

Program and abstract book



aes19

International **Evaluation** Conference

Conference workshops 15 & 19 September

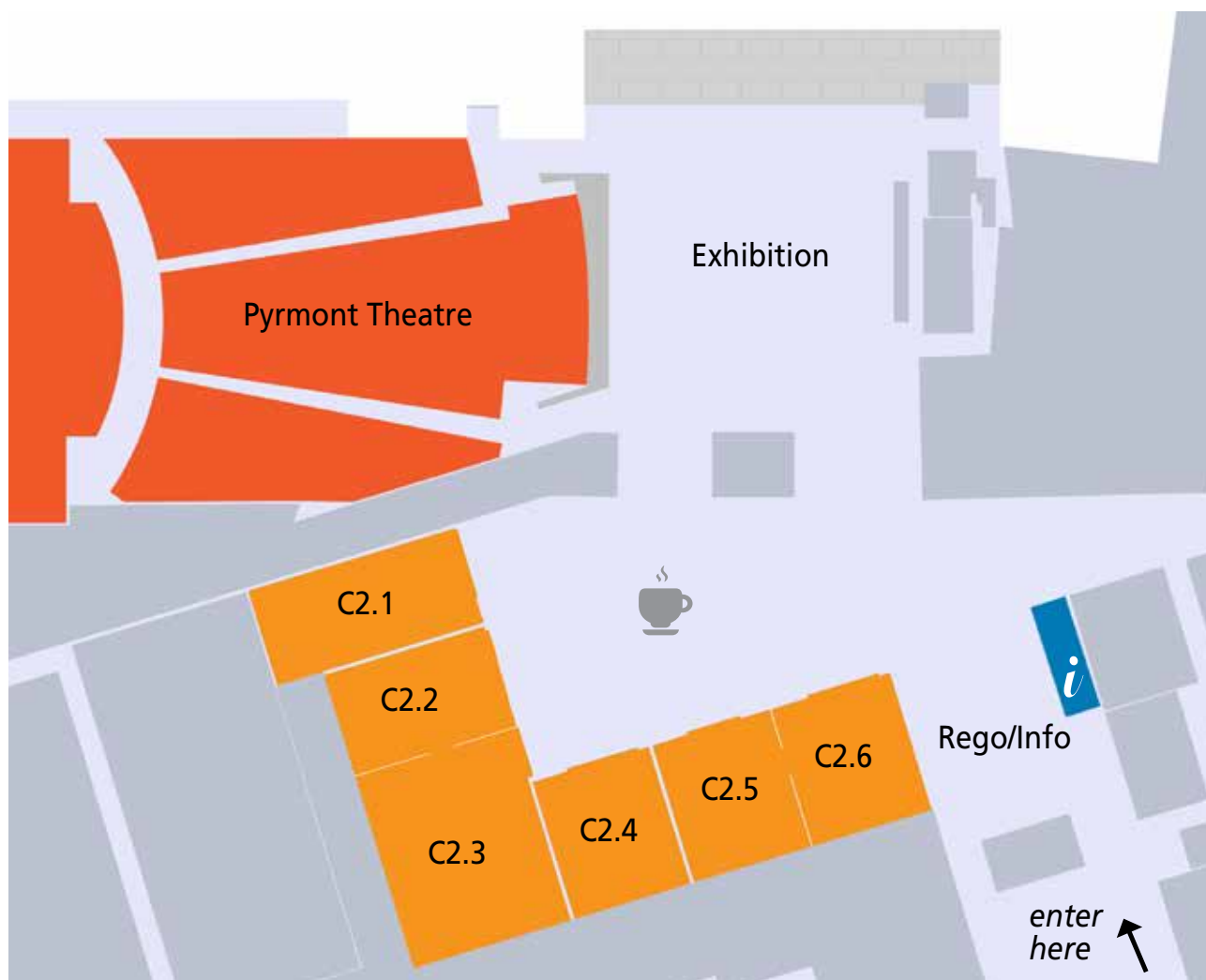
Conference 16–18 September 2019

Sydney | Australia

Venue map

LEVEL 2

ICC Sydney, 14 Darling Drive,
Sydney, New South Wales



Conference registration/info desk:
Level 2 Convention Meeting Rooms Foyer

Speaker room: Ground Floor (*not shown on map*)

table of contents

03	welcome
05	conference information
08	keynote & invited speakers
12	conference supporters
15	welcome to country and conference opening
15	2019 conference support grants for emerging Indigenous evaluators
16	special program
18	social program
19	exhibitors
21	program overview
22	acknowledgements
25	detailed program
37	abstracts



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CONFERENCE SUPPORTERS

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Department of Social Services



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SILVER







aes 19

International **Evaluation** Conference

Conference workshops 15 & 19 September

Conference 16–18 September 2019

Sydney | **Australia**

Dear colleagues

Evaluation un-boxed

We're delighted you've decided to join us to un-box evaluation at the Australian Evaluation Society's 2019 International Evaluation Conference.

As a Conference Committee we had long debates about a theme that would be meaningful for evaluators shaping the future of evaluation now.

We wanted to provide an opportunity for conversations that would ensure the ongoing relevance of evaluation and help evaluators build the skills required for our rapidly changing world. We also wanted to give those working beyond the box of evaluation a platform to share insights we can integrate into our practice. And, last, but by no means least, we wanted to open up a dialogue about who holds the box of evaluation.

Our thinking in choosing this theme is that evaluation can be a gift – with the potential to strengthen the lives of individuals and communities. This potential is best realised when evaluation is opened up to end users and when evaluators draw on the knowledge and practices of those they work with. Trans-disciplinary approaches and technological advances provide further possibilities.

This year's program includes more than 100 presentations from diverse presenters working in a range of contexts. Building on the success of the 2018 conference, we have a strong focus on interactivity and skill building. Plus Ignite presentations are back!

If you're keen to find the space for deeper discussions on what matters to you about the future of evaluation, join us for the *unconference* on Tuesday. Come along if you have a topic to discuss or are just curious – all contributions are welcome.

We strongly encourage you to get involved, to reach out to strangers and strike up conversations. You never know where it may lead!



**Jade
Maloney**
Co-convenor



**Ben
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conference information

Dates

Conference workshops

Sunday 15 and Thursday 19 September 2019

Conference

Monday 16 to Wednesday 18 September 2019

Registration Desk

Conference workshops

Sunday:

Level 2 Convention Meeting rooms foyer
ICC Sydney, 14 Darling Drive, Sydney, New South Wales
8:00am to 2:00pm

Thursday:

Level 3 Exhibition Meeting rooms
ICC Sydney, 14 Darling Drive, Sydney, New South Wales
8:00am to 2:00pm

Conference

Location:

Level 2 Convention Meeting rooms foyer
ICC Sydney, 14 Darling Drive, Sydney, New South Wales

Registration times:

Monday 16 September	7:30 am to 4:00 pm
Tuesday 17 September	8:00 am to 4:00 pm
Wednesday 18 September	8:30 am to 2:00 pm

Speaker preparation room

Location:

Ground floor Convention Centre
ICC Sydney, 14 Darling Drive, Sydney, New South Wales

This room will be available for all presenters to upload their presentations with the assistance of the audio visual technician. The technician will be in attendance during the below times.

Speaker preparation room times

Monday 16 September	8:00 am to 4:00 pm
Tuesday 17 September	8:00 am to 3:00 pm
Wednesday 18 September	8:00 am to 3:00 pm

All presenters are required to visit the speaker preparation room and provide their presentation in MS PowerPoint format, aspect ratio 16:9, on a USB drive to the technician at least two hours prior to the commencement of their session (except for early morning sessions, which is one hour prior). This will ensure that the technician has met with all presenters and that they are fully aware of your presentation requirements. It is our objective that presentations operate as smoothly as possible.

Conference managers

The 2019 AES International Conference is managed by:

Australian Evaluation Society Ltd
PO Box 476, Carlton South, Victoria, 3053, Australia
Email: conference@aes.asn.au

Up-to-date conference program and your personal schedule at your fingertips! NEW!

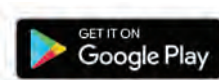
Follow these simple steps to install the new conference app on your device:

- Visit the App Store for IOS devices or Google Play Store for Android devices.
- Search for 'aes19' and download.
- Make sure you log in on all your devices to utilise all the features, including accessing your own conference schedule, and receiving notifications from the organisers.

Alternatively, access the web portals at:

Mobile: <https://aes19.sched.com/mobile>

Desktop: <https://aes19.sched.com>



Program changes and message board

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

Instant response survey and conference evaluation

Please help improve this year's conference evaluation by telling us what you think of the conference presentations that you attend.

Simply go to the online conference program, open the presentation you have attended, and instant response feedback.

Nathan Layton is evaluating this year's conference. Be aware that he may approach you to participate. 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.

A note on phones and time

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 #aes19SYD

The hashtag for the conference is **#aes19SYD**, 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. Follow us **@AESociety**.

Grosvenor has “unboxed” evaluation for over 4,700 Program Managers.

First published in 2015, Grosvenor’s easy to read DIY Program Evaluation Kit has boosted understanding and application of some of the most credible, tried and tested evaluation practices.

Haven’t read it yet? Download it now at
<https://info.grosvenor.com.au/aes-diy-kit-0>

Evaluation best practice is **ever evolving**. Although many Program Managers understand the fundamentals in planning and conducting an evaluation, some still need help identifying the next steps best suited for their program and organisation’s goals.

Does this sound like you?



Grosvenor’s Program Evaluation consultants are here to help!

For 22 years, Grosvenor Public Sector Advisory has supported clients across all levels of government with evaluation design, delivery and mentoring at all stages of the program evaluation lifecycle.

Our evaluation specialists can help you:

- **demonstrate the impact your program has on the community**
- **identify what you should do differently to get better results in the future**
- **design and evaluate a program that supports your organisation’s goals.**



Grosvenor’s Situation Analysis is an effective way to identify your program evaluation needs. Our consultants use a situation analysis workshop to discover and talk through the nuances and challenges you face from an evaluation perspective and provide a way forward.

Contact a member of our team to see if this is right for you or visit
<https://www.grosvenor.com.au/policy-program-situation-analysis/>



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Manager



Evie Cuthbertson
Manager



Sorcha McGee
Manager



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Facebook facebook.com/evalsociety

The 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 operate for a short period following the conference as well.

Wifi Internet at the venue

Complimentary wireless internet is available at the venue for delegates.

Network username: **aes19**

Password: **unboxed19**

AES committees/Special Interest Groups

AES groups can meet during lunch breaks – these meetings will either be planned or ad hoc. Please advise the registration desk if you are planning a meeting. Details can be found on the program changes board near the Registration Desk.

Ask at the Registration Desk if you wish to contact delegates, or make a plenary announcement.

Catering

All conference catering breaks will be served in the Level 2 Meeting rooms foyer.

Breaks sponsored by ACIL Allen Consulting

Special dietary requirements

If you have advised us of special dietary requirements, please speak to a member of the venue staff during catering breaks. Catering staff have a full list of delegates with special dietary requirements, as advised on registration.

Name badges

All participants will receive a name badge and lanyard upon registration. Name badges are required at all times for identification purposes and admission to sessions, exhibition, and catering breaks.

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 Australian Evaluation Society International Conferences.

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 raise your hand in front of the photographer.

Smoking policy

ICC Sydney – including all indoor and outdoor spaces – is a no-smoking zone. This applies to use of electronic cigarettes and vaporisers.

Convention Centre cloak room

Cloaking is complimentary to guests attending events at ICC Sydney. Cloaking is available at the Customer Service desk located on ground floor of Convention Centre.

Personal property

Please take good care of your personal belongings. Do not leave them unattended. The venue and organisers will not be responsible for any loss or damage to your personal properties.

Disclaimer

The program is correct at the time of publishing. The AES reserves the right to cancel, delete, modify or alter items from the program or to delete, modify or alter any aspect of the conference timetabling and delivery at their sole discretion and without notice. Neither the host organisation nor the meeting organisers or their contractors will accept any liability for any loss or inconvenience caused to any party consequent to such changes.

The views and opinions expressed at the conference are those of the presenters and participants and are not necessarily endorsed by the Australian Evaluation Society (AES).

Getting around Sydney

ICC Sydney is well serviced by buses, trains, light rail, and water transport. For more information go to:

<https://transportnsw.info>

Train A 10-minute walk from Central or Town Hall stations will take you directly to ICC Sydney as well as Darling Quarter, Tumbalong Park and Sydney Visitor Centre.

Taxi The best taxi drop off and pick up locations for events hosted at the ICC Sydney Convention Centre and Exhibition Centre is the new Iron Wharf Place next to Harbourside Shopping Centre.

Walking Sydney is a walkable city – routes to the venue include from Central Station via The Goods Line.

Opal card Opal cards are smartcard tickets that you keep, reload and reuse to pay for travel on public transport. The Opal network includes train, bus, ferry and light rail services in Sydney, the Blue Mountains, Central Coast, Hunter, Illawarra and Southern Highlands.
<https://www.opal.com.au>

Parking ICC Sydney operates two 24 hour car parking stations with a total of 826 parking spaces including 11 disabled parking bays, 25 motorcycle parking spaces, 50 bicycle racks and 20 electric car charge spaces.

keynote speakers

Tracy Westerman

Adjunct Professor, Managing Director Indigenous Psychological Services, 2018 WA Australian of the Year

'Never let go of your A/Professoreams'

Let's cultivate environments which encourage expectations of success rather than failure.

A/Professor Tracy Westerman is a trailblazer in Aboriginal mental health, having been named the 2018 Australian of the Year (WA); inducted into the 2018 WA Women's Hall of Fame and awarded the 2018 Lifetime Achievement Award, Curtin University amongst many other accolades. She holds a Post Graduate Diploma in Psychology, a Master's Degree in Clinical Psychology and a Doctor of Philosophy (Clinical Psychology). Despite having to undertake her university subjects mostly by distance education, she is a recognised leader in Aboriginal mental health, cultural competence and suicide prevention, achieving national and international recognition. Tracy is a widely sought-after keynote speaker having delivered to over 80 national conferences and internationally.

In 2005 the Canadian government sent a delegation to Australia to explore A/Professor Westerman's work, resulting in recommendations that the same approaches be adopted for Canadian Aboriginal people (Nunuvut Taskforce, 2006). She was recognised by Canadian Health, 2009 for her substantial contribution to Aboriginal youth mental health. She has developed seven unique psychometric tests enabling the identification of Aboriginal people at suicide and mental health risk. She has trained 25,000+ clinicians in these tools and approaches meaning they are then able to reach many thousands more Aboriginal people at risk.

Her message is that 'there is nothing we can't achieve as Aboriginal people if we believe in ourselves'.



David Fetterman

President and CEO, Fetterman & Associates, USA

David Fetterman has 25 years of experience at Stanford University, serving as a School of Education faculty member, School of Medicine director of evaluation, and senior member of Stanford administration. Fetterman concurrently serves as a faculty member at Pacifica Graduate Institute, the University of Charleston, and San Jose State University. He is also a co-director of the Arkansas Evaluation Center. Previously, Dr. Fetterman was a professor and research director at the California Institute of Integral Studies, Principal Research Scientist at the American Institutes for Research, and a senior associate at RMC Research Corporation.

David is a past president of the American Evaluation Association. He received both the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice. Fetterman also received the American Educational Research Association Research on Evaluation Distinguished Scholar Award and the Mensa Award for Research Excellence.

Fetterman is the founder of empowerment evaluation. He has published seventeen books, including *Collaborative, Participatory, and Empowerment Evaluation: Stakeholder Involvement Approaches* (with Rodríguez-Campos and Ann Zukoski), *Empowerment Evaluation: Knowledge and Tools for Self-assessment, Evaluation Capacity Building, and Accountability* (with Kaftarian and Wandersman), *Empowerment Evaluation in the Digital Villages: Hewlett-Packard's \$15 Million Race Toward Social Justice*, *Empowerment Evaluation Principles in Practice* (with Abraham Wandersman), *Foundations of Empowerment Evaluation*, and *Ethnography: Step by Step*.



Jane Davidson

Founder, Real Evaluation LLC, USA

Dr Jane Davidson is best known for pioneering the increasingly popular Evaluation Rubrics Methodology, along with her various other refreshingly practical evaluation frameworks and approaches.

Originally from Aotearoa New Zealand, Jane is former Associate Director of The Evaluation Center at Western Michigan University, where she launched and directed the world's first fully interdisciplinary Ph.D. in Evaluation. She was 2005 recipient of the American Evaluation Association's Marcia Guttentag Award, and serves as Honorary Principal Fellow at the University of Melbourne.

Jane is currently based in Seattle, and is sought after internationally as a speaker, author, evaluation coach, workshop and webinar presenter, and creator of awesome evaluation frameworks and tools.



Ingrid Burkett

Associate Professor, Director, Yunus Social Business Centre, Griffith University

Associate Professor Ingrid Burkett is a social designer, designing processes, products and knowledge that deepen social impact and facilitate social innovation. She has contributed to the design of policy and processes in a diversity of fields, including community development, local economic development, disability, procurement and social investment. Ingrid led the foundation of social procurement in Australia with a number of guidebooks and research reports. She is one of the co-founders of Social Procurement Australasia. She provided much groundwork for Australia's entry into social and impact investment, having undertaken seminal research work whilst Social Innovations Manager at Foresters Community Finance, and then undertaking comprehensive reviews and blueprint development for initiating place-based impact investment in Australia. Ingrid has designed the foundations for a number of key place-based initiatives aimed at addressing entrenched disadvantage, the most notable of which is GROW, based in Geelong, Victoria. She is currently undertaking further work in regional NSW and in Southern Melbourne on similarly ambitious and ground-breaking initiatives. Her previous leadership role at The Australian Centre for Social Innovation (TACSI) involved building internal and external capability in design for social innovation, and leading TACSI's portfolio of systems innovation work which focussed on shifting outcomes in relation to some of Australia's most challenging social issues.



Ingrid has worked in the community sector, government and with the private sector and believes that each of these sectors has a valuable role to play in social innovation. She has worked in social innovation and design positions in the community development finance sector and in overseas development. Ingrid is a Past President and Honorary Ambassador of the International Association for Community Development and is committed to fostering an international dialogue about designing innovative methodologies for sustainable development. Ingrid has held a number of University positions, including most recently as Social Design Fellow for the Centre for Social Impact at the University of NSW and UWA. Ingrid has qualifications in Graphic Design, Social Work, Business and Community Economic Development. She has particular expertise in the design of economic processes and products and is recognised internationally for her work in social innovation, community economic development and finance.

keynote speakers – cont

Gary VanLandingham, Ph.D

Professor, Askew School of Public Administration and Policy, Florida State University, USA

Gary VanLandingham currently serves as Professor, MPA Program Director, and the Reuben Askew Senior Practitioner in Residence with the Askew School of Public Administration and Policy at the Florida State University. Previously, he was the founding Director of the Pew-MacArthur Results First Initiative, which works in over 30 U.S. states and local governments to build their capacity to use rigorous evidence and economic analysis to direct resources to evidence-based programs. Before joining Pew, he served as Director of the Florida Legislature's Office of Program Policy Analysis and Government Accountability. He has over 35 years of experience in policy analysis and program evaluation at the state and local government levels.

Gary has served as National Staff Chair of the National Conference of State Legislatures, President of the Southeast Evaluation Association, Chair of the National Legislative Program Evaluation Society, President of the North Florida Chapter of the American Society for Public Administration, and as an advisory board member with the Government Accounting Standards Advisory Council and the Trust for Representative Democracy. His professional service has been recognized with the Legislative Staff Achievement Award from the National Conference of State Legislatures and the Harry Hatry Distinguished Performance Measurement Practice Award from the American Society for Public Administration's Center for Accountability and Performance.

Gary holds a Ph.D. in public administration and policy from the Florida State University. In addition to contributing to well over 1,000 professional policy analysis reports, he has published journal articles and book chapters on evidence-based policymaking, benefit-cost analysis, program evaluation and policy analysis, and government transparency.



Pragmatic Innovation ▲ Finding Opportunity in Complexity ▲ Delivering Solutions that Endure

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- Evaluation & capability building
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- Social research
- Needs assessment
- Implementation evaluation
- Logic & economic modelling
- Qualitative survey & focus groups
- Quantitative data analytics & modelling

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Australian Government

Department of Social Services

The Department of Social Services (DSS) mission is to improve the wellbeing of individuals and families in Australian communities.

DSS works in partnership with government and non-government organisations through the effective development, management and delivery of payments policies, programs and services to:

- provide sustainable social security payments and assistance to people who cannot fully support themselves
- target services and initiatives that contribute to stronger and more resilient individuals, families and communities
- improve independence and participation by people with disability including improved support for carers, and
- increase housing supply including improved community housing and support and services to individuals experiencing homelessness.

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Established in 1989, ARTD is one of Australia's leading public policy consulting firms. We work with government agencies, NGOs and communities to make evidence-informed policy decisions; co-design service models and delivery strategies; plan for, track and evaluate outcomes; and continuously improve performance. We were early pioneers in the use of program logic and remain at the forefront of evaluation theory and practice. Our approach is simple – we listen to our clients and their stakeholders and draw on our expertise to bring evidence and insight to decision makers.

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Allen + Clarke is a respected public policy and evaluation consultancy, with offices in Melbourne and Wellington, New Zealand. We work across Australia, New Zealand, the Pacific and internationally.

Our areas of work cover three main practice areas:

- Evaluation and research services
- Policy, regulatory, machinery of government and business change and improvement services
- Secretariat and programme support services

Our Evaluation + Research Practice offers a full range of evaluation and research services that can be scaled to meet the needs of the client, whether that be one-off evaluations for small community organisations or large scale, multi-year, multi-site evaluations in complex areas with multiple stakeholders.

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Grosvenor Public Sector Advisory

How does your program impact the community? What should you do differently for better results in the future? Where does the evidence for your claims come from?

For 22 years, Grosvenor Performance Group's Public Sector Advisory practice has supported over 260 clients across the Commonwealth, state and local governments to answer these questions and create a proud, passionate and purposeful public sector. We have highly qualified staff, including former SES public servants and extensive experience advising public sector organisations to deliver more effective, efficient and compliant programs and services.

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Australian Government
Department of Social Services

Department of Social Services

The Department of Social Services mission is to improve the wellbeing of individuals and families in Australian communities. We work in partnership with government and non-government organisations to achieve our mission through the effective development, management and delivery of payments, policies, programs, and services.

www.dss.gov.au

Clear Horizon

Clear Horizon

Clear Horizon provides bespoke design, monitoring and evaluation services. We partner with international agencies; local, state and federal government; industry bodies; and not-for-profits to design and implement human-centred monitoring and evaluation, for simple through to complex situations. We're leaders in facilitating Most Significant Change, Monitoring, Evaluation & Learning (MEL), Theory of Change & Program Logic processes and in Design training.

Clear Horizon is a value based and outcomes focussed evaluation, monitoring and learning company. Collaborating with people and organisations to achieve greater and more sustainable social and environmental impact.

www.clearhorizon.com.au



Treasury

NSW Treasury

As the NSW Government's principal financial and economic adviser, Treasury's role is to enable the Government to deliver its promise to the people of New South Wales. As part of our vision to become a World Class Treasury, we believe Treasury has a primary role in supporting and investing in our key partners (service delivery clusters). Our responsibilities include lifting financial management capability and culture across the sector and supporting the NSW Government's commitment to achieving significant and sustainable financial management improvement. The recent changes to the NSW Government have brought into Treasury teams focused on implementation of economic development activities, to foster greater collaboration and to maximise outputs with a focus on linking our key job precincts and priority sectors to target international markets and industries, attract investment, grow exports and shape great jobs and great places to work, live and play for both this generation and the next. NSW Treasury's Centre of Evidence and Evaluation (CEE) has responsibility for a number of key functions across NSW government.

www.treasury.nsw.gov.au



ACIL Allen Consulting

ACIL Allen Consulting is Australia's largest independent public policy and economics consultancy. They have deep expertise in program evaluation, with the skills and knowledge required to design and undertake rigorous process, outcome and economic evaluations. They use a variety of approaches, including theory-based methods (using program logic models), qualitative research (such as case studies) and more quantitative studies (cost-benefit analyses or quasi-experimental designs).

The firm regularly evaluates large public interventions, such as national policies and strategies, as well as more targeted interventions occurring in discrete communities or contexts. Staff are also experienced in working closely with Australia's First Peoples, drawing on culturally appropriate research methods.

www.acilallen.com.au



Urbis

At Urbis, we have one simple goal – to shape the cities and communities of Australia for a better future. It's something we achieve by drawing on our networks of the brightest minds. Think of Urbis as a creative community of practice experts, working collaboratively to deliver fresh thinking and independent advice and guidance – all backed by evidence-based solutions.

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Australian Healthcare Associates

AHA is Australia's largest health and human services consulting firm. For over 25 years, AHA has undertaken many influential, large-scale evaluation projects for the Australian and state/territory governments, across most aspects of healthcare and social services.

AHA have extensive experience developing evaluation strategies for complex multi-jurisdictional projects. They adopt innovative approaches to generate high levels of stakeholder engagement, including with people from diverse or under-served populations including Aboriginal and Torres Strait Islander people, people from Culturally and Linguistically Diverse backgrounds and people from LGBTI communities.

www.ahaconsulting.com.au



Our Evaluation + Research Practice offers a full range of services tailored to meet the requirements of our clients. We provide specialised services ranging from multi-year, multi-site evaluations of complex policies and programs to research for small community organisations.

Allen + Clarke's practice spans across Australia, New Zealand, the Pacific and internationally. We are a respected and well established evaluation, research and public policy firm, with offices in Melbourne, Australia and Wellington, New Zealand.

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Evaluation • Research • Policy • Regulation • Secretariat • Program Support

Welcome to Country and conference opening

Welcome to Country

Uncle Charles Madden is a respected Sydney Elder. He has lived in and around the Redfern and inner city area most of his life serving the Aboriginal community as Director of the Aboriginal Medical Service, member and representative of the Metropolitan Local Aboriginal Land Council, Director of the Aboriginal Hostels NSW and is a life member of the Redfern All Blacks. Along with being an active community leader, Uncle Chicka is also an important artist creating a number of ceramic sculptures and paintings inspired by his Gadigal country. He has been commissioned to create a number of works including a painting for St Vincent's Health Australia and an installation for the Redfern Community Centre's Elders Lounge in collaboration with Nicole Monks.

Conference opening

Following the Welcome to Country, AES President John Stoney officially opens the conference.

Opening keynote address

Tracy Westerman

*Without measurability there is no accountability.
Why we are failing to gather evidence of what works*

A/Professor Tracy Westerman is a trailblazer in Aboriginal mental health, having been named the 2018 Australian of the Year (WA); inducted into the 2018 WA Women's Hall of Fame and awarded the 2018 Lifetime Achievement Award, Curtin University amongst many other accolades. She holds a Post Graduate Diploma in Psychology, a Master's Degree in Clinical Psychology and a Doctor of Philosophy (Clinical Psychology).

Tracy will discuss the impacts of determining evidence based approaches to the complexity of Indigenous suicide and mental health. Her body of work includes the development of nine unique psychometric tests, the value of which has been to address significant gaps in this vital area.

It provides an opportunity to discuss how we can take Indigenous suicide and mental health to the cutting edge.

aes19 conference support grants for emerging Indigenous evaluators

In 2019 we are pleased to award grants to support 14 Indigenous evaluators from the Australasian region to participate with us in Sydney. We welcome our grant recipients 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. Thank you also to the panel who volunteered their expertise and time to select this year's grantees.

This year's New Zealand grant recipients are generously supported by New Zealand members of the AES. We'd also like to thank the conference delegates who donated for their generous support.



sponsored by

**New Zealand AES members
Conference delegates and
Australian Evaluation Society**

special program

AES Annual General Meeting and Strategy launch

Monday 16 September, 5:30pm
Pymont Theatre

Join the Australian Evaluation Society (AES) Board as we celebrate another year's achievements by members of the AES, introduce the 2019-2020 Board, and launch the AES Strategy 2019–2022.

Bringing the voice and knowledge of Indigenous people and communities to evidence building and evaluation in a way that empowers

Monday 16 September, 11:00am–12:00pm
Pymont Theatre

This special panel will explore key ideas about how evaluation can improve and be more useful in meeting the needs of Indigenous people now and into the future. We will examine what evaluation and evidence means in an Aboriginal and Torres Strait Islander context and how culture and knowledge systems can inform concepts of evaluation. The panel will also discuss real-world suggestions for how commissioners of evaluations and evaluators can support communities and those who work with them to own their evaluations, by fostering a culture of empowerment, strengths based, collaborative design.

2019 Rosalind Hurworth Prize

Wednesday 18 September, 3:00pm–4:30pm,
Closing Plenary, presented by EJA editors



Each year we celebrate the best submitted 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 winning paper in the next issue of the EJA.

Introduction to evaluation

Monday 16 September, 1:30pm 2:30pm
Pymont Theatre

Presented by Charlie Tulloch, this session is targeted towards new, inexperienced or emerging evaluators who feel that they have fallen into the deep end of the field. This can be overwhelming, with theoretical, methodological, logistical and ethical challenges to consider. This presentation will provide an introductory overview of evaluation, opening the box on key concepts, definitions, approaches and resources. Those attending this session will have a better understanding ahead of several days of evaluation presentations.

Fellows forum contributions of theory to evaluation practice: examples from the field

Tuesday, September 17, 1:30pm - 2:30pm
Room C2.1

A panel of AES Fellows will provide examples of how the use of theory has contributed to a study in which they have been the principal evaluator. There will be opportunities for other Fellows to comment, and for the audience to pose questions and/or contribute examples that illustrate the advantages of incorporating theory into evaluation designs.

Finding your voice: sharing your knowledge and elevating evaluation through social media, blogging and the Evaluation Journal of Australasia

Monday 16 September, 3:30pm 4:30pm
Room C2.1

In this session, the editors of the *EJA* and the AES blog will share their tips on identifying a theme or subject, structuring journal articles and blogs, repurposing content of one type into another, finding your voice, and amplifying it through social media (#EvalTwitter anyone?). We'll then throw it over to participants to ask questions, pitch ideas and find partners to collaborate with.

This session will provide emerging authors with the opportunity to network with editors and established authors and access support and resources on the 'how to' of finding your voice and navigate across platforms. It will also provide existing authors with tips for translating across platforms.

Peer assessment as a step toward professionalisation

Wednesday 18 September, 1:30pm – 2:30pm
Room C2.1

Presented by members of the AES Professionalisation Committee, and featuring Helen Simons from the University of Southampton, this session showcases the experience of the United Kingdom Evaluation Society in piloting its Voluntary Evaluator Peer Review System. It involves a videoconference link with the convenor of the UKES Professionalisation subgroup and a facilitated question and answer session that will allow participants to explore the implementation of the UK peer assessment process. This makes a strong link to the Society's capabilities framework and informs future training. Reflections and learnings from the session will be provided to the AES to inform the possible development of a peer-assessment scheme in Australia.

**NEW
FORMAT****#aes19SYD unconference**

Tuesday 17 September, from 11:00am
Room C2.2-C2.3

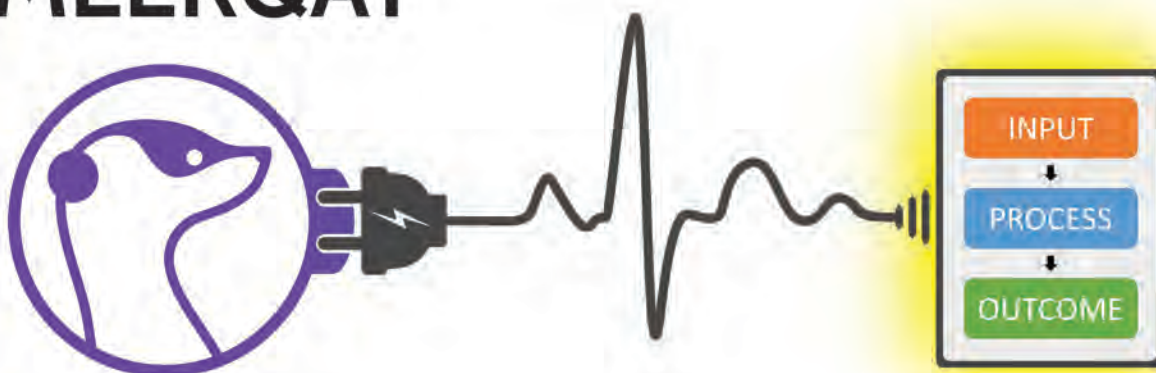
The unconference provides the time and space to discuss what matters to you about the future of evaluation.

We're using open space. Developed to 'find a way towards meetings that have the energy of a good coffee break combined with the substance of a carefully prepared agenda' (Owen, 2018), it has been used in thousands of gatherings around the world over the past few decades.

If you've experienced it before, you understand the possibilities. If you haven't, be prepared to be surprised.

Come and share what you're passionate about. All ideas and forms of contribution are welcome – you might bring a topic you want to convene a group on, move from group to group, or take a pause and find yourself in a conversation you didn't expect to have. We're excited to open the conversation and will be sharing more before September.

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Drinks at Luna Park 2019 AES Gala Awards Dinner

Tuesday 17 September, 6.30pm onwards

**Drinks at Luna Park Ferris Wheel (with ride!)
followed by Gala Awards Dinner at Luna Park Sydney,
Crystal Palace – Grand Ballroom, Milsons Point**

Luna Park is an iconic event and entertainment precinct with the Sydney Harbour Bridge and Opera House as backdrop. Enjoy a drink, hop in a carriage and hold your breath as you float up to forty metres above the Harbour, enjoying the view of the iconic Sydney Harbour Bridge, Opera House and Luna Park Sydney.

For dinner, make your way to the heritage-listed Crystal Palace, a fusion of traditional elegance with contemporary sophistication. After one of the most sympathetic restorations ever undertaken, the original Crystal Palace is now home to a modern and spacious function centre. Its Grand Ballroom boasts beautiful harbour view outdoor deck areas, six metre high ceiling and arched floor to ceiling windows overlooking the Harbour.

The Gala Awards Dinner is included in all 3 day registrations.



Monday 16 September

Newcomers Breakfast (optional)

*Hosted by the Learning and Professional
Development Committee*

Time: 7:30am–8:30am

Venue: **Fratelli Fresh – Darling Harbour**
Tenancy 2 ICC Sydney

If you're new to the AES conference this is the best way to start your conference experience. We are happy to invite those new to the conference and evaluation to come along and say hello and enjoy either breakfast, or just a coffee, and share your evaluation experiences. Everyone pays their own bill. No need to register, just turn up and say hi!

visit the exhibitions

LIST OF EXHIBITORS

Allen + Clarke

ARTD Consultants

Clear Horizon Consulting

Grosvenor Performance Group

URBIS

Centre for Program Evaluation,
University of Melbourne

Australian Evaluation Society

Exhibitions will be open during breaks:

Monday 16 September

10:30am–3:30pm

Tuesday 17 September

10:30am–3:30pm

Wednesday 18 September

10:30am–1:30pm



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“ ”

Join us to un-box evaluation through conversations about theory in use, power in practice, innovation in method and the skills it takes to bring it all together.

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Program Day 1: Monday 16 September

9:00am–10:30am	OPENING PLENARY Welcome to Country by Uncle Charles Madden Conference opening by AES President John Stoney <i>followed by:</i> Keynote address by Tracy Westerman 'Without measurability there is no accountability. Why we are failing to gather evidence of what works'
10:30AM–11:00AM	MORNING TEA <i>sponsored by ACIL Allen</i>
11:00am–12:30pm	CONCURRENT SESSIONS
12:30PM–1:30PM	LUNCH <i>sponsored by ACIL Allen</i>
1:30pm–3:00pm	CONCURRENT SESSIONS
3:00PM–3:30PM	AFTERNOON TEA <i>sponsored by ACIL Allen</i>
3:30pm–4.:30pm	CONCURRENT SESSIONS
4.30pm–5.30pm	PLENARY Keynote address by David Fetterman: 'Empowerment evaluation: a powerful stakeholder involvement approach fit for the times'
5:30pm	AES ANNUAL GENERAL MEETING

Program Day 2: Tuesday 17 September

9:00am–10:30am	PLENARY Keynote address by Ingrid Burkett: 'Evaluating at the pressure points of systems change: where innovation and outcomes meet'
10:30AM–11:00AM	MORNING TEA <i>sponsored by ACIL Allen</i>
11:00am–12:30pm	CONCURRENT SESSIONS
12:30PM–1:30PM	LUNCH <i>sponsored by ACIL Allen</i>
1:30pm–3:00pm	CONCURRENT SESSIONS
3:00PM–3:30PM	AFTERNOON TEA <i>sponsored by ACIL Allen</i>
3:30pm–5:00pm	PLENARY Keynote address by Gary VanLandingham: 'Evaluation in the age of evidence-informed policy-making – opportunities, challenges and paths forward'
6:30pm	DRINKS AND 2019 GALA AWARDS DINNER AT LUNA PARK SYDNEY <i>sponsored by ARTD Consultants</i>

Program Day 3: Wednesday 18 September

9:00am–10:00am	PLENARY Keynote address by Jane Davidson: 'Un-boxing the core like our lives depend on it – because they do'
10:00AM–10:30AM	MORNING TEA <i>sponsored by ACIL Allen Consulting</i>
10:30am–12.30pm	CONCURRENT SESSIONS
12:30PM–1:30PM	LUNCH <i>sponsored by ACIL Allen Consulting</i>
1:30pm–3:00pm	CONCURRENT SESSIONS
3:00pm	CLOSING PLENARY <i>followed by:</i> Conference close AES President and Handover to aes20 Brisbane

acknowledgements

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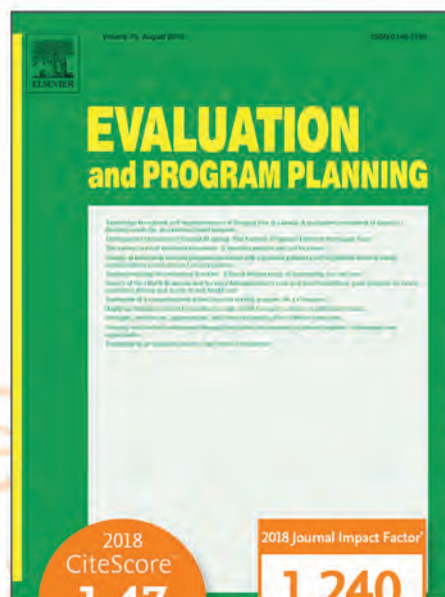
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aes19

International **Evaluation** Conference

Conference workshops 15 & 19 September

Conference 16–18 September 2019

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DETAILED PROGRAM AND ABSTRACTS



PROGRAM MONDAY

PLENARY SESSION – PYRMONT THEATRE

09:00 – 10:30

Welcome to Country

Uncle Charles Madden, Gadigal Elder

Conference opening

John Stoney, AES President

followed by

Keynote address:

Without measurability there is no accountability. Why we are failing to gather evidence of what works

Tracy Westerman

PLENARY SESSION – PYRMONT THEATRE

16:30 – 17:30

Keynote address:

Empowerment evaluation: a powerful stakeholder involvement approach fit for the times

David Fetterman

🏠 C2.1

🕒 11:00 – 12:30

💬 Who should hold the box?

11:00 Using evidence for impact: the client–consultant relationship
Moderator: Jess Dart
Panel members: Brendan Rigby, Matt Wright, Ruth Aston, Megan Kerr

P

ALL

12:00 Yuwaya Ngarra-li: evaluating an Aboriginal community-led partnership working towards systemic change in Walgett, NSW
Ruth McCausland

SP

ALL

🏠 C2.1

🕒 13:30 – 15:00

💬 Who should hold the box?

13:30 Logic and creative evaluation that embraces our young people – measuring personal growth, aspirations, dreams and commitment
Bronwyn Rossingh, Moya Perry

LP

ALL

14:30 Harnessing the power of co – practical tips
Jade Maloney, Alex Lorigan

SP

ALL

🏠 C2.1

🕒 15:30 – 16:30

💬 Special session

15:30 Finding your voice: sharing your knowledge and elevating evaluation through social media, blogging and the Evaluation Journal of Australasia
Jade Maloney, Liz Gould, Carol Quadrelli, Bronwyn Rossingh, Eunice Sotelo

IS

ALL

LEGEND: Presentation modality

- SP Short paper
- LP Long paper
- P Panel
- SBS Skill building session
- IS Interactive session

Levels

- ALL All
- B Beginner
- I Intermediate
- A Advanced

🏠 C2.2 ⌚ 11:00 – 12:30

💬 What's beyond the box?

- | | | |
|-------|--|-----------|
| 11:00 | Integrating behavioural insights into evaluation
<i>Georgia Marett, Jack Cassidy</i> | SP
B/I |
| 11:30 | Evaluating creatively: capturing the diverse voices of children and young people involved in early intervention programs
<i>Kylie Evans-Locke</i> | SP
ALL |
| 12:00 | A trauma informed approach to capturing the voices of vulnerable children in out-of-home-care evaluation
<i>Suzanne Evas, Antoniette Bonaguro</i> | SP
ALL |

🏠 C2.2 ⌚ 13:30 – 15:00

💬 What's beyond the box?

- | | | |
|-------|---|-----------|
| 13:30 | What the arts can teach evaluators
<i>Gerard Atkinson</i> | IS
ALL |
| 14:30 | Movies, art and virtual reality – innovative evaluation story methods for participatory approaches
<i>Samantha Abbato, Margi MacGregor</i> | SP
ALL |

🏠 C2.2 ⌚ 15:30 – 16:30

💬 What's in the box?

- | | | |
|---------------------------------|---|-----------|
| 15:30 | Maximising effectiveness of 'evaluation to policy making' process
<i>Rini Mowson</i> | SP
ALL |
| 💬 What's beyond the box? | | |
| 16:00 | How can implementation quality be evaluated? An example from a pilot initiative in Victorian child and family services
<i>Jessica Hateley-Browne</i> | SP
ALL |

🏠 C2.3 ⌚ 11:00 – 12:30

💬 How do we stack up?

- | | | |
|-------|--|-----------|
| 11:00 | The un-boxed game: Snakes and Ladders for illustrating the variability of evaluation projects over the career of the evaluator
<i>Anne Markiewicz, Susan Garner</i> | IS
I |
| 12:00 | Unpacking the skills required for an evaluator – learning from the past to prepare us for the future
<i>Anthea Rutter</i> | SP
B/I |

🏠 C2.3 ⌚ 13:30 – 15:00

💬 Special session

- | | | |
|---------------------------|--|---------|
| 13:30 | Introduction to evaluation
<i>Charlie Tulloch</i> | IS
B |
| What's in the box? | | |
| 14:30 | Evaluation for enlightenment: creating value through process evaluation
<i>Rory Sudfelt</i> | SP
B |

🏠 C2.3 ⌚ 15:30 – 16:30

💬 How do we stack up?

- | | | |
|-------|--|-----------|
| 15:30 | The evaluation box needs more pictures: a multidisciplinary approach to reducing words and numbers for evaluation capacity building (ECB)
<i>Samantha Abbato, Margi MacGregor</i> | SP
ALL |
| 16:00 | Making the numbers count: being evaluation ready for administrative data analysis
<i>Fiona Christian, David Wakelin</i> | SP
ALL |

C2.4 11:00 – 12:30

How do we stack up?

11:00 Applying systems evaluation theory
Brian Keogh, Ralph Renger, Lewis Atkinson

IS

ALL

What's in the box?

12:00 The role of evaluation in social impact bonds
Ruby Leahy Gatfield, Sue Leahy, Claudia Lennon, Alanna Treadwell

SP

ALL

C2.4 13:30 – 15:00

What's beyond the box?

13:30 'Games of Firsts': the evaluation and monitoring framework for Gold Coast 2018 Commonwealth Games Legacy program
Robert Grimshaw

SP

ALL

14:00 Travel behaviour change evaluation: embracing ticketing data insights and moving beyond the box of self-reports
Zarin Salter

SP

I

Ignite sessions

14:35 So, you're an evaluation consultant – what's that?
Vanessa Hood

14:40 Using a template to collect interview notes for rapid upload and autocoding in NVivo
Carolyn Hooper

14:45 You seriously need to play more – let's go! (Participatory design and facilitation with Lego Serious Play)
Kahiwa Sebire

C2.4 15:30 – 16:30

What's in the box?

15:30 How do we know? Implications of epistemology for evaluation practice
Gill Westhorp

LP

I

C2.5 11:00 – 12:30

What's in the box?

11:00 Logic is the beginning of wisdom, not the end of it
Caroline Anderson, Alice Knight

SP

B/I

11:30 Contribution analysis: evaluating the impact of intensive family services, applying theory in a real-world context
Jane Howard

SP

ALL

12:00 The consolations of evaluation theory
Brad Astbury, Andrew Hawkins

SP

ALL

C2.5 13:30 – 15:00

What's beyond the box?

13:30 A practical application of a realist synthesis method
Jo Hall

SP

I

What's in the box?

14:00 Frameworks for program evaluation: considerations on research, practice and institutions
Ghislain Arbour

SP

I

14:30 Necessary components of a theory of change for system level interventions
Nerida Rixon

SP

ALL

C2.5 15:30 – 16:30

What's beyond the box?

15:30 Innovation in government program evaluation
Bridgette Hargreave, Angelina Bruno

SP

ALL

What's in the box?

16:00 Knowing the value of knowledge: emerging approaches to evaluating research through end user perspectives
Larissa Brisbane, Emily Prentice

SP

ALL

C2.6 11:00 – 12:30

How do we stack up?

- | | | |
|-------|---|--|
| 11:00 | Evaluation governance: creating fertile ground
<i>Julian Thomas, Ariane Hermann, Amanda Shipway</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
| 11:30 | Early insights from evaluating post-disaster community recovery
<i>Claire Greal, Christina Bagot</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
| 12:00 | Empathy mapping – discovering what they value
<i>Victoria Carling, Andrew Moore</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">I</div> |

C2.6 13:30 – 15:00

Who should hold the box?

- | | | |
|-------|---|--|
| 13:30 | Beyond co-design to co-evaluation: reflections on collaborating with consumer researchers
<i>Rachel Aston, Amber Provenzano, Amelia Walters</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
| 14:00 | Does empowerment evaluation work? Findings from a case study
<i>Kerrie Ikin</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
| 14:30 | The perpetrator perspective: breaking down the barriers in family violence research and evaluation
<i>Luke Condon, Karen Kellard, Jenny Anderson</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |

C2.6 15:30 – 16:30

Who should hold the box?

- | | | |
|-------|--|--|
| 15:30 | When the West meets the East: collaborative design, analysis and delivery of program evaluation in rural generalist training program in Japan
<i>Takara Tsuzaki</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">B/I</div> |
| 16:00 | Evaluating a place-based partnership program: Can Get Health in Canterbury
<i>Amy Bestman</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">B/I</div> |

Pyrmont Theatre 11:00 – 12:30

Special session

- | | | |
|-------|--|---|
| 11:00 | Bringing the voice and knowledge of Indigenous people and communities to evidence building and evaluation in a way that empowers | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
|-------|--|---|

Pyrmont Theatre 13:30 – 15:00

What's beyond the box?

- | | | |
|-------|---|--|
| 13:30 | Digital disruption – the next industrial revolution is here. What does this all mean for evaluators?
<i>Jenny Riley, Kristi Mansfield, Reuben Stanton, Chris Newman, Jess Dart</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">I</div> |
| 14:30 | Machine-assisted qualitative analysis in evaluation
<i>Georgia Marett, Jasper Odgers, David Wakelin</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">B/I</div> |

Pyrmont Theatre 15:30 – 16:30

Who should hold the box?

- | | | |
|-------|--|---|
| 15:30 | Out of the box and in country: tracking stories to collaboratively develop and evaluate an Indigenous-led wellbeing innovation in remote Australia
<i>Samantha Togni, Margaret Smith, Rene Kulitja, Nyunmiti Burton</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">ALL</div> |
|-------|--|---|

PROGRAM TUESDAY

PLENARY SESSION – PYRMONT THEATRE

09:00 – 10:30

Keynote address:

Evaluating at the pressure points of systems change: where innovation and outcomes meet

Ingrid Burkett

PLENARY SESSION – PYRMONT THEATRE






15:30 – 17:00

Keynote address:





Evaluation in the age of evidence-informed policy-making – opportunities, challenges and paths forward

Gary VanLandingham

LEGEND: Presentation modality

-  Short paper
-  Long paper
-  Panel
-  Skill building session
-  Interactive session

Levels

-  All
-  Beginner
-  Intermediate
-  Advanced

C2.1 11:00 – 12:30 Who should hold the box?

11:00 Unpacking rainbow boxes: exploring multiculturalism and interculturality in evaluation practice
Erin Blake, Eva Sarr





12:00 How to integrate intercultural considerations in evaluation debate and practice
Rini Mowson, Sarah Leslie





C2.2/2.3 11:00 – 12:30 Special session

11:00 #aes19SYD unconference





C2.1 13:30 – 15:00 What's in the box?

13:30 Fellows forum contributions of theory to evaluation practice: examples from the field
John Owen, Rick Cummings





14:30 Ethics unveiled: foregrounding who is holding the box in the evaluation of higher education equity programs
Matthew Lumb, Rhyall Gordon





C2.2/2.3 13:30 – 15:00 Special session

13:30 #aes19SYD unconference





🏠 C2.4

🕒 11:00 – 12:30

💬 What's in the box?

- 11:00 Bringing values into evaluation: a tool for practitioners
Mathea Roorda

SBS

I

💬 Ignite sessions

- 12:05 Alternate realities in evaluation: possibilities for emerging tech in evaluation
Matt Healey
- 12:10 Collective impact evaluation in primary prevention of violence against women
Louise Falconer
- 12:15 Opening up the box: making evaluation useful to stakeholders
Hwee Lee Seah
- 12:20 Let's focus on the Big M and little e (Me)
Damien Sweeney, Dave Green

🏠 C2.4

🕒 13:30 – 15:00

💬 What's beyond the box?

- 13:30 Making sense of women's leadership through online SenseMaker
Alejandra Garcia Villamil
- 14:00 Learning from feminist economics to measure what counts to women
Farida Fleming, Menka Goudan
- 14:30 From theory to practice in gender evaluation: a systematic review of approaches in international development
Jess MacArthur

SP

ALL

SP

ALL

SP

ALL

🏠 C2.5

🕒 11:00 – 12:30

💬 Who should hold the box?

- 11:00 Stories of strength: using educators' reflections on implementing a strength-based approach to Aboriginal and Torres Strait Islander education to understand mechanisms for change
Cathy Jackson
- 11:30 Sharing perspectives and creating meaning through insider/outsider evaluation of an Aboriginal Transfer of Care Program from hospital to community
Liz Norsa, Nathan Jones, Raylene Blackburn
- 12:00 Aboriginal Family Planning Circle evaluation: empowering Aboriginal and Torres Strait Islander communities in evaluating and future-proofing Aboriginal-led community programs
Amy Lawton, Cheryl Jackson

SP

ALL

SP

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ALL

🏠 C2.5

🕒 13:30 – 15:00

💬 Who should hold the box?

- 13:30 Lessons learned co-designing a program and its evaluation in an emerging policy landscape
Poppy Wise, Malcolm Haddon, Zainab Kadhim
- 14:30 Achieving successful outcomes through evaluation: a practical example of evidence-based practice for an Indigenous program
Janice Smith, Kristy Saarenpaa

LP

ALL

SP

I

#aes19SYD

PROGRAM TUESDAY

C2.6 11:00 – 12:30

How do we stack up?

- | | | |
|-------|--|--|
| 11:00 | The challenges of establishing and growing an internal evaluation unit: experiences from two large state government departments
<i>Eleanor Williams, Josephine Norman</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 12:00 | Internal evaluation capacity building: unpacking what works in a (very) large government department
<i>Liam Downing, Rydr Tracy</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |

Pymont Theatre 11:00 – 12:30

What's in the box?

- | | | |
|-------|--|--|
| 11:00 | Rubrics – a tool for un-boxing evaluative reasoning
<i>Julian King, Nan Wehipeihana, Judy Oakden, Kate McKegg, Adrian Field</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 12:00 | Using program design logic to manage the risk of program failure
<i>Andrew Hawkins</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">B/I</div> |

C2.6 13:30 – 15:00

How do we stack up?

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|-------|--|--|
| 13:30 | 'Catching the MEL bug': using an evaluation needs assessment to unpack evaluation capacity
<i>Mark Planigale, Kathryn Robb</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 14:00 | The retrospective development of a monitoring and evaluation framework for the Northern Territory chronic conditions prevention and management strategy: unpacking the problems and possibilities
<i>James Smith, Jenny Summerville</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 14:30 | Communities of practice, mentoring and evaluation advice: using soft power approaches to build capacity
<i>Florent Gomez, Michelle Bowron</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">B/I</div> |

Pymont Theatre 13:30 – 15:00

What's beyond the box?

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|-------|--|--|
| 13:30 | Designing evaluations for policy coherence: the differentiated support for school improvement case
<i>Janet Clinton, Ruth Aston, Emily Qing, Stephanie Moorhouse, Ghislain Arbour</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">P</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 14:30 | From impact evaluation to evaluating with impact: trialling a new approach to increase uptake of evaluation results
<i>Kathryn Dinh, Peta Leeman</i> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |

#aes19SYD

PROGRAM WEDNESDAY

PLENARY SESSION – PYRMONT THEATRE

9:00 – 10:00

Keynote address:

Un-boxing the core like our lives depend on it – because they do

Jane Davidson

PLENARY SESSION – PYRMONT THEATRE

15:00 – 16:30

Closing plenary: Evaluation, un-boxed

followed by

Conference close

John Stoney, AES President

Handover to AES 2020 International Evaluation Conference

LEGEND: Presentation modality

- SP Short paper
- LP Long paper
- P Panel
- SBS Skill building session
- IS Interactive session

Levels

- ALL All
- B Beginner
- I Intermediate
- A Advanced

🏠 C2.1

🕒 10:30 – 12:30

💬 How do we stack up?

- 10:30 Inside, outside, all around: three perspectives on evaluation capacity building
Stewart Muir, Emily Mellon, Alisha Heidenreich
- 11:30 A fundamental choice: internal or external evaluation capacity building? Or a bit of both?
Vanessa Hood, Liam Downing

P
ALL

IS
ALL

🏠 C2.1

🕒 13:30 – 15:00

💬 How do we stack up?

- 13:30 Peer assessment as a step toward professionalisation
Delyth Lloyd, Sue Leahy, Helen Simons

IS
ALL

💬 Who should hold the box?

- 14:30 Unpacking the competencies – in theory and practice
Amy Gullickson, Sue Leahy, Delyth Lloyd

SP
ALL

#aes19SYD

PROGRAM WEDNESDAY

C2.2 10:30 – 12:30

Who should hold the box?

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|-------|---|--|
| 10:30 | <p>Navigating Indigenous evaluation contexts: a time for critical reflection
<i>James Smith, Donna Stephens, Kim Robertson</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">IS</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 11:30 | <p>BetterEvaluation: Aboriginal and Torres Strait Islander Evaluation Project
<i>Donna Stephens, Sharon Babyack, Belinda Gibb, Greet Peersman</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">LP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |

C2.3 10:30 – 12:30

How do we stack up?

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|-------|--|--|
| 10:30 | <p>The early career evaluator experience: exploring pathways into and up in evaluation
<i>Francesca Demetriou, Eunice Sotelo, Aneta Cram</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">IS</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">B</div> |
| 11:30 | <p>Confidence for evaluators: the unspoken skill
<i>Matt Healey</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">IS</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">B/I</div> |

C2.2 13:30 – 15:00

Who should hold the box?

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|-------|---|--|
| 13:30 | <p>Disrupting power dynamics and bringing diverse voices to evaluation
<i>Jade Maloney</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">IS</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 14:30 | <p>Buddhist evaluation: thinking outside the box of Western-derived methods
<i>Kathryn Dinh</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">I</div> |

C2.3 13:30 – 15:00

What's in the box?

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| 13:30 | <p>Unpacking the complex boxes
<i>Jo Farmer</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">IS</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |
| 14:30 | <p>Assessing achievements in implementing place-based initiatives – un-boxing the assessment process
<i>Patricia O'Connor, Greer Edsall</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">SP</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">ALL</div> |

🏠 C2.4

🕒 10:30 – 12:30

💬 What's beyond the box?

10:30	Value for investment: un-boxing a transdisciplinary approach to valuing <i>Julian King</i>	LP ALL
11:30	A primer on using qualitative comparative analysis (QCA) in evaluation <i>Brad Astbury</i>	SP ALL
12:00	Evaluating system change: exploring how project innovations transform business as usual <i>Julian King, Adrian Field</i>	SP I

🏠 C2.5

🕒 10:30 – 12:30

💬 Who should hold the box?

10:30	Giving evaluation data back to the end user: experience from two workplace health initiatives <i>Jorja Millar, Clara Walker, Andrea De Silva</i>	SP ALL
11:30	Increasing policy impact of disability inclusive evaluation by using an inclusive citizenship lens <i>Karen Fisher, Sally Robinson</i>	SP A
12:00	Not champions, advocates! Supporting evaluation in non-profit organisations <i>Alison Rogers</i>	SP ALL

🏠 C2.4

🕒 13:30 – 15:00

💬 What's beyond the box?

13:30	MEL in fragile and conflict-affected settings: remote monitoring of the aid program in Afghanistan <i>Ulla Keech-Marx, Sarah Ransom</i>	SP ALL
14:00	Exploring 'beyond the box': applying implementation theory to evaluate a quality improvement project in Aboriginal and Torres Strait Islander primary health care <i>Alison Laycock</i>	SP I
14:30	Co-designing a place-based evaluation <i>Roxanne Bainbridge, Robyn Bailey</i>	SP ALL

🏠 C2.5

🕒 13:30 – 15:00

💬 Who should hold the box?

13:30	Participatory action research – an approach for evaluators to discover and celebrate community strengths <i>Sharon Babyack, Belinda Gibb, Doyen Radcliffe</i>	SP ALL
14:30	Aboriginal engagement, Aboriginal evaluation: owning an evaluation through comprehensive co-design <i>Lisa Jackson Pulver, Tosh Kelly</i>	SP ALL

#aes19SYD

🏠 C2.6

🕒 10:30 – 12:30

💬 What's in the box?

- 10:30 Front-end loading: the value of formative evaluation in setting program focus – a case study of the Australian Volunteers Program
Keren Winterford, Farooq Dar, Anna Gero

SP

I

💬 Ignite sessions

- 11:05 Surprise! No one read your organisations annual corporate performance report. Now what?
Brooke Edwards
- 11:10 He Whetū Arataki (Guiding Star) youth leadership program evaluation
Gill Potaka-Osborne, Teresa Taylor
- 11:15 What's beyond the box: learning from 'tribal' communities and encouraging community ownership of evaluation
Robert Simpson
- 11:20 Design tips for visualising your data
David Wakelin
- 11:35 The whole box and dice: economic evaluation trends and forecasts
Mark Galvin, Alain Nader
- 11:40 Using e-diaries to collect evaluation data
Carolyn Hooper
- 11:45 Lessons from the dark side: how corporates do client experience
Emily Verstege
- 11:50 Kids, schools, robots and...evaluation?! How embedded evaluation is helping sick and injured kids stay connected
Sara Webb

🏠 C2.6

🕒 13:30 – 15:00

💬 Ignite sessions

- 13:35 Personality preferences – implications for influencing evaluation design and utilisation
Eve Barboza
- 13:40 A live un-boxing: the evaluation capacity building role
Liam Downing
- 13:45 Evolving from academic researcher to evaluator
Natalia Krzyzaniak
- 13:50 Getting past the imposter syndrome: you don't have to be an expert to help build evaluation capacity in your organisation
Margaret Moon

💬 What's in the box?

- 14:00 The dance of evaluation: engaging stakeholders to develop an evaluation framework across a highly diverse training organisation
Racheal Norris, Linda Klein
- 14:30 Operationalising systems-thinking approaches to evaluating health system innovations: the example of HealthPathways Sydney
Carmen Huckel Schneider, Sarah Norris

SP

B/I

SP

I

🏠 Pyrmont Theatre

🕒 10:30 – 12:30

💬 What's in the box?

- 10:30 Un-boxed: developmental evaluation's great strength and ultimate challenge
Samantha Togni, Kate McKegg, Nan Wehipeihana

P

ALL

- 11:30 Evaluation: what is the value in the box?
Laurence Denholm, Anthea McClintock, Lyn Alderman, Geoff Gallop, Nicholas Gruen, William Murphy, Simon Smith, Jonathan Wheaton

P

ALL

🏠 Pyrmont Theatre

🕒 13:30 – 15:00

💬 What's beyond the box?

- 13:30 Un-boxing the inquiry – the Independent Inquiry into the Australian Public Service and its implications for evaluation
John Stoney

P

ALL

💬 How do we stack up?

- 14:30 Advanced tips for commissioning and managing high-quality, useful evaluation
Jane Davidson

SP

I

Without measurability there is no accountability. Why we are failing to gather evidence of what works



Tracy Westerman, Adjunct Professor, Managing Director Indigenous Psychological Services, 2018 WA Australian of the Year

The session will be preceded by Welcome to Country by **Uncle Charles Madden**, Gadigal Elder and a conference opening address by **John Stoney**, AES President.

We are currently amid a spate of Indigenous child suicides and are now considered to have one of the highest rates of child suicide in the world. Despite this, and as a country facing this growing tragedy, we still have no nationally accepted evidence-based programs across the spectrum of early intervention and prevention activities. Staggeringly, funded programs are not required to demonstrate evidence of impact, nor are they required to demonstrate a measurable reduction in suicide and mental health risk factors. So, given this, can governments truly claim they are funding prevention? If you aren't measuring risk, you can't claim prevention. It is that simple.

In an area as complex as Indigenous suicide, it is crucial that funding decisions unsupported by clinical and cultural expertise are challenged and redirected in the best way possible. Toward the evidence. Report after report has pointed to the need for 'evidence-based approaches' but has anyone questioned why this continues to remain elusive?

Perhaps we need to start with what constitutes evidence. It doesn't mean attendance. This is output. Not evidence of impact. It means measurable, outcome-based evidence – a reduction in risk factors attributable to the intervention provided. Without measurability there is no accountability. Without measurability we are failing to gather crucial evidence of what works to better inform current and future practitioners struggling to halt the intergenerational transmission of suicide risk.

Adjunct Professor Westerman will discuss the impacts of determining evidence based approaches to the complexity of Indigenous suicide and mental health. Her body of work includes the development of nine unique psychometric tests, the value of which has been to address significant gaps in this vital area. It provides an opportunity to discuss how we can take Indigenous suicide and mental health to cutting edge.

Monday morning session 11:00 – 12:30

Evaluation governance: creating fertile ground

James Linden, Alison Wallace, Frances McMurtrie, Urbis;
Ariane Hermann, Adam Nott, Australian Government
Attorney-General's Department; **Amanda Shipway**, Queensland
Department of Justice and Attorney-General; **Kay Hackworth**,
Victorian Department of Justice and Community Safety

This joint presentation by clients (the Commonwealth Attorney-General's Department and the Queensland Department of Justice and Attorney-General) and commissioned evaluators (Urbis) will show how inclusive evaluation governance arrangements for complex, large scale investments can create a strong foundation for collaborative future action.

This presentation demonstrates a case study the client and evaluator experiences during a national review of the funding for legal assistance services, which involved Australian Federal, State and Territory governments as joint-commissioning clients. The work focused on the extent to which the \$1.3b National Partnership Agreement on Legal Assistance Services 2015–2020 (the NPA) supports shared interests among governments to 'improve access to justice and resolve legal problems for the most disadvantaged

people in Australia and maximise service delivery through the effective and efficient use of available resources'.

For the commissioning governments, the review was an important precursor to inter-governmental negotiations over the future shape of national collaboration on legal assistance services, which can often develop into contested and sometimes protracted processes. Planning for the review was a catalyst for Commonwealth and State/Territory governments to establish a Steering Committee to formulate terms of reference and guide a procurement process. A by-product of this early collaborative work was the establishment of productive, multi-lateral relationships and a shared ownership of process and purpose. Following the appointment of the evaluator, the Steering Committee structure sustained a high level of engagement after appointment of the evaluator, with the participation of the evaluator introducing a new and constructive dynamic.

The authors' take-away observation is that well designed governance arrangements for large, multi-stakeholder evaluation projects addressing contested issues have significant benefits that extend beyond delivery of the evaluation. In facilitating relationship building around a collective purpose, effective evaluation governance promotes broader, post-evaluation collaboration.

Logic is the beginning of wisdom, not the end of it

Kale Dyer, *Family & Community Services*

Program logics provide a framework for a systematic, integrated approach to program planning, implementation, and evaluation. They foster a shared understanding of how a program operates by clearly articulating program activities and desired outcomes, and clearly illustrating the change processes underlying an intervention.

This presentation will demonstrate an extension of program logic focusing on better integrating evidence, making explicit the mechanism of change, and embedding the NSW Human Services Outcomes Framework into program design and evaluation. A distinguishing feature of the approach is the inclusion of sections that articulate the research evidence and mechanisms of change for the program. The approach includes the evidence base for how and why the core components and flexible activities that make up the program are expected to achieve the proposed outcomes. The ability to generalise program findings is improved by identifying core components and flexible activities. These evidence extensions highlight why components of the program are likely to be effective, and links client needs to intended outcomes. This clarification facilitates improved commissioning of research and evaluation, embedding evidence in programs, explicit discussion of mechanisms of change, and a client centred approach to achieving outcomes.

Discussion around the benefits and challenges of implementation of this extended program logic model in a government agency will be provided. Benefits include how it has facilitated more effective program evaluations by identifying areas of focus, informing the development of meaningful evaluation questions and identifying relevant client centred measures to address those questions.

Integrating behavioural insights into evaluation

Georgia Marett, Jack Cassidy, *ARTD Consultants*

This presentation shares insights into how behavioural economics and behavioural insights (BI) are used in program and service design and explores ways in which evaluation can and should take BI into account. A critical concept discussed in this paper is cognitive load. Research shows that cognitive overload can negatively impact decision-making and lead to more shallow processing of information and poor information retention. One method by which BI improves program decision-making and evaluation quality is by increasing the cognitive capacity of individuals.

The presenters illustrate how service design can take cognitive load and BI into account and what might happen if BI are ignored when designing programs. They examine and explain how to evaluate programs which have incorporated BI – including how cognitive load can be incorporated into a logic model, monitoring and evaluation frameworks and/or key evaluation questions. The presentation concludes with a discussion about whether evaluation effectively uses the cognitive capacity of its stakeholders and practitioners.

This subject is important: while BI is a hot topic in general and in evaluation, there is a lack of understanding about the ways in which it can be applied and how to evaluate those applications. Cognitive capacity is less well understood but is vital to understanding how to craft effective services, evaluate these services and conduct evaluations regardless of whether BI are included in the target of the evaluation. The presenters will tie this into a realist perspective of evaluation through a discussion of how BI differ in effectiveness between people and situations.

Applying systems evaluation theory

Ralph Renger, *Just Evaluation Services, US*; Lewis Atkinson, *Haines Centre for Strategic Management*; Brian Keogh, *Cobalt59*

This interactive session will use systems evaluation theory (SET) applied to a case study to explore the limitations of logic models in capturing context and evaluating complexity.

SET has been developed because of a frustration with logic models in evaluation being linear, isolated and removed from context (Renger R., 2015) (Reynolds, 2016). It is advanced as a model that is closer to the true workings of a program. SET looks at a program as a series of systems (rather than a linear cause and effect process) and develops an understanding of the various interactions. Using SET, an evaluation also develops an understanding of the influence of the surrounding environment.

SET incorporates all the principles of effective use of systems thinking in evaluation, released at the end of 2018 by the American Evaluation Society.

A case study will illustrate the benefits of using the systems thinking concepts of elements, relationships and boundaries to guide adaptation to emergent and dynamic realities in complex environments. This study will also show the important link between effectiveness and efficiency, a concept often completely overlooked using program logic. This link is explored through:

1. achieving, maintaining and streamlining standard operating procedures
2. the use of system feedback loops
3. reworks and reflex arcs
4. subsystem interactions.

The un-boxed game: Snakes and Ladders for illustrating the variability of evaluation projects over the career of the evaluator

Anne Markiewicz, *Anne Markiewicz and Associates Pty Ltd*; Susan Garner, *Garner Willisson*

We are going to un-box an interactive game designed by two experienced presenters. The game will be Snakes and Ladders adapted to illustrate the ups and downs in the trajectory and life of the evaluator. Well designed assignments with realistic terms of reference and expectations and good stakeholder engagement will push the evaluator upwards in the game whereas ill-conceived, unrealistically scoped and politically challenged projects with hidden agendas and questionable stakeholder engagement will push the player downwards.

Influenced by Karol Olejniczak's aes18 keynote presentation 'Transforming evaluation practice with serious games', the presenters will discuss the fluctuating trajectory and experiences of the evaluator in conducting evaluation projects.

Participants should enjoy this interactive session which provides a forum for them to reflect on their experiences with evaluation projects. The session will highlight success factors and factors that get in the way of successful outcomes in evaluation projects.

Bringing the voice and knowledge of Indigenous people and communities to evidence building and evaluation in a way that empowers

This panel will explore key ideas about how evaluation can improve and be more useful in meeting the needs of Indigenous people now and into the future. Panel members will examine what evaluation and evidence means in an Aboriginal and Torres Strait Islander context and how culture and knowledge systems can inform concepts of evaluation. The panel will also discuss real-world

suggestions for how commissioners of evaluations and evaluators can support communities and those who work with them to own their evaluations, by fostering a culture of empowerment, strengths based, collaborative design.

Using evidence for impact: the client–consultant relationship

Brendan Rigby, *Victorian Government*; **Zoe Enticott**, *Victorian Department of Education and Training (DET)*

The client–consultant relationship has evolved to become an integral part of the delivery of evaluation services for government. There is an increasing need for the expertise, objectivity and capacity that consultancies can bring and contribute to building the evaluation evidence base of what works and what doesn't.

This panel discussion will explore the changing nature of the client–consultant relationship, unpacking the crucial elements of a quality relationship and provide practical examples of how two DET staff and two external evaluation consultants have worked together to address the anticipated and the unanticipated challenges throughout the delivery of an evaluation.

The moderator will introduce panelists and guide the discussion with key questions, followed by questions from the audience.

- How do you define 'evaluation'? How do you work in partnership to develop a shared understanding of the purpose and value creation of conducting an evaluation?
- What are the most important factors underpinning a strong client–consultant relationship?
- What power dynamics are prevalent in the client–consultant relationship and how might these dynamics shift throughout the process of conducting an evaluation?

Early insights from evaluating post-disaster community recovery

Claire Grealy, *Christina Bagot*, *Urbis*

The presenters draw on their experience over the last decade in undertaking evaluations of disaster recovery efforts in Victoria and Queensland. Key themes explored consider the need for: evaluation-informed program design, accessible platforms for communities to participate in the evaluation, consultations to be tailored and trauma-informed and, evaluation methods that consider the dynamic ongoing recovery-context.

Evaluating recovery efforts presents unique challenges for evaluators and the work in this area emphasises the importance of careful planning and consideration around the logistics of the consultation (data collection) phase. In particular, communities recovering from disaster face additional barriers to traditional consultation methods and there is a need for evaluators to create accessible platforms for a range of people to provide their input.

Evaluators also need to be aware and equipped to consult with communities and service users who have experienced acute and recent trauma. Experience has shown that trauma takes many different forms for individuals and this affects their interaction with services and participation in consultations. Ethical conduct is paramount, using trauma-informed research methods and consultation processes that enable the collection of a range of perspectives but still safe-guard informants from re-traumatisation.

In addition, experience has shown that consultations need to be conscious of prevailing cultures of 'don't speak up' and its impact on data collection activities, particularly in rural communities where stoicism is the norm. Stigma of mental health symptoms and attitudes towards help-seekers can hinder the willingness of community members to acknowledge the range of consequences arising from the disaster.

Contribution analysis: evaluating the impact of intensive family services, applying theory in a real-world context

Jane Howard, **Gina Mancuso**, *Victorian Department of Health and Human Services*

It can be a challenge to demonstrate causality between intervention activities and desired outcomes, especially when multiple factors, contexts and players influence outcomes. Traditionally, causality is determined using experimental approaches. However, for many interventions it is not practical, feasible or ethical to conduct this research to measure an intervention's societal level impacts. Contribution analysis (CA) is an alternate methodology evaluators can use to build credible and plausible evidence-based arguments to demonstrate whether intervention activities contribute to observed outcomes when there are limitations for available data.

The Intensive Family Preservation Services (IFPS) model is widely used to improve family functioning, to reduce children's entry into Out of Home Care and to facilitate family reunification. The Centre for Evaluation and Research conducted an evaluation of the 200 Hours Intense Family Support Service, an example of the IFPS model.

The program's evaluation sought to examine the impact of the program in terms of family functioning, and rates of family preservation and reunification. Using a quasi-experimental design, families receiving the intervention were compared with those who did not. To improve the credibility and quality of the data collected to judge the extent to which the program contributed to its desired outcomes, CA theory was applied. The evaluators developed a theory of change identifying the program's aims and underlying assumptions.

Appropriate application of theory to practice is an important skill for evaluators. This paper will discuss why CA was chosen and how:

- CA was integral to articulating key research questions and a reasoned theory of change
- CA informed the analytical and data collection process – what data was collected, and methods used
- the process of applying theory to support evaluative conclusions is valuable when working with a small sample size to determine impact
- CA complemented the evaluation methods and explore lessons learnt
- to apply evaluative theory in a real-world setting, acknowledging that this process can be challenging.

Evaluating creatively: capturing the diverse voices of children and young people involved in early intervention programs

Kylie Evans-Locke, *CareSouth*

Understanding the impacts and outcomes in evaluations into child protection programs utilising the child and young person's voice has generally been met unfavourably, least of all, from parents and guardians. This is understandable as there are specific variables that require addressing. This includes gaining informed consent, ensuring age-appropriate activities and providing adequate supervision.

Traditional quantitative methods place the focus of activities on parents and guardians. This is not without contending issues including motivation, time, and demands efforts for program staff.

Even though traditional methods are valuable in capturing the program impacts on parents, and the wider family unit, they provide a minimal understanding of the child or young person's direct experiences. In seeking to gain a clearer understanding of important program experiences through the eyes of children, the authors sought to utilise experiences from other developmental and social science disciplines that have successfully evaluated effects

for cohorts with similar lived experiences of trauma comparable to CareSouth. This required using interactive activities such as body-mapping which facilitate conversations and drawing, with trained professionals to gather more nuanced experiences of children and young people.

This paper will examine how the authors used this methodology to better understand the impacts of mentoring on children and young people involved in early intervention programs. It will detail how art and conversation were effectively used to meaningfully capture the role of adult mentors on the development of self-confidence and social skills in children and families in early intervention programs. Such methodology will lend commentary to understanding the utility of different methodology to better understand the experiences of children and families with lived experiences of trauma participating in early intervention programs.

Empathy mapping – discovering what they value

Andrew Moore, Victoria Carling, NZ Defence, New Zealand

Empathy mapping is an emerging collaborative approach that focuses on the results of a program. Used to gain the perspective of different stakeholders, from the commissioner to the program participants, it seeks to define what they truly value from a program. Empathy mapping requires participants to reflect on what success looks like, according to them, by considering what they would see, hear, do, say, think, or feel during and post program. The results can then be used, as the building blocks of evaluation rubrics to define measurable criteria. The collaborative approach ensures a shared understanding is achieved on the quality, value and effectiveness of a program.

Drawing from their experience the presenters will demonstrate how empathy mapping has been used to build the foundations for successful evaluation within NZ Defence. Highlighting how empathy mapping can maximise contact time with key stakeholders, document the shared understanding of program results and subsequently promote a collective interpretation of evaluation reports.

The session will allow participants to gain an insight into: What is empathy mapping? Where did it come from? What are the components of an empathy map? Why are they useful as building blocks for evaluation practice? How they can be used to build evaluation rubrics?

Unpacking the skills required for an evaluator – learning from the past to prepare us for the future

Anthea Rutter, The University of Melbourne

What does it mean to call ourselves an evaluator? How do we define our craft? Or what do you put on your departure card when leaving Australia? Evaluator?

'I once put evaluator on my departure card before a flight to the States. I then spent the best part of an hour in Los Angeles airport trying to explain to a customs official what exactly an evaluator is. I felt it would have been so much easier to be a plumber, an electrician or a nurse'. We can easily conjure up the visual – somehow, it's not the same for an evaluator. However, defining our craft is important so that others, whether they are emerging evaluators or clients will understand what we are about, as well as what we are not about.

The AES Fellows are an important resource for understanding the history of evaluation, how it has evolved as well as looking towards the future. During the last eight months or so, Anthea has interviewed the majority of the AES Fellows to get their take on what it means to be an evaluator today. She was rewarded by an honest and reflective look at their careers and gleaned some ideas for those emerging evaluators. For a number of those early pioneers

of evaluation, they came into it when it was a fledgling field when it was still in the throes of trying to define itself. It has emerged as a profession and has been strengthened by becoming multi-disciplinary as it recognises that it needs to draw on many fields.

In this short paper, Anthea will present some of those thoughts and experiences of the AES Fellows, to illuminate the path, if possible, for new evaluators and hopefully pass on ideas which can assist in skill building as well as identifying the qualities needed for the evaluator of today. This paper should add to the knowledge base in terms of providing some valuable information on the perceptions of those evaluators who have gone before.

The consolations of evaluation theory

Brad Astbury, Andrew Hawkins, ARTD Consultants

Conducting an evaluation is never easy – it must be rigorous, practical, useful, real-world and participatory. It is almost always the case that there is insufficient time to do it all in one study. But how do we determine what is the best approach right now? Rather than follow the latest fashion or treat everything as a nail because all we have is a hammer, we believe the best place to find answers is in the consolations of evaluation theory – that is, in examination and reflection on the fundamental questions that have occupied key evaluation thinkers over the last 60 years.

This paper puts forward a series of ideas and conceptual maps that have been developed and used to focus any given evaluation. Each map or diagram considers similar fundamental issues and theorists but for slightly different uses.

The first speaker will articulate the nature and components of evaluation theory and distill insights from the 'big seven' theorists as identified in Shadish, Cook and Leviton's (1991) seminal text *Foundations of Program Evaluation: Theories of Practice*. A schematic of the practice-theory relationship in evaluation is offered to highlight ways in which various kinds of theory can be integrated to support and guide the design and conduct of evaluation.

The second speaker will present two maps: one on the 'information to cost ratio' that is designed for decisions about the most appropriate method for impact evaluation, and one on 'navigating uncertainty' which is broader and focused on the use of evaluation for piloting a path from a current problem to a desired future state. The second map integrates some newer theorists post 1991, particularly realist and complexity theorists.

The role of evaluation in social impact bonds

Sue Leahy, Ruby Leahy Gatfield, Claudia Lennon, ARTD Consultants

Social impact bonds (SIBs) are spreading worldwide, receiving bipartisan political support as an innovative financial instrument that can align public and private interests while addressing complex social problems (Fraser et al, 2016).

In a SIB, a non-government investor supplies the capital for a new social program and, if this program is deemed successful according to agreed measures, the government repays the initial investment plus an agreed amount of interest. The return on investment is dependent on the degree of improvement in social outcomes, and the precise structure of the bond. Outcomes measurement for the bond is conducted through a financial lens, linked closely to repayments.

So, what is the role for evaluation? In this paper, evaluators and program staff reflect on a five-year evaluation of the first SIB to mature in Australia. They describe some of the challenges for evaluation in a bond context. They also highlight the key benefits of evaluation in identifying learnings and improvement for both the program and the bond mechanism itself.

A trauma informed approach to capturing the voices of vulnerable children in out-of-home-care evaluation

Suzanne Evas, Antoniette Bonaguro, Victorian Department of Health and Human Services

The Department of Health and Human Services in Victoria is committed to including the voice of vulnerable children in program evaluation. However, accomplishing this is fraught with complications, including privacy and ethical risks, the difficulty of recruiting and interviewing very young children, and guardian consent for interviews or surveys. This session describes a bespoke approach to capture the voice of the child in the monitoring and evaluation of an out-of-home care program aimed at keeping sibling groups together and where sibling groups are separated, ensuring they have meaningful contact.

The approach was developed by the staff of partner agencies delivering the program. The approach leveraged knowledge of the children and took a trauma informed approach to develop ways of gathering data and information to ensure the child's safety. A mix of survey and play techniques were developed for the children, as well as processes to capture data from foster carers, family, program staff and clinicians to allow triangulation of evidence measuring the children's experiences and progress. This collaborative approach to evaluative thinking supported agencies to deliver the program. The strategies have been embedded in program protocols, improving the inclusion of the voice of the child in out-of-home care practices. The approach also enabled the data to be gathered as part of quality assurance monitoring, and collectively evaluated. Early results of the strategies will be presented along with reflections from the staff of the collaborative evaluative process in the program.

Yuwaya Ngarra-li: evaluating an Aboriginal community-led partnership working towards systemic change in Walgett, NSW

Ruth McCausland, UNSW

In this paper, the presenter reflects on the process and lessons of developing an evaluation framework for a unique place-based partnership between an Aboriginal community-controlled organisation and a university. The Yuwaya Ngarra-li partnership between the Dharriwaa Elders Group and UNSW grew from collaboration on qualitative research projects over many years, and was formalised after the Dharriwaa Elders invited UNSW to work with them on their vision for change in Walgett, a remote town in north-west NSW.

The long-term aim of Yuwaya Ngarra-li is to improve the wellbeing, social, built and physical environment and life pathways of Aboriginal people in Walgett through capacity building, research and evidence-based initiatives. The partnership's approach is community-led, culturally connected, strengths-focused and holistic, and the evaluation framework is informed by and underpinned by these principles. Local Indigenous knowledges and community data gathering and metrics of success have primacy in the evaluation of Yuwaya Ngarra-li. Taking a developmental evaluation approach in this early phase of the partnership has proven useful. Embedding participatory and reflective processes has enabled the team to adjust and respond as the focus and role of the partnership evolves. The evaluation is seeking to document impact and change at individual, community and systems levels.

The presenter will discuss Yuwaya Ngarra-li initiatives focused on youth justice, water and food security in Walgett to illustrate how the conditions, elements and processes that are enabling change are being evaluated.

Monday afternoon session 13:30 – 15:00

'Games of Firsts': the evaluation and monitoring framework for Gold Coast 2018 Commonwealth Games Legacy program

Robert Grimshaw, Queensland Department of Innovation, Tourism Industry Development and the Commonwealth Games

The Gold Coast 2018 Commonwealth Games™ (GC2018), held from 4 to 15 April 2018, represents the largest sporting event Australia will see this decade and the biggest sporting spectacular the Gold Coast has ever seen. But GC2018 is about more than a spectacular sporting event. In what has now been coined the 'Games of Firsts', GC2018 was the first regional Australian city to ever host a Commonwealth Games, the first major event of its kind to commit to a Reconciliation Action Plan for First Nations peoples, the first to have equal number of medal events for men and women and the largest ever fully-integrated para-sports program seen in Commonwealth or world sport. It is also about the opportunities and benefits that hosting the Commonwealth Games bring to the Gold Coast and all of Queensland before, during and after the event.

The presentation will cover the innovative design and implementation of the evaluation and monitoring framework and how data visualisation technology has been used to track progress towards realising and maximising positive legacy benefits from GC2018 for Queensland communities. The will include a summary of particular elements of the evaluation framework that sought to engage the broad range of participants and stakeholders and capture the economic, social and cultural benefits. These approaches ranged from highly-technical economic modelling to face-to-face consultations.

The evaluation and monitoring framework for the Embracing 2018 Legacy Program was awarded the 2018 AES Award for Excellence in Evaluation – Project or Study.

A practical application of a realist synthesis method

Jo Hall, Australian National University

There are a number of different methods for synthesising information across multiple evaluations. The emphasis of one of these, realist synthesis (Pawson and Tilley), is on identifying theory (context-mechanism-outcome configurations) to answer the question 'what works for whom in what circumstances, in what respects and how?' There are relatively few examples of realist synthesis and they sometimes struggle to articulate mechanisms and theory in ways that can be helpful for policy makers. In particular, they tend to be insufficiently focused on explanation and to develop separate lists of context, mechanisms and outcomes. More examples of realist synthesis are important to grow the practical experience of using and refining the method. It is also important to demonstrate a viable and potentially more useful alternative to systematic reviews that are based on randomised control trials, for which there is a growing appetite.

In her PhD work the presenter adopted a realist synthesis methodology for Australia's Department of Foreign Affairs (DFAT) Review of Program Evaluations, to see what could be learned from the evaluation reports across two topic areas: policy influence and promoting gender equality.

Whilst findings will be briefly outlined, the presenter will spend most of the session reflecting on the methodology. The primary sources of

information for the review were the 37 evaluation reports completed by program areas in 2017 and 14 interviews with program evaluators and DFAT staff. The method focused on coding explanatory text in evaluation reports and interview transcripts and analysing the coded text with the help of Nvivo software, drawing on substantive theory. Key aspects of the process will be highlighted together with reflections on mid-range theory, mechanisms and explanation. There will be opportunity for questions and discussion.

Beyond co-design to co-evaluation: reflections on collaborating with consumer researchers

Rachel Aston, Amelia Walters, Amber Provenzano,
ARTD Consultants

There is increasing recognition that consumers of mental health services and consumer researchers play an essential role in creating quality and effective research (Lammers & Happell, 2004; Hancock et al., 2012). However, little evidence exists around the engagement of consumer researchers in research and even less in evaluation (Lammers & Happell, 2004). Consumer researcher inclusion can enhance the utility, relevance, and validity of the evaluation process, conclusions, and judgements of programs, policies and initiatives that directly involve and impact on the lives of end-users.

A Victorian Primary Health Network has introduced an innovative Mental Health Stepped Care Model designed to match services with individual and local population needs. Using this as an evaluation case example, collaboration with a consumer researcher is shown as critical to the success of the evaluation due to the design of the methodology, and in particular the emphasis on qualitative data gathering and case studies of primary health services.

Supporting the emergent literature and challenging the historical view of consumers as passive potential beneficiaries of the research and evaluation process, the authors propose that the active involvement of a consumer researcher in all stages of the evaluation process creates powerful mutual learning (Brosnan, 2012).

The presenters will discuss how to practically support consumer researchers in evaluation to contribute their lived experience, to further develop their professional skills, and to foster greater ownership of evaluation for the community. They suggest minimising potential power disparities between the evaluation team and the consumer researcher, through a mentoring and allyship model (Happell et al., 2018).

Finally, important implications for the practice and wider discipline of evaluation will be raised. Progressing beyond co-design to co-evaluation, the unique contribution of consumer researchers' values and lived experience, being embedded in evaluation, leading to maximising the utility, relevance and accuracy of the findings, will be elucidated.

Introduction to evaluation

Charlie Tulloch, Policy Performance

This session is targeted towards new, inexperienced or emerging evaluators who feel that they have fallen into the deep end of the field. This can be overwhelming, with theoretical, methodological, logistical and ethical challenges to consider. This presentation will provide an introductory overview of evaluation, opening the box on key concepts, definitions, approaches and resources. Those attending this session will have a better understanding ahead of several days of evaluation presentations.

This session is supported by the AES Emerging Evaluators Special Interest Group.

Digital disruption – the next industrial revolution is here. What does this all mean for evaluators?

Jenny Riley, Jess Dart, *Clear Horizon*; Kristy Mansfield, *Seer Data and Analytics*; Reuben Stanton, *Paper Giant*; Chris Newman, *ArcBlue Asia Pacific*

Digital, cloud, data science, AI and machine learning, robots... what does all this mean for the field of evaluation? Award winning evaluator Jess Dart, will host a panel of experts to explore current and emerging trends in what is hailed the 4th revolution. The panel will explore how new technologies are being used for social change (phone Apps for finding free food, wearables for tracking in aged-care facilitates, social media for building resilience amongst farmers, Apps for streamlining fines applications) and what evaluators need to be equipped to evaluate these technological interventions and also how digital can be leveraged to enhance the practice of evaluation.

The panel will reflect on real-world examples of how technical fixes can fail but also how new technology and design approaches can more democratic, participatory, transparent and importantly useful at potentially much lower costs than before. The panel will share what they have seen works well and how they evaluate success. They will also explore the ethics, risks and challenges of digital data collection, storage and reporting. The panel will discuss big data, small data as well as open and closed data and how evaluators can leverage digital.

What the arts can teach evaluators

Gerard Atkinson, ARTD Consultants

'The arts are fundamental resources through which the world is viewed, meaning is created and the mind developed.'
– Elliot Eisner

It's time to do some out-of-the-box thinking.

In this interactive session, you and your peers will engage with a series of artistic provocations that will promote discussion and reflection on the practice of evaluation. The aim is to challenge assumptions about what we value, open up new ways of looking at problems, and highlight the diversity of perspectives that we and those we work with bring.

This session also aims to remind us of the value that the arts have as a means of expression and engagement and identify how the arts can have a more prominent place in evaluative discourse.

Logic and creative evaluation that embraces our young people – measuring personal growth, aspirations, dreams and commitment

Bronwyn Rossingh, Moya Perry, *Tiwi Islands Training and Employment Board*

The Women's Centre in the Tiwi Islands is introducing a program for young Tiwi women to 'find themselves' so they may commence their own unique journey of aspirational development and self-belief to build foundation life-skills. Evaluation of this program requires a balance of logic and creativity. Logic to give structure and creativity to measure the almost unmeasurable – progressions in one's thinking and the realisation of possibility and opportunity to achieve.

These young women need support to grow and develop as leaders of change and potentially follow in the footsteps of their senior and strong cultural leaders. The issue is that being a community leader is not necessarily an aspiration for many young people. Changes relating to westernisation are coming at a fast rate and attitudes of young people are not as focused on retention of culture for future generations and the sustainability of one's community. We need to embrace this contemporary moment towards understanding what it is that young people want so they can develop as leaders of change and achieve in their own way. The 'Rise Up 2 Lead Program' is aimed at adding value to existing employment based programs for young Tiwi women to build knowledge, skills, values and confidence as well as strengthening relationships, trust and friendship. These program outcomes are geared towards young Tiwi women seeing themselves as leaders and change makers for their family and the community. The embedded evaluation framework for this program is premised on a mixed-methods approach that is structured in an informal way and more importantly inclusive of young women to share and grow and senior 'strong' women to guide and advise.

Frameworks for program evaluation: considerations on research, practice and institutions

Ghislain Arbour, *The University of Melbourne*

Evaluation frameworks are currently an important concern in evaluation practice, especially for organisations who desire to organise their evaluation activities. But the reflections and decision in that domain are plagued with imprecisions and ambiguities regarding the constitutive dimensions of frameworks. This renders more difficult the identification of needs and potential answers in their selection or development.

In response, this paper provides a model to analyse frameworks for program evaluation organised around four dimensions. The model states that a framework for evaluation is an intellectual framework, made of concepts and or theories (first dimension: types of ideas) about an object related to evaluation (second dimension: object), where the said concepts and theories can be positive and/or normative (third dimension: analytical perspective). These three dimensions provide the means to describe, explain or judge an evaluation related matter. A fourth and optional dimension, the institutional character of a framework, allows an evaluation framework to become a form of regulation for behaviours related to program evaluation (fourth dimension: institutional dimension).

In essence, this paper will raise our awareness about the kinds of theoretical 'boxes' we encounter in evaluation so we can get better at relying on them, and even turn them into influential policies when it counts.

Travel behaviour change evaluation: embracing ticketing data insights and moving beyond the box of self-reports

Zarin Salter, *Active Transport and Safety, Urban Mobility, Western Australian Department of Transport*; Dr Kim Carter, *Data Analysis Australia*

Implemented by the State government of Western Australia, Your Move delivers a suite of tailored travel behaviour change (TBC) programs that provide participants with localised, personalised information, coaching conversations and ongoing feedback to encourage them to walk, ride a bike and use public transport more often for their daily trips.

In 2018, de-identified, residentially coded SmartRider ticketing data made it possible to analyse the public transport patronage habits of residents who lived in two previous Your Move project areas and statistically compare their travel with those who lived in areas of greater Perth that received no Your Move projects. The data source was representative of the whole metropolitan area and was still sufficiently large enough for analysis even after a thorough data cleaning process was applied.

The resulting figures for the two previous Your Move projects were impressive and the most reliable estimate of public transport mode shift that Your Move has been able to obtain in its 20-year history. Having robust figures for public transport mode shift made it possible to extrapolate the shift in other modes and model the overall benefits of a Your Move project to the whole community.

Traditionally, TBC programs have been evaluated using self-report data collection techniques which are expensive and prone to risks associated with data reliability, survey length and respondent burden, small sample size, inaccurate sampling between interviewers, control group selection, panel recruitment loss, and weather variability.

This presentation will discuss the need for practitioners to innovate in the TBC evaluation space, specifically with respect to data source accuracy, and will share insights learned from un-packing the box of treasures hidden within ticketing data.

Does empowerment evaluation work? Findings from a case study

Kerrie Ikin, *University of New England*

End users running their own evaluations! End users owning the evaluation results! End users influenced by the evaluation processes! This paper is all about empowerment: values, capacity building, ownership, power.

Curious? Come and find out about how an entire staff became involved in their school's three-year journey in an empowerment evaluation process and what the research about this process revealed.

In the New South Wales government education system in Australia, reviewing schools has undergone a sea change. Community-of-practice approaches to school planning and evaluation, followed by external but peer-led validation has become the norm. This model presumes a high level of competence in collaborative strategic planning and evaluation as well as a high level of evaluation capacity by school principals and staff. One school principal, realising the challenges that the new model posed, engaged an evaluator to develop and implement a process (empowerED) that would help his school rise to these challenges.

EmpowerED was specifically designed to strengthen the school's learning community by creating in partnership across it stronger and better professional practice. Who held the power in an evaluation was challenged as traditional evaluation roles were turned on their heads – the staff became the evaluators; the evaluator became their critical friend. Through this process, it was envisaged that staff would build capacity for change, be empowered as whole-of-school evaluators, and embrace ownership of their school's plan. The ultimate goal was to improve student learning outcomes. And the approach paid off. Findings from the concurrent research show how as staff developed transparency, openness, and trust in the process and with each other, their understanding of and input into the school's plan and directions increased, and their evaluation capacity was built. Early indications also suggest improved student learning outcomes may be in part attributable to empowerED.

Evaluation for enlightenment: creating value through process evaluation

Rory Sudfelt, *Education Review Office*; Sankar Ramasamy, Barbie Mavor, Tess Livingstone, *Education Review Office, NZ*

For many evaluations their primary purpose is the judgement of value. However, value can also be created through interactions between the evaluators and the stakeholders, during an evaluation. Patton (2008) said process use of evaluation enhances achievement of program outcomes while also meeting evaluation information needs. This presentation will focus on how a process use of evaluation helped to create value for both evaluation stakeholders and evaluators during a two phased, mixed-methodology, evaluation.

The focus will be on a formative evaluation, which used a survey for the first phase, and case studies on selected schools for the second phase. The evaluation looked at how New Zealand schools were progressing with implementing new curriculum content.

Value will be discussed as an exchange of knowledge between evaluators and stakeholders that fostered enlightenment by both unpacking 'what's in the box'. Stakeholders' enlightenment was through discovering and unpacking, with evaluators, their journey of implementing the new curriculum content. Evaluators' enlightenment was through 'unpacking the black box' of a theory of change through case studies. The case studies tested if the conditions for effective implementation, inferred from the initial survey, reflect how schools implemented the curriculum content.

The presentation will discuss the benefits for evaluators and stakeholders of process use evaluation. The presentation will be useful for anyone starting to, or wanting a different perspective on, working with formative evaluation and mixed-method methodologies.

Value will also be discussed in the context of developing new evaluators' capacity in formative and process use, evaluations, and mixed-method methodologies.

Necessary components of a theory of change for system level interventions

Nerida Rixon, *The University of Melbourne*

This presentation discusses research into the necessary components of a theory of change for system level interventions. This research focuses on theories of change at the 'whole of government response' or 'package' level (i.e. programs or initiatives managed by multiple agencies put together, funded and announced as a package), or at the 'system' level (e.g. the mental health system). It is relevant to any institution designing systems level responses.

A conceptual framework will be proposed outlining the necessary components of a theory of change and more broadly good theory. This will enable governments to effectively plan, monitor and evaluate outcomes. Through translating the framework to an analysis grid, a formula is provided to craft and analyse theories of change. Analysis of at least one case study using this analysis grid will be presented.

The presentation draws on research into what makes both good theory and a good program level theory of change, critiquing and translating this research, where appropriate, to the package or system level. A central assumption is that governments develop theories of change quickly. This research would provide evaluation practitioners, government program managers and policy officers with the 'must haves' for this theory. As organisations transition to outcomes based planning and design, and grapple with complexity a strong system level theory of change is essential.

Machine-assisted qualitative analysis in evaluation

Jasper Odgers, Klas Johansson, *ARTD Consultants*

The presenters will outline how Natural Language Processing (NLP) can be used to reduce time and costs associated with qualitative analysis by up to 75%. The evaluators' experience with this technology will allow for a vibrant discussion about the real benefits of machine-assisted qualitative analysis. The ethics, limitations and future directions of the technology will also be discussed.

This technology can be used to analyse large amounts of unstructured text data in a way that reduces the resource burden of analysing large qualitative datasets. By using techniques such as topic modelling and keyword identification, analysts can interpret the contents of large datasets in a fraction of the time it would take to do manually. Improvements in this technology will have profound impacts on the practice of evaluation as the use of the technology becomes more widespread. Much of the analysis work that was a large part of an evaluator's job will be able to be done quickly and easily by machine-assisted technology; however, we focus on the continued need for humans to be involved throughout the analysis process. NLP is also adept at identifying themes from data which may not be apparent to human analysts. Integrating this technology with ongoing monitoring data means that evaluators don't need to constantly analyse incoming data but can easily keep up to date and concentrate on interpretation and innovative reporting.

As the technology improves and becomes more widespread it is inevitable that it will have an impact on how evaluations are designed and therefore the theory which underpins them.

Movies, art and virtual reality – innovative evaluation story methods for participatory approaches

Samantha Abbato, *Visual Insights People*; Margi MacGregor, Jayne LLOYD, *CatholicCare NT*

Story is a valuable tool for evaluation that receives cursory attention in the evaluation literature compared to other qualitative methodologies. Krueger (2010) calls attention to the value of evaluation stories because they make information easier to remember, more believable and can convey emotion to elicit action. Many organisations in the community and health sectors are regularly required to provide participant stories as a component of regular reporting. But scant attention has been given to how to build rigor and credibility into this evaluation approach. In addition, the last decade has seen rapid innovation in technology to tell stories in engaging visual ways through film and virtual reality that is becoming ever more accessible to all of us, evaluators, commissioning organisations and staff and the people our programs are designed to serve.

Through a multidisciplinary partnership bringing film, art, graphic design and virtual reality to evaluation, the traditional way of developing evaluation story is disrupted. The presenters highlight examples of evaluation story developed through using three approaches beyond the box of evaluation:

1. film story based on accessible technologies (i-pads, i-phones and smart phones) in-depth interview, and a participant led approach
2. Aboriginal art telling the stories of client participation in programs painted in partnership with clients
3. virtual reality animation based on storyboards co-designed with program participants.

These different modes of evaluation story telling facilitated by the transdisciplinary team have been combined in an approach and

used for a range of evaluation projects. A major advantage of the approach is that the visual media enables a diversity of participants to engage, create, narrate, shape, communicate and validate their own stories to the audience of evaluation without limitation of language and literacy.

The presenters will discuss how regardless of how innovative and creative the story-telling media, rigor and credibility of story as data can be maintained and risks mitigated.

Harnessing the power of co - practical tips

Jade Maloney, *ARTD Consultants*

In the disability sector, there is growing advocacy for the philosophy of 'nothing about us without us', while in the mental health sector, peer delivery and peer research are important. Recognising the rights of people with lived experience to influence the policies and programs that affect their lives, organisations have turned to co-design, co-production and co-delivery.

As evaluators, we need not only to evolve our methodologies to appropriately assess these ways of working, but to ensure our approaches uphold the philosophy. That is, to ensure we recognise the expertise of people with lived experience and engage them in our processes. To do this, we need to challenge traditional power dynamics that come with the concept of evaluator as expert outsider. We can draw from the toolboxes of collaborative, participatory and empowerment evaluation, as well as design. But when is it right to use each of these approaches? What do they look like in practice across the stages of an evaluation? And what can you do to engage genuinely when you have limited time and are working with geographical, cultural and communications differences?

This presentation provides practical ideas for harnessing the power of co in different contexts from projects with organisations working with people with autism, dementia, psychosocial disability and intellectual disability, across locations and cultures. Our ideas cover the design, data collection, analysis and interpretation, and reporting phases, with options for when you have years versus weeks or days. We also identify considerations for accessibility and inclusion, and lessons we have learned the hard way.

The examples illustrate the value that lived experience has brought to our practice, and what we have had to bring to make this possible. For evaluation to be a gift – the exchange must be two way – we must receive as well as give.

The perpetrator perspective: breaking down the barriers in family violence research and evaluation

Luke Condon, *Deloitte*; **Kate Palmer**, *Sasha Zegenhagen*, *Deloitte Access Economics*; **Karen Kellard**, **Scott Pennay**, *Social Research Centre*; **Jenny Anderson**, *Department of Health and Human Services*; **Sally Finlay**, **Ilana Jaffe**, *Family Safety Victoria*

The Victorian Royal Commission into Family Violence placed a strong emphasis on the need to better understand who is experiencing family violence, their circumstances, and how they can be supported. The unique experiences of both the victim and the perpetrator are critical to measuring the impact of family violence programs, and contributing to best practice for changing the behaviour of people who use violence. However, engaging with perpetrators and victims presents an ethical minefield. It requires us to 're-evaluate' our approach to evaluation, view risks from a different lens, and think outside the box, all whilst meeting ethical standards.

In Victoria, interventions to address perpetrator behaviour are being redefined to be both broader and better integrated into wider family violence responses. This includes improving the

inclusivity of these programs to better target the diverse needs and circumstances of perpetrators of family violence. Evaluation of these new programs will inform policy and drive system improvement, making it more responsive to the needs of our diverse community. As such, it is important to understand the perspective of the 'service users' and how their experience is contributing to evidence of outcomes. Inclusion of the perpetrator and victim voice within the evaluation design requires complex consideration of the potential risks involved for both victim and researcher, balanced with the anticipated benefits of the research at both an individual and community-wide level.

Drawing on the perspective and expertise of program service providers is key to understanding and addressing the broad range of considerations and sensitivities when engaging with this typically complex population. From recruitment strategies, to participant incentives, and discussion guides, the standard methods do not apply, and a 'one-size-fits-all' approach does not work. The presenters discuss how a collaborative approach to evaluation design is key to ensuring research is centred on the needs of participants, thus maximising the positive impact of perpetrator programs in the future.

So, you're an evaluation consultant – what's that?

Vanessa Hood, *Rooftop Social*

You're at a BBQ. Someone asks you what you do. You say, 'I'm an evaluation consultant'. They look blankly at you. There's awkward silence. They avert eye contact. What do you say next? How do you explain what you do and how you make the world a better place? If you'd said, 'I'm a firefighter or nurse or builder', you may not have been greeted with glazed eyes. Through a series of images and anecdotes, participants will learn about how the presenter has tried to describe what she does – some attempts have been greeted with enthusiasm, others have not!

Using a template to collect interview notes for rapid upload and autocoding in NVivo

Carolyn Hooper, *Allen and Clarke Policy and Regulatory Specialists*

We have all kinds of tools at our fingertips, yet many of us underutilise them. If you have NVivo and want to get more out of it, learning how to develop a template in MSWord is a good way forward. In five minutes, the presenter will show you how to do it, and you will never look back.

You seriously need to play more – let's go! (Participatory design and facilitation with Lego Serious Play)

Kahiwa Sebire, *University of Adelaide*

It might look like just fun and games, but Lego Serious Play (LSP) is a powerful facilitation tool to enable groups to surface deeper-level assumptions about a topic or program. By supporting participants to think metaphorically to build and then communicate their idea or viewpoint, groups can achieve stronger and clearer communication.

The presenter will share an example of how she used LSP to help a team build a shared vision of success, while uncovering competing assumptions in a safe and structured manner, and ideas for how you could use it to construct program theories, define success criteria, gather participant insights

The evaluation box needs more pictures: a multidisciplinary approach to reducing words and numbers for evaluation capacity building

Samantha Abbato, *Visual Insights People*; Margi MacGregor, Jayne LLoyd, *CatholicCare NT*

Effective communication channels are an essential part of successful ECB. Written materials about evaluation processes, and learning are components of Preskill and Boyles multidisciplinary model of ECB (2008). But ten years on from the publication of this model, mainstream communication methods have changed rapidly with an increasing dominance of digital images and videos. For example, regularly most of us now use images with short captions to share information and experiences and watch online videos for learning how to do something from making a meal to fixing a broken appliance. Furthermore, recent reports by the Australian Bureau of Statistics shows that 43 percent of Australians have low levels of literacy and an increasing diversity of languages other than English. So it's high time we swapped some of our written words for out of the box strategies if we are to be serious about building ECB in organisations.

Borrowing multidisciplinary tools from graphic communication, videography and systems thinking we present the development pictorial toolkit for ECB of a large state-wide community organisation. The organisation comprises one-third staff from Aboriginal and Torres Strait Islander communities and a number from CALD backgrounds. The co-designed toolkit is the major communication tool for learning and "doing" the evaluation for all staff of the organisation.

The central component of this toolkit is a colour A3 poster explaining the entire organisational monitoring, evaluation and learning process with pictures and symbols. Evaluation of the poster shows that staff across the organisation:

- engage with organisational colors, images of their locations of work and activities
- understand the evaluation process and method and how these link to their work practice through simple symbols and icons
- can explain the evaluation process and method to each other using the poster
- staff ownership of images is more important than perfect pictures.

Key steps for increasing ECB success through pictorial communication are discussed.

Maximising effectiveness of 'evaluation to policy making' process

Rini Mowson, *Clear Horizon*

Translating evaluation into policy making remains a big challenge in the international development. The uptake of findings from evaluation into policy making is a complex and non-linear process.

Based on the presenter's experience working as an internal and external evaluator, this paper presents some key considerations for maximising the effectiveness of 'evaluation to policy making' process. These include:

- The first step is to identify the knowledge roles and function of the evaluator which defines their roles in evidence-based policy making. For example: evaluators can play a role in providing sound evidence or leading the process of knowledge brokering and translation. Clarifying this role will make it easier to monitor contributions to the policy decisions.
- To ensure utilisation of the evaluation results in the policy making, the evaluation should be high quality as credibility

of evidence and conveyors of the messages are extremely important in influencing policy decisions. There are different types of relationship between evaluator and policy maker which influence the utilisation of evaluation results. For example, an evaluator who has a trusted relationship with policy makers can apply an

- 'Inside-track' approach in using the evidence to influence policy (Start and Hovland, 2004).
- To achieve significant outcomes, evaluators can capitalise on similar initiatives and use cross-sector engagement in using their evaluation findings. In collaborating, they should use the most appropriate modalities to deliver the highest outcomes and avoid having overlapping roles in supporting evidence-based policy making.
- The last strategy is to engage policy makers during the evaluation design, development, implementation and communication of the research findings. The evaluation topic should be informed by the needs of policy makers while the development and implementation of the evaluation should closely engage relevant stakeholders throughout the process. The communication of the evaluation findings to stakeholders helps to support policy-making.

Innovation in government program evaluation

Bridgette Hargreave, Angelina Bruno, *Australian Department of Industry, Innovation and Science*

Impact evaluations of government programs are becoming tougher, particularly when the program involves a broad spectrum of effects (social, economic and environmental), and the data is held by many different agencies. Australian Government departments are now experimenting with linking data sets to undertake innovative data analysis, research and evaluation.

This year, the Evaluation Unit in the Department of Industry, Innovation and Science trialled a new mixed method methodology for impact evaluations. To evaluate the impact of government programs at a regional level, the unit combined the analysis of cross-portfolio datasets with other regional data and qualitative research.

The authors employed out-of-the-box thinking to explore how they could use data from sources such as the Business Longitudinal Analysis Data Environment, the Household, Income and Labour Dynamics in Australia Survey, and the Australian Census. They integrated insights from interviews, program reports and relevant academic research.

The presenters will explain why they trialled this methodology on an evaluation of Tasmanian innovation and investment funds, and how it was applied. They will also demonstrate how a more complete picture of program outcomes and broader effects can be obtained through combining innovative data sources and techniques with a different way of thinking. They will discuss their approach to the complex issue of developing a counterfactual for the evaluation. And, as all of this was experimental and none of it was easy, presenters will also highlight the challenges faced by those involved, the solutions attempted, and the many lessons learned along the way.

Attending this presentation will give you insights into how major cross-portfolio datasets can be used to enrich impact analysis, and ideas on how such approaches could be applied to your own evaluations.

When the West meets the East: collaborative design, analysis and delivery of program evaluation in rural generalist training program in Japan

Takara Tsuzaki, *Western Michigan University*

This presentation demonstrates a case study of a mixed method and bilingual program evaluation which was conducted on a newly launched rural medicine/rural generalist program in Japan with a focus on collaborative and iterative learning processes. The client, GENEPRO LLC and the evaluator will share challenges in designing and implementing the evaluation, and how the presenters have been successful in building trust among stakeholders, integrating evaluation into practice, and fostering iterative learning within the organisation.

The model – Rural Generalist Program Japan (RGPJ) – is based on the Australian model which has been regarded as the most comprehensive and matured rural generalist medicine training scheme in the world. To meet the specific needs of rural generalist medicine in Japan, provision of rural healthcare was needed to be tailored to regional and local context. Exporting this medical training scheme from Australia to Japan also meant a new collaborative endeavor to develop a unique program evaluation model and approach in Japan.

This presentation will highlight the contextual differences between the East and the West in terms of philosophies and cultural values and how they are manifest in the evaluation practices. The concept of both the theoretical and practical evaluation has developed differently in Japan in the past 50 years when it is compared to the West. Furthermore, evaluation has been conducted predominantly using quantitative data in the medical and healthcare sector in Japan. However, the rural generalist medicine requires distinctly broad scope of practice as well as unique combination of abilities and aptitude to respond to the community needs of rural and remote areas of Japan. As a result, the evaluation approach, including the underlying values, philosophies and methodologies had to be thoroughly examined and openly discussed to bring all the stakeholders on board.

The presenter will share the lessons from the collaborative evaluation process by discussing:

- what the evaluative thinking and collaborative evaluation design mean in the Japanese rural and medical settings
- the development of innovative approaches to communicate with stakeholders who have evaluation anxiety and fear of modernist undertaking
- how the presenters have acknowledged and overcome (in) translatability issues in languages, imbedded values, and social contexts of each stakeholder groups; and
- how the collaborative evaluation processes impacted the organisational culture during and after the evaluation.

Finding your voice: sharing your knowledge and elevating evaluation through social media, blogging and the Evaluation Journal of Australasia

Evaluation is an integral part of the policy making and service delivery ecosystem, with many government agencies and funding bodies requiring evaluations of initiatives that meet certain criteria. But evaluation is diverse and isn't widely understood. (Ever got blank stares or questions about property valuation when you tell people you're an evaluator?). Behavioural Insights and Consumer Experience get more traction. So what can we as evaluators do to elevate the discipline? Use social media, blogging and the *Evaluation Journal of Australasia* to un-box evaluation.

In this session, the editors of the *EJA* and the AES blog will share their tips on identifying a theme or subject, structuring journal articles and blogs, repurposing content of one type into another, finding your voice, and amplifying it through social media (#EvalTwitter anyone?). We'll then throw it over to participants to ask questions, pitch ideas and find partners to collaborate with.

This session will provide emerging authors with the opportunity to network with editors and established authors and access support and resources on the 'how to' of finding your voice and navigate across platforms. It will also provide existing authors with tips for translating across platforms.

You have a voice and a story to tell, so be strategic in being heard. Participants in previous *EJA* conference sessions have gone on to contribute journal articles and book reviews, and to peer review for the journal.

How do we know? Implications of epistemology for evaluation practice

Gill Westhorp, *Charles Darwin University*

What do we know? What can we know, and how do we know that we know it? These are philosophical questions with real implications for the practice of evaluation. Epistemology is the branch of philosophy dealing with the nature of knowledge. Different epistemologies underpin different approaches in research and evaluation. They have implications for what data is considered to be 'valid', how data can or should be collected, how data is analysed and interpreted, and under what conditions findings are portable to other contexts.

This paper deals with two epistemologies – realist and constructivist – from a realist viewpoint. Some authors have claimed that realists 'are realists ontologically, but constructivists epistemologically'. That is, realists believe that there is a real world, which exists independently of our interpretations of it ('realist ontology'). However, we all construct our own interpretations of it. Knowledge is not a direct representation of reality, but an interpretation of it, constructed in our own heads, and shaped by language, culture, personal experience, and previous learning ('constructivist epistemology'). Knowledge does not exist independently of 'the person who knows'. In radical constructivism, we cannot even be sure that there is a real world. Perhaps we are all just avatars in some giant computer game.

This paper argues that there are areas of overlap, but also areas of distinction between, realist and constructivist epistemology. These distinctions have implications for evaluation practice. It will briefly describe the key assumptions of constructivism, and contrast these with key assumptions in realism. It will use a hypothetical evaluation as an example to discuss differences in: the purposes of constructivist and realist investigation; the nature of the data that is collected; the ways that analysis is undertaken; how 'valuing' is approached and how evaluation adds value; the nature of findings; and the portability of findings.

Out of the box and in country: tracking stories to collaboratively develop and evaluate an Indigenous-led wellbeing innovation in remote Australia

Samantha Togni, *S2 Consulting*; Rene Kulitja, Margaret Smith, Nyunmiti Burton, Maimie Butler, Anawari Mitchell, Ilawanti Ken, Pantjiti McKenzie, Angela Lynch, Ngaanyatjarra Pitjantjatjara Yankunytjatjara Women's Council

Evaluation conducted in Indigenous Australian contexts rarely incorporates Indigenous ways of knowing and valuing; Western worldviews predominate. To be grounded in and guided by different

worldviews requires the disruption of power and privilege inherent in evaluation. Developmental evaluation (DE) is an approach that offers this potential and its practice continues to evolve.

DE relies on social innovators' knowledge and skills to effectively evaluate and support innovation development. It de-centres the evaluator 'expert'; instead, situating the evaluator within the development team which co-creates the innovation and the evaluation. Understanding how DE operates in practice at the interface of different knowledge systems is important. Senior Indigenous people, who are leading an innovation to strengthen wellbeing in their communities, and the evaluator will share our story of using developmental evaluation over several years to support our Indigenous-led social innovation in remote Australia.

The evaluation design draws on local Indigenous ways of knowing and learning incorporating drawing and storytelling from a range of perspectives to understand the innovation's nature and its effectiveness over time. This design facilitates a meaningful and integrated evaluation process that privileges the knowledge of all team members. The visual stories of the Indigenous leaders enable following the tracks of the innovation across communities. Stories are tracked at multiple levels within multiple systems and for individuals over time, revealing changes and connections that inform the innovation development. Recently the team presented the evaluation findings to the funders, demonstrating the harnessing of an evaluation approach that supported Indigenous people to lead the telling of their own innovation story.

DE can build on the strengths of Indigenous culture and knowledge to support Indigenous voices, values and aspirations. In the experience of the team, developmental evaluation opened up the value of evaluation to whole team, effectively addressing issues of power and privilege and promoting cultural validity.

Making the numbers count: being evaluation ready for administrative data analysis

Fiona Christian, David Wakelin, ARTD Consultants

Service providers are generating and collecting more data than ever before, and analysis of this data has become a standard feature of many evaluations. While these data sets are an important source of information for evaluation, they are not always in the most appropriate format. When evaluation teams and evaluation commissioners are not sufficiently prepared for administrative data analysis, evaluation time is lost and the quality of insights that could be gained about participants, their profiles, program engagement and outcomes is reduced. Being prepared for administrative data analysis is critical, especially if there are tight timeframes or deadlines in place.

This presentation will help evaluators and evaluation commissioners to better prepare for the administrative data component of evaluation. It will provide practical advice on what is needed for administrative data to more effectively and efficiently support evaluations and contribute to stronger findings and recommendations. The presenters will put forward six key areas of preparation; considering these areas ahead of your evaluation will make you better prepared for sharing information and handling questions from the evaluators and will give you an insight into how your program is working internally.

The presentation will also enable evaluators to conduct evaluability assessments at any stage of their program – from design to implementation – by recognising the strengths and weaknesses of their data when an evaluation commences.

Knowing the value of knowledge: emerging approaches to evaluating research through end user perspectives

Mohammad Alatoom, Emily Prentic, Larissa Brisbane,
New South Wales Office of Environment and Heritage

Research and knowledge generation is often in the 'too hard' basket for evaluation, being viewed as a public good, a foundational activity, difficult to value economically, or combination of these. Historically, academia has valued 'research' through metrics such as impact factors, publishing records, citations and successful funding applications. While these indicators reflect academic interest in the research, they do not reveal much about the fulfilment of other end users' needs.

If evaluation judges the 'merit, worth or value' of a thing, then evaluation of targeted research activities should fully consider how the outputs and outcomes advance and enrich our knowledge, enabling more informed decision-making. The evaluation should ideally demonstrate to what extent the research provides value to end users, as well as capture any distant outcomes for peripheral end users. How, then, do we evaluate research beyond traditional academic indicators? How do we evaluate the impact and effectiveness of research programs that are in progress or yet to report findings? And how do we best engage and involve end users in research evaluation, from planning to monitoring and final execution?

The presenters will outline a best practice review and its application through a case study to examine these questions in a practical context. They describe evaluation planning for a targeted research program that is designed to generate insights into a complex problem, while satisfying the needs of a diverse range of end users. They discuss integrating evaluation planning into program design, engaging end users in developing the evaluation framework, the challenges of establishing KPIs for research evaluation, and reflect briefly on capturing the longer-term outcomes and options to apply economic valuation methods.

How can implementation quality be evaluated? An example from a pilot initiative in Victorian child and family services

Jessica Hateley-Browne, Tom Steele, Vanessa Rose, Bianca Albers, Robyn Mildon,
Centre for Evidence and Implementation

High-quality program implementation is a pre-condition to program effectiveness. However, evaluation of the implementation process is rare, resulting in uncertainty around interpretation of impact evaluations with null effects (i.e. was the program ineffective, or implemented poorly?). The authors report on an implementation evaluation of the Victorian Government's pilot of five manualised therapeutic programs for vulnerable families (four developed in the USA) across seven service provider agencies; the first evaluation of this nature and scope in Australia. The aim was to provide an indication of the comprehensiveness, pace and quality of program implementation to inform government decisions about if/how such programs should be funded, implemented, supported and scaled.

The method used was a real-world mixed-methods observational study design. The Stages of Implementation Completion checklist assessed implementation pace and comprehensiveness. Theory-based structured interviews were conducted with agency staff to explore program appropriateness, acceptability and feasibility. Fidelity data were extracted from agency databases. Most agencies were still in early implementation, having not yet achieved sustainability. Highly-concentrated and overlapping implementation activity was observed, reflective of funding pressures, putting implementation quality at risk. The programs were generally well-accepted, perceived as high-quality and a good

fit. While most agency staff 'believed in' the programs, perceived appropriateness was compromised by the lack of adaptability for Aboriginal and Torres Strait Islander communities. Threats to feasibility included high demands on practitioners and lack of Australian-based implementation support (trainers, consultants). It was too early for valid fidelity assessments.

Conclusions were that policy-makers should afford agencies more time/resources to incorporate initiatives into 'business as usual'. Ongoing monitoring of implementation outcomes is highly recommended to facilitate data-driven decisions about when to commence impact evaluation (i.e. when sustainability is achieved, and fidelity has been demonstrated).

Evaluating a place-based partnership program: Can Get Health in Canterbury

Amy Bestman, Jane Lloyd, David Lilley, *Health Equity Research & Development Unit (HERDU), Sydney Local Health District;*
Barbara Hawkshaw, *Central and Eastern Primary Health Network*

This presentation wrestles with the balance between ensuring a robust community-led, inter-sectoral, public health program in a culturally and linguistically diverse (CALD) location and how to effectively provide sufficient monitoring, evaluation, reflection and improvement opportunities while the intervention is in situ.

Can Get Health in Canterbury (CGHiC) is a unique inter-sectoral program with three key partners (the University of New South Wales, Sydney Local Health District and Central Eastern Primary Health Network) and many local partnerships with community organisations. It was established in 2013 to address high health needs among CALD population groups within Canterbury, NSW.

CGHiC's partnership with the community is supported by the employment of community networkers and the establishment of collective control projects. Bengali and Arabic networkers link the community with the health system, and also provide insight to the health system on the unique needs of the community. The collective control projects enable the community to have greater power over decision making, priority setting and allocation of resources. These projects aim to improve capacity of both community groups and the health system and encourage bi-directional learning and reflection.

Two external evaluations have previously been conducted which provide a point in time reflection on the impact of the project. Now that CGHiC is in its sixth year of operation, we are evaluating the program in-house with the following foci: the external impact of the program; the governance structure, priority setting and decision making of the program; and, the activities of the program. While this process is ongoing, the program team have implemented monitoring tools and processes to measure recent activities. The CGHiC evaluation will contribute to the field of evaluation through the development of novel methodologies, approaches and insights to evaluating complex place-based, multi-sectoral, population-level programs in situ.

Empowerment evaluation: a powerful stakeholder involvement approach fit for the times

David Fetterman, *President and CEO, Fetterman & Associates*



As we enter a new era of social consciousness, awareness, and transformation, empowerment evaluation provides a useful approach. Since it was first introduced 26 years ago, it has been the subject of critique from the likes of such theorists as Michael Scriven. But the approach has been used in over 16 countries around the world and in contexts as varied as Native American reservations, Google, smoking cessation initiatives, and fourth and five grade school inclusion programs. There is little doubt that it is 'an approach that has literally altered the landscape of evaluation'.

Empowerment evaluation is a self-evaluation approach designed to help people help themselves. Community and program staff build evaluation capacity, by conducting their own evaluation with the guidance of empowerment evaluation coaches (or critical friends). This presentation will situate empowerment evaluation within the broader landscape of stakeholder involvement approaches and equip you with the guiding principles, key concepts and specific steps to apply the approach yourself.

It will leave you questioning the boundaries of evaluation and the role of the evaluator in the context of conversations about professionalization. In un-boxing evaluation, empowerment evaluation can open up tremendous potential. It shifts the playing field from one of exclusivity to inclusivity. It allows us to reach more people, to help more people think more evaluatively, and to improve their own lives.

Reflecting the openness to dialogue and reflective practice that is the hallmark of empowerment evaluation, this presentation will conclude with a Q&A session.

Tuesday keynote session 09:00 – 10:30

Evaluating at the pressure points of systems change: where innovation and outcomes meet

Ingrid Burkett, Associate Professor, Director, Yunus Social Business Centre, Griffith University



Coming from the relatively new field of systems innovation there is a great deal of excitement, but also exaggeration, about how 'systems change' could lead to better social outcomes in contexts as diverse as addressing entrenched place-based disadvantage, tackling youth unemployment and managing the long-term impacts of the child protection system.

Good systems innovation requires skills and intentionality in both design and evaluation, within a mindset that is comfortable with emergence, and capabilities to iteratively probe, sense, respond and pivot towards better outcomes. Often, however, both designers and evaluators struggle to hold on to the dynamism and multidimensionality that characterises working in systems. The result is that a mismatch frequently develops between the types of frameworks that are needed at the coalface of the work and the frameworks that designers and evaluators are most comfortable with in their practice.

In this presentation Associate Professor Burkett will explore a number of contexts in which she personally experienced frustration in appropriately situating both design and evaluation methods within systems innovation practice, and she will put forward some tentative signposts and practices that could integrate design and evaluation further, but which may also challenge the professional practices of both. She also hopes to open up a range of innovative contexts in which both design and evaluation could play a much greater role – such as in social procurement and re-investment. If designers and evaluators are to play a role in these spaces, however, they will need to join forces, and also stretch into different territories, including more economic methods of assessing outcomes.

Tuesday morning session 11:00 – 12:30

Stories of strength: using educators' reflections on implementing a strength-based approach to Aboriginal and Torres Strait Islander education to understand mechanisms for change

Cathy Jackson, John Davis, Jana Andrade, *Stronger Smarter Institute*

The Stronger Smarter Leadership Program (SSLP) is a professional development program that promotes a strength-based approach to Aboriginal and Torres Strait Islander education, challenging educators to examine their personal beliefs. Evaluation for the SSLP covers all levels of the Kirkpatrick model including participant satisfaction, behavioural change, and use of ideas, tools and strategies in the workplace. This presentation will focus on one aspect of the evaluation around how participants examine their underlying beliefs and challenge deficit thinking with regard to Aboriginal and Torres Strait Islander education. The presenters will describe how a realist evaluation approach helps understand the mechanisms occurring both during the professional development program and afterwards in the workplace that are resulting in participants changing their thinking and behaviours.

The results of a series of semi-structured interviews with 50 program participants who had undertaken the SSLP between six months and ten years prior to the interview taking place will be presented. Program participants included both Indigenous and non-Indigenous principals, teachers and teacher aides. The interviews

were conducted with open questions to allow participants to steer the interview and choose the stories they tell. The presenters will look at how participants describe how they had 'opened their eyes' with respect to Aboriginal and Torres Strait Islander education and are actively challenging deficit thinking. This in turn leads to building school-wide understandings of high expectations for all students and working together with school communities. Collecting these stories of strength is an ongoing process that helps refine the evaluation process allowing a gradual deepening of the questions as logic models and mechanisms for change become apparent.

The challenges of establishing and growing an internal evaluation unit: experiences from two large state government departments

Eleanor Williams, Josephine Norman, *Victorian Department of Health and Human Services*

A number of government departments and agencies across Australia have established new evaluation units of varying sizes and function within the past decade, all with some objective of un-boxing evaluation and evidence for use in policy design and implementation.

In Victoria, two large state government departments have made significant commitments to new internal evaluation units with functions that extend beyond traditional capacity building and oversight roles to direct delivery of evaluations and cross-portfolio

evidence reviews. The two presenters have played a leading role in the establishment and growth of these units.

While there has been significant research into what constitutes effective and efficient evaluation capacity building activities, less attention has been given to what is required to establish and grow an internal unit.

In this presentation, these two Victorian departments reflect and share practice examples on challenges and successes of developing and maintaining an internal delivery function. The moderator will highlight and contrast experiences including:

- Determining the unit's value proposition: Will key stakeholders get excited about your value proposition and believe in what you are doing?
- Getting the right people (and the right mix of people): Are new staff skills and competencies needed?
- Delivering proof of concept early to key stakeholders: How to get your stakeholders confidence and become seen as the 'fuel not the brakes'?
- Designing fit-for-purpose products: Answering difficult questions - How will you know if the unit's work is independent, quality, and fit-for-purpose?

This presentation aims to advance the national discussion about strategies for pragmatic implementation of increased in-house evaluation based on theory and practice.

The session will feature a strong participatory element where attendees will be invited to share lessons learned, success stories and examples and challenges from their own organisations.

#aes19SYD unconference

The unconference provides the time and space to discuss what matters to you about the future of evaluation.

We're using open space. Developed to 'find a way towards meetings that have the energy of a good coffee break combined with the substance of a carefully prepared agenda' (Owen, 2018), it has been used in thousands of gatherings around the world over the past few decades.

If you've experienced it before, you understand the possibilities. If you haven't, be prepared to be surprised.

Come and share what you're passionate about. All ideas and forms of contribution are welcome – you might bring a topic you want to convene a group on, move from group to group, or take a pause and find yourself in a conversation you didn't expect to have. We're excited to open the conversation and will be sharing more before September.

Bringing values into evaluation: a tool for practitioners

Mathea Roorda, Allen + Clarke

Values are fundamental to evaluation as they provide the basis against which evaluative judgments are made. Yet evaluators often overlook them. In this skill building session, participants will be introduced to a framework intended to unbox dimensions of value for publicly-funded programs. As the overall conference theme states: evaluation can be gift – it has the potential to strengthen people's lives. Evaluation also comes with responsibilities, one of which is that the evaluator's judgments need to be based on all relevant values, not just those of the evaluation commissioner. The framework draws on two approaches to valuing, one of which comes from a branch of philosophy that is focused on value (how we understand concepts such as good and bad); the second on describing value as understood by different program stakeholders. The presenter will step through the framework's components and then discuss its applicability for evaluation practice. A handbook for using the framework will be made available to participants.

Rubrics – a tool for un-boxing evaluative reasoning

Julian King, Kinnect Group; Kate McKegg, Judy Oakden, Nan Wehipeihana, Adrian Field, Kinnect Group, NZ

Rubrics are an intuitive way of implementing evaluation-specific methodology. They can be used in a wide variety of evaluation contexts to unbox, demystify and democratise evaluative reasoning, by facilitating a clear, shared understanding of how quality, value and effectiveness are defined.

This panel presentation will present case examples of rubrics from different contexts, illustrating how rubrics support not only explicit evaluative reasoning but also stakeholder engagement and participation, innovation, adaptive strategy, evaluation validity, communication of results, and evaluation use.

The moderator will introduce the panelists and give a brief introduction to rubrics.

Presenter 1 and 2 will discuss the use of rubrics as a tool for supporting emergent strategy and innovation, focusing on an example of a developmental evaluation. This discussion will highlight the flexibility of rubrics to support ongoing iteration and adaptation, as well as multiple stakeholder perspectives.

Presenters 3 and 4 will illustrate the use of rubrics to support the synthesis of evidence and sound evaluative reasoning. This presentation will also highlight the ability of rubrics to increase the credibility and validity of evaluation, as well as the benefits of stakeholder participation.

Presenters 5 and 6 will explore and deliberate on the use of rubrics in the communication of evaluation results. In particular, this presentation will highlight the ways rubrics can support engaging reporting and visualisation of findings that support use.

The moderator will facilitate a discussion between the panelists, to respond to questions from the audience.

Unpacking rainbow boxes: exploring multiculturalism and interculturality in evaluation practice

Erin Blake, Independent Consultant; Eva Sarr, Center for Multicultural Program Evaluation

We need to talk – about racism, xenophobia, privilege and cultural value differences. And their implications for evaluation practice in and around Australia.

Populism, xenophobia and nationalism are on the rise globally. Fuelled by a scepticism towards multiculturalism, globalisation and human mobility; increasingly polarised politics; click-bait news media; and, a ubiquitous social media presence. In extreme instances, these social attitudes and structural barriers have had lethal consequences.

Racism, xenophobia, privilege and a lack of understanding of diverse cultural values are problematic for evaluators working on community-oriented projects, particularly those that seek to promote social cohesion and inclusion. They are also critical for evaluators working to support international aid and development processes.

This session will facilitate a respectful and honest intercultural dialogue on race, xenophobia, cultural value differences and privilege. In doing so the session will 'unpack the rainbow boxes' and start a conversation on issues that many find confronting and difficult to discuss, but which can affect our day-to-day work, profession and communities in a multitude of ways. Through this dialogue, we will better understand the issues at hand for contemporary evaluation practice – including unconscious bias, understanding our own values and structural discrimination – and

begin developing useful strategies to better recognise and address these issues in the Australian context.

The dialogue will elicit the views and experiences of participants. Facilitators will draw on extensive Australian and international experiences, literature on culturally responsive and equitable evaluation, case studies, and feminist critiques; to elicit the points at which power and cultural values intersect with our evaluation practice (i.e. at the funding, motivation, design, data collection, analysis, interpretation, dissemination and communication stages) and how we can become more culturally responsive in our own work.

This is an important and topical issue that will interest practitioners, commissioners and consumers of evaluation.

Sharing perspectives and creating meaning through insider/outsider evaluation of an Aboriginal Transfer of Care Program from hospital to community

Liz Norsa, *Western Sydney University*; **Nathan Jone**, *Karen Beeton, An Speizer*, *Aboriginal Health Unit SWSLHD*; **Raylene Blackburn**, *Camden & Campbelltown Hospitals SWSLHD*, **Ilse Blign It**, *School of Medicine Western Sydney University*

Aboriginal people with chronic conditions are more likely to leave hospital with incomplete transfer of care arrangements and more likely to be readmitted after a recent hospitalisation.

The Aboriginal Transfer of Care (ATOC) Program at South Western Sydney Local Health District (SWSLHD), in which Aboriginal Liaison Officers and Transfer of Care nurses work as team to deliver a holistic patient-centred model of care, was designed to address this problem by ensuring consideration of an Aboriginal patient's medical, cultural and psychosocial needs. Promising early results led to a formal evaluation funded by NSW Health under its Translational Research Grant Scheme. SWSLHD, Western Sydney University and the Ministry of Health are partners in this mixed-methods evaluation.

The qualitative evaluation component aimed to: document the program model, describe what is 'successful' transfer of care for patients, their families and service providers, and identify opportunities for program enhancement and extension. The evaluation employed participatory methods, which involved over 40 interviews, participant observation and workshops at two hospitals.

SWSLHD and the university members of the evaluation team brought insider and outsider perspectives: Aboriginal and non-Aboriginal; service manager or provider, and evaluator. This short presentation describes how the evaluation approach and ways of working were shaped by these different perspectives.

Internal evaluation capacity building: unpacking what works in a (very) large government department

Liam Downing, *Centre for Education Statistics and Evaluation*; **Rydr Tracy**, *NSW Department of Education*

While evaluation capacity building is not an exact science, practitioners can benefit from understanding what has worked in other settings. This session will provide insight for evaluators at all levels into the factors underlying a successful and growing evaluation capacity building strategy within a large, state level education department; with lessons applicable across different sectors.

Strengthening evaluation capacity is a key component of evaluative practice within large sectors – or, more specifically, very large sectors. This is particularly apparent in spaces where practice and

outcomes are constantly under scrutiny, and where stakes – for beneficiaries, policymakers and practitioners – are high. The early childhood, primary and secondary education sector is a perfect example of this high-stakes space; and a space where evaluation capacity building can be of benefit.

The NSW Department of Education is home to a small but influential team that focuses on building evaluation capacity among school leaders, teachers and corporate personnel. Established in 2016, the Evaluation Capacity Building (ECB) project is well regarded within the Department and has been identified by the Department of Premier and Cabinet as an example of effective service delivery in the NSW public sector. This presentation will outline key activities undertaken in this space over the last three years, and identifies five key enabling factors that have been instrumental in the project's success so far:

1. leveraging existing structures and reforms
2. establishing and maintaining a strong authorising environment
3. effective collaboration at multiple levels
4. operating with the right mix of skills and support
5. engaging in a disciplined design process within.

The session will detail how each factor influenced the impact of evaluation capacity building efforts, and provide practitioners with a potential roadmap for what might work in their own sectors.

Using program design logic to manage the risk of program failure

Andrew Hawkins, *ARTD Consultants*

This paper is about identifying, managing and mitigating the risk that a program will not produce its intended effects. A principle of this approach is that a program at its core is simply a proposition that a certain course of action will lead to a certain set of outcomes. It is about putting the logic back in program logic.

Program design logic (PDL) is a tool for developing evidence based policy and programs. Through the language of 'necessary' and 'sufficient' conditions in place of 'outputs' and 'outcomes' it provides a framework to determine if a program or course of action makes sense 'on paper' before we attempt to determine if it makes sense in 'reality' through monitoring and evaluation.

The five types of risk are:

1. It doesn't make sense on paper – *logical risk*.
2. It makes sense on paper, but assumptions don't hold – *assumption risk*.
3. It makes sense on paper, but we didn't do what we said we would do – *performance risk*.
4. It makes sense on paper, assumptions hold, we do what we said we would do, but outputs don't materialise – *theoretical risk*.
5. It makes sense on paper, assumptions hold, we do what we said we would do, outputs materialise, but intended outcomes don't follow, so the array of outputs was not actually sufficient to bring about a desired future state – *logical risk*.
6. It makes sense on paper, assumptions hold, we do what we said we would do, outputs materialise, intended outcomes follow, but longer term outcomes don't materialise – *external factor risk*.

This paper will discuss how a PDL approach can provide a comprehensive risk management framework before the first participant is even enrolled, which may then be managed and mitigated through program re-design as well as adaptive monitoring and evaluation.

Aboriginal Family Planning Circle evaluation: empowering Aboriginal and Torres Strait Islander communities in evaluating and future-proofing Aboriginal-led community programs

Amy Lawton, Olivia Hamilton, *WESTIR Ltd*; Cheryl Jackson, *Marrin Weejali Aboriginal Corporation*

This presentation outlines an evaluation undertaken on the Aboriginal Family Planning Circle (AFPC) program by WESTIR Limited (Western Sydney Regional Information and Research Service), with the primary evaluation undertaken in 2015 and a follow-up evaluation in 2017.

The AFPC is a community-led program which works with Aboriginal families in Greater Western Sydney in addressing their complex needs and reducing the risk of having their children assumed into out of home care. The program is supported by the Marrin Weejali Aboriginal Corporation and is located in a region with the highest Aboriginal population in NSW. The evaluation was important given the ongoing over-representation of Aboriginal children in out-of-home care and the constant threat of the program losing government funding.

A range of qualitative and quantitative techniques were used during the AFPC evaluation process to capture feedback from the program's clients, service providers and community members. Interviews and focus groups found that the AFPC program was effective in addressing the client's complex needs, building better relationships between clients and government services, and ultimately helping clients retain or resume custody of their children. A return on investment analysis in the follow-up evaluation also highlighted the significant savings and returns the AFPC program generated for the government through its prevention and restoration activities.

The AFPC program is a case study of how culturally responsive evaluations can empower Aboriginal communities to advocate for the continued funding of effective Aboriginal-led programs operating in resource-constrained environments. It also reflects on the challenges experienced by evaluators when undertaking a culturally responsive Indigenous evaluation, including lack of funding for evaluations; historical mistrust of Aboriginal communities with government institutions; addressing power imbalances between Aboriginal and non-Aboriginal participants; managing political agendas and the increasing expectation in arguing the economic value of community-based programs.

How to integrate intercultural considerations in evaluation debate and practice

Rini Mowson, Sarah Leslie, *Clear Horizon*

The context within which an evaluand exists matters in evaluation. The AES Evaluators' Professional Learning Competency Framework dedicates an entire domain to 'attention to culture, stakeholders and contexts'. Oakley, Pratt and Clayton (1998) argued that evaluation context should be treated as being at the very heart of social development and impact assessment must take full account of the bigger picture in arriving at the conclusion about the success or failure of social development programs. Thus, adapting and managing the evaluation 'context' is important to balance ensuring sustainable and impactful evaluation to the end users/beneficiaries, with satisfying the needs of the program team and/or evaluation commissioner.

This paper will seek to answer two questions:

1. What are the domains of context that evaluators need to be aware of?
2. How can evaluators adapt their practice to fit the context where they work?

The presenters will draw on their experiences in evaluation in multicultural contexts through their work in international development.

The presenters propose three domains of context that evaluators should consider before embarking on an evaluation journey.

1. Studies demonstrate the importance of applying basic principles of evaluation such as participation, community empowerment and communicating the evaluation results back to beneficiaries, however most evaluations are donor driven exercises. With this limitation, how can evaluators empower funding recipients to enforce the application of basic principles of evaluation.
2. How can evaluators address power dynamics in the evaluation process to ensure the evaluation results will represent the real outcomes of the program achieved across different types of beneficiaries.
3. Presenters propose that all evaluation should find ways to ensure evaluation will support capacity building of relevant stakeholders including beneficiaries and communities.

Alternate realities in evaluation: possibilities for emerging tech in evaluation

Matt Healey, *First Person Consulting*

Over the last five years, we have seen the exponential growth of technologies only previously seen in science fiction films. Augmented, mixed and virtual reality are increasingly a part of our everyday reality, and this growing accessibility means that evaluators will need to understand what these technologies are and the range of possible uses.

By the end of the session attendees will be more aware of what augmented, mixed and virtual reality platforms are and their possibilities. The presenter will also provide some examples of how such tools might be used by evaluators in the future.

Collective impact evaluation in primary prevention of violence against women

Louise Falconer, *Women's Health West*

Evaluation of the prevention of violence against women is rapidly growing and collective impact evaluation is an effective methodology to influence policy, advocacy and funding. Preventing Violence Together (PVT), Melbourne's western region's strategy and partnership to prevent violence against women, has developed the PVT Shared Measurement and Evaluation Framework, which is in the first year of implementation and has been piloted by the 2018 16 Days of Activism campaign. This framework is pivotal to PVT's vision that women and girls across Melbourne's west live free from violence and discrimination and have equal status, rights, opportunities, representation and respect.

Opening up the box: making evaluation useful to stakeholders

Hwee Lee Seah, *Ministry of Education, Singapore*

Program evaluation in the Ministry of Education (MOE) in Singapore is guided by the utility of the evaluation process and its findings. This presentation narrates the ongoing journey of the internal evaluators in MOE to ensure that the evaluation conducted is relevant, accessible and useful to the intended users. The presenter will share the customised approaches and strategies adopted in engaging different levels of stakeholders (e.g. management, specialists) at every stage of the evaluation to engender ownership in the evaluation, as well as promoting evaluation literacy and capacity along the way.

Let's focus on the Big M and little e (Me)

Damien Sweeney, *Clear Horizon*

Monitoring is commonly defined as the systematic collection of data to inform progress, whereas evaluation is a more periodic 'evaluative' judgement, making use of monitoring, and other information. Continual improvement through monitoring requires an evaluative aspect too, so that implementers can reflect on progress, and make decisions to keep going, or adjust course. The presenter refers to this regular reflection process as little 'e', as differentiated from more episodic assessment of progress, which is the big 'E' (in M&E). Focusing on M&e helps demystify M&E and empowers implementers.

Tuesday afternoon session 13:30 – 15:00

'Catching the MEL bug': using an evaluation needs assessment to unpack evaluation capacity

Mark Planigale, *Lirata Ltd*; Kathryn Robb, *Djirra*

Moving evaluation out of the box involves empowering organisations to shape and use monitoring, evaluation and learning (MEL) for their own purposes. How can we demystify and reframe MEL so we can support organisations to design and use evaluation effectively?

An evaluation needs assessment can be a vital step in this journey. Through a needs assessment, we can engage stakeholders in identifying strengths, gaps and areas for development in MEL within a team or organisation. A needs assessment also explores how stakeholders value MEL and the types of MEL which will be meaningful and useful for their context. This informs the development of tailored strategies to improve MEL capacity, while also generating understanding and enthusiasm for change.

In this paper, the authors outline a systematic approach to evaluation needs assessment. Building on previous approaches (e.g. Preskill & Torres 1999; Volkov & King 2007; Preskill & Boyle 2008), they present a framework of eleven capacity domains, organised using three lenses: individual capacity, team and organisational capacity, and MEL life cycle. A combination of quantitative and qualitative data collection oriented around these domains helps to generate a nuanced mapping of capacity, an overview of informational needs, and a baseline against which progress can be measured.

How can this approach be applied in practice? The presenters share a case study of an evaluation needs assessment undertaken in partnership between an Aboriginal Community Controlled Organisation and an evaluation consultancy. Participants will reflect on why it was important to undertake the needs assessment, lessons learned through the organisation's experience of 'catching the MEL bug', and the relationships, tools and conversations which have facilitated this journey. The presentation will conclude with practical suggestions for adapting and using this framework in other contexts.

Making sense of women's leadership through online SenseMaker

Alejandra Garcia Diaz Villamil, *Vital Voices Global Partnership*

Stories told by participants are valued as one of the most relevant sources of information to assess the impact of a program and ultimately, produce social changes. Narratives speak the truth and create opportunities for activism and influence change.

Nowadays, the use of technology offers a more efficient way to compile, interpret and analyse stories through the lens of the storyteller. For this reason, Vital Voices Global Partnership, as part of its efforts to bring the voice of women leaders at the forefront and understand their impact, piloted SenseMaker®. SenseMaker is a narrative-based evaluation methodology online enables leaders to be story tellers and make sense of their experience in order to understand complex change.

Some of the questions this evaluation tries to address are:

- How has the perception on women's leadership changed since their participation in Vital Voices?
- What are the factors including social and cultural norms that limit women's ability to lead?
- How has the network helped challenge constraints around women's leadership?

The methodology to answer these questions focuses on using participant's stories to uncover attitudes that inform and influence behavior. It draws upon anthropology, complexity theory and neuroscience. This allows for automated collection of large numbers of short stories that, together, create a nuanced picture of a given topic. Using the SenseMaker® approach, VV fellows told their stories but also conducted the primary analysis of their own stories as well. This helped reduce the potential for interpretive bias and empowering fellows to analyze and reflect on their leadership paths.

This presentation offers helpful valuable insights using SenseMaker® as part of an evaluation focused on the impact of a women's global leadership network to shape their context and change perceptions of women's leadership.

Fellows forum contributions of theory to evaluation practice: examples from the field

John Owen, *The University of Melbourne*; Rick Cummings, *Murdoch University*

A panel of AES Fellows will identify different meanings of theory as they have emerged within the evaluation discipline over time and through this show how relevant evaluation theory can enhance the quality of evaluation practice. They will provide examples of how the use of theory has contributed to a study in which they have been the principal evaluator.

The notion of theory can be a mystery, especially to neophyte evaluators. This is not surprising as there is no one meaning assigned to evaluation theory; the presenters have identified four such meanings in the literature: (1) Scriven/Fournier's basic theory (judgment of program worth) (2) Bennett/Chen's program theory (logic), (3) Shadish's theories of action of significant evaluators (e.g. Carol Weiss), and (4) 'funded knowledge', social theories or

meta-analyses now known as best practice reviews in a field of knowledge, (e.g. staff development).

Practising evaluators need to be mindfully clear about each of these theory types and distinctions, and to understand how they have influenced and advanced the development of evaluation as a discipline. The quality of evaluation will be enhanced if evaluators are in a position to consider knowledge and concepts that arise from these theories when scoping evaluation work; and to incorporate them into their research designs, and in the dissemination of findings to key audiences.

The incorporation of theory in an evaluation is a sign that this area of knowledge can be regarded as a discipline, as distinct from a craft. An important message is that aspiring evaluators need to participate in formal or informal training programs which offer opportunities to come to grips with the salience of evaluation theory.

There will be opportunities for other Fellows to comment, and for the audience to pose questions and/or contribute examples that illustrate the advantages of incorporating theory into evaluation designs.

Designing evaluations for policy coherence: the differentiated support for school improvement case

Janet Clinton, Ruth Aston, Emily Qing, Ghislain Arbour,
University of Melbourne; Anne Tonkin, Stephanie Moorhouse,
Victorian Department of Education and Training

What if an evaluation of the implementation of a policy could generate information about the relationships between interrelated policies, such that governments could identify how implementers can be supported through actionable feedback, to support targeted and responsive policy implementation.

It is this question (among others) that we are tackling in the evaluation of the Differentiated support for school improvement (DSSI) initiatives, funded by the Victorian Government Department of Education and Training. More than ever, public sector policy evaluations need to incorporate the relationships between policies and identify the cumulative and collective influence of multiple policies which may not necessarily be the 'evaluand'.

This panel presentation will discuss;

1. Evaluation design for testing intended policy coherence, including fixed and flexible components for repeated measures over time, with responsive measures that adapt to changing information needs
2. Multi-purpose measurement model that supports data aggregation, and triangulation across multiple evaluations
3. Co-design of the DSSI data portal and facilitating data ownership among the policy implementers
4. Functional partnerships between the evaluators and the commissioner

Presenters from the evaluation team (University of Melbourne) and the commissioner (Department of Education and Training), will discuss the methodological and practical considerations for the design of evaluations that include gathering progressive large-scale mixed implementation and impact data, to generate regular and tailored feedback. Presenters will discuss how they are embracing disruption using a personalised online platform, to facilitate data collection and access to tailored feedback and for users to give feedback. Finally, the presenters will also share findings of how engagement in evaluation can become part of policy implementation, through predicting implementation behaviours and impact.

The session moderator will be Dr Ghislain Arbour, who will pose questions to the panel, and facilitate discussion from the audience. Dr Arbour has considerable expertise and evaluation experience in the public sector.

Lessons learned co-designing a program and its evaluation in an emerging policy landscape

Poppy Wise, Urbis Pty Ltd; Malcolm Haddon, Multicultural NSW,
Tim Carroll, Bankstown Youth Development Service

Co-design is a buzzword in evaluation, and for good reason. Genuine engagement with the parties being evaluated supports strong outcomes for evaluations and strengthens relationships with stakeholders.

The presenters will share lessons from the co-design process we adopted for the development and evaluation of the COMPACT Program – a community-based resilience program funded by the NSW Government as part of the Countering Violent Extremism (CVE) package. COMPACT funds 12 locally-based projects, focussed on young people, to 'safeguard Australia's peaceful and harmonious way of life'.

Learnings through a joint presentation will be explored:

- The NSW Government agency will share the critical importance and key benefits of co-designing the first-of-its-kind COMPACT program with the communities it intended to influence. This ensured the design was culturally appropriate and strongly supported by the community in a potentially divisive policy landscape like CVE.
- The consultant evaluator will outline our approach to co-designing the program logic and evaluation framework with the 30+ organisations involved in delivering the COMPACT program. We will reflect on the benefits and trade-offs associated with undertaking genuine co-design.
- The community organisation will reflect on the experience of being a co-designer, and how this has influenced their own impact measurement practices. They are an arts-based community development organisation based in South Western Sydney. They were one of the 30+ partners selected to deliver the COMPACT program.
- Finally, together the presenters will summarise what it means to undertake genuine co-design approaches, for clients, evaluators and participants. We will share our learnings regarding the value of adopting a co-design approach when developing and evaluating programs in an emerging policy area like CVE, where there is currently a lack of robust evaluation work, and the definition of CVE is still evolving.

#aes19SYD unconference (continued)

The unconference provides the time and space to discuss what matters to you about the future of evaluation.

We're using open space. Developed to 'find a way towards meetings that have the energy of a good coffee break combined with the substance of a carefully prepared agenda' (Owen, 2018), it has been used in thousands of gatherings around the world over the past few decades.

If you've experienced it before, you understand the possibilities. If you haven't, be prepared to be surprised.

Come and share what you're passionate about. All ideas and forms of contribution are welcome – you might bring a topic you want to convene a group on, move from group to group, or take a pause and find yourself in a conversation you didn't expect to have. We're excited to open the conversation and will be sharing more before September.

The retrospective development of a monitoring and evaluation framework for the Northern Territory chronic conditions prevention and management strategy: unpacking the problems and possibilities

James Smith, *Menzies School of Health Research*; **Kalinda Griffiths**, *University of New South Wales*; **Maira Stronach**, **Liz Kasteel**, **Michelle Ganzer**, *Northern Territory Department of Health*; **Jenny Summerville**, **Julie Franzon**, *Northern Territory Primary Health Network*; **CCPMS Monitoring & Evaluation Working Group**

In 2010, the Northern Territory Government released a ten-year Chronic Conditions Prevention and Management Strategy (CCPMS). This was followed by the release of three separate implementation plans (2010–2012; 2014–2016; 2017–2020) across the CCPMS timeframe. A longer implementation timeframe was adopted to allow for the measurement of longer-term outcomes.

The CCPMS and subsequent implementation plans clearly outlined guiding principles, key goals, key action areas, objectives, strategies and indicators/progress measures. In theory, the 'evaluation box was built and neatly wrapped' providing a useful platform to undertake monitoring and evaluation functions, which had been considered from the outset. However, it has recently surfaced that indicators/progress measures were poorly aligned to the objectives and strategies, and that in some instances data was not available to report against the indicators. Similarly, the indicators included in implementation plans changed across the life of the CCPMS, reflecting changes in policy direction and government priorities. This made it difficult to identify how best to measure the impact and outcomes of the CCPMS. That is, the 'structure of the evaluation box was weak'.

In 2018, to address this conundrum, a multi-agency Monitoring and Evaluation Working Group, with independent co-chairs, was established to develop a retrospective Northern Territory CCPMS Monitoring and Evaluation Framework. This presentation draws on multiple perspectives from the working group to track and discuss the process used to develop the framework.

The presenters will explain how 'the box was unwrapped, deconstructed and reconstructed', and how and why the multi-phased approach included: an indicator mapping process across multiple policy documents (2010–2018); preparing a retrospective logic model; identifying contemporary Indigenous evaluation principles; seeking expert advice on qualitative and quantitative measures; and prioritising indicators based on availability, utility or pre-existing reporting processes. In doing so, problems and possibilities encountered by the working group will be unpacked.

Learning from feminist economics to measure what counts to women

Farida Fleming, *Assai Consult*; **Neema Nand**, *Fiji Women's Fund*

Women's economic empowerment is currently a key focus of funding for development agencies. Expanding women's economic opportunities benefits both women and society. For example, the benefits of expanding women's economic opportunities found by the UN Foundation and ExxonMobil Foundation's research include greater investments in children, reduced poverty for all and enhanced aspirations for the next generation of girls and women. However, the danger is that women's economic empowerment programming and related monitoring and evaluation is based on an interpretation of economics that privileges a male-identified, western, and heterosexual perspective.

The paper takes a feminist economic approach to further develop existing approaches to monitoring and evaluating women's economic empowerment initiatives. This approach draws from three key ideas.

Firstly, it emphasises the importance of collectives, in contrast to a focus on individual women. Secondly, it problematises the household unit taking account of intra-household bargaining and differences in power. Thirdly, it encourages a focus on both women and men in order to see how women's economic empowerment results in changes in gendered work, especially care activities.

The paper draws from the experience of women's organisations, collectives and social enterprises in Fiji working to empower women socially and economically.

Communities of practice, mentoring and evaluation advice: using soft power approaches to build capacity

Florent Gomez, *NSW Department of Finance, Services and Innovation*

In the same way that some countries use culture as a soft power approach to extend their influence, evaluation should give serious consideration to soft capacity building tools such as communities of practice. This approach can be incredibly effective in diffusing evaluative thinking across organisations that are less familiar with it.

A NSW government department which is not a traditional stronghold for evaluation – as compared to human services departments such as education, health or community services – has established a successful evaluation community of practice since November 2017. The community of practice brings together staff with varying levels of evaluation maturity to 'share the love for evaluation'. The intent is to offer a more informal and less intimidating forum for participants to share challenges and learning than a traditional expert-to-learner approach. Over 50 people gather at each quarterly event where presenters provide case studies, panel discussions and practical exercises such as collectively developing a program logic or crafting good survey questions.

After a year and a half, participants reported an increased understanding of what evaluation is about and of key tools such as program logic, as well as applying those learning back in their workplace. The community of practice has opened up the conversation on evaluation across the organisation. While a slow and diffuse process, there is now a growing interest in evidence-based approaches, outcome framing and evaluative thinking.

Other soft power approaches used involve staff mentoring and evaluation advice. These have proved to be particularly powerful in improving the quality of evaluations – and are not necessarily much more resource intensive than formal training. Provided at the initial stage, targeted evaluation advice contributes to getting the evaluation framing right which generates a better evaluation brief. This, in turn, results in better evaluation outcomes, where the evaluation produces evidence around what the organisation is interested to learn about.

Ethics unveiled: foregrounding who is holding the box in the evaluation of higher education equity programs

Penny Jane Burke, **Matthew Lumb**, **Rhyall Gordon**, *Centre of Excellence for Equity in Higher Education, The University of Newcastle*

Evaluation is a highly contested field, with animated debates about appropriate methods and frameworks, as well as complex methodological dilemmas and considerations. This paper shares our journey in translating an innovative 'pedagogical methodology' (Burke and Lumb, 2018) into evaluation practice in the context of equity in higher education. By opening up participation in the evaluation process, the authors sought to draw on the knowledge of participants within a Children's University outreach program. With a

commitment to valuing the knowledge of participants in programs, and to explore aspects of power in the question of 'Who should hold the box?' in terms of evaluation, the authors engaged Fraser's (1996) social justice framework of recognition, redistribution and representation. In pursuing this approach, they critically examined discourses relating to what constitutes credible evidence of impact and the ways in which certain discourses can create the conditions for decontextualized and dehumanizing regimes of evaluation.

This paper is situated in the context of equity and widening participation practice in Australia where evaluation commonly involves 'measuring the easily measurable' (Harrison, 2018). The authors' efforts to reframe evaluation sought to examine what was outside the 'box' of the easily measurable. They did this by working with participants to foreground what it is they valued and how this understanding can enrich the re/development of university equity initiatives. Aligned to the University's equity and social justice principles, emphasis shifted to seeking representation of the perspectives of those whose values have been historically discounted or under-represented, rather than the assessment of what is valuable about equity programs being only a reflection of those in privileged or powerful positions.

From impact evaluation to evaluating with impact: trialling a new approach to increase uptake of evaluation results

Kathryn Dinh, *ZEST Health Strategies*; **Peta Leemen**, *The Fred Hollows Foundation*

Too often we see effort put into evaluation fall away once the report is complete, leaving findings that fail to make an impact.

This presentation outlines collaboration between The Fred Hollows Foundation and ZEST Health Strategies to evaluate a highly regarded program in a way that would maximise the usefulness of findings. From an initial intention to evaluate impact of the Comprehensive Eye Care Model in Vietnam, the evaluation ultimately used a modified realist evaluation approach to understand which combinations of operating contexts, program activities and people's motivations produced effective outcomes. The aim was to see which learnings from Vietnam could inform future program design across The Foundation.

The realist evaluation approach was new for The Foundation, and at first staff in Vietnam and Australia could not see what it meant, or how they could use the results. Introducing the approach involved communication to explain the rationale, and building an understanding of what different groups might value out of the process.

Throughout the evaluation, the evaluator and commissioner considered how best to communicate findings to different parts of the organisation, testing ideas with a reference group. A series of succinct and accessible communication products from the evaluation, tailored for different audiences, were developed to address different needs. A useful innovation was developing a series of case studies for program designers and accompanying PowerPoint presentation for internal use. These are now being used by program designers across The Foundation to inform their work.

The presenters will share learnings from the NGO and evaluation consultant's perspectives. They will discuss how ongoing consultation and consideration of the evaluation outputs helped motivate staff to be involved and see value in a new evaluation approach as well as to use the outputs. The presentation contributes to discussion among evaluators on maximising utility of evaluation results.

From theory to practice in gender evaluation: a systematic review of approaches in international development

Jess MacArthur, **Naomi Carrard**, **Juliet Willetts**, *Institute of Sustainable Futures*

In the field of evaluation, we are often tasked with untangling the complexity of social change. This is especially the case in the assessment of changes of gender equality in international development programming — both in programs that explicitly seek to advance gender equality and programs which may have a wider development agenda. There is an opportunity to link evaluation theory to the breadth of research disciplines that explore the dynamics of gender equality, 'un-boxing' innovative ways to evaluate gender-related outcomes. These outcomes incorporate changes in position, power and equality for women, men, boys and girls. They can be foreseen, unforeseen, positive, negative, intended or unintended and can include agency, decision-making, leadership, space, voice, and wellbeing.

This presentation will share findings from a systematic literature review of approaches exploring gender equality impacts of international development programming. The authors analysed approaches with reference to their alignment with research paradigms and their relative focus on different aspects of gender equality. The analysis illustrates how different approaches to gender equality evaluations are able to interrogate different aspects of gender equality. The review also revealed limitations in the breadth of approaches typically applied, with scope to reflect on the value of diversified and intentional approaches leading to transformative change.

Although measuring changes in gender equality is a notoriously complex evaluation space, this research highlights the opportunity to strengthen approaches to gender evaluation by bridging theory and practice; drawing on a more diverse set of disciplines as well as current approaches to measuring gender equality.

Achieving successful outcomes through evaluation: a practical example of evidence-based practice for an Indigenous program

Janice Smith, **Shaarn Hayward**, **Suellen Priest**, **Christine Lindsay**, *Charles Sturt University*

The Indigenous Academic Success Program at Charles Sturt University offers a suite of academic services to Indigenous students to improve aspiration, retention, and success. The program has supported over 730 students enrolled across Charles Sturt University courses since its conception in 2016 and is largely comprised of Indigenous staff, who oversee the planning, evaluation, implementation, reporting, and improvement of the program.

The program is deeply embedded within the Indigenous community, with six of the seven permanent staff currently employed in the program identifying as Indigenous, and representing ten different Indigenous nations or language groups. Evaluative practices have been applied throughout program setup and delivery, through the use of program logics, quantitative and qualitative methodologies. A key evaluation method is the use of interviews to gather feedback from students who are using, have used, or been offered access to the service.

This presentation unpacks the program's evaluation process and design, detailing the ways the programs annual evaluation report determines the progress, outcomes, and development of the program in consideration of the student community the program works with. It will also consider how the evaluation of both participants and those invited to participate who did not take up the offer of support has been conducted in a way that provides

a safe and effective mechanism for Indigenous participants to participate. Feedback from students at all levels of engagement is positioned as central to understanding the program's progress and success, and this presentation will look at how the evaluation data has been used to measure the program's progress in reaching outcomes and inform its improvements and future direction.

Evaluation in the age of evidence-informed policy-making – opportunities, challenges and paths forward

Gary VanLandingham, *Askew School of Public Administration and Policy*



Advocates have proclaimed that we are entering the age of evidence-based policy-making, in which the data generated by rigorous program evaluations will be used to inform the tough choices governments must make to solve wicked problems around the globe.

Many promising developments are spurring this optimism, including big data approaches that transform our ability to assess program outcomes, the growth in research clearinghouses that are curating and aggregating evaluation findings to identify 'what works', and stronger economic models that enable evaluators to readily calculate the return on investment that programs can generate. However, we also face critical challenges including growing political polarisation, limited resources for policy experimentation, and skill gaps in the profession.

This presentation will discuss these issues and propose concrete steps that must be taken to achieve the field's long-held goals of 'speaking truth to power' and becoming key advisers to policymakers.

ABSTRACTS: Wednesday 18 September 2019

Wednesday keynote session 09:00 – 10:00

Un-boxing the core like our lives depend on it – because they do

Jane Davidson, *Real Evaluation LLC*



What's one of the most undercooked ingredients in evaluation cuisine globally? Unfortunately for Planet Earth and its lovely inhabitants, it's the critically important 'evaluative' piece, the thing that makes evaluation ... well, evaluation. That's the part where we don't just say what the results are, but how good they are – and (most importantly) why.

This sounds deceptively simple, I know, but in this address, I will share with you why undercooking the actually evaluative part of our work has far-reaching implications for our profession and those we serve.

Skip the evaluative piece or get it wrong, and what happens? At best, we will be delivering poor value for the evaluation investment. At worst, we will be perpetuating or even exacerbating social injustices.

In 2019, we are in unprecedented times, when misinformation is used as a weapon to cause division and discord. As purveyors of truth and justice, we have a critically important responsibility and an obligation to bring our very best evaluative game to this war on reality. Thankfully, we have more in our repertoire than you might have realised.

Let the unboxing begin!

Wednesday morning session 10:30 – 12:30

Front-end loading: the value of formative evaluation in setting program focus – a case study of the Australian Volunteers Program

Keren Winterford, *University of Technology Sydney*; Anna Gero, *Institute for Sustainable Futures, University of Technology Sydney*; Jake Phelan, *Australia Volunteers Program*

This paper explores the practice of a formative evaluation for the Australian Volunteers Program and sets out why formative evaluation is valuable to setting program focus and defining approaches to impact evaluation. Reflections from independent evaluators and the Monitoring Evaluation and Learning team of the Australian Volunteers Program are provided within this presentation drawing together multi-stakeholder and practitioner perspectives on theory and practice of formative evaluation.

The overall objective of the formative evaluation presented in this paper was to map the global footprint of the Australian Volunteers Program in three impact areas in order to (i) establish a baseline; (ii) inform strategic options for strengthening engagement in the impact areas and; (iii) propose methodology for demonstrating outcomes in impact areas. The three impact areas of Inclusive economic growth; Human Rights; and Climate Change/ Disaster Resilience/Food Security are informed by the Australian Government Volunteers Program Global Program Strategy. Rather than setting out evaluation findings, the paper explores the practice of collaborative evaluation design; use of mixed methods including key informant interviews, document review, and quantitative analysis to prepare working definitions of impact areas. The paper explores the practice of drawing on local (country contexts) and global measures (Sustainable Development Goals) to define impact areas and how we have made sense of these to apply to the Australian Volunteers Program.

The paper distinguishes the theory and practice of formative evaluation and sets out the unique contribution it offers to policy and programming agendas. It talks about the value of evaluation across multiple points in the project cycle and value of linking formative and summative evaluations as highlighted within this case. Informed by this case study, the presenters offer tips and tricks for those commissioning and conducting evaluations to ensure formative evaluations provide best contribution to policy and programming agendas.

Giving evaluation data back to the end user: experience from two workplace health initiatives

Jorja Millar, *WorkSafe Victoria*; Clara Walker, *Cancer Council Victoria*

As program participants are increasingly being saturated with requests to participate in surveys and other data collection, there is a need for evaluation data collection to not be a burden on program participants. One way to do this is to collect and give back data that meet the needs of program participants.

This paper explores the process of developing and implementing data collection tools where the findings are used not only for overall evaluation of an initiative, but for end users' purposes, including conducting their own planning, economics of prevention, and evaluation. These data collection approaches are therefore not passive, but also influence the intervention through a design-thinking approach.

The presenters will explore this topic via two case studies from Victorian workplace health and wellbeing initiatives. These initiatives support workplaces to be prevention led and create healthier workplace environments to improve employee health

and wellbeing. Therefore the initiatives are multi-layered, with overall state-wide frameworks influencing workplace initiatives to ultimately benefit individual employees.

The presenters will highlight key challenges and lessons learned from the process of developing and implementing multi-purpose data collection tools which support our evaluation objectives and also provide tailored feedback to workplace end users to support their own planning, implementation and evaluation. An overview of initial user experience and feedback and how the tools support ongoing improvement of our health and well-being initiatives will be provided.

This paper will provide practical insights for evaluation practitioners of all backgrounds who are looking to use a client-centric approach and increase engagement with evaluation data collection through creating value for end users.

Inside, outside, all around: three perspectives on evaluation capacity building

Stewart Muir, Jessica Smart, Australian Institute of Family Studies (AIFS); Emily Mellon, Outcomes Practice Evidence Network (OPEN); Alisha Heidenreich, Relationships Australia SA

Through evaluation capacity building we seek to grow and nurture the practice of evaluation and transform non-evaluators into evaluators. Understood broadly, evaluation capacity building consists of three components; capacity to 'do' evaluation, capacity to 'use' evaluation, and a culture that is supportive of evaluation (Stewart, 2014). The community services sector is experiencing a push towards evidence-based practice and outcomes measurement, yet despite increased investment, there are some common gaps in the sector's evaluation practice.

This session explores different approaches to solving this problem through evaluation capacity building, drawing on the experiences of three panellists:

- The Families and Children Expert Panel Project operates nationally to build the capacity of service providers to use evidence in practice.
- Relationships Australia South Australia's evaluation team work alongside staff to build their capacity to discover the best – and what must be improved – in their services, programs and practices.
- The Outcomes Practice Evidence Network aims to strengthen the evidence base and improve outcomes for Victorian children.

The session will provide a very brief overview of each project and compare and contrast experiences to examine the role of evaluation capacity building in 'un-boxing' evaluation. Discussion will be centred around questions such as:

- How do we promote the use of evaluation?
- What are the benefits of being positioned 'outside' or 'inside' an organisation?
- How do we build an organisational culture that supports evaluation?
- What are effective evaluation capacity building strategies?
- How do you evaluate evaluation capacity building?

Attendees will leave this session having critically engaged with the key challenges and enablers of evaluation capacity building, and with practical examples of capacity building activities and how they work in different contexts.

The early career evaluator experience: exploring pathways into and up in evaluation

Francesca Demetriou, Eunice Sotelo, Australian Institute for Teaching and School Leadership; Aneta Cram, Katoa Ltd

In the context of professionalisation, the evolving role of the evaluator, and the varied and changing entry points into the field, what does it mean for early career evaluators entering and planning a career in this space?

In this interactive session, ran by and aimed at early career evaluators, exploratory research into the experiences and needs of early career evaluators in Australia will be shared, reflected and collectively built upon.

This session will begin with a short presentation on the preliminary findings of research exploring the experiences of early career evaluators from a variety of backgrounds and contexts, the commonalities and differences of their experiences, their supports and challenges, and the questions they have about their development.

This will be followed by a world café style session to engage the community of early career evaluators who are present to reflect on the themes and their own experience, explore their own learnings and challenges, as well as the burning questions that they want to have answered! Feedback will serve to validate, add nuance and enrich the learnings from the initial research.

The session will provide the opportunity for early career evaluators to connect into a community of peers, and build their support networks as they continue their journey of development, whilst actively contributing into research that will add to the knowledge base around what is working and what is needed to support pathways into and up in the evaluation profession.

Discussion generated will be synthesised and shared with session participants via email following the conference. The discussion will also contribute to the research findings, which will be written up into a cohesive report (final product to be determined) that may help inform the AES capacity building strategy.

Un-boxed: developmental evaluation's great strength and ultimate challenge

Samantha Togni, S2 Consulting; Kate McKegg, Knowledge Institute/Kinnect Group; Nan Wehipeihana, Kinnect Group

Complex social and environmental issues increasingly challenge us to innovate to promote equity and sustainability. Evaluation in these real-world settings is important to support innovation effectiveness; it is also challenging, as conventional evaluation is not a good fit with innovation and complexity. Developmental evaluation (DE) responds to these challenges by integrating evaluation with the innovation, informing development through iterative learning.

DE is agnostic to methods. Rather, it is a relationship-based approach guided by essential principles brought to life in ways and to degrees relevant to the context. In this way it is agile and adaptive to support innovation development and learning in real-time with rigorous evaluation. This is DE's greatest strength; it is 'un-boxed' from the constraints of conventional evaluation design, enabling the evaluation to move with the innovation and embrace emergence and complexity. Simultaneously, this is DE's ultimate challenge: what is DE exactly and how do you do it?

Australian and international Indigenous and non-Indigenous DE evaluator panellists respond to these challenging questions, critically reflecting on our practice.

The session will explore: how you describe and know you are doing DE when it looks different in different contexts; how you convince commissioners of its value when you cannot know in advance

exactly what it will entail and what data will be collected; and how do you define rigour in DE. The presenters will examine DE's relationships-based nature and the assertion that the evaluator is the key 'tool' in this approach, exploring the strengths of the DE principles. The audience will be invited to share their DE definitions and experiences.

Recognition is growing of DE's value in supporting innovation development in complexity. DE is challenging and re-defining what we mean by evaluation. We need to develop our knowledge base on DE practice to better understand how it works and what it takes.

Value for investment: un-boxing a transdisciplinary approach to valuing

Julian King, *Julian King & Associates*

Value for money (VFM) is a challenge for evaluators. Today's governments and impact investors seek valid, convincing ways to understand the social, cultural and environmental value of their resource allocation decisions. Evaluation and economics share an interest in determining the quality and value of resource use – but there is a conundrum. On one hand, too few evaluators are confident in cost analysis and economic methods of evaluation. Conversely, too few economists realise that evaluative thinking offers complementary ways to understand value.

This presentation shares a transdisciplinary 'value for investment' (VFI) approach. This practical, intuitive process uses evaluative reasoning and mixed methods (qualitative, quantitative, and economic). It offers evaluators new ways to uncover and communicate the value of social investments, supporting resource allocation decisions for a fairer and more sustainable future. Theory, practice and examples will be shared.

Navigating Indigenous evaluation contexts: a time for critical reflection

James Smith, *Donna Stephens, Menzies School of Health Research*; *Kim Robertson, Charles Darwin University*; *Kalinda Griffiths, University of New South Wales*

The need to strengthen evaluation approaches in Indigenous evaluation contexts is well documented at national and global levels. In response, many evaluators have suggested that a greater understanding and use of Indigenist and decolonising evaluation methods is required, preferably with evidence of strong Indigenous leadership and participation. This has paralleled discussions about the importance of Indigenous data sovereignty. A deeper appreciation of the principles underpinning Indigenous evaluation work has also been a focus of recent policy and strategy discussions in Australia, with a notable increase in the development of Indigenous focused evaluation frameworks as a result.

In tandem, strategies to build capacity in Indigenous evaluation (of both Indigenous and non-Indigenous evaluators), have also started to surface through research commentary and evaluation practice. Within the context of the conference theme – 'un-boxed' – it is about understanding the complex interplay between values, power, culture and diversity. Indeed, perhaps there is no box at all, and an intricately woven basket is a better metaphor. Nevertheless, there are relatively few forums in which people working in Indigenous evaluation contexts have the opportunity to critically reflect on their practice.

This interactive session aims to provide a safe space to openly discuss the challenges and opportunities that both Indigenous and non-Indigenous evaluators face in undertaking Indigenous evaluation work. This includes an opportunity to engage in open dialogue about the anxieties, tensions and celebrations associated with Indigenous evaluation.

The session will be led by three Indigenous and one non-Indigenous facilitators that have worked collaboratively on various Indigenous evaluation projects at local, state and national levels. Key points of discussion will be documented as a communicate for participants. They will be provided to the Cultural Capacity and Diversity Committee of the AES to help inform further areas for development and action in this space.

Surprise! No one read your organisations annual corporate performance report. Now what?

Brooke Edwards, *NSW Government*

With the recent experience of a trend towards annual corporate performance reports why are alternative and more compelling performance reporting formats being overlooked? What's beyond the box? Or, what's beyond the dusty corporate reports archive box? Isn't it time we embraced new methods of sharing and showcasing our performance data?

With the benefit of hindsight the presenter will discuss the downside risks of pursuing a corporate performance report as the cornerstone of your M&E reporting and communication strategy, consider what we actually want to achieve through M&E performance reporting and present some alternative communication formats to get us really thinking outside the box!

He Whetū Arataki (Guiding Star) youth leadership program evaluation

Gill Potaka-Osborne, *Teresa Taylor, Whakae Research Services*

In 2018, Te Rūnanga o Ngāti Hauiti (tribal council) commissioned their research unit to complete an evaluation of their youth leadership program that had been running for nine years without change. The program purpose, 'to develop youth as leaders' – succession planning, was facilitated by tribal experts and elders who endeavored to fuse past and present in a way that resonated with youth. The evaluation invited tribal members to reflect and consider what had worked well, the challenges and how best to move forward. This evaluation models how Indigenous communities can commission and conduct independent evaluations to meet tribal aspirations.

What's beyond the box: learning from 'tribal' communities and encouraging community ownership of evaluation – a collaborative approach, building on translational research, using an implementation science evaluation framework

Robert Simpson, *Mackay Institute of Research and Innovation (MIRI), Mackay Hospital and Health*; *Bridget Abell, Australian Centre for Health Services Innovation*

An entertaining and interactive presentation exploring a community based program evaluation that combats the rising population health issues of obesity and diabetes across overweight and obese regional communities – Mackay, Isaac and the Whitsundays.

Evaluation can be part of inspiring communities to healthier life changes and combatting major social epidemics. This presentation discusses evaluation of a collaborative 'tribal' approach to behavioural change and how implementation science frameworks can highlight facilitators and barriers to program sustainability and impact from various stakeholder viewpoints. Key features are innovative translational research, community partnerships/ownership of outcomes and evaluation of a tribal innovation from beyond traditional perspectives.

Design tips for visualising your data

David Wakelin, ARTD Consultants

Every day we create, analyse and visualise a lot of data. We need to effectively share our findings so they can be turned into actions. Making these small changes when visualising your data can make a big difference in whether your audience can understand and use your findings.

The presenter will share simple design tips to instil clarity in the visualisations you design to help your audience to see what you see, know what you know, understand your message and turn evidence into action.

A primer on using qualitative comparative analysis (QCA) in evaluation

Brad Astbury, ARTD Consultants

Qualitative comparative analysis (QCA) is a well-established family of research techniques from the applied social sciences. The QCA approach blends qualitative and quantitative sources to analyse causal patterns using a small to medium numbers of cases. Early QCA approaches emerged in the 1980s and have developed since then. While the potential of QCA for a range of evaluation applications has recently been recognised, there are few examples that demonstrate the steps involved to apply this technique in evaluation practice.

This presentation reports on the use, benefits and challenges of QCA in the context of a study that sought to identify different pathways of conditions leading to sustainability of demonstration projects. The session will provide advice on case selection, calibration of conditions and outcome(s), minimisation procedures, necessary and sufficient conditions, truth table analysis using fsQCA software, dealing with contradictory configurations and interpretation of results in the context of theoretical and case-specific knowledge.

Increasing policy impact of disability inclusive evaluation by using an inclusive citizenship lens

Karen Fisher, UNSW Sydney; Sally Robinson, Disability and Community Inclusion, Flinders University

This paper examines whether disability inclusive evaluation can demonstrate the values of inclusive citizenship to influence policy change. The purpose is to observe how inclusive evaluation enables a voice in policy to improve the impact of evaluation.

The values of inclusive citizenship are justice, recognition, self-determination, and solidarity (Lister 2007). This paper applies these values to policy evaluation that uses methods inclusive of people with disability to enact diversity within evaluation.

The evaluation team applies the question to a controversial evaluation about closing disability institutions in Australia. The team included people with and without disabilities – academics, a researcher who had lived in an institution and field researchers who had worked with people with complex communication needs – in partnership with a disabled persons organisation and government. It used a human rights framework to analyse data from policy documents, site observations, interviews, secondary data and quality of life measures.

The evaluation team used various participatory strategies to ensure inclusion of people with intellectual disabilities to organise and conduct the evaluation and to apply the results. It had high policy impact by engaging the government in the evaluation process and applying the inclusive methods. Evaluation practice included reflective conversations in the team about benefits and challenges of the participatory methods.

It found that the inclusive citizenship framework enabled the team to complement the strengths of the various team members. The range of inclusive methods was necessary to ensure that people's expertise was appropriately engaged.

Evaluators aiming to achieve impact to improve the lives of people affected by the policy must consider and invest in inclusive methods for evaluation utility during the design, conduct and delivery of evaluation, even technical evaluations such as this case study. The underlying values of inclusive citizenship can inform inclusive evaluation in all aspects of the evaluation process.

A fundamental choice: internal or external evaluation capacity building? Or a bit of both?

Vanessa Hood, Rooftop Social; Liam Downing, NSW Department of Education and Training

Who is best placed to build the evaluation capacity of an organisation – internal staff members or external consultants? Or a combination? How do you make the decision about what will be best for your organisation? If you've ever contemplated these questions, then this interactive session is for you.

Facilitators will share the reality of their experiences in internal and external evaluation capacity building (ECB) roles – the pros and cons, the similarities and differences, the different approaches they've tried (hint, it's not all about running a good workshop!)

Participants will also be encouraged to share their experience around ECB decision making in their context. As a group, we will pull apart how decisions are made in this space. We will collaboratively develop a 'decision tree' that can be used to support the decision-making process. The facilitators will use creative processes that allow participants to interact with each other and contribute to their ideas. The outputs of the session, including the draft decision tree, will be sent to participants afterwards. For those who wish to remain engaged, a follow-up Adobe Connect session will be offered to finalise the model and then it will be distributed to the AES Evaluation Capacity Building Special Interest Group.

Confidence for evaluators: the unspoken skill

Matt Healey, First Person Consulting

Typically, evaluators are seen and presented as all-knowing experts across a never-ending range of areas: quantitative, qualitative and mixed research methods, engagement approaches, cultural competencies, reporting tools and platforms. On top of this, is a need to understand the constant change within and across social, health and environmental arenas, exponential changes in technology and the implications for evaluation. In many ways, it is impossible for evaluators to know everything – even more so for evaluators at the earlier stages of their career.

During an emerging evaluators panel session at aes18, one of the key themes that emerged when emerging and early career evaluators discussed how to move out of the intermediate 'fuzzy middle' towards becoming 'experts' was the need to be both comfortable in uncertainty and confident with themselves, their knowledge and their practice in evaluation. While the AES competency framework emphasises competence in a range of areas, the need to be confident (and develop confidence) is only implicit across domains, and only explicit in the context of building confidence in others, and in statistical methods!

This session will draw on practices and principles from the presenter's own experience in developing his confidence in the context of presenting, facilitating and dealing with large audiences. Through a mix of lightning talks, light-hearted hands-on activities and reflective small group discussions attendees will leave with tools and approaches immediately implementable during and post-conference. Ultimately, this highly interactive skill session will make explicit the unspoken (but crucial) soft skill of confidence.

Evaluation: what is the value in the box?

Laurence Denholm, *Anthea McClintock*, *NSW Department of Premier and Cabinet*; **Lyn Alderman**, *The Evaluators' Collective*; **Geoff Gallop AC**, *Emeritus Professor ANZSOG and Director, Graduate School of Government, University of Sydney, former Premier of Western Australia*; **Nicholas Gruen**, *Lateral Economics*; **William Murphy**, *NSW Department of Customer Service*; **Simon Smith**, *Nous Group*; **Jonathan Wheaton**, *NSW Department of Planning, Industry and Environment*

Despite steady expansion in the scope and intensity of evaluation practice in government agencies throughout the OECD, criticism of evaluation continues amongst policy professionals and public administrators on the basis of cost and lack of timeliness in results. Emerging policy implementation practices such as 'deliverology', which address alleged shortcomings in evaluation practice, now compete for the attention of policy and program managers, some who see evaluation as nothing more than a mandated compliance activity. Although evidence from evaluation can contribute to accountability and communications in established programs, the paramount value lies in application of evaluation results for long-term improvement of future policies and programs through evidence-based decision support. Improving the decision support value of evaluation will however require better tailoring of evaluation outputs to decision-makers' needs, addressing tensions between timeliness, objectivity and cost of results, and broadening the application of evaluation results through informed inference.

Guided by an expert panel, this session will pursue a participatory approach to consensus on factors, real or perceived, that significantly constrain the adoption and hence the full potential of evaluation as a decision support tool. Participants and panel will propose and explore opportunities for mitigation of those constraints that are real and rebuttal of those that are not. It is expected that the ground between evaluation and 'deliverology' will be especially fertile. Participation will provide practicing evaluators and those commissioning evaluation services with an opportunity to contribute to ongoing debate about the value of evaluation as a policy decision support tool. Importantly, participation will enable those interested in advocating for evaluation with a toolkit to rebut incorrect criticism and, as far as practicable, facilitate effective responses to valid criticism from those who are often the end-users of evaluation outputs. The session will guide more effective and more valuable application, design and reporting of evaluation.

BetterEvaluation: Aboriginal and Torres Strait Islander Evaluation Project

Donna Stephens, *Menzies School of Health Research*; **Sharon Babyack**, *Belinda Gibb*, *Indigenous Community Volunteers*; **Debbie Hoger**, *Carol Vale*, *Murawin Consulting*; **Kate Kelleher**, *Kate Kelleher Consulting*; **Greet Peersman**, *BetterEvaluation Project*

BetterEvaluation is a global public good collaboration to improve how evaluation is planned, managed, conducted and used. Its website (betterevaluation.org) shares information on evaluation methods and processes, approaches and thematic pages, events and resources.

A new BetterEvaluation project draws together evaluators, researchers and community development practitioners from Aboriginal and Torres Strait Islander organisations and academia to promote evaluation that builds knowledge and understanding of the heterogeneous nature of Aboriginal and Torres Strait Islander communities. The aim is to produce an ethical framework that draws on key principles and understandings in contemporary Aboriginal and Torres Strait Islander evaluation and use this framework to identify and highlight examples of evaluation practice that are rigorous, culturally appropriate and endorsed by community. In working with communities, the project team also had to address

its own shared ethical code while working from their individual, community and organisational standpoints. This navigation is indicative of much broader national and international conversations of data sovereignty and what constitutes the ethical principles of effective evaluation in these specific contexts. Most importantly, the translation of Aboriginal and Torres Strait Islander knowledge of effective evaluation that translates to and transforms actions, into language and constructs that can be understood in the broader community.

Successful evaluation does not exclude non-indigenous researchers and evaluators; yet, it requires parameters deeply embedded in an Aboriginal and Torres Strait Islander focused evaluation culture that are not yet solidified in current evaluation practice in these settings. This project has sought to un-box community voices by sharing only community-endorsed evaluation examples on the website, providing a unique platform for the voice of both the Indigenous evaluator and the Indigenous participant in the evaluation, to be heard and privileged.

The whole box and dice: economic evaluation trends and forecasts

Mark Galvin, *EY*

Recent government moves towards outcomes budgeting is the latest illustration that outcomes thinking is here to stay. Outcomes evaluation coupled with economic evaluation is increasing and increasingly interdependent, especially in the social policy and services space. With such anticipation, the risk of an empty box looms large. Demonstrating and valuing outcomes requires intentional and fit-for-purpose measurement approaches. Sharing approaches is critical to further innovation and support for robust public decision making.

This Ignite presentation will showcase changes in the policy landscape, as well as visual depictions of evaluation methodologies that situate 'traditional' social outcomes as benefits and how significant economic value is derived through effective services delivery and cost avoidance.

Using e-diaries to collect evaluation data

Carolyn Hooper, *Allen and Clarke Policy and Regulatory Specialists*

During an intervention evaluation, front-line service delivery staff made periodic diary entries using an on-line portal. Diarists responded to prompts specific to the evaluation questions. The output provided valuable insights to the day-to-day realities of those delivering the intervention; resulting in front-line staff having a strong voice in the evaluation report. The e-diary is an accessible, innovative method for collecting data, suited to situations where a detailed view of the work at the intervention delivery interface is valuable, but direct observation by an evaluator is problematic. Come and see how we did it.

Lessons from the 'dark side': how corporates do client experience

Emily Verstege, *ARTD Consultants*

The presenter has been in a corporate wilderness for the last four years, working with for-profit organisations to gather evidence to understand their clients better. She quickly realised corporations know lots about their clients in ways that we don't, as governments or non-profits. This Ignite presentation un-boxes client experience for evaluators, with anecdotes from the 'dark side'.

Kids, schools, robots and...evaluation?! How embedded evaluation is helping sick and injured kids stay connected

Sara Webb, *Duniya Consulting*; **Megan Gilmour**, *MissingSchool*

Around 60,000 kids in Australia are missing school because they are seriously sick or injured. Unable to go to school, these kids are missing out on everything: education, yes, but also social connections and sense of self. Passionate advocacy organisation, MissingSchool, supported by St. George Foundation, is implementing an Australian first: using telepresence robots to keep kids and schools connected.

Find out how MissingSchool is tucking evaluation into the box along with the robot, and finding clever ways to think outside the box and measure multi-level systems disruption in a project with limited resources.

Evaluating system change: exploring how project innovations transform business as usual

Adrian Field, *Dovetail*; **Julian King**, *Julian King and Associates*; **Kate McKegg**, *The Knowledge Institute*

How do project innovations create changes in wider organisational systems and practice? This short paper will discuss our learning from evaluating three dynamic road safety projects working within an innovation umbrella program.

This session will highlight the challenges and opportunities for taking innovation to scale, reflecting on our learning from theoretical approaches outside evaluation that offer compelling new windows for evaluator's understanding of impact and change. Grounded in real-world application of three innovative road safety projects, the paper will present the inter-weaving of socio-technical systems theory, developmental evaluation, rubrics, and learning from the innovation literature.

These approaches were used, along with their practical application through rubrics and multiple data collection methods, to explore the extent to which the projects fostered innovation that translated into sustained business operations.

This paper will provide useful ideas and reflections for participants including how collaboratively developed evaluation rubrics were

used to define and assess levels and dimensions of system change that each project could reflect against, through a developmental process of engagement and reflection.

The presenters will also reflect on the contribution that collaborative partnerships, communities of practice, people-centred approaches, and reframing risk offer to evaluation practitioners as avenues for exploring the translation of innovation to system change. Socio-technical systems theory will be provided as a lens for understanding the potential for local or niche innovations to lever changes in wider systems. The session will conclude with an exploration of the role of evaluation in capturing and catalysing innovation.

Not champions, advocates! Supporting evaluation in non-profit organisations

Alison Rogers, *PhD Candidate, Centre for Program Evaluation*

Evaluation is challenging for human service non-profit organisations. Evaluation advocates are attempting to use evaluation to demonstrate change in the lives of their client group and are trying to find ways of embedding evaluation to improve services and be accountable.

The presenter undertook research with 17 advocates who worked in culturally diverse non-profit Australian organisations. The advocates had meaningful, productive, long-term and mutually beneficial working relationships with evaluators.

The advocates displayed positivity, enthusiasm and persistence and influenced others to understand and use evaluation as a tool to achieve the vision of the organisation. Regardless of level on the hierarchy, gender or cultural background, they highly valued evaluation logic, evaluation literacy and positive interpersonal relationships. The advocates built environments where colleagues felt welcome, respected, supported, valued and comfortable to participate by promoting equity, inclusion and individualised consideration.

The presenter will share findings from a study that sought out the perspectives of end-users directly. The conference theme suggests that evaluators need to 'draw on the knowledge and practices of those they work with' and this presentation will enable evaluation advocates to learn from external and internal evaluators, and for evaluators to learn about effective strategies and approaches from the way the advocates work with their colleagues to promote evaluation.

Wednesday afternoon session 13:30 – 15:00

MEL in fragile and conflict-affected settings: remote monitoring of the aid program in Afghanistan

Ulla Keech-Marx, *Australian Department of Foreign Affairs and Trade (DFAT)*

How do you monitor and evaluate a large aid program in an active conflict zone? How do you effectively verify data from development projects and monitor for unintended consequences when the security situation presents significant risks to those on the ground?

The Afghanistan M&E Lab was set up in late 2017 with funding from DFAT's InnovationXchange. Its purpose is to explore creative ways to monitor and manage the Australian aid program to Afghanistan from afar. The findings from the Lab underpin our approach to monitoring and evaluation (MEL) for the Australian aid program in Afghanistan, and have potential for application in other remote, conflict-affected or otherwise inaccessible settings.

The Lab encompasses a number of sub-projects investigating different potential remote monitoring options. This includes trialling the use of sentinel indicators to monitor change at the system level, developing monitoring and learning techniques drawing on tools for iterative adaptive programming, and investigating whether big data can be used to develop proxy indicators for verification purposes. Can banking big data be used to develop proxies for women's economic empowerment? And can changes in women's use of mobile phones tell us anything about changes in their mobility or status?

This session will share learnings to date on meeting the MEL challenge in Afghanistan.

Participatory action research – an approach for evaluators to discover and celebrate community strengths

Sharon Babyack, Belinda Gibb, *Indigenous Community Volunteers*

Building from community strengths, recognising and celebrating culture, community ownership and collaborative design and delivery is paramount for programming and evaluation in this Aboriginal and Torres Strait Islander organisation. Sharing benefits and reciprocal respect is important for any evaluator seeking to work with Aboriginal and Torres Strait Islander people and communities.

Participatory action research (PAR) provides a valuable option for embedding monitoring and evaluation into practical activities requested by communities.

In 2018 the organisation designed and launched a two year PAR project. It took this approach to maximise the benefits of the research for the fourteen communities who agreed to participate. The project tests the organisation's story of change – a theory that cements the patterns of the steps many communities have taken towards holistic wellbeing. Improving governance has proven to be a key step to achieving longer term community aspirations.

The PAR project asks, 'How does the organisation's approach strengthen understanding and implementation of governance to empower communities to achieve their dream?' The approach is flexible and multi-disciplinary and includes observation, co-design and delivery of activities, participatory monitoring and evaluation, co-authoring case studies with each community; and semi-structured interviews using a purpose built participatory tool. The organisation has received ethical approval from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) for the project.

PAR is a useful form of inquiry as it is close to the ground, values the contribution of those with the lived experience and facilitates shared learning. As a flexible, multi-disciplinary approach it can also accommodate the co-design and delivery of the activities. Importantly, feedback loops are built into this dynamic and cyclical approach to evaluation. This accommodates shared learning and the immediate adaptation of activities and solutions for improved outcomes. It mobilises evidence. This makes it meaningful for the people involved.

Peer assessment as a step toward professionalisation

Sue Leahy, *ARTD Consultants*; Helen Simons, *University of Southampton*; Delyth Lloyd, *Department of Health and Human Services*

Evaluators around the world are seeking to identify the unique set of skills needed to successfully practice evaluation and professionalise our work, through systematic approaches to training and in some cases, credentialing schemes. In Australia, we have been supported to develop as evaluation practitioners through conferences, training programs and resources, such as the AES Competency Framework and Guidelines for Ethical Practice. But in other respects, our journey toward professionalisation is in its infancy and there is an appetite for more structured pathways to support peoples' professional journeys into and within the evaluation sector. In some countries evaluators have been trialing self and peer assessment schemes to help structure learning and offer professional development support.

This paper showcases the experience of the United Kingdom Evaluation Society (UKES) in piloting its Voluntary Evaluator Peer Review System (VEPR). It involves a videoconference link with the convenor of the UKES Professionalisation subgroup and a facilitated question and answer session that will allow participants to explore the implementation of the UK peer assessment process. This makes

a strong link to the Society's capabilities framework and informs future training. Reflections and learnings from the session will be provided to the AES to inform the possible development of a peer-assessment scheme in Australia.

Unpacking the complex boxes

Joanna Farmer, *Beyond Blue*

Social problems appear more complex than ever before, as people – and the services that support them – are ever more connected. Policy and program developers increasingly recognise that the solutions to interdependent challenges are complex interventions. However, as evaluators, we are often expected to work within boxes, constrained in the extent to which we can address complexity. Some of these constraints are practical – funding and program scope – while others pose fundamental challenges to how we do evaluation, such as balancing our accountabilities to all relevant stakeholders.

Evaluation is an important part of the policy making cycle that provides valuable information on intervention design and implementation. But to maintain relevance in an increasingly complex world, evaluators have to adapt approaches that look to systems – not simply programs. Evaluators need to look not just at what's in the box, but what's beyond.

In this world café session, attendees will be encouraged to step outside their current box – be it their discipline, sector or theoretical leanings – to share and learn with others while we unpack the big boxes of evaluation. In opening, the presenter will draw on evaluation theory and her experiences designing evaluations for complex social problems before providing key discussion topics for attendees Contributions will be summarised and provided back to participants after the session.

Un-boxing the inquiry – the Independent Inquiry into the Australian Public Service and its implications for evaluation

John Stoney, *Australian Evaluation Society*

The Independent Inquiry into the Australian Public Service was announced in June 2018. It received over 600 submissions, including from the AES, which proposed the Inquiry should consider options for developing appropriate organisational infrastructure and support systems for evaluation and policy evidence, capable of informing policy decision-making and showing the effectiveness of the APS. These included:

- investment in better systems to support the administration of policy and programs, including the collection of relevant and reliable data to support APS staff
- increase the levels of evidentiary (including research, evaluation, and data) and performance literacy amongst APS staff, and having sufficient numbers of staff with specialist technical expertise in data, research, and evaluation
- encourage a culture of performance management, including incentives for managers to engage with risk, innovate and the potential 'to fail'
- institutional infrastructure such as the establishment of an Evaluator-General, and having a Chief Evaluator at SES level appointed in each agency

This session will enable AES members to hear an update on the Inquiry, what it thinks about the issues raised in the AES submission, and what the current thinking on and possible implications for evaluation might be going forward from the Inquiry's work.

Disrupting power dynamics and bringing diverse voices to evaluation

Jade Maloney, *ARTD Consultants*

As evaluators, we need not only technical competencies, but the capacity to understand macro- and micro-politics, power dynamics and competing perspectives on what is of value and whose values count.

When we work with communities identified as 'vulnerable', we need to be particularly conscious of how past policies and ongoing practice can limit people's confidence to voice their perspective. But it is not only when working with 'vulnerable' communities that we must be conscious of power dynamics. There are also power dynamics at play when working with program staff who are unfamiliar with evaluation theory and practice, and who fear evaluation and how it will be used by decision-makers.

There is another layer to the dynamic when an external funder is involved. The funder can set evaluation terms of reference and have a dominant voice in setting the parameters for what is valued.

If we are to recognise the rights of people with lived experience to shape the policies and programs that affect their lives, and recognise practice knowledge (which is often discounted in research literature), we need to find ways to recognise, navigate and disrupt power relationships.

The presenters will use a series of creative techniques to enable evaluators to first embody the power dynamics involved in several evaluation scenarios and how these could be disrupted. As a group we will explore what we as evaluators can and have done to: influence who is at the table in evaluation; welcome and give space to diverse voices; and balance competing perspectives.

To facilitate the conversation, we draw on a case study evaluation of a co-designed, co-delivered community engagement program, delivered in partnership between government, community organisations and people with intellectual disability, people with psychosocial disability, and people with disabilities from Aboriginal and culturally and linguistically diverse communities.

Principles and ideas will be collated in a final closing the circle discussion and distributed to interested AES members.

Personality preferences – implications for influencing evaluation design and utilisation

Eve Barboza, *Wholistic Learning Pty Ltd*

Can the personality preference of the evaluator influence the design and utilisation of evaluation? Can any differences in these personality preferences between evaluator and client / audience of the evaluation explain some of the controversies in evaluation practice? This session explores how personality preferences could be drawn on to inform the design of evaluation and influence the implementation and utilisation of evaluation findings. Drawing on some positive and negative experiences of the presenter we will explore personality preferences as a framework to inform and support your work to improve the design and utilisation of your evaluation projects.

A live un-boxing: the evaluation capacity building role

Liam Downing, *Centre for Education Statistics and Evaluation*

In a session designed especially for those who LOVE watching those un-boxing videos on YouTube, the presenter will un-box, set up, and use a brand new evaluation capacity building role live on the AES 2019 stage. The presenter will show what's inside, how it works and

what it can do. You can see if it's the right choice for you to build skills and grow the profession through capacity building. This Ignite presentation will also use props. PROPS!

Evolving from academic researcher to evaluator

Natalia Krzyzaniak, *NPS MedicineWise*

In contrast to common perception, evaluation and research are two distinct disciplines. Both require the application of data collection and analysis skills and centre on the shared objective of answering a question. However, the purpose of each discipline, and dissemination of the data collected, differ. Entering the evaluation profession from a research background, requires a level of adaptation to become an efficient and successful evaluator.

This presentation will walk the audience through the presenter's journey from a researcher to an emerging evaluator, outline the key similarities and differences between research and evaluation, and the upskilling required to become an efficient evaluator.

Getting past the imposter syndrome: you don't have to be an expert to help build evaluation capacity in your organisation

Margaret Moon, *SafeWork NSW*

If you're new to evaluation you might feel like an imposter at least some of the time. You get appointed to a new role with 'evaluation' in the title and suddenly you're expected to be an expert! This can be daunting.

But many of the skills and qualities that evaluators need are transferable. For example, a good evaluator needs the right mindset and a positive attitude, good critical thinking skills and penchant for asking lots of questions. These are excellent foundational skills. This presentation will help emerging evaluators identify their strengths and feel more confident in building evaluation capacity.

The dance of evaluation: engaging stakeholders to develop an evaluation framework across a highly diverse training organisation

Racheal Norris, Linda Klein, *GP Synergy*

This presentation will outline the processes and challenges involved in developing an efficient evaluation framework, using a state-wide vocational training organisation as a case study. GP Synergy delivers an accredited general practice training program, across eight highly diverse subregions of NSW and the ACT, for doctors wishing to specialise as general practitioners. A small evaluation team was established in 2017 to develop a rigorous, adaptive evaluation system to monitor and report on delivery of educational activities.

Using evidence-based methodology, the team adopted a participatory approach and engaged stakeholders across three key levels:

1. *Education executive:* An interactive program logic workshop was held to discuss and identify various evaluation priorities at the senior level.
2. *Medical educators:* The team worked closely with individual educators to design evaluation tools that were standardised, yet responsive to the unique needs of each region. This involved careful consideration of psychometric properties to ensure robust and reliable measures of key outcomes. A semi-automated reporting system was created to maximise efficiency of delivering timely feedback, and the team guided educators to correctly interpret and utilise this information for continuous improvement.

3. *GP registrars*: The team consulted with registrars (trainees) to explore and develop pathways to 'close the loop' and communicate evaluation findings and implications for the training program. This also involved educating registrars about the broader theoretical framework behind evaluation and how to provide useful, constructive feedback.

Evaluation at GP Synergy remains an evolving process, with ongoing multi-level engagement ensuring evaluation systems continue to be responsive and adaptable to stakeholder needs. The role of the evaluation team in educating stakeholders and colleagues about evaluation 'steps' has been fundamental to successful data collection and reflection on findings resulting in change. Insights will be offered to others developing evaluation frameworks/methods within settings where flexibility and responsiveness are key.

Exploring 'beyond the box': applying implementation theory to evaluate a quality improvement project in Aboriginal and Torres Strait Islander primary health care

Alison Laycock, Jodie Bailie, Veronica Matthews, Ross Bailie, *University Centre for Rural Health*; **Gillian Harvey**, *The University of Adelaide*; **Nikki Percival**, *University of Technology Sydney*; **Frances Cunningham**, *Menzies School of Health Research*; **Kerry Copley**, **Louise Patel**, *Aboriginal Medical Services Alliance Northern Territory*

Implementation science examines what methods and strategies work to promote the use of research findings and other evidence into routine practice, to improve the quality and effectiveness of health services and care. It explores, e.g. how health interventions can be adapted and scaled in ways that are accessible and equitable to improve health. Implementation science can provide important knowledge for improving Aboriginal and Torres Strait Islander health, however little research addresses how implementation theories or frameworks have been applied to evaluate projects and programs in Indigenous health.

Drawing on developmental evaluation data, the project used the integrated Promoting Action on Research Implementation in Health Services (iPARiHS) framework to examine factors contributing to the success, or otherwise, of a large-scale interactive dissemination project. It engaged stakeholders with continuous quality improvement data from Aboriginal and Torres Strait Islander primary health care services to co-produce knowledge for improving care.

This presentation describes how this theoretical framework was selected and applied as an evaluation tool. It examines the extent to which use of the framework enhanced the understanding of project interactions, limitations and success in the Aboriginal and Torres Strait Islander health care context and influenced the ongoing work to improve health.

Advanced tips for commissioning and managing high-quality, useful evaluation

Jane Davidson, *Real Evaluation LLC*; **Tessie Catsambas**, *Encompass LLC*

What are the most important traps to avoid and tips for commissioning and managing high-quality, value-for-money evaluation? This interactive panel session will be an informative helicopter tour for evaluation commissioners, evaluation team leaders, and internal and external professionals who oversee or manage evaluation projects. It will provide:

1. a deeper appreciation of the role of evaluation management in commissioning and delivering high-quality, value-for-money evaluations

2. an overview of the role and essential competencies of evaluation managers
3. sample strategies and tools for commissioning and managing better and more useful evaluations for organizational learning and stronger leadership.

Participants are invited to share their own experiences and engage in a highly interactive discussion with the presenters, who will draw on decades of practical experience leading both large international multi-country evaluations and small-team and solo evaluation projects, as well as providing advice to client organisations on how to scope, commission, and manage highly effective evaluations.

Assessing achievements in implementing place-based initiatives – un-boxing the assessment process

Patricia O'Connor, Tracey Marriner, Shantanu Sheshgir, Jill Waddell, *Australian Healthcare Associates*

Assessing the incremental achievements of place-based-initiatives (PBIs) has become an increasingly important component of contemporary evaluation practice. While much is known about the characteristics of successful PBIs, the practicalities of assessing implementation progress across multiple PBIs in a single program remain a complex challenge.

When tasked with evaluating a national program jointly funded by the Australian Government Departments of Health and Education and Training, aimed at improving Aboriginal health and education outcomes, this challenge became a reality for our evaluation team.

This presentation explores the four-stage process undertaken to develop a tool to assess implementation progress across a 13-site PBI program. These sites included a mix of urban, regional and remote locations. PBI maturity ranged from several months to multiple years, with some sites adopting a collective impact approach.

In Stage 1, a literature scan was undertaken to identify the attributes of successful PBIs and the breadth of indicators/measures used to evaluate them. Stage 2 involved mapping each indicator/measure against the eight PBI domains identified in Stage 1. Duplicates were removed and multiple codes were applied in some cases to facilitate measurement by sub-themes such as collective impact and integration. Indicators/measures were then converted to a plain language statement format, so that achievements could be assessed using a five-point scale, ranging from 'not yet started' (0) to 'achieved' (4). A rubric was constructed from the literature findings to guide the rating process undertaken by the evaluation team (Stage 3).

Summing up ratings by PBI domain (Stage 4) identified the domains where a site had made achievements and domains that required a concentrated effort going forward. This standardised tool also facilitated reporting of program-level findings and insights.

Factor analysis will later be used to determine the most important indicators within each domain, thereby reducing the number of questions being asked.

Operationalising systems-thinking approaches to evaluating health system innovations: the example of HealthPathways Sydney

Carmen Huckel Schneider, Sarah Norris, Sally Wortley, Angus Ritchie, Fiona Blyth, Adam Elshaug, Andrew Wilson, *University of Sydney*

There have been increasing calls to take a systems-thinking approach to evaluating health policies and programs – acknowledging the complexity of health systems and the many actors, institutions, relationships, drivers and values that impact on health system change. Several key frameworks have emerged that

support systems-thinking, including WHO's Framework for Action; Non-Adoption, Abandonment, and Challenges to Scale-Up, Spread and Sustainability (NASSS); and the Vortex Model. However little has been written on how to operationalise systems framework elements into practical evaluation studies comprising methodologically rigorous data collection and analysis methods – all while staying true to the principles of systems-thinking.

This paper seeks to un-box the challenge of operationalising a system-thinking approach to evaluating healthcare delivery innovations. The presenters will use the NASSS framework as an example to demonstrate how to expand system-thinking frameworks, progress towards theories and pose systems-thinking-driven, yet researchable questions. This requires crossing epistemological boundaries, and taking a 'multiple studies' approach adopting various methods of inquiry. The presenters report on applying these principles to evaluate HealthPathways Sydney, a website for GPs to navigate care pathways for their patients through primary and specialist care. The presenters followed a two phase approach, beginning with a series of sub-studies using standard qualitative and quantitative methods and reflected on the conduct of these studies to pinpoint system level factors (macro contexts, institutional settings, critical events, agents and relationships) that were necessary to understand in order to determine how the innovation interacted with the system. The second phase adopted systems-thinking study methods, including geo-spatial mapping, social network analysis, process tracing, frames analysis and situational analysis. Results were then synthesised into a rich case of the introduction of an innovation into the system. The team uncovered progress towards desired outcomes, but also barriers to consolidating and embedding the technology when other system factors were in play.

Co-designing a place-based evaluation

Roxanne Bainbridge, *Central Queensland University*; **Robyn Bailey**, **Ned Hardie-Boys**, *Allen + Clarke*; **Julia Carr**, *Griffith University*; **Robert Monaghan**, *Monaghan Dreaming*

Evaluating large-scale, complex health programs poses a host of challenges. Traditional evaluation designs which compare locations with and without a given program are not appropriate because many of the programs are available in most locations. Place-based evaluation designs are promoted as a potential way to enhance understanding of context and address the lack of counterfactual comparisons. However, there are few published examples of evaluation designs that use a place-based approach to guide implementation.

This presentation will describe the emergent and multi-layered approach to co-designing a system-level evaluation, using a place-based approach. It aims to advance the understanding of place-based approaches to evaluation and research, by illustrating how the approach is being used in the evaluation of the Australian Government's investment in Aboriginal and Torres Strait Islander primary health care through the Indigenous Australians Health Programme (IAHP).

Aboriginal engagement, Aboriginal evaluation: owning an evaluation through comprehensive co-design

Lisa Jackson Pulver, *Health Performance Council of South Australia*; *University of Sydney*; **Andrew Wineberg**, *Health Performance Council Secretariat*

The various state-run health services in South Australia are charged with implementing 'an effective consumer engagement system'. In 2015, one of the state's several local health networks published a strategy for engagement with its Aboriginal consumers and community members. As part of the remit to review the effectiveness

of the state's community engagement methods, it was decided to evaluate how well that engagement strategy had been implemented.

As the evaluation was about Aboriginal health consumers and community members, it was recognised early that they themselves would best have the experience and legitimacy necessary to guide the review. Therefore a governing advisory group was set up – made up of people with a strong mix of Aboriginal health perspectives, including, crucially, members of the very same grass roots Aboriginal community register that was itself the flagship creation of the strategy being evaluated.

This session will introduce the project governance and the creation of the Aboriginal advisory group, and explain the lengthy but worthwhile collaborative process the group used to create an evaluation logic model and to design the evaluation. The presenters will explain how the advisory group provided strong governance for the substantive components of the evaluation, including their advice on protecting Aboriginal cultural property by procuring external expert assistance from a majority Aboriginal social research firm to undertake primary data collection. Finally, the presenters will demonstrate the iterative validation process used to prove and refine draft findings and results to ensure that these resonated with the community.

This session is a must-see for anyone interested in making their evaluations of community targeted strategies truly collaborative and empowering, giving ownership and validity to the community that are the prime stakeholders in a strategy under study.

Buddhist evaluation: thinking outside the box of Western-derived methods

Kathryn Dinh, **Heather Worth**, **Bridget Haire**, *UNSW*

The field of evaluation tends to be dominated by certain Western-derived understandings of the way the world works and underlying belief that these understandings are universal. Culturally responsive evaluation recognises the existence of diverse world views and some of its exponents argue that it needs to encompass more than simply working closely in collaboration with locally-based partners. It should additionally involve modifying and creating new evaluation approaches that are grounded in non-Western world views.

While there has been significant innovation in evaluation approaches that reflect Indigenous world views in Australia, New Zealand, the US and elsewhere, there has been less progress in reflecting the world views of South-East and East Asia. Buddhism has a significant global influence today, and particularly in these regions where it is practised by a large majority of the population.

This presentation suggests an applied approach to culturally responsive evaluation by first analysing the world views underpinning Buddhism and the most significant change (MSC) technique – a participatory method for monitoring and evaluation that involves the collection of stories of significant change. Presenters will identify where these converge and diverge and suggest practical ways in which the MSC technique could be adapted to reflect a Buddhist world view.

Finally, the presenters will look at how in a globalised world, societies are made up of a complex and dynamic mix of values, philosophies, traditions, religions and cultures. They will discuss that as evaluators, we can use this approach to work with locally-based colleagues to unpack the theory and value systems underpinning existing evaluation methods, and repackage the methods or create new ones that reflect, and are responsive to, the complex and dynamic world views in the local context being evaluated.

Unpacking the competencies – in theory and practice

Amy Gullickson, *The University of Melbourne*; **Delyth Lloyd**, *Department of Health and Human Service*; **Sue Leahy**, *ARTD*

The AES Professional Learning Competency Framework was developed in 2012 and in 2019, the Learning and Professional Practice Committee engaged the AES community in research with the intention to update the competency set. The goal was to assess the framework in relation to what evaluation theorists have discussed in the literature about what skills and knowledge are needed for evaluation practice. In this interactive session, the presenters will report on recent theoretical work in this area, the findings to date of the community research project, get community feedback on the findings so far and their relevance to evaluation practice, and discuss next steps.

Wednesday closing 15:00 – 16:30

Closing plenary: Evaluation, un-boxed

Now we've un-boxed it, it's time to discuss where to next for evaluation. Keynote speakers, the unconference convenors and experts will share their thoughts on exactly what's in the box of evaluation, and the tools and skills evaluators need to ensure we stack up into the future. To do this, they'll look beyond the box to what we can draw from other disciplines, and how can we learn from as well as share with the communities we work with, and what this means for evaluation as a 'profession'. Stick around for the conversation to create connections and think about how we shape the ever-evolving role of evaluation and evaluators beyond #aes19SYD.

Followed by:

Conference close

AES President handover to aes20 International Evaluation Conference, Brisbane, Australia

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