aes14

International Evaluation Conference

8–12 September 2014 Darwin Australia

'Unleashing the power of evaluation'

Program and abstract book

AUSTRALASIAN
EVALUATION
SOCIETY INC.

location map

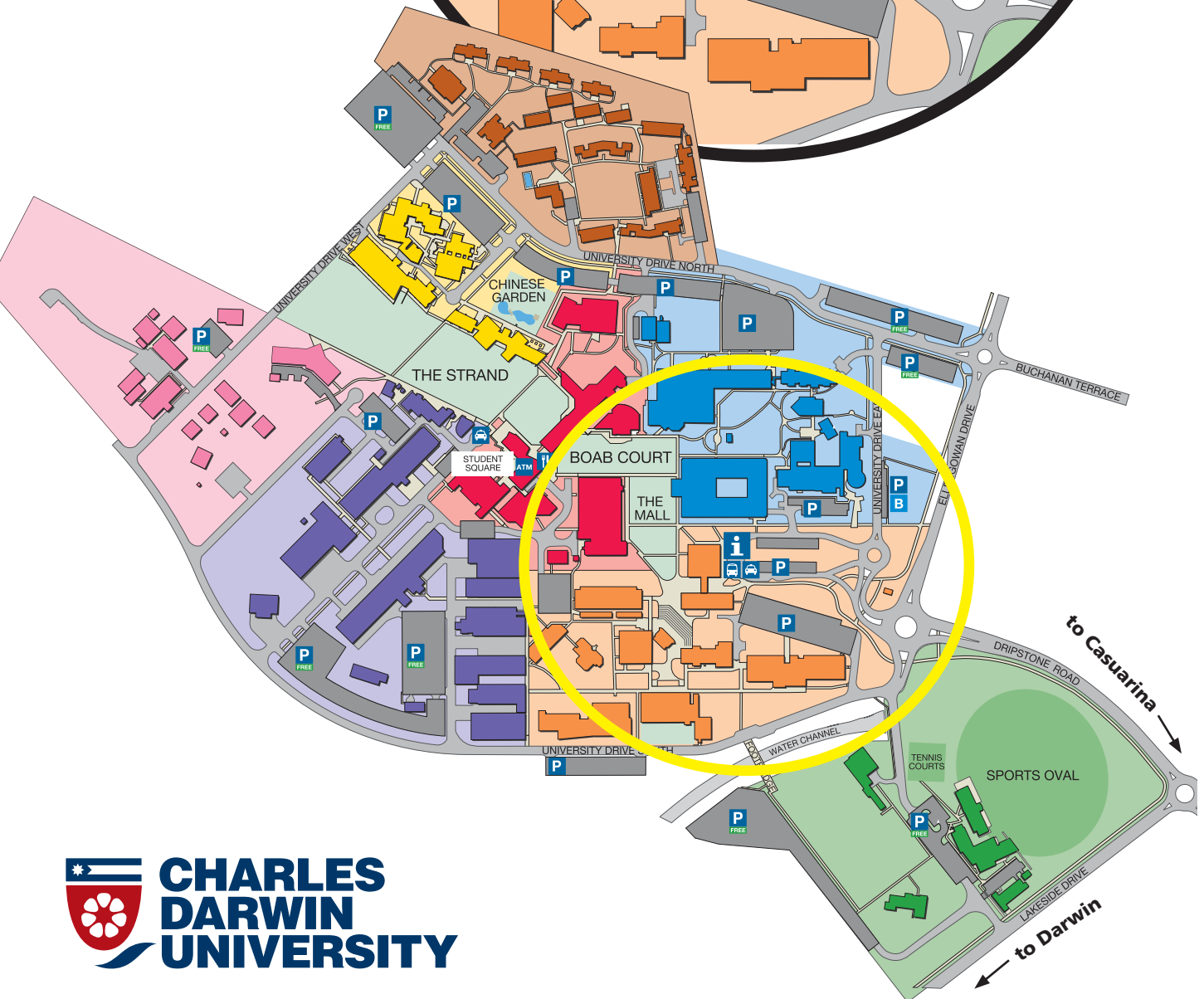**Blue 1**   Room 1.01
             Room 1.35

Blue 2   Room 1.20
             Meet & Market Space
             Exhibitions
             Room 1.50
             Room 1.51
             Room 2.24
             Room 2.25
             Reception
             Ceremonial Space (CS)
             ACIKE Coffee Shop

Blue 2A Room 1.01

Red 7   Mal Nairn Auditorium

Bus drop-off

Entrance

2a

CS

2

1

7

BOAB COURT

THE MALL

DRIVE EAST

UNIVERSITY

ELLENGOWAN DRIVE

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P FREE

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CHINESE GARDEN

UNIVERSITY DRIVE NORTH

UNIVERSITY DRIVE WEST

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THE STRAND

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STUDENT SQUARE

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BOAB COURT

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UNIVERSITY DRIVE EA...

ELLENGOWAN DRIVE

BUCHANAN TERRACE

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WATER CHANNEL

TENNIS COURTS

DRIPSTONE ROAD

SPORTS OVAL

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LAKESIDE DRIVE

to Casuarina

to Darwin

CHARLES DARWIN UNIVERSITY

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urbis

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strategy & evaluation

Australian Government
Department of Social Services

Clear Horizon

a i media

NVIVO

Dear Colleagues

Welcome to the **Australasian Evaluation Society 2014 International Conference** in the Northern Territory.

We wish to extend to you our hospitality for what we are sure will be an exciting and thought-provoking time with plenty of opportunity to learn about evaluation across the seas and enjoy some of the unique NT style of socialising.

Unleashing the power of evaluation is this year's conference theme. This year we have some exciting new networking opportunities for our attendees. As we share experiences and expand our networks, we invite you to debate, discuss, challenge and learn about what is happening in evaluation, and evaluation-related fields in the Australasian region and across the world.

We would like to thank our keynote speakers and presenters who bring us together to provide the essence of our conference program. We would also like to thank AES staff and members and the all the volunteers who have and are contributing to the success of the event.

We are really excited about this opportunity to meet you all, listen to you all and get to know the keynote speakers, presenters and delegates attending the conference over these next few days.

We also hope that you are able to take from this time in the Northern Territory many new friends and experiences. Thank you for taking the time and making the great effort to come to our conference. Please let us know if there is anything we can do to make your conference experience a positive and memorable one.

Desleigh Dunnett
Conference Convenor

Rebecca Nathan
Program Chair
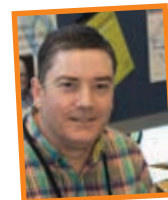
Bill Wallace
Conference Director

conference information

Dates

Pre-conference workshops
Monday 8 and Tuesday 9 September 2014

Conference opening
Tuesday 9 September 2014, 17:00 to 19:00

Conference
Wednesday 10 to Friday 12 September 2014

Registration Desk

LOCATION

Indigenous Academic Support Space, Building Blue 2, Room 1.20, Charles Darwin University

REGISTRATION TIMES

Tuesday 9 September	15:00 to 17:30
Wednesday 10 September	07:00 to 16:00
Thursday 11 September	07:00 to 16:00
Friday 12 September	07:30 to 12:00

Conference managers

The 2014 Australasian Evaluation Society International Conference is managed by:

Australasian Evaluation Society Inc.
PO Box 476, Carlton South, Victoria, 3053, Australia
Email: **conference@aes.asn.au**

Program changes and message board

All program changes made and messages received during the conference will be placed on the Message and Program Changes boards in the registration and ACIKE foyer areas. To collect or leave a message, visit the Registration Desk during opening hours.

Timing and phones

As a courtesy to fellow delegates and speakers, please ensure your mobile phones are silent during conference sessions and that you are seated before the advertised start time for each session. Entry doors will be closed at that time.

Twitter

The hashtag for the conference is **#aesDarwin14**, for those who wish to participate in social media interactions. Twitter will be used throughout the conference for just-in-time information and delegates are encouraged to comment and interact.

Facebook

https://www.facebook.com/aesDarwin2014

The conference Facebook page has been set up to enable more detailed questions and comments and to enable delegates to network with others during the event. This will continue to operate for a short period following the conference.

Conference Evaluation Project

In 2014, we are fortunate to have two evaluation students evaluating the conference as part of their final year of Masters of Evaluation, University of Melbourne. Be aware that you may be approached. We encourage delegates to contribute to this important evaluation. It's exciting that delegates will have the opportunity to be part of an evaluation living within an evaluation conference.

Special dietary requirements

If you have notified us of special dietary requirements your information has been supplied to the conference caterers and conference dinner venue. Please make yourself known to the catering staff.

Privacy

The AES respects your right to the privacy and confidentiality of your personal information. We observe and comply with all relevant government legislation, regulations and industry codes of practice. Information collected in respect of proposed participation in any aspect of the Conference will be used for the purposes of planning and conduct of the Conference and may also be provided to the organising body or to the organisers of future Australasian Evaluation Society International Conferences.

Delegate lists

The delegate list is available at
http://conference2014.aes.asn.au

It contains the name, organisation, state, country and email address of all registered delegates who have given permission for their details to be included. The AES has excluded delegates who have withheld permission to publish their details, in accordance with the Privacy Act.

Photography and filming

The conference organisers may photograph and film onsite during the conference. The images and footage may be used for post-conference reports, case studies, marketing collateral and supplied to industry media if requested. If you do not wish for your photo to be taken or to appear in any video footage, please inform us at the registration desk.

keynote speakers

Professor Steven Larkin

Steven is a Kungarakany man from Darwin. He is currently the Pro Vice-Chancellor Indigenous Leadership and Director, Australian Centre for Indigenous Knowledges (ACIKE) at Charles Darwin University (CDU). CDU has committed itself to becoming a leader amongst Australian universities in relation to Indigenous participation and relevance in its Strategic Plan, and by implication, significantly contributes to the social, cultural and economic wellbeing of Indigenous people and communities in the Northern Territory and beyond. As Pro Vice-Chancellor Indigenous Leadership Steve oversees a program of positive reform through the establishment of structures, processes and relationships within CDU to provide a framework to incorporate Indigenous perspectives into all aspects of the University.

Before this, Steven has had significant experience working in urban, rural and remote Aboriginal communities in health and community development programs with the NT Government. Most notably, Steve was the inaugural Chief Executive Officer for the National Aboriginal Community Controlled Health Organisation (NACCHO).

He is currently a member of the Board with Beyond Blue, a member of the Child Deaths Review Committee (NT), and of the Indigenous Road Injury Project Advisory Committee. He is the incoming Chair for the NT Expert Reference Group for the Sexual Assault Referral Centre Mobile Outreach Service.

Professor Jean King

Jean is a Distinguished Teaching Professor in the Department of Organizational Leadership, Policy and Development from the University of Minnesota. She also serves as Director of the Minnesota Evaluation Studies Institute (MESI) and coordinates the all-university Program Evaluation minor.

Jean is a sought-after presenter and long-time writer on evaluation topics, she led the team that developed the Essential Competencies for Program Evaluators and has been awarded the Myrdal Award for Evaluation Practice and the Ingle Award for Extraordinary Service from the American Evaluation Association, three teaching and three community service awards.

She is currently leading the evaluation team for the National Center for Interprofessional Practice and Education in the Academic Health Center at the University of Minnesota.

Assistant Professor Peter Mataira

Peter is from Aotearoa New Zealand and is of Maori descent. His tribal affiliations are to Ngatiporou and Kahungunu on the East Coast of the North Island. Peter's doctoral research focused on Maori entrepreneurial leadership and the challenges of balancing competing demands of intersecting tribal social obligation, ethical practice and enterprise profitability.

He has extensive community mental health and clinical social work experience and teaches courses in community practice, human behaviour and the social environment and knowledge development. He also lectures in areas of Indigenous evaluation research, social entrepreneurship and international social policy.

Peter is currently an Assistant Professor and the Director of Indigenous Affairs at the Myron B. Thompson School of Social Work, University of Hawaii where he undertakes culturally-based evaluation projects. He works with Native American, Alaskan Native and First Nations evaluators. Peter serves as an accreditation monitor to social work programs in Aotearoa New Zealand, consults regularly in areas of non-profit/non government social enterprise building and does pro bono work helping community groups write their business plans.

Professor Per Mickwitz

Per is Research Director at the governmental Finnish Environment Institute. He has studied and published extensively, on the theory and practices of environmental policy evaluation for reflexive governance, focusing largely on methodological issues and the use of evaluations in political processes.

Shifting his research focus to energy and climate policy issues Per has explored issues related to stability and change in energy systems and the role of innovation and climate policies for these processes. At present he is concerned about how evaluations could better support transitions toward sustainability. Recently two special issues co-edited by him have been published: in 2009 'Environmental Program and Policy Evaluation: Addressing Methodological Challenges' in New Directions for Evaluation and in 2011 'Promoting Transformation towards Sustainable Consumption and Production in a Resource and Energy Intensive Economy – the Case of Finland' in the Journal of Cleaner Production.

CDU is ranked in the top 2% of universities worldwide*

Charles Darwin University (CDU) offers a fresh approach to education, training, research and knowledge application. As a multi-sector education provider, CDU offers courses at the Certificate and Diploma level, right through to undergraduate and postgraduate degrees.

With over 22,000 students, we're one of Australia's leading online education providers and the second fastest growing university in Australia.

Our students, lecturers and researchers are located across Australia and overseas. CDU aspires to be internationally recognised as a centre

1800 061 963
cdu.edu.au

*Times Higher Education 2013

for excellence in Indigenous and cross-cultural knowledge, tropical knowledge and desert knowledge.

CDU is the Northern Territory's largest tertiary institution, with campuses and training centres across the Territory. We also offer selected courses at our CDU Melbourne and Sydney learning centres.

With CDU, you can choose from over 90 online courses in areas like engineering, law, psychology, teaching and many more.

Contact us for more information and join our online or on-campus community today.

CHARLES DARWIN UNIVERSITY

Urbis works with clients to generate pragmatic solutions underpinned by a solid evidence base, bring thought leadership to significant policy and planning issues, and provide strategic advice for positive and sustainable change.

Our national, multi-disciplinary team of highly experienced consultants provides policy and economic advice, undertakes research and program evaluation, and contributes to urban policy and place-making.

We have a 30-year history of work across all public policy areas for Government and non-Government clients. Our robust and practical approach assists our clients to design policies and deliver programs and services that achieve the best possible outcomes.

ARTD is a leading public policy consultancy firm, providing services in evaluation, research and strategy. We work with government agencies and non-government organisations around Australia in the human services, education, health, disability and environment sectors. Since 1989, we have successfully delivered hundreds of projects—from one-day workshops to three-year national program evaluations. With their technical ability, policy knowledge, strategic thinking and people skills, our staff bring evidence and insight to decision makers at all stages of the policy cycle and in the life of a program.

The **Department of Social Services (DSS)** is the Australian Government's lead agency in the development and delivery of social policy, and is working to improve the lifetime wellbeing of people and families in Australia.

DSS' policies and services respond to need across people's lives – looking after families, children and older people; providing a safety net for people who cannot fully support themselves; enhancing the wellbeing of people with high needs; assisting people who need help with care; and supporting a diverse and harmonious society. DSS supports people and families in Australia by encouraging independence and participation, and supporting a cohesive society.

Clear Horizon

Clear Horizon is a group of enthusiastic and passionate professionals delivering monitoring, evaluation, and planning with a long focus on participatory approaches and facilitation. Our consultants have extensive experience in evaluation, training delivery and facilitation; all hold relevant professional qualifications and are members of the Australasian Evaluation Society.

Ai-Media is dedicated to ending the experience of social, education and vocational exclusion faced by people. Their live captioning and transcription product, called Ai-Live, provides real-time speech to text access to students and teachers around the world. In a 2012 evaluation, the University of Melbourne noticed teachers reviewing their transcripts and changing the way they were teaching. This observation gave rise to The Visible Classroom, designed to increase engagement with students and further support teachers to reflect critically on their practice.

NVivo: *software to support evaluators*

NVivo qualitative data analysis software provides support for practitioners who need to capture, manage and explore 'messy' or unstructured data, and assist in the realisation of evidence-based findings.

The NVivo Team is thrilled to continue our partnership with the AES, and wish delegates a successful conference for 2014.

Photo: Courtesy Tourism NT

aes14 conference support grants for emerging Indigenous evaluators

The AES is pleased to award grants to seven Indigenous evaluators from the Australasian region to participate with us in Darwin.

We welcome you and hope you thoroughly enjoy this opportunity.

As well as developing recipients' capacity, the support grants strengthen the knowledge base of the evaluation sector by bringing the grantees' knowledge and understanding to experienced evaluators.

Thank you to those who helped publicise the grants and encourage prospective applicants, and to the conference support grant selection panel. Thank you also to the panel who volunteered their expertise and time to select this year's grantees.

The AES particularly thanks the following sponsors of the grant program: Department of Prime Minister and Cabinet, ARTD and Roberts Evaluation.

AUSTRALASIAN
EVALUATION
SOCIETY INC.

Urbis is proud to be
a **major sponsor** of the
2014 AES INTERNATIONAL EVALUATION CONFERENCE

POLICY AND ECONOMIC ADVISORY

- Social return on investment
- Evidence informed policy advice
- Assessment of cost-benefit and value for money

STRATEGIC RESEARCH AND PROGRAM EVALUATION

- Policy frameworks and service delivery models
- Implementation reviews
- Specialist Indigenous policy practice
- Longitudinal and point in time evaluation
- Community attitudes, benchmarking and tracking
- Performance indicators and reporting guidelines

URBAN POLICY AND PLACE MAKING

- Stakeholder engagement and community consultation
- Social sustainability frameworks
- Community infrastructure planning

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Opening Ceremony and Welcome to Country

Tuesday 9 September 2014, 17:00–19:00

Venue: CDU, Australian Centre for Indigenous Knowledges (ACIKE) Ceremonial Space

The Conference Opening Ceremony will be a little different this year to take advantage of the cooler evening conditions. The ceremony will commence at the ACIKE Ceremonial Space at 5 pm on Tuesday evening prior to the first full day of conference proceedings.

June Mills, Larrakia Traditional Owner, will welcome conference delegates, sing traditional songs and her own songs and tell stories about Aboriginal Culture. June and her family have been singing and playing music for many years in Darwin. June's art and music has always reflected the environment in which she lives, the people, landscape and the stories of her country.

The **One Mob Different Country dancers** will also perform during the ceremony. The One Mob Different Country is a program that has been operating out of the Darwin Correctional Centre for approximately twelve years. The name 'One Mob Different Country' refers to the fact that the dancers themselves may come from different communities (different country) but they come together as a group to dance (as one mob).

The Welcome follows a traditional protocol for Aboriginal and Torres Strait Islander Australians where people entering another's Country (language area) would seek permission from the traditional owners and they would be welcomed to the area through ceremony. The ceremony today, welcomes visitors from around the world to enter the Larrakia Country and be part of this exciting event.

aes14 social program

Australia's Top End has an abundance of natural beauty. We want you to share in this with a social program that takes advantage of Darwin's unique outdoors culture.

AES 2014 International Conference Dinner and Awards Evening

Wednesday 10 September 2014, 19:00 –23:00

Venue: Pee Wee's at the Point
Alec Fong Lim Drive, East Point Reserve, Darwin

As the sun sets over the water, dine and network with delegates in the outdoor splendour of Pee Wee's at the Point. During the evening, we recognise the leaders in evaluation with the announcement of the ***2014 AES Awards for Excellence in Evaluation***. The award recipients represent best-in-class for each Award category.

The conference dinner is included in the registration fee for conference delegates with full registration. It is not included for day delegates. Tickets are available for purchase at the registration desk for $130.

Mindil Beach Sunset Market

Thursday 11 September 2014, from 17:30

On Thursday evening, from 5.30 pm, join us at the Mindil Beach Sunset Market where food is the main attraction: Thai, Sri Lankan, Indian, Chinese and Malaysian to Brazilian, Greek, Portuguese and more. Colourful arts and crafts vendors peddle their wares: handmade jewellery, natural remedies, artistic creations and unique fashion statements. Shop till you drop, catch a fire show, stop for a massage or be entertained by buskers, bands and talented performers as you wind your way through the palm lined boulevards of Mindil Beach Sunset Markets. More information at www.mindil.com.au.

Note: The visit also includes a regional member meet-up. See the program board at reception for further details.
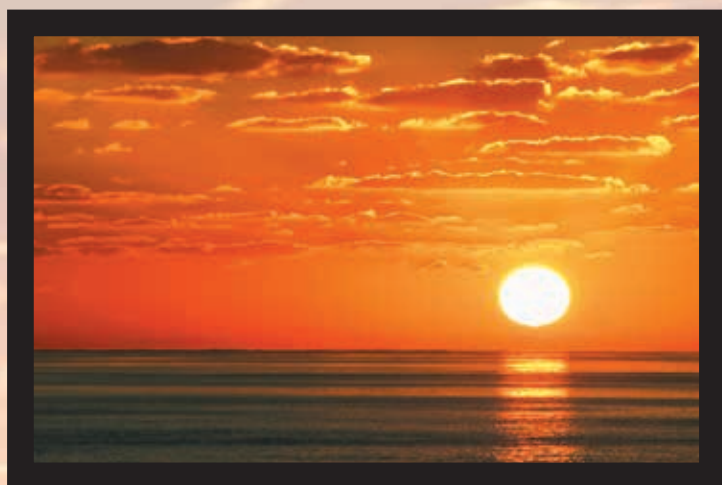
Optional social event
Graduate Research Get-together

Tuesday 9 September, following the opening ceremonies

Are you doing a PhD or Masters degree by research on an evaluation related topic? Are you doing post-doctoral work in evaluation, supervising candidates or supporting them in other ways? Please join Northern Institute staff and adjuncts to explore our research connections and learn what is happening at the graduate level in Australian evaluation. Food will be served.

Venue: Red Room, Northern Institute (Yellow 1.2.48, at the top of the painted staircase)

Cost: Free

Note: Please register by writing your name and the name of your university on the registration sheet available on the message board at reception.

aes14 special events

Networking and community building

This year's conference program committee has put its efforts towards creating an environment that will build community, create useful connections amongst participants and promote issue activism. Networking opportunities and activities, community hubs and interactive sessions alongside our special events will create umpteen opportunities for you to meet new people, expand your knowledge through dialogue and create a sense of community within the field of evaluation. *We encourage you to enjoy and make the most of these opportunities to further unleash the power of evaluation.*

Australasian Evaluation Society Annual General Meeting

Wednesday 10 September 2014, 16:30–17:30
Building Blue 1, Room 1.01

2014 Rosalind Hurworth Prize

Thursday 11 September 2014, afternoon plenary session
Building Red 7, Mal Nairn Auditorium

In 2014 we are again conferring a prize to the best full conference paper in honour of the late Associate Professor Rosalind Hurworth, long time and dedicated editor of the *Evaluation Journal of Australasia (EJA).*

The prize is publication of the paper in the next issue of the *EJA*.

This year's prize will be announced by Associate Professor Janet Clinton, Director, Centre for Program Evaluation, Melbourne Graduate School of Education, University of Melbourne. Janet will also launch the new look of the *EJA*.

Interactive poster session and the 'Talking up evaluation' feedback opportunity task

COLLABORATE

Wednesday 10 September, 12:00–13:30
Building Blue 2, ACIKE Coffee Shop gallery

The session will allow participants to walk through the living gallery as presenters talk to their posters and engage in discussion regarding their presentation. The session will take place until 1.30 pm and you are strongly encouraged to take part before or after you have your lunch. **Posters will be displayed throughout the conference**.

In the same location, the development of the 'Talking up Evaluation' document will take place. Your participation will help develop a document that is a resource for members, for prompting constructive conversations about evaluation with the public, government, community organisations and/or business.

This collaborative and creative activity will draw on your knowledge and experience to create a generic document with solid core messages about what evaluation is; what it can achieve; how it can be done better, and used better in Australasia; and what the AES is doing to support quality evaluation making a difference.

Evaluation Book Club

Thursday 11 September, 11:00–12:00
Building Blue 2, Room 1.51

Evaluation Book Club returns for the second year running! Share the Book Club experience with John Stoney and Kim Grey, once again leading an informal chat about an aspect of evaluation theory. Book Club provides a different mechanism for Conference attendees to meet their professional development needs via an opportunity to more actively and deeply engage in a discussion on theory and practice and consider questions such as whether theory and practice is keeping up with current challenges.

This year it is the formal use of evaluator competencies in the words of keynote speaker Jean King (with Yuanjing Wilcox). Read the article 'A professional grounding and history of the development and formal use of evaluator competencies' (Wilcox and King 2014) beforehand, or come along anyway and share the enthusiasm and seek inspiration in evaluation literature.

Note: The Wilcox and King article is available for download at **http://www.evaluationcanada.ca/secure/28-3-001.pdf**.

Ethical practice and evaluation methods: compatibilities and conflicts – a forum with the AES Fellows

Thursday 11 September, 13:45–15:45
Building Yellow 1, Room 1.40

The AES Fellows are members of the Society with extensive experience in evaluation who have been recognised for their contributions to evaluation and to the Society.

In this forum, AES Fellows will reflect on the constraints that evaluations can be fraught with before opening the floor for discussion. For further information, see the Abstracts section on page 46.

Launch of the 'Evaluation' issue of the Northern Institute's *Learning Communities* journal

Thursday 11 September 2014
10:30 to 11:00 (during morning tea)
ACIKE Ceremonial Space

The Northern Institute is a research centre at Charles Darwin University. In honour of the AES Conference being held at CDU, the September 2014 issue of its *Learning Communities* journal has been dedicated to evaluation. Topics include Tangentyere Indigenous researchers contrasting mainstream evaluation techniques to their culturally-grounded approach, evaluation ethics, and an article on working with deaf and hard of hearing participants. Reflecting current interests and relationships at the Northern Institute, there are a number of articles on Indigenous, criminological and realist evaluation topics (including one by Nick Tilley and other authors).

The journal is open access and available at http://www.cdu.edu.au/centres/spill//publications_ijlsc.html.

Evaluation and Australian governance in the 21st century – a panel discussion on the implications of the *Public Governance Performance & Accountability Act 2013 (PGPA)* for evaluation in Australia

Friday 12 September 2014, 11:15–12:00
Building Blue 1, Room 1.01

In this session, a panel of AES members from both within and outside the Australian Government will discuss the implications of the upcoming Performance Framework of the PGPA, and the AES' engagement to date in the Performance Framework's development.

AES Committees and Special Interest Groups

Thursday 11 September 2014, commencing 17:15

Spaces have been set aside for AES groups to meet from 5:15 pm on Thursday. These meetings will either be planned or ad hoc. Details can be found on the program board at reception. Participants may wish to continue the conversation at Mindil Beach Sunset Market.

Meet and Market Space

Indigenous Academic Support Space, Building Blue 2, Room 1.20

This year's conference host invites you to the Meet and Market Space, the perfect place for you to chill out, have a chat and check your emails. This state-of-art learning space will provide a comfortable locality for you to browse the exhibitions, relax in the lounge style seating with a coffee and meet new people.

The room will be open throughout the conference and provide a unique break out space for delegates to enjoy a community hub feel and learn about what our sponsors have to offer. Look for the signs, and make the space your community chat room.

Exhibitions

Please visit the Exhibitions in the Indigenous Academic Support Space, Building Blue 2, Room 1.20.

Opening hours:
Wednesday 10 September   9:00–16:00
Thursday 11 September   9:00–16:00

EXHIBITORS INCLUDE:

Larrakia Nation Pop-up Art Exhibition
An art exhibition by the Aboriginal traditional custodians of all land and waters of the greater Darwin region

BetterEvaluation

Centre for Program Evaluation

Charles Darwin University

Clear Horizon

Footprint Books

NVivo/QSR International

Eateries

There are cafes located on the CDU campus. For further information go to
www.cdu.edu.au/current-students/food-drink

Internet access

CDU has provided wireless internet access suitable for checking emails and web browsing. Please see the Message Board for further information.

Smoking policy

Please observe the CDU 'No Smoking signs' whilst on campus.

CDU's Smoke-Free University Policy can be found at **www.cdu.edu.au/governance/policies/pol-038.pdf**.

Indigenous people's network area

Open during the conference
Building Blue 3, Room 1.12

We are inviting all Indigenous people to share experiences, meet new people, and have a yarn. This comfy and friendly space will be available for the duration of the conference.

Feel free to make this your space. If you have trouble finding the area pop by the Registration area for assistance.

Program: Wednesday 10 September 2014

	Blue 1/ Room 1.01	Blue 2A/ Room 1.01	Red 7/ Mal Nairn Auditorium	Blue 1/ Room 1.35
7:00-8:00 DELEGATE ARRIVAL AND REGISTRATION (ACIKE Building Blue 2)				
	T&M	**RR – Mobilising Indigenous Knowledge in Evaluation**	**Tech**	**BC – International Capacity Development**
8:00-8:15	Program logic clinic: tips, tricks and limits of logic mapping with groups *Jess Dart, Jacqueline Storey, Vanessa Hood, Zazie Tolmer* (Mini Workshop)	Looking back, moving forward: the place of evaluation at the Tangentyere Council Research Hub *Vanessa Davis, Matthew Campbell, Denise Foster, Audrey McCormack, Michelle Williams, Elvena Hayes* (Linked Presentation)	Harnessing the digital revolution: emerging possibilities for surveys in evaluation *Duncan Rintoul, Kylie Brosnan* (Long Paper)	International or national, internal or external – where does international capacity development start and what is the best way to strengthen its power? *Dorothy Lucks* (Mini Workshop)
8:15-8:30				
8:30-8:45				
8:45-9:00			Technology and innovation: new methods in data collection *Natasha Ludowyk* (Short Paper)	
9:00-9:15				
9:15-9:30				
9:30-10:45 **Plenary session – keynote speaker: Jean King** (Mal Nairn Auditorium) *proudly sponsored by ARTD*				
10:45-11:15 MORNING TEA				
	T&M	**RR – Mobilising Indigenous Knowledge in Evaluation**	**Tech**	**ESU**
11:15-11:30	Evaluation as an agent for development sustainability: a real world example *Annalize Struwig, Bronwyn Wiseman* (Long Paper)	Making evaluation meaningful: the story of five Aboriginal healing projects that harnessed the power of evaluation informed by Indigenous ways of knowing *Samantha Togni, Carol Watson, Alex Brown, Brian McCoy, Madeleine Bower, Alison Rogers, Amelia Turner, Kat Hope, Maringka Baker, Angela Lynch* (Long Paper)	Technology and evaluation – a powerful combination *Sandra Stopher* (Symposium)	Australian Early Development Census (AEDC): a powerful tool for research and evaluation *Matthew Hardy* (Long Paper)
11:30-11:45				
11:45-12:00				
12:00-12:15	Evaluating multi-site community based projects contributing to the reduction in alcohol-related harm: lessons from the field *Pauline Dickinson* (Short Paper)			How to manage a program badly. How (and whether) to do a bad evaluation *Chris Clarke, Scott Bayley* (Short Paper)
12:15-12:30				
12:00-13.30 POSTER SESSION (ACIKE Coffee Shop gallery) 12:30-13:30 LUNCH				
	T&M	**ESU – Practical Uses of the *AES Prof Learning Competency Framework***	**T&M**	**RR**
13:30-13:45	Measuring the value of intangible impact: findings, learnings and challenges in applying an SROI approach in the social-services sector *Megan Price* (Long Paper)	Unleashing the power: developing your practice using the *AES Evaluators' Professional Learning Competency Framework* *Amy Gullickson, Rick Cummings, Margaret MacDonald* (Roundtable)	Mapping the influence of evaluative action on the policy process: a case for clarity *John Owen, Rick Cummings* (Symposium)	How to deal with squeaky wheels and engagement fatigue: evaluating community engagement *Jess Dart* (Mini Workshop)
13:45-14:00				
14:00-14:15				
14:15-14:30	Do we need to talk about William? Thoughts, ideas and challenges on the role of evaluation theory in informing our evaluation practice in Australia *John Stoney* (Long Paper)	Evaluation competencies at work: application of the AES evaluation competency framework in a private consultancy business *Julia McKenzie, Kate Roberts* (Short Paper)	Talking big picture: a stakeholder vision alignment approach to strategy evaluation *Zita Unger* (Short Presentation)	Harnessing evaluation through integration: a participatory model for reflection, evaluation, analysis and documentation (the 'READ' model) in community-based Arts *Ellise Barkley* (Short Paper)
14:30-14:45				
14:45-15:00				
15:00-15:30 AFTERNOON TEA				
	T&M	**ESU**	**T&M**	**T&M**
15:30-15:45	Learning from an evaluation of the Central Land Council's community development and governance programs in Central Australia *Chris Roche, James Ensor, Danielle Campbell, Jayne Weepers* (Long Paper)	Evaluations that make a difference: stories from around the world *Vanessa Hood* (Symposium)	Building and using theory in a realist review: empowerment, accountability and education outcomes *Gill Westhorpe, Bill Walker, Patricia Rogers* (Long Paper)	Case study methodology in international aid: an example from Papua New Guinea *Euan Lockie, Sue Majid, Ian Patrick* (Long Paper)
15:45-16:00				
16:00-16:15				
16:15-16:30				
16:30-17:30 AES AGM (Blue 1, Room 1.01)				
19:00-23:00 AES CONFERENCE DINNER (Pee Wees Restaurant, East Point Reserve)				

Program: Wednesday 10 September 2014

Blue 2/ Room 2.24	Blue 2/ Room 1.51	Blue 2/ Room 2.25	
7:00-8:00 DELEGATE ARRIVAL AND REGISTRATION (ACIKE Building Blue 2)			
I&I – Evaluation as a tool to improve education	**BC**	**EV**	
Visionary feedback: embedding evaluation to make teaching and learning visible *Janet Clinton, John Hattie, Kathryn Cairns, Tony Abrahams, Leonie Jackson, Anna Dabrowski* (Symposium)	Developing effective performance measures *Graham Smith* (Mini Workshop)	Advocacy and evaluation utilisation: applying lessons from advocacy to utilisation *David Roberts* (Mini Workshop)	8:00-8:15
			8:15-8:30
			8:30-8:45
			8:45-9:00
The best of both worlds: the potential for incorporating evaluative techniques into assessment of learning and training design *Joanna Funk* (Short Paper)			9:00-9:15
			9:15-9:30
9:30-10:45 **Plenary session – keynote speaker: Jean King** (Mal Nairn Auditorium) *proudly sponsored by ARTD*			
10:45-11:15 MORNING TEA			
I&I – Evaluation as a tool to improve education	**I&I**	**LSS&I**	
Using evaluative practice to inform and transform neophyte teacher and Indigenous student aspirations *Helen Spiers, David Rhodes* (Long Paper)	Traversing the interplay of politics and evaluation: evaluating policy education reform in Australia *Janet Clinton, Amy Gullickson, Ruth Aston, Anna Dabrowski, Anne Loos, Pauline Ho, Edmund Misson* (Symposium)	The problem as the source of answers: how criteria of merit can be derived from the systematic study of social problems *Ghislain Arbor* (Long Paper)	11:15-11:30
			11:30-11:45
			11:45-12:00
CHARMing the decision-makers: a case study of the international evaluation of the CHARM project that made decision-makers think differently about Indigenous development in the Philippines *Dorothy Lucks* (Short Paper)			12:00-12:15
			12:15-12:30
12:00-13.30 POSTER SESSION (ACIKE Coffee Shop gallery) 12:30-13:30 LUNCH			
I&I	**LSS&I**	**RR**	
Evaluating educational outcomes for disadvantaged children and young people at scale and over time: lessons for practice and policy *Anne Hampshire, Gillian Considine* (Long Paper)	Finding the common thread: the charms and challenges of evaluation for a consortium-run international development program *Kathryn Dinh, Tricia Keys, Naomi Thomson* (Long Paper)	Learning from Aboriginal engagement processes in the evaluation of a community-based childhood obesity prevention program *Michelle Jones, Kim Morey, Amanda Mitchell, Rosie King, Margaret Cargo, Nevada Zabol* (Symposium)	13:30-13:45
			13:45-14:00
			14:00-14:15
			14:15-14:30
Modelling the influences of evaluation on school principals: towards evaluation capacity building *Kerrie Ikin, Peter McClenaghan* (Long Paper)	Same inputs – same outcomes. What about the other students? *Carolyn English, Ruth Nicholas* (Long Paper)	Preliminary evaluation of the Northern Territory smoke free prisons policy: exploring the challenges for contributing to a national policy and research evidence base *Marita Hefler* (Short Paper)	14:30-14:45
			14:45-15:00
15:00-15:30 AFTERNOON TEA			
I&I	**EV**	**ESU**	
Do local governments in Indonesia produce evidence-based policies? A realist evaluation perspective *Diane Zhang, Sugeng Prayudi* (Short Paper)	Developing a graduate course on 'Evaluation in Australian Indigenous contexts' *Emma Williams, Ruth Wallace, Eileen Cummings, Janet Clinton, Daniel Arifin, Gerard Calnin* (Roundtable)	How to define a system for the purpose of quality control and quality improvement *Ralph Renger* (Long Paper)	15:30-15:45
			15:45-16:00
Achieving KiwiSaver objectives: a cross-agency, multi-year evaluation of New Zealand's Retirement Savings Scheme *Rico Namay* (Short Presentation)			16:00-16:15
			16:15-16:30
16:30-17:30 AES AGM (Blue 1, Room 1.01)			
19:00-23:00 AES CONFERENCE DINNER (Pee Wees Restaurant, East Point Reserve)			

LEGEND:

EV
Evaluation and values

BC
Evaluation capacity building

I&I
Influence and impact

RR
Responsive and responsible practices

T&M
Theory and methodology

TECH
Technology

ESU
Essential skills and understandings

LSS&I
Large-scale systems and interventions

Program: Thursday 11 September 2014

	Blue 1/ Room 1.01	Blue 2A/ Room 1.01	Red 7/ Mal Nairn Auditorium	Blue 1/ Room 1.35
	BC	I&I	RR	TECH
8:00-8:15 8:15-8:30 8:30-8:45 8:45-9:00 9:00-9:15 9:15-9:30	Participatory evaluation is the Sea Eagle: looking long way wide eyed – building an evaluative culture in remote Aboriginal and urban contexts using participatory and developmental approaches *Nea Harrison, Therese Puruntatameri, Kilapayu Puruntatameri, Rachel Dunne, Narelle Calma, Ken Steinhardt, Jessica Steinhardt, Mal Galbraith, Laura Bachman* (Mini Workshop)	Monitoring and evaluating international capacity building: lessons learned from our ten year program in 40 countries *Lauren Polansky, Ann Moen* (Symposium) Developing a theory of change over time based on action based reflection, to maximise resource allocation and impact – Sri Lanka case study *Stuart Thompson* (Short Paper)	The pitfalls of conventional evaluation: who is best positioned to judge a program's success or failure? *Bronwyn Rossingh* (Long Paper) What does 'being white' have to do with evaluation practice? *Rae Torrie, Robyn Bailey, Mark Dalgety, Robin Peace, Mathea Roorda* (Long Paper)	Everything you wanted to know about unleashing the power of E-surveys in evaluation *Maggie Jakob-Hoff* (Mini Workshop)

9:30–10:30 Plenary session – keynote speaker: Steven Larkin (Mal Nairn Auditorium) *proudly sponsored by Charles Darwin University*

10:30–11.00 MORNING TEA

	EV – International and Gender	RR – Mobilising Indigenous Knowledge in Evaluation	T&M	EV
11:00-11:15 11:15-11:30	Towards gender equality through gender equity, in community level evaluation *John Donnelly* (Short Paper)	Becoming evaluators – Indigenous researchers' experience of evaluating government projects in Northern Territory, Australia *Otto Campion, Dean Yibarbuk, Cherry Daniels, Hmalan Hunter-Xenie* (Symposium)	Improving the evaluation of continuous quality improvement programs: the role of implementation and CQI program theories *Karen Gardener, Beverly Sibthorpe, Michelle Dowden, Dan McAullay, Donisha Duff, Justin McNab* (Short Paper)	The role of evaluation in learning how to solve wicked problems: the case of anticipatory techniques used to inform and influence climate change mitigation and adaptation *Stephen McGrail* (Long Paper)
11:30-11:45 11:45-12:00 12:00-12:15 12.15-12:30	Evaluation from inside out: the experience of using local knowledge and practices among marginalised and Indigenous communities in India with a gender and equity lens *Rajib Nandi, Rituu B Nanda, Tanisha Jugran* (Innovative Presentation)	'You have come to hear from us, taking that story back … to improve the services we are getting': engaging Indigenous community members in a nation-wide evaluation *Alison Laycock, Lynette O'Donoghue, Amal Chakraborty, Patricia Hickey, Barbara Beacham, Elaine Kite, Julia Hodgson, Michael Howard, Jodie Bailie, Ross Bailie* (Short Paper)	A partnership approach to building evaluation capacity and developing Aboriginal cultural awareness within a service organisation *Christiane Purcal, Karen Fisher, Terri Mears* (Short Paper) Through the lens of complexity theory: formative evaluation of an education project designed to enhance mathematics and science teacher education in regional Australia *Amanda Scott, Geoff Woolcott* (Short Paper)	Building baseline evaluation capacity through short-courses: learning exercises that really hit the mark *Duncan Rintoul, Margaret MacDonald, Julia McKenzie, Dorothy Lucks* (Symposium)
12.30-12:45				

12:45-13:45 LUNCH

	T&M – Evaluation in Government	RR – Indigenous Engagement in Evaluation	T&M	TECH – Data Bases
13:45-14:00 14:00-14:15 14:15-14:30 14:30-14:45	Establishing centralised government evaluation centres: why it's worth the effort *Ania Wilczynski, Gail Kelly, Barry Thomas* (Linked Presentation)	Unleashing the potential of evaluation in the Indigenous space: towards the development of principles to strengthen evaluation practice *Amohia Boulton, Nan Wehipeihana, Lisa Warner, Lynley Cvitanovic, Jenni Judd, Peter Malouf, Margaret Cargo* (Roundtable)	Value for Money: a practical and integral approach *Michelle Besley, Chris Madden* (Long Paper) PEST: building a culture of quality program evaluation in a community health setting *Robyn Grant* (Short Paper)	Not another database: lessons learned in the development of sustainable information systems for HIV related programs in Indonesia *Suzanne Blogg* (Short Paper) Dancing with data: evaluation capacity building in Non-Government Organisations (NGOs) *Annie Weir* (Short Paper)
14:45-15:00 15:00-15:15 15:15-15:30 15:30-15:45	Why can't we trust evaluation and what should we do about it? How to rise to the next level in evaluating government programs *Mark Diamond, Angela O'Brien-Malone* (Linked Presentation)	Same but different: Indigenous perspectives of evaluating place based policy in nine remote communities with five evaluating organisations *Kylie Brosnan* (Short Paper) Knowing who to connect with: the community engagement & evaluation nexus in Indigenous programs *Leon Appo, Nereda White, Jack Frawley* (Short Paper)		Unleashing the power of large databases: five-star rating to evaluate Vocational Rehabilitation Providers *Jim Gaetjens* (Long Paper)

15:45-16:15 AFTERNOON TEA

16:15-17:15 Plenary session – keynote speaker: Per Mickwitz (Mal Nairn Auditorium)

17:15-17:45 SPECIAL INTEREST GROUP / COMMITTEE MEETINGS

Program: Thursday 11 September 2014

Blue 2/ Room 2.24	Blue 2/ Room 1.51	Blue 2/ Room 2.25		
I&I	**T&M**	**T&M**		
Who benefits, how and why? Addressing disadvantage by providing families with integrated service systems makes intuitive sense. Figuring out who benefits, how and why is the evaluator's challenge *Claire Grealy, Janet Clinton* (Long paper)	Using applied improvisation (improv) in evaluation – a mini-workshop on a new technique *Vanessa Hood* (Mini Workshop)	Engaging stakeholders in the evaluation journey *Zita Unger, Anthea Rutter* (Mini Workshop)		8:00-8:15
				8:15-8:30
Aboriginal wellness in the Kimberley: extending participatory process and communicating evaluation findings, beyond the narrative report and in a way that engages *Natalie Moxham* (Long Paper)	Evaluating the abstract: the case for inter-sectoral partnership-building between schools and businesses *Ruth Aston, Janet Clinton, Timoci O'Connor, Michelle Hamilton* (Short Paper)			8:30-8:45
				8:45-9:00
				9:00-9:15
				9:15-9:30

9:30–10:30 **Plenary session – keynote speaker: Steven Larkin** (Mal Nairn Auditorium) *proudly sponsored by Charles Darwin University*

10:30–11.00 MORNING TEA

Blue 2/ Room 2.24	Blue 2/ Room 1.51	Blue 2/ Room 2.25		
I&I	**BC – International Capacity Development**	**LSS&I**		
Unleash the power of evaluation through policy evaluation partnerships *Margaret MacDonald* (Long Paper)	AES International Conference Evaluation Book Club: the formal use of evaluator competencies in the words of Jean King and Yuanjing Wilcox *John Stoney, Kim Grey* (Book Club)	New Zealand's investor migration policies: insights and dynamics *Natalie Ellen-Eliza* (Short Paper)		11:00-11:15
				11:15-11:30
		An approach to securing high quality evidence for government decision-making and investment *Elvira Vacirca* (Long Paper)		11:30-11:45
Private sector evaluators – captured, corrupted and lacking courage *Elizabeth Smith* (Short Paper)				11:45-12:00
				12:00-12:15
	A longitudinal evaluation of industry capacity and resilience building in Australian rural industries *Warren Hunt* (Long Paper)			12.15-12:30
Justification or transformation? A framework for evaluating the impact of the arts *Katya Johanson, Hilary Glow, Anne Kershaw* (Short Paper)		Enhancing evaluation capability in a large organisation *Valmai Copland, Penny Salmon, Martyn Knottenbelt* (Short Paper)		12.30-12:45

12:45-13:45 LUNCH

Blue 2/ Room 2.24	Blue 2/ Room 1.51	Blue 2/ Room 2.25		
I&I	**BC – International Capacity Development**	**EV – International**		
Whether Evaluations have made a difference in the Management of HIV/AIDS Programs in South Asia? *RS Goyal* (Short Paper)	Mainstreaming evaluation into performance and quality process to unleash power of evaluation: good practices and lessons learned from Mekong Hub, Australia Embassy in Hanoi *Nga Le* (Roundtable)	Pasifika Futures: unleashing the power of evaluation for Pacific families in New Zealand *Seini Jensen, Debbie Sorensen* (Long Paper)	**SPECIAL SESSION:** Ethical practice and evaluation methods: compatibilities and conflicts – a forum with the AES Fellows **Yellow 1**/ Room 1.40	13:45-14:00
				14:00-14:15
Dentist, undertaker or midwife? Using Policy Logic to improve engagement in evaluative thinking *Carolyn Page* (Long Paper)		Trade-offs between rigour, inclusiveness and utility: learning from a novel participatory impact assessment approach piloted in Viet Nam and Ghana *Adinda van Hemelrijck, Irene Guijt* (Long Paper)		14:15-14:30
				14:30-14:45
	Giving the unheard a voice: identifying job seeker needs in the Middle East *Joan Young* (Short Paper)			14:45-15:00
Sorting the wheat from the chaff: a trans-disciplinary approach to evaluating social change *Ruth Aston* (Long Paper)	Developing an organisational M&E framework – a capacity building exercise *Tricia Keys* (Short Paper)	Designing evaluations to influence *Kim Hider* (Short Paper)		15:00-15:15
				15:15-15:30
				15:30-15:45

15:45-16.15 AFTERNOON TEA

16:15-17:15 **Plenary session – keynote speaker: Per Mickwitz** (Mal Nairn Auditorium)

17:15-17:45 SPECIAL INTEREST GROUP / COMMITTEE MEETINGS

Program: Friday 12 September 2014

	Blue 1/ Room 1.01	Blue 2A/ Room 1.01	Red 7/ Mal Nairn Auditorium	Blue 1/ Room 1.35
	8:00-8.45 **Plenary session – keynote speaker: Peter Mataira** (Mal Nairn Auditorium) *proudly sponsored by Urbis*			
	8:45-9:15 PLENARY SESSION – CONFERENCE CLOSE AND HANDOVER			
	EV – International and Gender	**RR – Indigenous Engagement in Evaluation**	**T&M**	**BC – Reflexive & Reflective**
9:15-9:30	Developing evaluation policy: whole-of-government approach for Indigenous affairs *Kim Grey, Wendy Matthews, Nathalie Baxter* (Short Paper)	He tukanga tuku mana ki te whānau': pushing the evaluation boundaries to ensure people come first! *Gipsy Foster, Angeline Hamiora* (Long Paper)	Unleashing the power of statistics within an evaluation *Mark Griffin* (Mini Workshop)	Harnessing evaluation through integration: a participatory model for reflection, evaluation, analysis and documentation (the READ model) in Community-based Arts *Ellise Barkley* (Short Paper)
9:30-9:45				
9:45-10.00	Review of operational evaluations: the quality and utility of Australian aid project evaluations *Simon Ernst* (Long Paper)	Both ways evaluation: mobilising an Australian Indigenous knowledge practice in the evaluation of Housing Reference Groups in the Northern Territory *Michael Christie, Matthew Campbell* (Long Paper)		Internal evaluation: gateway towards Sustainable Evaluation Capacity Building (ECB) – evidence from a public sector organisation from the Philippines *Dexter Pante, Ana Marie Hernandez* (Short Paper)
10:00-10:15				
10:15-10:30			Using Theory of Change in an HIV prevention program's monitoring and evaluation plan: achieving the best outcomes for the Indonesian HIV epidemic *Suzanne Blogg* (Short Paper)	Determining impact: participatory assessment of INGO development programs in the Asia-Pacific region *Richard Geeves* (Short Paper)
10:30-10:45				
	10:45–11.15 MORNING TEA			
	EV – Unleashing the Power of Evaluation in Organisations	**T&M**	**T&M – Developmental Evaluation**	**BC – Reflexive & Reflective**
11:15-11:30	Evaluation and Australian governance in the 21st century – a panel discussion on the implications of the *Public Governance Performance Accountability Act 2013* for evaluation in Australia *John Stoney, David Roberts* (Panel Session)	Learning from evaluations of school-family strengthening programs: lessons for all *John Guenther* (Long Paper)	A deeper, shared story: the power of developmental evaluation in strengthening innovations in Aboriginal and Torres Strait Islander primary health care *Samantha Togni, Deborah Askew, Alex Brown, Lynne Rogers, Nichola Potter, Sonya Egert, Noel Hayman, Roslyn Wharton-Boland, Alan Cass* (Long Paper)	The influence of health promotion values and principles on evaluation practice: encouraging critical reflective practice *Rebecca Tretheway, Victoria Visser, Jane Taylor, Lily O'Hara, Rachel Cole* (Short Paper)
11:30-11:45				Reflexive monitoring in New Zealand: evaluation lessons in supporting transformative change *Kelly Rijswijk, Denise Bewsell, Bruce Small, Paula Blackett* (Short Paper)
11:45-12:00				
12:00-12:15	Taking stock and changing tack to deliver: the power of mid-term organisational strategy reviews *Kari Sann* (Long Paper)	Unleashing the power of program theory *Vanessa Hood, Bron McDonald, Greet Peersman* (Symposium)	Developmental evaluation: an analysis of the evaluation of a five-year project in a remote Aboriginal community *Ann Ingamells, Maria Tennant* (Short Paper)	From accountability to reflective practice in Vietnam aid and development programs *Jessica Letch* (Long Paper)
12.15-12:30				
12.30-12:45				
12:45-13:00			Watching, waiting and participating: how developmental evaluation can enable program transformation *Lauren Heery, Lauren Sartori* (Long Paper)	
13:00-13:15		Right-timed feedback in real life: exploring innovations in evaluation practice for real-time learning and adaptive management *Joanna Kocsis* (Short Paper)		
13:15-13:30				
	13:30-14:00 LUNCH			

Program: Friday 12 September 2014

Blue 2/ Room 2.24	Blue 2/ Room 1.51	Blue 2/ Room 2.25	
8:00-8.45 **Plenary session – keynote speaker: Peter Mataira** (Mal Nairn Auditorium) *proudly sponsored by Urbis*			
8:45-9:15 PLENARY SESSION – CONFERENCE CLOSE AND HANDOVER			
ESU	**LSS&I**	**BC**	
Valuing evaluation power and the power of evaluation in 'unleashing truth to power' *Sandiran Premakantahn* (Symposium)	Methods to assess the effectiveness of partnerships: partnership assessment, cooperation assessment and social network analysis *Florent Gomez-Bonnet, Margaret Thomas* (Long Paper)	Open evaluation peer review: an approach for more credible, useful and scientific evaluation *Andrew Hawkins, Gill Westhorp, Duncan Rintoul, Emma Williams, Kellie Plummer, Elizabeth Smith* (Roundtable)	9:15-9:30
			9:30-9:45
			9:45-10:00
	Monitoring and evaluation system for local governance in Afghanistan *Mohammed Hamed Sarway* (Short Paper)		10:00-10:15
Lessons from great stuff-ups in our evaluation histories *Brian Keogh, Heather Aquilina* (Short Paper)		Obesity prevention and lifestyle (OPAL) evaluation: making methods accessible and sharing knowledge *Michelle Jones, Natasha Howard, Catherine Paquet, Neil Coffee* (Short Paper)	10:15-10:30
			10:30-10:45
10:45–11.15 MORNING TEA			
I&I	**LSS&I**	**RR**	
It's the principle of the thing: how do we ensure that evaluation contributes to closing gaps between international development rhetoric and practice? *Gillian Fletcher, Greet Peersman* (Roundtable)	Bridging the gap: developing an evaluation and monitoring framework linking national high level goals to programmes and projects on the ground for He kai kei aku ringa – the Crown Maori economic development partnership *Isabelle Collins* (Long Paper)	Turning research into reality: how Community Engagement Police Officers (CEPOs) are improving community safety in remote Indigenous communities *David Spicer, Desleigh Dunnett* (Long Paper)	11:15-11:30
			11:30-11:45
			11:45-12:00
'Going with bold entreaty whither no artist has gone before' *Brian Keogh, Tija Lodins* (Short Paper)	Where there's a will, there's a way? Focusing on the demand side of monitoring and evaluation systems in international development *Euan Lockie* (Long Paper)	Australian Government Indigenous collaborative evaluations: taking stock *Emma Vanian, Kim Grey, Nathalie Baxter, Wendy Matthews, Sue Sutton, Judy Putt* (Short Presentation)	12:00-12:15
			12.15-12:30
		Building evaluation capacity; experiences from the Centre for Road Safety *Ben Barnes* (Short Paper)	12.30-12:45
Improving policies through evidence-based Theory of Change: challenges and lessons learnt in evaluating the Philippines' basic education pay for performance policy *Mariel Bayangos, Dexter Pante* (Short Paper)			12:45-13:00
			13:00-13:15
			13:15-13:30
13:30-14:00 LUNCH			

UNLEASHING
THE POWER OF
EVALUATION

Wednesday morning session 8:00 – 9:30

Program logic clinic: tips, tricks and limits of logic mapping with groups

Jacqueline Storey, Oxfam Australia
Jess Dart, Zazie Tolmer, Clear Horizon Consulting
Vanessa Hood, Sustainability Victoria

Program logic is increasingly becoming a 'must-have' component of program design, development of a monitoring and evaluation framework and clarifying a program prior to evaluation. We know that it is really beneficial to do this in a group setting; gaining the wisdom of the crowd whilst fostering ownership and shared direction. But it can be terrifying to facilitate a logic with a group of divergent thinkers or even an every-day group of people with different ideas.

This mini workshop is an opportunity to come and share your challenging moments and with a panel of logic facilitators – and get some practical tips! Collectively the panel members have facilitated over 500 program logic workshops! The panel will start with the panelists confessing their challenging logic moments and how they ended. Then clinic will open shop to try and come up with tips, tricks and advice for your dilemmas and challenges.

This clinic is aimed at people who have had a go at facilitating program logic and would like to share their experiences, as well as those who are soon to have go! Seasoned logic facilitators are welcome to join us to help answer these challenges and share your war stories!

Looking back, moving forward: the place of evaluation at the Tangentyere Council Research Hub

Vanessa Davis, Denise Foster, Audrey McCormack, Michelle Williams, Elvena Hayes, Matthew Campbell, *Tangentyere Council Research Hub*

There has always been research done 'on' Aboriginal people or 'for' Aboriginal people, more recently 'with' but not so much by Aboriginal people. Over ten years ago Tangentyere Council (Alice Springs) started its own Research Hub – a place for Aboriginal research and researchers. We started it so that we could search for answers to our own questions; moving forward while still looking back at our Elders for advice. We feel we have achieved a significant milestone in our journey, and are achieving our goal of doing research that makes a difference.

Research is not new to us; it has always been with us – we have our own ways of understanding research, and the place it occupies in our knowledge making. Aboriginal researchers have the cultural knowledge, the language, trust and respect from our people. We recognise that research today is a two way learning process. To be done properly it requires respect for Aboriginal ways of researching, while also understanding and respecting Western ways of researching.

One area that is very important is evaluation. We need to know what we are doing is making the difference, but it is more than this. Evaluation helps us to make sure that our research work is keeping our knowledge strong, and keeping our organisation strong too. For us evaluation is both 'looking back to learn for next time' as well as 'looking back to reconnect with those who came before us'. For us this is an important process: we are in this position now because of the work of those came before us – they set things up so we can be here doing our research work now. Evaluation helps us to keep making this link – connecting the past to the present, so that we can set our path to the future. If we do this properly then we keep our culture strong.

Harnessing the digital revolution: emerging possibilities for surveys in evaluation

Kylie Brosnan, *Colmar Brunton*
Duncan Rintoul, *The Better Surveys Project, University of Queensland Business School*

Surveys are a widely used technique for primary data collection in evaluation, particularly where the project/s being evaluated involve a large numbers of stakeholders or service recipients.

Running surveys on the internet has become increasingly easy for evaluators, and many now make regular use of DIY products (such as Survey Monkey) in their projects. However, designing effective questionnaires for the web is not as straightforward as it might seem, and new frontiers continue to open up: completion of surveys on mobile devices and use of visual imagery and new scripting technology to improve respondent engagement are just two of a number of important developments that warrant close consideration.

The purpose of this long paper is to bring evaluators up to speed with the latest in online survey methodology, as it applies to the kinds of surveys that evaluators tend to run. Innovation moves quickly in this space; the presenters will provide guidance about good practice in the design and administration of online surveys, and share some free resources that will help evaluators stay informed about the practice issues that affect them the most.

The presenters will also flag new developments in mobile and digital survey research, encouraging delegates to consider how these emerging data collections methodologies might add to their evaluation projects.

This session will be interactive and engaging in its delivery, with ample opportunity for participants to ask questions. Both presenters are experienced evaluators who are well qualified to address this important topic. Kylie runs one of the largest online survey fieldwork operations in Australia (Your Source), and is also responsible for managing the social research and evaluation practice at Colmar Brunton. Duncan is an AES Board member with 15 years' consultancy experience in evaluation and social research, whose PhD is on the impact of new response formats on data quality in online surveys.

Technology and innovation: new methods in data collection

Natasha Ludowyk, Daniel Pole, *Ipsos Social Research Institute*

New and ever-evolving digital technologies are changing the way in which people produce and interact with data. Similarly, the possibilities for researchers and evaluators to collect and manage data in new and powerful ways are rapidly expanding.

In this presentation, Natasha will focus on several new techniques in data collection and management that have been employed in recent projects at Ipsos, which draw upon some of these technologies:

Passive measurement – with the use of smartphones and personal computing devices comes the potential to measure activity on these devices. This passive measurement technique can provide rich insights, collecting detailed information about an individual's habits, including internet and app usage, engagement with social media, travel behaviour and geographic location – all of which can be linked to automated triggers for further enquiry.

Geocoding of data – the ability to code data geographically at the point at which it is collected allows for complex data mapping to be undertaken, and for highly detailed management of geographic sampling.

Data management systems – large data sets and complex, multi-wave data collections require rigorous and intensive project management. For monitoring and ongoing data collections such projects, creating a secure project control portal that can upload data, access and run reports based on live data, and manage processes such as survey mail outs and other communications can produce long term efficiencies and minimises human error in data sets.

The methodological strengths and limitations of the above approaches will be outlined, and possible applications explored.

International or national, internal or external – where does international capacity development start and what is the best way to strengthen its power?

Dorothy Lucks, *Executive Director, SDF Global*

Unleashing the power of evaluation requires individuals, evaluators, stakeholders, organisations, governments to have a greater understanding of the value of evaluation. In international development, good evaluation has been linked to improving program outcomes, better reporting, action research, innovation, improved program management and many other benefits. It stands to reason that developing stronger capacity for evaluation in each country globally would therefore be desirable. The question is, 'What is the best way to strengthen national evaluation capacity?' Does the international community have a role in strengthening the evaluation capacity of other countries or is it up to each country to form its own evaluation associations; for individuals to find their own means of attending professional development in evaluation and for national consultants to expand their experience in conducting quality evaluations?

This mini workshop will bring together evaluators who have experience in evaluation capacity development and international development and those who are interested in seeing a stronger global profile for evaluation globally. The workshop will introduce a range of different methods for evaluation capacity development but more importantly, it will be an opportunity to share ideas and discuss some of the major questions facing those that are involved in international development and evaluation capacity development. The questions cover aspects of policy, culture, practice and adult learning processes and how they differ in different contexts. The differences between building evaluation capacity within governments and in the private sector will be considered. The cultural and contextual aspects of smaller and larger countries; more developed, less developed, more fragile or conflict affected countries are important. Is a standard approach viable or should each country's situations determine the best way to approach evaluation capacity development and unleash the power of evaluation in each context.

Visionary feedback: embedding evaluation to make teaching and learning visible

Janet Clinton, Kathryn Cairns, Anna Dabrowski, *Centre for Program Evaluation, The University of Melbourne*
John Hattie, *Graduate School of Education, The University of Melbourne*
Tony Abrahams, Leonie Jackson, *Ai Media*

Teachers who impact upon student attainment understand their level of influence, and possess the ability and resources to collect and review evidence to support this impact. Nowhere is this approach to teacher reflection more critical than in classrooms which serve learners who are disadvantaged. Thus, embedding a meaningful system of evaluation in this context can promote increased reflection upon practice, improvement in the visibility of teaching and learning whilst facilitating increased student engagement in the learning process. The University of Melbourne in collaboration with Ai Media have developed a system that converts real time speech to text in the classroom, utilising automated teaching analytics and in-depth coding to provide feedback to support teacher reflection and practice. The model that informs the system is based on the provision of useful evaluative feedback delivered in real time for teachers, and aligns with models of best teaching practice outlined in John Hattie's work known as *Visible Learning* (2009). Through his work, Hattie noted that teaching and learning is too often hidden, is characterised by high levels of teacher talk, but little reflection on the impact of teaching on students.

This symposium/session presents a case study of the implementation of the aforementioned system in a group of disadvantaged schools in the United Kingdom. The focus of this session is to illustrate the process and impact of embedding evaluation within the technology in order to increase the explication of the lesson, and encourage teachers to critically assess what they have done and what their students have learned as a consequence. The aim is that teachers can 'see' their impact and make subsequent evaluative adjustments to their teaching, thus equipping the teachers with the necessary information to become their own evaluators. The system is underpinned by visionary evaluative thinking utilising international partnerships and collaborative action across Australia and the United Kingdom with the overall aim of improving teaching and learning.

The best of both worlds: the potential for incorporating evaluative techniques into assessment of learning and training design

Johanna Funk, *Northern Institute, Charles Darwin University*

This presentation will discuss potential complementary assessment design that not only enhances the nature of data gathered in summative learning attainment, but further informs formative assessment procedures which could yield richer data for the purposes of enhancing engagement and progression of learners.

As an experienced teacher who has recently moved into the evaluation field, Johanna has found substantial commonalities but also important differences between the techniques used for student assessment and the strategies used by evaluators. The mandated, standardised and summative assessment procedures on which reporting is based values attainment data about outcomes, not necessarily the formative processes which lead to those outcomes.

This has potential for misrepresentation of knowledge and its application in authentic contexts and the distortion of data which could inform more effective provision.

In this presentation, Johanna discusses how a 'teacher/evaluator' hybrid would complement standard learning assessment approaches with evaluation techniques, particularly realist evaluation approaches, and might more rigorously identify different aspects of students' learning and more effectively support their progression in the classroom context. She identifies the challenges this approach would present to standard pedagogical practice, but also its potential benefits. She suggests aspects of evaluation theory and practice that have been incorporated into project designs that could usefully be employed in enriching the evidencing of learning assessment in Australasia, but further advancing outcomes for learners as well.

Developing effective performance measures

Graham Smith, *Numerical Advantage*

This mini workshop will focus on practical means to develop, critique and improve performance measures. The presenter's experience is with government, but the principles should also be relevant to non-government organisations. The workshop will also include practical examples, most from the author's experience, of what works and what doesn't in performance measurement.

The specific objectives of the workshop, which will be worked through in sequence, are:

- to explore the purposes of performance measurement (this often starts with accountability, but can be extended to be much more);

- to discuss the criteria for good performance measures (these depend on the purpose!);

- to understand what gets in the way of developing good performance measures (these can include organisational inertia, management pressure and bad experiences arising from misuse of measures); and

- to work out how to overcome these obstacles and so develop better performance measures.

Each of the above will include an outline of theory, examples form the presenter's experience, and invitations to the group to discuss their own examples and issues.

If there is time, it will be discussed how to set up systems to provide for the survival and prospering of performance measurement as an organisational habit.

In the time provided for a mini workshop, there will not be scope for lengthy group exercises. Instead, the focus will be on interchange throughout, and in particular to try to use participants' particular examples and problems to work through general principles.

An intermediate level of knowledge will be assumed. Some knowledge of performance measures will be of assistance, and if participants bring specific performance measurement issues with them for discussion it will aid the relevance and focus of the workshop.

Advocacy and evaluation utilisation: applying lessons from advocacy to utilisation

David Robert, *RobertsBrown*

A recent evaluation of an advocacy program made David think about similarities between effective advocacy and effective utilisation of evaluations. In the evaluation of the advocacy program, he developed a model for effective advocacy tailored to the program but I also realised that there were similarities to the processes that lead to the best utilisation of evaluation results. Utilisation of evaluation results requires us to be advocates as well as evaluators.

In this presentation the dynamics and conditions for effective advocacy by consumers are described and that experience is used to explore some of the characteristics of evaluation advocacy.

Engaging communities to build evaluator competence – and change the world

Professor Jean King

Department of Organizational Leadership, Policy and Development, University of Minnesota; Director, Minnesota Evaluation Studies Institute (MESI)

This keynote will address three broad questions:

1. What does it mean to be a competent evaluator?

2. What might be a role for professional evaluators and the process and outcomes of program evaluation in meaningfully transforming society?

3. How can we realistically engage and collaborate over time with people from three types of communities in this process?

Grounded in developments in the US and in Australasia, the answer to the first question will summarize current work internationally around the development and use of evaluator competencies, including two formal systems for credentialing evaluators (Canada and Japan).

The answer to the second question will build on existing competencies, regardless of their origin, to trace a possible program theory for using evaluation to transform society, recognizing the multiple complexities involved in doing so.

Finally, the answer to the third question will examine the critical role that three types of communities--policy, social program, and local/indigenous—must play if evaluation is to have a transformative influence on society.

Acknowledging the multiple systems involved in such change and the many forces working against such transformation, how might evaluators work with individuals and groups in coming years to create and sustain a society committed to evaluative thinking?

Evaluation as an agent for development sustainability: a real world example

Annalize Struwig, *Evaluation Consult, New Zealand*
Bronwyn Wiseman, *Pacific Horticultural and Agricultural Market Access Program, Fiji*

The presentation explains how evaluation can act as a catalyst for development sustainability. Using an actual, complicated development initiative, namely the Pacific Horticultural and Agricultural Market Access (PHAMA) Program as an example, the presentation will briefly describe:

• how the program M&E system was set up when it was first implemented (Phase 1) and what the implications of this for program sustainability were, and

• what an independent review recommended to strengthen the program's M&E system, specifically with a view to enhancing sustainability.

It will then explain how M&E is being dealt with in the second phase of the program. The presentation will describe:

• The collaborative process through which the M&E system was revised to provide different program stakeholders with a clear perspective on results that are meaningful to them in their contexts, while also providing a common 'line of sight' on program results.

• How the M&E system is being implemented to embed ownership of results with relevant stakeholders.

• How M&E competencies of different stakeholders are measured and strengthened to carry forward their ownership of results.

Stakeholders who will be left holding the baby when the program ends are hereby given ownership of results, as well as the competency to track results and to use this to manage their involvement in delivering these results, not only for the duration of the program, but also beyond.

Evaluating multi-site community based projects contributing to the reduction in alcohol-related harm: lessons from the field

Pauline Dickinson, *SHORE and Whariki Research Centre, Massey University, New Zealand*

The Health Promotion Agency in New Zealand implemented a national community funding strategy to support communities in their efforts to reduce alcohol-related harm. The funding strategy targets three priority population groups: Maori, Pacific and Youth. One of the aims of the strategy is to create a nationally networked community of groups who can share their learning through a range of media including video, websites and face to face meetings. This initiative was being evaluated over three years (2010–2012).

This presentation will describe the evaluation methodology and the challenges involved in evaluating a funding strategy. Examples of projects contributing to knowledge and awareness of alcohol-related harm, behaviour change and environmental and policy change will be described.

Making evaluation meaningful: the story of five Aboriginal healing projects that harnessed the power of evaluation informed by Indigenous ways of knowing

Samantha Togni, Carol Watson, *Baker IDI Heart and Diabetes Institute*
Alex Brown, *South Australian Health and Medical Research Institute*
Brian McCoy, *La Trobe University*
Madeleine Bower, Alison Rogers, *The Fred Hollows Foundation*
Amelia Turner, Kat Hope, *Akeyulerre Inc*
Maringka Baker, Angela Lynch, *Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Women's Council*
Dan Murphy, *Tangentyere Council*
Eric Thomas, Francis Hayes, Justin Miller, William Kossack, *Wurli Wurlingjang Health Service*

Five Aboriginal organisations in the Northern Territory had the opportunity to work collaboratively with evaluation facilitators to develop evaluation capacity through developing and implementing evaluations for their healing projects. From various perspectives, the presenters will outline the project's approach, processes, key learnings and achievements, as well as the extent to which organisations embraced evaluation and recognised its power.

The two-year project supported healing projects to develop their own evaluations and learn from the ground up how to evaluate healing projects meaningfully. Participatory processes, informed by principles of empowerment, utilisation-focussed and developmental evaluation, were utilised and built trust. The project's broad scope offered organisations opportunities to define and implement healing project evaluations on their terms. Film, collaborative painting and storytelling lead by Aboriginal people were among the methods used. These methods built on strengths in people, their communities and culture. Facilitation of workshops that brought projects together, offered a culturally safe space for people to share and learn from each other.

Evaluation became meaningful, useful and owned by the healing projects as their evaluation capacity developed. An openness to learn and trust were critical to the process, which was guided by key principles. The approach offered Aboriginal people a positive, shared learning environment, time and resources to deepen and appreciate the value of their work and opportunities to utilise evaluation tools that were safely and appropriately applied. Staff were enabled to articulate more clearly and confidently, and to a wider audience, the importance of their work and how it might better be understood, described and evaluated.

Evaluation informed by Indigenous ways of knowing can empower and support people and strengthen their capability and confidence to harness the power of evaluation on their terms, strengthening organisations' evaluation capacity. However, this requires trust, courage, an openness to learn and willingness to challenge power imbalances.

Technology and evaluation – a powerful combination

Sandra Stopher, *University of Sydney*

This symposium will explore some of the different ways in which technology and evaluation overlap in modern evaluative practice. Multiple evaluators (including members of the AES Tech-eval Special Interest Group) will present a brief 'taster' of the different ways in

which they are currently working with technology in areas such as survey design, data analysis, social media and mobile technologies.

Each presenter will provide an insight into how they have been using technology in their own evaluative practice and how others might consider incorporating it into theirs. Following the presentations, there will be opportunity for questions and discussion with the audience where further idea sharing will be supported and encouraged.

The purpose of this session is to provide attendees with the opportunity to become aware of and engage with some of the new technologies which are currently being used in an evaluation context as well as some new technologies which have yet to be applied to evaluation. The 'rapid-fire' format mirrors modern communication mechanisms such as Twitter and provides the additional benefit of ensuring sufficient time at the end of the session for attendees to take part in the discussion.

The key idea of this session is that it will start a conversation about evaluation and technology which will, hopefully, continue and spread throughout the duration of the conference.

Australian Early Development Census (AEDC): a powerful tool for research and evaluation

Matthew Hardy, *Department of Education*

The Australian Early Development Census (AEDC – formerly the Australian Early Development Index) is a population measure of children's development as they enter their first year of formal school, and is a valuable formative and summative data resource for evaluation practitioners. The AEDC data collection is conducted every three years – the first collection was in 2009. Collected through a teacher-completed checklist that measures five domains of early childhood development, it is a national census that identifies children who are developmentally 'on track' and 'at risk' or 'vulnerable', creating a snapshot of early childhood development in communities across Australia.

These five domains are closely linked to the predictors of adult health, education and social outcomes:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based).
- communication skills and general knowledge.

AEDC data is available at national, state and local community levels and provides evidence to support policy, planning and action for health, education and community support. The AEDC can assist researchers, evaluators, government and non-government organisations to develop flexible, evidence-based approaches to policy and planning that address the evolving needs of children and families in the future. An independently conducted evaluation has found the AEDC instrument adds materially to the data available across the country to assess spatial distribution of vulnerability in the early years, and also meets a recognised need for both a measure to inform research and evaluation in early childhood, and access to nationally comparable early childhood information.

This presentation will outline the key aspects and benefits of the AEDC, the insights that it can provide, what information is readily available in the public domain, and how research and evaluation practitioners can obtain access to the data set.

How to manage a program badly, and how (and whether) to do a bad evaluation

Scott Bayley, Chris Clarke

Scott Bayley and Chris Clarke were briefly evaluation colleagues at ATSIC in the 1990s, and recently found they had related war stories to offer from their subsequent careers in other agencies.

There is no shortage of guidance available to program managers on how to design, implement and oversee programs. Eminent authors such as Wholey, Perrin, and Behn offer us a wealth of sagely advice. If this wasn't enough we then have various good practice guides being published by state and commonwealth agencies. But where are the guides to bad practice? Based on 25 years of experience Scott will share an insider's tongue in cheek perspective on how to manage a program badly. You may choose to follow his advice or do the exact opposite!

In the real and messy world where we bureaucrats work, we are often managing sub-optimal situations, where what should have been done, wasn't. Decisions may still need to be made about programs for which necessary data gathering and evaluation planning was neglected or misunderstood. We may inherit such a situation, or see it develop nearby. Do we walk away, if not directly responsible, or volunteer our skills to see whether we can turn even a bad evaluation into a reliable if limited aid to decision-making? Chris will draw on the necessarily disguised example of a website trial for which there had been little data collection or effective analysis. This required clear thinking about data, and about chains of reasoning constructed on it.

Using evaluative practice to inform and transform neophyte teacher and Indigenous student aspirations

Helen Spiers, *Kormilda College*
David Rhodes, *Edith Cowan University*

Teacher practice is challenging at the best of times for a neophyte teacher. This paper looks at the power of evaluating tertiary-level teacher education programs within the framework of vignette-style neophyte teacher stories. This paper proposes that a combination of cultural diversity and low literacy issues are not adequately addressed by the Australian tertiary teacher education programmes. This research explores how teachers can be better prepared to manage the classroom issues arising from social and economic inequalities as Indigenous students attempt to bridge both worlds, empowering both to develop their leadership potential and increase their capacity to move between cultures.

CHARMing the decision-makers: a case study of the international evaluation of the CHARM project that made decision-makers think differently about Indigenous development in the Philippines

Dorothy Lucks, *SDF Global*

This presentation provides the highlights of an evaluation for a seven year project in the highlands of the Cordilleras region in the Philippines; the Cordilleras Highland Agricultural Resource Management (CHARM) project.

CHARM had been designed, rather prosaically to increase agricultural production and improve livelihoods in the remote, mountainous areas of northern Philippines. During project implementation a new approach to Indigenous sovereignty over their ancestral domains was developed, resulting in engagement of traditional owners and documentation of cultural practices

both agricultural and increasingly social. The project took on a new direction and communities saw a way to be heard at the national level. Through a partnership between the Department of Agriculture and the National Commission on Indigenous Peoples, a process to delineate Ancestral Domain Titles was developed – a first in the Philippines. The evaluation endeavoured to capture the importance of the project results and findings but met with resistance from national and international decision-makers who had planned to close the project.

The story had to be told in different ways until the true value of the project was unleashed and follow-on funding and far wider impact was supported.

This presentation tells the story of CHARM and how the evaluation contributed to international recognition for the project. This evaluation started out as a pedestrian evaluation of an agricultural project and turned into an evaluation of an agricultural project that contributed to national land rights for Indigenous Peoples. The presentation also discusses the process of influence that had to overcome the barriers of preconceived ideas and a traditional approach to evaluation to reflect the true value of the project and to encourage further investment in the process.

Traversing the interplay of politics and evaluation: evaluating policy education reform in Australia

Janet Clinton, Amy Gullickson, Ruth Aston, Anna Dabrowski, *Centre for Program Evaluation, University of Melbourne*
Anne Loos, Pauline Ho, Edmund Misson, *Australian Institute for Teaching and School Leadership*

Transformative evaluation in the policy space has the potential to impact not only individual programs but also whole sectors, organisations and communities. This symposium presentation will illustrate how an innovative method to evaluate the *Australian Professional Standards for Teachers* (APST) has been implemented in practice, and will provide an overview of the challenges and lessons learned in the first year of the evaluation.

The APST are a public statement of what constitutes teacher quality. They define the work of teachers and explicate the elements of high-quality, effective teaching in 21st century schools, which result in improved educational outcomes for students. The APST were developed and validated by the Australian Institute for Teaching and

School Leadership (AITSL) and endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) in 2010. In partnership with education stakeholders, AITSL and the Centre for Program Evaluation are conducting a three year, process and impact evaluation of the implementation of the APST.

The potential for the evaluation to inform and add value to the implementation of the APST is just one of the features which could position it as 'transformative'. One of the roles of the commissioner that endeavours to maximise the impact of findings is to disseminate the findings in a targeted fashion towards broad policy development. Thus the Evaluation is not only focussed on enhancing implementation, it also considers a myriad of ways to effectively and strategically inform policy development and reform.

The papers presented in this symposium will illustrate how the evaluation methodology has been constructed and employed through procedures that ensure meaningful and effective collaboration with the commissioner and education stakeholders to facilitate multi-transformative evaluation.

The problem as the source of answers: how criteria of merit can be derived from the systematic study of social problems

Ghislain Arbour, *University of Melbourne*

In order to judge a program, we must understand the reasons why an intervention is needed. That is, we cannot find relevant criteria without understanding the social problem that might necessitate the intervention. A framework is proposed to investigate social problems in such a way that we can identify good criteria of merit in evaluations. This will be done utilising a set of questions about a social problem:

· its moral nature (why is it bad?)

· its causal mechanics (how does it work?)

· its intensity (how bad is it?), and

· the potential collective responsibility we have over it (is it a public or a purely private matter?).

These questions, when feasible, will be linked to known methodologies from social science. The framework explains how to organise these questions in such a way that they can unveil the justification for governmental programs.

The presentation is an invitation for theorists to investigate these questions, and a general guideline for evaluators and commissioners to reflect on the evaluative foundations of their work.

Measuring the value of intangible impact: findings, learnings and challenges in applying an SROI approach in the social services sector

Megan Price, *BoysTown*

As governments and organisations, both internationally and within Australia, become increasingly interested in understanding the social and environmental impact of their services, policies and programs, Social Return on Investment (SROI) has emerged as one approach evaluators can use to respond to this demand. SROI is a principles-based method that draws on stakeholder feedback and cost-benefit analysis to understand the journey of change that stakeholders experience and assign monetary value to these often otherwise intangible changes. Advocates of SROI claim that this approach enables organisations to make more informed resource allocation decisions while achieving traditional evaluation

benefits, such as understanding stakeholder impacts and informing performance improvements.

In 2012 the charity organisation BoysTown commenced a 12 month longitudinal evaluation of its supported accommodation service for families experiencing homelessness. As part of this, SROI analysis was applied. One factor driving this decision was desire to augment growing literature demonstrating the high cost of homelessness for Australian governments with evidence of the social value that individual support services working in this sector can help achieve.

This paper examines the principles of SROI and the steps used in applying the approach to a program evaluation in the charity sector. The author's recent experience conducting SROI analysis on an Australian social services program provided insight into the many challenges in applying this method including the difficulty of valuing change where clients may experience frequent periods of regression on their pathway to recovery, the nature of suitable proxies and their availability, and the benefits, challenges and

limitations of applying this method in a region where practitioner knowledge and adoption is still in its early stages. The paper shares the evaluator's learnings and key challenges with the hope of strengthening the homelessness sector and building practitioner and commissioner understanding in what may become an increasingly sought-after and influential evaluation approach.

Do we need to talk about William? Thoughts, ideas and challenges on the role of evaluation theory in informing our evaluation practice in Australia

John Stoney, *Charles Darwin University*

It is now 17 years since William Shadish in his Presidential Address to the American Evaluation Association made the proposition 'evaluation theory is who we are', asserting that '…*if you do not know much about evaluation theory, you are not an evaluator*' (1997). Other authors such as Scriven (1998) and Cousins & Earl (1999) have also expressed the view that evaluative practice should be informed by an understanding of evaluative theory and knowledge. Yet empirical work by Christie (2003) suggests that only a small percentage of practitioners in the field can identify a particular theoretical framework that informs their practice, and that there is something of a gap between practitioners in the field and evaluation theorists.

However, have we had the same discussions here in Australia about what the role of evaluation theory should be in the Australian practice context? While evaluative theory can provide practitioners with a framework for informing and guiding their evaluative practice, how many practitioners do so? How many of us are primarily 'intuitive' or 'accidental' evaluators, relying on our pre-evaluation professional background and experience? If so, is this to the possible detriment of our evaluative work – particularly for 'part-time' evaluators for whom evaluation is just one component of their duties? Do we really need to have a strong grasp of evaluation-specific theory to effectively practise evaluation? What are the benefits? If knowledge of theory is important, what are the impediments to gaining or utilising it and how might these be addressed? Should we be concerned that most theory is judged to be pragmatic, experientially derived rather than empirically based?

In this session John Stoney explores these questions and their implications for unleashing the power of evaluation, and whether the time may have come to replicate Christie's work in Australia.

Unleashing the power: developing your practice using the AES Evaluators' Professional Learning Competency Framework

Amy Gullickson, *University of Melbourne*
Rick Cummings, *Murdoch University*
Margaret Macdonald, *MacDonald Wells Consulting*

Many of us who are in evaluation began in the field through job responsibilities, word of mouth, or just plain curiosity about how to understand what is going on with a program. As a result, we bring a wide variety of skill sets to the task of evaluation. When we're in the midst of evaluation work, it can be hard to discern the skills or expertise we're missing. As a result, we can miss opportunities to unleash the full power of evaluation through our work. To address this need, AES launched the *Evaluators' Professional Learning Competency Framework* in 2013 to guide the enhancement of evaluation specific knowledge and expertise.

In this session, there will be time as individuals and in groups to reflect on the spectrum of skills and knowledge represented in the competencies, engage in needs assessment to understand potential areas for individual growth, and identify foci for the AES Professional Learning Committee to consider in planning activities for 2015. The session will be hosted by three members of the Professional Learning Committee.

Evaluation competencies at work: application of the AES evaluation competency framework in a private consultancy business

Julia McKenzie, Kate Roberts, *Roberts Evaluation*

The issue that all evaluators face is that each evaluation has different needs and requires a diverse range of abilities to meet those needs. The *AES Evaluation Competency Framework* was created in 2013 as a tool to guide evaluators to think about their abilities. As the Framework was developed only very recently, there has not been much opportunity to test its relevance and whether it will lead to better quality evaluations. In 2014, Roberts Evaluation will use the Framework to build the evaluation competence of their staff and organisation. The Framework is being used: to assess their practice, for staff to direct their own professional development, and to develop internal training sessions. Through these processes, Roberts Evaluation will be testing the Framework for its relevance and usefulness for the work they do as a private consultancy firm. At this stage, Roberts Evaluation has found that the Framework covers their evaluation practice. With regard to professional development, staff have nominated which competencies they want to work on and have included these in their internal mentoring program or have actively sought out external training or information. Roberts Evaluation will carry out a mid-year (2014) review to assess whether the Framework covers the skills the organisation needs to deliver their projects, and the impact it has had on their business, the quality of their products, and the confidence their clients have in their ability as evaluators. Roberts Evaluation expects that using the Framework will transform their practice and contribute to the on-going modification of the Framework. Roberts Evaluation also expects that the discussion will contribute to setting an industry expectation around reflective practice and competence in this field.

Mapping the influence of evaluative action on the policy process: a case for clarity

Rick Cummings, *Murdoch University*
John Owen, *Centre for Program Evaluation, The University of Melbourne*

Compared to program evaluation it is true to say that rather less attention has been given to the application of evaluative concepts to the policy process. The purpose of this symposium is to present a framework that goes some way to redressing this situation.

The presenters propose that evaluators should adopt a common terminology as a basis for enhancing the contribution of evaluation to policy delivery, within the broader context of evaluation as a form of knowledge production and policy as a form of knowledge utilisation.

To this end the presenters have consulted the relevant literature to clarify distinctions between:

- Analysis OF policy and Analysis FOR policy
- Policy RESEARCH and Policy EVALUATION
- LARGE SCALE Policy and SINGLE SITE Policy
- Policy CREATION and Policy CHANGE

A key product of this review is the creation of a grid or matrix that from which the influence of an evaluative effort on the policy process can be located.

For illustration each presenter will present a short case example of a recent evaluation, representative of a cell in the matrix.

There is consensus among the evaluation community that planning is an essential component of effective evaluation work. An implication of this presentation is that the conceptual framework will act as a planning tool to focus the conduct of policy evaluations in the future.

Participants will be encouraged to comment on the saliency of the framework and to identify where their studies would be placed in the matrix.

Talking big picture: a stakeholder vision alignment approach to strategy evaluation

Zita Unger, *Ziman*

Strategy is a new unit of analysis in the emerging field of strategy evaluation.

This presentation introduces a methodology, adapted from Patton and Patrizi's seminal work on tracking strategy, in which evaluators can play an important role in the strategy development process and strategic learning cycle.

Vision is a unifying concept and one that draws on aspiration and future focus. Yet, asking stakeholders about vision can elicit their views about the present as much as the big picture of 'what success looks like'.

The case example discussed here is based on a newly established Scientific Research Institute, embedded locally in the University but operating globally as an International Laboratory Group partner. Its vision was to provide an innovative model of scientific freedom to pursue discovery-based research and attract the brightest and best scientific leaders.

A two-phase strategy review process assisted the Institute with strategic planning in understanding its current perspectives and positions, utilising what is coined here, 'stakeholder vision alignment' methodology.

Phase One of the strategy review interviewed key external stakeholders at the University, Institute and Board about their vision for the Institute, uncovering important gaps and alignments in strategic perspectives and position.

Phase Two of the strategy review was conducted with key internal stakeholders at the Institute, applying the same methodology, but with surprising results for the Institute.

Strategy evaluation can help drive change and work closely with others to achieve their strategic goal, positioning the evaluator as an integral part of the transformative process. In this way evaluation helps close the loop on strategy.

How to deal with squeaky wheels and engagement fatigue: evaluating community engagement

Jess Dart, Lee-Anne Molony, *Clear Horizon Consulting*
Anne Patillo, *Patillo, New Zealand*

Many programs include an engagement component or use engagement as their primary means for creating change. It is important that evaluation pays attention to the engagement processes when this is the case. This mini workshop is intended to demonstrate the unique dilemmas of evaluating engagement and help participants explore solutions for these dilemmas.

While the logic of evaluating engagement is entirely consistent with that of program evaluation more broadly, there are some unique challenges, including:

*   the context-specific and qualitative nature of engagement
*   engagement approaches cover a wide range of activities and need a wide range of evaluation approaches
*   the influence of dominant personalities, power structures and relationships
*   the challenges around evaluating relationship capital that may extend beyond program timeframes.

To address these challenges this mini workshop offers practical steps, as well as a set of principles, for evaluating engagement processes. Participants will leave the workshop:

*   with an understanding of the basics of engagement evaluation
*   having learnt – and practiced using – a set of practical guidelines for planning an evaluation of a community engagement process.

After examining the idea of 'engagement' and the particular challenges it presents for evaluation, the participants will be introduced to a set of guidelines for, and an approach to, conducting engagement evaluations. Participants will then be invited to consider an evaluation plan for a case study engagement project. The workshop will be interactive and is aimed at the beginner to intermediate levels.

Harnessing evaluation through integration: a participatory model for reflection, evaluation, analysis and documentation (the 'READ' model) in community-based arts

Ellise Barkley, *Queensland University of Technology, and High Ideals*

Community-based arts practitioners face pressure to demonstrate the value of their work in competitive funding environments. Over the past three decades the instrumentalisation of the Arts has changed how community-based arts activities are framed, evaluated and represented.

This paper presents initial findings from an innovative approach under development: The 'READ' model integrates reflection, evaluation, analysis and documentation in order to generate a wide critical lens for reviewing, understanding and valuing complex creative initiatives. Devised in 2012 by Alphaville, a Sydney-based community arts company, READ has been collaboratively developed for a three year international arts and cultural program funded by the Australia Council for the Arts. Driven by partnerships between communities, arts organisations, individual artists, government agencies and academic institutions, the *Nuclear Futures* program will produce a suite of new creative works that continue to tell the stories of Aboriginal and nuclear veteran communities affected by Australia's 1950s atomic tests.

The *Nuclear Futures* case study explores the power and potential of evaluation when set within an integrated framework of collective reflection, formal evaluation, academic analysis and creative documentation. Community members and artists are invited to reflect on projects and practice through diary entries, interviews, other personal records and collective meetings. A circle of academics works with artists and community members to develop scholarly publications and reports, while filmmakers and multimedia artists produce multi-platform documentation. A range of formal evaluation techniques are devised and implemented in consultation across the program's contributors, partners and communities. In identifying opportunities for innovation in participatory evaluation, the paper advocates moving from an 'islands of information' evaluative approach to an integrated model for tackling the complexities of partnership-oriented Community-based Arts initiatives. Through the integration of these mixed participatory methodologies the evaluation component can be strengthened, contextualised and maintain relevance for the diverse range of partners and artists participating.

Evaluating educational outcomes for disadvantaged children and young people at scale and over time: lessons for practice and policy

Anne Hampshire, Gillian Considine, *The Smith Family*

The Smith Family is Australia's largest non-government provider of long-term educational support for disadvantaged children and young people. It annually supports around 34,000 young people and their families in 96 communities across Australia through its comprehensive *Learning for Life* program. Over 5,000 of these young people are from Aboriginal and Torres Strait Islander backgrounds. Young people remain on the program for multiple years with the goal of keeping them engaged in education.

To evaluate the effectiveness of *Learning for Life,* The Smith Family has identified three high level outcomes which it is tracking over time. These outcomes relate to school attendance (Attendance Rate), advancement to Year 12 or equivalent (Advancement Rate) and post school engagement in further education or employment (Engagement Rate). These outcomes have been informed by the evidence of what's important for young people's long-term wellbeing and by key metrics identified by the Council of Australian Governments (COAG). The latter is important so that the evaluation work can inform public policy.

The Smith Family has developed methodologies for each of these Rates and collected and analysed data across its 34,000 students over the past two years, including for particular cohorts of students. This work is ongoing as part of a five year evaluation program, but it is already providing significant findings which are being applied to improve program implementation and effectiveness and inform public policy.

This presentation will outline some of the evaluation journey so far of this unique and nationally significant work. It will identify some of the findings and how these are being used to strengthen the evidence base, and inform policy and practice. The presentation will also identify some of the challenges of undertaking such complex work at scale within a non-government organisation and some of the strategies identified to address them.

Modelling the influences of evaluation on school principals: towards evaluation capacity building

Kerrie Ikin, Peter McClenaghan, *UNE Business School, University of New England*

Structures for the evaluations of school performance and the balance in these structures between accountability and improvement have been the subject of much recent research and debate. For government school systems in particular, the challenge has been to strike the right balance between public-accountability and developmental processes that influence school principals to transform their schools and build their own evaluation capacity. One method of evaluation regularly featured in system level-evaluation structures is that of a school review. A participatory-action-research project was undertaken in one government school region in Sydney, New South Wales, to develop and implement a whole-school review process that used school principals in pivotal participatory evaluation roles.

The purpose of this paper is to report a concurrent PhD study, which examined the influence experienced by the participating school principals. The paper presents qualitative research using a case-study methodology based on data collected from multiple sources that tested the concept of evaluation influence in relation to whole-school participatory evaluations in government schools.

The paper presents a provisional theoretical model that was specifically designed to collect and map influence data as they occurred. It shows how an initial curiosity in developing a model to untangle strings of influence led to new knowledge about factors triggering influence, the types of evaluation influences that occurred and when they occurred, and the processes whereby evaluation itself was improved and evaluation capacity built. In doing so, it emphasises the role of personal values as catalytic conditions. The paper further shows how the findings about double-loop learning cohere with notions of transformational leadership and communities of practice as a way of explaining a more holistic conceptualisation of evaluation influence. Finally, the paper proposes a model that explains the broader causal story of evaluation influence in a school-review setting.

Finding the common thread: the charms and challenges of evaluation for a consortium-run international development program

Kathryn Dinh, Naomi Thomson, *Vision 2020 Australia Global Consortium*
Tricia Keys, *Brien Holden Vision Institute*

This presentation explores the challenges and opportunities in designing and implementing an evaluation framework for a consortium-run, multi-country international development program.

The three-year Vision 2020 Australia Global Consortium's East Asia Vision Program aims to improve capacity to deliver eye health and vision care services in Vietnam, Cambodia and Timor Leste. Funded by the Australian Government, it began in 2013 and involves five Australian organisations working with government and other stakeholders.

The evaluation design encapsulated work supporting: national government planning, health professional training, treatment of patients and research capacity. An M&E working group helped with initial drafts, followed by consultations with Australian/in-country staff to ensure availability of data and that the framework was understood. Initial use of the framework involved the regular sharing of drafts by organisations with the evaluator for early error identification and sharing good practice examples between organisations using online program management software.

The evaluation provides an opportunity for Consortium members to improve their evaluation capacity by sharing examples of evaluation tools, monitoring of cross-cutting issues and in data collection. The combined work of organisations in a country also provides a rich data set to show outcomes at a health systems strengthening level. The evaluation was challenging as it needed to: align with the evaluation processes of all organisations, include data that was feasible to collect, monitor a large range of activities and be simple to use for a diverse range of staff.

This presentation will involve interactive dialogue between the evaluator, one of the Program implementers and the audience to share learnings on evaluation of a consortium-run program. Consortia are used globally to implement international development programs and present a unique challenge for evaluators. However they also provide the opportunity for improving the evaluation capacity of participating organisations, leading to improved data quality and better informed-program implementation.

Same inputs – same outcomes. What about the other students?

Carolyn English, Ruth Nicholas, *Education Review Office, New Zealand*

What some schools have done hasn't worked for some students. Schools need to evaluate the impact of their actions so they know what works and what doesn't and adapt their practice accordingly.

The challenge for the New Zealand education system is to bring more students to a higher level of achievement, with a broader range of skills and less inequity of outcomes than ever before. Primary schools' contribution is to have more students achieving at or above the national standards. In 2012, approximately 70 percent of Year 1 to 8 students were achieving at this level. The overall achievement of Māori and Pasifik students was lower.

Through a national evaluation in 2013, ERO supported school leaders to be more evaluative by focusing their thoughts on the school's impact on students who had not been achieving. 'Let's explore where you have supported students to accelerate progress and evaluate why this worked.'

This presentation will describe the use, and impact, of ERO's methodology, which has the under-served as the touchstone, to build the evaluative capability of education reviewers and school leaders. Through strengthening evaluation the education profession can better serve students especially those who have not experienced success.

The purpose of the New Zealand Education Review Office (ERO) is to evaluate schools for accountability and improvement purposes. However, at a system level, ERO's evaluation role includes a knowledge development (Mark et al., 2000) and generation (Patton, 2008) function. ERO's National Evaluation Reports focus on education policies or issues across the system and contribute to knowledge building and understanding about practice for schools and policy makers.

The New Zealand Ministry of Education's (the Ministry) student outcome data, gathered through international and national assessment studies, identify significant inequity in education outcomes, particularly for Māori and Pacific students. The qualitative data gathered through ERO's national evaluations serve an explanatory function and provide a rich picture of education practice.

This presentation will be of interest to evaluation practitioners working on small and large scale evaluations, evaluation managers in public entities with responsibilities to diverse communities, and government policy analysts.

This presentation will focus on the impact of a national evaluation implemented at the local level in individual schools. The presenters will outline the influence ERO had on schools''knowledge development' – that is, what they learnt about their impact on improving achievement outcomes, particularly for priority learners, by focusing their evaluative questioning and thinking on these groups. Given a national focus on raising achievement to meet specific goals and unacceptable levels of student underachievement, this presentation will outline how ERO's evaluation process supported individual school improvement, accountability and knowledge building. Mention will also be made of how ERO's national evaluations and reports support system improvement, accountability and knowledge building for policy makers.

ERO's systematic work at both a national and local level enables the organisation to 'unleash the power' of evaluation for accountability, improvement and knowledge generation purposes, not only in each school but across the entire pre-tertiary education system.

Learning from Aboriginal engagement processes in the evaluation of a community-based childhood obesity prevention program

Michelle Jones, *Department for Health and Ageing (South Australia)*
Kim Morey, *South Australian Medical Research Institute*
Amanda Mitchell, Rosie King, *Aboriginal Health Council of South Australia*
Nevada Zabol, Margaret Cargo, *University of South Australia*

The Obesity Prevention and Lifestyle program (OPAL) is a community based childhood obesity prevention initiative of Local, State and Federal governments to encourage healthy living and lifestyle choices among children and their families in OPAL communities in South Australia and the Northern Territory (where it is called Childhood Obesity Prevention and Lifestyle). Two key principles of OPAL include its focus on equity and being inclusive and respectful of diversity – working with Aboriginal and culturally and linguistically diverse communities. OPAL communities are discrete geographic communities which were selected based on both disadvantage and the number of Aboriginal people in the population.

This symposium is in three parts and will showcase three inter-related case studies of Aboriginal engagement within the mainstream OPAL program:

State level reflections will include: the program's governance structures, community selection processes, staff training, resource development and Aboriginal health impact assessment. Aboriginal stakeholders will be invited to reflect on these processes.

As with the State-level program, the original design of the evaluation did not initially integrate an Aboriginal perspective, one of the tensions that remains is making the evaluation design inclusive of Aboriginal input, voices and experiences. The developmental nature of the evaluation coupled with support from the Aboriginal Health Council SA and establishment of the Aboriginal Engagement Sub-committee has resulted in an iterative learning process for the program, the evaluation and the inclusion and valuing of the experiences of Aboriginal people.

At the *local level*, OPAL staff received training in both Aboriginal cultural fitness and Aboriginal health impact assessment. Interviews with local Aboriginal stakeholders undertaken in the first six months of implementation will be shared to demonstrate the importance of first-up meaningful engagement, the development of local partnerships, the development of targeted implementation strategies and resources for/with Aboriginal people and a more suitable evaluation methodology which captures the impact of such strategies/resources. Examples of local projects developed with Aboriginal engagement will also be shared.

Preliminary evaluation of the Northern Territory smoke free prisons policy: exploring the challenges for contributing to a national policy and research evidence base

Marita Hefler, *Menzies School of Health Research*

In July 2013, the Northern Territory (NT) introduced a complete ban on tobacco products in all adult correctional facilities, the first state or territory in Australia to do so. Most other states have announced an intention to follow the NT lead, starting with Queensland in May 2014.

The policy is of high interest to a range of diverse stakeholders. First, smoke free prisons policy discussions often attract media attention and concerns from both health and correction experts about the potential for bans to lead to riots or increased violence and other incidents. Other jurisdictions are watching the NT closely, and the

evaluation report will provide lessons learned to help shape policy and practice elsewhere.

Second, smoking prevalence and related morbidity and mortality is strongly associated with socio-economic disadvantage. Prisoners typically face cumulative disadvantage, and have among the highest smoking rates of all sub-populations. In addition, Indigenous peoples are overrepresented in prison populations; in the NT, more than 80% of correctional facility inmates are Indigenous. The policy is not only like to lead to health benefits for people while they are incarcerated; if is successful at helping prisoners to stay quit post-release, it has the potential to contribute

to achieving the aims of the national *Closing The Gap* initiative.

The tobacco control research team at Menzies School of Health Research is undertaking a preliminary evaluation of the policy, with a view to initiating a more extensive longitudinal study of the impact of the ban on prisoner health. This presentation will explore the range of challenges in undertaking an evaluation to meet diverse needs of stakeholders, while also creating a foundation for subsequent rigorous research among this highly marginalised and disenfranchised population.

Wednesday afternoon session 15:30 – 16:30

Learning from an evaluation of the Central Land Council's community development and governance programs in Central Australia

Chris Roche, *La Trobe University*
James Ensor, *People and Plant*
Danielle Campbell, Jayne Weepers, *Central Land Council*

This presentation will focus on the methodology of the evaluation, its findings and broader implications for evaluation practice.

The purpose of the evaluation was to assist the Central Land Council (CLC) to 'explore and improve its development work in order to maximise the benefits for Aboriginal people' with a particular focus on its community development and governance programs.

The evaluation used a 'mixed method' approach with a particular emphasis on eliciting the views of Aboriginal people, as well as service providers working with these communities.

Key findings include:

- projects supported by CLC have clearly produced outcomes valued by Aboriginal people and at the same time have played a critical role in empowering groups within a context of broader disempowerment,

- these projects are providing multiple forums and processes through which a critical mass of Aboriginal people are able to analyse, identify and address their self-determined needs and priorities,

- CLC programs have produced longer term collective benefits for people than individual royalty payments.

- the review team conclude that the potential for greater outcomes is constrained by other factors outside the control of the CLC which include the broader social determinants of health, the resourcing of health, education and housing services.

Some of the implications for evaluation practice include:

- The potential to be strengthening community efforts to generate and share data and information, as part of exploring forms of social accountability or community feedback,

- The need to develop more holistic evaluative frameworks which better represent the elements that different stake-holders value. Although Aboriginal people and most service providers emphasised similar positive elements of CLC's work, it is also clear that there are also dimensions which are valued – and weighted – differently. This is particularly the case for what in broad terms might be called cultural dimensions and, to a lesser extent, issues of voice and control.

Evaluations that make a difference: stories from around the world

Vanessa Hood, *Sustainability Victoria*
Scott Bayley, *Department of Foreign Affairs and Trade*

Evaluations that Make a Difference: Stories from Around the World is an EvalPartners Innovation Challenge recipient. The project will publish a collection of stories, told from the perspective of evaluation users, describing how evaluation can be a force for social betterment. In May 2014, one to three stories will be selected from each of six regions (Europe, Africa, Australasia South America / Caribbean, Asia and North America) and during the Story Development Phase (June – October 2014) the winning stories will be further developed, using story development techniques. The final stories will be published during EvalYear 2015. The project will also carry out an analysis of the factors that contributed to making the evaluations useful, yielding insights about the 'enablers' of a valuable evaluation.

This session will consist of a presentation and a panel discussion. The presentation will describe the project and showcase the selected projects from Australasia. The interactive panel session will explore 'what are evaluations that make a difference?' What are the attributes of an evaluation that results in a meaningful positive change? What factors make an evaluation more or less valuable to the users? The panel will include the authors of this paper, members of the story selection committee from Australasia (Kim Grey and April Bennett) and Patricia Rogers (RMIT). It will be a facilitated discussion, drawing upon both the learning from the project and the knowledge of the conference delegates at the session. Participants will be challenged to share their insights from the session and consider the implications for their own evaluation practice.

More information about the project can be found at <http://www.evaluationstories.wordpress.com/>

Building and using theory in a realist review: empowerment, accountability and education outcomes

Gill Westhorp, *Community Matters*
Bill Walker, *World Vision Australia*
Patricia Rogers, *RMIT University*

Realist review (aka realist synthesis) is a theory-based form of literature synthesis. It aims to answer the question 'what works for whom, in what contexts and how' and it infuses the entire review process with theory. However, many questions are asked about theory in this process. How should the initial theory or theories to be investigated be selected? What's the relationship between substantive theory and program theory? How do Context-Mechanism-Outcome configurations (CMOC) relate to program theory? What happens when the topic under investigation is not well theorised? What form does revised theory take?

This presentation discusses the use and the development of theory in a realist review which asked 'In what circumstances do community accountability and empowerment improve education outcomes, especially for the poor, in low and middle income countries?' A paper on methodological challenges was presented at the 2013 AES conference. Now, with the review published, the presenters demonstrate the roles of various kinds of theory (social science theory, program theory, realist theory) throughout the course of the review.

Theoretical work for the review included: developing a typology of relevant education interventions; selecting initial formal theories for empowerment and for accountability; developing and providing examples of eleven mechanisms through which community accountability and empowerment (CAE) interventions may work; identifying eleven categories and 28 elements of context which affect whether and where CAE interventions work; developing a CMOC table; proposing a new conceptual model for the relationship between accountability and empowerment; and proposing relationships between features of context and aspects of empowerment which in turn affect both voice and the power to hold others to account.

The presenters conclude by examining how the products from the review can be used, enabling programs to be adapted to context and thus 'unleashing the power' of the review.

Case study methodology in international aid: an example from Papua New Guinea

Euan Lockie, *Australian Continuous Improvement Group (ACIG)*
Ian Patrick, *Ian Patrick & Associates*
Sue Majid, *Independent consultant*

Evaluating a $100 million four-year aid program in Papua New Guinea is complex. This paper examines the case study methodology adopted as one of a suite of monitoring and evaluation (M&E) activities for the Australian Government funded Economic and Public Sector Program (EPSP). The evaluation was commissioned by Coffey International, managing contractor, to identify to what extent, and in what ways, the EPSP contributed to the goals and results in its Results Framework, from 2010 to 2013. A case study approach was selected as the most appropriate methodology for capturing the achievements, limitations and learning from the EPSP initiatives.

The focus of the paper is on the methodology and approach employed, rather than the research findings. The case study approach was considered highly effective in contributing a rich stream of evidence and recommendations to supplement other program M&E activities. Use of an extended research period from October 2012 to the end of 2013 allowed relationship building, time for detailed consultative planning, repeat data collection visits and follow-up analysis and writing. The style of engagement was therefore iterative, with findings progressing over time as both trust and the knowledge base developed.

Six case studies were selected through a process of consultation and negotiation with stakeholders. The program objectives emphasised that capacity development was central to successful program outcomes. A challenge in evaluation methodology employed was therefore to develop a dual focus on outcomes against each activity's results chain, and the extent to which each activity achieved good practice in capacity development. In the planning stage, the team undertook an extensive literature review of capacity development in international development to identify eleven principles of good practice that then formed the basis of a rubric against which each initiative was assessed. The resultant six Case Studies and Overview Paper have contributed to both program accountability and learning.

Do local governments in Indonesia produce evidence-based policies? A realist evaluation perspective

Diane Zhang, *Cardno Emerging Markets (consultant for the Australia Indonesia Partnership for Decentralisation)*
Sugeng Prayudi, *Cardno Emerging Markets, Indonesia (M&E Specialist for the Australia Indonesia Partnership for Decentralisation)*

Do local governments in Indonesia produce evidence-based policies? Can we use the realist evaluation methodology to find out? This presentation demonstrates how realist evaluation can be applied to not only measure program effectiveness, but to generate insights on under what circumstances evidence-based policy making takes place in local governments in Indonesia. These insights are valuable to all programs that seek to promote the formulation of evidence-based policies.

The Public Expenditure and Revenue Analysis (PERA) is an initiative that aims to a) increase the availability of quality analysis on how local governments in Indonesia spend state resources; and b) improve Indonesian local institutions' capacity to produce the relevant expenditure and revenue analysis. PERA is predicated on the assumption that if more research and analysis on public financial management is readily available, local governments will use that information to produce more evidence-based policies, and thus improve delivery of basic services in Indonesia.

The presenters, using the realist evaluation methodology, evaluated how and who used the PERA analysis, and under what circumstances were PERA analysis most likely to be used as a basis for formulating expenditure policy. More broadly, the evaluation tested the strength of the assumption that making quality information and analysis available will lead to that information being used to produce evidence-based policies.

Achieving KiwiSaver objectives: a cross-agency, multi-year evaluation of New Zealand's Retirement Savings Scheme

Ricardo Enrico C. Namay II, *Department of Inland Revenue, New Zealand*

KiwiSaver is a work-based savings initiative aimed at increasing New Zealanders' financial well-being and independence in retirement. Inland Revenue is responsible for delivering KiwiSaver, Housing New Zealand Corporation oversees the administration of the home ownership assistance component while the Financial Markets Authority regulates the KiwiSaver scheme providers.

With the involvement of numerous government agencies in administering the scheme, a cross-agency evaluation is needed to see if the desired outcomes are achieved. Moreover, because the initiative is not time-bound being a retirement savings scheme, a multi-year evaluation is necessary.

The presentation exhibits how through a high-level framework, the cross-agency, multi-year evaluation helped the various agencies involved articulate and assess how they contribute in delivering KiwiSaver's desired outcomes. The presentation also demonstrates how the evaluation had been helpful in informing retirement policy discussions. In addition, the presentation shows how the evaluation data helped identify the need for designing targeted interventions that help achieve KiwiSaver goals.

Developing a graduate course on 'Evaluation in Australian Indigenous contexts'

Emma Williams, Ruth Wallace, Eileen Cummings, *Northern Institute, Charles Darwin University*
Janet Clinton, Daniel Arifin, Gerard Calnin, *Centre for Program Evaluation, Melbourne Graduate School of Education*

This presentation discusses the process currently underway to develop a graduate level course in 'Evaluation in Australian Indigenous contexts', tentatively scheduled for 2015. The course is planned to be cross-institutional, so that it could be taken by those studying at Charles Darwin University or taking a graduate degree at the Centre for Program Evaluation, Melbourne Graduate School of Education. The potential for a professional certificate in this subject for experienced evaluators who already have a graduate degree is also being considered. Consultation on aspects of the course is ongoing with Indigenous community members, evaluators and evaluation commissioners as well as academics. It is intended to deal with issues in evaluation with remote, regional and urban Australian Indigenous communities.

This presentation is designed to be interactive, to gather input on how much interest there would be in such a qualification, the desired focus and topics that the course should cover. Participants' stories of challenges they have faced and also examples of effective practice would be particularly welcomed. The responses of participants will help to shape the course.

How to define a system for the purpose of quality control and quality improvement

Ralph Renger, *University of North Dakota, Center for Rural Health, USA*

The purpose of this presentation is to share the experience of the Center in how it defined a cardiac system of care for the purpose of quality control and quality improvement.

The presenter will describe how leadership was used to set system boundaries and subject matter experts were engaged in process flow mapping to develop the initial, explicit understanding of the system. He will then explain how the Center used standard operating procedures, client-valued data, and insight from biology to validate and identify potential gaps in the cardiac care system. How this understanding of the system was then used to drive the evaluation will be described.

Participatory evaluation is the sea eagle: looking 'long way wide eyed' – building an evaluative culture in remote Aboriginal and urban contexts using participatory and developmental approaches

Therese Puruntatameri, Rachel Dunne, *Australian Red Cross*
Kilapayu (Teresita) Puruntatameri, *Wangatunga Association Tiwi Islands*
Nea Harrison, *Pandanus Evaluation & Planning Services*
Narelle Calma, Ken Steinhardt, Jessica Steinhardt, *Palmerston*
Mal Galbraith, *FAST NT*
Laura Bachman, *Good Beginnings Australia*

The mini workshop will share the developmental and participatory evaluation strategies and methods that resulted in the Tiwi Islands and Palmerston Communities for Children (C4C) Program evaluation being awarded the *2012 AES Award for Excellence in Evaluation – Community Development*. It will also share the outcomes of embedding a participatory and developmental evaluation into a complex program in vastly different contexts and the results of building an evaluative culture. The mini workshop will be interactive and provide an opportunity for participants and presenters to discuss the range of strategies and learnings presented.

The mini workshop will incorporate:

- strategies for meaningfully including community members as partners in the design, implementation of and review of local activities

- strategies for working ethically in cross cultural contexts to ensure rigorous and credible evaluation that engages community members

- participatory development of a monitoring and evaluation framework

- an overview of the participatory evaluation tools and methods developed for the evaluation (including quality rubric to guide the assessment of the quality, interactive data collection, participatory data analysis and feedback methods)

- capacity building and support strategies that strengthen local decision making

- the development of an evaluative culture and evaluative thinking

- developmental outcomes and utilisation of evaluation, including a comprehensive move towards community led service delivery.

The workshop will use adult learning and strengths based processes. It will be practical, useful and model some of the evaluation activities developed for the participatory and developmental evaluation.

This workshop is aimed at evaluators, evaluation commissioners and managers of all experience levels.

Monitoring and evaluating international capacity building: lessons learned from our ten-year program in 40 countries

Lauren Polansky, *Battelle Memorial Institute contractor for the Centers for Disease Control and Prevention (CDC), USA*
Ann Moen, *Centers for Disease Control and Prevention, USA*

Background: In 2003, the world experienced the first emerging pandemic of the 21st century, SARS. The disease demonstrated the ability of a newly emerged virus to travel quickly within the modern, interconnected world, testing global detection and communication systems. During the same time, avian H5N1 began to circulate in poultry and sporadically infect humans with a high case fatality rate. In response the Center for Disease Control's Influenza Division established capacity-building programs with Ministries of Health in 40 countries interested in strengthening their national surveillance system. Monitoring and evaluating the progress of our global capacity-building program has been tricky.

Purpose: The objective of this session is to introduce our monitoring and evaluation tools and approaches and discuss how they might be useful for reporting, monitoring and evaluating capacity-building outcomes over time. During our overview we will discuss key tips and lessons learned.

Main findings: Engaging countries in a standardised capacity assessment process has helped to strengthen the relationships with our country colleagues, identify gaps, direct appropriate technical assistance, and track progress. To date, 33 of our partner countries have used our pandemic preparedness self-assessment tool to estimate baseline levels of core capabilities, 39 countries have used our externally-facilitated laboratory assessment tool to document the capability of national influenza laboratories to perform high quality influenza diagnostics, and 31 countries have used our externally-facilitated surveillance review tool to evaluate their of national surveillance systems. All of these tools have standardised and systematised the review processes and allowed us to gather consistent data. Using a utilisation-focused, theory-driven, and mixed-methods approach we were also able to design a low-cost way to evaluate the extent to which countries capacity for surveillance and response improved. We augmented this information with publicly available data.

Implication: Our monitoring and evaluation practice adds to the growing dialogue on what approaches and methods are effective for measuring the progress and value of international capacity-building programs and improving them.

Developing a Theory of Change over time based on action based reflection, to maximise resource allocation and impact – Sri Lanka case study

Stuart Thomson, *Oxfam Australia*

Oxfam's Grow Campaign is active in over 55 countries worldwide, and focuses on ensuring 'everyone has enough to eat, always'.

This paper draws upon the innovative Monitoring, Evaluation and Learning (MEL) process that Oxfam applied for the Grow Campaign – using Sri Lanka as a case study. The MEL process implemented in Sri Lanka is in essence a reflective ongoing exercise that has shifted the development approach and process of a Theory of Change – over time – from broad strategy to a more refined and focused strategy that is context-specific. This approach is vastly different from the usual workshop development of a Theory of Change process to a more action-based approach. This action-

based monitoring and reflection has resulted in the Sri Lanka team developing not only a context specific Theory of Change, that is practical and appropriate monitoring and evaluation system for the campaign, but more importantly directing and focusing resources and activities effectively and efficiently for maximum and demonstrated impact.

The pitfalls of conventional evaluation: who is best positioned to judge a program's success or failure?

Bronwyn Rossingh, *Australian Centre for Indigenous Knowledges and Education*

Program evaluation often takes its shape and form from a governmental perspective. For those who live and work in the reality of government initiated programs, the gap between theory and impact is vast. In the context of evaluating programs in the remote Indigenous communities the gap is problematic.

This paper reviews evaluative mechanisms and government evaluation reports as well as analyses literature that has been written by Indigenous and non-Indigenous people attempting to improve evaluative concepts and tools in the Indigenous realm.

This paper questions the relevance of data collection by government and provides the views of Indigenous people and my own views based on program evaluation experience. Given that there is an urgent need to influence policy in relation to remote Indigenous communities towards self-determination, wellbeing and sustainability of remote communities, the current evaluative processes used by governments do not provide the impetus for creating change or achieving such well needed outcomes. Indigenous remote communities need program evaluation but it is apparent that external evaluation is actually working against their dreams, aspirations and visions.

This paper explores how evaluation can be re-shaped to redress the quality and depth of evaluation.

What does 'being white' have to do with evaluation practice?

Rae Torrie, Robyn Bailey, *Evaluation Works Ltd, New Zealand*
Mark Dalgety, *Mark Dalgety Consulting, New Zealand*
Robin Peace, *Massey University, New Zealand*
Mathea Roorda, *Evalue Research, New Zealand*

In the last two decades indigenous evaluators have increasingly clarified and strengthened their approaches to working in ways that support indigenous ways of 'being, knowing and doing'. In Aotearoa New Zealand these developments include kaupapa Māori approaches ('by, with and for Māori', or 'as Māori'), growing Māori evaluator capacity and capability as a community, and assuming leadership roles in evaluations involving Māori. As Māori researchers and evaluators challenged the status quo, evaluators who were Pākehā ('white' settler New Zealanders of European descent) were prompted to question and reflect on our role and responsibilities in undertaking evaluations with Māori. The extent to which Pākehā evaluation practice reflects a concomitant deepening cultural acuity is still unclear.

What does being 'white', or of the dominant culture, mean for evaluators working in the cultural space? Drawing on Greene's idea of evaluators as 'situated inquirers' who bring our own lenses and beliefs to data and interpretation, the presenters discuss the journey that the authors, as a group of five 'Pākehā' working in evaluation, have undertaken to work toward a deeper and more demanding understanding of the idea of 'cultural responsiveness'. The presenters will present a 'map of the territory' developed at the outset of the journey and discuss some of the ways in which their own fluid identity positions have fundamentally informed their

evaluation practice. Participants are invited to engage with the 'map'.

The authors argue that a process of 'cultural reflection' has implications for practice at all scales, and has the potential to be transformative personally, politically, ethically and professionally.

Everything you wanted to know about unleashing the power of E-surveys in evaluation

Maggie Jakob-Hoff, *The Werry Centre (Workforce Development), New Zealand*

E-surveys are an efficient way to evaluate online courses that are being developed to meet the needs of trainees who are increasingly busy and/or live outside major centres. This is particularly important in an environment of restricted travel budgets and time constraints to attend face-to-face training.

In her mini workshop, Maggie will summarise the value of using E-surveys and identify some of the pitfalls encountered when using them. Practical examples from actual E-surveys will be used to illustrate the learnings. Maggie will also provide some guidelines about planning E-surveys based on her first-hand experience.

Participants will have an opportunity to design a short eSurvey themselves and are encouraged to bring along examples from their own work to help embed the learning.

Come and be part of an energetic discussion about this contemporary topic and unleash your tech-savvy self!

Who benefits, how and why? Addressing disadvantage by providing families with integrated service systems makes intuitive sense. Figuring out who benefits, how and why is the evaluator's challenge

Claire Grealy, *Urbis*
Janet Clinton, *Centre for Program Evaluation, University of Melbourne*

Drawing on multiple evaluations and current reflections, this paper explores the concepts and methods needed by the systems-level evaluator when 'return on investment' is the number one evaluation question.

Using specific examples, this paper addresses the pressing question of how to best determine whether integrated systems deliver value for money.

Integrating health and education services has become an established response when targeting place-based entrenched disadvantage. Early years' research sparked investment in joined-up-service delivery, and it is now common to see integrated systems as a remedy to traditional silos in education, health and other systems. The authors have contributed to myriad evaluations that have sought to understand the return on investment achieved through these arrangements, and have developed a deep appreciation of the challenges. Drawing on actual examples from their evaluation practice, this paper brings together the lateral and creative ways and means available to evaluators to engage in this complex work, including the enduring challenge of poor administrative data.

Value for money, return on investment and cost benefit analysis are becoming standard requirements in commissioned evaluations. With evaluators considering the social and economic return of past investment, and providing advice on where future investment will see a return, this paper addresses a critical in issue in evaluation practice. It also addresses the challenges facing the commissioners of evaluations.

Aboriginal wellness in the Kimberley: extending participatory processes and communicating evaluation findings, beyond the narrative report and in a way that engages

Natalie Moxham, *Leanganook Yarn*

An aboriginal organisation and the community evaluates their unique 'Roadmap to Wellness' Model – a participatory evaluation using illustrated and interactive reporting to inspire action.

Why does participatory processes in evaluation peter out when it comes to reporting the findings? How can we communicate evaluation findings so that they speak to diverse audiences and inspire change?

The traditional evaluation narrative report only communicates to one audience and privileges this audience with the findings of an evaluation to the detriment of other important audiences, in this instance the Indigenous staff and remote communities. Critical to Indigenous programs moving from strength to strength and shifting the emphasis of evaluation to 'learning' is for Indigenous programs, and the communities they are working with, being the primary audience for the evaluation and the findings being communicated to them appropriately and in an engaging way – this is what we attempted to do with this evaluation.

In 2013 we undertook a participatory evaluation of the work of the Unity of first People of Australia (UFPA), an Aboriginal NGO that undertakes wellness activities in remote areas in the Kimberley. This organisation is unique and successful, the evaluation was designed to acknowledge and assist in building on this strength.

Critical to the design of this evaluation was the identification of 'who' the evaluation was for. The approach was strength based and participatory using an Indigenous worldview to pass judgment on the value and worth of the UFPA's work. We considered: who had the most to learn from this process; how best to engage and involve them in analysing the stories and data and what was the best way to communicate the evaluation findings to (and with) them? We held an analysis workshop with three different audiences and then communicated the evaluation findings in different and inspirational ways – illustrations, story, online and written.

Using applied improvisation (improv) in evaluation – a mini workshop on a new technique

Vanessa Hood, *Sustainability Victoria*

Is there scope to use improv in evaluation? Can improv techniques elicit responses that would otherwise remain unsaid, by tapping into people's hearts, rather than their heads? Can improv help us 'read the room' better when gathering data, conducting group interviews, presenting results or building capability? Can improv help us relate better to our team members and therefore help us deliver better evaluations for our clients?

Applied improvisation (improv) is a refined system for observing, connecting and responding (Bernard and Short, 2012). It is based on techniques used in theatre where people work in small groups to spontaneously co-create scenes on the stage. But, improv is also used off-stage in communities, schools and businesses, anywhere there is a need for people to connect, communicate and understand each other. This mini workshop will explore the potential for using improv in evaluation.

Participants will be introduced to the basic principles of improv, through a series of activities and games. These principles include accepting offers, noticing, letting go, being affected, understanding status and making your partner look good (McWaters, 2012). Each activity will be followed by a discussion, which will draw out the

learning and insights from the exercises. There will be time to examine how improv can be used in evaluation.

There will be no script, but the mini workshop will be carefully planned to maximise the learning opportunities for participants. It will be a safe space where there are no 'right' or 'wrong' answers. Participants will be active, not sitting listening passively. It will be thought-provoking, dynamic and, above all, fun.

Evaluating the abstract: the case for inter-sectoral partnership-building between schools and businesses

Ruth Aston, Timoci O'Connor, Janet Clinton, *Centre for Program Evaluation, University of Melbourne*
Michelle Hamilton, *Schools Connect Australia (SCA)*

Inter-sectoral collaboration through partnerships is increasingly becoming a focus for many programs aimed at addressing social problems. Consequently, this calls for the development of better and more robust systems for stakeholders to reflect and capture their own effectiveness. Demonstrating this effectiveness across sectors is a challenge, particularly as the notion of partnerships has historically depended on abstract and predominantly qualitative measures such as 'trust' and 'responsiveness'.

SCA is an independent, non-profit organisation that supports the development of robust, sustainable philanthropic partnerships between schools and businesses. Through the facilitation of these partnerships, SCA aims to improve the outcomes of disadvantaged schools through the provision of support from business to build student aspirations and achievement to succeed at school and in the workforce. In order to monitor the progress and impact of this process, SCA identified the significance of developing and utilising a rigorous evaluation system to monitor and assess the success and longitudinal impact of the partnerships between schools and businesses.

In this paper, SCA will highlight the organisations' role and provide some reflections on the challenges and lessons learned in the process of developing and leading the implementation of an evaluation system in their organisation. Further, the Centre for Program Evaluation (CPE), who have been contracted to build the evaluation system, will discuss the process and challenge of operationalising abstract dimensions of measurement (partnership-building), and the need to ensure the system went beyond the traditional conceptualisation of accountability, incorporating measurement not only of the process and impact of partnership-building but also the strategic direction and organisational development of SCA and its partnering organisations.

Engaging stakeholders in the evaluation journey

Zita Unger, *Ziman*
Anthea Rutter, *Centre for Program Evaluation, University of Melbourne*

Identification of credible measures for key Stakeholders is a big issue for evaluation.

This mini workshop will introduce participants to the facilitators' strategic model, STEM (Strategic and Tactical Evaluation Management) and familiarise them with their 'Stakeholder Information Needs' methodology.

This strategic method is based on a view of evaluation as a collaborative activity involving a broad range of stakeholder input. A systematic process will help equip and empower those responsible for evaluation to engage with stakeholders in a supportive manner that also improves accountability.

The workshop is highly interactive, providing opportunities for group discussion and an exercise based on practical tools and scenarios. Take away reference material is included.

At the end of the workshop, participants will understand:

- a notion of stakeholder investment
- the benefits of matching stakeholder interests and evaluation metrics
- a method of eliciting 'stakeholder information needs'.

Thursday keynote address 9:30 – 10:30 Mal Nairn Auditorium

Getting it right or very wrong: Evaluator standpoint and the shaping of evaluations

Professor Steven Larkin

Pro Vice-Chancellor Indigenous Leadership and Director ACIKE, Charles Darwin University

Both the concept and practise of evaluation are critically important to Indigenous Australians. Given the high dependency of Indigenous Australians on the government provision of various programs to address critical needs of communities, decisions to continue these various programs rest vicariously at most times on the findings of independent evaluation reports.

This paper describes the ontological and epistemological dimensions of evaluations and specifically, how the racial identity of the evaluator determines both methodological and analytical frameworks underpinning the evaluation. It is argued that evaluators must take account of their respective standpoints and how this positions them to comprehend, understand and reflect complex racial and social realities through their own racialised lens. The failure to do so amounts to a dereliction of an inherent duty of care responsibility by evaluators to the people whose futures, and quality of lives depend on the evaluation findings.

Thursday morning session 11:00 – 12:45

Towards gender equality through gender equity, in community level evaluation

John Donnelly, *Donnelly Consultants*

The calls by donors for gender equality to be an outcome of community development projects, locally and internationally have been a constant for many years. While gender equality is not normally an explicit requirement of community level evaluations it should be. However, entrenched cultural mores, social, economic and religious have most often proved too difficult to overcome and gender equality remains a challenge.

When it comes to the evaluation of community development projects, most donors and practitioners call for participatory evaluations to ensure that real input into evaluation findings is obtained from those most affected by the development intervention. However, gender equality in evaluation is faced with the same barriers as in development – the gendered barriers to participation.

Gender equality means equal access, equal value, equal numbers and equal rights in participation in the activities. But the barriers to participation are most often the result of the gendered nature of society. These barriers include, literacy, time availability, timing of activity, public standing and access. Common Participatory practices such as surveys, and focus group discussions and positivist approaches do not break down these barriers. This situation is very often the case in developing countries, but it is also seen as an issue in Australia's multicultural society, in particular among recent refugee groups.

This presentation highlights the issue that participation and gender equity in the design, implementation and monitoring is also a requirement for ensuring gender equality in the outputs of evaluations. The paper proposes tools and constructivist approaches which work to minimise the impact barriers in ensuring gender equity so that all voices are heard. This also applies to groups such as youth, and the disadvantaged. Tools and approaches that bring fairness and justice to participatory evaluation can help to ensure gender equality in the findings, conclusions and resultant recommendations of community level evaluations.

Evaluation from inside out: the experience of using local knowledge and practices among marginalised and indigenous communities in India with a gender and equity lens

Rajib Nandi, Rituu B. Nanda, Tanisha Jugran, *Institute of Social Studies Trust, India*

This presentation describes an interesting approach where the evaluators recognised the value of using local community knowledge and experience in evaluating a Government of India programme for development and empowerment of adolescent girls. The evaluators tried to integrate participatory and appreciative approaches and looked at the evaluation process through a gender and equity lens.

The evaluators went beyond the mandate of evaluation and focused on building evaluation capacity by fostering ownership of the programme among stakeholders and encouraging the community to be active agents of change. Instead of traditional evaluation where evaluators go as outsiders to evaluate, they engaged the stakeholders in evaluation. All the stakeholders including the funding agency, NGO, the adolescent girls and the larger community were engaged in varying degrees from defining the objectives, designing questions, data collection and data analysis in the context of their aspirations and expectations, so that it could be an occasion for recognition and celebration of their strengths. The local project implementers and the adolescent girls themselves reflected on their own response in the programme and used this in particular context to further modify the programme. This was an empowering and transformative process for them.

The evaluators used principles of strength-based approach and framed appreciative questions, which recognised strengths of the community and NGO staff. This created a non-threatening environment, which stimulated open sharing of experiences. This resulted in reinforcing the evaluation process by improving the quality and richness of data that the community produced itself, which would not have been the case in a traditional evaluation.

Additionally, a gender and equity lens was used to conduct the evaluation in six multi-ethnic districts, populated with religious and linguistic minorities and indigenous population. The gender and equity lens allows recognising the systematic discrimination based on gender, caste, and class. The evaluation was able to probe whether the programme assessed time, mobility, poverty and accessibility constraints of girls, and accounted for intersectional discrimination.

Becoming evaluators – Indigenous researchers' experience of evaluating government projects in Northern Territory, Australia

Otto Bulmaniya Campion, *ARPNet hosted at Charles Darwin University, Ramingining*
Dean Yibarbuk, *ARPNet hosted at Charles Darwin University, Kabulwarnamyo*
Cherry Daniels, *ARPNet hosted at Charles Darwin University, Ngukurr*
Hmalan Hunter-Xenie, *ARPNet hosted at Charles Darwin University, Darwin*

This paper presents the collective experiences of research practitioners in ARPNet when evaluating government projects. Post project discussions and feedback forms provide a useful way of documenting experience and learning from it. Becoming evaluators has been an important journey for us as individuals and for our people. We heard what people say when we go to work with them, we know how it feels like to have the big responsibility of making sure the evaluation 'means something for our people'. Today we want to share the story of this journey with you, tell you where we have become strong and where we are still weak, but most important, we tell you about 'us mob becoming evaluators' in our communities.

'You have come to hear from us, taking that story back … to improve the services we are getting': engaging Indigenous community members in a nation-wide evaluation

Alison Laycock, Lynette O'Donoghue, **Amal Chakraborty, Patricia Hickey, Barbara Beacham, Elaine Kite, Julia Hodgson, Michael Howard, Jodie Bailie, Ross Bailie,** *Menzies School of Health Research*

While Indigenous research values strive to increase community control and benefit from research, effective engagement within project timeframes can be challenging. In the formative evaluation of a national program that aims to improve chronic disease prevention and management for Indigenous Australians, guiding principles of reciprocity, respect for community priorities and community control over participation arrangements shaped strategies for engaging community members. The Sentinel Sites Evaluation (SSE) was designed to identify local-level problems and innovations during early implementation of the Commonwealth government's Indigenous Chronic Disease Package (ICDP). Data about knowledge of benefits available through the package, issues and perceptions about changes resulting from implementation were collected, and were analysed together with other qualitative and quantitative data to inform ongoing ICDP implementation and refinement.

This presentation explains ways in which the evaluation design influenced Indigenous community engagement. It describes processes and strategies to engage community members, and reflects on lessons learnt.

Evaluation design included five six-monthly cycles of data collection, analysis, reporting and feedback, during which the team interviewed ICDP funded Indigenous workers and conducted 72 community focus groups. Strategies to encourage engagement included initial community information sessions, working with community controlled health services to facilitate focus groups, and two-way information exchange. Full-team data analysis workshops enabled reflection on community engagement processes, resulting in refinement of interview tools between data collection cycles. Six-monthly evaluation cycles that maintained connections between evaluation personnel and community members, continuity of evaluation personnel and flexibility to accommodate competing priorities supported community engagement. Indigenous community members valued information provided about local ICDP services and data, opportunities to share relevant stories amongst themselves and, in particular, updates that indicated government were making changes to ICDP implementation in response to evaluation findings.

Feedback to community and those involved in ICDP implementation was central to successful community engagement in the SSE.

Improving the evaluation of continuous quality improvement programs: the role of implementation and CQI program theories

Michelle Dowden, *Miwatj Health Aboriginal Corporation*
Karen Gardner, Beverly Sibthorpe, Dan McAullay, Donisha Duff, Justin McNab, *Australian National University*

The program logic model of evaluation assumes a linear relationship between inputs, processes, outputs/outcomes. Although this is an accepted form of evaluation, it has limited capacity to track how programs evolve or to take account of implementation and embedding processes or the context in which these occur. The evaluators sought to develop a more participatory, flexible and emergent approach that could measure and link outcomes to implementation processes and context, and incorporate feedback of change for improvement.

Drawing on normalisation process theory (NPT) and a theory of CQI the evaluators designed a framework for evaluating continuous quality improvement (CQI) programs. Following NPT, implementation was conceptualised as involving two sets of problems: process problems about how to make new ways of thinking, acting and organising routine and structural problems about integrating new systems of practice into existing organisational and professional settings. CQI programs were conceptualised as a method for assisting people to use data to identify and act on priorities for improvements in service delivery.

Data on the CQI policy context, service user population and socio-cognitive and structural elements of service delivery needed for CQI (including individual knowledge, organisational climate and team functioning for CQI) are included as measures of context. In-depth interviews and observational data track implementation activities for embedding new ways of thinking and organising for CQI as well as the emergence of service responses to the project over time. Repeated measures for assessing performance against intermediate outcomes and improvements in knowledge and team function are evaluating change over time.

Evaluating impact and tracking implementation of processes used by services to embed new practices and improve teamwork for CQI in a theoretically informed evaluation framework requires robust measurement of context, change in staff and team practices, impacts on client care as well as capacity for tracking the emergence of program activities designed to improve care processes over time.

A partnership approach to building evaluation capacity and developing Aboriginal cultural awareness within a service organisation

Christiane Purcal, Karen Fisher, *Social Policy Research Centre, University of New South Wales*
Terri Mears, *Northcott*

The presentation draws lessons about evaluation methods from applying Patton's developmental evaluation approach to a school readiness program for Aboriginal children with additional needs. The service organisation, Northcott, formed a partnership with the university based Social Policy Research Centre (SPRC) to evaluate Northcott's program. During the evaluation, SPRC provided guidance to steer the evaluation activities and develop evaluation capacity with Northcott staff and community members.

Consistent with a developmental approach, the evaluation used inclusive, participatory action research methods, such as workshops with staff to develop the research instruments and analyse the data; interview training with project staff; and adapting data collection and interview processes to facilitate the safe participation of Aboriginal families in the evaluation.

The school readiness program was for Aboriginal children and families. The SPRC team and Northcott program included Aboriginal staff, but most members were non-Aboriginal. The evaluation process and capacity building were designed to respect and prioritise Aboriginal staff and families' preferred methods.

Joining the developmental approach with inclusive methodology enabled opportunities for Northcott staff to gather and exchange their experiences; adapt the program during the evaluation; build evaluation capacity in the organisation and with staff; and develop Aboriginal cultural awareness within Northcott.

The project has implications for evaluation methods and capacity building in organisations where the intervention aims to benefit Aboriginal families while the staff are still gaining cultural competency.

Through the lens of complexity theory: formative evaluation of an education project designed to enhance mathematics and science teacher education in regional Australia

Amanda Scott, Geoff Woolcott, *School of Education, Southern Cross University*

This presentation outlines a proposal to examine the application of network analysis in developmental evaluation of an education project being conducted on a number of different universities campus locations across eastern Australia. The proposal is based in recent approaches to formative evaluation, grounded in complexity theory, that focus on how agents and their interactions may influence stability of a complex system. Current evaluation strategies, while often well developed in planning and early implementation phases, can become problematic, particularly if they ignore new and emerging patterns of behaviour that may be associated with a complex rather than linear system. In this proposed evaluation, network analysis will be used as a tool to determine the potential interdependence of the factors affecting the efficiency, effectiveness and appropriateness of project development. Analyses will be conducted at several different levels, but this presentation focuses on network construction related to agents and interactions at the social (personal) level as well as the organisational level. Network representations may allow visualisation of connections, sometimes overlooked, as they emerge within a complex system. These representations may act as indicator systems, and be useful in identifying patterns of behaviour and self-organisation, or emergent behaviour, and assist in determining and utilising elements influencing positive system change, or behaviour optimisation. The presentation will outline some of the network construction that is planned and ask for input from the audience as to what other networks they think may be important, and what factors they feel will require attention if the project is to be maintained as a stable rather than chaotic system. In other words, we will seek input from our collective audience expertise as to how we may manipulate the system through factor or agent prioritisation in order to guide the development of strategies that make the project successful.

The role of evaluation in learning how to solve wicked problems: the case of anticipatory techniques used to inform and influence climate change mitigation and adaptation

Stephen McGrail, *Institute for Sustainable Futures, University of Technology, Sydney, and Swinburne Institute for Social Research, Swinburne University*

Many of the most pressing policy and social challenges of the modern era are widely viewed to be largely intractable, complex problems that are consequently described as 'wicked' problems. A good example is climate change mitigation and adaptation. In this context, evaluation needs to make a contribution to ways such problems are addressed in order to be an effective agent of transformation and learning. However, the most authoritative formulation of the characteristics of wicked problems developed by Rittel and Webber (*Policy Sciences*, 1973, pp.155–169) raises many questions about evaluation. For example, the following two claimed characteristics of wicked problems prompt questions about the usefulness of evaluative inquiry:

1. *'Every solution to a wicked problem is a 'one-shot operation'; because there is no opportunity to learn by trial-and-error, every attempt counts significantly'* (e.g. this aspect seems to rule out policy learning over-time); and

2. *'every wicked problem is essentially unique', with 'no [general] classes of wicked problems'* (which seems to rule out the

potential to learn by reviewing the use of an intervention across multiple domains).

Some influential evaluation theorists, such as Ray Pawson, have critiqued this characterisation of societal problems. Furthermore, they argue evaluation can enable learning from inquiry to inquiry, despite the layers of complexity that evaluators face, and play decision-support functions.

The paper will critically review contributions to these debates to clarify and propose:

1. roles for evaluation in assessing and improving interventions in wicked problems; and

2. related approaches for evaluating *anticipatory* techniques used to intervene in these problems, in particular the use of scenario-based exercises (e.g. scenario planning) to catalyse climate action.

Stephen will argue that evaluative inquiry that is centrally, grounded in 'realist' approaches can better enable the cumulative learning and theory-building that is required to effectively use anticipatory techniques and thereby be an agent of transformation.

Building baseline evaluation capacity through short-courses: learning exercises that really hit the mark

Duncan Rintoul, *Rooftop Social Research and Evaluation*
Margaret MacDonald, *MacDonald Wells*
Julia McKenzie, *Roberts Evaluation*
Dorothy Lucks, *SDF Global*

This session provides an interactive and flexible forum for evaluation trainers to share teaching and learning techniques that are effective in building baseline evaluation capability.

It will focus on exercises suitable for introductory-level short courses that seek to expose people to the key concepts of evaluation and provide them with experience and tools that are relevant to their role.

Each of the presenters will share a few of the learning exercises that they use, discussing why they approach the topic in that way and how they have refined the approach over time. These exercises will cover a range of common teaching topics in evaluation short courses, e.g. setting scope, understanding program logic and its place in evaluation design, crafting key evaluation questions, judgement criteria and standards, data collection and analysis approaches, reporting, and ethical conduct.

Attendees at the session will see and experience a range of exercises, as well as having a chance to critique these exercises and share their own experiences and ideas about what works well in training courses.

The presenters are all active evaluation trainers, both for the AES and for their own clients. Each has their own teaching style and areas of evaluation expertise; all are passionate about building evaluation capability. Between them, they have delivered a range of courses on evaluation fundamentals for evaluation commissioners and practitioners in Australia, New Zealand and elsewhere.

Unleashing the power of evaluation through policy evaluation partnerships

Margaret MacDonald, *MacDonald Wells Consulting*

Changes are afoot in the approach by governments to policies, program design and evaluation. Strategies, such as Closing the Gap and National Mental Health, are evidence of new thinking about how to tackle complex and seemingly intractable needs.

There is a sense of urgency for government to find more effective approaches.to demonstrate more accountability and transparency due to taxpayer pressures for more services in the midst of increasing funding constraints. As part of the effort to develop relevant evidence to support effective design and implementation governments are now directing their departments to embed evaluation in their policy thinking and design and for evaluation practice to improve in focus and quality. They are seeking changes in government department organisational culture so they are more receptive to evaluation as part of their work. Will this be enough?

Traditional approaches to program design and evaluation are proving insufficient to meet needs and it is an ideal time to explore new ways of thinking about the role of evaluation in policy development and evolution. Historically, evaluation theories, methods and roles have responded to changes in policy initiatives but is it possible for the evaluation field to bed working proactively with governments to create more effective ways of producing more timely and relevant evidence?

This session will question the value of continuing current practice and explore some of the challenges and new possibilities for action. In particular, it will address what embedding evaluation in policy and practice might mean and in particular the potential of policy makers and evaluators to work collaboratively and proactively through program and policy cycles, to produce more relevant and timely knowledge. It will also explore enablers and barriers to this occurring and how they might be addressed. Participants will be prompted to think outside the box about the possible directions for evaluation and to be better equipped to engage in current debates.

Private sector evaluators – captured, corrupted and lacking courage

Elizabeth Smith, *Litmus Limited, New Zealand*

'Without independence evaluation is subverted by vested interests.'

In early 2014, Bob Picciotto argued the case for a progressive evaluation model. Acknowledging growing inequalities across the world and evaluation's mandate to promote public good, Picciotto postulated that many evaluation models are subservient to the existing power structure and rarely address inequality, social inclusion or sustainability issues. Picciotto believed that private sector consultants who do evaluation are not evaluators and the fee paying relationship with decision makers undermines both the integrity and independence of the evaluation process. He argued that utilisation orientated doctrines have turned evaluation (a public good) into a market good.

As a private sector consultant, who undertakes health sector evaluation with a particular lens on health inequities, Picciotto's presentation raised a number of challenges on my beliefs, values and methodological frameworks I use in evaluations I am commissioned to undertake.

The purpose of this paper is to reflect and respond on Picciotto's presentation from the perspective of a private sector evaluator to explore whether we are captured, corrupted and lacking courage to promote democracy through our work. More fundamentally, the presentation will consider whether democratic evaluation is the role of private sector consultants or someone else's. The presentation will link to the theme of evaluation as an agent of transformation and learning as this theme assumes that evaluation is a benevolent, value free and seeking to address inequities present in society.

Justification or transformation? A framework for evaluating the impact of the arts

Katya Johanson, *School of Communication and Creative Arts, Deakin University*

There is growing agreement that the achievements of public arts policy should be evaluated, but ambivalence as to how to evaluate them and, indeed, what exactly is being evaluated. As signalled by the Australia Council's 'More than bums on seats' report (2010), mere audience numbers are not considered sufficient. For funding programs and arts organisations, the aim of cultural evaluation and measurement is to understand the impact of arts and cultural activity on the well-being and behaviours of audiences and participants, as well as the reputation and box office success of the artists and organisations.

While many arts organisations are compelled by funding agencies to include the results of evaluation in acquitting their grants, they are also interested in evaluating their impact in order to better understand the successes and weaknesses of their work and to better understand their audiences. Yet there are both ethical and practical problems with evaluating arts outcomes. Much evaluation is motivated by the need to justify public expenditure, and the pre-eminence of evaluation often leads the focus of activity to narrow to include only that which can be measured. Constraints on arts companies to undertake and make use of rigorous and extensive evaluation, particularly when – as is often the case – there are structural obstacles to gathering data. These limitations mean that the products of evaluation are often left 'on the shelf' rather than being used to inform arts organisation decision making that can genuinely transform their practices.

This paper analyses the evaluation experiences of arts organisations examines how evaluation is used, and what kind of evaluation best serves the needs of the organisations to advance their artistic and audience development. The paper aims to assist arts organisations to develop evaluation techniques that are genuinely beneficial for the development of their practice.

AES International Conference Evaluation book club: the formal use of evaluator competencies in the words of Jean King and Yuanjing Wilcox

Kim Grey, John Stoney, *Charles Darwin University*

The ACT branch of the AES started a book club in late 2012, and it has become one of the popular events on the ACT region calendar. Inspired by a similar event pioneered by the Victorian AES Branch it represented an experiment in applying the notion of a book club, popular for reading fiction, to the reading of non-fiction for professional development. Intended to be quite different from a tutorial or more serious academic reading and learning process, the focus is on enjoyment, sharing and finding inspiration in evaluation literature. To quote the Australian Library Association 'The best books are those that insinuate themselves into your experience: they reveal an important truth or provide a profound sense of kinship between reader and writer. Searching for, identifying, and discussing these truths deepen the reader's appreciation of the book'.

Following on from last year's conference where we considered Michael Scriven's 'hard-won lessons' and were graced with Michael's attendance, we are again offering the opportunity for conference participants to take part in and share the Book Club experience. Like the ABC *First Tuesday* book club, we'll be talking about a recent release and a classic. So far the ACT Book Club has focused on theory, and we'll continue this focus at the conference. This year we will consider and discuss Jean King's and Yuanjing Wilcox's recent article *'A professional grounding and history of the development and formal use of evaluator competencies'*. We hope this will contribute to strengthening our association's shared understanding of evaluation theory, which, as William Shadish (1996) notes, makes us who we are.

A longitudinal evaluation of industry capacity and resilience building in Australian rural industries

Warren Hunt, *Northern Territory Department of Primary Industries*

This paper involves application of a meta-analysis framework to evaluate the longitudinal impact of agricultural extension programs in two Australia rural industries in the 2000s. The first case study investigates the sustained impact of integrated pest management programs in the Australian sugar industry which were aimed at thwarting two major pest outbreaks caused by rodents and canegrubs that inflicted over $63 million in crop losses from 1999 to 2002. It explains how long term capacity and resilience building has been achieved as a consequence. The second case study scrutinises a sheep industry extension program in the Australian island state of Tasmania. This study confirms rural extension services can function in capacity-building roles in communities that far exceed simply achieving changes in on-farm agricultural production or natural resource management practices. It explains how extension services can be recognised as an investment that can add value and capacity to industries and their communities through providing vital and accessible skills to stakeholders negotiating challenging circumstances.

Both of these case studies employ a 'capitals' framework in their analysis, i.e.

1. produced capital (the impact/benefit of the extension effort on the productivity and economics of the industry);
2. human capital (the knowledge, skills, and competencies of the individuals within the industry);
3. natural capital (the contribution to the state of the natural biophysical environment);
4. institutional capital (i.e. influence of the initiative upon industry organisations and institutions that can be drawn on as industry capacity); and
5. social capital (i.e. relationships and cooperation within the industry).

The paper establishes that agricultural extension programs have been able to achieve positive and sustained impacts, and explains how there are risks to the future capacity and resilience rural industries as a consequence of declining research development and extension investment in Australia over the last 30 years.

New Zealand's investor migration policies: insights and dynamics

Mary Adams, Natalie Ellen-Eliza, Simon Williamson *Ministry of Business, Innovation and Employment, New Zealand*

There has been a significant increase in investor immigration programmes across OECD countries in recent years. Investor migration policy plays an important part in the economic component underpinning New Zealand's immigration settings, and enables New Zealand to access resources and capital investment that can increase productivity, and stimulate innovation and greater competition.

New Zealand's current investor policy, introduced in 2009, is attracting historically high numbers of applications and funds. However, outside of compulsory investment policy requirements, little is known of the experiences of these investor migrants, and their economic and social contribution to the country.

An evaluation of the policy undertaken in early 2014 aimed to inform New Zealand's immigration attraction and aftercare processes and to better understand the contribution these high calibre migrants make through their investments, skills, knowledge and networks. The evaluation sought to know more about investors'

views of the policy and application process, investment behaviours, ability to contribute to New Zealand, the information sources used and experiences of New Zealand.

The move to an integrated research and evaluation function within the newly established Ministry of Business, Innovation and Employment (MBIE) has meant that the Ministry is better placed to provide policy advice well informed by a strong evidence base. Upfront planning and negotiation were vital to meeting information demands of different stakeholders across MBIE and maximise the potential utility of the evaluation findings. Strategies to maximise engagement with the study population were also successful, resulting in a high response rate.

The evaluation findings are informing how to better support these high value migrants during their first few years of residency, and have highlighted ways to maximise their contribution to New Zealand.

An approach to securing high quality evidence for government decision-making and investment

Elvira Vacirca, *Department of Education and Early Childhood Development, Victoria*

This session is designed to present an approach, and open up discussion around strategies for systems tackling the need for robust evidence for decision-making.

The Department of Education and Early Childhood Development, Victoria, has developed a multipronged approach to improving the quality of system information for decision-making and investment, which involves a number of elements in which we are investing energy, including:

* the development of an Outcomes and Performance Framework – a set of outcomes measures over the life course with lead and interim indicators against our strategic objectives

* the introduction of more strategic evaluations that are large-scale, multi-year evaluations of reform, significant strategy, or a suite of programs, to provide intelligence on the collective impact of our reform strategies and investment on outcomes.

* research partnerships and testing a range of models of engagement for meeting the diverse research needs across many facets of the Department.

Through this approach, we are aiming to:

* quantify the impact of the Department's programs, policies and strategies

* benchmark our performance internationally

* monitor how we are tracking towards our intended outcomes and identify which factors may be driving or hindering success, and

* understand our contribution to society and the economy.

Together these elements propose to generate the evidence for robust discussions and decisions.

Enhancing evaluation capability in a large organisation

Valmai Copeland, Penny Salmon, Martyn Knottenbelt, *Department of Inland Revenue, New Zealand*

This presentation discusses the approach that Inland Revenue, a large government department, takes to solve the problem of scarce expert resources to carry out evaluations. A driver is the need for evidence based decision making within government. The authors showcase the online guidance which has been developed for subject matter experts to do their own evaluation activities and discuss the criteria for assessing what support is required.

An example where the DIY approach to evaluation was taken is discussed.

The authors have found that providing tailored guidance for subject matter experts ensures that the need for high quality evaluations of projects is met while freeing evaluation professionals to address strategic or complex evaluations.

This approach makes it possible for project leaders to evaluate their projects which would otherwise not be evaluated. Collaboration also ensures that the project leaders are comfortable with the approach taken and hence are ready to consider changes that are suggested by findings.

Ethical practice and evaluation methods: compatibilities and conflicts – a forum with the AES Fellows

The AES Fellows are members of the Society with extensive experience in evaluation who have been recognised for their contributions to evaluation and to the Society.

The practice of evaluation is fraught with a multitude of constraints due to the 'real world' settings in which evaluation studies are conducted. These constraints commonly make it difficult to design and implement studies which achieve the overall objective of evaluation, i.e. to provide evaluation stakeholders and audiences with information which is valid and relevant to the information needs of the evaluation stakeholders and audiences.

There are also various more general external constraints, significantly those related to the principles of ethical evaluation practice as expressed in the *AES Code of Ethics*, the *AES Guidelines for the Ethical Conduct of Evaluations* and the *Program Evaluation Standards* developed in the USA. Fully complying with these principles in an evaluation study is often a significant challenge for evaluators, frequently not met, but of greater significance are the differential difficulties likely to be faced depending on which of the possible evaluation designs and methods are chosen.

In this forum, the AES Fellows will focus on a number of these difficulties, articulating the nature of the potential conflicts for various combinations of particular ethical principles and various evaluation designs and methods, including different methods of data collection and reporting. Meeting the requirement for 'informed consent', for example, might constrain in particular ways the choice of methods for data collection or data analysis.

The forum will have three parts:

1. short presentations by the Fellows
2. related discussion among participants and Fellows, and
3. discussion of other evaluation issues of concern to participants.

Establishing centralised government evaluation centres: why it's worth the effort

Ania Wilczynski, *Centre for Program Evaluation, NSW Treasury*
Gail Kelly, *Social Policy Evaluation and Research Unit, New Zealand*
Barry Thomas, *Program Evaluation Unit, WA Department of Treasury*

There has been increased focus in recent years on establishing centralised evaluation centres within government in Australia and New Zealand. The aim of these centres is to strengthen government accountability by focusing on evaluation of government programs and policies, and increase the use of evidence to underpin the development of these programs and policies. These centres have a variety of roles including evaluating major government programs, providing evaluation advice, building evaluation capacity within the public sector, and encouraging closer connections between government policy and research conducted in other settings (e.g. academia).

This session will draw on the experiences of three such centres (in NSW, WA and New Zealand) about the opportunities and challenges posed by their development, and lessons learnt from their operation to date. This will be followed by a structured panel (facilitated by Ben Barnes, NSW Centre for Road Safety and AES NSW Convenor) and audience discussion. The session will highlight the similarities and differences between models, and factors which facilitate the effective operation of these centres.

The key themes covered will include:

Getting embedded: developments preceding and stimulating the establishment of these centres, governance structures, and connections with other government processes.

Making it happen: set up issues such as branding, establishing credibility, evaluation capacity and culture within the centres and government, promoting cultural change within government, and relationships with other government evaluation units.

Evaluations in action: access to data, and ownership and implementation of evaluation findings.

It will be concluded that these centres have the opportunity to make a strong contribution to better government by working to develop the focus on and capacity for evaluation within the public sector, and better integration of evaluation into government service delivery and planning.

Why can't we trust evaluation and what should we do about it? How to rise to the next level in evaluating government programs

Mark Diamond, Angela O'Brien-Malone, *University of Tasmania*

What do problems in pharmaceutical trials and in results from the social sciences mean for the evaluation of government programs? The recent bestseller *Bad Pharma* exposed deficiencies at almost every step in the evaluation of new pharmaceuticals.

Similar problems in the social sciences have resulted in a crisis of confidence in the reliability of published results. The problems start with bad design and end with publication bias. The crisis of faith that now exists regarding social sciences results and pharmaceutical trials has not yet hit public confidence in program evaluation – but it probably will do. The persistent and systemic problems which exist in these two other domains are also ubiquitous in program evaluation. But all is not lost. In this paper the authors outline both the problems for program evaluation and the critical steps that the profession can take to improve the strength and veracity of evaluation.

Unleashing the potential of evaluation in the Indigenous space: towards the development of principles to strengthen evaluation practice

Amohia Boulton, Lynley Cvitanovic, *Whakauae Research Services, New Zealand*
Nan Wehipeihana, *Kinnect Group, New Zealand*
Jenni Judd, Peter Malouf, *Faculty of Medicine Health and Molecular Sciences, James Cook University*
Margaret Cargo, Lisa Warner (*Salisbury community member***),** *School of Population Health University of South Australia*

At the 2013 AES Conference preliminary results of a scoping review on the guidelines, standards and principles available to inform the evaluation practice of Indigenous and non-Indigenous evaluators undertaking Indigenous evaluations in Australia and New Zealand were presented. The review revealed the relative absence of such guidelines, standards and principles in Australia and New Zealand. Of the 15 articles meeting the inclusion criteria, four sources were from Australia and New Zealand; remaining sources were from Canada and the U.S. Twelve principles were identified in the content analysis of the retrieved documents. Common to all documents was that evaluation projects must respect Indigenous people's right to self-determination. The review also highlighted a need to separate research guidelines from evaluation guidelines on the basis that programs are place-based. Evaluation guidelines also need to consider the local cultural context in their design, implementation and evaluation, and the spectrum of relationships that exist between Indigenous and non-Indigenous evaluators with these Indigenous communities (i.e., for, with, by, as).

Feedback from the roundtable indicated support for the development of evaluation specific guidelines to strengthen the practice of Indigenous evaluation. Without principles and a series of context-specific practical guidelines our sector is highly vulnerable to delivering evaluations that do not meet minimum cultural integrity standards which, in turn, can result in unintentional harms to Indigenous communities.

This roundtable will present an update of the project and provide an opportunity for Indigenous and non-Indigenous stakeholders of Indigenous evaluation to engage in group-based brainstorming to identify strategies to strengthen the practice of Indigenous evaluation in Australia and New Zealand.

Same but different: Indigenous perspectives of evaluating place based policy in nine remote communities with five evaluating organisations

Robbie Corrie, *Colmar Brunton*
Vanessa Davis, *Bowchung*
Hmalan Hunter-Xenie, Otto Bulmaniya, *ARPNet*
Jack Gibson, Jennifer Beale, *Sullivan and Associates*
Mathew Taylor, *Social Compass*
Lillian Holt, Kylie Brosnan
Helen Nyomba Gandangu, *Yalu Research Unit, Galliwinku*

Presenters are Aboriginal and/or Torres Strait Islanders collectively over 100 years of research experience. Attendance at the conference is subject to availability during the conference.

The Remote Service Delivery Evaluation 2013 sought to assess whether the delivery of and access to services, and community and government capacity to engage with the each other has improved and if the NPARSD has contributed to CTG objectives. The evaluation was conducted in two stages: Stage 1 focused on service providers and stakeholders; and Stage 2 on the RSD Community Research Study, which is the subject of this proposal, included a focus on community members to obtain a ground-up perspective of change

in service delivery in the communities since the commencement of the NPARSD.

The RSD Community Research Study involved a co-design research development workshop with Indigenous researchers, a face to face quantitative survey of 726 community members, as well as qualitative discussions with selected participants and a participatory research component (often a hybrid of the Most Significant Change technique).

This evaluation posed two significant challenges: How do we undertake a robust evaluation that would ensure consistency and comparability across data collection within five state jurisdictions, in nine communities with five evaluating organisations, and allow flexibility to uphold the commitment to participatory research in each community?

The complexity of the topic and the difficulty in articulating what the conceptual aspect of the RSD is to community members should not be underestimated.

During the development of the research methodology Indigenous researchers resonated with a theme of 'same but different'. They found that one size does not fit all in Place Based Policy or in Research and Evaluation Methodologies.

This presentation delivered by Indigenous researchers will provide their perspectives of undertaking this evaluation (not the results of the evaluation). The presentation will most likely take the form of a yarning session with interactivity with the audience.

Knowing who to connect with: the community engagement and evaluation nexus in Indigenous programs

Nereda White, Leon Appo, Jack Frawley, *Centre for Indigenous Education and Research, Australian Catholic University*

There should be little argument that the key to a good evaluation strategy is to build evaluation and analysis into program design, and that evaluation should not just be seen as something that happens after a program is implemented (James, 2012). In addition, it has been argued the three essential ingredients of good evaluation are program logics, good data, and transparency (Banks, 2009).

The purpose of this paper is to elaborate on these points, particularly with a focus on the issue of transparency. Publishing evaluation findings and making the evidence transparent can influence public discussion on an issue (FacHSIA, 2012), however, this paper suggests that transparency in Indigenous contexts should be more than that: it should be an underlying element through the evaluation process, and that the best strategy to achieve transparency is to engage with the community. Engaged evaluation should be designed, managed and disseminated as a partnership that address both the evaluation and community priorities. This paper will compare and contrast two of CIER's recent evaluation cases, with a particular emphasis on transparency through community engagement. Through the comparison, a number of points will be made in regard to achieving

Value for Money: a practical and integral approach

Michelle Besley, *Pamodzi Consulting*
Chris Madden, *Oxfam Australia*

The purpose of this presentation is to share the process of developing an exploratory tool to assess Value for Money, and outline the pathway of how issues and requirements were navigated by Oxfam and the Consultant

The presentation outlines an adapted version of the Basic Efficiency Resource (BER) that was developed to undertake a Value for Money assessment in response to DFAT requirements and one that is in alignment with Oxfam's development philosophy and principles. Oxfam has a genuine commitment to value for money and views it as integral to its program management and monitoring, evaluation and learning processes. As part of its DFAT funded Australia Africa Community Engagement Scheme (AACES) program, Oxfam was recently required to articulate its approach and present examples to demonstrate value for money including equity. This created challenges as Oxfam did not want to use a cost benefit model which was not seen to be appropriate to the complex development contexts in which the program operates, and no suitable framework existed to support this assessment. The parameters set by DFAT and Oxfam's high level approach to Value for Money created an entry point for the development of an adapted BER tool using a case study methodology. The assessment undertaken validated Oxfam's understanding and approach to Value for Money as a concept that must be embedded and integrated in the overall program management cycle, and found that success and ability to demonstrate Value for Money is essentially a test of the robustness and quality of program management and monitoring, evaluation and learning. The implications for the work demonstrate how Value for Money can provide a valid and useful assessment and can be undertaken in a time and cost effective way.

The presentation will be presented as a series of conversations between Oxfam and the Consultant and provide context around the design and application of the approach and the way in which challenges were addressed.

PEST: building a culture of quality program evaluation in a community health setting

Robyn Grant, *Sunbury Community Health Centre*

Undertaking quality evaluation of health promotion and other programs is accepted as an essential part of informing current practice, but is nevertheless an area often neglected and rarely streamlined in community settings. Sunbury Community Health Centre (SCHC), while conducting numerous and varied programs, found that evaluations were not being done routinely or rigorously enough to provide useful information for stakeholders including staff, management or the community that it served. An acceptance of the necessity and value of evaluation was not widespread throughout the organisation.

In 2010 SCHC set up a Program Evaluation Support Team (PEST) with the ultimate goal that all SCHC programs will be evidence based, evaluated and documented. A Program Development and Reporting Document (PDRD) template was developed and PEST members were available to support staff in the completion of the PDRD. In May 2012 the initial evaluation of the PEST process and PDRD format still showed that a significant number of programs were not documented or evaluated to a satisfactory standard.

Barriers identified at this time included lack of knowledge, support, time and motivation. Subsequent strategies adopted included the creation of a designated **Evaluation Support Officer** position, providing further professional development opportunities and increasing the time allocated to undertake evaluations.

Further evaluation undertaken in May 2013 showed significant improvements in the quality of evaluations across the organisation. While it was shown that program evaluation was becoming embedded as a routine and valued part of staff member duties additional areas for improvement were also identified. As result further strategies are being currently being implemented with a subsequent evaluation due to be completed in September 2014.

Not another database – lessons learned in the development of sustainable information systems for HIV related programs in Indonesia

Suzanne Blogg, *HIV Cooperation Program for Indonesia, Indonesia*

The HIV Cooperation Program for Indonesia (HCPI, funded by the Government of Australia) M&E system has used Excel spreadsheets and pivot tables for program partner staff to collect and analyse monthly output data and annual behaviour surveys for the last six years. Many databases have been established and failed in Indonesian HIV prevention programs, including those collecting data on methadone and needle and syringe distribution in health centres and NGO programs.

The Indonesian setting is complex when developing sustainable information systems for many reasons: the Ministry of Health is decentralised; some NGOs receive more support than others; some provinces are more wealthy than others and provide different degrees of support for HIV programs; staff are often recruited due to connections rather than qualifications; staff turnover is high in some places; staff often have limited computer skills; most do not use virus checkers on the available computers and often have to use personal computers for work; software is often not licensed; and access to internet can be limited.

Monitoring data that is part of the HIV information system includes outputs such as: number of trainings conducted; number of people reached by programs; number of condoms and needle syringes distributed; number of people referred to health services by outreach workers.

Evaluation data includes outcomes and impact information. Examples include: percentage of people using condoms with casual partners or with clients; percentage of injecting drug users not sharing needle syringes; quality of services and client satisfaction with services; and impact of programs on individuals.

Dancing with data: evaluation capacity building in Non-Government Organisations (NGOs)

Annie Weir, *Impact Research NZ, New Zealand*

This paper presents a case study of how a large philanthropic trust focused on family social health and wellbeing engaged with their grant recipients to improve outcome-focused evaluation practices. The Trust also aimed to improve their evaluation of grants and to create an evaluation framework to establish the value and cumulative impact of projects funded. The challenges and benefits of a collaborative approach to developing the skills and knowledge needed to undertake or commission effective outcome-focused evaluation are explored.

Partnering with a community funding broker and a research company, the Trust provided an evaluation capacity building programme, conducted over several months for 33 grant recipients ranging from small to large NGOs. The 'Dancing with Data Evaluation Programme' was based on the premise that evaluation provides a platform for collaborative learning, accountability and focused strategy.

The study aimed to determine how successful the programme was in contributing to building an organisation's evaluation capacity.

Qualitative methods were used including a document review, face-to-face interviews of key stakeholders and a survey of participants.

The learning objectives of the programme were successfully met as evidenced by the majority of participants completing an organisation-wide evaluation plan and utilising a wider range of evaluation tools to evidence outcomes to inform their development and funding applications. Participants valued sharing evaluation experiences and some formed new collaborations. The majority of evaluation plans met or exceeded expectations with a few needing further assistance to complete. Both participants and the Trust saw value in integrating evaluation into their operational and strategic plans. The Trust utilised the findings from the evaluation of the programme to inform their own evaluation practices.

The implications for evaluation practice are that a genuine partnership between funders and recipients to build evaluation capacity requires dedicated funding, time, commitment to mutual learning and improving current practice.

Unleashing the power of large databases: five-star rating to evaluate Vocational Rehabilitation providers

Jim Gaetjens, *WorkCover SA*

Large databases often have evaluation potential that is untapped. One reason could be that those who understand the power of evaluation (e.g. professional evaluators) are not always the same people who understand the power of the database (e.g. applied statisticians). This presentation describes how WorkCover South Australia employed a multidisciplinary team to tap the evaluation information 'hidden' in its databases. The result is a 'five-star rating' awarded to its Vocational Rehabilitation providers, who receive from one to five stars depending on their performance. WorkCover SA employs the services of these providers to help injured workers return to work, and it needs an ongoing, non-intrusive evaluation system to help select the best providers. It is also desirable to motivate providers to maximise outcomes at the lowest cost, knowing that this influences their business volumes. The simplicity of the five-star rating belies its underpinning sophistication and rigour. The presentation will explain how it incorporates several desirable features, including:

- providing valid and reliable indicators of the relative success of providers in achieving outcomes during an evaluation period;
- the ability to be routinely updated for new evaluation periods with minimal effort and expense;
- combining several outcomes into a single rating;
- the variance of the overall rating being driven by each component outcome in proportions that reflect their relative importance;
- minimal influence of non-performance factors, for example claim characteristics that are associated with the outcomes but have nothing to do with the evaluation of provider performance; and
- a simple system that is easily understood by all stakeholders.

Achieving all of these features simultaneously was no mean feat!

Whether evaluations have made a difference in the management of HIV/AIDS programs in South Asia?

RS Goyal, *Ramana Group, India*

HIV/AIDS prevention, care and support programs have attracted large allocations of resources form national Governments as well as donor organisations. In the quest to seek desired impact, cost effectiveness and accountability, funding agencies have been seeking systematic assessment of the outcomes and impact of these programs. These evaluations were also expected to become prime mover for continuation of resource allocation and scaling up of the interventions.

This paper present a synthesis of the evaluations of HIV/AIDS programs in South Asia, particularly contributing to the program management. It has included evaluations in three broad program areas; communication, stigma and discrimination and, preventing HIV among adolescents and young people. The focus has been on evaluations reflecting on casualty/what has or has not worked and, evidence for up scaling/replication of interventions.

The broad inclusion criterions were as follows:

- studies completed/published in or after 2000
- used randomised control/quasi-experimental/descriptive deign
- produced evidence for casualty/what has or has not worked and/or provide evidence for up-scaling/replication of interventions.

The synthesis was based on:

- rigor of evaluation – evaluability of programme/project, evaluation design, indicators, coverage and clarity in analysis
- timeliness of evaluation – in relation to up-scaling/replication of interventions
- presentation
- dissemination
- evidence for causality, up-scaling/replication of programme.

Preliminary analysis indicates that there is significant evidence for:

- mass communication and behavioural change communication programs in improving knowledge and reducing high risk behaviour
- school based interventions in promoting knowledge and reducing high-risk behaviour among adolescents
- youth friendly health services in promoting the use of health services by adolescents
- public–private partnership, culture and media based capacity building initiatives in addressing stigma and discrimination
- very few evaluations had required statistical rigor to stand the scrutiny
- the strength of evidence varies from weak to moderate.

Dentist, undertaker or midwife? Using Policy Logic to improve engagement in evaluative thinking

Carolyn Page, *The Clear English Company*

Many obstacles can prevent effective evaluation partnerships: fear of the outcomes of evaluation; the persistence of conceptual frames; a set-and-forget mentality; and structural silos between policy and program teams. In many cases, an evaluation or audit may be mandated but the findings never understood, owned or implemented.

This paper introduces and outlines 'Policy Logic', a development of the Program Logic approach, which has been used successfully in a number of Commonwealth, state and territory departments since 2001 to challenge assumptions and create a safe space for evaluative thinking and reflection. What distinguishes Policy Logic is its highly participatory delivery and its emphasis on building understanding of the *context* for policies and programs – the policy 'problem' and why it matters to government; system failures or other barriers to resolution; the rationale for current approaches; the attitudes and changing roles of other players; what long term 'success' would look like; and the preconditions for engagement and change. What attitudinal shifts will be needed? What partnerships and relationships need development? An important legacy of Policy Logic workshops is often improved awareness of the interdependence of different players within a policy space.

The Policy Logic approach can be used at any stage of the policy cycle and can lay the foundations for any kind of evaluation. It has been shown to be equally effective in 'scaling up' to meta-policy level and 'scaling down' to project level. Compared to other logic models, Policy Logic has had noted success in building bridges between policy and program-management expertise; in stimulating critical reflection; empowering teams to grapple with questions of 'appropriateness' and need, not just effectiveness and efficiency; and building ownership of evaluation findings.

This presentation will demonstrate the typical Policy Logic approach, with pointers for effective facilitation and examples from industry and social policy.

Sorting the wheat from the chaff: a transdisciplinary approach to evaluating social change

Ruth Aston, *Centre for Program Evaluation, University of Melbourne*

Transformative evaluation seeks to be a vehicle for change in society for those in the greatest need (Mertens, 2012). As evaluators we have a valuable opportunity to develop theories, appropriate methods (including rubrics and other measurements tools and procedures) to assess the success of social change initiatives that are aimed at addressing complex problems.

In order to consider appropriate methods for assessing success; an investigation of factors related to social change must first be conducted. This paper will present the preliminary findings of a systematic review of the literature across relevant disciplines such as Organisational Psychology, Economics and Management to demonstrate how social change can be conceptualised in practice, and what factors are related to successful change.

Developing our theoretical knowledge in this area and learning from other sectors will set the groundwork for evaluators to begin to develop appropriate methods for assessing social change, and in understanding, developing and applying such methods, evaluators will be able to be one of the vehicles of social change and in doing so begin to develop a culture of accountability for change.

Mainstreaming evaluation into performance and quality process to unleash power of evaluation: good practices and lessons learned from Mekong Hub, Australia Embassy in Hanoi

Nga Le, *Development Cooperation Section, Department of Foreign Affair and Trade (DFAT), Australian Embassy, Vietnam*

Australia is a large bilateral donor that highly commits to aid effectiveness. To maximise utility of evaluations, DFAT has mainstreamed evaluation into every step of the aid management cycle.

Measures include:

1. Having appropriate institutional arrangements in place: The Mekong and Regional Hub is composed of sector specialists and an aid effectiveness team including an aid effectiveness leader, a design support manager and an evaluation support manager. The Hub works with the Posts in the region day to day to provide them with hands-on support in reviewing and inputting to the designs, annual quality check reports and evaluations throughout the programs' lifecycle.

2. Enhancing the links between design, implementation and evaluation stages of programs: All program designs are reviewed to ensure the programs' evaluability. Annual quality checks of the programs incorporate evaluation findings to judge programs' quality and define management responses. For a program of over AUD 10 million value, an independent evaluation on five OECD's evaluation criteria is mandatory following which post-evaluation management responses are implemented.

3. Strengthening quality of evaluations: Hub supports the Posts to develop an annual evaluation pipeline. Each Post then prepares a Memo on the significance and potential utilities of the planned evaluations. The Hub reviews Term of Reference, evaluation plan, mission and evaluation report to ensure added values and M&E standards compliance.

4. Promote cross learning and capacity building for Mekong program staffs: Hub disseminates the lessons learned among similar programs in the region. Multiple channels are used for knowledge sharing and cross learning for instances, regular regional seminars, teleconferences, and shared sites.

The Hub model has demonstrated its appropriateness in enhancing utility of evaluation institutionally. Given the politics of international development and evaluation, to sustain the effectiveness of the model, continuous commitment to result-based management is necessary.

Giving the unheard a voice: identifying job seeker needs in the Middle East

Joan Young, *Colmar Brunton Research*

Research and evaluation have immense power to assist government agencies to deliver better services to the people they are attempting to assist and to more effectively tackle some of the major social issues of our time. Unemployment generally and youth unemployment specifically is one of the most significant social issues facing many countries across the world.

Over the last twenty years Colmar Brunton has undertaken research and evaluation studies with government agencies in New Zealand and Australia to assist them to develop customer-centric mechanisms to help job seekers to become job ready and to find work.

In 2012 Colmar Brunton was commissioned to work on a large scale needs-based segmentation study in the Middle East after policy makers there became aware of the published jobseeker segmentation studies previously conducted by Colmar Brunton.

The study has involved a qualitative review of jobseeker needs and building of a segmentation model, and quantitative segment sizing exercise. The study also included the key factors that created a supportive or challenging environment for jobseekers; employers, and familial influencers. Results were very well received and agencies are now focused on developing policies to support jobseekers and address the barriers preventing people from moving into work. However, the culture of work for men and women in some Middle Eastern countries presents key challenges – very different to those of Australian and New Zealand jobseekers. We were quite unprepared for the stories uncovered and honoured to have the opportunity to tell those stories and work with agencies to tackle some seemingly impossible barriers for women who want to work.

Developing an organisational M&E framework: a capacity building exercise

Tricia Keys, *Brien Holden Vision Institute*
Daveena Brain, *Brien Holden Vision Institute, South Africa*

It is often debated where M&E fits within an organisation – should it be a separate department? Does everyone have a role to play? What are the pros and cons of internal versus external evaluations? All questions that many of us are familiar with.

This presentation will focus on the review and update of an organisational M&E framework for an international NGO working in international development and public health.

During 2012 it was decided that the organisational M&E system and processes needed to be strengthened to better understand how we were achieving our goal and objectives; and to better inform further strategic developments. An internal evaluator was employed and a multi phased and widely consultative process began to update the M&E framework. An initial reflection on current practices occurred to help decide how the framework could be improved to ensure it remained meaningful to organisational goals and strategy; had clear performance indicators to assess both outcome and efficiency measures; and was relevant across the organisation for a range of projects and staff in different countries, roles and departments

Initial questions to answer when developing the framework and its indicators included:

- What M&E systems are currently in place?
- What activities are needed to M&E our work?
- When are M&E activities planned?
- How should M&E be carried out?
- Who is responsible for M&E activities and what resources are required?

One of the early stages in the process was a survey of staff to better understand their perceptions around M&E. Of interest was that the information gathered highlighted significant gaps in knowledge and understanding on M&E and the organisation systems currently in place.

This presentation will discuss the process gone through and how this allowed for room to not only develop a learning and training agenda around M&E, but also how the participatory and consultative process to inform the development of the framework was seen as a capacity building exercise.

Pasifika Futures: unleashing the power of evaluation for Pacific families in New Zealand

Debbie Sorensen, Seini Jensen, *Pasifika Futures, New Zealand*

Pasifika Futures is the newly established Whānau Ora Commissioning Agency for Pacific families in New Zealand. We aim to achieve prosperity for all Pacific families by investing in a portfolio of transformative programs and initiatives to build strong Pacific families who are healthy, succeeding in education, economically independent, and positively contributing to their communities and New Zealand society. In order to achieve this, we believe it is critical that we 'unleash the power of evaluation' to account for and inform our approach and commissioned programs, to result in real and significant change for Pacific families and communities.

This presentation outlines our Pacific approach to unleashing the power of evaluation, through using evidence to deliver more effective programs and solutions for our families and communities. Part of this approach has been designing and delivering the Whānau Ora Results Commissioning Framework for Pacific Families, in consultation with a range of Pacific stakeholders from across New Zealand, including family, extended family, village, sporting, church and cultural groups, community organisations and non-governmental organisations. We discuss the challenge of designing this framework and how we balance the demand for results and accountability with the need for innovation and a developmental approach in our commissioning. We also raise the importance of Pacific self-determination in unleashing the power of evaluation and how Pacific cultural concepts inform and guide our evaluative practice.

Trade-offs between rigour, inclusiveness and utility: learning from a novel participatory impact assessment approach piloted in Viet Nam and Ghana

Irene Guijt, *Learning by Design*
Adinda van Hemelrijck, *Institute of Development Studies, United Kingdom*

The world of international development is hungry for rigorous impact assessment. Some organisations also seek to uphold a participatory ethic, out of recognition of stakeholders' rights to contribute to evaluation, improving utility, and seeing the transformative potential of participation. Yet many agencies and organisations are challenged by limited budgets. These concerns are shared by the International Fund for Agricultural Development (IFAD) and the Bill and Melinda Gates Foundation (BMGF). The two agencies are funding a two-years initiative for the design and piloting of a participatory approach for impact evaluation that aims to support them in collaboration with their partners assess, explain and debate their contributions to rural poverty impact.

The Participatory Impact Assessment and Learning Approach (PIALA) was designed around meeting three standards: rigour, utility, and feasibility. The design is based on simultaneously seeking to:

1. generate rigorous qualitative and quantitative evidence of rural poverty impact and of IFAD's contributions to such impact for global reporting and advocacy

2. facilitate inclusive analysis and reflection on evidence of impact in ways that enable collaborative learning, and

3. provide a potentially scalable model for project-level impact measurement, reporting and learning for strengthening IFAD's self-evaluation system.

PIALA was piloted in two projects that IFAD co-funds: in Viet Nam's 'Doing Business with the Rural Poor' project (DBRP) and in Ghana's 'Roots and Tubers Improvement and Marketing Programme'.

This presentation will describe the approach and findings from these pilots, systematically looking at original aspirations and reality. The successes and limitations related to the three standards will be discussed in detail for four stages: framing and defining the impact focus, describing changes, synthesising findings, and reporting.

Designing evaluation to influence

Kim Hider, *Evaluation Assist*
Catherine Crock, *Australian Institute of Patient and Family Centred Care*

The purpose of this presentation is to discuss ways to design evaluations to maximise influence on funders, decision makers and staff within organisations.

Evaluations are primarily undertaken for accountability, improvement and knowledge generating purposes. Intended use is often discussed during early evaluation negotiations, but has less emphasis on the evaluation design unless utilisation-focused evaluations are specifically being sought. Similarly, the intended influence of the evaluation may be openly discussed with evaluators, or implied, but can often be entirely overlooked.

Evaluation influence can be maximised through a variety of strategies and approaches if they are considered early and built into evaluation designs. Evaluators can also strengthen the potential influence of an evaluation, if they have a good understanding of the timing and contextual relevance of the evaluation to social and political agendas, and ensure good communication with key stakeholders throughout the evaluation.

This presentation discusses approaches that have been used in different evaluations conducted or commissioned by the authors to influence funders, encourage stakeholder participation, and support the dissemination and use of evaluation findings to affect decisions and changes in Australian health services. One example being the 'HEAR ME' Play Evaluation (A collaborative Arts and Health initiative) that engaged 21 health services, gathered feedback from over 1850 participants through participation postcards and provided individual hospital evaluation summary reports, to influence changes to communication, workplace bullying, open disclosure and patient and family centred care within each health service.

Evidence of influence has significant value to evaluators, commissioners of evaluation and future evaluation users. However, documenting evaluation influence can be quite challenging, and is often overlooked as a standard evaluation task due to timeline and budget constraints, and competing priorities. Strategies to address this current limitation in evaluation practice will also be further explored with the audience.

Evaluating policies when transformational change is required

Professor Per Mickwitz

Research Director, Finnish Environment Institute, Finland

The message from the natural scientists is clear: the world is not sustainable. The boundaries of the safe operating space for humanity might actually already have been passed, for example concerning climate change, biodiversity loss, and the human interference with the nitrogen cycle. For humanity to be able to survive and develop, economies will have to change so that they form a carbon neutral circular global economy. Such a transformation of the whole economy will require policies.

These policies cannot be designed from the outset; instead they will have to evolve based on learning from gained experiences. Evaluation of policies and programs would be the obvious method for systematically collecting evidence for learning and reforming policies for transitions. The question, however, is whether evaluation – an activity developed for incremental changes – is up for the challenge.

The paper argues that evaluation could play an important role, but it requires a specific ontological position and puts emphasis on the use of theory in the evaluations. Ontologically socio-economic transitions can only be assisted through evaluations founded on constrained constructivism, neither realism nor pure constructivism would do. Evaluations useful for transformational change would have to be largely based on theory. Evaluations have to use intervention theories of the particular policies and programs evaluated, but in particular theories of how long term socio-technical transformation take place.

The paper introduces one theory, the multi-level perspective, as a foundation for linking evaluations to policy learning about transitions.

Finally the paper discusses the implications for the practice of evaluation with respect to: the focus of evaluations, the criteria used for judgment in the evaluations, triangulation as an empirical starting point and promotion of use. It is now up to the evaluation community to show whether evaluation can be part of the effort to save humanity or if it only can make the journey to its doom marginally better.

Issues, processes and politics in working with indigenous communities: Strengths-enhancing Evaluation Research (SEER)

Assistant Professor Peter Mataira

Director of Indigenous Affairs, Myron B. Thompson School of Social Work, University of Hawaii

This paper addresses issues pertaining to evaluation research with, for, by, and in behalf of indigenous people. There is no denying, research is a viable means to mobilise and (re) empower indigenous communities by providing the 'empirical tools' necessary for validating realities and supporting political agendas.

Traditional, or conventional standardised approaches to research that rely on inferential statistics can only remotely, at best, capture the everyday social realms and experiences of indigenous societies. Tensions often precipitated as a result disempowerment, and of conflicting perspectives, have stretched the boundaries of research leading to new sensibilities that emphasize decolonised, indigenised, hybridised methodologies.

Acceptance of broader conceptualisations of scientific inquiry has led to the evolution of new paradigms and techniques that enable social scientists, policymakers, and academics to hold a clearer understanding of indigenous 'lifeways' and issues. We explore these issues related to indigenising the research process and specific challenges related to trust, access, acceptance, protocol, reality and authenticity, and what constitutes appropriate research methods. Strengths-enhancing Evaluation Research (SEER) was a model developed by Dr Peter Mataira and Dr Paula Morelli, at the University of Hawaii and establishes baseline assumptions from which evaluation processes and products can be customised to report indigenous and other culturally-based programme strengths and effectiveness, and, to discover formative needs.

SEER is a research philosophy and practice wisdom that can be applied in a range of context; it honours and respects indigenous, culturally based interventions and ways of knowing. When engaged in a sincere, respectful manner, SEER partnerships can set in motion long-lasting, community-researcher relationships that can influence the reciprocal wellbeing of people and their communities. The assertion made is that the research process is as vital to the evaluation outcome as the outcome itself in guaranteeing long-term sustainable social impact.

Review of operational evaluations: the quality and utility of Australian aid project evaluations

Simon Ernst, Samantha Vallance, Jo Hall, Penny Davis, *Department of Foreign Affairs and Trade*
Nick Chapman, Hugh Goyder, Rob Lloyd, *ITAD Limited*, *United Kingdom*

Presentation draws on two forthcoming reports by the Office of Development Effectiveness, 'Quality of Australian Aid Operational Evaluations' and 'Learning from Australian Aid Operational Evaluations'.

All significant aid projects managed by the Department of Foreign Affairs and Trade are subject to at least one independent evaluation. A regime of annual quality self-assessment also applies. This system provides a body of performance information and a range of perspectives to help improve management decision making and development outcomes.

In order to optimise the design and functioning of this system a quality review of the 87 project level evaluations completed in 2012 was commissioned. This review of operational evaluations complements the annual quality review of performance self-assessment processes undertaken by the department's Office of Development Effectiveness.

The review of operational evaluations uncovered both strengths and weaknesses associated with the department's evaluations. Whilst some of these confirmed the views of department staff, some surprising findings also emerged. These timely insights identified improvements required to strengthen evaluation quality and utility and have since informed structural and policy changes within the department.

The review documents methodological shortcomings in many of the evaluations reviewed. A good portion of these were unable to adequately assess impact or convincingly attribute observed changes to Australian aid. Similarly, assessment of value for money, an approach which also requires consideration of other plausible

alternatives was weak. In addition the quality of evaluations of very large, complex projects was found to be disappointing. However the review also identified high compliance with the requirement to undertake project level evaluations. Approximately three quarters of evaluations reviewed were deemed credible in terms of their use of evidence and analysis. This level of 'robustness' is arguably comparable with the evaluations undertaken by other bi-lateral aid donors. Indeed the review found that evaluations managed by the Australian Government were at least as good as those led by partners. Citing similar assessments undertaken by other bilateral agencies the presentation will explore whether expectations of best practice are achievable.

He tukanga tuku mana ki te whānau': pushing the evaluation boundaries to ensure people come first!

Gipsy Foster, Angeline Hamiora, *Education Review Office, New Zealand*

This presentation features two very experienced indigenous Māori evaluators from New Zealand's Education Review Office (ERO), discussing their perspectives on and use of an indigenous evaluation methodology in kura kaupapa Māori (Māori immersion schools) across New Zealand. Te Aho Matua methodology was developed in collaboration with Te Rūnanga Nui o Ngā Kura Kaupapa Māori (TRNKKM), the Māori authority with responsibility for a particular philosophy and approach to indigenous education.

The presenters will share the key principles that underpin Te Aho Matua methodology – designed by Māori, with Māori for Māori – and talk about how they think it has unleashed the power of evaluation to improve outcomes for kura and their communities. They will discuss the key role of 'adaptive expertise' in undertaking evaluations that are indigenously derived, culturally inclusive and responsive. The importance of deep cultural knowledge (te reo, the language and tikanga, customs) and methodological flexibility will be highlighted, and participants will gain an inside view of the evaluation design process and how it responds to context specific cultural values and practices.

As Māori evaluators the presenters will share their experience of how Te Aho Matua-based evaluation can contribute to strengthening the identity, language and culture of Māori and play a significant role in restoring Mana Māori (pride in Māori identity). Participants will have the opportunity to reflect on the content of the presentation and to share ideas and experiences about how to 'push the boundaries' to ensure the power of evaluation to achieve social justice for indigenous people is realised.

Both ways evaluation: mobilising an Australian Indigenous knowledge practice in the evaluation of Housing Reference Groups in the Northern Territory

Michael Christie, *Charles Darwin University*
Matthew Campbell, *Tangentyere Council Research Hub*

The compulsory acquisition of thousands of homes in remote NT Aboriginal communities by the NT Government, and the closing down of over seventy Aboriginal housing associations meant a loss of local decision making power over housing. The NT Department of Housing introduced Housing Reference Groups (HRGs) in 73 communities in which elected members were given the opportunity to 'have input into decisions' about housing in their community.

When asked to evaluate the effectiveness of HRGs, we developed a method based upon prior collaborative research into Indigenous Community Engagement. Our method involved taking seriously the perspectives and aspirations on both side of the divide: the

Aboriginal community members and their representatives on the HRG, and the government agencies, and their representatives who convene, conduct, and report on the meetings.

Through iterative cycles of conversation, analysis and reflection we developed a collective understanding of the problems and possible solutions which may never have been achieved through a conventional evaluation.

We learnt of the ancestral and ongoing role of housing and domestic spaces in both the desert and the Top End as agents in producing good governance, health and wellbeing. Elders play an essential role in the wellbeing of the community when they have control over housing allocations. Decisions about housing are inseparable from those of health, the economy, the environment, employment, and community development. While the problems of Aboriginal housing seem intractable, government workers of good faith were keen to institute new practices and discard old ones.

We unpack the process we used, to examine how a both-ways method exposes some often very productive but hidden practices which are invisible from above and below, and the complex ways in which discretion is used to make a very unpopular system work to some extent, some times, in some places.

Unleashing the power of statistics within an evaluation

Mark Griffin, *Australian Development Agency for Statistics and Information Systems*
Dinuk Jayasuriya, *Crawford School of Public Policy, Australian National University*

It is vital that any producer or sponsor for evaluations understands the strengths and weaknesses of both qualitative and quantitative methods, and is able to use the best combination of these methods within each evaluation. Within this seminar the presenter will deal specifically with quantitative methods. This seminar focuses on the role that a statistician plays within an evaluation, and discusses several strategies that can be employed both by the statistician and the evaluation staff working with the statistician to maximise the contributions that the statistician provides to the evaluation. One major recommendation that will be provided throughout this seminar relates to the topic and timing of conversations that should be held between the statistician and other evaluation staff so that the statistician is provided with information as they need it during the evaluation life-cycle, and the statistician provides the information needed by other evaluation staff as they need it. This seminar will be highly relevant for experienced statisticians, evaluation staff who are new to working with a statistician, and sponsors of evaluation teams involving statisticians.

This seminar will be presented as a series of case studies where the presenter has acted as the statistician as part of a large multi-disciplinary team. These case studies include a survey of 6000 households in Cambodia, China, Laos, Myanmar, Thailand, and Vietnam exploring the topic of human trafficking; a survey of 20,000 households in Sri Lanka exploring human migration; and a survey of 1000 households in East Timor exploring local governance. The focus of this seminar will not be on the mathematics of statistical theory or on the final results from these evaluations, but on what worked well and what could have been improved (in hindsight) in the relationship between the statistician and the other evaluation staff during the life-cycle of these evaluations.

Using theory of change in an HIV prevention program's monitoring and evaluation plan to achieve the best outcomes for the Indonesian HIV epidemic

Suzanne Blogg, *HIV Cooperation Program for Indonesia*

The HIV Cooperation Program for Indonesia (HCPI, funded by the Government of Australia) aims to reduce transmission of HIV, using results of monitoring and evaluation (M&E) to ensure successful approaches are used for five components: leadership; health promotion and education in the provinces of Papua and West Papua; harm reduction for people who inject drugs (PWID) in eight provinces; high risk populations in Bali; and HIV-related services in model prisons. Theory of change ensures programs use evidence to inform activities.

HCPI revised the M&E Plan in 2013. Theory of change was applied to ensure the use of logical and evidence-based approaches that made explicit underlying evidence and assumptions.

Harnessing evaluation through integration: a participatory model for reflection, evaluation, analysis and documentation (the 'READ' model) in community-based arts

Ellise Barkley, *Queensland University of Technology, and High Ideals*

Community-based arts practitioners face pressure to demonstrate the value of their work in competitive funding environments. Over the past three decades the instrumentalisation of the Arts has changed how community-based arts activities are framed, evaluated and represented.

This paper presents initial findings from an innovative approach under development: The 'READ' model integrates reflection, evaluation, analysis and documentation in order to generate a wide critical lens for reviewing, understanding and valuing complex creative initiatives. Devised in 2012 by Alphaville, a Sydney-based community arts company, READ has been collaboratively developed for a three year international arts and cultural program funded by the Australia Council for the Arts. Driven by partnerships between communities, arts organisations, individual artists, government agencies and academic institutions, the *Nuclear Futures* program will produce a suite of new creative works that continue to tell the stories of Aboriginal and nuclear veteran communities affected by Australia's 1950s atomic tests.

The *Nuclear Futures* case study explores the power and potential of evaluation when set within an integrated framework of collective reflection, formal evaluation, academic analysis and creative documentation. Community members and artists are invited to reflect on projects and practice through diary entries, interviews, other personal records and collective meetings. A circle of academics works with artists and community members to develop scholarly publications and reports, while filmmakers and multi-media artists produce multi-platform documentation. A range of formal evaluation techniques are devised and implemented in consultation across the program's contributors, partners and communities. In identifying opportunities for innovation in participatory evaluation, the paper advocates moving from an 'islands of information' evaluative approach to an integrated model for tackling the complexities of partnership-oriented Community-based Arts initiatives. Through the integration of these mixed participatory methodologies the evaluation component can be strengthened, contextualised and maintain relevance for the diverse range of partners and artists participating.

Internal evaluation: gateway towards Sustainable Evaluation Capacity Building (ECB). Evidence from a public sector organisation from the Philippines

Dexter Pante, *Project Management Service, Department of Education, Philippines*
Ana Marie Hernandez, *Department of Education, Philippines*

Evaluation capacity building is one of the growing areas in evaluation. Internal evaluators have been identified as one of the key elements that make ECB sustainable.

This paper contributes to the growing body of ECB literature by providing empirical evidence concerning the possible entry points of evaluation in a public sector organisation of a developing country. This paper highlights that in public sector organisation there is never a lack of demand for evaluation; that every activity provides opportunity for the internal evaluator to introduce evaluation. But internal demand alone does not ensure successful ECB practice. The key to successful introduction of evaluation is a combination of the following factors: proper opportunity (avenue and timing), actual need, capacity of the internal evaluators, and management support. It also takes on the view that ECB and internal evaluation are one construct in so far as internal evaluators are concerned. These arguments are illustrated through a case study concerning the rapid assessment of 18 educational programs at the Department of Education. Potential constraints of doing internal evaluation under time, data, budget and political constraints are also identified.

This paper concludes that crucial to the ECB introduction in the public sector is the integration of evaluation in other government systems such as planning and resource programming. This conclusion implies that evaluation in the public sector remains dominantly focused towards meeting information needs of management. Hence, in building the competencies of internal evaluators, priority should be directed towards improving their technical and negotiation skills.

Determining impact: participatory assessment of INGO development programs in the Asia-Pacific region

Richard Geeves, *ChildFund Australia*

International development organisations have found measuring the contribution their programs and projects make to long term, community change to be an elusive goal. Most INGOs fall back on collecting input and output data using logical frameworks, data bases, individual project evaluations and meta-evaluations. However, this data and these methods, while useful in immediate accounting to partners and donors, do not provide answers to bigger questions of impact and attribution.

Some development actors and research institutions use sophisticated techniques to investigate the impact of development interventions, such as the use of Randomised Control Testing (RCT). ChildFund Australia does not have the capacity or resources to run such 'scientific' processes, nor does it focus on the single shot interventions most commonly evaluated by using RCT. The challenge for the ChildFund was to devise a system which was accessible, affordable and useful and that addressed impact and attribution in relation to programs that are multi-sectoral and holistic.

ChildFund's approach to gathering evidence of social change in program areas in four countries in Southeast Asia and in Papua New Guinea has been by periodic surveys of organisational Outcome Indicators. These surveys involve interviewing random samples of women, children (boys and girls) and youth (young women and men) and local officials. Surveys are conducted in program

areas every three years and results compared over time. Survey results and other evidence is then presented to local stakeholders who then add their own, personal knowledge and experience of change and the work of development actors in discussions. Local stakeholders come to an agreement about the extent of change on each Indicator and ChildFund's contribution to it and then draft a *Statement of Impact* which gives their summative opinion on the effects of the overall development program. ChildFund uses their *Statement* as primary evidence of program impact.

Valuing and harnessing evaluation power and the power of evaluation in 'unleashing truth to power'

Sandiran (Sandi) Premakanthan, *Symbiotic International Consulting Services (SICS), Canada*

Evaluators all over the world have heard the slogan: 'speak truth to power'. The phrase 'speak truth to power was coined by the Quakers during the mid-1950s. It was and is considered courageous, although is more commonly scorned today' (Urban Dictionary). Going back even farther, the Islamic faith claims that the 'Prophet Muhammad said that the best form of jihad is to speak truth to power' and the Jews say 'We are commanded by Torah to speak truth to power'. Peter James O'Toole, Warren Bennis and James Mitchell have translated the meaning of the phrase from its religious origins to its relevance and practice in public management. As evaluators what does this slogan mean to us, the profession and practice?

The main focus of this paper/panel session is about valuing evaluation power and the power of evaluation in speaking evaluation truth to power, those who create the demand for it, legislators, the public, heads of government departments and agencies, program management, non-government organisations and donors. The presenter has defined the terms evaluation power and the power of evaluation and identified several sources of institutionalised evaluation power. They include: governments through legislations, authority instruments, and policies, philanthropic foundations, financial institutions, government aid agencies, United Nations (UN) agencies, non-governmental organisations (NGOs) and numerous networks: evaluation societies, associations and international networks. The evaluation power of the government of Canada, termed the 'value model' and the creation of the power of evaluation and its use for informed decision making is discussed.

How does the value of evaluation power, the creation of evaluation wealth or worth, the power of evaluation influence our profession, practice and programs and beneficiaries?

The presenter's final thought, does the evaluation community need evaluation power brokers or champions to shepherd the truth to power?

Lessons from great stuff-ups in our evaluation histories

Heather Aquilina, *Shelby Consulting*
Brian Keogh, *Cobalt59*

Charles Darwin once said: 'False facts are highly injurious to the progress of science, for they often endure long; but false views, if supported by some evidence, do little harm, for everyone takes a salutary pleasure in proving their falseness; and when this is done, one path towards error is closed and the road to truth is often at the same time opened.'

Unleashing the power of evaluation means opening 'roads to truth' (or at least 'roads to supported views'), and understanding and knowing the shackles of potential timewasting stuff-ups or 'false views'. With Darwin's 'salutary pleasure' in mind, two consultant evaluators with different specialities and from opposites sides of

the country have come together to look at the false views that have created the most learning opportunities in their experiences over the last ten years.

They expanded their study by sourcing stories from eight purposefully sampled experienced practitioners (commissioning managers and evaluation consultants). They found that the biggest stuff ups occurred when, perhaps blinded by their own penchant for rationality and focussed on investigative pursuits, evaluators and commissioners have been ambushed by unexpectedly intense attacks from within identified stakeholder groups or from unexpected attacks from outside the accepted study boundaries. They found that the power behind these attacks was often difficult to overcome.

The authors categorised the attacks using an accepted power framework to identify the most common forms and manifestations. From the results, they propose that by surveying the evaluation landscape through a power lens during the planning phase, evaluators can become aware of existing or emerging power threats and move to develop their own power bases early to better safeguard the path for their projects.

The end result is 'Lessons from great stuff-ups in our evaluation histories'!

Methods to assess the effectiveness of partnerships: partnership assessment, cooperation assessment and social network analysis

Margaret Thomas, Florent Gomez-Bonnet, *ARTD Consultants*

'Working in partnership' has been a popular mantra for many government initiatives in recent years. In Australia, a number of National Partnership Agreements between the Commonwealth and State and Territory Governments were established to ensure that all governments are working towards agreed outcomes in areas such as homelessness, education, healthcare, workforce development, disability, and Indigenous reform.

Working on commissioned evaluations of partnership initiatives, we have faced the challenge of selecting evaluation methods that can gather information on partnership processes – from program or community level partnerships to partnerships across the highest levels of government. There are a wide range of processes and outcomes that can be generated by 'working in partnership'—policy makers and evaluators need to be able to capture these. While a lot of partnership evaluations rely on qualitative analysis of views of participants from in-depth interviews, more powerful evaluation demands methods to collect systematic quantifiable data on the actual behaviour of the partnership and how it changes over time.

We have reviewed a number of quantitative methods for assessing partnership processes and outcomes. As a result we have been adapting and trialling three data collection tools:

- Partnership assessment, adapted from the Nuffield Partnership Assessment Tool, to collect systematic data from participating stakeholders on key partnership dimensions.

- Cooperation assessment, based on the Human Service Integration Measure developed by Brown and colleagues in Canada, to assess level of cooperation between participating partners.

- Social network analysis using a sociocentric approach and analysing data through UCInet.

This presentation will build on evidence from projects where we have used these tools in conjunction with qualitative interviews. We have found that the complementarity of the methods contributes to a more powerful evaluation that provides a robust and more complete picture of the processes and outcomes of partnership initiatives.

Monitoring and evaluation system for local governance in Afghanistan

Mohammad Hamed Sarwary, *Monitoring and Evaluation, Independent Directorate of Local Governance, Islamic Republic of Afghanistan*

The Independent Directorate of Local Governance (IDLG) is the lead government agency for local governance in Afghanistan. IDLG is mandated to administer and manage local government institutions (34 Provincial Governors' Offices - PGOs, 34 Provincial Councils - PCs, 150 Municipalities and 370 District Governors Offices – DGOs). The Afghanistan Sub-National Governance Policy (SNGP) was developed by IDLG and relevant ministries and approved by Afghan Cabinet in 2010. The Government of Afghanistan and Development Partners developed National Priority Programs (NPPs) for various sectors. IDLG being the lead entity for local governance developed the National Priority Program for Local Governance (NPPLG) in 2012 plus a Monitoring and Evaluation (M&E) framework to measure the results and effectiveness/efficiency of the activities and performances against NPPLG and SNGP.

Creating a new M&E framework in IDLG for local governance was a great step towards effective organisational performances. As a new practice within Government ministries, IDLG was among the first few Government ministries that developed its M&E framework to track results and share information on progress and results to stakeholders.

Development of a results-based M&E in IDLG was not an easy process and needed huge efforts. Introducing basic technical terminologies, concepts and its value and importance to government and stakeholders needed certain efforts. There were (and still are) challenges that affected the process such as: Lack of accurate data and figures, limited access and knowledge of technologies, limited technical understanding and experiences of result-based M&E, limited political will to use information/reports for decision making by the leadership and political actors and too many ad-hoc practices by donor funded projects/programs that are not aligned with Government policies and systems.

Open evaluation peer review: an approach for more credible, useful and scientific evaluation

Andrew Hawkins, *ARTD Consultants*
Gill Westhorp, *Community Matters*
Duncan Rintoul, *University of Wollongong*
Emma Williams, *The Northern Institute*
Kellie Plummer, *Office of Development Effectiveness (ODE)*
Elizabeth Smith, *Litmus, New Zealand*

Evaluation is sometimes considered part of the policy process, sometimes a social science. But science is a social process, so too public policy and quality evaluation, so why is there so little discussion about the knowledge generated by evaluators?

Much evaluation work is conducted through a purchaser/ provider model that starts with a brief and ends with a report. Science (including scientific evaluation) requires an open discussion about the focus of research efforts, debate about the interpretations of

findings and advancement of a body of knowledge about how the world works. Public policy in a democratic system is also founded on principles of accountability and active participation. At a more workaday level, quality evaluation requires efficient use of previous evaluation, checks on the rigour of methods and robustness of findings, and maximisation of the insight and evidence that can be obtained from one or more studies.

Scientific evaluation, quality evaluation, and an informed citizenry require peer review of the quality of the evaluation, dissemination of evaluation work and integration of evaluation findings in a larger body of knowledge.

This roundtable is for those interested in contributing to processes for more efficient, rigorous, scientific and democratic or open evaluation. It will focus on the desirability and practically of means to

- ensure better access to evaluation reports
- conduct peer reviews of evaluation quality
- synthesise knowledge about intervention types from multiple evaluations.

Obesity Prevention and Lifestyle (OPAL) evaluation: making methods accessible and sharing knowledge

Michelle Jones, *Department for Health and Ageing, South Australia*
Neil Coffee, Natasha Howard, Catherine Paquet, *Spatial Epidemiology and Evaluation Research Group, University of South Australia*

OPAL is a community based childhood obesity prevention initiative of Local, State and Federal governments to encourage healthy living and lifestyle choices among children and their families in OPAL communities in South Australia and similarly in the Northern Territory where it is called COPAL – Childhood Obesity Prevention and Lifestyle. Central to the way OPAL operates is the focus on creating environments that support healthy eating and physical activity.

In 2011, the OPAL evaluation initiated a field study to monitor differences in eating and activity environments across three OPAL and three non-OPAL regions in South Australia. Specifically, the study drew on Geographic Information System (GIS) and icloud technology to establish playground accessibility and quality, quality of footpaths near schools, availability and functionality of drinking water fountains, to verify food retail locations and finally to measure shelf space of healthy and non-healthy food items in supermarkets.

Data was collected by two groups of experts – one high in GIS expertise and low in health expertise and the other high in health expertise but low in GIS expertise.

Collated data was then mapped with other variables such as school locations, age of child and later, incidences of childhood obesity to inform government programs, policy and epidemiological research. The information generated from this part of the OPAL evaluation has contributed to and influenced program and policy planning.

Evaluation and Australian Governance in the 21st century – a panel discussion on the implications of the *Public Governance Performance Accountability Act 2013* for evaluation in Australia

John Stoney, David Roberts, *Australasian Evaluation Society*

The *Public Governance, Performance and Accountability Act 2013* (PGPA Act) commenced on 1 July 2014 The PGPA Act provides a more modern and flexible legislative structure for Commonwealth entities and recognises for the first time the importance of non-financial performance information and the need for it to be commensurate with financial information. Consequently, there is a stronger focus on not only the monitoring of performance and reporting, but also evaluation

The establishment of a Performance Framework is one of the four core objectives of the PGPA Act. When established, the Framework will provide a new whole-of- government approach for monitoring, reviewing and reporting the activities and results of government entities and their policies and programmes. Evaluation is seen as being an important activity supporting the aims and intents of the PGPA, being identified in both the Act's Explanatory Memorandum and in draft Rules released by the Department of Finance in early 2014.

The Performance Framework will be developed in the second half of 2014, and could have significant implications for evaluation at Australian Government level. In this session, a panel of AES members from both within and outside the Australian Government will discuss what these implications may be, and the AES' engagement to date in the Performance Framework's development.

Taking stock and changing tack to deliver: the power of mid-term organisational strategy reviews

Kari Sann, *IOD PARC Australasia*

Organisation's that deliver social change often develop multi-year strategies articulating what changes they aim to achieve for their communities and how they will support this change. The approach to develop these strategies is highly variable. It may range from: CEOs penning them; external consultants supporting executive teams to develop them; or inclusive, participatory processes that engage all staff. Some strategies have a life and are regularly referenced, others are dusty forgotten documents, dug out and referred to vaguely during the annual planning cycle or before the development of the next strategy. Social change organisations often operate in highly political, challenging and changeable contexts. Even a loved strategy can be quickly overtaken by events such as new leaders, drastic funding or staff reductions, unforseen emergencies events and policy changes. In the heat of strategic planning, organisations tend to be overambitious in what are, in the sands of time, fairly short time frames (commonly 3-5 years). A mid-term strategy review provides an opportunity to take stock of progress, assess ambition levels, assess changes in the operating environment and to raise questions and posit suggestions about where to best to focus funding and human resources.

This presentation will draw on lessons learnt from delivering mid-year reviews. In particular a recent evaluation of an international organisation whose board represents multiple countries. The organisation supports integrated water resource management in the Mekong Region. The presentation will explore, from the evaluator practitioners' perspective, how to set up a reviewable strategy, the methodological challenges inherent in evaluating strategies with highly variable evidence bases, organisational assessment and analysis techniques to manage complexity, and insights into some of the core competencies that assist evaluators to frame recommendations in a way that will get them heard.

Learning from evaluations of school-family strengthening programs: lessons for all

John Guenther, *Flinders University/Cooperative Research Centre for Remote Economic Participation*
Mal Galbraith, *FAST NT*

For more than ten years, a program called Families And Schools Together (FAST) has been run in schools across the Northern Territory. These programs have always had an evaluation component built in. However, over time, the evaluations have changed. Initially, they were summative, built around a quantitative psychometric tool (with a positivist research paradigm). The intent of the summative evaluation was to demonstrate the effectiveness of the program. However, as the program was rolled out in remote contexts, the need for adaptation was recognised. Changes were made but it was soon recognised that other outcomes, not captured or explored in the methodology, were emerging. After six years of working together, the evaluator and the program manager felt that it was time to explore effectiveness in a different way with a more qualitative evaluation process (based on naturalistic and pragmatic paradigms).

The purpose of the presentation is to share learnings from this experience with other program managers and evaluators. The presentation will be an opportunity for participants to engage in a discussion about monitoring and evaluation from a program evaluation perspective, particularly taking account of the complexities of the northern Australian context.

This presentation explores the six year learning journey through evaluation that the evaluator and program manager have undertaken. It describes tensions between the need for reliable and generalisable objective quantitative data and the need for authentic and credible data based on participant experience. It also describes the shift in the type of findings that emerged from the move away from reliance on a psychometric tool, to tools that are more adaptive and responsive to the realities of programs, their contexts and their participants.

Finally, the implications of this shift for the organisation, its accountability to funders and the formative development of the program are considered.

Unleashing the power of Program Theory: a symposium

Steve Montague, *Performance Management Network, Canada*
Vanessa Hood, *Sustainability Victoria*
Bron McDonald (proposer), *Independent consultant*
Greet Peersman, *Better Evaluation Project, RMIT*

This symposium will address some of the enduring issues that bedevil the practice of program theory approaches:

- 'One size doesn't fit all'– the focus, level of detail and style of logic model are often different for funders, senior managers and front-line staff

- 'Stakeholders have different stakes' – program theory often fails to identify and address the different stakes that different stakeholders have in a program or policy

- 'Who wants it anyway?' – engaging different groups within an organisation in using program theory in a useful and sustainable way.

The presenters will address each issue from a theoretical perspective and from practical experience. They will reflect on how both theory and practice may inform each other and be further developed. The presenters will draw on examples of program theory use from different sectors, countries and organisations, including the Canadian Cancer Society, Sustainability Victoria and National Health Service Health Scotland.

The symposium will involve three snappy rounds of discussions. It will be an interactive session, with ample time for delegates to explore and debate the issues presented.

Right-timed feedback in real life: exploring innovations in evaluation practice for real-time learning and adaptive management

Joanna Kocsis, *International Development Research Centre, Canada*

Changes in the research for development landscape, including a decline in resources, innovations in approaches to programming, new patterns of donor interaction and the proliferation of big data, have led to an increasingly urgent need for stakeholders to learn more effectively and more quickly. Various currents in the evaluation literature have identified the need for quicker and more responsive learning.

While real-time feedback cycles and rapid evaluation methods are well-established in fast-paced environments such as humanitarian disaster response, their integration into more stable settings, such as research or policy contexts is still evolving. This research examines cases in which innovations in evaluation approaches or methods that seek to deliver right-timed feedback have been applied in practice in the field of applied research for development and policy influence. The analysis of these cases contributes to our understanding of how feedback can be generated and used for real-time learning and adaptive management in fields which are highly dynamic yet may unfold along time scales in which results are not immediate and outcomes may take years to materialise. With the intention of developing a comprehensive understanding of the needs for right-timed feedback specific to the various parties within research systems, cases examined include individual research projects as well as complex programs of research within granting institutions such as the International Development Research Centre (IDRC), a Canadian government agency.

By grounding this discussion of right-timed feedback for real-time learning and adaptive management in real world cases of evaluation practice, this research helps to identify opportunities for convergence between the emergent theories around innovative approaches to evaluation, the feasible implementation of these practices and the useful uptake of their results.

A deeper, shared story: the power of developmental evaluation in strengthening innovations in Aboriginal and Torres Strait Islander primary health care

Samantha Togni, *Baker IDI Heart and Diabetes Institute*
Alex Brown, *South Australian Health and Medical Research Institute*
Deborah Askew, Lynne Rogers, Nichola Potter, Sonya Egert, Noel Hayman, Rosyln Wharton-Boland, *Inala Indigenous Health Service*
Alan Cass, *Menzies School of Health Research*

The authors are employing developmental evaluation in an exploratory study developing an innovative model of outreach case-management for Aboriginal and Torres Strait Islander peoples with chronic disease. From the evaluator's and health service's perspectives, the authors will explore how using developmental evaluation has enabled the emergence of a deeper understanding of the model of care, adaptations during its implementation and its features of value.

The developmental evaluator is as an integral innovation team member, guiding and applying evaluative thinking as the model is being developed, and gathering and facilitating the use of real-time data in informing decision making and adaptations. Reflective workshops engage the whole team in the exploration of issues, data sense-making and application of learnings for model adaptation. This process requires the evaluator to act variously as facilitator, critical friend and coach, and has strengthened the team, built trust and created space for shared understandings to develop and challenging issues to be discussed and resolved.

Emerging through the workshops is an in-depth, shared understanding of the model's features of value including the holistic approach to patient-centred primary health care, care engaging in people's social environments and the case manager's practice, as well as the complex, dynamic setting. The richness of this information expands and adds meaning to the information recorded on case report forms completed as part of the research process. Understanding this deeper story, drawing on the different expertise in the team, has contributed to strengthening the model, its implementation and integration within the health service as well as our ability to articulate critical success factors to scale the innovation.

Utilising developmental evaluation in complex primary health care settings can support effective development and adaptation of innovations, generating knowledge important for innovations to be scaled. However, this requires genuine collaboration, trust and valuing respective expertise.

Developmental Evaluation: an analysis of the evaluation of a five-year project in a remote Aboriginal community

Ann Ingamells, *Griffith University*
Maria Tennant, *Community Development and Evaluation Consultant*

This paper is a reflective analysis of the decision making of the evaluators of a five-year project with three remote Aboriginal communities. The aim is to both describe and interrogate an approach to evaluation which, drawing on Michael Quinn Patton, the presenters are calling 'developmental'.

The starting point for the developmental evaluation was that the people of the community, the intended beneficiaries of the project, would be the primary contributors to the evaluation. The presenters hoped to create the space within which they could provide meaningful feedback to the project. Secondly, the presenters planned to track the logic of the project so as to provide helpful feedback as to why things worked or did not work. They considered that this would increase the likelihood of effective practice. They anticipated that evaluation would contribute to project learning and that evaluation findings would feed into ongoing project planning. They anticipated that they could track progress towards the pre-set objectives of the project, whilst showing how community engagement with the project would produce an ongoing need for reassessment and negotiation.

Most importantly, the presenters believed that evaluation that increased the interactions, transparency and knowledge sharing between the community, the development agency and the funder would contribute to increasingly effective programs. The presenters will share their own and stakeholder reflections on this and invite the audience to learn with them as they unpack our evaluation decisions, practice and leanings.

Watching, waiting and participating: how developmental evaluation can enable program transformation

Lauren Heery, Sarah Kearney, Tim Moore, *Murdoch Childrens Research Institute*
Gayle Correnti, Amanda Jones, *Berry Street*

Developmental evaluation, as described by Michael Quinn Patton, is a newly conceptualised approach to evaluation that enables programs, organisations and policies to develop and adapt to the complex environments in which they are situated. Since mid-2012, evaluators from the Centre for Community Child Health, Murdoch Childrens Research Institute, have been working with not-for-profit agency Berry Street, using a developmental evaluation approach to adapt and improve one of their complex, place-based programs aimed at improving outcomes for children and young people, *Connect for Kids*. As the evaluation has progressed, it has become increasingly clear that the success of this evaluation has depended on two key conditions: the active participation of Berry Street, from upper management, to the staff delivering the program, and the willingness to watch and wait and be open to what emerges. This presentation will candidly explore how the conditions of genuine participation and openness to emergent ideas have been fostered throughout this evaluation, the challenges that have arisen to maintaining these conditions, and what program transformation both organisations hope to achieve as a result of this work.

This presentation will be co-delivered by Murdoch Childrens Research Institute and Berry Street, and will include perspectives from a range of evaluation stakeholders through the inclusion of short interview video clips.

The influence of health promotion values and principles on evaluation practice: encouraging critical reflective practice

Rebecca Tretheway, *The Science of Knowing, and University of the Sunshine Coast*
Victoria Visser, *The Science of Knowing*
Jane Taylor, Lily O'Hara, *University of the Sunshine Coast*

The values and principles that underpin health promotion practice are recognised to exist along a continuum with a more *traditional* health promotion approach at one end and a more *modern* health promotion approach at the other. A more *traditional* health promotion approach is characterised by biomedical and behavioural health paradigms, an emphasis on risk factors for disease and action consists of a limited and narrow selection of strategies. A more *modern* health promotion approach espouses a holistic, ecological and salutogenic health paradigm, an emphasis on supporting health and wellbeing and action consists of a broad range of strategies addressing multiple determinants of health.

A practitioner's values and principles, as well as the context in which they are working, influences the type and scope of evaluation that is conducted in program and policy evaluation. And, discord between practitioner and organisational values can create challenges in designing and implementing evaluations. Impact evaluation that focuses on measuring rates of disease and 'unhealthy' behaviours is characteristic of a traditional health promotion approach. Modern health promotion however, focuses on evaluating changes in the broader determinants of health that enable people to increase the control over their health.

Critical reflective practice is an evaluative tool that offers the opportunity for health promotion practitioners to identify and critique the values and principles that underpin their practice implicitly and explicitly. The health promotion continuum of values and principles allows practitioners to identify where their practice is placed in terms of modern and traditional approaches. And,

evaluators can use it to ascertain how the approach may affect evaluation methods and tools. Ultimately, this will impact on the health outcomes of the people they are working with.

Reflexive monitoring in New Zealand: evaluation lessons in supporting transformative change

Kelly Rijswijk, Denise Bewsell, Bruce Small, AgResearch Ltd, New Zealand
Barbara van Mierlo, *Wageningen University, The Netherlands*

Agriculture is the mainstay of the New Zealand (NZ) economy. However, the sector faces a range of complex problems, involving a variety of stakeholders with different needs and perspectives. The inability to solve these problems has been linked to limited uptake of existing technologies and practices hampering significant improvement in agricultural performance. The Ministry of Business, Innovation and Employment has funded a 5-year Primary Innovation programme to implement and research an innovation systems approach which will investigate new approaches to solving complex problems, and provide evidence that a wider perspective on adoption and practice change is needed.

Important elements of the innovation systems approach are inclusiveness, participatory application of a co-innovation process, and a focus on transformative change, in order to remove the barriers for innovation towards integrated sustainable development. A new role, the reflexive monitor, has been created with in the programme to help understand and guide this co-innovation process. A reflexive monitor is a person who, through an on-going process of evaluation in an action research setting, helps innovation networks to challenge and change presumptions, current practices, and underlying institutions, either in the design or management of a project. This paper shares the first experiences with reflexive monitoring in the Primary Innovation programme; a new concept for the NZ innovation environment. The information was gathered from workshops and meetings, organised for and by reflexive monitors, as well as interviews with the NZ reflexive monitors.

Besides overcoming some difficulties for reflexive monitors to help develop their case studies, acquiring a legitimate role in a project as a reflexive monitor required creating a range of opportunities for exploration and interaction with (potential) participants. The latter had to accept that time and encouragement are needed to allow both themselves, and other participants involved in each innovation project, to become more confident in their practice and the outcomes from reflexive monitoring and adapt it to the specificities of each innovation project.

From accountability to reflective practice in Vietnam aid and development programs

Jessica Letch, *Australian Red Cross*

Community-based development work requires a great deal of front-end design. Project partners present detailed plans in order to receive funding, and elaborate monitoring and evaluation tools are drawn up – with the logical framework a favoured approach. These tools guide implementation in the field and ensure accountability to donors at the end of the project period. This paper describes the author's journey with the Vietnam Red Cross Society to move away from activity monitoring for accountability purposes toward utilisation-focussed, developmental evaluation.

In 2014 Jessica Letch worked as a Monitoring and Evaluation Advisor in Vietnam. Upon arriving in Vietnam she found an M&E system that was heavily focussed upon accountability – a collection of quantitative tools that enabled implementing staff and volunteers to prove that activities had taken place without corruption. For the next six months Jess set in place a process for the Vietnam Red Cross Society to see itself as a learning organisation,

and to apply the principles of reflective practice in order to focus on continuous improvement and the inclusion of marginalised voices.

The main findings of this paper will focus on the relevance of Patton's principles of developmental evaluation (Patton, 2011) and double-loop learning (Argyris, 1995) across cultures – at the intersection of Vietnamese professional culture, the expectations of volunteers in regional communities, the needs of partners and donors and the impetus of working principles that are valued within the Jess Letch's host organisation the Australian Red Cross.

The findings presented in this work will help to inform other practitioners who are working to build capacity in complex and challenging cross-cultural contexts.

It's the principle of the thing: how do we ensure that evaluation assists in highlighting gaps between international development rhetoric and practice?

Gillian Fletcher, *La Trobe University*
Greet Peersman, *BetterEvaluation, RMIT University*
Irene Guijit, *ODI, UK*

International development practice is described through reference to a series of principles; intended to ensure that work is carried out in a values-based way. These principles include participation, ownership, working with those who are most vulnerable or in need, and paying attention to gender.

When it comes to intervention or program evaluation, however, these principles are often overlooked. For example evaluation of 'Value for Money' (increasingly, a required component of evaluations) tends to focus on money, more than on the concept of value. What is considered of value, to whom, and why?

This round table will begin by discussion of the increasing focus on results (already well-noted in international development). It will move on to debate regarding the challenges and opportunities that this focus on results presents to evaluators, paying particular attention to the challenges and opportunities for evaluating development principles of practice.

The authors' intention is that this session should be as interactive as possible and, as such, delegates will be canvassed for their exiting experience in this area on the day and those with relevant experience will be asked to contribute 'stories from the field' on the day.

The overall round table approach will be guided by delegate response during the event, but is expected to include small group discussion and feedback.

'Core' round table presenters will be drawn from La Trobe University, RMIT (host of the BetterEvaluation project) and from international development organisations. This session is being developed in coordination with BetterEvaluation and with the Australian Council for International Development (ACFID).

A summary of a soon-to-be published ACFID paper on this issue will be provided to delegates, and will serve as the basis for discussion.

Evaluating a performing arts company: 'going with bold entreaty whither no artist has gone before'

Brian Keogh, *Cobalt59*
Tija Lodins, *PACT centre for emerging artists Inc*

The main fetter on the power of evaluation within the arts is the ever constant lack of agreement over what is the meaning of 'value'. This is called the 'Vincent van Gogh' discussion, where everyone

argues that the true value of what we do will only ever be known after our death.

Arts funding, however, requires a comprehensive internal evaluation and business planning process to be undertaken every three years. To a large extent, this has been subverted into a public relations exercise where the promotion of the arts company becomes more important than an honest reflection on what has been occurring and a mapping out of what are the best possibilities for the future. Key performance indicators become generalised and meaningless, designed to allow for the most flexibility, in case what is being measured doesn't occur.

This approach has been developed by the assiduous copying of business planning processes within many other organisations. Arts companies have observed that for some strange reason, real evaluation, when it occurs, is often based just on programs and only has minimal relationship with the overall construct of the business plan.

The PACT centre for emerging artists Inc knew that if it followed the pattern of constantly creative business planning it faced the real danger of 'death by a self-inflicted gunshot'. the centre decided to go off the rails a bit and link the same evaluations into both the business plan and the everyday business of what it does.

To the presenters the power of evaluation is in enabling continually well-informed long and short term decisions. They found 'program logic' good for programs, but inadequate for businesses as a whole. To create the links the presenters combined enduring business models with their logic to create an overall picture of how things worked.

Improving policies through evidence-based Theory of Change: challenges and lessons learnt in evaluating the Philippines' basic education pay for performance policy

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Dexter Pante, *Project Management Service, Department of Education, Philippines*

The Philippines' Department of Education is embarking in a nationwide policy reform to improve the delivery of basic education services to the public. This policy, known as the Performance-Based Bonus System, is a pay for performance system which links staff incentives to the individual and organisation's performance, and provides additional incentives for excellence in public service. This policy addresses the problem inherent within the current system, whereby exemplary public service is neither rewarded nor acknowledged; instead, the system perpetuates a culture of entitlement, in which employees receive bonus regardless of their performance whether they deserve it or not.

This paper discusses the result of the first year of implementation review of the pay for performance policy. The purposes of this evaluation are to determine the fidelity of the implementation to the policy, identify gaps as well as the contextual factors affecting implementation, and to determine possible policy and management implications of this policy. This paper discusses challenges and lessons learnt in evaluating this policy on pay-for-performance. It highlights that the substantive and procedural issues in policy evaluation are intertwined. Resolving these issues requires informing the policy development process with a clear theory of change backed up by existing knowledge from literature about the causal relationship between the policy and intended short-term outcomes. It also discusses social and cultural contexts need to be considered in transplanting a policy that originated from overseas.

Bridging the gap: developing an evaluation and monitoring framework linking national high level goals to programmes and projects on the ground for He kai kei aku ringa – the Crown Māori economic development partnership

Isabelle Collins, Kate Riddell, *Ministry of Business, Innovation and Employment, New Zealand*

He kai kei aku ringa is the Crown Māori economic growth partnership that brings together programmes and initiatives from over 25 ministries and agencies to bring a fresh vision to working with Māori that sees them participate as an equal partner. It has broad but (in principle) measurable aims to grow a more productive, innovative and internationally connected Māori economic sector that will deliver economic prosperity to Māori, and resilience and growth to the national economy.

The challenge lies in designing a framework that aligns with the logic and objectives of the strategy, that can bridge the gap between high level objectives and individual programme level outcomes, recognising the interplay between the different levers in the system and having some view of possible attribution and respecting the autonomy of individual agencies.

This provides both methodological and practical challenges. How do we

- link programme or initiative level outcomes and the high level objectives of the strategy, recognising the interplay between the different levers in the system and having some view of possible attribution?

- build a coherent frame to bring together the monitoring and evaluation of initiatives planned and implemented by a range of different organisations, driven by different institutional agendas, without additional burden or duplication?

- bridge the gap between what we *think* and what we *know*? Where do we get the data?

- measure the right things? Some measures are culturally neutral, in other cases how the data are interpreted or weighted varies among stakeholders.

- go beyond capturing what is happening to understand what works, and change what we do?

Based on this, can we enable a new perspective, factually based but reflecting the values of all partners, where leadership is from non-traditional sources and that will build confidence across the range of actors for whom this type of cooperation is new?

Where there's a will, there's a way? Focusing on the demand side of monitoring and evaluation systems in international development

Euan Lockie, *Australian Continuous Improvement Group*

There are numerous publications in the international literature about how to create and manage comprehensive monitoring and evaluation (M&E) systems, and an even more abundant literature exists on evaluation capacity development. Practical examples of successful M&E systems in international development are relatively few beyond the project level however, and debate persists about how best to create a 'culture of evaluation'. Concern with the demand side of evaluation systems has even produced the major evaluation strand called 'utilisation-focused evaluation'.

This paper firstly establishes a structural and systems model that may be used to examine the role of the demand side of M&E systems. It goes on to compare the range of comparative success demonstrated by three different organisations of varying size

and contextual complexity: the Government of the Republic of Tajikistan; PNG Sustainable Development Program Ltd (PNGSDP), and a state government department in Australia.

- The Republic of Tajikistan has implemented a series of three Poverty Reduction Strategies (PRS). M&E capacity development technical assistance projects funded by international development agencies have been only moderately successful in establishing country-led M&E systems implementation for the PRS.

- PNGSDP established an M&E framework and system that had to be flexible enough to cover projects ranging from A$25,000 to A$25 million.

- A Victorian government department established M&E systems to also cover a wide range of investments in projects over a period of more than fifteen years.

This paper examines the contrasting experiences of the three organisations in establishing a culture of evaluation, with an emphasis on the 'demand side', i.e. from the perspective of utilisation in complex organisational and political contexts.

Turning research into reality: how Community Engagement Police Officers (CEPOs) are improving community safety in remote Indigenous communities

John Young, Desleigh Dunnett, David Spicer, *Colmar Brunton Research*

Policing in rural and regional areas has its own distinct character. However, in Australia, there is very little research and evaluation on what constitutes effective policing, especially in relation to preventing crime and improving perceptions of community safety.

The presentation will focus on a recent trial of specialist Community Engagement Police Officers in remote Indigenous communities in the Northern Territory. The trial ran for two years, with the evaluation undertaken in the first half of 2013. Since then, the initiative has continued, in a modified form based on the evaluation's findings. In addition, the evaluation has informed a jurisdiction-wide approach to community policing and crime prevention.

The presentation will place the initiative within the context of community policing in rural and remote areas, describe the day–to-day business of police community engagement, outline the key findings from the trial's evaluation, and conclude by summarising the steps taken by the NT Police since the evaluation, including how the lessons learnt from the trial have been incorporated into a regional and remote policing model.

The evaluation found strong support for the CEPOs trial from key stakeholders as well as community members and service providers based in the trial communities. These participants felt the program was meeting most of its key objectives and that the CEPOs were an invaluable resource for improving community safety. The core elements of community engagement – effective communication, building trust and respect, and fostering a partnership – contribute to a mode of policing that is with and for the community. Although Australian police services have a long history of employing community liaison officers or community police to assist with their work in certain places and with certain groups, these schemes have attracted considerable criticism over the years. The crucial distinction between these schemes and the CEPOs is that the latter are sworn police officers.

Building evaluation capacity: experiences from the Centre for Road Safety

Ben Barnes, Rebecca Wilkinson, Evan Walker, Alice Ma, Ralston Fernandes, *Centre for Road Safety, Transport for NSW*

The Centre for Road Safety has always been strong on evidence-based policy, and evaluation has always played a role. A number of policy opportunities, and a functional review of the Centre, led to a renewed emphasis on the value of evaluation. Most recently, the Centre was further encouraged by exciting developments on evaluation within the NSW public sector.

The Centre for Road Safety has thus embarked on a process of placing evaluation at the core of how we do what we do. This has involved the development of new ways of working in teams with various functional specialisations, including a small research and evaluation unit. Further changes have included:

- the employment of two staff members experienced in conducting evaluations;
- the development of an organisational evaluation framework, which guides evaluation practice;
- a custom-made, co-designed and co-facilitated two-day training course;
- the development of templates and ways of working, including a commitment to providing funding for evaluation; and
- the management of a number of significant evaluations.

With these combined changes, in a short period of time, the entire agency has moved to a much more systematic practice of evaluation, where evaluation is core activity, expected for every new policy and program, and considered from the outset of program design.

The Centre for Road Safety is an interesting case study for a number of reasons. The Centre has strong outcome data. While it has a strong history of evidence-based decision making, constantly monitoring performance using crash data, survey research, speed surveys and the like, its history of doing so within the paradigm of systematic evaluation is less developed. Finally, it is staffed both by people from social science backgrounds (quite standard for evaluation), and also engineering backgrounds, who bring a new perspective to evaluation.

The presentation discusses the experience of each of the components the Centre used to build evaluation capacity, how and why they have worked, and reflections on where improvements could be made. The presenters believe that they can demonstrate that, with the right interventions, an agency can in a quite short period of time reap the significant benefits of evaluation.

The presentation will be of interest and value to a broad audience. Given two of the presenters are from a consultancy background, the presenters are also able to provide an interesting perspective on life on both sides of that fence! Perhaps the most important of these is the contention that agencies have the driving role in unleashing, or indeed inhibiting, the power of evaluation.

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