



## International **Evaluation** Conference

Conference workshops 28 & 29 August

Conference 30 August–1 September

**Adelaide** | **Australia**

# CONFERENCE WORKSHOPS

## Program and registration details

**Sunday 28 and Monday 29 August 2022**

**Adelaide Convention Centre**  
North Terrace, Adelaide

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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 23 August 2022**

## Sunday 28 August 2022

8 – 9 am REGISTRATION					
9 am – 12:30 pm	<b>Learning to apply the AES First Nations Cultural Safety Framework</b>  Sharon Gollan, Kathleen Stacey  <b>HALF DAY</b>	<b>Introduction to evaluating systems change and place-based approaches</b>  Ellise Barkley, Froukje Jongsma  <b>FULL DAY</b>	<b>Introduction to surveys for evaluation</b>  Mark Mackay  <b>FULL DAY</b>	<b>Designing credible and useful impact evaluations</b>  Brad Astbury, Andrew Hawkins  <b>FULL DAY</b>	<b>Conflict resolution skills: A toolbox for evaluators</b>  Ruth Pitt  <b>FULL DAY</b>
12:30 – 1:30 pm LUNCH					
1:30 – 5 pm	<b>Applying the AES First Nations Cultural Safety Framework in practice</b>  <i>Note pre-requisite requirement below</i>  Sharon Gollan, Kathleen Stacey, Doyen Radcliffe, Ginibi Robinson  <b>HALF DAY</b>	<i>Barkley, Jongsma continued</i>	<i>Mackay continued</i>	<i>Astbury, Hawkins 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 29 August 2022

8 – 9 am REGISTRATION					
9 am – 12:30 pm	<b>Learning to apply the AES First Nations Cultural Safety Framework</b>  Sharon Gollan, Kathleen Stacey  <b>HALF DAY</b>	<b>Creating impact through systems-led evaluation and design</b>  Matt Healey  <b>FULL DAY</b>	<b>Values literacy for evaluation</b>  Keryn Hassall  <b>HALF DAY</b>	<b>Introduction to data visualization – theory</b>  Mark Griffin  <b>FULL DAY</b>	<b>Creative evaluation and engagement</b>  Kate McKegg, Nan Wehipeihana, A Rafael Johnson, Nora Murphy Johnson  <b>FULL DAY</b>
12:30 – 1:30 pm LUNCH					
1:30 – 5 pm	<b>Applying the AES First Nations Cultural Safety Framework in practice</b>  <i>Note pre-requisite requirement below</i>  Sharon Gollan, Kathleen Stacey, Doyen Radcliffe, Ginibi Robinson  <b>HALF DAY</b>	<i>Healey continued</i>	<b>The centrality of Indigenous Data Sovereignty and Indigenous Data Governance in the evaluation of Indigenous programs</b>  Maggie Walter, Bhiamie Williamson, Skye Trudgett, Bobby Maher  <b>HALF DAY</b>	<i>Griffin continued</i>	<i>McKegg, Wehipeihana, Johnson, Murphy Johnson continued</i>
5 pm WORKSHOPS END					

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

## SUNDAY 28 AUGUST

### CONFERENCE WORKSHOP DESCRIPTIONS

#### Categories:

A. Foundational evaluation skills and capabilities B. New tools; approaches and ways of thinking C. Advanced evaluation topics

#### Learning to apply the AES First Nations Cultural Safety Framework

presented by Sharon Gollan and Kathleen Stacey

HALF DAY (MORNING) | CATEGORY: A, B

In September 2021, the AES launched the AES First Nations Cultural Safety Framework, developed over a 15-month period via a co-design process with the AES Indigenous Culture and Diversity Committee and representatives from the other main AES Committees. The purpose of this workshop is to provide participants with guidance and support in beginning to apply the Framework to their evaluation context. Participants are highly encouraged to have a specific evaluation project in mind that involved Aboriginal and Torres Strait Islander people as project managers, evaluation team members or participants.

*NOTE: This is not a cultural safety training workshop. Cultural safety training is usually a two-day learning experience. People who have undertaken cultural safety training will find it a beneficial foundation for this workshop. People who have not undertaken cultural safety training may identify it as a valuable and logical next step in strengthening their capabilities in culturally safe evaluation.*

#### LEARNING OUTCOMES

By the end of the workshop, participants will:

- Strengthen their understanding of how principles for culturally safe evaluation can be applied in their evaluation context.
- Develop skills in critical self-reflection in working towards culturally safe evaluation.
- Strengthen their understanding of what it means to be an ally for culturally safe evaluation.

#### WORKSHOP CONTENT

The AES Cultural Safety Framework articulates principles for culturally safe evaluation, and describe how critical self-reflection in relation to evaluators, evaluation roles and responsibilities and evaluation practices can contribute to culturally safe evaluation. Participants will have the opportunity to reflect on and discuss how they consider and apply the principles within their evaluation work. They will consider what cultural accountability means in evaluation, identify how they can take up opportunities and gain practice at being an ally.

#### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop aligns with competencies in the AES Evaluator's Professional Learning Competency Framework:

- Domain 1 - Evaluative attitude and professional practice
- Domain 3 - Attention to stakeholders, culture and context
- Domain 6 - Interpersonal skills
- Domain 7 - Evaluation activities

#### TARGET AUDIENCE

This workshop is aimed at people involved with evaluation in a variety of roles, including commissioners, evaluators, evaluation educators, and managers/staff whose policy, program or project is being evaluated.

#### ABOUT THE FACILITATORS

**Sharon Gollan**, Sharon Gollan & Associates, has strong affinity with and is an active community member of the Ngarrindjeri group in South Australia. She has over 35 years of experience in the public sector in a range of community services and management positions primarily focused on creating better services for Aboriginal peoples, followed by eight years in academic teaching and research before focusing all her time on running her training and consultancy business, as well as contributing to better life outcomes for Aboriginal peoples through Boards, State Committees and Working Groups.

Sharon has invited beyond... to work with her since 1999 in developing and delivering training programs focused on cultural respect and safety as part of organisational change projects and reconciliation action plans (RAPs). They also work together on a regular basis to develop and/or evaluate health, education, family and community service programs at state and national levels.

**Kathleen Stacey**, beyond...(Kathleen Stacey & Associates) Pty Ltd, is the Managing Director and Principal Consultant at beyond... She spent her formative working years within the public sector and academia, before establishing and expanding beyond... into its current form. The company conducts consultancy, evaluation, research and training work in human services fields, with a specialist focus in health, education, youth, early childhood, mental health, and family and community support services. It has developed a strong reputation for culturally respectful work in Aboriginal programs and organisations and has worked consistently and collegially with Aboriginal consultants across a range of projects since beyond...’s inception in 2000.

## Applying the AES First Nations Cultural Safety Framework in practice

presented by Sharon Gollan, Kathleen Stacey, Doyen Radcliffe, Ginibi Robinson

HALF DAY (AFTERNOON) | CATEGORY: A, B

In September 2021, the AES launched the AES First Nations Cultural Safety Framework, developed over a 15-month period via a co-design process with the AES Indigenous Culture and Diversity Committee and representatives from the other main AES Committees. This has been supported by providing a series of 'Learning to apply the AES First Nations Cultural Safety Framework' foundation workshops - see the AES online events calendar for dates: <https://www.aes.asn.au/evaluation-learning/professional-learning-events>. The purpose of this workshop is to build on the foundational workshop by providing participants with an opportunity to learn from and discuss examples of applying the concepts and approach described in the AES First Nations Cultural Safety Framework.

*NOTE: This is not a cultural safety training workshop. Cultural safety training is usually a two-day learning experience. People who have undertaken cultural safety training will find it a beneficial foundation for this workshop. People who have not undertaken cultural safety training may identify it as a valuable and logical next step in strengthening their capabilities in culturally safe evaluation.*

*Pre-requisite: Attendance at the foundational 'Learning to apply the AES First Nations Cultural Safety Framework' workshop in the morning, or previously online, is a pre-requisite.*

<p><b>LEARNING OUTCOMES</b></p> <p>By the end of the workshop, participants will have reflected on and discussed actual examples of culturally safe evaluation that will:</p> <ul style="list-style-type: none"> <li>• Enhance their understanding of how the principles of culturally safe evaluation can be applied in their evaluation context.</li> <li>• Strengthen their skills in applying critical self-reflection to their own evaluation contexts.</li> <li>• Enhance their understanding of what it means to be an ally for culturally safe evaluation.</li> </ul> <p><b>WORKSHOP CONTENT</b></p> <p>This workshop will be run as a panel session, where two different evaluation teams will share an evaluation example that strove to be consistent with the Framework and facilitate a discussion with participants to explore the application of the Framework.</p> <p>Participants will get the opportunity to walk some of the journey of each evaluation, addressing scenarios or challenges that emerged along the way, and practice applying the concepts and approach in the Framework to identify how they would respond if faced with a similar scenario or challenge in a future evaluation.</p> <p><b>ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK</b></p> <p>This workshop aligns with competencies in the AES Evaluator's Professional Learning Competency Framework:</p> <ul style="list-style-type: none"> <li>• Domain 1 - Evaluative attitude and professional practice</li> <li>• Domain 3 - Attention to stakeholders, culture and context,</li> <li>• Domain 6 - Interpersonal skills</li> <li>• Domain 7 - Evaluation activities.</li> </ul> <p><b>TARGET AUDIENCE</b></p> <p>This workshop is aimed at people involved with evaluation in a variety of roles, including commissioners, evaluators, evaluation educators, and managers/staff whose policy, program or project is being evaluated.</p>	<p><b>ABOUT THE FACILITATORS</b></p> <p>See page 4</p>
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## Introduction to evaluating systems change and place-based approaches

presented by **Ellise Barkley and Froukje Jongsma**

**FULL DAY | CATEGORY: B**

As any changemaker knows, sometimes you need to think differently and break the rules to really address the underlying causes of complex social problems. But as evaluators, we also need to show how we will measure impact and keep our work on track - even in highly complex and emergent place-based and systems-change settings. This presents many challenges.

### WORKSHOP CONTENT

This workshop is an introduction to measurement, evaluation, and learning for complexity settings. It unpacks the challenges of evaluation and shares practical methodologies and tools. Participants will gain an understanding of systems change and place-based approaches, how they differ from programmatic responses, key practice principles, and guidance on minimum specifications for evaluation. It covers how to use theory of change to set stakeholder expectations and develop shared outcomes frameworks suited to context. Participants will be introduced to participatory tools for: measuring social impact and systems changes (that bring together numbers and stories); tracking progress over time; and supporting short and long cycles of learning for transformational change, adaptive leadership, and innovation.

The workshop involves a mix of presentations, case studies, and interactive practice activities. There will be plenty of opportunities to ask questions, share, and explore how the material can be applied to your own context. Content will draw on leading international theory and practice, lots of real-world examples, and insights from the Australian context.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The following components of the Evaluators' Professional Learning Competency Framework will be addressed:

- Domain 1 - Evaluative attitude and professional practice
- Domain 2 - Theoretical foundations (evaluative knowledge, theory, reasoning)
- Domain 3 - Attention to culture, stakeholders and context
- Domain 4 - Research methods and systematic inquiry
- Domain 7 - Evaluation activities

### TARGET AUDIENCE

This workshop is ideal for people who understand the fundamentals of measurement, evaluation and learning, but who are looking to expand their knowledge and skills to evaluate systems change/place-based initiatives. .

### ABOUT THE FACILITATORS

**Ellise Barkley** is Lead Principal Consultant with Clear Horizon and specialises in evaluating systems change and place-based initiatives. Ellise has over 20 years of experience in program design and evaluation and is a highly skilled facilitator and educator. Ellise played a key role in developing the national Place-based Evaluation Framework (in partnership with Australian and Queensland Governments and Logan Together). She has also been instrumental in developing the content for Clear Horizon's 'Evaluating Systems Change and Place-based Approaches' online course and is the lead learning mentor for the course.

**Froukje Jongsma** brings over 15 years of experience in social impact work. Since 2016, her focus has been on leading place-based systems change and building the capacity of cross-sector stakeholders including citizens to collaboratively tackle complex social issues in their communities. Froukje is adept at facilitating social impact projects, programs, and processes, including leading measurement, evaluation, and learning (MEL) design and delivery. Froukje also has extensive experience facilitating workshops and learning in community, professional, and education contexts using a combination of techniques and approaches such as experiential learning to accommodate different learning styles and build capacity.

## Introduction to surveys for evaluation

presented by Mark Mackay

FULL DAY | CATEGORY: A

Evaluators need to collect a variety of data that can be used to inform their evaluation work. Surveys provide a convenient mechanism to collect data from many people in a relatively quick time.

Despite the plethora of survey tools that are now readily available, conducting a high-quality survey is not a matter of just selecting the survey tool! Understanding when to use a survey, how to construct questions, survey logic, survey deployment, and data capture are key ... add to that the need to understand how to handle incomplete data and analysis. Thus, it's not for novices! If you need to understand how surveys can be used for evaluation, then this workshop is for you!

### LEARNING OUTCOMES

In this workshop interactive the aim will be to equip participants with the knowledge and skills to begin to design their own survey and consider how the survey results will be subsequently analysed.

Participants will learn:

- A workflow that will take them from the idea of "let's use a survey" through to analysis of the results
- The importance of understanding the difference between open-ended and closed-ended questions
- The importance of considering how many questions respondents should be asked in a survey
- How to construct survey questions – including considering response options
- The types of responses that can be gained from surveys and how some response types can be used to help overcome language barriers
- The value of using a survey to collect open-ended responses to better understand some aspects of the subject matter that is being evaluated
- Understanding survey logic as part of the survey design
- Data storage considerations
- The need to pilot surveys before widescale deployment
- The challenges involved in getting responses
- The advantages and disadvantages of using the standard survey reports that now accompany online survey tools
- About the other options available for analysis of the data – particularly open-ended responses.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop aligns with competencies in the AES Evaluator's Professional Learning Competency Framework:

- Domain 1 – Evaluative attitude and professional practice
- Domain 2 - Theoretical foundations (evaluative knowledge, theory, and reasoning)
- Domain 3 - Attention to culture, stakeholders and context
- Domain 4 - Research methods and systematic inquiry
- Domain 5 - Evaluation project management
- Domain 7 - Evaluation activities.

### TARGET AUDIENCE

This workshop is aimed at evaluators wanting to develop a better understanding of the use of surveys as an evaluation tool.

### ABOUT THE FACILITATOR

**Adj Professor Mark Mackay** is well qualified [BSc(Hons) BEc BComm Grad Cert (Higher Educ) PhD] and has extensive experience in teaching postgraduate students in Australia and overseas. Teaching has included data collection methods, including surveys. As well as teaching postgraduate students, Mark has convened international conferences on the use of design and data in health and was a keynote speaker at the Festival of Evidence Conference held in the UK during 2014.

As a designer of postgraduate courses and a passionate educator, Mark is well versed in the methods of workshop facilitation for adult-style learning. Mark is passionate in ensuring that participants at his workshops gain real practical skills, as well as imparting useful knowledge that can be applied in the workplace.

As well as teaching, Mark has been a director with Complete the Picture Consulting for 13 years where he has been involved in the design, deployment and analysis of surveys for clients.

Mark has more than 30 years of experience in working in industry and academia, much of the time using data. Mark has undertaken reviews of organisations, evaluations of programs, services and products across a variety of sectors including health, aged care, education, the energy and the retail sectors. Mark has used surveys as part of the tool kit he employs in evaluations.

## Designing credible and useful impact evaluations

presented by Brad Astbury and Andrew Hawkins

FULL DAY | CATEGORY: B

### WORKSHOP CONTENT

This workshop focuses on the principles and logic associated with the selection, design, and application of different kinds of impact evaluations, ranging from randomised control trials to theory-driven and qualitative approaches to causal inference. Different approaches to impact evaluation will provide more or less accurate (as well as precise) answers to different questions, for example:

- Did the program have an impact?
- What was the size of the program's impact?
- What was it about the program that had impact?
- In what situations and for which people did the program activities have an impact?
- Should we continue the program, scale it up, modify it, better target it, or do something different to maximise future impact?

A single approach or combination of approaches may be more or less appropriate depending on the questions you are seeking to answer and other contingencies, such as the nature of the evaluand and the evaluation setting (e.g. time, budget, data availability, stakeholder information needs, degree of uncertainty that can be tolerated and evaluator expertise).

Practical aspects of delivering high-quality and useful impact evaluations will be explored in this workshop through case applications.

### LEARNING OUTCOMES

Participants will learn about:

- Different understandings of impact evaluation, including:
  - Differences between causal descriptions and causal explanations
  - Differences between causal inference and effect sizes
  - The way that systems approaches deal with causality and attribution
- Approaches to classifying quantitative and qualitative impact evaluation designs
- Ways in which impact evaluation designs differ and what this means for practice
- Beyond the hierarchy of methods: dangers involved in relying too heavily on any one approach to conducting impact evaluation
- A contingent approach: considerations for selecting and combining impact evaluation designs and methods based on situational analysis.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop aligns with competencies in the AES Evaluator's Professional Learning Competency Framework:

- Domain 1 – Evaluative attitude and professional practice
- Domain 2 – Evaluation theory
- Domain 4 – Research methods and systematic inquiry

### TARGET AUDIENCE

The workshop is designed for both new and experienced evaluators and commissioners of evaluation.

### ABOUT THE FACILITATORS

**Brad Astbury** is a Director at ARTD Consultants. He has two decades of experience in evaluation and applied social research and considerable expertise in combining diverse forms of evidence to improve both the quality and utility of evaluation. He has managed and conducted needs assessments, process and impact studies and theory-driven evaluations across a wide range of policy areas for industry, government, community and not-for-profit clients. Prior to joining ARTD in 2018, Brad worked for over a decade at the University of Melbourne, where he taught and mentored postgraduate evaluation students.

Brad is passionate about innovation in evaluation theory and practice and publishes regularly in leading journals. Some examples include articles on the contribution of leading evaluation theorists in the *Evaluation*, the importance of program theory in the *American Journal of Evaluation*, the principles of using co-design to generate health service improvements in *BMC Public Health*, thoughts on the *Future of Evaluation*, and a discussion on criminal justice evaluation for the *Advances in Program Evaluation* book series. His latest work addresses the practice of realist evaluation and non-experimental approaches to impact evaluation. Brad is also an active contributor to professional societies for evaluators in Australia, Europe, Canada and America.

**Andrew Hawkins** is a Partner at ARTD Consultants where he has worked for the last 15 years. He is passionate about philosophy of science and the logic of evaluation. Like Brad he often works with a realist understanding of causality but often looks first to quantitative methods. As a result of his great passion for credible and useful impact evaluation he sought to combine experimental methods with realist understanding of causality. More recently Andrew has taken a pluralist approach to causality and considers that different theories of causality are more or less useful in different situations. Ever focused on practical application and the fair price of causal information Andrew may have his head in the clouds but his feet and hands are firmly rooted in the practice of everyday evaluation.

## Conflict resolution skills: A toolbox for evaluators

presented by Ruth Pitt

FULL DAY | CATEGORY: A

King and Stevahn (2005) argue that “...to experience a program evaluation is to experience conflict”. Conflict resolution skills such as mediation, facilitation and negotiation are essential for evaluators to manage the interpersonal and political aspects of their work.

### WORKSHOP CONTENT AND LEARNING OUTCOMES

This workshop is an evaluation-specific, practical introduction to conflict resolution, providing participants with a toolbox of skills, useful resources, and directions for future competency development.

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

- Explain the importance of conflict resolution skills for conducting and managing evaluations
- Describe the five conflict resolution styles, assess the appropriate style for a given situation, and identify their stronger and weaker styles
- Distinguish between positions and interests, and construct collaborative problem statements based on interests
- Describe the ‘diamond of participatory decision making’ and other useful frameworks for facilitation.

The workshop includes presentations on frameworks and tools, and opportunities to practice skills through individual and group activities.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop will support evaluators to develop competency in professional competency standards from Domain 5 (Project management) and Domain 6 (Interpersonal skills).

### TARGET AUDIENCE

The workshop is suitable for participants who have little or no training in conflict resolution skills, with any level of evaluation experience. Participants will be asked to reflect on evaluation projects, but those new to evaluation will be able to draw on experience in other contexts.

### ABOUT THE FACILITATOR

**Ruth Pitt** has worked in diverse evaluation roles across government, not-for-profit and consultancy, in Australia and overseas. Ruth has had the opportunity to see the challenges of managing and conducting evaluation projects from many different perspectives. As a result, Ruth is a firm believer that conflict resolution skills are a key competency for evaluators.

Ruth is an Evaluation Specialist at Collective Action, a social impact consultancy; and Research and Evaluation Lead at Health Justice Australia. Her qualifications include a Graduate Certificate in Conflict Resolution and a Certificate IV in Training and Assessment.

# MONDAY 29 AUGUST

## CONFERENCE WORKSHOP DESCRIPTIONS

### Categories:

A. Foundational evaluation skills and capabilities B. New tools; approaches and ways of thinking C. Advanced evaluation topics

### Learning to apply the AES First Nations Cultural Safety Framework

presented by Sharon Gollan and Kathleen Stacey

HALF DAY (MORNING) | CATEGORY: A, B

For details see page 4.

### Applying the AES First Nations Cultural Safety Framework in practice

presented by Sharon Gollan, Kathleen Stacey, Doyen Radcliffe, Ginibi Robinson

HALF DAY (AFTERNOON) | CATEGORY: A, B

For details see page 5

### Creating impact through systems-led evaluation and design

presented by Matt Healey

FULL DAY | CATEGORY: B

Our existence is interwoven with the complex contexts we inhabit. We both influence and are influenced by the systems around us, and it is increasingly acknowledged the benefits that incorporating systems thinking into our practice can bring. However, in many ways the 'practice' of systems is largely inaccessible in our day-to-day work. While we acknowledge that 'thinking systemically' and 'being systemic' is beneficial, the next question is often 'how?'

#### WORKSHOP CONTENT AND LEARNING OUTCOMES

The purpose of this workshop is to step attendees through the application of systems thinking techniques to the design and evaluation of an intervention to address a complex problem. Starting with an exploration of our complex problem, participants will:

- Learn and practice techniques to map complex systems
- Apply different approaches to identifying 'where' to intervene in the system, and how to justify it
- Be introduced to the pros & cons of different design techniques (eg. co-design)
- Develop an evaluation framework for understanding systems change, including implementation requirements.

This workshop will demonstrate the benefits of framing 'how' we understand systems as a blended approach with the design and evaluation of interventions to support change.

This workshop has been designed from the bottom-up to be highly practical and hands on. Participants will be stepped through systems mapping, design and evaluation techniques throughout the day as they are applied to an example complex problem designed by the presenter. In addition to the core activities which will be undertaken in small groups, there will also be individual reflective activities designed to support participants to consider how these skills can apply to their own work.

#### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

Given the interwoven nature of session content, Competency 1: Evaluative Attitude and Professional Practice, Competency 4: Research Methods and Systematic Inquiry and contributes to Competency 5, in being able to choose appropriate methods are addressed.

#### ABOUT THE FACILITATOR

**Matt Healey** is a Senior Consultant and Co-Founder of First Person Consulting. He works on projects that span health, social justice and environmental sectors that seek to address complex problems, including family violence, homelessness, prevention, social innovation, e-waste and the circular economy (among others).

In addition to evaluation, Matt also has a strong interest in approaches to the design of projects, programs and services. This ranges from human-centred design, co-design, the use of evidence and working with clients to figure out 'what works' for them. In recent times this has extended to systems-based approaches to understanding complex problems, and what we might do to address these.

## Values literacy in evaluation

presented by Keryn Hassall

HALF DAY (MORNING) | CATEGORY: A, B, C

### WORKSHOP CONTENT

There is a growing interest in engaging with values in evaluation, to better understand what matters to people and communities in order to make appropriate evaluative judgements. But what are values, and how can you make sense of values when planning and conducting evaluation?

Working with values is not as simple as learning a new technique. First, you need a good understanding of values and how values relate to policies and programs. 'Values literacy' is a starting point for developing this knowledge: "the cultivation of a set of epistemic skills and attitudes in recognizing, analyzing, and interpreting values."

### LEARNING OUTCOMES

This workshop is designed to help participants to:

- Understand what values are (and are not), drawing on the current understanding of values in social psychology and philosophy
- Recognise different kinds of values influencing a policy, program or evaluation
- Consider ways to elicit and discuss values when planning an evaluation, to clarify 'what matters' for the context
- Understand the range of options for engaging with values that are available in the evaluation literature.

### ABOUT THE FACILITATOR

**Keryn Hassall** is an evaluator working across policy areas. She believes that evaluators can enrich their evaluation practice through learning about philosophy of social science. Her consultancy work is primarily formative and process evaluation. She uses ideas from philosophy, organisation theory, and public administration research to help organisations evaluate and improve programs.

## The centrality of Indigenous Data Sovereignty and Indigenous Data Governance in the evaluation of Indigenous programs

presented by Maggie Walter, Bhiemie Williamson, Skye Trudgett and Bobby Maher

HALF DAY (AFTERNOON) | CATEGORY: B, C

### WORKSHOP CONTENT

IDSov and IDGov are terms increasingly used within Aboriginal and Torres Strait Islander communities and organisations, and within government when Indigenous evaluation projects are mooted or planned. These linked concepts emerged as a response to the long described deficiencies and problems of data collection on or about Indigenous peoples and used across Anglo-colonised settler nation states. This creates a pattern of extractive data practices often combined with weaponisation of data against Indigenous Peoples. The broad use of the terms IDSov and IDGov do not always translate to a broad understanding of the concepts. More critically lack of a nuanced understanding can quickly lead to the continuation of poor quality data practices magnified by them being incorrectly labelled as IDSov or IDGov. To directly address this ever present risk, this presentation and interactive session begins with an exercise in how **NOT** to implement IDSov in evaluation. We will then focus on the Aboriginal and Torres Strait Islander IDSov and IDGov principles, and the how to operationalise the principles in your evaluation practice to ensure an Indigenous-led approach to IDSov.

### ABOUT THE FACILITATORS

**Maggie Walter** (PhD, FASSA) is Palawa, a member of the Briggs Aboriginal family in Lutruwita/Tasmania. Maggie is a Distinguished Professor of Sociology Emerita at the University of Tasmania and was appointed a Commissioner with the Yoorrook Justice Commission in 2021. Maggie is a founding member of the Indigenous Data Sovereignty group in Australia (Maiaam Nayri Wingara) and an executive member of the Global Indigenous Data Alliance (GIDA).

**Bhiemie Williamson** is a Euahlayi man from north-west NSW and south-west Qld with family ties to north-west Qld. He holds a Bachelor of Arts (Hons) from the Australian National University, a Masters of Arts in Indigenous Governance from the University of Victoria in British Columbia and a Continuing Education Certificate in Indigenous Governance from the University of Arizona. Bhiemie's fields of professional and academic experience include Indigenous land and water management, Indigenous youth, Indigenous governance, and Indigenous data sovereignty. He is a current member of the Mayi Kuwayu Data Governance Committee and the ACT Bushfire Council. Bhiemie is currently enrolled in a PhD at the Australian National University. His PhD investigates Indigenous Men and Masculinities.

**Skye Trudgett** is a Gamilaroi researcher who has contributed to numerous evaluations and research projects. Skye has a passion for Indigenous Data Sovereignty and amplifying the voice of First Nations peoples in impact measurement and evaluation. Skye has recently completed her PhD at UNSW and leads Kowa, a First Nations organisation creating systemic change through innovative learning partnerships.

**Bobby Maher** is Yamatji woman, her ancestral links are to the Kija people, Pilbara regions and Noongar Nations. Bobby is a PhD candidate and Research Associate at the National Centre for Epidemiology and Population Health, Australian National University; her research has a focus on collective capability in Indigenist evaluation practice in Australia. Bobby has completed a MPhil in Applied Epidemiology and a Bachelor of Applied Science (Indigenous Australian Research) (Honours), Curtin University. She has experience in quantitative, qualitative, and community-based participatory research, including evaluation. Bobby is a member of the Maiaam nayri Wingara Indigenous Data Sovereignty Collective and the Global Indigenous Data Alliance (GIDA).

## Introduction to data visualization – theory

presented by **Mark Griffin** (supported by David Cowen)

HALF DAY (MORNING) | CATEGORY: A

### WORKSHOP CONTENT

Data visualization is an important technique for evaluators as they seek to convey the patterns present within their datasets to their readers. It is known that readers will typically spend between 3 to 8 seconds looking at each statistical plot, and so we need to present our data in such a way that it makes the most impact within this short time window.

This workshop focusses on the design of effective data visualizations. This workshop focusses on the theory, and a companion workshop focusses on the use of appropriate software for creating these visualizations.

Specific content (“Mark’s Principles of Visualization”):

- The difference between Exploratory and Explanatory Data Visualization
- Key Message – the one most important message you want to convey to readers
- Call to Action – what do you want readers to do in response to seeing your plot
- Instant Recognition – will readers be able to see the pattern you highlight instantly
- Reduce Clutter (Signal to Noise Ratio) – remove every bit of ink on the page that does not support your Key Message
- Be Purposeful – make conscious decisions about every aspect of your data visualization, do not just use software defaults
- Beauty – beauty in visualization promotes trust, enjoyment and further interaction with readers

The workshop will discuss theory and present case studies to illustrate good and poor data visualization.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop aligns with Domain 7 – Evaluation Activities of the AES Evaluators' Professional Learning Competency Framework.

### TARGET AUDIENCE

The workshop is suitable for evaluators without prior knowledge.

### ABOUT THE FACILITATOR

**Dr Mark Griffin** holds five degrees in the areas of statistics, mathematics, and computer engineering. He is a Casual Lecturer in the School of Business, University of Queensland and has previously presented approximately 100 two-day and 40 five-day workshops in statistics across Australia.

## Creative evaluation and engagement

presented by Kate McKegg, Nan Wehipeihana, A Rafael Johnson, Nora Murphy Johnson

HALF DAY (MORNING) | CATEGORY: B

### WORKSHOP CONTENT

The purpose of this workshop is to introduce participants to a way of embodying a radically new evaluation purpose. Content will be guided by a set of principles and move through four phases: align, learn, adapt, and embody. The facilitators will introduce participants to the roots, guiding principles, methods, and essential strategies of Creative Evaluation and Engagement (CE&E).

Participants will be supported in learning how to practice purpose-driven, principles guided evaluation in a supportive, generous and constructive way. The workshop will introduce participants to the steps and tools to practice evaluation in ways that are self-aware as well as aware of the interconnectedness and wholeness of living systems.

The workshop will combine face to-face and online facilitation with four of the world's leading evaluation guides and facilitators. It will be engaging, creative, highly participatory, and full of inspiration.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop is directly relevant to all the domains of the AES Evaluators' Professional Learning Competency Framework.

### TARGET AUDIENCE

This workshop is for those with at least some understanding of evaluation and systems change, but we welcome all levels. There are no other prerequisites other than being prepared to bring your whole self, be curious and creative.

### ABOUT THE FACILITATORS

**Kate McKegg** is the director of The Knowledge Institute Ltd ([www.knowledgeinstitute.co.nz](http://www.knowledgeinstitute.co.nz)) and a member of the Kinnect Group ([www.kinnect.co.nz](http://www.kinnect.co.nz)), as well as an indigenous led collective Tuakana Teina, based in the Waikato region of New Zealand. She is also a co-founder, along with Nan Wehipeihana and Nora Murphy of the Developmental Evaluation Institute (<https://developmental-evaluation.org/about>), and a founding member and past Convenor of the Aotearoa New Zealand Evaluation Association (ANZEA).

Kate is co-editor of New Zealand's only evaluation text, *Evaluating Policy and Practice, a New Zealand Reader* (2003). She is also co-editor (along with Michael Quinn Patton and Nan Wehipeihana) of the book *Developmental Evaluation: Real World Applications, Adapted Tools, Questions Answered, Emergent Issues, Lessons Learned, and Essential Principles*, Guildford Press, New York, (2015).

Seeing the potential in a complexity aware evaluation practice to support change, Kate has been drawn to developmental evaluation and other creative forms of evaluation practice because of her deep commitment to social and environmental justice and equity. She has worked alongside many people in complex settings who are innovating to create systems change and seen the possibilities that a different kind of evaluative practice can bring.

**Nan Wehipeihana** is the director of Weaving Insights ([www.weavinginsights.co.nz](http://www.weavinginsights.co.nz)) and a member of the Kinnect Group ([www.kinnect.co.nz](http://www.kinnect.co.nz)). She is also a co-founder of the Developmental Evaluation Institute (<https://developmental-evaluation.org/about>) along with Kate McKegg and Nora Murphy. Nan is a founding member of the Aotearoa New Zealand Evaluation Association (ANZEA) and Ma Te Rae, Māori Evaluation Association – the first Indigenous Evaluation Association. Nan tribal affiliations are to Ngāti Tukorehe and Ngāti Raukawa, north of Wellington and to Ngāti Porou and Te Whānau-ā-Apanui on the East Coast of New Zealand.

Nan is a Fellow of the Australian Evaluation Society. Nan, Kate McKegg, and colleagues were the recipients of the 2013 AES Best Evaluation Policy and Systems framework for the Developmental Evaluation of He Oranga Poutama for Sport New Zealand. Nan is a co-editor (along with Michael Quinn Patton and Kate McKegg) of the book *Developmental Evaluation: Real World Applications, Adapted Tools, Questions Answered, Emergent Issues, Lessons Learned, and Essential Principles*, Guildford Press, New York, (2015).

Nan specializes in research and evaluation with a focus on Māori and building evaluation capacity with tribes and Māori organisations to evidence outcomes including cultural outcomes. By bringing the voices and views of Māori to government and funders, she aims to offer insight into Māori values and perspective for use in government, business, and community contexts.

**A. Rafael Johnson** is the Vice-President of Inspire to Change, where he uses the methodologies of the arts to understand systems, organizations, and programs. His fiction and essays have appeared in *Temenos Journal*, *AEA365*, *Callaloo*, *Kweli Journal*, *African American Review*, and the anthology *Excavating Honesty: An Anthology of Rage and Hope in America*. Andy is an adjunct faculty member at the Minneapolis College of Art and Design, where he currently teaches Creative Analytics with Nora Murphy Johnson. Andy holds an MFA in Creative Writing from The University of Alabama and is a fellow at Kimbilio Fiction. His newest book *Creative Evaluation and Engagement: The Essentials* (co-authored with Nora Murphy Johnson) revives Michael Quinn Patton's 1982 classic *Creative Evaluation*. *Essentials* positions the arts as an essential way of knowing and communicating, and prepares changemakers to collect inspiring data and build a body of evidence that can make the world more whole, just, and beautiful.

**Nora Murphy Johnson** is the President of Inspire to Change and its principal investigator. Nora believes that all systems of people and institutions are connected and that all parts of the system need to be strong and healthy. Nora encourages clients and stakeholders to think outside of our boxes and disciplines and create a coherent shared vision for something greater than what exists now. Evaluation can be an integral part of working towards this vision. Nora works towards understanding (1) how principles-focused, developmental evaluation can be used for systems change and social justice, (2) ways to create a coherent and shared vision that allows for contextualized learning and adaptation, and (3) how to best engage people in useful evaluations that inform and inspire. Nora is best known for her publications *Nine guiding principles to help youth overcome homelessness: A principles-focused developmental evaluation* (Developmental Evaluation Exemplars, 2015) and *Connecting Individual and Societal Change* (Stanford Social Innovation Review, 2020). Her newest book *Creative Evaluation and Engagement: The Essentials* (co-authored with A. Rafael Johnson) revives Michael Quinn Patton's 1982 classic *Creative Evaluation*. *Essentials* positions the arts as an essential way of knowing and communicating, and prepares changemakers to collect inspiring data and build a body of evidence that can make the world more whole, just, and beautiful. She holds a PhD in Evaluation Studies from the University of Minnesota.

*Nora will join part of the workshop via Zoom.*

## REGISTRATION DETAILS

Registration fees, per workshop and delegate (inc 10% GST)

	Early Bird on/before 7 July	Full
Whole day workshop Member 28 or 29 August	A\$450	A\$500
Whole day workshop Organisational Member staff* 28 or 29 August	A\$560	A\$610
Whole day workshop Non Member 28 or 29 August	A\$630	A\$680
Whole day workshop Student# 28 or 29 August	A\$330	A\$380
Half day workshop Member 28 or 29 August	A\$250	A\$300
Half day workshop Organisational Member staff* 28 or 29 August	A\$380	A\$430
Half day workshop Non Member 28 or 29 August	A\$430	A\$480
Half day workshop Student# 28 or 29 August	A\$230	A\$280

**# Student discount:** Students must be full-time and provide a copy of their 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](mailto:conference@aes.asn.au). Without this information, the full registration fee will be charged.

**\* Organisational Member rates:** Before choosing this rate, please check with your organisational member status with your organisation or [aes@aes.asn.au](mailto:aes@aes.asn.au). You will be invoiced for the difference if you're not a staff member of an organisational member of the AES.

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

### REGISTRATION PROCESS EXPLAINED

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.
- 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.

#### 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](#).

