

Pre and post conference workshops

Date	Workshop Title	Workshop Presenter
Monday 22 nd 9am	Evaluation 101: Getting to Grips with the Basics	Kate McKegg and Syd King
Monday 22 nd 9am	Answering 'Curve-Ball' Evaluation Questions Using Applied Outcomes Theory	Paul Duignan
Monday 22 nd 9am	Culturally Responsive Evaluation	Rodney Hopson
Monday 22 nd 9am	Evaluation Costing: An Art and Science	Nan Wehipeihana and Judy Oakden
Wednesday 24 th 1.30pm	Evaluation, Negotiation and Assessing Public Value	Saville Kushner
Wednesday 24 th 1.30pm	Causal Inference for Qualitative and Mixed Methods	Jane Davidson
Wednesday 24 th 1.30pm	Contemporary Evaluation Practice: An Overview of Approaches and How to Use Them	Chris Coryn
Wednesday 24 th 1.30pm	Stepping stones to effective evaluation with Māori providers	Samantha Lunden

Abstracts and bios

Evaluation 101: Getting to Grips with the Basics

Kate McKegg and Syd King

This workshop has been developed in response to the demand for an entry-level workshop that charts the main ideas, practices and challenges (and some of the solutions) in evaluation – in a clear, practical and straightforward way. The workshop will include the following topics:

- What is evaluation? How do we think about evaluation and evaluation practice?
- What is evaluation for – why do it?
- Some important ideas - quality, value, importance
- Evaluation practice – how do you “do evaluation”?
- Where evaluation comes from and the language used in evaluation
- Evaluative thinking and reasoning and the evaluative attitude and mind-set
- Evaluator competencies – what do you need to be able to do evaluation?
- Who evaluates the evaluator – the importance of meta-evaluation

The workshop will focus on the main ideas and under each of these headings and briefly canvass relevant topics. Participants’ learning will be supported by discussion and practical activities to illustrate the points covered. The emphasis will be on giving participants an overview of key evaluation concepts and practice.

Kate McKegg is the current **anzea** convenor. The focus of much of her recent evaluation work is the development of evaluative capacity, supporting government and non-government clients build evaluative frameworks and systems. This work has been cross sectoral and cross cultural, ranging across Environment, Health, Mental Health, Disability, Education, Māori Development, Social Development, Sport and Recreation and Broadcasting. Kate is also a pragmatic academic, with

substantive experience developing and implementing teaching programmes in evaluation at post graduate and under graduate levels. She has developed and taught Masters Programmes for a range of academic institutions. She continues to provide training and mentoring in a variety of policy, business and community settings, in New Zealand as well as internationally. Her work interests are underpinned by a strong personal commitment to making a difference, and a contribution to social betterment for all New Zealanders.

Syd King has considerable experience in education evaluation spanning early childhood, primary, secondary and tertiary sectors, in both mainstream and kaupapa Māori contexts. For the past 10+ years he has specialised in developing high-level evaluation policy and associated methodology, including tools such as evaluation indicators and performance criteria rubrics. He also provides training and support for evaluators involved in implementing the evaluation process. Syd has extensive international networks amongst the evaluation community and has been a regular participant in American Evaluation Association conferences since the late 1990s, both as a participant in workshops / discussion seminars, and deliverer of papers. He is well-known in the New Zealand public service having delivered seminars and workshops on a range of topics over the years. Syd is currently the Principal Evaluation Adviser at NZQA, where for the last few years he has led the development of 'evaluative quality assurance' – an innovative new way of evaluating educational quality for the tertiary education sector in New Zealand. He is currently a member of the AEA working group on ethics in evaluation.

What IS the answer to that? Answering 'Curve-Ball' Evaluation Questions Using Applied Outcomes Theory

Paul Duignan

Evaluators often end up being asked interesting but 'curve-ball' evaluation questions. For instance, should my outcomes include things that I can't control? Shouldn't all my outcomes be measurable? What's the difference between an: indicator, target and benchmark? What if the department increasing enforcement makes our indicator go up rather than down (as our stakeholders would like it to?) Is it alright to just show 'contribution' rather than 'impact'? What are all of the possible types of impact evaluation designs we could use?

Outcomes theory – the theory of identifying, measuring, attributing and holding parties to account for outcomes of any type – provides a framework for quick and clear answers to all these, and similar, questions.

Participants will:

- learn key concepts from outcomes theory
- see how these concepts relate to common evaluation questions raised by clients
- apply outcomes theory to questions raised in their own work

The workshop will include small group discussions and practical, real life examples. It is suitable for all levels, from those just starting out to advanced evaluators.

Paul Duignan is one of New Zealand's most senior evaluators. He has a PhD in evaluation methodology; won the New Zealand Senior Fulbright Scholar Award for his work in outcomes theory; and has worked internationally on outcomes and evaluation for organizations such as the IMF, Asian Development Bank, and the International Labour Organisation. Paul has done evaluation and outcomes work for almost all New Zealand government departments and central agencies; he set up one of the first post-graduate evaluation courses in New Zealand; he has taught thousands of people at different levels aspects of evaluation and outcomes. He developed the DoView Visual Strategic

Planning and Impact Measurement Approach and DoView Outcomes and Evaluation Software. Paul is an interesting and humorous workshop presenter who consistently gets good feedback from his workshop participants. He is an Honorary Research Fellow at the Centre for Social and Health Outcomes Research and Evaluation (SHORE) at Massey University Auckland and works for Parker Duignan Consulting Wellington. See his work at <http://outcomesblog.org> and on <http://twitter.com/paulduignan>. paul@parkerduignan.com.

Culturally Responsive Evaluation

Rodney Hopson

This workshop will introduce the basic definitions and tenets of culturally responsive evaluation (CRE). The workshop will begin by exploring several important questions: How or why does culture matter in evaluation theory and practice? How does attention to cultural issues make for better practice? What issues do you need to consider in building culturally competent and responsive evaluation approaches? How can agencies and practitioners identify strategies for developing and disseminating culturally responsive evaluation information?

The workshop will then offer guidance on culturally responsive evaluation in practice. First, Rodney will describe an organized set of principles that can be adapted to existing methodologies, providing in depth, real-world examples of how the principles and tenets of culturally responsive evaluation take shape in practice. Rodney will then provide a set of strategies that represent a coherent methodological approach to being culturally responsive in evaluation (derived from Frierson, Hood, Hughes, and Thomas, 2010).

This workshop is multi -faceted and will draw on various interdisciplinary social science theoretical frameworks to both situate culturally responsive evaluation principles and advance conversations about culture in evaluation. In particular, participants will receive information and materials that help them to:

- discuss the importance of considering culture in evaluation and applied research, and to include an understanding of the value added of culturally responsive approaches;
- identify core principles or tenets of culturally responsive practice; and
- apply culturally responsive evaluation strategies in every stage of an evaluation.

This workshop assumes participants have a basic understanding of evaluation and are interested in promoting ways to build culturally competent and responsive practices.

Rodney K. Hopson is the 2012 President of the American Evaluation Association. He is also Professor, Department of Educational Foundations and Leadership in the School of Education, and teaching faculty member in the Center for Interpretive and Qualitative Research, in the School of Liberal Arts, Duquesne University, USA. His research interests lie in social politics and policies, foundations of education, socio-linguistics, ethnography, and evaluation. His research and evaluation work is critically concerned with the differential impact of education and schooling on marginalized and underrepresented groups in the United States, southern Africa, and elsewhere, and seeking solutions to social and educational conditions in the form of alternative paradigms, epistemologies, and methods for oppressed and marginalized groups in global societies.

Evaluation Costing: Combining Art and Science

Nan Wehipeihana and Judy Oakden

If your task is to cost an evaluation project, either as the commissioner or the responder to a request for proposal, or you are responsible for managing an evaluation and evaluation budgets, then this workshop will be of interest to you.

This session provides an introduction to the 'art' and 'science' of costing evaluation, and focuses on two particular areas – detailed task specification and costing assumptions – which are fundamental to accurate evaluation project budgets.

Participants will be introduced to simple templates available for costing evaluation projects, as well as more complex models, underpinned by some form of time-based costing. The workshop will also provide guidance on project management 'rules', general accounting principles and constraints imposed by the evaluation budget (and the evaluation itself), to guide the development of evaluation budgets.

The workshop will take participants through an actual costing exercise, using real evaluation project costings and budgets to explore the linked science and art approach to costing. This will include a examples of both very tightly costed small budget evaluations, as well as larger projects. It will provide participants with a basic evaluation costing template and some 'rules of thumb' to assist in costing evaluations in the future.

Nan Wehipeihana has nearly 20 years experience in designing, leading and managing evaluation and research projects. Prior to setting up her own consultancy, Nan worked in a range of public and private sector management roles. This included retail, recreation and small business management; she was the corporate services manager for a local authority as well being a Senior Evaluation Analyst within the public sector responsible for commissioning and managing research and evaluation projects. A member of the Kinnect Group, Nan's current areas of evaluation interest are in education, whānau, iwi and Māori development.

Judy Oakden brings more than 25 years of business consultancy, research and evaluation experience both in NZ and the UK to this workshop. Prior to setting up her own consultancy, Judy was a Senior Manager within The Nielsen Company, and previously held management positions at the Harris Research Centre (UK), KPMG, Colmar Brunton Research, and Research International. A member of the Kinnect Group, Judy's current areas of evaluation interest are in the environment, education and health sectors.

Evaluation, negotiation and assessing public value

Saville Kushner

All evaluation has the potential to stimulate debate over what counts as having 'public value' – that is, what has real value or benefits for society and communities at large as well as for organisations.

Evaluators can too often miss that potential as we preoccupy ourselves with the minimum requirements of our contracts. We may avoid the evaluator's responsibility to stimulate public debate about the value of social programmes, either for lack of resources or for lack of confidence, or even lack of awareness of how and where 'public value' fits in to what we do. *"I'm just supposed to measure impact, right?"*

But to offer a comprehensive evaluation service we should document:

- how a programme's objectives and outcome measures may be *contested* by diverse stakeholder groups;
- how a programme may be valued in diverse ways and for different things;
- how an output can represent 'a lot' or 'a little', depending on circumstances or on who is doing the calculation; and
- how programmes do and sometimes do not rely on their contexts.

The *value* we place on a programme is an unstable thing, and it is often prudent for the sponsors to know that. In this workshop Saville will take us thorough examples from evaluation projects and elsewhere to explore how it is that evaluators can use cost-effective techniques – based on negotiation – to cover these 'angular' issues.

In this workshop, participants will work on:

- how evaluators and their sponsors position evaluation in the 'bigger picture' of how society and its social commitments are changing
- how and why to make our evaluations more accessible and available to the broader public and how this can be of benefit to evaluation sponsors
- how to use evaluation to manage open discussions around public value.

Saville Kushner is Professor of Public Evaluation at the University of Auckland. Before coming to live in Aotearoa New Zealand he served as President of the UK Evaluation Society. For many years he worked with Barry MacDonald, learning the trade of Democratic Evaluation and looking for ways of practicing it in the context of sometimes restricting evaluation contracts. He has conducted and directed program evaluation in fields as diverse as schooling, higher education, policing, nursing, the performing arts and international development. He recently completed an evaluation of AusAID's Evaluation Capacity Building Program. Between 2005 and 2007 he worked as a regional M&E officer for UNICEF, crossing the fence to work inside the world's largest bureaucracy. He has served as both evaluator and sponsor.

Causal Inference for Qualitative and Mixed Methods

Jane Davidson

"Causation. The relation between mosquitoes and mosquito bites. Easily understood by both parties but never satisfactorily defined by philosophers and scientists." Scriven (1991).

Many people argue that causal inference in evaluation simply can't be done without large-scale quantitative studies, high-powered statistical techniques, and the ability to control the programme or intervention. But aren't there ways to get an *approximate* but still robust and credible answer to the causal question, using qualitative or mixed method evidence? I think there are – and that's what this workshop is about.

This workshop will demonstrate eight practical, commonsense strategies to build an evidence base for causal contribution: (1) Ask observers; (2) Match content to outcomes; (3) Modus operandi; (4) Logical timing; (5) Dose-response link; (6) Comparisons; (7) Control variables; (8) Causal mechanisms. You will learn how a judicious mix of complementary pieces of evidence can be woven to build a case for a causal claim to the required level of certainty.

Dr. Jane Davidson is internationally recognised for applying critical thinking and evaluative reasoning to evaluation, policy, strategy, and programme design. She has delivered workshops at AEA for many years, and they are consistently sold out and rated among the highest each year. She brings a distinctively multi-disciplinary and refreshingly practical, plain language approach to her work, which spans education, health, social policy, leadership development, and many other areas. Jane first published on this topic in her 2000 article, *Ascertaining Causality in Theory-Based Evaluation (New Directions for Evaluation #87)*. Jane launched and directed the world's first fully interdisciplinary Ph.D. in evaluation (based in the Western Michigan University Evaluation Center). She won the American Evaluation Association's Marcia Guttentag Award in 2005. Jane completed her doctoral study with Michael Scriven at Claremont Graduate University (California), specialising in organisational psychology with emphasis on evaluation.

Contemporary Evaluation Practice: An Overview of Approaches and How to Use Them

Chris Coryn

Four broad categories of evaluation approaches tend to dominate contemporary evaluation practice: evidence-based, social justice and advocacy-based, participatory and empowerment-based, and theory-driven-based approaches.

Evidence-based approaches include randomized controlled trials (RCTs) and meta-analyses, both of which are the predominant method used by both large and small-scale research repositories such as the Cochrane Collaboration, Campbell Collaboration, and the What Works Clearinghouse, among many others, to evaluate the effectiveness of various types of interventions. Social justice and advocacy-based approaches are those that give centrality to increasing the voice and participation of marginalized groups of potential program stakeholders. Participatory and empowerment-based approaches are those that are premised on generating buy-in and increasing power amongst various stakeholder groups. Finally, theory-driven approaches are those that give centrality to testing the theoretical assumptions underlying a program and using a program theory as the basis for evaluation.

Each approach is attractive, but also limited as regards good evaluation practice. In this workshop, participants will learn:

- The central premises associated with the various evaluation approaches
- The appropriate uses and likely misuses of each of the approaches
- Their general strengths and limitations
- How they overlap and integrate

Chris will incorporate a variety of instructional techniques intended to facilitate participant learning (e.g., case-based, problem-based). Participants will also receive a variety of materials to further learning beyond the workshop.

Chris Coryn is the Director of the Interdisciplinary Ph.D. in Evaluation programme and an Associate Professor in the Evaluation, Measurement, and Research programme in the College of Education's Department of Educational Learning, Research, and Technology at Western Michigan University, USA. He has published more than 80 scholarly, peer reviewed papers in research and evaluation journals and is currently the executive editor of the Journal of Multidisciplinary Evaluation. He has been involved in and led numerous research studies and evaluations, across several major domains, including education, science and technology, health and medicine, community and international development, and social and human services.

Stepping stones to effective evaluation with Māori providers: Building Whanaungatanga, Shared Understanding and Trust

Samantha Lundon

The prospect of an evaluation can be intimidating and scary for programme providers who have little or no experience of being evaluated, or have had negative experiences of audits or evaluations previously. Evaluation may be seen as an outsider making judgments on a programme concept that they have had little direct experience with, there may be fears of losing intellectual property, that evaluation may take staff time away from providing the programme, or the provider may be apprehensive about their ability to meet the expectations of funders and evaluators.

For kaupapa Māori providers, there are particular sources of apprehension around the cultural or

intellectual property of their service concepts. Samantha's kōrero will provide practical tips and advice on what's needed from evaluation practitioners and evaluands, for both kaupapa Māori and other NGO service providers, in order to build the honest communications and shared understandings that form a relationship of trust. Sam will demonstrate how the establishment of trust can increase the validity of the evaluation, and will produce benefits and learning for everyone involved, including the evaluators.

This will be illustrated by examples drawn from Samantha's experiences working with a spectrum of people, from Black Power wives to government Ministers. Through discussion and a range of small group and plenary activities, you will have the opportunity to gain some insights and skills for the next time you are undertaking an evaluation with a community-based initiative.

Sam's keynote address on working with Māori providers was rated the audience highlight of the **anzea** 2012 Conference, and this workshop will be a must-see!

Samantha Lundon (Tainui, Ngati Te Ata, Ngati Makirangi) is the kaihautu of Ideal Success Charitable Trust, a Māori provider in Manurewa. She served on the Board of the New Zealand Qualifications Authority (NZQA) and was integrally involved in its move from an audit to an evaluation system. Ideal Success is trialling a very innovative self-evaluation framework which involves building evaluation capacity through self-reflection with the client group, as well as a 360 degree model for clients and providers to evaluate reciprocally.