



He kura te tangata

aotearoa new zealand evaluation association

www.anzea.org.nz

0800 EVALUATE (0800 382582)

NEWSLETTER May 2008

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Convenor's kōrero

Kia ora tātou

This is a busy time for **anzea** (when wasn't it...), with the launch of the Wellington Branch, Board elections and the 2008 Conference programme just sent out. May's highlights have been the launch of the Wellington Branch, with a fabulous committee installed (see p 12 for more) and lots of fun meeting up with others on a wet autumn evening, and the first of **anzea's** evaluator mentoring workshops held in Auckland. This was a stunning success and we will be developing the model used for workshops in other **anzea** Branch areas later this year or early in 2009.

One of my jobs recently as a Conference Committee member was to help review the Conference proposals and several things stood out – the wide range of areas and roles that we work in as evaluation practitioners, the huge expertise in evaluation within Aotearoa, and the ways in which evaluators are so focussed on social and environmental change. It was heartening to see such diverse contributions, and picking what to go to at the Conference will be a challenge!

anzea is offering two workshops at this year's Conference, both with a focus on developing capacity and safe practice. The Board decided to use the Conference as an initial (and cost-effective) forum for **anzea** members and others to have conversations in two important areas – the development of Māori evaluation capacity, and the development of practice standards and core competencies for evaluation in New Zealand. From this base we hope to extend the discussion out to **anzea's** Branches so that we can get comprehensive input into these developments. So keep an eye on your local Branch events later in the year.

Board elections are in progress, and now is your opportunity to vote for the people that you would like to see managing **anzea's** future direction and activity. Some current Board members are standing again – part of the Board's succession plan to ensure continuity and knowledge transfer – while others won't stand again, but will be available to support new Board members as 'portfolio counterparts' for the first few months. So we're looking forward to some new Board members from the fantastic bank of talent in the current **anzea** membership, as well as the continuance of some people who've done great work over the past two years.

Later this year we'll be surveying members again to help with further planning for 2009 onwards and to get feedback on the value of current services. In the meantime we really appreciate members' ideas and feedback on how we might improve our services, so feel free to fire random thoughts to us via info@anzea.org.nz - it's always useful. The AGM is the perfect opportunity to make formal motions around streamlining **anzea's** services, and you're able to do that even if you can't attend the AGM.

That's it from me – hope to see you at Conference in Rotorua.

Pam

Quotable quote

He kura te tangata

anzea's whakataukī literally means, "people are precious."

In relation to our organisation, the whakataukī symbolises **anzea**'s recognition and intrinsic value of the human being (people); and the contribution each and every one of us make to the well-being through evaluation, not only for our Association and the practice of evaluation, but also to and for whānau and communities.

anzea Conference 2008

Shaping evaluation for Aotearoa New Zealand – Weaving in relationships, culture and peoples / Ka whakatāreia te arotakenga mo Aotearoa – E raranga ana, i ngā whanaungatanga, ngā tikanga me ngā iwi hoki. Tihei mauri ora!

The 2008 Conference Committee chose this theme to reflect some of the core reasons why **anzea** was established and to meet the clear preferences given in feedback from **anzea** members and people who attended the 2007 Conference.

Dates

Pre-conference workshops	Noon Sunday 13th – Noon Monday 14th
Conference	Noon Monday 14th – 1.00 Wednesday 16th
anzea AGM	1.00 – 2.00 Wednesday 16th

Speakers

We have six superb speakers lined up to challenge us. **Ernie House** is Emeritus Professor at the School of Education, University of Colorado at Boulder and has written widely on 'democratic evaluation', including its practice in multi-cultural contexts; **Sulley Gariba** is an evaluation specialist with over 20 years experience in the design and implementation of systems for institution building, organization development, social policy analysis, training, monitoring and evaluation of development effectiveness; and **Russell Bishop** (Tainui, Ngāti Awa) is Foundation Professor of Māori Education and Assistant Dean of Education at the University of Waikato, and heads the Māori Educational Research Unit (MERU) at Wilf Malcolm Institute of Educational Research. In addition we have a keynote panel talking from diverse perspectives on "Doing, buying and experiencing evaluation" – **Katie Murray**, who is the Kai Arahi (CEO) of Waitomo Papakainga Development Society Inc., a whānau based and focused social service agency in Kaitaia; **Sue Walker**, who is the manager of the New Zealand Health Sponsorship Council's Research and Evaluation Unit; and **Mark Johnson**, who is the Partner responsible for Research New Zealand's consumer, business-to-business and government-to-business related research and evaluation work and heads up Research New Zealand's Specialist Data Modelling and Analysis Team.

There are also some great pre-Conference workshops and a wide range of (mostly interactive) Conference presentations. *Early bird registration closes on 13 June.* We still hope to be able to offer some scholarships to attend for Māori, Pacific, student and NGO delegates – keep your eye on **anzea** pānui and the website for these opportunities.

So shout yourself some mid-winter fun in Rotorua! and talk to your friends and colleagues about carpooling.

Services in Development

anzea Mentoring Education Programme

The pilot workshop was held in Auckland over a Thursday evening and Saturday in the first week of May, with training provided by Wendy Baker from the New Zealand Mentoring Centre. Participants came from a broad range of evaluation sectors, including central government, research and evaluation corporates and independent contractors, and feedback ratings showed that everyone found the workshop extremely valuable – some highlights for people taking part were:

“Useful learning for myself in mentor/mentee exercises”

“Practical suggestions for setting up a mentoring relationship”

“Making contact with other evaluators in a professional context”

“Practical sessions – good ‘vibe’ in the room”

“Great value and will recommend highly to anyone. Quite exciting where this can or will go.”

Our big thanks to Phoenix Research for making their premises available at no cost for the workshop, which helped to keep it affordable.

Over the next few months, a small group of the participants will be involved in refining some draft principles and guidelines for mentoring amongst evaluation practitioners, based on the co-mentoring model presented by Wendy, and these will be made available on the **anzea** website. Once we’ve had a chance to review the feedback on the workshop, we’ll be refining it for offer in other **anzea** Branches later this year or early next year. **anzea** also hopes to progress the concept of an online mentoring brokerage function.

anzea Membership

The number of **anzea** members at May 2008 is 183. The table below provides the number of current members per **anzea** region.

anzea region	Number of members
Northland	2
Auckland	62
Waikato/BOP	19
Central	3
Eastern	1
Wellington	68
Upper South Island	23
Lower South Island	4
Overseas	1
TOTAL	183

A membership drive will be undertaken during the next couple of months to coincide with the next **anzea** Conference and the membership year (July to June). A specific focus of this drive will be on supporting Branch membership and Māori and Pacific membership.

If you know of anyone who may be interested in becoming a member **please** direct them to http://www.anzea.org.nz/member_docs.htm.

A members survey in May 2007 provided valuable information for **anzea** planning. A further survey will take place later this year.

The more members we have the more services we can offer and the stronger our evaluation community and practice in Aotearoa will be. Please contact Rachael Trotman (**anzea** Membership Secretary) with any membership queries via info@anzea.org.nz.

Note that fees for 2008-2009 have been increased to \$70 plus GST for general membership and \$45 plus GST for students (from \$55 and \$40 plus GST). This new fee takes effect from 1 July 2008 and will be held for a minimum of two years. The fee increase reflects the increasing costs associated with the huge growth in **anzea** membership and our desire to continue to provide new and improved services for members. **anzea** membership is low cost and high value, especially compared with other Evaluation Associations.

Benefits to **anzea** members include:

- Newsletter published three times per year
- Regular member updates between Newsletters
- A bulletin service advertising job vacancies
- Discounted registration fee for the **anzea** annual Conference (the discounted amount equals the **anzea** membership fee)
- A website, including a developing resource library
- Professional education and professional development events through regional branches
- A Professional Indemnity Insurance Scheme
- An **anzea** Mentor Education and Brokerage service
- A professional body advocating for the interests of evaluation practitioners
- Being part of a professional and collegial network; making new contacts and expanding thinking and practice
- Links with other professional evaluation associations internationally

Guest editorial

There's Nothing More Useful Than a Good Evaluation

Wayne L Edwards, Emeritus Professor, College of Education, Massey University,

I was sitting at my desk in the College of Education at Sultan Qaboos University, about a year ago, having arrived the previous evening. Down below, the students and staff moved to their classes through their separate arched corridors among the fresh white buildings in their desert setting – the men in the flowing white *dishdasha* and embroidered round cap; the women full length in black, often with vibrant stitched patterns on sleeve or skirt. My privilege was to have accepted the invitation, as external examiner, to review the Department of Educational Foundations and Administration and its programmes in educational administration. Questions raced through my head that day and my initial planning, back home in New Zealand, seemed far distant:

- Would my new colleagues accept me and frankly share their perceptions and suggestions?

- Would I be able to move through the cultural differences in order to “get to the heart of the matter?”
- Would I be able to collect and understand the best information on which to base my review and manage this in the available timeframe?
- Would I be able to do the task without upsetting or offending anyone?
- And, to me, *most important of all*, could I come up with a report that would be useful both for the University and, even more specifically, for the members of the Department, *the people*, as they looked to their shared future?

My concerns are not at all uncommon. Arguably, there might be many aspects of successful organisations but, in my view, a good evaluation has got to be one of them! I don't mean that the evaluation is good in terms of the sentiments that are expressed in the report; rather, it is “good” in the sense of having been suitably planned, undertaken and reported in such a way that it is *useful for people in the organisation* in their desire and efforts to improve the performance of the place in which they invest and spend a great deal of their lives. In this sense, the emphasis is on a high quality evaluation that provides help and guidance for pointing the way forward.

Evaluation, of course, is all around us. It could be argued that, for people in their daily lives, evaluation is somewhat the same as water is to fish! Wadsworth (2004: 5-6) makes the same point,

We evaluate all the time We decide whether things are valuable or unimportant, worthwhile, or not ‘worth it’; whether things are good or bad, right or wrong, are going OK or ‘off the rails’; are attractive, difficult, exciting, off-putting, useful, undesirable, important, functional, effective, boring, expensive, ... too simple, much too complex, or a disaster!

Such choices and decisions involve evaluation; so, it shouldn't be difficult for us to appreciate that the essential skills and enthusiasms are reasonably easily applied in our work settings. In practice, we are well used to evaluating or *determining merit, worth and significance*. Wadsworth provides a simple illustration by examining (or evaluating) her coffee cup about and concludes, “You have just done a little piece of evaluation research; or rather, one more cycle in an ongoing process of acting and evaluating.” For me, the key message in that final phrase lies in the linkage between *evaluation* and *action*. The clear implication is, as I mentioned above, on evaluation as a useful activity. Of course, evaluation appropriately plays an important role, in many situations, of determining the current state of things in an organisation or programme; summative evaluation, as it is normally called, that is not necessarily focused on future improvement.

But the term “evaluation” itself, often times, conjures feelings of anxiety and, just as often, is likely to be misunderstood. There are certainly barriers to evaluation. There are costs in time and money, including competition for scarce resources that might be used in other ways. There are the impacts of previous experiences that have resulted in negative perceptions of the process, resistance or the feeling that “everything is OK and evaluation won't be of any help.” There are anxieties about the possible uses of a report: will we be punished or criticised, who will get to see the findings, will the “good” be overshadowed by the “bad and the ugly?” There are concerns about the process: will the evaluator really be able to spend enough time to penetrate the fabric of our place, how honest can we be, how on earth will the evaluation help us? All of which adds up to an inadequate understanding of evaluation as a process, a field with its own approaches, merits, challenges and possible contributions as well as it being another activity to add to already full days. Such barriers are easily understood. The challenge is to help people to overcome them and to see a useful role for evaluation in the future development of their organisation or part of it.

The catch is to get the “buy-in” of the people who will be affected by, and are potential users of, the evaluation so that they will feel a sense of ownership and see value in the

exercise, the way it was undertaken and the accuracy and acceptability of its findings and recommendations so that the chances of usefulness will be enhanced. The literature on evaluation is useful in providing approaches that might be employed. Three such approaches (amongst many possible models) help to make the point. The fairly recent move towards *appreciative inquiry* places emphasis on beginning an evaluation by looking at what works and by emphasising successes and “the positive”. The approach starts from “what is”, then envisages “what might be, what should be and what will be.” In this sense, an organisation is seen as something of a “mystery to be embraced” as distinct from our more commonly used “problem” to be solved (Hammond 1998). I personally like the emphasis on accentuating the positive and the move away from deficit, problem or blame approaches although evaluations might also involve tough moments when such seemingly warm approaches might be less appropriate! *Collaborative and participatory approaches* are attractive in that they quite tightly link the evaluator and the evaluands (or participants) throughout the evaluation process; working together in planning goals, questions and data collection, in implementing the process, examining the information and even in constructing the report. For many evaluations, however, true and full participation and collaboration is less than fully desirable or possible; particularly when one party holds ultimate responsibility for ensuring the evaluation occurs and that it is done in, perhaps, a fairly objective fashion. However, the principles of involvement and consultation, especially at key points of the process and even more so as possible results and recommendations are being considered and constructed, are good starting points towards effecting buy-in for future action and use. Finally, as I expressed in my major concern that day last year, I believe that an evaluation should (must!) be useful. Of course, this use might be by policy makers at the macro level although my interest always comes back strongly to the daily work of people at the institutional level whose lives are directly affected by the process and outcomes of the evaluation. In explaining *utilisation-focused evaluation* Patton (2002: 173-174) notes that,

A focus on intended use by intended users undergirds and informs every design decision in the evaluation. The evaluator works with these intended users to focus relevant evaluation questions. From these questions flow the appropriate research methods and data analysis techniques.

He notes further that such evaluations plan for use before data are even collected and that the underlying question is, “What difference will this study make?” Of course, as with the two approaches described above, it’s not difficult to see the potential difficulties, such as capture, manipulation or hijacking by participants as well as determining their “best fit” within an evaluation, particularly when issues of authority, responsibility and ownership are considered. However, the three approaches speak to me about what seem important features of evaluations that will help to ensure the careful consideration and acceptance of findings and use of recommendations that can lead, ultimately, to improvement. More importantly, in *your* work as an evaluator, which approach, or combination of approaches, best suits the kinds of evaluations in which you are involved?

In recent days, my attention has been drawn to the concept of “practical participatory evaluation” that Warrick Sanson, Deputy Principal at Wesley College, Pukekohe, suggests (2008) is useful more for internal evaluation where participants can “hold a mirror” to themselves in a spirit of critical friendship. He suggests that evaluation for improvement can formatively bring about improvement in practice by having a better chance for adoption and utilisation. The approach promotes the involvement of primary users of results – people who are in a position to make decisions about implementation of findings; empowerment that lessens the distance of influence and control between stakeholders; collaboration that enables the sharing of knowledge and experiences; and collaboration that can make an evaluation more context sensitive. He quotes Guijt (2000) who says that the challenge for “P-PE” is to centre on what participants want out of taking part rather than gleaning information from them. Although noting the potential usefulness of the approach as an inside review or evaluation, as well as suggesting a ten step approach, Sanson also

advises that it can be used by an external evaluator in consultation with insiders in order to focus on the needs of the institution. Sanson's comments on internal evaluation (or "self-review" to many of us) raise, in my mind, the important question of whether external evaluation and self-review are a possible ideal or uncomfortable bedfellows? The wider need is for many of us with deep interests in evaluation to see our role as also encompassing that of the evaluation practitioner (professional evaluators) and to those who promote and lead the concept of evaluation in their organisations – all of whom can show leadership in our field, ensuring that evaluations are sound (and useful!) as well as focusing professional development on the benefits, skills and uses of evaluation. This means that evaluation, in the workplace, becomes part of professional life in which people share stories of successful evaluation experiences as well as articulating evaluation values (such as, rigour, use, evidence, transparency and involvement) so that evaluation is part of the daily action of the organisation rather than being seen as an imposed, technocratic activity. My aspiration, my dream, therefore, is that ultimately external evaluators and institutional leaders will work collegially on the vital task of organisational improvement. As professional colleagues, they will share their knowledge and practice without anxiety or defensiveness or either side holding the high ground in terms of authority or access to knowledge, data or control over process. Both approaches, then, should become comfortable bedfellows.

Today, my thoughts returned to Oman. Did I overcome my doubts and questions? Was the task a success? Was the report useful? My doubts and questions still remain and maybe that's good for me as their presence ensures my continuous reflection and growth! On the other two questions, perhaps only time and others can tell! However, I have also been re-reading the book on my shelf, by Saville Kushner (2000), whose fifth chapter really speaks directly to me about evaluation relationships under the heading, "Critical distance and emotional proximity" – two concepts that seem to me to be vital in the task of reviewing the work, the world, of others – one of which we need to keep at arm's length while endeavouring to get as close as possible to the other. He also uses two other phrases that appeal to me; first, "see-through veils" which is readily understandable in most of our evaluations (and also takes my mind to another place). Second, Kushner writes of having "to swim in the same treacle" when he reports,

The evaluator has her own struggle with identity to contend with, her role being constructed by theoretical models, respondents, self I was never in that state of educational critic ... I was more often in a state of turmoil, ecstasy, need, confusion, defensiveness. My principal effort went into reconciling critical distance with real personal engagement.

I fully understand the sentiments and, as I said above, perhaps that's good for me as it seems to be how evaluation grows and progresses without complacency or rigid answers! But, let me conclude by reiterating my constant underlying anxiety, "How can we ensure that the evaluation will be useful?"

Edwards, W L 2007 "Towards the Enhancement of Evaluation: The Nature of the Task and the More Effective Role of the Evaluator" Invited keynote address presented to APEC Conference on Evaluation as a Tool in Educational Planning Kuala Lumpur 29 October – 1 November

Hammond, S A 1998 Appreciative Inquiry: The Thin Book Thin Book Publishing: Bend, Oregon

Kushner, S 2000 Personalizing Evaluation SAGE: London

Patton, M Q 2002 Qualitative Research and Evaluation Methods Sage: Thousand Oaks, CA 3rd edition

Sanson, W S 2008 "Practical Participatory Evaluation: An evaluation approach to review curriculum areas in a New Zealand secondary school" Unpublished research report, Master of Educational Administration, Massey University

Stufflebeam, D L 2001 Evaluation Models New Directions for Evaluation: American Evaluation Association and Jossey-Bass: San Francisco No. 89

Wadsworth, Y 2004 Everyday Evaluation on the Run Allen & Unwin: Crow's Nest, NSW 2nd edition

Board news

Board performance review

In March the Board engaged Sandy Thompson (lecturer at Unitec's Diploma Programme in Not-For-Profit Management and facilitator extraordinaire) to facilitate a review of its performance. It was a very fruitful exercise and resulted in the Board making some valuable changes to the ways in which we work. On the agenda now are the development of some better Board policy and systems, and the establishment of a Taumata (Council) to provide guidance and advice to the Board. We'll be progressing that development later this year.

Board elections

Board elections are in progress and the 2008-2010 Board will be announced later in June. **anzea** Board members to date have found their participation to be highly rewarding and a great way of increasing their own evaluation knowledge, networks and capability. The Board has designed a succession and transition plan to make sure that new Board members are well supported. Here's what current Board members said about what they have got out of being a Board member...

"... great connections, deepened appreciation of evaluation, learnt a lot about good governance, a sense of contributing to something worthwhile"

"... the privilege of working with a team of committed evaluation practitioners – being part of the inaugural Board and helping establish the organisation has been very challenging but also satisfying"

"... helping to align the potential of anzea to profile 'our style' of evaluation and our evaluators to the international evaluation community"

"... knowing that I'm doing something valuable towards making evaluation in Aotearoa more effective, and more fun, and understanding the implications of working as an evaluation practitioner a whole lot better".

anzea planning

At our most recent Board meeting in March, the main focus was in two areas:

Board succession planning and ensuring a smooth Board transition – It's **anzea's** first go at this, so we want to make sure that we make it simple and fun for new Board members. One suggestion was that we engage portfolio 'associates' from amongst the general **anzea** membership – which of course is also a great way for people to get to learn about and be involved in the Board's work without having the actual responsibility of being a Board member. So if there's an area that you're interested in helping with on a small scale of involvement, ring one of the current Board (contact details on the website) to have a chat about it. And don't be surprised if you're shoulder-tapped around July some time....

Website development – Earlier this year the Board commissioned a website development plan - our thanks to **anzea** member Manu Caddie for an excellent plan. We now have some great plans for providing extra services through the website, and are keen to get members involved in this. We'd also like to thank both Manu, for training the **anzea** Administrator, Jackie Pivach, in website management, and Jackie herself for taking on the job of managing the website and doing such a fabulous job to date. Thanks also to Kim Conway for sending in some great ideas – we welcome ideas from all of you.

Auckland Branch news

Recent branch events

WORKSHOP - *Using programme logic models in evaluation* - 21 February

Presenter: **Anne Dowden**, *Research New Zealand*

Anne talked about getting value from Logic Diagrams and other simple tools. She and her team have clearly thought about how to make the programme logic process more accessible to programme staff. Anne showed us a useful “front end” diagram outlining the logic of a programme/initiative in short-, mid- and long-term programme objectives. The diagram allows for the recognition of those early organisational development stages in any new programme or initiative. It can be completed with programme staff without swamping them with the detail of the full programme logic. For me, this presentation form is an incredibly useful development for those of us who regularly use programme logic in our work.

Anne also introduced us to the RUFDATA checklist – developed by Murray Saunders, from CSET, University of Lancaster. RUFDATA is a mnemonic to help evaluators to consider a few key points when negotiating contracts. I can see us using this list (or a version of it) in our future work. Here is a brief summary of the key points.

Reason	Why is this work being done?
Use	How will the information be used?
Foci	What is it most useful to focus on?
Data	What type of data and evidence should be sought – and why?
Audience	Who are the specific audiences for the work?
Timing	With what events should findings coincide – ideally?
Agencies	Which agency/organisation will be responsible for doing what?

I came to hear Anne hoping to learn something new and to bask in her endless energy and enthusiasm. She did not disappoint!! Thank you, Anne, for sharing with us.

Maggie Jakob-Hoff

WORKSHOP – *New resources for evaluators* 26 March

Presenters: Postgraduate evaluation students presented web resources and other innovative evaluation tools

The evaluation seminar presented five new resources for evaluators. The resources covered areas such as health promotion, policy evaluation, involving young people in evaluation and evaluation of health promotion programmes in areas with limited resources.

Dr Janet Clinton, School of Population Health, University of Auckland, introduced the presenters. Short presentations of each resource followed, which included active discussion, feedback and questions.

Heather Kongs-Taylor – *Policy evaluation*

Heather’s website was designed to help the NZ DHBs to conduct an evaluation of policy initiatives created in response to the 2007 Immunisation Health Targets. She raised the dearth of policy evaluations in Aotearoa, and acknowledged the political sensitivities and murkiness of the area. This website tool provides a framework to carry out evaluation, and to build capacity and an evaluation culture. It also utilises checklists, techniques and measures, as well as provides instruction and guidance to conduct policy evaluation.

Aimee Rensford – *Empowerment evaluation; Web-based resource*

Aimee works as an evaluator for Auckland Regional Public Health Service. This empowerment evaluation resource demonstrates how health promoters can use a simple, web-based, step-by-step guideline to facilitate empowerment evaluation of community-based health promotion programmes. For example, there is a downloadable poster to guide the process of evaluation. Aimee asserted her ideas of the importance of appropriate and user-friendly website design. She hopes that the guide has the potential to assist in building evaluation capacity and establishing processes of critical reflection within health promotion programmes.

Rebecca Broadbent – *Evaluation of youth health programmes: A toolkit for youth drop-in centres or community centres*

Rebecca has been working with young people for a number of years thus her obvious zeal to assist them via her research. Her tool kit included a booklet and a CD. They incorporate an introductory and simple step-by-step guide to conducting evaluations of youth health programmes in youth drop-in centres or community centres. The tool kit also provides additional resources for conducting an evaluation of this kind, such as checklists and explanations of key terms and tools utilised in evaluation. She emphasised youth participation both in her approach of creating the tool kit and for evaluators working with young people.

Hadeel Al-Nawab – *The Evaluator's Guide to Health Promotion*

Hadeel was not able to present her research, as she was sick on the day of the presentation. Janet and her team walked us through Hadeel's work, which was from a health promoter's perspective who believes in evaluation. The presented handbook guide was a comprehensive manual, which was designed for evaluators who are new to the field of Health Promotion. The manual could be seen as a starting point for those interested in evaluating Health Promotion, providing a range of key aspects, definitions, practice tips, and links to other helpful resources. The real aim of her work seemed to be to tear down the fence between health promotion and evaluation, including the two sets of jargon, guiding principles and priorities.

Frida Njogu – *Evaluating HIV programmes in resource-limited settings*

Frida could not present her research as she was in Kenya, collecting data. Her tool kit was designed for programmes in resource limited settings, such as for those with limited or no web access and for staff whose English was their second language. A brochure and poster-based guide was created for managers evaluating HIV programs. The key objective was to give simple and practical steps in non-technical language.

In our concluding discussion, we agreed that the actual utility of these resources and their implementation will be the most important lesson for the students. Congratulations and thank you for the fantastic work!

Edit Horvath

2008 Auckland Branch events

Further interesting events for 2008 as follows:

May 22 **WORKSHOP** – *Set your outcomes models free!*
Presenter: Paul Duignan, Parker Duignan Ltd.

June 25 **WORKSHOP** – *Using storytelling in evaluation – how to enrich data collection through storytelling*
Presenter: Pam Oliver, independent contractor

- August 14 **AGM - Integrating evaluation and community development – A “Westie” story**
Presenter: Alex Woodley, independent contractor
- October 22 *The journey to sustainability: Empowerment through evaluation*
Presenter: Alison Greenaway, Landcare Research

For detail on the topics and speakers for each event, go to www.anzea.org.nz.

Waikato Branch news

Our first event for the year was held in May and was a great success. Dr Janet Clinton (from the school of Population Health, University of Auckland) and four students presented new evaluation resources with a particular focus on health promotion and policy evaluation.

More than a dozen people attended from a range of organisations including government, non-government agencies and independent evaluators. There was also a good mix of members and non-members. Overall the committee was pleased with the response and believe that their first 2008 event has provided a great platform to continue the year's focus on providing opportunities to learn about evaluation tools and resources.

The presentations were informative and provoked some interesting discussion amongst the hui participants.

What next...

Two events for later in the year are currently being organised which both have a focus on planning evaluations successfully as well as supporting providers with their own programme development. These events will be advertised as soon as dates and venues are confirmed.

The committee is also very interested in trialling a couple of informal networking breakfasts or lunches as a way to get to know each other, share information and build collegial support.

Tony Waldegrave is the Convenor for the Branch and any enquiries about the Waikato/Bay of Plenty Committee can be directed to Tony.Waldegrave@dol.govt.nz.

Other committee members include Jacqui Henry, (HenryJ@waikatodhb.co.nz), Jo Cottrell (CottrelJ@waikatodhb.co.nz) and Kellie Spee (Kellz@xtra.co.nz).

Wellington/Lower North Island Branch news

Launch of the Wellington/Lower North Island Branch

The Wellington / Lower North Island Branch was officially launched on 8 May 2008. About 30 people attended from across the evaluation spectrum including central and local government, and independent contractors. It was a great evening. The launch started out with a karakia from Fred Bishop (Ministry of Education) and a round of introductions. One of the main themes from the introductions was how people were looking forward to the Branch providing networking, support, and learning opportunities.

The **anzea** national Convenor Pam Oliver was guest speaker and facilitated the election of the Committee. Pam talked about why and how **anzea** came into being and how the Branches support **anzea** members through support, advocacy, peer review, networking, and knowledge and skills sharing.

The elected Committee is:

Ria Dillon (National Library)
Gene Kumekawa (Tertiary Education Commission)
Carol Mutch (ERO)
Meenakshi Sankar (MartinJenkins)
Melissa Weenink (Ministry of Education and **anzea** Board member)
Karen Wong (Families Commission)

The Branch Committee will get together in the coming month to start to plan Branch events and work out who will do what. The Committee will aim to ensure that Wellington and Lower North Island members get good value from their **anzea** membership and enjoy themselves while they are doing it!

If you would like to be involved, call Melissa: 04 463 8043. The Branch Committee will also work closely with the local AES branch / WEG (Wellington Evaluation Group) to make sure that events and activities aren't duplicated and avoid crowding people's calendars.

With the **anzea** Conference coming up in early July, the Wellington Committee is aiming to have the first Branch event in early August.

Special thanks to Anne Dowden and Melissa Weenink for organising the launch and to the Ministry of Education for providing the venue.

Christchurch/Upper South Island Branch news

SEMINAR – *The New Zealand Evaluation Scene – Current and future directions* 2 May

Presenter: Dr Paul Duignan

ANZEA Christchurch Branch's latest event was a seminar led by Dr Paul Duignan. Fifteen intrepid Cantabrians, a mix of **anzea** members and non-members, braved stormy weather to be rewarded with an enriching and highly relevant presentation by Paul on the topic "The New Zealand evaluation scene – Current and future directions".

Paul began his presentation by back-grounding the direction evaluation has taken over the years in New Zealand, and the on-going struggle to decide which outcomes are to be measured. Prior to 1987, Paul identified an emphasis in evaluation approaches on proving outcomes, even when these were difficult to prove. He identified a shift in focus occurring since that time, from outcomes to outputs, until 2000 when the pendulum began to swing again: outcomes gradually became the focus of evaluation once more. He highlighted a pattern of new Governments focusing on outputs to prove early progress, moving to outcomes focus with longer term in Government.

Paul then moved on to look at 'the good, the bad and the ugly' of evaluation in New Zealand. He identified meta-analysis as a key resource for evaluators in the future, arguing for mandatory formative evaluation and a need for more standardised approaches to evaluation.

The second part of the presentation was a presentation on Paul's Systematic Outcomes Analysis approach to evaluation. Paul shared his Easy Outcomes System, conceptualized through Doview and presented in www.easyoutcomes.org

For detail on the topics and speakers for future events, go to the **anzea** website.

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Resources, conferences, journals

NEWS relevant to evaluation and evaluators

To keep yourself informed about professional development events and other news relevant to evaluators, check in to the following websites each month:

Royal Society News: www.rsnz.govt.nz or www.rsnz.org.nz

Social Policy Evaluation and Research (SPEaR): www.spear.govt.nz

The National Centre of Mental Health Research. Information and Workforce Development: www.tepou.co.nz/

Hawaii-Pacific Evaluation (H-PEA) Conference

September 4 - 5, 2008

The Third Annual Hawaii-Pacific Evaluation (H-PEA) Conference and Pre-conference Workshops will be held at the Hilton Waikiki Prince Kuhio Hotel (same hotel as in previous years). Three half-day pre-conference workshops will be held on Thursday, September 4, followed by an all-day conference on Friday, September 5. This year's conference theme, "Evaluating to Learn; Learning to Evaluate" is on evaluation capacity building. In response to requests from H-PEA members, paper presentations and a poster session are being planned.

Our very exciting line-up of workshop presenters and conference keynote speakers include Hallie Preskill, Professor at Claremont Graduate University and former president of the

American Evaluation Association, and Tom Kelley, Evaluation Manager at the Annie E. Casey Foundation in Maryland. Both are engaging speakers with extensive "hands-on" experience in evaluation and evaluation training.

Details on registration, paper/poster submissions, and program schedules are available at <http://www2.hawaii.edu/~hpea>. The deadline for proposals is July 15.

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Email: hpea@hawaii.edu
<http://www2.hawaii.edu/~hpea>

Developing evaluation resources for developing countries

This project is about evaluation training or consulting in developing countries. This would offer free training or free consulting to projects in developing countries. More information is available here.

Free evaluation resources for developing countries:
<http://earth.prohosting.com/elecon/evaldevel/evaldevelopment.html>

One possibility is for training classes specifically prepared for program people in developing countries. The training material would be available on the web, in forms easily available for people with limited internet connection.

This is a call for folks to participate in this project, for example, by working in teams to prepare some of the on line classes, joining the project email list, or contributing any other way of interest.

Contact Gene Shackman Ph.D. for further information, contact info on the website.

The Global Social Change Research Project: <http://gsociology.icaap.org>

Free Resources in social research methods: <http://gsociology.icaap.org/methods>

The Australia New Zealand Third Sector Research (ANZTSR) Conference

This conference is to be held in Auckland on the 18th and 19th of November. Planning is well underway and we will send an update with a web address as soon as this is 'live'. The theme of the conferences is "DEMONSTRATE"! Please come and demonstrate the value of research to the way in which the Third Sector contributes to enhancing the lives of people and of Earth.

We have high hope that many people working in the Tangata Whenua, Pasifika, Migrant and Refugee areas will come. We plan to give some profile to elders in the research field and space and encouragement to youth research(ers). We hope that the event will be a vibrant demonstration of all expressions of research outcomes: song, dance, film – and of course, presentation and publication of those academic papers that many of us need to feed the PBRF monster!

Themes we are planning to develop include the regular work of the ANZTSR on the organization and management of the Community/NGO Not-for-Profit (Third) sector and the enhancement of Civil Society, as well as work being done in the area of Responsibilities and Rights for Human and Planetary Wellbeing, The Emergence and Effect of Social Enterprise and the many Public and Private Partnerships formed to serve our communities.

We will also have an opportunity to discuss the emerging findings of the work that forms part of the New Zealand contribution to the Johns Hopkins project that seeks to articulate the scope and contribution of the Third Sector in many countries.

We hope that you will forward this Newsletter to colleagues and friends who may have an interest in either of these two items – perhaps working in community organisations, or wider spheres of social development within local bodies, ministries and corporations, in New Zealand, Australia and The Pacific.

TrainEval - Training for Evaluation in Development

Following the successful start of the first TrainEval course, we are now offering a 2nd course between September and December 2008. Book now and get our early bookers' reduction!

TrainEval is an advanced training programme for evaluation in development, which has been further adapted to the specific requirements of the European development cooperation and the EC evaluation approach. It has successfully been implemented for the first time since February 2008.

The programme has been developed from experienced trainers and evaluators to respond to the increasing demand for evaluation expertise. It is offering a qualification opportunity in development evaluation for consultants, project and evaluation managers of implementing agencies as well as for representatives from financing agencies.

TrainEval is offered by Euronet Consulting EEIG and AGE G Consultants eG. Euronet Consulting EEIG is a pan-European network of established consultancies with its headquarters in Brussels. For 17 years, we have worked closely with the European Commission to provide consulting services for development cooperation. Our member company, AGE G Consultants eG, is a consulting firm in development cooperation with longstanding experience in evaluation, project management and training. Together with a German Centre for Evaluation (CEval), AGE G Consultants eG has developed a training programme in development evaluation, which has been successfully conducted in Germany for 6 years. (www.feez.org)

We now offer TrainEval, an advanced training programme in development cooperation, which has been further adapted to the specific requirements of the European development cooperation and the EC evaluation approach.

TrainEval is composed of 4 modules of 4 days each, which will take place in Brussels between September 2008 and December 2008.

The course itself as well as all course materials will be provided in English only.

The course fee is as follows: Complete programme: 3.980 € + VAT

Single module: 1.180 € + VAT

Please be aware that we offer early bookers reduction: if you book the complete programme or a single module before 31st of May, the course fee (net) will be reduced by 5%. The deadline for application is the 15th of July 2008.

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We expect high demand for the course and therefore recommend booking as soon as possible. For more information on content, schedule and registration process, please visit our homepage www.traineval.org.

Get involved!

Ways that you can get involved in **anzea** activity over the next few months include:

- **Be part of the anzea 2009 Conference Committee** – contact the Conferences Portfolio, Anne Dowden if you would like to be part of the team for next year.
- **Building regional membership** – contact Rachael Trotman 09 8183531
- **Help with redesigning and/or managing the anzea website** – contact Tania Wolfgramm 021 398169

Members' forum

anzea invites you to write to the Editor with news, ideas, grumbles, bouquets, or anything else likely to be stimulating or interesting to **anzea** members.

Classified

The newsletter is a forum for advertisements relevant to evaluation – job vacancies, services offered, events – and there's no cost. To place an ad, contact the Editor, Jane Carroll via info@anzea.org.nz

Social Researcher/ Evaluator

Litmus helps organisations shape their strategic policies and programmes to deliver positive social change. They offer a range of specialised services, including public and stakeholder engagement, evaluation, and social research. With their conceptual rigour, multi-disciplinary team, and professional partnerships they are well equipped to tackle complex issues and offer clients integrated, holistic and future-focused solutions.

The success of Litmus has seen their team grow over the last 18 months and they now seek another savvy and intellectual consultant to join them, ideally at an intermediate to senior level. Opportunities like this are rare as it's a role that sits in a team with unrivalled experience in their field and a reputation for delivering work of the highest standard. They work on a wide range of interesting strategic projects, primarily in the public sector.

This role requires you to work collaboratively and in unison with the team. To join them, you must be highly analytical with exacting attention to detail in addition to demonstrating:

- Outstanding verbal and written communication skills.
- Confidence and effective relationship skills.
- Self-motivation and a "can-do" attitude.
- Qualitative expertise and passion for people.
- Ability to multi-task and deliver to deadlines.
- Political and social thinking and identification of emerging trends.

Previous experience in a consultancy/agency environment is preferred but not essential.

For the position description, or to apply, visit our website www.powerhousepeople.co.nz and refer to 12603. For further information contact **Sue Watt** or **Jonathan Court** on (04) 931 9444.



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Contact **Jackie Pivach**
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How to join anzea

Membership in **anzea** is open to anyone with an interest in evaluation – there are no other eligibility criteria. The fee is just \$78.75 (incl GST) per annum and only \$50.60 (incl GST) for student or unwaged members. If you'd like more information about **anzea**, contact the membership secretary Rachael Trotman, or any other member of the **anzea** Board (contact details above in this Newsletter). To join, all you have to do is complete the attached membership form and send it with your payment to: **anzea** membership, PO Box 106732, Auckland. (If you prefer to pay electronically, see details on the membership form.)

anzea membership form 2008-2009

DECLARATION

I wish to become a member of **anzea**.

I agree to abide by the **anzea** Constitution and by-laws.

My membership status is (tick one):

- Ordinary member \$78.75 (inc GST)
 Student member* \$50.60 (inc GST)

*Requires evidence of full-time current student status as an accredited academic institution (please enclose photocopy of current enrolment confirmation).

Optional donation \$_____

Total enclosed \$_____ (Please make cheques payable to '**anzea**')

OR

I have paid \$_____ by direct credit into the **anzea** bank account:

Name: Aotearoa New Zealand Evaluation Association

Bank: Kiwibank Ponsonby

Account: 389006 0153121 00

in the name of _____

[insert your account name]

NAME:	POSTAL ADDRESS:
PHONE:	
EMAIL:	
SIGNED:	DATE:

I give permission for my personal information above to be published in the on-line directory of **anzea** members.

I give permission for **anzea** to include me in emails that are sent to the **anzea** national or regional membership.

NB The following information is sought in order for **anzea** to suitably support a diverse membership and to facilitate the professional development of evaluators. Your answers will become part of a publicly available membership profile. Answering these questions is optional, but will be valuable in **anzea's** planning.

CURRENT PRIMARY EMPLOYMENT Position: Organisation:	TRAINING AND QUALIFICATIONS
GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other	AGE: <input type="checkbox"/> 18-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> Over

ETHNICITY/IES:

- NZ Maori NZ European/Pakeha Other European Cook Island Maori Samoan
 Tongan Nuiean Chinese Indian Other _____

IWI OR TRIBAL AFFILIATIONS (WITHIN YOUR COUNTRY OF ORIGIN):

N.B. This information is to help us identify members with specific cultural knowledge.

MAIN PRACTICE INTERESTS

SECTORS WORKED IN (LIST UP TO FIVE) - E.G. HEALTH, EDUCATION, LOCAL AUTHORITIES ETC.

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AREAS OF EVALUATION EXPERTISE - E.G. METHODOLOGIES (INCLUDING CULTURALLY SPECIFIC, OR CROSS-CULTURAL APPROACHES), SUBJECT MATTER AREAS, ETC.

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AREAS OF PARTICULAR INTEREST (IN ADDITION TO THE ABOVE)

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-
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Office use only:

Date received:

Cheque banked:

Receipt number:

Confirmation sent:

