriptions of some presentations. Opportunities for longer presentations - often felt like presenters had to spend a long time giving background and then had only a short amount of time to spend on the most interesting part."

"In quite a few of the parallel sessions I attended the presentations bore little resemblance to the abstracts - disappointing."

Respondents from the Online Attendee Survey, Online Non-Attendee Survey and the semi-structured interviews indicated that the quality and relevance of the keynote speeches could be improved upon. Respondents' comments identified a need to be challenged by keynote speakers and for them to be high calibre presenters. Respondents also questioned the relevance of some of the keynote speeches to the Australasian evaluation sector.

Comments made included:

"Provide better, higher profile keynote speakers Give more emphasis to keynotes that talk about the state of evaluation with more authority Many of the keynotes were too parochial. Provide more authoritative input from the AES – e.g. president's address."

"Have keynote speakers that are going to challenge practice, are relevant to our sphere of influence. Having a keynote speaker who talks about legislative change in the US is of no use to me when I want to know about how my evaluative findings can have greater impact on policy. having someone do a content analysis of a journal is of no use to me."

"Get higher quality keynote speakers e,g. the AEA President's talk was amusing but very lightweight "

"Whilst I found the keynote session on day 1 valuable, I felt it was maybe not the most engaging session to start the conference off with as it may not have had relevance to everyone in the audience. I myself struggled to stay engaged with the speaker for the entire session and looking around the room I could see a lot of other people weren't engaged as they were on the phones, looking through AES program etc. For me, the first keynote speaker needs to set the tone for the conference and should have everyone in the room engaged which didn't happen and this was disappointing..."

As well as a want for higher quality presentations some respondents' comments also identified a want for increased skills building sessions and increased discussion/collaboration during sessions. Respondents would like to see more opportunities to attend sessions which will help increase their evaluative skills and provide an opportunity to be challenged through discussion with other delegates.

Comments made included:

"I think it would be good if there were discussion sessions. It could be good if speeches were more participatory - maybe even if they were 15 minutes long with 15 minutes of discussion. More interaction and conversation."

"The interactive sessions were a good idea - good to include them for future conferences. Also a suggestion - may be worth considering including some time during the conference for debrief after particular sessions. I found that some sessions that generated a lot of discussion probably could have been allocated a longer time slot or had a debrief / discussion session separately to continue some of the discussions."

"More workshops/skill building sessions - and have the room set up to enable this kind of activity (instead of theatre style seating)"

8. Conclusion & Recommendations

Overall the 2016 AES International Evaluation Conference held in Perth was hailed a success by respondents who had attended. Whilst many had suggestions on improvement and found the conference to be of differing value, the majority stated that they enjoyed their experience and believed it to be interesting, engaging and challenging.

This report has used the data collected from the Online Attendee Survey, Online Non-Attendee Survey and the semi-structured interviews to evaluate why respondents chose to attend or not attend the Perth 2016 conference, how valuable attendees found the experience and what the AES can improve in future conferences. The evaluation, using the results of the data has identified the following over-arching themes, in regards to the Perth 2016 conference:

- Delegates chose to attend Perth 2016 mainly due to the promise of relevant & interesting presentations, as well as, networking opportunities.
- Respondents who chose not to attend cited the cost of both travel and conference registration fees as the main barrier to them attending.
- Overall the majority of attendees (90%) found the conference to be valuable and cited networking opportunities and learning opportunities as the most valuable aspects of Perth 2016.
- 81% of respondents who attended the Perth 2016 conference believed that what they had learned during the conference would impact their evaluation practices.

Respondents had suggestions as to what could be done to improve future AES conferences and increase the likelihood of more AES members attending. These suggestions centred around the following themes:

- Improving planning and logistics during the event.
- Improving the quality and breadth of presentations.
- Ensuring abstracts accurately reflect presentations.
- Improving the quality and relevance of keynote speakers.
- Including more skills sessions.
- Reduced cost of conference registration.

The themes identified above and the recommendations made in the 2015 AES conference evaluation have been the basis upon which the following recommendations are made.

8.1 Recommendations

1. The AES should consider decreasing the amount of presentations at the annual conference and instead focusing on quality over quantity. Presentations should be reviewed more strictly and there should be guidelines emphasising the need for high levels of presentation skills. Presentations should also be scrutinised to ensure that they accurately reflect the content represented in the Abstract.

2. The AES should carefully consider the planning and layout of the conference within the venue it is being held. Clear and obvious signage should be present and a venue map should be placed within

the conference programme. The layout out presentations rooms should be considered more carefully and if possible, made to facilitate greater discussion and collaboration between delegates.

3. Keynote speakers should be relevant and challenging to the conference audience. Presentations by Keynotes should accurately reflect the theme of the conference and ensure that the content is engaging. When considering keynote speakers for Canberra 2017, the AES should be looking to speakers who can talk about the way in which evaluation can impact government policy.

4. Where ever they are able, the AES should be looking to make the conference as affordable as possible for the delegates. This could include offering more grants or offering incentives for AES members to attend.

9. References

Australasian Evaluation Society. 2014. Annual Report 2013-14. Carlton, Victoria: Australasian Evaluation Society.

Australasian Evaluation Society. 2016. About the Australasian Evaluation Society. http://www.aes.asn.au/about-us/about-theaes.html

Australasian Evaluation Society. 2016. Annual Report 2015-16. Carlton, Victoria: Australasian Evaluation Society.

10. Appendices

<u>10.1 Appendix A</u>

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PARTICIPANT CONSENT FORM

Evaluation of AES 2016 International Evaluation Conference

"Landscapes"

</div>

I_____
agree to participate in an interview for the evaluation of **the AES 2016 International Conference; "Landscapes"**. I have been informed about the nature of the evaluation and the nature of my participation. I understand that any comments I make may be used in the draft and final evaluation reports, but will not be attributed to me by name, role or organisation.

Please tick the following boxes:

☐ I agree to participate in an interview as part of the evaluation of AES 2015 International Conference.

☐ I agree to the interview being audio-recorded for the purposes of the evaluation.

Signed: _____

Date: _____

AES 2016 - PARTICIPANT INTERVIEW GUIDE

Day:_____ Time Start: _____ Time Finish: _____ Location: _____
#:_____

Occupation:_____ **Organisation:** _____

Do you identify as Indigenous? ☐ Yes ☐ No
If yes, ethnicity: _____
(Māori, Indigenous Australian, Torres Strait Islander, other)

State/Country?:_____

AES member?: ☐ Yes ☐ No

Pre-Conf W/shops?: ☐ Yes ☐ No

Attended previous AES Conferences?: ☐ Yes ☐ No
If yes, how many?

Presenter in 2016: ☐ Yes ☐ No

Evaluation Knowledge/Skills: ☐ Expert ☐ Advanced ☐ Intermediate ☐ Novice

☐ No Background

What are your overall impressions of the AES 2016 conference so far?

What are the reasons you registered for the AES 2016 conference?

From 1 to 10 (1 being the lowest 10 being the highest) how would you rate the key note speakers?

Monday: 1   2   3   4   5   6   7   8   9   10

Tuesday: 1   2   3   4   5   6   7   8   9   10

Wednesday: 1   2   3   4   5   6   7   8   9   10

Do you have any comments on the keynote speakers?

Overall, at this stage of the event, please tell me whether or not you are finding the conference valuable:

☐ Valuable   ☐ Not Valuable

If valuable, why? If not valuable, why not?

At this stage, which elements are you finding most valuable? Why?

Which elements are you finding least valuable? Why?

Are you likely to change your evaluation practice in any way as a result of attending the conference? If yes, how?

☐ Yes ☐ No

In your opinion, how could the AES conference be improved in future?

Is there anything else you think I need to know or you would like to tell me?