



# aes24

## CONFERENCE WORKSHOPS

### Program and registration details

**When:** Monday 16 and Tuesday 17 September 2024

**Venue:** Melbourne Convention Exhibition Centre (MCEC)  
1 Convention Centre Place, South Wharf, Victoria 3006

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**TETRA TECH**  
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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](#).

*Last updated: 13 August 2024*

# Target audience

The following categories will help you select sessions best suited to your interests:

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## Foundational

Foundational sessions assume no previous knowledge from the audience – they are beginner-friendly. The topic is presented at an introductory level using accessible language that can be understood by non-expert audiences.

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## Intermediate

Intermediate sessions assume the audience has a working knowledge of the topic or concept but provides accessible language and avoids technical details to ensure engagement from non-expert audiences.

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## Advanced

Advanced sessions assume the audience has in-depth experience with and/or technical understanding of the topic. This stream is also suitable to presentations on niche topics that demand the use of technical language to convey complex concepts with precision.

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# Monday 16 September

| 8 am to 9 am REGISTRATION             |   |  |   |  |   |  |
|---------------------------------------|---|--|---|--|---|--|
| 9 am to 12:30 pm                      | <p><b>FULL DAY WORKSHOP</b></p> <p><b>Wayfinding in measurement, evaluation and learning – for new and emerging evaluators</b></p> <p>Presented by Shani Rajendra, Jessica Soares</p> <p>FOUNDATIONAL</p> | <p><b>FULL DAY WORKSHOP</b></p> <p><b>Beyond box-checking: Reflective practice and collaborative deliberation for socially conscious evaluation work</b></p> <p>Presented by Ayesha Boyce, Tiffany Tovey, Neelakshi Rajeev Tewari, Stacy Huff</p> <p>FOUNDATIONAL–INTERMEDIATE</p> | <p><b>SOLD OUT</b></p> <p><b>FULL DAY WORKSHOP</b></p> <p><b>Evaluation and value for money – shifting the locus of power to affected communities</b></p> <p>Presented by Julian King, Nan Wehipeihana</p> <p>INTERMEDIATE – ADVANCED</p> | <p><b>FULL DAY WORKSHOP</b></p> <p><b>Program logic and beyond: Whose is it and how do we engage with First Nations ways of learning, thinking and being?</b></p> <p>Presented by Carol Vale, Marion Norton</p> <p>FOUNDATIONAL–INTERMEDIATE</p> | <p><b>HALF DAY WORKSHOP</b></p> <p><b>Evaluation and action learning to support implementation</b></p> <p>Presented by Lauren Heery, Claire Jennings, Alice Ghazarian</p> <p>INTERMEDIATE</p> | <p><b>HALF DAY WORKSHOP</b></p> <p><b>Designing and using surveys in realist (and other theory based) evaluation</b></p> <p>Presented by Gill Westhorp, Cara Donohue</p> <p>INTERMEDIATE – ADVANCED</p>    |
| 12:30 pm to 1:30 pm LUNCH             |   |  |   |  |   |  |
| 1:30 pm to 5 pm                       | Rajendra, Soares workshop continued   | Boyce, Tovey, Tewari, Huff workshop continued  | King, Wehipeihana workshop continued  | Vale, Norton workshop continued  | <p><b>HALF DAY WORKSHOP</b></p> <p><b>Qualitative causal analysis and impact evaluation using the QuIP</b></p> <p>Presented by James Copestake</p> <p>INTERMEDIATE</p>                        | <p><b>HALF DAY WORKSHOP</b></p> <p><b>Using system dynamics for evaluations in complex systems</b></p> <p>Presented by Jacquie Davison, Chris Browne and Miriam Spano</p> <p>FOUNDATIONAL–INTERMEDIATE</p> |
| 5 pm END OF DAY 1 OF WORKSHOP PROGRAM |   |  |   |  |   |  |

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

## Tuesday 17 September

| 8 am to 9 am REGISTRATION             |  |  |   |   |   |   |
|---------------------------------------|--|--|---|---|---|---|
| 9 am to 12:30 pm                      | <b>FULL DAY WORKSHOP</b><br><b>Clearing the way for better evaluation – an introduction to practical ways of increasing credibility by identifying, managing and reducing error</b><br>Presented by Samantha Abbato<br>FOUNDATIONAL–INTERMEDIATE | <b>FULL DAY WORKSHOP</b><br><b>Planning impact evaluations of social policy: When to undertake, planning and avoiding common pitfalls</b><br>Presented by Zid Mancenido, Dan Carr<br>INTERMEDIATE – ADVANCED | <b>FULL DAY WORKSHOP</b><br><b>Scaling impact: New ways to plan, manage, and evaluate scaling</b><br>Presented by John Gargani<br>INTERMEDIATE – ADVANCED | <b>HALF DAY WORKSHOP</b><br><b>Insights on Indigenous evaluation co-design in the Warlpiri Yitakima-ninjaku, warrirninjaku, payirninjaku manu pina-jarrinjaku project</b><br>Presented by Marlkindi Rose Napaljarri, Kathleen Gibson (MK) Napurrula, Tyrone Spencer Japaljarri, Jamie Gorman, Alex Gyles<br>FOUNDATIONAL–INTERMEDIATE | <b>FULL DAY WORKSHOP</b><br><b>Using behavioural science in evaluation</b><br>Presented by Kizzy Gandy<br>INTERMEDIATE – ADVANCED | <b>SOLD OUT</b><br><b>FULL DAY WORKSHOP</b><br><b>Navigating AI in evaluation: From basics to advanced applications</b><br>Presented by Gerard Atkinson, Tuli Keidar<br>FOUNDATIONAL–INTERMEDIATE |
| 12:30 pm to 1:30 pm LUNCH             |  |  |   |   |   |   |
| 1:30 pm to 5 pm                       | Abbato workshop continued  | Mancenido, Carr workshop continued   | Gargani workshop continued  | <b>HALF DAY WORKSHOP</b><br><b>Evaluation and philanthropy: Designing funder evaluations to support strategic wayfinding</b><br>Presented by George Argyrous, Elizabeth Branigan<br>INTERMEDIATE  | Gandy workshop continued  | Atkinson, Keidar workshop continued   |
| 5 pm END of DAY 2 OF WORKSHOP PROGRAM |  |  |   |   |   |   |

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

# MONDAY 16 SEPTEMBER

## CONFERENCE WORKSHOP DESCRIPTIONS

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Workshop title:

### **Wayfinding in measurement, evaluation and learning – for new and emerging evaluators**

*presented by Shani Rajendra and Jessica Suarez*

FULL DAY WORKSHOP | FOUNDATIONAL

#### **WORKSHOP DESCRIPTION**

The first steps into the world of evaluation can be daunting. This workshop will equip new and emerging evaluators with an understanding of Measurement, Evaluation and Learning (MEL) so they can engage confidently in the evaluation community, as well as in the forthcoming conference.

The workshop will:

- introduce attendees to the foundations of MEL, including the ability to develop a MEL plan and theory of change
- answer common questions that trip up emerging evaluators, including the distinction between common types of evaluation
- provide attendees with access to platforms and resources that will best meet their needs.

Finally, the workshop will provide attendees with an opportunity to engage with the MEL community and discourse beyond the conference.

This workshop will be interactive and firmly pitched at a foundational level, explicitly designed with the objectives of collaboration and engaging a non-expert audience in mind. Attendees will work in small groups, use handouts and case studies to make concepts tangible, and be shown publicly available Clear Horizon Academy resources. This training draws on Clear Horizon's highly regarded Academy, which has over 500 learners per year, as well as the development of hundreds of MEL plans and systems.

#### **ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK**

By introducing the fundamentals of MEL in an environment that encourages enquiry and self-reflection, this workshop addresses Domains 1 and 2 of the Evaluators' Professional Learning Competency Framework.

#### **TARGET AUDIENCE**

The workshop is categorised as building foundational evaluation skills and capabilities, and to realise this goal, we will be restricting the attendance of this workshop to those with two years of experience or less in the field of evaluation.

## ABOUT THE FACILITATORS

**Shani Rajendra** is a Principal Consultant at Clear Horizon and has been working in the field of evaluation for over 6 years. Shani specialises in incorporating design thinking into evaluative practice and primarily works in community-led or systems change interventions as well as in organisational strategy. Shani has co-developed over 20 MEL plans, including with diverse community groups and in complex settings. Shani co-convenes the AES Design and Evaluation Special Interest Group (DESIG), presenting and/or co-hosting the annual DESIG Learning Sprint Series since 2020. She has also presented on evaluation in other conferences such as AES 2023, the 2019 SDNOW 4 pre-conference event and the Social Enterprise Unconference 2021.

**Jessica Soares** is a Consultant at Clear Horizon and an emerging evaluator, with less than 1 year of experience in the field. Leaning into some of her confusions and hurdles entering this field, Jessica is passionate about accessible MEL education, creating safe spaces to ask questions, and creating pathways for emerging evaluators to engage more deeply with the wider evaluation community. Her background in science communication – teaching complex scientific concepts to non-technical audiences – means she understands the importance of jargon-free explanations in creating understanding. She has delivered presentations on behalf of Monash University and CSIRO. Jessica currently sits on the SIMNA board of directors.

Workshop title:

## **Beyond box-checking: Reflective practice and collaborative deliberation for socially conscious evaluation work**

*presented by Ayesha Boyce, Tiffany Tovey, Neelakshi Rajeev Tewari and Stacy Huff*

FULL DAY WORKSHOP | FOUNDATIONAL–INTERMEDIATE

### **WORKSHOP DESCRIPTION**

Reflective practice and collaborative deliberation can serve as a compass to navigate the ever-present polycrisis facing our modern world.

In a journey akin to the ancient art of wayfinding, evaluators must be intentional and thoughtful, aware of their positionalities, and interpersonally attuned as they traverse complex spaces to engage global and local wicked problems critically and systematically with a socially conscious perspective. Unfortunately, evaluators are often forced to check boxes, primarily focusing on accountability. This leaves us with little resources, time, and space to leverage the power of our reflective capabilities to make wise decisions and gain nuanced insights about how our programs and policies contribute to or do not contribute to the common/social good.

This interactive workshop is based on evidence collected from a five-year research-on-evaluation project that examined how and in what ways evaluators and their clients defined, implemented (program), and collected data (evaluation) around the topics of [diversity, equity, and inclusion \(DEI\)](#).

In this interactive workshop, we will

1. review and define the key concepts of reflective practice, dialogue, and deliberation,
2. share a framework and strategies for reflective practice that encourage deeper engagement with problems of practice in project and evaluation work, and,
3. utilizing vignettes and reflective prompts, engage attendees in dialogue regarding how they can use these tools in their own practice.

With a combined 35 plus years of experience, Ayesha, Tiffany, Neelakshi, and Stacy have over 25 published manuscripts and over 50 conference presentations. They have also conducted 20 workshops on the topics of reflective practice, conflict resolution, compassion fatigue, facilitation, DEI, and/or social justice in evaluation.

### **ABOUT THE FACILITATORS**

**Ayesha Boyce** is an associate professor in the Division of Educational Leadership and Innovation at Arizona State University. She also co-directs the STEM Program Evaluation Lab. Boyce’s scholarship focuses on attending to value stances and issues related to diversity, equity, inclusion, access, cultural responsiveness, and social justice within evaluation—especially multi-site, STEM, and contexts with historically and systematically marginalized populations. She also examines teaching, mentoring, and learning in evaluation. Boyce is a 2019 American Evaluation Association (AEA) Marcia Guttentag Promising New Evaluator Award recipient and an AEA Board member. She has presented in North American, Latin American, and African forums.

**Tiffany Tovey** is the Director of the UNC Greensboro Office of Assessment, Evaluation, and Research Services (OAERS) office and a Clinical Assistant Professor in the Information, Library, and Research Sciences department. Since 2010, she has conducted evaluations in multiple sectors, including K12, higher education, STEM, and community initiatives. Her current research interests revolve around the topics of reflective practice (self and contextual awareness), interpersonal communication, evaluator responsibility, and the role of ignorance in evaluation practice. She leads numerous evaluation and research projects and teaches classes and workshops in evaluation, research methods, interpersonal skills, and reflective practice.

**Neelakshi Rajeev Tewari**, M.Ed., is a doctoral candidate in the Arizona State University Educational Policy and Evaluation Ph.D. program. She holds a Masters in Education from the University of Oxford and has previously worked with Google, the World Bank, and Ashoka University – India’s premier liberal arts university. She is a graduate researcher in the STEM Program Evaluation Lab. She is the graduate student lead on a project that examines how evaluators reflect on, define, and measure equity, diversity, and inclusion in US National Science Foundation-funded Advanced Technological Education projects. Her research interests include issues of access and equity in higher education, social transformation through higher education, and internationalization.

**Stacy Huff**, M.S. is a doctoral candidate in the University of North Carolina Greensboro Educational Research Methodology Ph.D. program on the Program Evaluation track, with a Peace and Conflict Studies certification. She is a graduate researcher in the STEM Program Evaluation Lab and Office of Assessment, Evaluation, and Research Services. She brings extensive experience in facilitation, having led various workshops, including a multi-week session on project planning and workshops focused on conflict resolution and compassion fatigue. Her dissertation examines the relationship between the role of an evaluator and compassion fatigue.



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Workshop title:

## Evaluation and value for money – shifting the locus of power to affected communities

**SOLD OUT**

*presented by Julian King and Nan Wehipeihana*

FULL DAY WORKSHOP | INTERMEDIATE–ADVANCED

### WORKSHOP DESCRIPTION

It is important for good resource allocation, accountability, learning and improvement that policies, programs and other initiatives undergo rigorous evaluations of value for money (VfM). Many evaluators, however, lack training and experience in this area. This workshop offers a set of techniques to address that gap.

This full-day, interactive workshop places a spotlight on evaluative rubrics as a powerful tool for synthesising criteria, standards, and evidence to make warranted judgements about VfM. Participants will delve into key topics including the collaborative development of rubrics with stakeholders, utilising rubrics for evaluative judgements, and using mixed methods evidence in VfM assessment. The workshop aims to equip evaluators to conduct VfM assessments that share power with stakeholders, elevating the context-specific values of the groups and communities who are supposed to benefit from a policy, program or intervention.

Key topics include:

- What is value for money?
- What are rubrics and why use them?
- A step-by-step process for developing and using rubrics in evaluation
- Co-developing context-specific VfM criteria with stakeholders
- Making sense of mixed methods evidence with stakeholders and rubrics
- Reporting findings that reflect local values and meet funders' needs.

The workshop will cover the practical steps involved in designing and implementing a VfM framework, as well as some core evaluation theory and conceptual principles underpinning the approach, along with tips and tricks for applying the approach in the real world. It includes a series of short PowerPoint presentations, group discussions and interactive exercises. Participants will receive optional pre-workshop reading and a post-workshop take-home pack including a copy of the slides and links to online resources.

The workshop doesn't provide detailed instruction in the design and implementation of economic evaluations. There are courses already on offer that focus on economic methods of evaluation.

### ABOUT THE FACILITATORS

**Julian King** specialises in evaluation and value for money, helping decision-makers, evaluation teams and stakeholders to use evidence and explicit values to provide evaluations that contribute to well-informed decisions and positive impacts for communities. Through PhD research, Julian developed the Value for Investment (Vfi) system which is now used worldwide to evaluate complex and hard-to-measure programs and policies (eg. see King et al, 2023). In 2021 Julian received the AES Evaluation Systems Award in recognition of the innovative nature and widespread use of Vfi. Julian has over 20 years of experience in workshop facilitation.

He has delivered workshops for evaluation associations, private companies and NGOs on every continent except Antarctica. He is the Director of Julian King & Associates Ltd, a member of the Kinnect Group, an Associate of Oxford Policy Management, an Honorary Fellow at the University of Melbourne and University Fellow at the Northern Institute.

**Nan Wehipeihana** is an independent Māori evaluator from Aotearoa New Zealand and the Director of a bespoke kaupapa Māori company specialising in evaluation, research and policy – with a focus on Māori whānau (extended families), hapū (kinship groups), iwi (tribes) and Māori organisations and providers. She is passionate about protecting, evidencing and growing the space to be Māori in Aotearoa and is well known for her work in indigenous evaluation, developmental evaluation and culturally anchored frameworks. She is the co-editor of one of only two textbooks on Developmental Evaluation, and has run workshops and masterclasses on Developmental Evaluation in Australia, Canada, Indonesia, New Zealand and the United States.

An internationally leading Māori evaluator with more than 20 years' experience, Nan was inducted as a Fellow of the Australian Evaluation Society and has twice been awarded the Australian Evaluation Society Policy and Systems award (2013 and 2000). She has keynoted on kaupapa Māori and Indigenous Evaluation in Canada (2018), New Zealand (2015), Australia (2014), South Africa (2011) and Germany (2011).

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**Workshop title:**

**Program logic and beyond: Whose is it and how do we engage with First Nations ways of learning, thinking and being?**

*presented by Carol Vale and Marion Norton*

FULL DAY WORKSHOP | FOUNDATIONAL–INTERMEDIATE

**WORKSHOP DESCRIPTION**

This interactive, hands-on workshop will develop your skills and confidence to create, critique and cultivate program logic thinking in contexts you know well and brand new contexts you have just been introduced to. It will take away the mystery and you will be amazed how easy it is. After all it is logical!

But what if the program logic is limiting our understanding of the real world? Why doesn't our carefully constructed program logic work? Why does it change during the evaluation process?

Using quotes and good news stories from stakeholders in Aboriginal and Torres Strait islander communities, participants will adopt personas and develop a program logic from different perspectives. Concepts of listening and hearing, values and principles, will be foregrounded. First Nations people are encouraged to attend and share their voice.

Guided by descriptions of Indigenous ways of knowing, learning and being, participants will be invited to challenge the assumptions behind their constructed own logics and their world view, and consider other ways of thinking with a cultural lens, a systems lens, a discipline/ profession lens, a service provider lens and, importantly, a (service) receiver lens and a community lens.

**TARGET AUDIENCE**

The workshop is pitched at foundational and intermediate levels but advanced evaluators are welcome to attend to explore new approaches and ways of thinking about evaluation involving First Nations people.

**ABOUT THE FACILITATORS**

**Carol Vale** is a Dunghutti Woman from Armidale, NSW, Co-Founder and CEO of Murawin. She is a Sociologist, specialist inter-cultural consultant and facilitator. She specialises in working with clients across a range of industries, enhancing their organisational capacity through social research, community consultations, stakeholder engagement and evaluation services. Carol draws on her extensive career in the public sector and provides practical tools and professional services to her clients that are culturally sensitive, and outcome focused, while bringing her history and culture. Carol has worked in senior management in Aboriginal Affairs, education, housing, disabilities, and child protection.

Carol's qualifications include a Graduate Diploma in Public Sector leadership, Griffith University (2007); a Masters of Indigenous Studies, Southern Cross University (2005); and a Bachelor of Arts, University of New England (1999)

**Marion Norton** has had a long career exploring ways to put the people in need at the centre of service provision. Over the last 30 years Marion has had many roles as an evaluator in Queensland, involving services for adults and young people across education, family and child services, health and criminal justice programs. Marion has worked in both government and non-government roles and enjoys mentoring evaluators in using quantitative and qualitative evaluation techniques to describe participant experiences and give evidence of program impacts.

Workshop title:

## Evaluation and action learning to support implementation

*presented by Lauren Heery, Claire Jennings and Alice Ghazaria*

HALF DAY (MORNING) WORKSHOP | INTERMEDIATE

### WORKSHOP DESCRIPTION

As evaluators we are often commissioned to prove the value of programs and innovations by measuring program outcomes. However, implementation issues often get in the way of being able to provide this 'proof'. Implementation, particularly in human services, is challenging, and changing practice is hard to do. Finding out at the end of an evaluation that implementation didn't go as planned doesn't help us improve.

Our experience shows us that there is value in taking an iterative, action learning approach to evaluation. This involves sharing findings about implementation in real-time and supporting action to improve implementation. This work is further strengthened by an initial clarificatory evaluation phase, where we articulate the program's logic or theory of change.

The purpose of this workshop is to build participants' capacity to use evaluation to enable real-time program implementation, improvement and adaptation. Participants will leave with:

- an understanding of the value of clarificatory evaluation in setting implementation evaluation up for success, and how to approach this
- an understanding of how to apply an action learning approach to evaluation to support program implementation and adaptation
- an awareness of the enablers and challenges to taking an action learning approach and how to address these.

We will address the following:

- Clarificatory evaluation and the use of program logic/theory of change
- Action learning cycles, including collaborative sense making of data and identification of actions.

The workshop will include presentations, facilitated reflective conversations, and applied group activities. The workshop is pitched to those new to action learning approaches, but assumes some basic knowledge of formative evaluation.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop will cover the following Professional Learning Competency Framework domains: 1. Evaluative Attitude and Professional Practice; 2. Theoretical Foundations; 6. Interpersonal Skills; 7. Evaluation Activities.

### ABOUT THE FACILITATORS

**Lauren Heery** (MPH, BPhysio(Hons)) is an evaluator and facilitator with nearly 15 years' experience at the Centre for Community Child Health (at the Murdoch Children's Research Institute) supporting organisations, service systems and communities to use and generate evidence to improve services and conditions for children and families. Lauren has managed complex formative and summative mixed methods evaluations; regularly delivers evaluation and action learning training and coaching; has presented at several conferences; and has been published in *EJA*.

**Alice Ghazarian** (MPH, BSci) is an evaluator and researcher with over a decade of experience at the Centre for Community Child Health. Alice has led a range of evaluation projects, and is skilled in action learning, process evaluation, outcomes evaluation and developmental evaluation. Alice has presented her work several times at national conferences.

**Claire Jennings** (BBSc(Hons)) has worked in the field of evaluation since joining the Centre for Community Child Health in 2010. She has managed several formative and summative mixed methods evaluations for both government and not-for-profit organisations, primarily in the health and education sectors. Claire has presented at conferences several times, most recently in late 2023 at the Early Childhood Australia Conference (Adelaide) and the Evidence and Implementation Summit (Melbourne).

Workshop title:

## Qualitative causal analysis and impact evaluation using the QuIP

*presented by James Copestake*

HALF DAY (AFTERNOON) WORKSHOP | INTERMEDIATE

### WORKSHOP DESCRIPTION

The workshop introduces and reflects upon qualitative (including theory-led) approaches to generating credible and cost-effective evidence of the causal effects of health, education, income generation, social and community development activities in complex contexts.

Building on a decade of designing and using the Qualitative Impact Protocol (QuIP) in more than thirty countries (see [www.bathsdr.org](http://www.bathsdr.org)) the workshop will provide a step-by-step outline of how to conduct a QuIP study. This includes initial consultations, design, data collection, coding, analysis, interpretation and use.

Real-world examples will be used to explore how to address key methodological challenges, including how to address potential cognitive biases, ensure cost-effective case/source selection, code and analyse data rigorously and transparently, integrate multiple methods effectively, and make use of visual mapping to communicate findings clearly and ensure their effective application. In addition to addressing how to conduct a QuIP study and why, the workshop will throw light on related approaches including contribution analysis, outcome mapping, process tracing, most significant change and realist evaluation.

James Copestake, the convener, led the action research behind design and development of the QuIP. Having started out as an economist he is well placed to compare qualitative and quantitative approaches to impact evaluation as well as their integration.

By the end of the session participants should have a richer understanding of threats to generating evidence of causation and how to address them, and the strengths and limitations of using the QuIP compared to other approaches.

### ABOUT THE FACILITATOR

**James Copestake** is Professor of International Development at the University of Bath in the UK, where he is also Director of Studies for the Doctorate in Policy Research and Practice at the Institute of Policy Research.

His publications range broadly across international development evaluation, finance, management, political economy and theory. They draw on collaborative research conducted particularly in Bolivia, Britain, Ethiopia, Ghana, India, Malawi, Peru and Zambia.

His recent work has focused on mixed methods impact evaluation, particularly incorporating use of the Qualitative Impact Protocol (QuIP) and based on evaluation work conducted through Bath Social and Development Research Ltd ([www.bathsdr.org](http://www.bathsdr.org)), a social enterprise he cofounded in 2016. He is also currently a trustee of Opportunity International UK.

Workshop title:

## Designing and using surveys in realist (and other theory based) evaluation

*presented by Gill Westthorp*

HALF DAY (MORNING) WORKSHOP | INTERMEDIATE–ADVANCED

### WORKSHOP DESCRIPTION

Realist Evaluation (RE) is a type of theory based evaluation. By explaining how, why, and in what contexts programmes are, and are not, effective, it supports programme personnel to ‘find their way’ to effective outcomes – including for those not well-served by mainstream programmes.

Although RE was intended to be mixed method, most published realist evaluations use only qualitative methods. Well-designed surveys can considerably strengthen realist (and other theory based) evaluations. Differences between realist and other surveys relate to survey samples, content, and analysis. However, there is no guidance for developing surveys to be “fit for realist purpose”.

This workshop aims to fill that gap. It will enable participants to understand:

- purposes for surveys in RE
- methodological issues
- sampling design for realist surveys
- how to use surveys to test theories
- analytic methods.

The workshop structure will follow the process of using a survey in a realist evaluation, with exercises related to the decision to use a survey, developing the sample, developing the content, and planning for analysis. Key ideas will be supported with practical examples from real evaluations, with time for questions and discussion. It will enable evaluators to ‘find their way’ in using surveys in realist and theory-based evaluation.

### TARGET AUDIENCE

This workshop is intended for participants with a working understanding of realist evaluation, and at least an introductory understanding of survey design and analysis. Sophisticated understanding of quantitative analytic methods is not required.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

The workshop aligns to Evaluator Competency 4, Research Methods and Systematic Inquiry, in particular:

- prepare a research design that provides a coherent link to the objectives of the evaluation
- identify appropriate evaluative criteria and measures likely to generate valid findings
- design appropriate sampling methods to maximise learning and avoid bias
- employ valid quantitative methods with rigor, and where possible to statistical confidence levels.

## ABOUT THE FACILITATORS

**Gill Westhorp** has over 20 years' experience in realist evaluation in international development, health and human services and community development.

She leads a realist research and evaluation team at Charles Darwin University, is an adjunct Professor at RMIT University and a Visiting Professor at Northumbria University in the UK. She has conducted, led or advised over 70 realist research and evaluation projects and presented over 70 training workshops in 15 countries, and presented at many conferences.

She is a Fellow of the AES, and in 2022 and 2023, she was named in the Stanford University list of the top 2% of most influential scientists in her field.

Publications include the Rameses standards for realist evaluation and realist review, and: Tilley, N. and Westhorp, G (2020) Quantitative Evaluation Methods. 10,000 word invited entry to the *Sage Encyclopedia, Foundations of Social Research Methods*; Westhorp, G. (2018) Revisiting mechanisms in realist research and evaluation, in Emmel ND, Greenhalgh J, Manzano A, Monaghan M & Dalkin S (Eds.) (2018) *Doing Realist Research*. London, SAGE.

**Cara Donohue** has been a research fellow with the Realist Research, Evaluation and Learning (RREALI) group at CDU's Northern Institute since 2020 and in the evaluation field for 13 years. She specialises in evaluation, research, and program design, particularly using realist and theory-based approaches. Cara has a work background in the international and community development fields, and has worked in university, international and domestic NGO settings. She has experience with programs serving at-risk youth, low-income, disabled, refugee, Indigenous, and rural populations.



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Workshop title:

## Using system dynamics for evaluations in complex systems

*presented by Jacquie Davison, Chris Browne and Miriam Spano*

HALF DAY (AFTERNOON) WORKSHOP | FOUNDATIONAL–INTERMEDIATE

### WORKSHOP DESCRIPTION

The resurgent call for systemic approaches to complex problems in business, research and policy is well documented. This workshop will build awareness of the benefits of systemic approaches to evaluation. Introducing systems thinking and modelling tools, we will explore commissioning and conduct of evaluations across a diversity of policy areas.

The workshop will provide participants with an introduction to systems thinking and/ system dynamics methods, applications, and available software solutions. Participants will be guided through the application of three useful systems dynamics practices to the evaluative process.

Three key system dynamics practices addressed will be:

1. identification of system features that can be used to describe a problem and a Theory of Change
2. the practice of participatory modelling/group model building to bring diverse stakeholders together to build a dynamic hypothesis of a complex problem, and
3. applying causal analysis (through causal loop diagrams) to understand system leverage points and develop insights ex-ante and ex-post evaluation.

### ABOUT THE FACILITATORS

**Jacquie Davison** works as a research officer and project coordinator for the Sax Institute. She uses participatory systems modelling approaches to support policy agencies to explore complex public health problems and identify solutions through simulations to support policy decision making. Jacquie has a background in public health and healthcare policy at the Commonwealth government, global health policy and programs in the Indo-Pacific, including the design and monitoring of health and education aid projects and a Master of International Public Health (USyd).

**Chris Browne** is an academic focussing on building literacy in systems approaches at The Australian National University. He holds a PhD (ANU) in systems thinking and his facilitative teaching approach has been recognised with an Australian Award for Teaching Excellence. Chris's teaching and research includes investigating conceptual models of complex systems, methodology of problem-solving processes, strategies for developing intuition of dynamic systems, and processes for constructing and integrating shared conceptual models of systems, with application spaces in healthcare, climate change and education.

**Miriam Spano** is an accomplished professional in organisational development and management consulting. She holds degrees in international business administration (BBUS), marketing (BA), and is a graduate of the European Masters of System Dynamics (University of Bergen). She currently pursues a PhD at Monash University, investigating how behavioural sciences support embedding systems thinking in public sector organisations.

## TUESDAY 17 SEPTEMBER

### CONFERENCE WORKSHOP DESCRIPTIONS

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Workshop title:

#### **Clearing the way for better evaluation - An introduction to practical ways of increasing credibility by identifying, managing and reducing error**

*presented by Samantha Abbato*

FULL DAY WORKSHOP | FOUNDATIONAL–INTERMEDIATE

#### **WORKSHOP DESCRIPTION**

Almost fifty years ago, Michael Scriven (Scriven, 1975) called on us to consider and mitigate one of the two sources of error in evaluation: the role of bias. Yet, as Daniel Kahneman and others (Kahneman et al., 2021) have argued, noise is even more worthy of consideration for evaluative processes and judgements, firstly because it is often a source of greater error than bias, and secondly, because it is easier to detect and reduce. Because evaluation is, above and beyond anything else, a judgment-making activity that combines evidence with values, the stakes are high for identifying and minimising sources of noise and bias.

The presence of error in all aspects of evaluation activities can (and does) result in wrong decisions and ensuing actions. Our evaluative judgements and ultimately the decisions they are based on (eg., whether an initiative should continue, be expanded, be adjusted and improved, or cease) are only as good as the systems, processes and methods we rely on in making them.

In this practical workshop, we provide a low-jargon introduction to understanding, identifying and managing the two components of error – noise and bias. We demonstrate through real-world relatable evaluation examples, how unnoticed noise and bias seriously affect the credibility of evaluation findings, judgements and decisions. We provide an opportunity for evaluators to explore and discuss noise and bias in the evaluations they are involved in, supporting improved practice, increased credibility and ethical alignment.

Using an engaging cartoon field guide and card game approach we help participants spot some of the most common sources of error in evaluation processes and judgements. Finally, we share practical strategies to improve participants' own evaluations and judge the credibility of evaluations reported to them that they can take back to their workplace and current projects. Practical tools introduced include a bias spotters guide, a noise audit and an error observation checklist.

#### **ABOUT THE FACILITATOR**

**Samantha Abbato** is an experienced trainer with more than 25 years of health and community sector experience and strong methodological expertise across qualitative and quantitative disciplines, including public health, epidemiology, medical anthropology, biostatistics, and mathematics.

Sam engages in a utilisation-focused approach, mixed (qualitative and quantitative) methods, and evaluation case studies and stories for building evaluation capacity and making a difference in the health and community sectors. Combining a rigorous scientific foundation with extensive practical experience of evaluation processes, methods and decision-making, the facilitator is well-positioned to provide practical tools and guidance to support evaluators and those commissioning evaluation to bolster their work by identifying, managing and reducing bias and noise.

Workshop title:

## Planning impact evaluations of social policy: When to undertake, planning and avoiding common pitfalls

*presented by Zid Mancenido and Dan Carr*

FULL DAY WORKSHOP | INTERMEDIATE–ADVANCED

### WORKSHOP DESCRIPTION

Tailored for public servants and evaluators, this day-long workshop offers a deep dive into the nuances of thoughtfully implementing experimental and quasi-experimental evaluation methods to identify the impact of social policy programs. We will go beyond theories of cluster randomised trials, regression discontinuity designs, and differences-in-differences approaches to illustrate how to design rigorous impact evaluations tailored to program rollout, policy context and the intention of the evaluation itself.

The morning will explore fundamental principles underlying experimental and quasi-experimental methods, from which participants will grasp the significance of randomisation in establishing causality and mitigating bias, as well as the conditions under which these can (and can not) be achieved when ‘pure randomisation’ is not possible. In exploring these principles, participants will be prompted to consider how the circumstances of their particular policy contexts may be leveraged to design more rigorous evaluations.

The afternoon will shift to practical impact evaluation challenges, many of which require considerable craft knowledge to address. Our experience is that when these challenges not given sufficient thought in the design of impact evaluations, they can result in studies which offer statistically uninformative conclusions that, if acted on by policymakers, can lead to unjustified decisions to expand or close programs.

Topics that will be canvassed include: participant recruitment for generalisability, streamlining data collection, managing attrition, ensuring appropriate randomisation procedures, selecting appropriate outcome measures, and managing data security, privacy and ethics considerations. Throughout the workshop, emphasis will be placed on using real-world case studies to illustrate key points and facilitated group activities to apply what is learned to the work of participants. By the workshop's conclusion, participants will be more attuned to key considerations in commissioning and conducting impact evaluations, resulting in evaluation projects that are less likely to generate uninformative conclusions.

A pre-requisite is understanding of the concept of statistical significance.

### ABOUT THE FACILITATORS

**Zid Mancenido** is the Senior Manager, Research and Evaluation at the Australian Education Research Organisation (AERO), where he leads a team of researchers to generate high-quality evidence, make high-quality evidence accessible, and enhance the use of evidence in Australian education. He concurrently holds an appointment as a Lecturer on Education at the Harvard Graduate School of Education, where he teaches a foundation course on impact evaluation and evidence. Zid holds a Masters degree in Education Policy and Management and a PhD in Education Policy from Harvard.

**Dan Carr** is a Program Director at AERO where he oversees a range of research and evaluation projects. He has a decade of experience in evaluation and public policy, including working for the Behavioural Insights Team (commonly known as the ‘nudge unit’) where he conducted evaluations of social, health and consumer policy programs. He has delivered training on conducting randomised controlled trials (RCTs) and other evaluation methods for public servants in several countries, and acts as a peer reviewer for RCTs commissioned by the UK-based Education Endowment Foundation. He holds an Honours (First Class) degree from Monash University.

Workshop title:

## Scaling impact: New ways to plan, manage and evaluate scaling

*presented by John Gargani*

FULL DAY WORKSHOP | INTERMEDIATE –ADVANCED

### WORKSHOP DESCRIPTION

In this one-day workshop, participants will learn a new approach to scaling the social and environmental impacts of programs, policies, products, and investments. The approach is based on the book *Scaling Impact: Innovation for the Public Good* written by Robert McClean and John Gargani, and it is grounded in their collaborations with social innovators in the Global South. The workshop goes beyond the book, reflecting the authors' most recent thinking, and challenges participants to adopt a new scaling mindset. Participants will be introduced to the core concepts of the book then practice what they learned by engaging in small-group, hands-on activities. The workshop is intended as an introduction, and participants will be provided with free resources to continue their learning.

Participants should have an intermediate or advanced understanding of evaluation. They should know what a logic model is and recognize that programs, policies, and products create impacts in complex environments. Participants may come from any field, sector, or functional role. Program designers, managers, and evaluators are welcome.

By the end of the workshop, participants will be able to define impact, scaling, operational scale, and scaling impact; use the four principles of scaling; address scaling risks; and apply the dynamic evaluation systems model.

Participants should have an intermediate or advanced understanding of evaluation. Program designers, managers, and evaluators are welcome.

The workshop strengthens theoretical foundations by helping participants acquire a new body of knowledge and theory about scaling. It encourages them to pay close attention to culture, stakeholders, and context by developing a new 'scaling mindset' that puts the people affected in control.

### ABOUT THE FACILITATOR

**John Gargani** has 30 years of experience as an evaluator, researcher, writer, speaker, and teacher. He is a former President of the American Evaluation Association, coauthor of the book *Scaling Impact: Innovation for the Public Good*, and a frequent international speaker on topics related to scaling, program design, and impact measurement. Currently, he is conducting research on new evaluation methods that integrate diverse understandings of impact and value. He holds a Ph.D. from the University of California, Berkeley, where he studied evaluation and measurement; an M.S. in Statistics from New York University; and an M.B.A from the Wharton School of the University of Pennsylvania.

Workshop title:

## Insights on Indigenous evaluation co-design in the Warlpiri Yitakimaninjaku, warrirninjaku, payirninjaku manu pina-jarrinjaku project

*presented by Marlkirdi Rose Napaljarri, Kathleen Gibson (MK) Napurrula, Tyrone Spencer Japaljarri, and Jamie Gorman*

HALF DAY (MORNING) WORKSHOP | FOUNDATIONAL–INTERMEDIATE

### WORKSHOP DESCRIPTION

In this workshop, a team of four Warlpiri community researchers will share their insights into the principles and practices of Indigenous-led evaluation, drawing on their experience of developing and implementing the Yitakimaninjaku, warrirninjaku, payirninjaku manu pina-jarrinjaku (YWPP) 'Tracking and learning' project. YWPP exemplifies creative and adaptive monitoring, evaluation and learning that is rooted in local context, culture and ways of knowing and valuing.

By the end of the workshop attendees will be able to:

- appreciate how evaluation approaches can be co-designed in ways that weave together Indigenous and non-Indigenous worldviews
- analyse the challenges and opportunities of working in complex and evolving language ecologies and cultural protocols
- apply good practice in community research with Indigenous communities in order to be sensitive to local culture and contribute towards self-determination.

This workshop will adopt a dialogical teaching and learning strategy based on Indigenous pedagogic approaches. Learning resources will include a multimedia presentation, discussion and practical activities.

The workshop is suitable for participants with any level of evaluation experience who are new to working with Indigenous communities. It may also be suitable for participants with experience working with Indigenous communities but who wish to gain an understanding of Indigenous evaluation approaches.

The workshop will support evaluators to build knowledge, skills and values in relation to the professional competency standards from Domain 1 (Evaluative Attitude and Professional Practice), Domain 3 (Attention to Culture, Stakeholders, and Context) and Domain 6 (Interpersonal Skills).

As an exploration of an innovative approach to partnership and co-design in evaluation by Indigenous people, this workshop sits within the category of 'New tools; approaches and ways of thinking for a transforming context'.

### ABOUT THE FACILITATORS

**Marlkirdi Rose Napaljarri** is a senior researcher at the Institute of Human Security and Social Change at La Trobe University who hails from Lajamanu community in the Northern Territory. She has over 20 years' experience as an educator, mentor, linguist and researcher. She plays an important role in translating materials and concepts for two-way learning in Warlpiri communities. Marlkirdi wants to be a positive role model for her community. She oversaw the creation of the YWPP framework, the WETT map and provides guidance and mentoring support to the YWPP team of Warlpiri and non-Warlpiri practitioners.

**Kathleen Gibson (MK) Napurrula** is a Community Researcher from Nyirrpi. She attended school in both Nyirrpi and at Yirara Boarding School in Mparntwe (Alice Springs). She believes that boarding school can help young people learn new things and grow in confidence, and wants young Warlpiri people today to have the same opportunities.

She started her career working at Nyirрпи Childcare, as she has a passion for working with children and young people. This passion led her into a long term career working to support young people in her Community. This included working for the Warlpiri Youth Development Aboriginal Corporation (WYDAC), where MK first became a Committee Member and then went onto being a Cultural Advisor and Board Member. MK also has experience working for World Vision’s Unlock Literacy Program and at PAW Media. MK is currently working as a Local Language Assistant Teacher at Nyirрпи School, working with children one-on-one to support strong Warlpiri Language and Culture, under the school’s Bilingual Education program. MK was elected as a new GMAAAC Committee member at the start of 2023, and is on Nyirрпи Community’s Local Authority Board.

MK became interested in WETT’s YWPP Community Research Program because she believes it is important to listen the needs and aspirations of young people today. She is keen for action, and wants to see young kids to grow up to be strong and confident in their self, Culture, Language and Knowledge, so that they can follow their heart and become her Community’s future leaders.

**Tyrone Spencer Japaljarri** is a community researcher from Yuendumu. After time serving in the Australian Army, he followed in the footsteps of his mother, who retired from teaching after forty years, and began working in the school and the Night Patrol at Yuendumu. He became interested in WETT’s community research program to help kardiya to understand Yapa ways. He has worked as a community researcher for several years and he has good relationships in communities. He creates a comfortable and relaxed feeling for Yapa participating in communities. Tyrone has a strong understanding of Yapa culture that helps the research team to work in respectful ways. For Tyrone, community unity when the community gets together for cultural business is really important.

**Jamie Gorman** is the Monitoring, Evaluation and Learning Co-ordinator for the Warlpiri Education and Training Trust, based in the Central Land Council. Jamie is an Irish community development practitioner who is passionate about community-driven research and evaluation to support social change. He has worked in community development and youth work practice, research and education roles at local, national and international levels for almost two decades.

**Alex Gyles** is a Research Fellow working in Monitoring, Evaluation and Learning (MEL) at the Institute for Human Security and Social Change, La Trobe University. He works closely with Marlkiridi Rose on the YWPP project which he finds an exciting learning experience in MEL where local cultural protocols are fundamental to effective MEL design and delivery. He has over ten years of experience supporting processes of social change particularly in community development, governance, and MEL with Aboriginal land councils in the Northern Territory and Western Australia. He has a Bachelor of Arts with Honours in Anthropology and Politics, and a Master of Public Policy and Management.

Workshop title:

## Evaluation and philanthropy: Designing funder evaluations to support strategic wayfinding

*presented by George Argyrous and Elizabeth Branigan*

HALF DAY (AFTERNOON) WORKSHOP | INTERMEDIATE

### WORKSHOP DESCRIPTION

This workshop will build Intermediate level skills in designing evaluations that enable purposeful, strategic decision-making and action by funders. It assumes some general knowledge of measurement, evaluation, and learning and will build on this to design evaluation tailored for Australian funders.

At the end of the 3.5-hour workshop, participants will be able to:

- craft a framework for a funder evaluation
- determine how to gather data with a lens on improving funder practices and strategy
- frame an evaluation report that can directly contribute to improved strategic outcomes.

In the first half of the session, the co-facilitators will be joined by two Australian funders to explore case studies of recent evaluations that were designed to move beyond compliance to contribute to organisational learning and change. Rich, multi-directional discussions will be encouraged to engage with the nuance of what participants need to know, to understand how this could work for them.

In the second half, participants will work in small groups to design evaluations for their organisational contexts that yield findings that can inform organisational learning and strategic decision-making, fostering a shift from compliance-driven evaluations to those that actively inform program improvements and innovations.

By the end of the workshop, participants will have the skills and knowledge necessary to design evaluations that enhance the credibility of their programs and provide meaningful insights for partners, stakeholders, and their own organisational learning.

This workshop curates a dynamic range of skills, practice, and expertise from the Phil Eval network that will empower philanthropic funders through sharing knowledge, skills, connections, and resources to build their MEL capabilities and drive better philanthropy. It represents a unique opportunity for evaluators to advance the quality and impact of funders' investments, fostering a culture of continuous improvement and learning within the Australian philanthropic and government funding sectors.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

It aligns with AES Professional Learning Competency Framework Domains 1,3,4, 6 and 7.

### ABOUT THE FACILITATORS

**George Argyrous** is currently the Head of Measurement, Evaluation, Research, and Learning at the Paul Ramsay Foundation. He has previously worked within the university sector, teaching and research, and also working with other organisations to improve their evidence-based decision-making. He has conducted many evaluations, and has authored several high-level government evaluation frameworks in areas as broad as disaster recovery and countering violent extremism. He has a particular passion for capability building so that practitioners can become more critical users of evidence to inform their work.

**Liz Branigan** is an expert in facilitation & capability development, with 25+ years' senior experience in adult education. She is the Manager of the Australian Philanthropic Evaluation Network; a collaborative network of funder evaluators who share insights, challenges, and solutions for effective and ethical evaluation, which is currently hosted by Philanthropy Australia. This is a national initiative to build the evaluation capacity and practice of diverse funders and philanthropic organizations across Australia. Liz works purposefully in ways that empower funders to evaluate their impact, sustainability, and alignment with their mission and values.



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Workshop title:  
**Using behavioural science in evaluation**

*presented by Kizzy Gandy*

FULL DAY WORKSHOP | INTERMEDIATE–ADVANCED

**WORKSHOP DESCRIPTION**

Behavioural science addresses the question ‘What causes people to do X and what can we do to influence those factors?’. Behavioural science is a natural fit with evaluation in two ways:

1. Theory-based evaluation examines how mechanisms of change drive outcomes. Mechanisms of change are the causes of behaviour. Behavioural science gives us deeper insight into these mechanisms of change, and how to measure them.
2. Utility focused evaluation must identify practical strategies to influence behaviour in order to provide recommendations for program improvement. Behavioural science offers tools to develop behaviour change strategies and understand the contexts in which they are likely to work.

Few evaluators have skills or confidence to integrate behavioural science into their work. This workshop provides an introduction to behavioural science, worked examples of applying behavioural science to theory-based evaluation, and guidance to practice the approach.

At the end of the workshop, participants will know the history of behavioural science, how behavioural science is used globally, how to develop behaviour change strategies, how to integrate behavioural science into theory-based evaluation, and where to find additional resources. This is an intermediate workshop for those who already have an understanding of theory-based evaluation. The teaching strategies that will be used include:

- games
- presentation
- group work
- worked examples
- handbook for future reference.

**ABOUT THE FACILITATOR**

**Kizzy Gandy** is an expert in evaluation, behavioural science, and public sector innovation. With 20 years of experience, she has overseen more than 70 evaluations and helped governments and NGOs in more than 20 countries address a range of policy challenges. Kizzy founded and directs Verian's evaluation practice. She has developed the application of behavioural science in evaluation to improve outcomes for public sector clients across Australia. She previously worked for the NSW Government’s Behavioural Insights Unit and the UK Behavioural Insights Team..

Workshop title:

## Navigating AI in evaluation: From basics to advanced applications

**SOLD OUT**

*presented by Gerard Atkinson and Tuli Keidar*

FULL DAY WORKSHOP | FOUNDATIONAL–INTERMEDIATE

### WORKSHOP DESCRIPTION

In the ever-evolving landscape of policy and program evaluation, this workshop aims to equip intermediate-level professionals with a comprehensive understanding of Artificial Intelligence (AI) and its strategic integration into the evaluation process. The workshop comprises five distinct subsessions, each addressing crucial aspects of AI in evaluation.

The purpose of the workshop is to demystify AI, offering participants:

- a foundational knowledge base in AI models and approaches
- an appreciation of ethical considerations in applying AI
- insights into the range of AI tools available to evaluators
- practical experience in applying AI tools, including prompt engineering for evaluation contexts, and
- resources to enable effective evaluation that leverages AI technologies.

The instructional methods will include a blend of presentations with recap quizzes, case discussions to stimulate critical thinking, and hands-on practical exercises applying OpenAI's ChatGPT to real-world scenarios. This diverse approach ensures an engaging learning experience that caters to the different learning styles of participants.

### TARGET AUDIENCE

The target group for this workshop is intermediate-level professionals in the field of policy and program evaluation. While no specific prerequisites are mandated, participants with a basic understanding of evaluation concepts will benefit most from the workshop. No prior experience of AI is required, though participants will need access to a computer, tablet or phone to complete exercises.

### ALIGNMENT TO LEARNING COMPETENCY FRAMEWORK

This workshop aligns with domains 4 (Research Methods and Systematic Inquiry) and 5 (Project Management) of the Evaluators' Professional Learning Competency Framework. It caters to professionals seeking to enhance their evaluation practices by incorporating cutting-edge AI techniques.

### ABOUT THE FACILITATORS

**Gerard Atkinson** is a Director at ARTD Consultants who leads the Victorian practice and oversees the Learning and Development program for the firm. He has worked with big data and AI approaches for over 20 years, originally as a physicist then as a strategy consultant and evaluator. Gerard has delivered research on the applications of AI to evaluation including in qualitative data analysis, natural language processing, and rubric synthesis and application. This work with AI and rubrics intersects with his research work on the application of rubric approaches to program and policy evaluation, including as a method for characterising impact across policy portfolios.

Gerard has an MBA in Business Analytics from Southern Methodist University in Dallas, Texas, where he majored in the applications of machine learning to operational data. Gerard has previously presented at AES conferences on big data (2018) and on experimental tests of AI in evaluation (2023). As well as his affiliation

the Australian Institute of Company Directors (AICD). He is also a non-executive director of the Social Impact Measurement Network Australia (SIMNA), and of Brophy Family and Youth Services, a place-based non-profit in Warrnambool, Victoria.

**Tuli Keidar** is an evaluation consultant at ARTD with experience in a wide range of sectors, including technology, health, education, and disaster response. He is a key member of the ARTD AI working group, which focuses on developing and implementing ethical AI practices such as machine learning and retrieval-augmented generation in the firm's consulting work. Tuli also contributed to the creation of ARTD's internal AI policy, which guides the ethical and safe use of AI technologies and ensures ongoing revision of the policy to reflect the latest AI advancements and changes in data security requirements. In addition to his professional role, Tuli uses his AI expertise to volunteer with disadvantaged youth, employing language models and AI image generators to create tailored educational content and interactive games.

Prior to working in research, Tuli worked as a company manager, operations manager and educator in the specialty coffee sector. Drawing on a modular education model, Tuli launched a barista and coffee roaster training school, developed the course structures and content, and managed its launch and marketing.

## Workshop registration fees

### Full day registration fees, per workshop and delegate (including 10% GST)

| FULL DAY WORKSHOP                                       | Fee    |
|---|--------|
| <b>Individual Member</b> 16 or 17 September             | A\$550 |
| <b>Organisational Member staff*</b> 16 or 17 Sept       | A\$660 |
| <b>Non Member</b> 16 or 17 September                    | A\$730 |
| <b>Full-time Student<sup>#</sup></b> 16 or 17 September | A\$430 |

### Half day registration fees, per workshop and delegate (including 10% GST)

| HALF DAY WORKSHOP                                       | Fee    |
|---|--------|
| <b>Individual Member</b> 16 or 17 September             | A\$350 |
| <b>Organisational Member staff*</b> 16 or 17 Sept       | A\$480 |
| <b>Non Member</b> 16 or 17 September                    | A\$530 |
| <b>Full-time Student<sup>#</sup></b> 16 or 17 September | A\$330 |

**# Full-time student discount:** For your registration to be valid, you must provide proof of their full-time student status to [conference@aes.asn.au](mailto:conference@aes.asn.au). Should proof not be provided we reserve the right to charge for the difference between the full-time student and non-student registration, and cancel the registration should the full fee not be paid.

**\* Organisational Staff 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.

## Registration process explained

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

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### 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.

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### 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.

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### If you wish to register for the conference workshops only

Ignore the options for Conference tickets shown.

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### 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.

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### 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.
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### Terms and conditions of registration

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

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### Looking for accommodation?

A range of accommodation options are available [on the conference website](#).

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## REGISTER:

<https://www.ivvy.com.au/event/aes24/>