



aes18

International **Evaluation** Conference

Pre-conference workshops 17 & 18 September

Conference 19–21 September 2018

Launceston | Australia

'Transformations'

PRE-CONFERENCE WORKSHOPS Program and registration details

Monday 17 and Tuesday 18 September 2018

Hotel Grand Chancellor, 29 Cameron St, Launceston TAS 7250 [[see location](#)]

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

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

as of 17 April 2018

Monday 17 September 2018

8 – 9 am REGISTRATION					
9 am – 12:30 pm	<p>Codesign and evaluation for social innovation</p> <p>Penny Hagen</p> <p>FULL DAY BEGINNER / INTERMEDIATE / ADVANCED</p>	<p>Developing Monitoring and Evaluation Frameworks</p> <p>Anne Markiewicz</p> <p>FULL DAY BEGINNER / INTERMEDIATE</p>	<p>The basics of systems thinking and its application to systems evaluation</p> <p>Ralph Renger</p> <p>FULL DAY INTERMEDIATE</p>	<p>Making it stick – creating an evaluation report for impact and use</p> <p>Samantha Abbato</p> <p>FULL DAY BEGINNER / INTERMEDIATE</p>	<p>Valuing social outcomes to demonstrate impact</p> <p>Taimur Siddiqi; Arjun Ravi</p> <p>FULL DAY INTERMEDIATE / ADVANCED</p>
12:30 – 1:30 pm LUNCH					
1:30 – 5 pm	<i>Hagen continued</i>	<i>Markiewicz continued</i>	<i>Renger continued</i>	<i>Abbato continued</i>	<i>Siddiqi and Ravi continued</i>
5 pm WORKSHOPS END					

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

Tuesday 18 September 2018

8 – 9 am REGISTRATION					
9 am – 12:30 pm	<p>Understanding evaluation contexts</p> <p>Sarah Mason</p> <p>HALF DAY BEGINNER</p>	<p>Interview skills: listening to understand</p> <p>Jade Maloney; Kerry Hart</p> <p>HALF DAY BEGINNER</p>	<p>Principles-focused evaluation for transformation</p> <p>Michael Quinn Patton</p> <p>FULL DAY BEGINNER / INTERMEDIATE</p>	<p>Behaviour architects: a game that applies behavioural insights to improve policy solutions</p> <p>Karol Olejniczak</p> <p>FULL DAY INTERMEDIATE / ADVANCED</p>	<p>Conflict resolution skills: a toolbox for evaluators</p> <p>Ruth Pitt</p> <p>FULL DAY BEGINNER / INTERMEDIATE / ADVANCED</p>
12:30 – 1:30 pm LUNCH					
1:30 – 5 pm	<p>From data to learning – how to run an effective reflection workshop</p> <p>Byron Pakula</p> <p>HALF DAY BEGINNER / INTERMEDIATE</p>	<p>Questionnaire design: asking the right questions</p> <p>Andrew Hawkins; Jasper Odgers</p> <p>HALF DAY BEGINNER</p>	<i>Patton continued</i>	<i>Olejniczak continued</i>	<i>Pitt continued</i>
5 pm WORKSHOPS END					

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

MONDAY 17 SEPTEMBER: WORKSHOP DESCRIPTIONS

Codesign and evaluation for social innovation

Presented by **Penny Hagen**, Auckland Co-design Lab, The Southern Initiative, Auckland Council

HALF DAY (AM) – BEGINNER / INTERMEDIATE / ADVANCED

This workshop explores how co-design and evaluative practice are being brought together to support new and developmental ways of working across national and local government, NGOs, business, frontline workers and community members.

Co-design is increasingly being referred to and used in the context of developing social policy, programmes and innovations and for driving 'social innovation'. Tools from design and co-design are gaining traction as a means to better understand and respond to complex social challenges through a human-centred and systems lens. At the same time evaluative practices and mindsets help us to know where to best focus our efforts and whether such efforts are making a difference. Even so, co-design and evaluation are most often commissioned as separate processes, functions or stages that have no formal relationship with each other. For social practitioners, evaluation may be perceived as 'outside' the real work of social change.

In this workshop we will explore, using various examples, how these two disciplines or mindsets can borrow from and compliment each other, given that there are many different implementation scenarios to explore. We acknowledge that this is still new territory. We will work together to explore the prospect of increasing social impact through the integration of co-design and evaluative practice.

The workshop will explore:

- a working definition of co-design for social innovation
- the relationship between co-design and evaluative practice
- opportunities for using and growing evaluative thinking in co-design
- opportunities for using and growing co-design in evaluation
- critical contexts shaping co-design and evaluation (place, culture, timing)

This will be an interactive workshop where we will be looking to build our mutual understanding of the opportunities of this integrative space. The workshop material will draw upon practice and research with collaborators from across Australia and Aotearoa New Zealand. This recent research has been focused on the local and cultural dimensions of co-design and evaluative practice and place-based social innovation initiatives.

About the presenter:

Dr Penny Hagen assists organisations and teams to apply co-design and design-led approaches to the design and implementation of strategy, programs, policies and services. She specialises in projects with social outcomes and supports capability building with teams and organisations wanting to increase their social impact through the adoption of more participatory and evaluative approaches.

Penny has supported cross sector teams and communities in Australia and New Zealand responding to complex social issues including youth employment, youth mental health and wellbeing, chronic health conditions and family violence. Penny has a PhD in participatory design and much of her work involves the integration of different disciplines such as health, design and evaluation to increase impact around social outcomes. She has worked with organisations such as the Young and Well CRC in Australia, developing a framework to integrate Participatory Design and traditional evidence-based approaches for the design of mental health interventions for young people. She also worked with Lifehack in New Zealand supporting the development of a design and evaluation model for innovation in youth wellbeing. She is currently Co-design Lead at the Auckland Co-design Lab, helping to build co-design and social innovation capacity across public service and community teams.

Developing Monitoring and Evaluation Frameworks

Presented by **Anne Markiewicz**, Director of Anne Markiewicz and Associates

HALF DAY (PM) – BEGINNER / INTERMEDIATE

The development and implementation of Monitoring and Evaluation Frameworks at strategy, program and project levels are important processes to adopt in order to provide an indication of results achieved and to resource organisational learning. The Monitoring and Evaluation Framework defines the parameters of routine monitoring and periodic evaluation that will take place over the life of a program or an initiative. The workshop provides participants with useful, step by step practical guidance for developing a Monitoring and Evaluation Framework, supported by relevant background and theory. It presents a clear and staged conceptual model, discusses design and implementation issues and considers any barriers or impediments, with strategies for addressing these.

Participants will learn the format and approach for developing a Monitoring and Evaluation Framework, the range of techniques and skills involved in its design and implementation and develop an appreciation of the parameters of the tasks involved and how to approach them.

Participants will learn:

- the value and purpose of investing in and developing Monitoring and Evaluation Frameworks
- the participatory approach and processes involved in developing such frameworks
- the steps and stages involved and the suggested 'Table of Contents' for constructing a Monitoring and Evaluation Framework.

The trainer will alternate between use of a Powerpoint presentation and small group interactive work. The workshop follows a case study approach and involves participants in the development a Monitoring and Evaluation Framework for the case study. In this way, the approach to training is participatory and hands-on while still conveying sufficient theory and context.

About the presenter:

Anne Markiewicz is the Director of Anne Markiewicz and Associates, a consultancy that specialises in developing Monitoring and Evaluation Frameworks, and the delivering of training, mentoring and capacity building in monitoring and evaluation. Anne is the co-author of the text book *Developing Monitoring and Evaluation Frameworks* (Sage 2016). She has extensive experience in the design and implementation of monitoring and evaluation frameworks for a wide range of different initiatives, building the capacity of organisations to plan for monitoring and evaluation. Anne has been an evaluator for over 20 years and has been recognised by the Australasian Evaluation Society through receipt of a number of awards for excellence in evaluation and she is a Fellow of the Society. Anne has delivered this training program extensively in Australia, the Pacific and in the USA and the UK.

The basics of systems thinking and its application to systems evaluation

Presented by **Ralph Renger**, University of North Dakota; Center for Rural Health; Grand Forks, North Dakota, USA

FULL DAY – INTERMEDIATE

The purpose of the workshop is to help evaluators understand the difference between using systems thinking and systems theory to evaluate programs versus modern day systems.

The specific workshop objectives are to understand how to apply system evaluation theory (SET) to:

1. define a system and know why this is critical for the evaluating system efficiency and effectiveness
2. evaluate system efficiency, including system attributes (e.g., leadership, training, information technology), feedback mechanisms, and trigger points for cascading failures
3. evaluate system effectiveness.

The workshop will used mixed teaching methods. Group discussion will use the Socratic teaching method, posing questions to participants that draw on their own experience, to highlight the differences and benefits of system thinking and system theory. Then, a simple, practical case example requiring no substantive content expertise will be used to teach participants how to apply SET to a) define a system and know why this is critical for the evaluating system efficiency and effectiveness, b) evaluate system efficiency, including system attributes (e.g., leadership, training, information technology), feedback mechanisms, and trigger points for cascading failures, and

c) understand how interconnectedness and wholeness impact the evaluation of system effectiveness. Next, real world case scenarios based on projects I personally evaluated will be presented to illustrate the application of SET. The workshop will conclude using group discussion to reflect on how what was learned can be applied to the participants' current evaluation projects.

The workshop targets intermediate level evaluators who are already proficient at program evaluation and would like to learn how those skills translate to conducting a systems evaluation.

About the presenter:

Dr Ralph Renger spent the first twenty years of his evaluation practice advancing theory driven methods for improving program evaluation. Several publications arose from his work including the ATM approach to logic modeling, using source documentation to reconstruct program theory, and using root cause analysis to construct a context map and to facilitate process evaluation. The application of these methods occurred primarily in privately and government funded programs in the health care sector. Over the last four years he switched focus to developing theory driven methods to advance system evaluation: this is NOT the application of system thinking to program evaluation; rather the application of systems thinking to evaluating modern day systems. He published a series of system evaluation articles in *EJA*, including the sentinel System Evaluation Theory (SET). He continues to evolve SET through its application in the emergency response and public health prevention sectors.

Making it stick – creating an evaluation report for impact and use

Presented by **Samantha Abbato**, Director, Samantha Abbato and Associates

FULL DAY – BEGINNER/INTERMEDIATE

This workshop is designed for professionals who commission, write or use evaluation reports. Beginners and those new to evaluation will also benefit as well as those at Intermediate level.

It is for evaluators and other professionals who would like to:

- Learn how to communicate evaluation findings effectively to a range stakeholders.
- Ensure the report communicates the key components of the evaluation.
- Produce a report that is “sticky” and memorable.
- Get their report noticed using design principles.
- Learn how evaluation reports can be best utilised as an effective catalyst for positive organisational change.

The workshop will be interactive, involve the sharing of experiences as well as hands-on activities. Case studies from the experience of the presenter in the areas of health, communities, Aboriginal and Torres Strait Islander and culturally and linguistically diverse settings will be discussed. Participants will be provided opportunities to apply new skills to their own work. Participants are invited to bring examples of completed or in-progress evaluation reports to discuss. Participants will learn how to maximise report reach, engagement and use through applying strategies based on current psychological and communication principles and theory. Innovative reporting techniques using photo, film, story and online tools will be introduced.

Four main areas will be covered:

1. *Communication principles*: Basic principles and models, communications planning, tailoring to stakeholders and utilisation-focused principles
2. *Report content and structure*: Essential and optional contents, what to look for when designing and assessing reports, thinking outside the traditional evaluation report.
3. *Making the report stick*: Communicability and the rule of three, formulating feasible and actionable recommendations, story for memorability, readability.
4. *Getting the report noticed*: Basic design principles and their practical application, catering to diverse stakeholders, and empathy mapping.

About the presenter:

Samantha Abbato is an evaluation consultant and director of Visual Insights, a pictures and stories approach to evaluation. Sam has completed more than 100 evaluation and research reports and papers for a range of government, non-government organisations and community stakeholders. She has numerous published book chapters and peer-reviewed journal articles and worked as a freelance journalist for several years. Sam was the recipient of the 2015 AES Evaluation Publication Award (Caulley Tulloch Award). Sam's academic qualifications include: a PhD (Epidemiology) and MPH (Epidemiology/Biostatistics), UC Berkeley (1997), a Bachelor of Science in Mathematics with Honours in Physiology, Monash University (1988). In addition, she lectured in epidemiology and qualitative methods at the University of Queensland (1997-2000).

Sam has worked as an independent consultant for more than twelve years and has thirty years of health and community sector experience. She is a specialist in health and community sector evaluation with extensive experience in qualitative and quantitative evaluation approaches, working with Aboriginal and Torres Strait Islander communities and a range of culturally and linguistically diverse communities, including refugees. With a passion for communication and maximising evaluation use, and an extensive understanding of the evaluation commissioner perspective through her work on Visual Insights organisational capacity building, Sam is able to offer a wealth of case studies of the good, the bad and the ugly of evaluation reporting. Drawing on her own shift from an academic approach to a “use focus” to achieve outcomes goals in partnership with organisations, she is able to share effective engagement and communication strategies that are responsive to organisations’ needs whilst maintaining the integrity of method and evidence.

Valuing social outcomes to demonstrate impact

Presented by **Arjun Ravi** and **Taimur Siddiqi**, The Incus Group

FULL DAY – INTERMEDIATE / ADVANCED

We have seen the funding landscape transformed in recent years as governments shift from block funding of initiatives towards payment by results, commercial interests harnessed through impact investing and increased expectations by all funders to gather real time evidence and demonstrate value for money. Traditional evaluations that look at value for money either describe the value qualitatively or deploy cost benefit analysis, which often does not quantify ‘intangible’ outcomes such as employment readiness or community cohesion, meaning these outcomes are overlooked or relegated in decision making. It’s essential that evaluation practice evolves to counter this and value outcomes by blending economic valuation techniques with in depth stakeholder engagement using Social Return on Investment (SROI). SROI is a leading internationally recognised methodology for measuring and valuing the impact of a program, organisation or policy. By enabling social, environmental and economic costs and benefits to be represented in a common unit, SROI allows organisations and evaluators to speak the language of many funders while still ‘valuing what really matters’.

This interactive workshop will focus specifically on how to undertake an SROI analysis to value outcomes as part of ongoing monitoring and evaluation (M&E) activities and using M&E data. It will also encourage participants to consider the benefits and challenges of valuing outcomes. It will be based on peer learning, with a series of cooperative learning exercises and opportunities for group discussion. Participants will be asked to bring their own examples and provided with take home templates and resources to assist with their analyses.

The learning outcomes are:

- ability to apply SROI techniques in your M&E work
- ability to identify appropriate financial proxies
- how to interpret SROI ratios
- use SROI principles to more critically interpret programs and make more effective funding decisions

This workshop enables participants to address the following domains of competence:

- Culture, Stakeholders and Context
- Research Methods and Systematic Inquiry
- Evaluation Activities

The workshop is delivered by a Social Value International accredited practitioner and trainer and designed for those with intermediate evaluation experience and an interest in better measuring value for money and cost effectiveness.

About the presenters:

Arjun Ravi is director of The Incus Group and an experienced impact measurement and evaluation professional with extensive experience advising clients in the corporate, not-for-profit and government sector. Prior to founding The Incus Group in 2015, he spent five years with Net Balance and later EY Australia building and establishing the social sustainability practice.

His experience in the impact measurement space has been focused on leading innovative engagements seeking to measure, value and manage the often “intangible” impacts of organisations’ operations and investments. He is accredited by Social Value International as a Social Return on Investment (SROI) practitioner and is a licensed trainer of the SROI methodology and has trained hundreds of diverse participants worldwide. Some of his project highlights include working with Save the Children to forecast the social return of a suite of their child protection initiatives, evaluating the impact of a federally funded Indigenous health promotion grants program, and determining the social value of providing improved transportation access to persons with a disability to advocate for greater funding support. Arjun holds a Bachelor of Finance degree from the University of Illinois and a Master of International Development from Monash University.

Taimur Siddiqi is an experienced practitioner and trainer of the Social Return on Investment (SROI) methodology and has completed numerous SROI projects and delivered accredited training to over 100 individuals. Taimur has applied SROI valuation techniques as part of his role as an evaluation consultant working with a range of public sector, corporate and not-for-profit organisations. His project work has included a peer reviewed SROI analysis of Indigenous financial counselling; a cost effectiveness evaluation of a child protection community legal pilot and an extensive SROI research project for Foodbank Australia. Prior to co-founding The Incus Group, he spent four years with Net Balance where he eventually managed the \$2 million Social Impact business line.

TUESDAY 18 SEPTEMBER: WORKSHOP DESCRIPTIONS

Understanding evaluation contexts

Presented by **Sarah Mason**, Centre for Program Evaluation, The University of Melbourne

HALF DAY (AM) – BEGINNER

Experienced evaluators will say time and again that context matters in evaluation. That there is no universal ‘right way’ to do an evaluation and that evaluation contexts—the settings in which programs, policies and evaluations are situated—necessarily affect the design, implementation and effectiveness of evaluation practice. This is documented in the AES’s evaluator competency framework, which dedicates an entire domain to understanding culture, stakeholders and context. It is also encouraged by evaluation thought leaders who call for ‘context-sensitive’ approaches to evaluation. But what does ‘context’ actually mean? And what pieces of information should an evaluator pay attention to if they are to adapt their practice to fit these contexts?

This half-day workshop is designed to introduce participants to the Framework for Situation Awareness in Program Evaluation: a research-based tool designed to support evaluators in defining, and understanding, the contexts in which they work. Through a combination of mini-lectures and evaluation scenarios, participants will also gain practical experience interpreting real-world evaluation situations, along with feedback based on the real-world outcomes of these scenarios.

By the end of this workshop participants will be able to:

- explain the three levels of situation awareness
- discuss the Framework for Situation Awareness in Program Evaluation (‘the SA Framework’)
- identify evaluation-specific situation awareness requirements
- apply the SA Framework and information requirements when interpreting evaluation situations.

About the presenter:

Sarah Mason is a Research Fellow based at the Centre for Program Evaluation, The University of Melbourne where she has taught classes in quantitative methods and mixed methods for evaluation. Over the past 15 years, Sarah has conducted research and evaluation projects across a wide range of contexts, including Australia, the United States, Afghanistan, East Timor, Myanmar, Thailand and Cambodia. She recently led the design and implementation of an international survey of more than 1,000 schools across the globe. She has post-graduate training in experimental, quasi-experimental and non-experimental research designs, qualitative and quantitative data analysis, program theory-driven evaluation and evaluation theory.

Sarah has an MA in Evaluation and Applied Research Methods from Claremont Graduate University (CGU) and is currently pursuing a Ph.D. in the same field. She regularly presents at international conferences and was recently awarded a Faster Forward Fund scholarship for innovative ideas in evaluation. She has post-graduate training in experimental, quasi-experimental and non-experimental research designs, qualitative and quantitative data analysis, program theory-driven evaluation and evaluation theory. Sarah has an MA in Evaluation and Applied Research Methods from Claremont Graduate University (CGU) and is currently pursuing a Ph.D. in the same field. She also has an MA in Development Studies from the University of New South Wales, a Graduate Diploma in Early Years Education and a Bachelor of Arts in Political Science and International Relations from the University of Queensland. She regularly presents at international conferences and was recently awarded a Faster Forward Fund scholarship for innovative ideas in evaluation.

Interview skills: listening to understand

Presented by **Jade Maloney** and **Kerry Hart**, ARTD Consultants

HALF DAY (AM) – BEGINNER

This applied workshop is a practical forum to learn the fundamentals of good interviewing through practice. It aligns to AES professional learning competency 4: 'research methods and systematic inquiry'. It is designed for people who need to collect qualitative data from clients or stakeholders for evaluation, but have limited prior experience doing so. The workshop covers what is needed to make a good interview – from asking the right questions through preparation and interviewer competencies to debriefing.

The learning objectives are for participants to:

- understand approaches to questioning and sampling for interviews
- understand different interview structures and when they are appropriate
- understand how to develop good interview questions
- understand what makes a good interview experiences
- be able to appropriately prepare for an interview
- be aware of the skills and competencies required for interviewing
- put the skills and competencies into practice
- be able to assess interviewer skills and competencies
- understand important post-interview tasks
- have increased confidence to undertake interviews.

The workshop uses applied techniques to support adult learning – outlining the theory, bringing this to life through participant discussion of how this fits with their project and practice-based scenarios and reflection using the interviewer competency framework. We ask participants to provide interview guides or descriptions of their projects ahead of time, so we can tailor scenarios and exercise to their context. Participants also receive a workbook with more detailed notes to take away and reflect on. This allows more time for practical skills building in the workshop. At the end of the session, participants should feel equipped to conduct interviews with a range of stakeholders for evaluation

About the presenters:

Jade Maloney originally trained as a journalist, and interviewed professionals from a range of industries for a careers book publisher before shifting into evaluation. Over the past decade at ARTD, she has conducted focus groups and interviews with clients of various social services, managers and staff in non-government organisations and government agencies. As ARTD's lead for disability policy, Jade brings a strong understanding of working with people with varying communication needs to collect meaningful data.

Senior Consultant, **Kerry Hart**, has been interviewing with ARTD for over 15 years, using her specialist skills in face-to-face and telephone interviewing and small group processes to collect meaningful data to answer key evaluation questions. Kerry has collected meaningful data from interviews and focus groups with senior executives in government agencies, frontline staff in non-government organisations, people with disability, children with cancer and their siblings, and parents of children with disability, seniors, people from culturally and linguistically diverse and people from Aboriginal communities. She brings a strong understanding of adapting approaches to different contexts.

From data to learning – how to run an effective reflection workshop

Presented by **Byron Pakula**, Clear Horizon Consulting

HALF DAY (PM) – BEGINNER / INTERMEDIATE

The foundation of good M&E practices is that the data collected is used to support learning and inform decision making. However, many practitioners have observed that the development and even implementation of a well-designed M&E system does not necessarily lead to learning. Moreover, the increasing complexity of programmes whereby evaluators are requested to support means the role of M&E to support reflection, learning, adaptation and decision making is more important now than ever.

The purpose of this workshop is for evaluation practitioners and project managers to be trained in the facilitation approach of Reflection Workshops. Building on the facilitated processes of summit workshops used in evaluations, the reflection workshops are designed to build consensus among project staff (and often the donors) related to the context, activities, outcomes, impacts, cross-cutting issues, and

management responses. This serves three purposes for the project team: firstly, to provide evidence for the reporting to donors (accountability); secondly, to converge upon an agreed set of lessons and management responses (improvement); and thirdly to document the evidence against the key evaluation questions within the M&E framework (knowledge, M&E). The technique of Reflection Workshops includes developing an evidence matrix to link the data to performance expectations and evaluation questions; co-developing the findings from the data with the project team; and co-designing the recommendations with the decision makers.

The workshop includes a theoretical background followed by practical processes for setting objectives of the workshop; scoping with clients; how to prepare for the workshop; facilitation approaches for different sessions in the agenda; and lessons and tips for the workshop including writing up proceedings.

This workshop builds a foundational evaluation skill designed for beginner and intermediate practitioners, including M&E advisors and project managers. No pre-requisites are required, though knowledge of summit workshops, results charts and or evidence matrices is an advantage.

About the presenter:

Byron Pakula is a Principal Consultant the Aid Effectiveness Team Leader at Clear Horizon. Byron has gathered a broad array of professional experience working for government, private and not for profit sectors internationally and in Australia for over 15 years. He has worked across much of Asia as a program manager, evaluator and consultant. Byron specialises in design, monitoring and evaluation for complex programs and in complex environments, currently supporting around 50 diverse investments across Indonesia, Timor Leste, Myanmar, ASEAN and even into the Pacific. A key passion for Byron is the use of data and evidence to inform decision making across programs, and works with a range of clients on improving the use of this in adaptive programs to increase learning across programs.

Questionnaire design: asking the right questions

Presented by **Andrew Hawkins** and **Jasper Odgers**, ARTD Consultants

HALF DAY (PM) – BEGINNER

This applied workshop is a practical forum to learn the fundamentals of good survey design through practice. It aligns to AES professional learning competency 4: 'research methods and systematic inquiry'. It is designed for people who need to collect standardised satisfaction and outcomes data from clients or stakeholders as part of their professional practice, but have not had previous experience designing questionnaires. It is also suitable for funders of evaluation and research to understand what constitutes good practice when asked to review survey instruments as part of managing the contract for an evaluation.

The workshop covers the what is needed to make a good survey – from using a survey for the right kind of questions through approaches to sampling, scale design and question wording and options for distribution. The learning objectives are for participants to:

- understand situations suited to different survey methods
- identify appropriate survey methods for your project
- understand approaches to sampling and their strengths and weaknesses
- understand implications of design choices for analysis
- have a basic understanding of reliability and validity
- understand different types of scales
- design appropriate scales
- identify and avoid common question design errors
- understand processes to refine questionnaires
- consider survey distribution channels and their strengths.

The workshop uses applied techniques to support adult learning – outlining the theory, bringing this to life through participant discussion of how this fits with their project and practice-based examples (e.g. correcting poorly worded questions and picking up problems with scales). We ask participants to provide survey instruments or information about their project ahead of time, so we can deliver to their context. Participants also receive a workbook with more detailed notes to take away and reflect on, including a list top tips to avoid in question construction. This allows more time for practical skills building exercises in the workshop.

About the presenters:

Andrew Hawkins works as a trusted advisor and strategic evaluator for public policy professionals, generating insight and evidence for decision-making. Andrew has worked for a wide range of Australian and NSW public sector agencies and not-for-profits on the design, monitoring and evaluation of, policies, programs and other interventions into complex systems. Andrew has a background in psychometrics and survey design. He regularly designs and reviews surveys to ensure meaningful data collection for monitoring and evaluation projects across a range of sectors.

Jasper Odgers has been studying and working in quantitative research and data analysis for the past eight years. He manages online surveys, quantitative data analysis and data visualisation for all of ARTD's reporting. He has recently managed several stakeholder surveys for NSW Government and Commonwealth Government agencies, which involved complex survey coding, strategies to increase response rates, and factor analysis. He brings a strong understanding of dynamic survey management, processes to ensure data quality and strategies for boosting response rates.

Principles-focused evaluation for transformation

Presented by **Michael Quinn Patton**, Independent Evaluation Consultant, Minnesota, USA

FULL DAY – BEGINNER / INTERMEDIATE

An effectiveness principle is a statement that provides guidance about how to think or behave toward some desired result (either explicit or implicit) based on norms, values, beliefs, experience, evidence, and knowledge. The actual effectiveness of a principle is a hypothesis until evaluated within some context to determine its relative meaningfulness, truth, feasibility, and utility for those attempting to follow it. There are principles that provide guidance for personal behaviour, programs, initiatives, and evaluation. Principles can be evaluated, then, but evaluating principles is different from evaluating projects and programs. Examples of principles-focused evaluations will be presented, analysed, and discussed.

Participants will learn to use the GUIDE framework for principles-focused evaluation. GUIDE is an acronym and mnemonic specifying the criteria for a high-quality principle statement, one that (G) provides guidance, (U) is useful, (I) inspires, (D) supports ongoing development and adaptation, and (E) is evaluable. After presenting the GUIDE framework, I'll engage participants in applying and using the framework on their own evaluations. Principles-focused evaluation is especially appropriate for helping innovative initiatives navigate the uncertainties and turbulence of complex dynamic systems. The workshop is based on Patton's latest book, *Principles-Focused Evaluation: The GUIDE* (2018).

Principles-focused evaluation for transformations is a special application – and an especially relevant one. Transformations are not simply projects and programs. Transformations can involve major, complex, and rapid systems changes. Given the complexities, uncertainties, multidimensional, and multi-level (macro, meso, micro) nature of transformative change, principle-focused global systems change initiatives are appropriately evaluated with principles-focused Blue Marble (whole Earth) evaluation. The implications of this will be presented, discussed, and applied.

About the presenter:

Michael Quinn Patton is an independent evaluation consultant based in Minnesota, USA. He is former President of the American Evaluation Association (AEA) and author of eight major evaluation books including fourth editions of *Utilization-Focused Evaluation* and *Qualitative Research and Evaluation Methods* used in over 500 universities worldwide. He has also authored books on *Practical Evaluation*, *Creative Evaluation*, and *Developmental Evaluation: Applying Systems Thinking and Complexity Concepts to Enhance Innovation and Use*. He co-authored a book on the dynamics of social innovation and transformation with two Canadians entitled *Getting to Maybe: How the World is Changed*. He is recipient of the Myrdal Award for Outstanding Contributions to Useful and Practical Evaluation Practice, the Lazarsfeld Award for Lifelong Contributions to Evaluation Theory, and the 2017 Research on Evaluation Award, all from AEA. He regularly conducts training for The Evaluators' Institute and the International Program for Development Evaluation Training. His latest books are *Principles-Focused Evaluation* (2018) and *Facilitating Evaluation: Principles in Practice* (Sage Publications, 2018). He is currently working on a book on *Blue Marble Evaluation for Global Systems Transformation*.

Behaviour architects: a game that applies behavioural insights to improve policy solutions

Presented by **Karol Olejniczak**, Centre for European Regional and Local Studies (EUROREG UW), Warsaw, Poland

FULL DAY – INTERMEDIATE / ADVANCED

Successful policy solutions (projects, programs or regulations) rely on policy addressees responding in certain ways. Our key mission as evaluators is to help policy designers to understand the underlying mechanisms that drive behaviours of policy addressees. Recent developments in applied behavioral science provide us with fascinating insights into human decision-making capabilities and mindsets. The goal of this game-based workshop is to learn how to improve policy solutions by using behavioral insights in evaluation. During the workshop we will: (1) learn how to focus our evaluative inquiry on behaviours of policy addressees, (2) understand gaps in behaviours of

target population that often impede policy effectiveness and, (3) test the spectrum of behavioral strategies that can improve effectiveness of public policies.

The workshop is designed in the form of a game with case studies that provide participants with engaging yet research-based learning experiences. All levels from beginners to advanced are welcomed, and the workshop is aimed at those interested in how to evaluate and improve public policy, as well as anyone wanting to experience a game-based workshop!

About the presenter:

Karol Olejniczak is an Assistant Professor of public policy at EUROREG, University of Warsaw, Poland, and a visiting scholar at The George Washington University, Washington D.C. He is also a co-founder of policy research company Evaluation for Government Organizations (EGO s.c.).

His research interests focus on knowledge brokering, and the application of games and behavioral insights to program evaluation. He is an author of a number of publications on regional policy, methodology of evaluation and organizational learning. He has been conducting comparative public policy research in the US, the Netherlands, UK and Poland. He has executed a number of evaluations and policy analyses for Polish institutions and the European Commission.

In 2014, Karol received the title of Evaluation Leader of Poland, an award granted by the Polish government on the 10th anniversary of Polish membership in the European Union. In 2016, he received the University of Warsaw Award for Excellence in Teaching Social Science.

Conflict resolution skills: a toolbox for evaluators

Presented by **Ruth Pitt**, Evaluation Unit, Australian Government Department of Social Services

FULL DAY – BEGINNER / INTERMEDIATE / ADVANCED

To conduct an evaluation is to conduct a project where those involved may have divergent ideas about the purpose, differing opinions on the appropriate process, emotional investments in the outcome, and where external interests may attempt to influence the results. Little wonder, then, that King and Stevahn (2005) argue that “...to experience a program evaluation is to experience conflict”. Therefore, conflict resolution skills such as mediation, facilitation and negotiation are essential for evaluators.

This workshop introduces evaluators to core frameworks and tools from conflict resolution that will be useful in evaluation practice. Specifically, by the end of the workshop, participants will be able to:

- explain the importance of conflict resolution skills for evaluators
- describe the five conflict resolution styles, assess the appropriate style for a given situation and identify which styles they misuse
- distinguish between positions and interests, and construct collaborative problem statements based on interests
- demonstrate listening and questioning skills, and role play using these in a mediation scenario
- describe the ‘diamond of participatory decision making’ and practice applying this model when facilitating groups.

The workshop will include presentations on frameworks and tools, opportunities to apply skills through individual and group activities, and resources for further skills development. Scenarios and examples will be based on situations relevant to evaluation. It is suitable for evaluators of any level of experience who have little or no training in conflict resolution skills. Participants will be asked to reflect on their experiences from evaluation projects, but those with limited evaluation experience will be able to draw on experience in other contexts. The workshop covers skills relevant to managing evaluations, and will support evaluators to develop competency in a number of professional competency standards from Domain 5 (Project management) and Domain 6 (Interpersonal skills).

About the presenter:

Ruth Pitt is Assistant Director of the Evaluation Unit at the Australian Government Department of Social Services. Her evaluation experience includes diverse roles in consulting, government and not-for-profit organisations, in Australia and overseas. Her qualifications include a Master of Public Health (specialising in social and behavioural sciences) and a Graduate Certificate in Conflict Resolution, which she completed as part of a Graduate Degree Fellowship at the East-West Center in Hawaii.

Registration details

Registration fees (inc GST)

Category	Half-day workshop	Full-day workshop
Member	A\$231	A\$440
Non Member	A\$396	A\$605
Student	A\$198	A\$303

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

Registration process

Please register via the conference/conference workshop registration portal - see link below.

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

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

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

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

Important information regarding your conference workshop registration

- The AES cannot guarantee that each workshop will go ahead as scheduled. If a workshop is cancelled, you will be offered a place in another workshop, or a refund.
- Students must provide a copy of their full-time student identification card/number or a supporting note from their Head of Department upon registration which can be faxed to +61 3 8344 8490 or scanned and forwarded by email to conference@aes.asn.au. Without this information, the full registration fee will be charged.
- Your AES Membership number: If you do not remember your AES Membership number, please go to the AES website and log-in, your member number should appear in the right hand column, otherwise go to the instructions page.
- Organisational members: Staff of Organisational Members receive an additional 10% off the appropriate registration fee by using the correct code (either member or non-member). The code has been sent to the main contact for the Organisational Membership. If you are a staff member of an Organisational Member, please ask your organisation for the code so that you can use it when registering.

Terms and conditions of registration

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



Looking for accommodation?

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