



# Programme

UK Evaluation Society Annual Conference 2021  
25-27 May 2021 - Online via Hopin

Evaluative thinking means understanding judgements about value or quality that we and others make – a questioning and evidence-seeking approach to support or refute those claims. It underpins what evaluators do.

Evaluation continues to grow in significance in all policy fields with notable methodological developments in both quantitative and qualitative approaches. Alongside these developments, the idea and practices associated with 'evaluative thinking' are emerging as important. Definitions vary but commonly include critical and reflective thinking (applied in both formal evaluations and informal evaluative efforts). It takes place as social practice as well as in individual behaviour, it blends monitoring and evaluation and is found in most professional domains. We see it as a core element in evaluation capacity building.

By including evaluative thinking in the conference theme, we wish to signal that **the conference encourages a broad scope of contributions**, including from those working in a range of fields where systematic inquiry and evaluative judgement inform learning and decisions, even if these are not typically seen as evaluations. Learning cultures, capabilities for evaluative thinking and embedding evaluation and evaluative thinking in implementation processes are areas the conference will explore.

We are thrilled that **Professor Thomas Schwandt** and **Professor Trish Greenhalgh**, who were due to deliver keynotes at our 2020 conference, are able to join us this year. We're delighted that **Professor Alison Park** and **Dr Rachel Iredale** will be co-delivering our third keynote of the conference. All of our keynote speakers will reflect on issues at the forefront of evaluative thinking which is not to be missed!

We are grateful to be sponsored this year by Ipsos MORI, Traverse, ICF and Evaluation

Ipsos MORI



Evaluation journal:  
Theory, Research, Practice





## Hopin Orientations, first thing every day

Pop in first thing to find out more about Hopin and ask any questions you might have about the platform.

## Expo, 13:00 - 14:00, Tuesday 25 May

Come to the **Expo** and visit booths to find out more about the Society, our Sponsors and vote on Conference Prizes. Between 13:00 and 14:00 on Tuesday the UK Evaluation Society booths will be staffed by members of our Council, ready to answer questions and chat about our membership, events and initiatives.

The Expo is open throughout the whole conference, so even if you can't make it on Tuesday lunchtime there will still be videos for you to watch and resources for you to read.

## The Delegates' Bar, 13:00 - 14:20, Wednesday 26 May

### When ideologies and evidence collide - where should evaluators position themselves?

If people in power, for example, either subordinate science to individual liberty, or subordinate short term economic growth to public health and the environment, is this a failure of evaluative thinking? In these sorts of contexts, what kind of power or influence can evaluators legitimately exercise? How might this be best exercised? How do evaluators pursue equity, gain/maintain trust, propriety in such situations?

### Come to the Delegates' Bar to share your views and experiences!

At the Main Bar, sharing their reflections and provocations we are delighted to welcome **Will Hutton**, incoming President of the Academy of Social Sciences, Tuesday Keynote **Thomas Schwandt**, and **Alison Girdwood**, Independent Evaluation Consultant.

## UK Evaluation Society Annual General Meeting, 13:00 - 14:00, Thursday 27 May

The Society President will lead the **AGM**, which will take place via Zoom to enable Members who are not participating in the Conference to join. Please use the link provided in Hopin to attend.

## Evaluation Clinic - Need a Second Opinion? 9:30 - 10:15 Thursday 27 May

UK Evaluation Society Council Members Pete Welsh and Matthew Terry will be on hand to talk through your evaluation questions or dilemmas at the Evaluation Clinic. This session will not be recorded and will be held under Chatham House Rule.

## Networking Opportunities - Random Encounters, Coffee Bar, Individual Chat

Don't miss an opportunity to get to know your fellow delegates!

- Join the **Networking** feature to randomly encounter another Delegate. You will be paired with someone for 3 minutes before the system moves you to the next person (or you leave!)
- Come to the **Coffee Bar** (under the Sessions tab) to mingle in a larger group or meet in one of the side rooms
- Know who you want to meet? Click their name in the **'People' tab** and invite them to a Video Call for an individual chat whenever you want

These will be open throughout the whole Conference, and we have a dedicated 'Grow your Network' slot on Wednesday between 11:15 and 12:45.



## More things to look out for...

### Launch of UK Evaluation Society Round Table Discussion Series

Thursday sees the launch of series of Round Tables exploring '**Developing Evaluative Practice as a Collective Endeavour**'.

The goal of the Round Table series is to stimulate debate within and between the different domains of evaluative practice with a view to positively influencing the current narratives on evaluation

Aspects to consider might include, for example, who are the practitioners and stakeholders in these domains? How might we conceptualise the idea of evaluative practice? What is the range of foci addressed in these diverse domains? How might we understand rigour in these domains of evaluative practice? What should its core narrative embrace? What impact does digital, big data, AI etc. have on the use and usability of evaluation? What/who might govern the quality of evaluation in these circumstances?

The series will be coordinated by Professor Murray Saunders and continue throughout the year.

The **first Round Table takes place during the Conference 11:30 -13:00 May 27th**. Professor Eliot Stern will discuss '**Evaluators as Champions of Evaluative Practice: Breaking out from a Specialist Niche**', with those who work with evidence in very different arenas, Robin Moore, Head of Research at Her Majesty's Inspectorate of Probation and Eileen Munro, a leading expert on child welfare and Emeritus Professor of Social Policy at the London School of Economics

### Prizes

We are delighted to announce that Ipsos MORI have sponsored two prizes for Sessions at this year's conference:

- Outstanding Session from an **Early Career Evaluator**
- An **Innovation in Methodologies** prize

Head over to the **Expo** to find out more about the prizes and to vote for the Nominees you would like to win. Both winners will be announced at the **President's Closing Remarks** on Thursday 27<sup>th</sup> May at 5pm.

We will also be launching The '**Dione Hills Tavistock Institute and UK Evaluation Society Prize**' in the President's Opening Remarks. Dione Hills was a longstanding, invaluable contributor to the UK Evaluation Society. She helped shape the Society as a member of UK Evaluation Society and its Council, in particular in the development of the Voluntary Evaluator Peer Review process and ongoing evaluation training. She had a special interest in complexity and evaluative thinking.

In her memory, the Society and the Tavistock Institute of Human Relations, which has been Dione's professional home for 35 years, are pleased to offer a prize this year for the best short paper on the application of complexity informed thinking in the field of evaluation. The Prize is open to current members of the UK Evaluation Society. The winning article will be published in The Evaluator, the UK Evaluation Society Magazine, and the author will receive the prize of £500.00.

More information on how to enter is available in the **Expo**.



	Main stage	Sessions	Sessions	Sessions	Sessions
8:45 - 9:10	<b>Hopin Orientation</b> Pop in first thing to find out more about Hopin and ask any questions you might have about the platform.				
9:15 - 9:30	<b>MAIN STAGE</b> <b>President's Opening Remarks</b> Dr Tim Chadborn				
9:30 - 10:15		<b>Evaluating Mutual Prosperity</b> Promoting 'evaluative thinking' with the UK's Prosperity Fund  Elbereth Donovan Fionn O'Sullivan (Tetra Tech) Dulce Pedrosa (Integrity)	<b>Evaluative approaches applied during Covid-19</b> Remote evaluations and virtual visits: lessons learned and ideas to take forward  Mark Kelleher Angelique Lecorps (Aguilhas)	<b>Environmental Approach for Generational Impact</b> How can evaluators embed the biosphere in design and evaluation?  Lamia Renaud (Integrity)	<b>Assessing the Effectiveness of Social Accountability Programmes</b> How QCA can be used to determine the causal connection between outputs & outcomes  Daniel Silver Daniel Burwood (Ecorys) David Crane (Integrity Action)
10:15 - 11:00				<b>Evaluation and Learning in a Climate Emergency</b> How can evaluation help to design climate mitigation programmes that are effective at reducing GHG emissions?  Raquel de Luis Iglesias Laura Hayward (Ipsos MORI) Poppy Walter (BEIS) Ernesta Maciulyte (NAMA Facility)	<b>Embedding Evaluative Thinking into MEL Systems</b> Using complementary approaches to build capacity  Nadia Badaoui Maria Chiara Roselli (Tony Blair Institute for Global Change) Ada Sonnenfeld (Integrity)
<b>BREAK</b> 11:00 - 11:30	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
11:30 - 12:15		<b>How can we embed Equity in Evaluative Thinking?</b> What does putting equity at the heart of evaluative thinking mean for practitioners now and in the future?  Jami Dixon (CheW)	<b>Levelling Up</b> Bringing new MEL approaches into UK local government  Mark Oldenbeuving (Integrity)  *Note - this session ends at 12:15	<b>It's a System, Stupid</b> Theory-based evaluation of private sector development  Giel Ton (Institute of Development Studies) Ben Taylor (Agora Global) Sietze Vellema (Wageningen University)	<b>Embedding Evaluations into Innovation Programming</b> 'What works' (and what does not work) in embedding evaluation within innovation programmes  Laura Hayward (Ipsos MORI)  *Note - this session ends at 12:30
12:15 - 13:00			<b>All in this together</b> Pandemic problems call for pandemic solutions  Roisin Staunton Heidi Ober (Tetra Tech) Zaki Ullah (GLOW)		<b>From Verifying to Learning</b> Using evaluative thinking for FCDO third party monitoring in Pakistan  Anila Channa (Integrity)
<b>LUNCH</b> 13:00 - 14:00	Come to the <b>Expo</b> and visit booths to find out more about the Society, our Sponsors and vote on Conference Prizes				
14:00 - 15:00		<b>How can we be Green Evaluators?</b> A conversation starter  Clare Stott (Itad)	<b>Samaritan Caller Outcomes</b> Learning into action of innovative research within a multi-paradigm setting  Anne Forshaw (MEL Research) Dr Stephanie Aston (Samaritans)	<b>Collaborative Evaluability Assessment</b> Planning Evaluation with Stakeholders  Nai Rui Chng (Good Evaluation)	<b>#EvidenceMatters</b> At the heart of country-led evaluation of the SDGs - an evidence story from Nigeria  Dr Robert Ndamobissi (UNICEF Nigeria) Nicola Theunissen (EvalPartners)
<b>BREAK</b> 15:00 - 15:30	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
15:30 - 17:00	<b>MAIN STAGE</b> <b>KEYNOTE</b> <b>Evaluative Thinking</b> Professor Thomas Schwandt (University of Illinois)				



	Main stage	Sessions	Sessions	Sessions	Sessions
9:00 - 9:25	<b>Hopin Orientation</b> Pop in first thing to find out more about Hopin and ask any questions you might have about the platform.				
9:30 - 10:15		<p><b>Commissioning in Complexity, Adapting to Adversity</b> The National Lottery Community Fund</p> <p>Laura Venning Sarah Chesire Emilie Smeaton (The National Lottery Community Fund)</p>	<p><b>Debunking the Myths</b> Delivering high quality MERL in fragile settings</p> <p>Katie Bigmore (Integrity)</p> <p>*Note - this session ends at 10:30</p>	<p><b>Evaluating a GP led programme during Covid-19</b> Adapting evaluation approach for the Increasing Continuity of Care in General Practice programme</p> <p>Diane Redfern-Tofts (The Health Foundation) Dr Emma Sheridan (Mott MacDonald) Geraldine Clarke (Improvement Analytics Unit)</p>	<p><b>Working in Fragile Contexts</b> Adapting the MEL toolbox to evaluate political access and influence</p> <p>David Fleming (Itad) Kate Viner (FCDO)</p>
10:15 - 11:00		<p><b>Evaluating Complex Health Programmes</b> FCDO's ASCEND Programme - neglected tropical diseases</p> <p>Kathryn Scurfield Sarah Hanka (Ecorys)</p>	<p><b>NETWORK!</b> Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter</p>	<p><b>Superfast Broadband and Covid-19</b> The role of increased digital connectivity in improving lives</p> <p>Jamie Juniper Dina Dimou (DCMS)</p>	<p><b>Meeting Everyone's Needs</b> Navigating a multi-donor evaluation of the SPRING accelerator programme</p> <p>Heidi Ober (Tetra Tech) Elin Carmichael (FCDO)</p>
<b>BREAK</b> 11:00 - 11:15	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
11:15 - 12:00		<p><b>Generating Evidence for Adaptation</b> Lessons from DFID Zambia Accountability Programme</p> <p>Elbereth Donovan (Tetra Tech) Jayshree Thakrar (Independent Evaluator) Cormac Quinn (FCDO)</p>	<p><b>Networking</b> Don't miss this opportunity to talk with UK Evaluation Society Council Members and get to know your fellow Delegates.</p> <p>Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter</p>	<p><b>Causal Mapping for Evaluators</b> Approaches, Tools, Controversies</p> <p>Steve Powell (Causal Map Ltd) Fiona Remnant (Bath Social Development Research) James Copestake (Department of Social &amp; Policy Science, University of Bath)</p>	<p><b>Evaluation Is Coming!</b> Preparing for an evaluation so everyone wins</p> <p>Gordon Freer (Insight Strategies)</p>
12:00 - 12:45					<p><b>NETWORK!</b> Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter</p>
<b>LUNCH</b> 13:00 - 14:20	<b>LUNCHTIME DELEGATES' BAR</b> <b>'When ideologies and evidence collide - where should evaluators position themselves?'</b> Come join <b>Will Hutton (incoming ACSS President)</b> , <b>Thomas Schwandt (Tuesday Keynote)</b> , and <b>Alison Girdwood (UK Evaluation Society)</b> Bring your drinks and share your experiences on this topic with our guests (Chatham House Rule, not recorded)				
14:30 - 15:30		<p><b>Driving a Culture of Evaluative Learning</b> To optimise benefits within England's strategic road network</p> <p>Lyndsey Rees (Highways England)</p>	<p><b>Lessons from Evaluating Secondary Benefits</b> Types, indicators and methods used</p> <p>Ulrike Hotopp (Integrity) Marco Antonielli (Tetra Tech) Christiane Kerlen (Independent Consultant) Matthew McConnachie (LTS-NIRAS)</p>	<p><b>MEL for Adaptation</b> Enabling an adaptive MEL culture in fragile and conflict-affected contexts</p> <p>Max Shanstrom (Integrity)</p>	<p><b>Setting Boundaries and Systemic Behaviour</b> Actor-based change for Rapid Research</p> <p>Niki Wood (Chemonics International)</p>
<b>BREAK</b> 15:30 - 15:40	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
15:45 - 17:15	<b>MAIN STAGE KEYNOTE</b> <b>Building Consensus of evidence during Covid-19</b> Professor Trish Greenhalgh University of Oxford				



	Main stage	Sessions	Sessions	Sessions	Sessions
9:00 - 9:25	<b>Hopin Orientation</b> Pop in first thing to find out more about Hopin and ask any questions you might have about the platform.				
9:30 - 10:15		<p><b>Monitoring, Evaluation and Learning for Mobile Populations*</b> Key lessons from a case study of providing MEL services for a migration project</p> <p>Katie Bigmore (Integrity)</p> <p>*Note - this session ends at 10:00</p>	<p><b>Combining Theory of Change and System Leadership Approaches</b> In the Evaluation of Complex Social Interactions</p>	<p><b>Evaluation Clinic</b> Need a Second Opinion?</p> <p>Pete Welsh (Traverse) Matthew Terry (Cloud Chamber)</p> <p>*Note - this session ends at 10:15</p>	<p><b>Building Capacity for Monitoring, Evaluation and Learning</b> A framework to support the journey</p> <p>Laura Hopkins (Itad)</p> <p>*Note - this session ends at 10:15</p>
10:15 - 11:00		<p>*Note - this session starts at 10:00</p> <p><b>Embedding Evaluative Thinking to Unleash Healthy Communities*</b> What is the challenge in evaluating complex community-based approaches?</p> <p>Catherine-Rose Stocks-Rankin (Dartington Service Design Lab, Bromley by Bow Centre)</p>	<p>Sarah Pearson (SERI) Mike Coldwell Ian Wilson</p>	<p>*Note - this session starts at 10:15</p> <p><b>On the Evaluation of Alternative Futures</b> Using ParEvo, an app that enables the participatory exploration of alternative futures.</p> <p>Rick Davies (Independent Consultant)</p>	<p>*Note - this session starts at 10:15</p> <p><b>Digital Tools for Evaluative Thinking</b> New types of digital tools and data sources that can be used to improve evaluative thinking</p> <p>Matthew McConnachie Clarissa Samson (LTS-NIRAS) Cecilia Ljungman (NIRAS) Jonas Norén (DAVCON)</p>
<b>BREAK</b> 11:00 - 11:30	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
11:30 - 12:15		<p><b>Round Table: Evaluators As Champions of Evaluative Practice</b> Breaking out from a specialist niche</p> <p>Elliot Stern talks with Eileen Munro and Robin Moore on evidence from the work with Child Protection and HM Inspectorate of Probation</p>	<p><b>Changes in Government Evaluation</b></p> <p>Steven Finch (Cross Govt. Eval. Group) Catherine Hutchinson (UK Cabinet Office)</p>	<p><b>Evaluation Cultures and the Impact Iceberg</b> Silent versus audible evidence, data and knowledge in today's more digital, more expert, more unequal post-Covid evaluation environments</p> <p>Paul Kelly (Essex Business School)</p>	<p><b>Adapting to Technological Change and Business Needs</b> How Skills Development Scotland uses innovative approaches in evaluation and dissemination.</p> <p>Graeme Smith Debbie Pavia (Skills Development Scotland)</p>
12:15 - 13:00					
<b>LUNCH</b> 13:00 - 14:00	<b>UK Evaluation Society Annual General Meeting</b>				
14:00 -15:00		<p><b>Evaluating a Moving Target</b> An approach to assess how flexible and adaptive programming is working</p> <p>Caitlin Smit (Integrity)</p>	<p><b>Lessons From Evaluating the Centre for Disaster Protection</b> Combining organisational assessment and process evaluation to evaluate an aid-funded start-up entity</p> <p>Eunica Aure (Tetra Tech) Lamia Renaud (Integrity)</p>	<p><b>A Journey to Evaluative Thinking</b> Building evaluation capacity to support a national strategy to reduce gambling harms in the UK</p> <p>Jess Voll Clara Sankey (GREO)</p>	<p><b>Trade-Offs and Balancing Acts</b> Evaluating an adaptive Human Centred Design Programme in adolescent sexual and reproductive health</p> <p>Stefanie Wallach (Itad) Catarina Krug (London School of Hygiene and Tropical Medicine) Jim Rosen (Avenir Health)</p>
<b>BREAK</b> 15:00 - 15:30	Come to the <b>Coffee Bar</b> or join the <b>Networking</b> feature for a Random Encounter				
15:30 - 17:00	<p><b>MAIN STAGE</b> <b>KEYNOTE</b> <b>Evaluative Thinking from a Funder's Perspective</b> Professor Alison Park &amp; Dr. Rachel Iredale UK Research and Innovation</p>				
17:00 - 17:30	<p><b>MAIN STAGE</b> <b>President's Closing Remarks</b> Dr Tim Chadborn</p>				



**Tuesday, May 25, 3.30pm (BST) – Professor Thomas A. Schwandt**

**Professor Thomas A. Schwandt, PhD is Emeritus Professor of Educational Psychology, University of Illinois, Urbana-Champaign, USA.** He has written extensively about evaluation theory and practice. His latest book (co-authored with Emily Gates), **Evaluating and Valuing in Social Research**, will be published by Guilford Press in Fall 2021. Other works include **Evaluation Foundations Revisited: Cultivating a Life of the Mind for Practice** (Stanford University Press, 2015); **Evaluation Practice Reconsidered** (Peter Lang, 2002); **Evaluating Holistic Rehabilitation Practice** (Kommuneforlaget AS, 2004); with Edward Halpern, **Linking Auditing and Meta-evaluation** (Sage, 1988); and, with Ken Prewitt and Miron Straf, **Using Science as Evidence in Public Policy** (National Academies Press, 2012). He has co-edited **Exploring Evaluator Role and Identity** (with K. Ryan, Information Age Press, 2002) and **Evaluating Educational Reforms: Scandinavian Perspectives** (with P. Haug, Information Age Press, 2003). He is a recipient of the Paul F. Lazarsfeld Award from the American Evaluation Association for his contributions to evaluation theory; editor emeritus of the **American Journal of Evaluation**; member of the editorial board of *Evaluation: The International Journal of Theory, Research & Practice*; and a member of the Evaluation Advisory Panel for the Independent Evaluation Office of the United Nations Development Programme. He currently serves as an evaluation advisor.

You can pre-order Thomas' latest book, **Evaluating and Valuing in Social Research**, using the form at the back of this Programme.



**Wednesday, May 26, 3.30pm (BST) – Professor Trish Greenhalgh**

**Trish Greenhalgh is Professor of Primary Care Health Sciences and Fellow of Green Templeton College at the University of Oxford.** She studied Medical, Social and Political Sciences at Cambridge and Clinical Medicine at Oxford before training first as a diabetologist and later as an academic general practitioner. She has a doctorate in diabetes care and an MBA in Higher Education Management. She leads a programme of research at the interface between the social sciences and medicine, working across primary and secondary care.

Her work seeks to celebrate and retain the traditional and the humanistic aspects of medicine and healthcare while also embracing the unparalleled opportunities of contemporary science and technology to improve health outcomes and relieve suffering. Three particular interests are the health needs and illness narratives of minority and disadvantaged groups; the introduction of technology-based innovations in healthcare; and the complex links (philosophical and empirical) between research, policy and practice. She has brought this interdisciplinary perspective to bear on the research response to the Covid-19 pandemic, looking at diverse themes including clinical assessment of the deteriorating patient by phone and video, the science and anthropology of face coverings, and policy decision-making in conditions of uncertainty.

Trish is the author of over 400 peer-reviewed publications and 16 textbooks. She was awarded the OBE for Services to Medicine by Her Majesty the Queen in 2001 and made a Fellow of the UK Academy of Medical Sciences in 2014. She is also a Fellow of the UK Royal College of Physicians, Royal College of General Practitioners, Faculty of Clinical Informatics and Faculty of Public Health.



**Thursday, May 27, 3.30pm (BST) – Professor Alison Park and Dr Rachel Iredale**

**Professor Alison Park was appointed Interim Executive Chair of ESRC in January 2021, having joined ESRC as Director of Research in January 2019.**



Prior to joining ESRC she was the Director of CLOSER (Cohort and Longitudinal Studies Enhancement Resources), an ESRC-funded collaboration based at UCL Institute of Education. CLOSER brings together leading UK longitudinal studies, the British Library and the UK Data Service to maximise the use, value and impact of longitudinal studies.

Alison's career prior to joining UCL was spent at NatCen Social Research, where she led research teams that designed, implemented and analysed a wide variety of government and academic studies and evaluations, including Understanding Society, the British Social Attitudes Survey, the National Travel Survey and the Survey of English Housing.

Alison was awarded a CBE for services to social sciences in the 2018 New Year Honours and is a Fellow of the Academy of Social Sciences.

**Dr Rachel Iredale is Head of Evaluation, with overall responsibility for the evaluation portfolio at the Economic and Social Research Council**



**(ESRC).** She leads the Evaluation Team and provides specialist evaluation expertise to both internal and external stakeholders. A champion of using evaluation for continuous improvement and to inform decision-making, Rachel designs, commissions and delivers the ESRC's programme of strategic evaluations.

Rachel joined ESRC in 2020 from the Construction Industry Training Board and has worked in a variety of roles involving research and evaluation, including in the Third Sector as Director of Services in a cancer charity and with the NHS as a Senior Research Fellow in the Cancer Genetics Service for Wales. She has a PhD in social policy from University College Dublin and a Masters in European social policy analysis, having spent time studying at Maynooth, the University of Bath and the University of Tilburg. She is also currently an Associate Professor for Public Engagement at the University of South Wales where her main research area is exploring innovative methods, such as Citizens' Juries, to involve the public in policymaking.



As well as Tuesday Keynote Thomas Schwandt (bio above), our guests at the Delegates' Bar are:

**Will Hutton is a political economist, author and columnist.** He currently co-chairs the Purposeful Company, is an associate of the Centre for Economic Performance at the London School of Economics, a Non-Executive Director of the Satellite Applications Catapult, writes a regular column for the Observer and is President designate of the Academy of Social Sciences.



As one of the leading economics commentators in the country, Will is regularly called on to advise senior political and business figures and comment in the national and international media, recently reviewing pay equality for the BBC. He began his career in the City before moving to the BBC, becoming Economics Editor for Newsnight, then Economics Editor of the Guardian. He spent four years as Editor-in-Chief of The Observer and was Chief Executive of The Work Foundation from 2000 to 2008. He stepped down from the Principalship of Hertford College, Oxford after nine years in September 2020.

Will has chaired two government Commissions – one on Public Sector Pay for the Coalition government in 2011 and one on the Creative Industries for the Labour government in 2007. He has co-founded or chaired four think tanks (the Employment Policy Institute, the Work Foundation, the Big Innovation Centre and the Purposeful Company). His many best-selling books include 'The State We're In' (1996), 'Them and Us' (2011), 'How Good We Can Be' (2015) and most recently with Andrew Adonis 'Saving Britain' (2018).

**Alison Girdwood is an independent consultant,** after more than 15 years working in Evaluation and Research. She started her career in evaluation at the Department for International Development, where she worked in the Aid Effectiveness team, supporting a number of bilateral and joint evaluations on key themes in international development. Alison then worked on the development of an education research programme and M&E of £1bn of research funding; and latterly in Humanitarian evaluation and reviews.



Most recently, Alison worked for the British Council, where she was Director of Evidence and Evaluation, leading the development of the evaluation function, and commissioning a wide range of evaluative work, including the development of work designed to evidence the British Council's soft power effects at country level. Her PhD was an analysis of the political economy of policy reform in Ghana, financed through a major World Bank programme, which inspired her interest in evaluation as a career.



## 'Evaluators as Champions of Evaluative Practice' Round Table Panellists

### **Robin Moore is Head of Research at Her Majesty's Inspectorate of Probation.**

The Inspectorate reports on the effectiveness of probation and youth offending work with adults and children, highlighting good and poor practice using standards developed with service providers. Inspections identify effective practice and make recommendations for improvement. The primary goal of the Inspectorate's Research Team is to contribute to the evidence base for high-quality probation and youth offending services, and to help maximise the robustness and impact of inspection. Although a public body, HMI Probation is independent of government, and is committed to the publication of its Inspection reports and associated research.



### **Eileen Munro is a leading expert on child welfare and Emeritus Professor of Social Policy at the London School of Economics.**

In 2011 she led the Munro Review on Child Protection for the Department of Education. This explicitly used 'systems' theory to describe the 'child protection system' and advocated a 'move from a compliance to a learning culture'. Professor Munro is currently supporting local authorities implementing 'Signs of Safety' approaches to child protection. She is interested in what constitutes good 'evidence' when social workers and other professionals work with families in complex settings.



### **Elliot Stern is Editor of the journal Evaluation and Emeritus Professor of Evaluation Research at Lancaster University.**

He has been advising the OECD (Organisation for Economic Co-operation and Development) and UNDP (United Nations Development Programme), BEIS (Department of Business, Energy and Strategy) and the European Commission on evaluation design and quality improvement for many years. Elliot is interested in methodological and practice challenges that evaluators face; and in particular how evaluation work needs to change when working in complex settings where systems thinking and interdisciplinary cooperation is vital.





## Abstracts - Tuesday 25 May

9.30 - 11.00

**Evaluating Mutual Prosperity - Promoting 'evaluative thinking' with the UK's Prosperity Fund**  
Elbereth Donovan (Tetra Tech), Fionn O'Sullivan (Tetra Tech), Dulce Pedroso (Integrity)

### Context

The UK's £1.2 billion 5-year global Prosperity Fund aims to alleviate poverty while promoting commercial benefits for international companies. The Fund delivers 24 programmes in 20+ countries, with a strong economic development focus. It involves ten HMG departments and agencies, many new to development and with limited experience of evaluation and learning. The Evaluation & Learning service, delivered by Tetra Tech, Integrity and LTS/Niras, undertakes independent evaluation and promotes learning across a complex system of government bodies and delivery partners.

### Objectives of the session

This session will highlight how we promote 'evaluative thinking' in the UK government's largest evaluation contract to date. This has involved adapting a traditional evaluation approach to meet the dual purpose of generating robust evidence and supporting stronger engagement and reflection by programme teams.

We will explain how we managed the service, key challenges, what worked well and what didn't – including how we have:

- Delivered evaluations addressing both central accountability and local programme learning needs
- Promoted active collaboration with programme teams in defining evaluation scope and inputting into findings and recommendations
- Managed the tension between providing support and maintaining independence
- Shared learning across physically dispersed and technically diverse HMG departments to help them make decisions
- Adapted our service to evolving needs.

### Key lessons

- The ultimate purpose of evaluation is to act on findings; evaluations should be designed, undertaken and written up with this outcome in mind
- Accountability and learning needs do not neatly overlap; while some data can be used for both purposes, understanding and servicing the unique needs are important
- Evaluators need support to adjust their mindset and approach from independent evaluation to facilitating learning.

9.30 - 11.00

**Evaluative approaches applied during Covid-19 - Remote evaluations and virtual visits: lessons learned and ideas to take forward**

Mark Kelleher (Agulhas), Angelique Lecorps (Agulhas)

### Context

In 2020 the Covid-19 pandemic disrupted conventional approaches towards data collection for research and evaluations. With restrictions on travel and risks to researchers and participants of in-person data collection, it became clear that our working methods would have to be adaptable and we would need to prepare for the realities of remote working. This added a level of complexity to our engagements with the organisations and communities we support.

### Objectives of the session

Although the pandemic presented logistical and relational challenges to research and evaluation, equally important was realising the opportunities it presented for new ways of working with multiple benefits. As evaluators we are always on the look-out to find ways to undertake work that is as equitable and accessible as possible, whilst minimising the carbon footprint of the assignment. This session will explore some examples of remote working developed, delivered and adapted over time on behalf of five different clients across foundations, agencies and governments in 30 countries over 2020-21.

### Key lessons

- Agulhas has developed an approach to conducting remote evaluations based on lessons learnt from over 30 remote country visits for five different clients.
- We demonstrate that it is possible to conduct efficient, robust, and productive learning and evaluation activities remotely.
- It requires planning and flexibility, and access to basic communications technology.
- It can offer a range of benefits including reducing costs and carbon emissions and increasing levels of participation by different partners and stakeholders.
- Remote evaluations are not a new phenomenon, rather, C19 has sped up a process that was already in flight. However, there is evidence to suggest that the experience of 2020-21 will have far-reaching, possibly permanent effects.
- Many remote evaluations would not be possible without close partnership and collaborations with national researchers – opportunities for better working and skills building in Southern-led organisations could increase as a result of a shift to more remote evaluations.



9:30 - 10:15

**Environmental Approach for Generational Impact - How can evaluators embed the biosphere in design and evaluation?**

Lamia Renaud (Integrity)

\*Outstanding Session from an Early Career Evaluator Prize Nominee

\*Innovation in Methodologies Prize Nominee

**Context**

In designing and evaluating programmes, environmental considerations have historically been excluded or poorly considered. The definition of sustainability is limited to long-term behaviour change aspects. It does not give particular attention to the environment as set out in Brundtland's three pillars theory.

**Objectives of the session**

We will present a framework building on the Blue Marble Evaluation approach, exploring how practitioners can take a step back, and embed the biosphere in design and evaluation. We will look at a problem through a generational perspective and compare it with traditional approaches. We will show how the approach can expand our understanding of beneficiaries, beyond current communities, towards the biosphere and future generations of people, and living organisms. The approach, by encouraging long-term reflections, promotes a view with potential to:

Address root causes, ultimately reducing the magnitude of the problem.

Increase potential for positive long-lasting change.

**Key lessons**

The framework offers a new lens for diagnosis at the design phase: taking practitioners through a step-by-step problem identification process, identifying risks and benefits to existing and future communities of people and wildlife. It can be used by evaluators to broaden their methodology to better respond to the OECD DAC's definition, giving particular attention to its guidance notes on sustainability. It can be used by evaluators to provide further evidence and accountability on the

9:30 - 10:15

**Assessing the Effectiveness of Social Accountability Programmes - How QCA can be used to determine the causal connection between outputs & outcomes**

Daniel Silver (Ecorys), Daniel Burwood (Integrity Action), David Crane (Ecorys)

\*Outstanding Session from an Early Career Evaluator Prize Nominee

**Context**

Assessing the effectiveness of social accountability programmes presents difficulties. Isolating the influence of mechanisms among other contextual factors can be a challenge as they are often implemented as a package of citizen-led strategies. To evaluate such programmes, a method is needed that can investigate the causal contribution of various factors that lead to a specific outcome (increased social accountability).

**Objectives of the session**

Our work with Integrity Action – a charity that works with citizens to monitor the delivery of projects and solve related problems – aims to overcome these challenges. Through using Qualitative Comparative Analysis (QCA), we have investigated the causal pathways and enabling conditions that lead to social accountability effectiveness. QCA enabled us to understand what drives duty-bearer behaviour change – building on the COM-B model – and the influence of social accountability mechanisms in comparison to contextual factors. Our presentation will demonstrate how QCA can be used to determine the causal connection between outputs and outcomes in contexts where there is an interplay of several factors (configurational causality).

**Key lessons**

Key themes to be covered are:

- Factors that influence duty-bearers to resolving problems raised regarding service delivery.
- How QCA can assess social accountability programmes - strengths and weaknesses.
- Methodological lessons.



10:15 - 11:00

**Evaluation and learning in a Climate Emergency - How can evaluation help to design climate mitigation programmes that are effective at reducing Green House Gas emissions?**

Raquel de Luis Iglesias (Ipsos MORI), Laura Hayward (Ipsos MORI), Poppy Walter (BEIS), Ernesta Maciulyte (NAMA Facility)

**Context**

In 2019, the United Nations Environment Programme (UNEP) published the last report comparing where greenhouse gas emissions are headed, against where they should be to avoid the worst impacts of climate change. In its report, UNEP warned that even if all countries met their unconditional targets (NDCs), we are still on course for a 3.2°C temperature rise. COP26 may generate momentum to push for higher mitigation ambition and set the rules for the implementation of the Paris Agreement. What role do evaluators play? How can evaluation help to design climate mitigation programmes that are effective at reducing GHG emissions?

**Objectives of the session**

The author and her colleagues have evaluated several funds and programmes aiming at reducing GHG emissions in developing countries. We have found certain commonalities across all of them (e.g. lengthier than expected timelines to set up the projects and difficulty to engage local stakeholders, to name but a few). The session will reflect on how evaluation may help shape programme design to avoid making again the same mistakes.

We will also share lessons learned on some of the limitations and challenges that this type of evaluations face: an uncertain context in which the international rules have not been set yet, complex settings (e.g. multi-country programmes that tackle different sectors), and very ambitious objectives that do not necessarily reflect the risks faced by the programme.

**Key lessons**

- Objectives set at the outset may not be the right comparator to assess whether the intervention was successful or not. Evaluators need to look at evaluations of other similar interventions to observe common challenges/success factors.
- Global and local perspective: These initiatives normally aim to achieve policy changes, and these may only happen if there is strong buy-in from beneficiaries. Understanding the context, consulting beneficiaries and evaluating sustainability and transformative change are key elements in order to deliver impactful recommendations. What works in one country may not work elsewhere.

10:15 - 11:00

**Embedding Evaluative Thinking into MEL Systems - Using complementary approaches to build capacity**

Nadia Badaoui (Tony Blair Institute for Global Change), Maria Chiara Roselli (Tony Blair Institute for Global Change), Ada Sonnenfeld (Integrity)

**Context**

While evaluation has become increasingly specialised, embedding evaluative thinking into MEL systems is one means to help bridge the gap. Integrity been working with a client through a mixture of formal and informal efforts to enhance the capacities of a new MEL team build the capacity of country teams in five countries with no formal training in MEL. This includes evaluability assessments, mainstreaming critical thinking into existing internal reporting processes, and the construction of a new MEL system which supports adaptive management and thinking and working politically (TWP).

**Objectives of the session**

We will demonstrate how an innovative mix of adaptive approaches such as assumption testing, the actor-based change framework (ABC), outcome harvesting, and evaluation rubrics, can work together as part of a MEL system for complex change processes of influencing behaviour change. We will show how these complementary approaches can help teams to take an actor-based approach to systems change, make judgements the significance of changes, and more effectively assess teams' contributions to these changes and the quality of evidence to support claims. We believe this innovative mix will help delegate learn how different approaches can be combined and apply these to their strategies, programmes and projects in a way that doesn't overburden teams which are new to MEL.

**Key lessons**

We will deliver several key messages about the value of the approach. Firstly, we will show how the right fit of different approaches and tools is more important than the tools themselves. Secondly, we will emphasise the importance of adapting tools to fit the different capacities and evidence needs of different teams; demonstrating how to tailor support but still useful for portfolio-level assessment. Thirdly, we will place focus on key moments of critical thinking and reflection, and how harnessing these key moments can help promote an evidence-seeking culture, making teams better prepared for formal evaluations.



11:30 - 12:30

**Embedding Evaluations into Innovation Programming - 'What works' (and what does not work) in embedding evaluation within innovation programmes**

Laura Hayward (Ipsos MORI), Olivia Brajterman (Ipsos MORI)

**Context**

Innovation competitions provide public money to develop and test new and unique solutions to societal challenges, and to trigger substantial social change. To measure success, effectiveness and return on investment, but – more crucially – to generate learning, programmers embed research and evaluation components into their programme design. This presentation will give real-life examples (from Ipsos' ongoing and completed evaluations) of the benefits this can generate for the stakeholders involved (innovators, market actors and other change-makers / intermediaries), as well as how evaluation may support the programme's ability to create change. It will also consider some of the unique challenges of embedding evaluation in this way.

**Objectives of the session**

To pick apart 'what works' (and what does not work) in embedding evaluation within innovation programmes: to provide UK policymakers with a potential framework for how evaluation might support the delivery of their innovation programmes and – more importantly – how evaluation can provide real-time evidence and analysis to support pathways to transformational change.

**Key lessons**

When evaluators are embedded within an innovation programme, they can generate direct support and benefits for innovators, as well as donors / policymakers - e.g. through the co-design of results measurement methods, rapid feedback, context analysis, market research, etc.

Evaluators can have a genuine societal impact where they are able to pinpoint crucial triggers and enablers of change, generate understanding of markets and other contextual factors, and described well-evidenced 'routes to success'.

Evaluation 'competes' with other methods of research in this sphere: Market analyses (on their own) can give important insights into how and where innovations are more/less likely to work, and programme monitoring and reporting will track programme (and innovation) progress and adaptations. However, evaluation combines these and other activities and can accompany the programme throughout its full cycle.

11:30 - 12:15

**Levelling Up - Bringing new MEL approaches into UK local government**

Mark Oldenbeuving (Integrity)

**Context**

Since late 2020, Integrity has been working with MHCLG and the Towns Fund Delivery Partner on the design of a joined-up monitoring and evaluation framework for two new funds, the £3.6bn Towns Fund and £830m Future High Streets Fund. Both have been established as part of the UK Government's 'Levelling-Up' agenda. Our work represents the first time such M&E approaches (Theories of Change, Logframes, Impact Evaluations) have been used by the Ministry of Housing, Communities and Local Government. The project provides a positive demonstration of how approaches from the development sector are being increasingly applied to the UK public sector.

**Objectives of the session**

- To share details of how Integrity leveraged good practice MEL tools and approaches in a new sector.
- To highlight the challenges of measuring impact within a combined fund spend of £4bn+, across a broad range of delivery projects.
- To describe the wider trend in the UK public sector in and to assess what this means for providers.

**Key lessons**

- Secondary data has not and continues not to be collected consistently or at the right levels to provide meaningful results.
- Access to primary data sources while maintaining acceptable cost levels therefore remains a core challenge.
- Development sector MEL approaches can be applied to the UK.
- Capability and capacity building within local teams are core requirements to develop a more long-term approach to MEL in this sector.



11:30 - 13:00

**How can we embed equity in evaluative thinking? What does putting equity at the heart of evaluative thinking mean for practitioners now and in the future?**

Jami Dixon (CheW)

**Context**

Evaluative thinking draws attention to questions of 'why' and encourages us to recognise the value of deep understanding, engaging with diverse perspectives, and nurturing learning cultures. Some of these benefits overlap with the Equitable Evaluation Initiative's (EEI) aims, developed in the United States, which demand that the multiple truths of the human experience are valued and valid. The EEI requires us to expand notions of validity, objectivity, rigour, and to embrace complexity, in a similar way to evaluative thinking. Reconceptualising evaluation in this way raises questions about our roles, capabilities, behaviours, and our methodological approaches (e.g. the questions we ask, who we talk to, the tools we use). The Charity Evaluation Working Group wants to host an exploratory conversation on the implications, challenges and opportunities of embedding equity in evaluative thinking.

**Objectives of the session**

The session will explore:

- What does putting equity at the heart of evaluative thinking mean for practitioners now and in the future? What methods, competencies and capabilities are required?
- What opportunities exist for integrating equity into evaluative thinking among the UK evaluation community? What could hold us back?
- How might we embed equity in evaluative thinking in our evaluation design, delivery and reporting?
- How might we best promote an equity learning culture as an evaluation community?

**Key lessons**

We have an opportunity to develop and improve our evaluation practice and your approach to evaluative thinking by embedding equity at the heart of it. Together, we will seek to identify practical ways to move this forward.

12:15 - 13:00

**All in this Together - Pandemic problems call**

Roisin Staunton (Tetra Tech), Heidi Ober (Tetra Tech), Zaki Ullah (GLOW)

**Context**

Even before the coronavirus crisis, carrying out learning and third-party monitoring work in the Newly Merged Districts of Pakistan – right on the border with Afghanistan – has been challenging. Poor infrastructure makes access difficult and there are consistent safety risks for our team. Fieldwork – collecting data, conducting interviews, taking pictures – is a crucial part of the KPMD Research Hub activities, which is implemented by Tetra Tech International Development and GLOW. These field activities came to a sudden halt with the spread of Covid-19. But a good understanding of the local context was precisely what FCDO Pakistan needed most in order to quickly and effectively respond to the shifting situation.

We will discuss how, in this moment of rapid adaptation, the Hub stepped away from the original plan and went back to basics, using our evaluative skills to be of most value to FCDO Pakistan at that time and assist in their response to the outbreak. Proposing new research topics and methods, we used rapid research and third-party monitoring to reveal the reality of the outbreak on the ground and applicable lessons from previous pandemics. This information was used by the FCDO and the Government of Pakistan to inform policy and implement health and associated communication campaigns.

**Objectives of the session**

We hope that fellow evaluators and programme implementors will learn from our experience of not only pivoting our activities to adapt to new restrictions, but also to react to a global crisis.

**Key lessons**

The presentation will explore how evaluators can think outside the box and apply their skills flexibly to respond to global crises and changes in the client's needs.



**11:30 - 13:00**

**It's a System, Stupid - Theory-based evaluation of private sector development**

Giel Ton (Institute of Development Studies), Ben Taylor (Agora Global), Sietze Vellema (Wageningen University), Drew Koleros (Mathematica)

**Context**

Programmes to improve smallholder inclusion in agricultural value chains work in a highly dynamic business environment and donor arena. The outcomes at the boundary of the spheres of direct and indirect influence in the theory of change tends to be the most interesting: still informative for implementers while still indicative of effectiveness for funders. In impact evaluation, the challenge, therefore, is to build an interlinked research design that can assess the contribution to changes at that meso-level: the effect of the support to specific firms on systemic change in markets and sectors.

**Objectives of the session**

In a plenary session (Giel Ton) and two break-out discussion sessions, we present our experiences with a structured process of research design to evaluate interventions that try to mobilise the private sector in a way that more smallholder farmers are involved as suppliers. In our impact evaluation designs to address the evaluation challenges, we applied Contribution Analysis for iterative, critical evaluative thinking.

- Break-out session 1: How to capture systemic effects? (Sietze Vellema, Giel Ton)
- Break-out session 2: How to verify contribution claims? (Ben Taylor, Drew Koleros)

**Key lessons**

- A contribution analysis, and the implied critical evaluative thinking, stands or falls with the quality of the theory of change. To build meaningful high-quality ToCs, that helps to reflect the complex dynamics across scales, we propose the use of a sequence of nested causal models that increase in granularity to detect the mechanisms of change and the conditions under which these operate.
- However, ToCs and system maps need additional evaluative methods to reflect on the 'importance' of the causal processes. We will present some examples of the way we managed to do so, using process tracing cases studies and a survey to capture perceptions of influence and contribution from the supported firms.

**12:30 - 13:00**

**From Verifying to Learning - Using evaluative thinking for FCDO third party monitoring in Pakistan**

Anila Channa (Integrity)

**Context**

In the past, Third Party Monitoring (TPM) has primarily been used by donors to verify activity completion and mitigate risks (Sagmesiter and Steets 2016). True evaluative thinking was left as the preserve for the evaluators – often only at the end of any project. However, this traditional strict split between 'evaluation' and 'monitoring' is increasingly unfit for purpose, and there is great potential for expanding evaluative thinking in monitoring work to support continual learning (Harrison 2020). In Pakistan, Integrity has introduced a range of evaluative thinking methods on its two TPM contracts for FCDO. These methods are designed to switch the TPM mindset from one of 'policing' and box-ticking, to one of 'learning' and improvement.

**Objectives of the session**

- Argue that TPM should not be just box ticking and verifying, but use evaluative methods to ensure continual learning and real time programme adjustments.
- Demonstrate methods used by Integrity to incorporate evaluative thinking and digital technologies in its TPM work in Pakistan

**Key lessons**

Outline the key methods and approaches used by Integrity on our TPM work for FCDO in the disaster resilience and family planning sectors:

- Using adjusted OECD DAC criteria-based analysis frameworks to structure TPM projects can embed evaluative thinking.
- Facilitating formal and informal forums for discussion of early findings around outputs and outcomes can interrogate Theories of Change and influence adaptation.
- Interactive Microsoft power BI dashboards and digital platforms can allow donors and implementers to engage directly with TPM data and understand performance better.



**14:00 - 15:00**  
**How can we be green evaluators? - A conversation starter**  
Clare Stott (Itad)

**Context**

Climate change is the greatest threat of our time. According to the IPCC, we have less than 10 years to avoid catastrophic global warming.[1] The climate crisis affects poor and marginalised communities first and hardest – the very people we hope to benefit through our evaluations. All sectors of society need to play their part in responding to this challenge. As evaluators, what is our role?

We've been exploring this at Itad. Since Covid-19 accelerated a transition towards remote working, we have embraced opportunities to adapt our work to a 'new normal' that protects the environment. Itad is now committed to reaching 'net zero' this year and being carbon negative by 2023. But should we be going further? How can evaluators use their technical work to respond to the biggest crisis of our time?

**Objectives of the session**

To start a conversation about what it means to be a green evaluator, we'll share Itad's journey. We'll also hear from you. As evaluators, programme managers or commissioners – how are you grappling with this issue? We'll discuss some difficult questions, including:

- If we want to be green evaluators, how does this change our ways of working?
- Is there an ethical imperative for evaluators to embed environmental considerations into evaluations?[2]

**Key lessons**

As evaluators, we need to shift our culture and evaluative thinking to step up to the climate crisis. It is our responsibility to identify and define how we'll do this.

[1] IPCC, 2018. Special Report: Global Warming of 1.5°C.

[2] Building on questions raised at a European Evaluation Society Webinar: Transforming Evaluation Evaluation for the Good Anthropocene. 17th December, 2020. Available at: <https://europeanevaluation.org/events/ees-webinar-series-transforming-evaluation-evaluation-for-the-good-anthropocene/>

**14:00 - 15:00**  
**Samaritan Caller Outcomes - Learning into action of innovative research within a multi-paradigm setting**  
Anne Forshaw (M-E-L Research), Dr Stephanie Aston (Samaritans)  
\*Innovation in Methodologies Prize Nominee

**Context**

Samaritans is a suicide prevention charity, specialising in providing emotional support through active listening for those finding it difficult to cope. Improving the collection and application of evidence so the organisation is better able to demonstrate the benefits of the service is a key priority within the Samaritans Strategy up to 2021. After completing a caller outcomes feasibility study in 2018, Samaritans commissioned M-E-L Research to conduct an independent study to measure and explore outcomes and experiences for Helpline callers. The research is now complete.

Samaritans volunteers were trained by M-E-L Research to recruit Helpline callers into the study and collect primary outcomes data on distress and suicidality. Two further data collection time points were conducted by M-E-L Research. The study received ethical approval and had an Advisory Group of experts in the field.

**Objectives of the session**

This session will be co-presented by M-E-L Research and Samaritans and will have three elements:

- Learning for capabilities and culture: from carrying out innovative research within a complex multi-paradigm environment
- Learning for methods: for this project, and wider transferable learning
- Learning for implementation and capabilities: the impact of the Helpline on suicidality and distress, and wider transferable learning.

**Key lessons**

Learning for capabilities and culture:

- From the involvement of partners from different paradigms; the internal and external factors which impact on research
- Benefits and limitations of Samaritans volunteers' involvement in research carried out for a volunteer-led organisation

Learning for methods:

- What has worked well, what would we do differently next time?
- What is the transferable learning for other interventions?
- The impact of Covid-19 on the research.

Learning for implementation and capabilities:

- Actionable insights to inform the future development of Samaritans Helpline
- Wider learning around caller outcomes and suicide prevention.



14:00 - 15:00

**Collaborative Evaluability Assessment - Planning Evaluation with Stakeholders**  
Nai Rui Chng (Good Evaluation)

**Context**

Evaluability assessment (EA) is a rapid, systematic, and collaborative way of deciding whether a programme or policy can be evaluated and how. EA clarifies thinking and manages expectations of stakeholders about an intervention's objectives. The EA process can positively influence decisions about the nature, scope and design of any future evaluations and the associated monitoring and evaluation framework.[1] Originally conceived as a pre-evaluation activity, EA is now used at any point in the life cycle of program development and implementation.[2] Since 2014, the MRC/CSO Social and Public Health Sciences Unit at the University of Glasgow has facilitated EAs with partners across Scotland and the UK. In the past year, we've also adapted the entire EA process, including workshops, into an online format due to constraints because of the pandemic and lockdowns. We're now distilling our collective experience into a guidance for stakeholders.

**Objectives of the session**

A key element of our EAs is engaging closely with stakeholders in a series of structured workshops. This session therefore aims to share the key messages and learning from doing EAs, especially in an online format. The target audience are funders, policy-makers, service-providers, researchers and evaluation practitioners who have little or no experience of doing EAs. More experienced colleagues may also find the session informative.

**Key lessons**

Done collaboratively, EA can help stakeholders understand the constraints on evaluation design, whether and what kind of evaluation can usefully be undertaken given the stage of development and scale of their intervention, and what kinds of evidence the different approaches to evaluate will generate. EA can also improve intervention design and improve stakeholder buy-in to evaluation.

[1] Craig P. & Campbell M. (2015) 'Evaluability Assessment: A systematic approach to deciding whether and how to evaluate programmes and policies'. What Works Scotland working paper.

[2] Trevisan, M. S., & Walsler, T. M. (2015). Evaluability assessment: Improving evaluation quality and use (Thousand Oaks: Sage Publications).

14:00 - 15:00

**#EvidenceMatters - At the heart of country-led evaluation of the SDGs - an evidence story from Nigeria**

Dr Robert Ndamobissi (UNICEF Nigeria), Nicola Theunissen (EvalPartners)

**Context**

EvalPartners is rolling out the Evidence Matters campaign as part of its Flagship Program 2. The Evidence Matters Flagship Program is designed to raise the profile of evaluation and evidence by broadening the base of "uses" and "users" of evaluation, maximize innovation to evaluate the SDGs and increase demand for evaluation.

The campaign aims to:

- Renew the commitment to a Global Evaluation Agenda
- Support the adoption of a new UN Resolution on country-led evaluation of the SDGs
- Document and share the use of evaluative evidence to inform the implementation of EvalAgenda2030

**Objectives of the session**

In this session, the presenters will share a brief overview of the #EvidenceMatters campaign, and then get to the heart of country-led evidence to achieve the Sustainable Development Goals with an evidence story from Nigeria.

**Key lessons**

Evaluation often speaks in the abstract and in intangible terms, yet usually the real focus is about something far more concrete: a migrating farmer who seeks to supplement his livelihood in a neighbouring country; a young mother in a refugee camp; a girl with the dream of becoming a doctor. Evidence Stories aim to break through the acronyms and technical speak and get to the heart of how evidence can improve peoples' lives. To achieve this, more evaluators should tell their personal evidence stories – what they sensed during an evaluation, what moved or inspired them, what they learnt from the journey. Personal stories are more relatable and make the field of evaluation more accessible to other disciplines.



## Abstracts - Wednesday 26 May

9:30 - 10:15

### Evaluating a GP led programme during Covid-19 - Adapting evaluation approach for the Increasing Continuity of Care in General Practice programme

Diane Redfern-Tofts (The Health Foundation), Dr Emma Sheridan (Mott MacDonald), Geraldine Clarke (Improvement Analytics Unit)

#### Context

The Increasing Continuity of Care in General Practice programme is inspired by Health Foundation research, which demonstrated that patients with ambulatory care sensitive conditions who see the same GP a greater proportion of the time have fewer unplanned hospital admissions. The two-year programme is supporting five large-scale GP practices and federations, that cover 500,000+ patients, to increase continuity in general practice.

This interactive session will draw on learning from two evaluations the Health Foundation commissioned to maximise learning from the programme:

- A mixed-method evaluation led by Mott MacDonald
- A quantitative evaluation led by the Improvement Analytics Unit (an innovative partnership between NHS England and NHS Improvement and the Health Foundation providing robust evaluation of complex changes in the NHS).

#### Objectives for the session

To share learning about the challenges of adapting evaluation methods during Covid-19, in an ongoing programme that is GP led, which has experienced a pause period and where a counterfactual cannot be developed because 'usual care' no longer exists.

#### Key lessons

Flexibility and adaptability are fundamental when conducting evaluation during a pandemic, at a funder, project, programme and evaluation level. For example, the quantitative evaluation method had to be changed given the fact that a robust counterfactual could no longer be ascertained.

Protocols were adapted to enable COVID-related learning to be captured, whilst retaining focus on the original evaluation scope.

Ensuring that multiple sources of evidence are collected and synthesized can increase adaptability during shifts in context. We are building a narrative based on patient reported local data, findings from the mixed-method evaluation and national data sets.

9:30 - 10:15

### Commissioning in Complexity, Adapting to Adversity - The National Lottery Community Fund

Laura Venning, Sarah Chesire, Emilie Smeaton (The National Lottery Community Fund)

#### Context

The National Lottery Community Fund runs multiple large-scale thematic funding programmes, with multi-year evaluation contracts. These programmes are complex: operating within changing policy contexts, using locally developed solutions and focused on continuous improvement. Our approach to evaluation has become increasingly complexity-aware over the course of these evaluations, leading to incremental methodological changes. In 2020, we had to rapidly adapt our evaluations to the evolving context of Covid. In some instances, the methodology was no longer appropriate given the seismic changes taking place, for example when tracking loneliness outcomes. In other cases, the topic of the evaluation was of increased relevance, for example use of parks, so we enhanced resource to capture valuable evidence.

This presentation will share what we've learnt through these contracts and the changes made.

#### Objectives of the session

As a result of this presentation you will get an insight into the commissioner's perspective and learn about:

- Commissioning and adapting evaluations in complex circumstances
- Facilitating flexibility and adapting methods over the course of long-term evaluations
- Enabling a strong relationship between evaluator and commissioner

#### Key lessons

- Adapting evaluations once commissioned is challenging for the commissioner and the contractor – but necessary when the context changes
- Different types of evaluations needed to evolve in different ways during the pandemic
- We will provide examples of evaluations adapted following reflections on complexity, and in response to the pandemic
- The programmes and evaluations are still in progress: the presentation focuses on approach rather than findings.



**09:30 - 10:15**

**Working in Fragile Contexts - Adapting the MEL toolbox to evaluate political access and influence**

David Fleming (Itad), Kate Viner (FCDO)

\*Innovation in Methodologies Prize Nominee

**Context**

Understanding political context and the influence of political interests is critical in delivering national and development objectives. This is heightened in fragile and conflict-affected settings, where delivering results can be unpredictable, and often assumptions about the influence of different interest groups are overlooked by more traditional MEL tools. Our toolkit for assessing political access and influence (PAI) offers practical ways to address this challenge.

**Objectives of the session**

Itad has been providing evidence and learning support to the UK Conflict, Stability and Security Fund (CSSF) since 2015, with a focus on measuring the effect of a cross-government response to preventing conflict and tackling threats to UK interests arising from instability in the region. In this session we will present insights from developing and rolling out a framework and toolkit for measuring PAI, and reflections on how this could be more widely applied by other donors, agencies and implementers working in conflict settings.

**Key lessons**

Our PAI toolkit consists of a framework and set of practical tools to enable CSSF teams to monitor and evaluate the nature and extent of access and influence gained through programmatic investments, and the results this has contributed to. Our framework is based on a theory of change that improved political access can lead to influence at the individual, institutional and strategy level, which can then translate into benefits for national security and aid objectives, the host institution/ country and wider international community.

We have tested the toolkit across a range of programming contexts in Eastern Africa, Middle East and North Africa. This has included using PAI monitoring tools to collate and analyse evidence of progress and achievements, and identify what this means for adaptation; developing a PAI case study methodology that harvests evidence of PAI outcomes and establishes the contribution of CSSF programming to change; and developing a range of PAI products that present evidence-based stories of change in an accessible way to decision makers. The results of our piloting show that the PAI toolkit is hugely valuable for evidencing how political access and influence can be an important enabler for change in fragile settings, thus filling an important gap in our MEL toolbox.

**9:30 - 11:00**

**Debunking the Myths - Delivering high quality MERL in fragile settings**

Katie Bigmore (Integrity)

\*Innovation in Methodologies Prize Nominee

**Context**

The world is seeing a growing number and duration of crisis, with millions of people facing a daily struggle for survival, living in extreme poverty and high levels of vulnerability. Tackling the evidence gap to improve our understanding of what works and what doesn't work to support marginalized people living in fragile settings is at the heart of what Integrity does.

**Objectives of the session**

- Share details of Integrity's MERL toolkit and how it has evolved over the last 10 years for use in fragile settings.
- Provide a range of country examples, showcasing our MERL methods and tools from current work, in Syria, Somalia and Afghanistan.
- Debunk the myths that certain MERL approaches, like robust data collection, participatory feedback and evidence reviews, can't be done in fragile settings.

**Key lessons**

With 10 years experience to draw on, Integrity has developed a flexible tool kit for MERL. In this session, we aim to debunk the myths and show that it is possible to do conduct high-quality MERL in fragile and conflict-affected settings and that robust MERL approaches and tools can be adapted for this purpose. The session will outline what makes MERL distinct in environments where the security and political context is in flux and share practical advice on how to manage risks and design adaptive and utilization-focused MEL strategies in these contexts.



**10:15 - 11:00**

**Superfast Broadband and Covid-19 - The role of increased digital connectivity in improving lives**

Jamie Juniper, Dina Dimou (Department for Digital, Culture, Media and Sport)

**Context**

Throughout 2020, whilst the Covid-19 epidemic unfolded in the UK, research activity investigating the impacts of the Government's investment in Superfast Broadband infrastructure was taking place. Consequently, a body of evidence has been generated which pertains to the relationship between access to Superfast Broadband connections (those capable of speeds equal to or exceeding 30Mbps) and the resilience of businesses and individuals against COVID-19-related impacts. Though the State aid evaluation of the Superfast Broadband programme (published January 2021) was not designed specifically to test this relationship, findings have been identified which provide indications of how enhanced connectivity has supported areas during the pandemic. The adaptation of research activities to account for Government guidelines demonstrated that continuing to gather evidence via methods traditionally reserved for face-to-face encounters is still possible in a COVID-impacted world. Further research will allow the evaluation to address the materialisation of the outcomes identified so far and, more explicitly, the relationship between vulnerability to COVID-19 induced impacts and access to Superfast broadband connections.

**Objectives of the session**

- Share findings which highlight the role of increased digital connectivity in improving lives
- Explore the relationship between vulnerability to COVID-19 induced impacts and access to a Superfast broadband connection
- Discuss plans to adapt research with households, businesses and local authorities to explore how their behaviour has changed as a result of the pandemic and how the programme has contributed to this; and how we have used guidance from the Cross-Government Evaluation Group to adapt our approach.

**Key lessons**

Access to fast and reliable broadband has proved essential in supporting households and businesses throughout the pandemic. This reliance is likely to further increase. Therefore, sharing evidence generated through the evaluation's research activities provides the basis for understanding who has served to gain from the Government's investment in improved digital infrastructure and how we might ensure greater equity of access in the future.

**10:15 - 11:00**

**Meeting Everyone's Needs - Navigating a multi-donor evaluation of the SPRING accelerator programme**

Heidi Ober (Tetra Tech), Elin Carmichael (FCDO)

**Context**

Collaboration between international donors has increased in the past few years [1], providing benefits in terms of increased resources, better governance and reduced duplication. As a major player in the international development world, the FCDO engages in multi-donor programmes to expand UK development reach, and better catalyse resources to tackle global challenges. However, different policy objectives between donors pose a challenge. Therefore, coordination and alignment mechanisms become critical to ensure successful implementation. Similarly, for evaluations of programmes, donors' expectations from the programme impact and what they want to learn may differ.

Tetra Tech is in the process of completing a five-year evaluation of a multi-donor programme, SPRING. The programme was funded by USAID, FCDO and Australian DFAT. As part of this process, both Tetra Tech and the donors developed a collaborative working relationship to manage these different expectations.

**Objectives of the session**

Using SPRING as an example, we will explore how, evaluators and donors managed multiple agendas of expectations, and implemented strategies to overcome challenges of multi-donor priorities. We will detail how we implemented a comprehensive evaluation strategy which managed diverse reporting requirements, timelines, multiple expectations, and responded to yearly programmatic changes.

We hope that donors, implementers, and evaluators will learn from our experience with a view to improve programme design, implementation, and evaluation through improving communication, alignment and collaboration while continuing to satisfying multiple donor needs.

**Key lesson**

The session will detail how Tetra Tech and the FCDO worked with other stakeholders including the Implementing Partner, to successfully evaluate a multi-donor programme. We will provide the different agencies' perspectives on what has worked well and share successes.

[1] See, for example Karaki, K and Medinilla, A. Donor agencies and multi-stakeholder partnerships: Harnessing interests or herding cats? European Centre for Development Policy Management, Discussion Paper 204, November 2016.



**10:15 - 11:00**

**Evaluating Complex Health Programmes - FCDO's ASCEND Programme - neglected tropical diseases**

Kathryn Scurfield, Sarah Hanka (Ecorys)

**Context**

Accelerating the Sustainable Control and Elimination of Neglected Tropical Diseases (ASCEND) is a £220 million UK Government investment (2019-2022). It covers 25 countries in Africa and Asia, focusing on six Neglected Tropical Diseases (NTDs) [1]. ASCEND aims to make progress towards its targeted diseases, and to strengthen elements of the national health systems required for sustainable NTD control and elimination [2]. Ecorys UK leads an independent Third-Party Monitoring (TPM) consortium [3] monitoring, tracking and measuring the impact of ASCEND.

**Objectives of the session**

This session will primarily focus on the TPM's evaluation workstream but also draw on linkages with verification work.

A Mid Term evaluation will be finalised by April 2021 which assesses whether ASCEND is achieving trajectory towards impact and facilitates learning that can help improve programme performance. The MTR consists of two components:

- Cross-country Learning Synthesis (Portfolio Level) - an overview of all countries linking evaluation and verification components
- Country Case Studies providing in-depth insights in six ASCEND countries

**Key lessons**

This complex programme highlights the importance of context-specific results, distinguishing these with learning to nurture genuine evaluative thinking to embed into design and implementation of programmes. The following messages will be explored:

- Aggregating (and distinguishing between) results and learning in long-term multi-country, multi-dimensional health programmes in complex environments
- Sharing learning in a way that is useful for implementing partners with a focus on more real-time, context specific learning
- Adaptation of evaluation methodologies and learning approaches due to Covid-19 (e.g. revising country selection, data collection methods, repurposing learning etc.)

[1] Trachoma, lymphatic filariasis, onchocerciasis, schistosomiasis, and visceral leishmaniasis.

[2] <https://devtracker.fcdo.gov.uk/projects/GB-1-205249>. ASCEND is the largest NTD programme within DFID's NTD portfolio, and it follows on from a series of programmes which closed in 2019. It has however, a greater focus than before, on integration across a wider range of NTDs and on achieving sustainability through NTD programming and delivery aligned with government systems, processes and the national health strategy. It also provides a comprehensive intervention package to reduce disability, disfigurement, stigma, deaths, lost livelihoods, and poverty which may occur as a result of NTDs.

[3] With Itad Ltd, Tropical Health and BDO

**11:30 - 12:15**

**Evaluation Is Coming! - Preparing for an evaluation so everyone wins**

Gordon Freer (Insight Strategies)

**Context**

Data driven decision making, adaptive management, and responsive programming are all the rage at the moment. Evaluation plays a key role in gathering or collating information, analysing and interpreting and translating data into findings, lessons and recommendations that can be debated and perhaps implemented.

However, there are still significant misunderstandings of the evaluator's role in this "design-implement-measure-adapt-re-implement" programme management cycle. There are times an evaluation might be tasked to determine the extent to which correct processes were followed, but often, evaluation is an opportunity for reflection, learning and programmatic growth, and the evaluator is a valuable asset to be leveraged to improve, focus and refine programmatic data collection and analysis and in turn enhance the programme itself. Yet the relationship between programme and evaluator is often antagonistic. The evaluator is perceived as a threat, against whom the programme should be defended.

**Objectives of the session**

Having sat on both sides of this table for a number of years, the author draws on his multifaceted experience. He reflects on his roles as both an external evaluator and as an internal monitoring lead – the main contact point for the evaluators. Drawing on this experience the presentation proposes three main objectives:

1. To provide some guidance for programmes on what they might expect from an evaluation and how to best prepare,
2. To suggest some guidelines for evaluators in how to best interact with the programme, to gather data, to present findings all with an aim of improving the programme. and
3. To suggest to evaluation commissioners, how best to manage an evaluation for programme benefit and how to work with both the programme and the evaluation team.

**Key lessons**

The central message is that an evaluation is an opportunistic resource to be utilised and used by the programme for improvement. All three parties to the evaluation can prepare and benefit from this opportunity.



11:30 - 13:00

**Causal Mapping for Evaluators - Approaches, Tools, Controversies**

Steve Powell (Causal Map Ltd), Fiona Remnant (Bath Social Development Research), James Copestake (Department of Social & Policy Science, University of Bath)  
\*Innovation in Methodologies Prize Nominee

**Context**

Constructing and testing theories (including theories of change and middle range theories) is increasingly recognised as central to any evaluation that aims to find out how an intervention worked, and to generalise from the findings. "Causal mapping" (Ackermann et al., 2004; Axelrod, 1976; Eden et al., 1992; Laukkanen & Eriksson, 2013) has been used quite widely for several decades across a variety of disciplines and fields and provides very useful tools for these tasks. Yet reference to it in the evaluation literature is relatively sparse.

**Objectives of the session**

We will fill this gap by presenting some different approaches to causal mapping and highlighting their similarities and differences as well as what they can offer evaluators. We will include closely related approaches such as 'systems mapping' which are already more familiar to evaluators.

**Key lessons**

We will show that causal mapping provides a useful framework for constructing and testing theories from the evidence collected for an evaluation as well as for making deductions and drawing conclusions from it, and can also provide tools for gathering primary evaluation evidence. It provides ways to deal with unstructured and unexpected evidence and, if required, to combine it with more structured evidence.

Causal mapping is perhaps less "another method" and more a new light on what evaluators already do.

11:30 - 13:00

**Generating Evidence for Adaptation - Lessons from DFID Zambia Accountability Programme**

Elbereth Donovan (Tetra Tech) Jayshree Thakrar (Independent Evaluator) and Cormac Quinn (FCDO)

**Context**

There is a trend in the evaluation of development programmes from summative (looking at what was achieved, and what worked or not) to formative (focussing on learning to inform what is done) with the aim of increasing impacts and sustainability. In addition to measuring progress and performance, evaluation scope often includes generating iterative analysis and supporting reflection to inform programme adaptation. Reflecting programmes' desire to respond to changing needs and an evolving political content, evaluations have also expanded to verify and validate information gathered by programmes, and the decisions made as a result.

New approaches, like developmental evaluation (DE), have emerged to enable evaluators to do this. Drawing on systems thinking, and recognising that programmes are often evolving, DE is a methodological framework which combines the rigour of evaluation with the role of development. DE is context specific, and particularly appropriate when interventions are not clearly defined from the outset.

**Objectives of the session**

We will reflect critically on DE as a flexible framework which enables evaluative thinking, drawing on the evaluation of the Zambia Accountability Programme (ZAP), a £26.5M, five-year, DFID-funded programme which set out to be politically smart and adaptive. We will share considerations for future use of DE to contribute to the understanding of the application of evaluative and reflective practice.

**Key lessons**

- DE is suitable to support iterative reflection and adaptive learning but is time and resource intensive; it places high demands on programme teams and donor staff.
- Understanding and addressing the learning needs of all participants in a programme, not only donors, is needed.
- Adequate thought should be given to the scope, roles, and incentives for all those involved in iterative learning.



14:00 - 15:00

**Lessons from Evaluating Secondary Benefits - Types, indicators and methods used**

Ulrike Hotopp (Integrity), Marco Antonielli (Tetra Tech), Christiane Kerlen (Independent Consultant), Matthew McConnachie (LTS-NIRAS)

**Context**

Donor countries like the UK are increasingly leveraging aid spending so that both partner countries and UK-based businesses, academia and citizens benefit (aka secondary benefits). While poverty alleviation is always the primary purpose of Official Development Assistance, there can be positive effects on donor countries. Evaluating programmes that aim to deliver both primary purpose and 'secondary benefits' increases transparency and enables a more comprehensive policy design. Despite the increasing number and size of such programmes, there has been limited evaluative thinking on how secondary benefits should be evaluated and how potential methodological challenges can be overcome through evaluative thinking.

**Objectives of the session**

Drawing on the evaluation of secondary benefits in the UK funded Newton and Prosperity Funds and the UK Space Agency Earth and Sea Observation System programme; we will:

1. Introduce and explore different types of secondary benefits based on a typology developed by the presenters
2. Identify key methodological challenges of evaluating secondary benefits to UK organisations from UK aid programmes and the steps needed to enhance evaluative thinking and organisational learning
3. Demonstrate how we practically implement approaches to evaluating secondary benefits, increase the value of evaluations of secondary benefits and apply evaluative thinking

**Key lessons**

The use of ODA funds to deliver benefits to donor countries remains controversial. Robust evaluation ensures adequate transparency. However, evaluation of secondary benefits should be done more systematically. It also requires an appreciation of the context-specific challenges of evaluation of private companies and other organisations such as universities. The improved evaluation of secondary benefits will help to inform the ongoing debate about whether the secondary benefits agenda results in a win-win for global poverty alleviation and the UK.

14:00 - 15:00

**Driving a Culture of Evaluative Learning - To optimise benefits within England's strategic road network**

Lyndsey Rees (Highways England)

**Context**

Highways England is a publicly funded, government owned company that plans, designs, builds, operates and maintains England's motorways and major A-roads. Our role is to manage and improve the road network to make journeys safer, smoother and more reliable, getting the best possible value for public money. To help achieve these outcomes, we have enhanced our approach to benefits management and invested in capability building. This has enabled us to embed evaluation and evaluative learning within the benefits management lifecycle.

**Objectives of the session**

1. Share our experience and reflections on the approach of aligning benefits management and evaluation, and why this has been important within a fast paced operational and delivery context.
2. Discuss the challenges and how we have approached them in our programme of work.
3. Consider how to sustain the culture change and embed best practice in evaluation and benefits management across a large-scale and diverse organisation.

**Key lessons**

The importance of having a clear strategic direction and mandate o Level of senior sponsorship required to design and deliver company wide change.

- Working collaboratively, across professions, to form a shared vision and agree on the direction to be taken.

Build on best practice and integrate into existing governance and delivery processes

- Understanding and respecting the delivery context and the incentives of delivery teams.
- Managing existing pressures and constraints experienced by our delivery teams.
- Clearly establishing and communicating new ways of working and standards.
- The importance of defining roles and responsibilities

Building a supportive network

- Championing the importance of benefits management and evaluation. o Training and capability building.
- Forming communities of practice.
- Not introducing any more work to teams that are already busy.



14:00 - 15:00

**Setting Boundaries and Systemic Behaviour - Actor-based change for Rapid Research**

Niki Wood (Chemonics International)

\*Outstanding Session from an Early Career Evaluator Prize Nominee

\*Innovation in Methodologies Prize Nominee

**Context**

We find ourselves in an age of complex, systemic problems, and the need to adapt based on evidence and at pace. Traditional tools and theory of change models are failing to meet the mark. I believe that this can be partially addressed by using the actor-based change framework (ABC).[1] [2]

**Objectives of the session**

This session aims to demonstrate to evaluators why systems-based, theory-driven methods are crucial in evaluating complex environments (domestically or internationally), and the value of investing time to integrate this thinking. In introducing ABC, I will show how the model can marry behavioural science with systems thinking to accessibly support both theory design and evaluation. I will then demonstrate how I adapted this novel approach to work for rapid research informing swift adaptation.

**Key lessons**

1. Systems thinking and rapid designs are compatible.
2. Complex tools can be accessible: ABC shirks jargon and is highly participatory and accessible (and fun!), making it easy to integrate into intervention design and evaluation.
3. Up-front investment significantly benefits an intervention by taking account of complexity while defining its scope. This enables evaluators to fully understand what change they are evaluating, while also empowering interventions to be well-targeted, adaptive (rather than reactive), and better able to coordinate with other actors in the space.

[1] Koleros et al., The Actor-Based Change Framework: A Pragmatic Approach to Developing Program Theory for Interventions in Complex Systems, *American Journal of Evaluation*, 2018

[2] Mayne, John, Useful Theory of Change Models, *Canadian Journal of Program Evaluation / La Revue canadienne d'évaluation de programme* 30.2 (Fall / automne), 119-142, 2015

14:00 - 15:00

**MEL for Adaptation - Enabling an adaptive MEL culture in fragile and conflict-affected contexts**

Max Shanstrom (Integrity)

**Context**

Integrity and partners are supporting clients to monitor, evaluate and learn from complex programming in fragile and conflict affected (FCAS) contexts. Given the volatility of these environments, there is a need for monitoring approaches that help decision-makers to learn from evidence and adapt their programmes quickly and effectively. Traditional MEL frameworks, centred around performance indicators and fixed targets, are often insufficiently flexible to capture emerging outcomes, respond to rapid contextual change, and adapt around the external actors which characterise these settings.

Previous UK Evaluation Society sessions highlighted the importance of complexity-aware MEL practice in adaptive programming. These practices, including outcome harvesting, participatory approaches, contribution analysis, and context monitoring, help organisations to become more comfortable with complexity, explore the relationship of cause and effect, and promote ongoing awareness of political and social change. Through ongoing delivery, Integrity has worked with the clients to pilot these adaptive approaches to MEL. Using a multidisciplinary approach, we are blending technical solutions with consideration of incentives, skills and capabilities across departments.

**Objectives of the session**

Discuss the importance of capacity, culture, regulation and policy to Integrity's experience applying adaptive approaches.

- Define how MEL can be used to support adaptation in FCAS programmes
- Describe how culture and incentives influence the uptake of adaptive methodologies
- Outline case studies in which Integrity has promoted adaptive approaches
- Discuss challenges and opportunities of building an adaptive culture

**Key lessons**

- Establish the value of adaptive approaches in dynamic contexts, conflict settings, including short-term, high-risk or cross-departmental programmes
- Understand the importance of organisational cultures (including capability, incentives, and policies) in transitioning to adaptive MEL strategies



## Abstracts - Thursday 27 May

9:30 - 10:00

### Monitoring, Evaluation and Learning for Mobile Populations - Key lessons from a case study of providing MEL services for a migration project

Katie Bigmore (Integrity)

\*Innovation in Methodologies Prize Nominee

#### Context

According to the International Organization for Migration, tens of thousands of migrants and refugees risk their lives and safety each year to cross the Mediterranean from Africa to reach Europe. As a result, we have seen a significant increase in humanitarian programming targeting migrants and refugees along key migration routes in East, West, and North Africa. Yet, MEL for programmes that seek to support mobile populations poses unique challenges. As actors seek to provide life-saving assistance and services to populations who are highly mobile and often seek to complete their journeys as quickly as possible, conventional approaches to beneficiary engagement are not tailored to these contexts and do not produce enough data to understand results, risk, or inform programme adaptation.

#### Objectives of the session

We will draw on our learning from working on a flagship migration programme in North and West Africa. Using this critical case study, we will present a set of approaches to overcome the main challenges implementers face in beneficiary engagement. These challenges include: 1) gathering enough quality feedback before beneficiaries move on; and 2) building trust when beneficiaries are not in a fixed location long enough for implementers to demonstrate responsiveness.

#### Key lessons

- Our findings are consistent with the literature on MEL in fragile contexts, but also deviate from it in interesting ways. During the session we will outline these deviations, which include:
- Firstly, the use of one or two primary methods for collecting feedback is not sufficient given the mobility of the target populations.
- Secondly, it is necessary to trial a broad combination of different channels and mechanisms, including ones that allow beneficiaries to proactively provide feedback and complaints, to judge which are most effective.
- Thirdly, implementers need to look beyond their MEL systems to counter some of the challenges with accessing beneficiaries.

9:30 - 10:15

### The First Futures Literacy Lab for Evaluators - Reflections and findings

Nichola Plowman (NIRAS LTS International), Matilda Svedberg, Anna Francis Olsson, Cecilia Ljungman, Petra Mikkolainen, Linda Helgesson Sekei, Riel Miller

#### Context

Evaluators use the future to assess the sustainability of programmes, projects or interventions and make key recommendations. Futures literacy (FL), i.e. understanding the role that the future plays in everyday actions and decisions, is an essential capability for all evaluators since in an unpredictable world, evaluators need to be agile and open to emerging novelty.

NIRAS hosted the first ever Futures Literacy Lab for evaluators last December, in partnership with UNESCO and the European Evaluation Society. Twenty-six participants, from across 21 organisations and 12 countries joined us for the 2 day online workshop, with a final public session in UNESCO's High-Level Futures Literacy Summit.

The lab was co-designed as an action learning experience. Participants were asked to outline their ideas of the most probable and most desirable futures in evaluation. Then they were asked to let go of assumptions based on the past and present, and invent a new frame of reference to open their minds and explore unexpected possibilities and directions.

#### Objectives of the session

To present and explain FL, the structure of an FL lab, and the key questions raised about the future of evaluation and FL. To facilitate a discussion on how to move beyond colonising tomorrow with the ideas of today – does FL open new pathways for evaluation?

#### Key lessons

The lab led participants to realise that exploring the linkages between practices of futurists and evaluators could benefit both fields. Evaluators found it difficult to let go of the constraints and structural boundaries of the present day evaluation world. Developing awareness of how our hopes, fears and preconceptions colour our images of the future is the first step in reimagining evaluation's role in society.



9:30 - 11:00

**Combining Theory of Change and System Leadership Approaches - In the Evaluation of Complex Social Interactions**

Sarah Pearson, Mike Coldwell, Ian Wilson (Sheffield Hallam University)

**Context**

Theory of Change approaches have been used for several years in evaluations of multi-faceted area-based change projects. Despite their wide use in the field, in practice they often have limitations in dealing with context, causal theory and guiding implementation (Breuer et al, 2015). This is particularly the case where systemic (or whole systems) approaches to persistent social problems are applied. This paper discusses the evaluation of a complex area-based change programme in England (Children's Communities; Batty et al, 2019) which aimed to address these challenges by bringing together Theory of Change with perspectives from systems leadership and complexity theory in evaluation contexts (Rogers, 2008) to develop a maturity model approach. The paper reflects on the benefits and challenges of such an approach, both in providing focus for the programme, and in enabling targeted evaluation.

**Objectives of the session**

- Share the challenges experienced in the field in when applying Theory of Change approaches to the evaluation of complex systems change programmes
- Explore the potential for bringing together Theory of Change with perspectives from systems leadership and complexity theory to develop new evaluation approaches and resources
- Introduce one such model, developed by the authors in the context of an evaluation of a place-based intervention in England
- Discuss the benefits and challenges associated with bringing together different evaluative perspectives

**Key lessons**

- Considering change processes at different system levels within a maturity frame can provide practical benefits in evaluating complex local system-based interventions
- Additional insights emerge when differing local contexts can be considered comparatively
- Additional methods are required to make more secure judgements about attribution

9:30 - 15:15

**Building capacity for Monitoring, Evaluation and Learning - A framework to support the journey**

Laura Hopkins (Itad)

**Context**

This session reflects on a recently completed 2-year project to support the capacity development of six advocacy organisations to monitor, evaluate, learn, and adapt for improved strategic impact.

At the outset of our support we developed an innovative framework to map MEL capacity across five dimensions. The framework was intentionally designed to be flexible for use with organisations of differing sizes and areas of work. We have tested this framework with diverse organisations working in the USA and Europe, and refined it over time.

This session explores our lessons learnt from two years of working alongside organisations to build their MEL capacity. Lessons from working with this framework add to the evaluation community's understanding of building MEL capacity within organizations, both in terms of methods and practice.

**Objectives of the session**

- Share a promising new flexible framework for understanding MEL capacity within organisations
- Test the framework with participants and receive feedback
- Share lessons learnt from applying the framework in practice

**Key lessons**

- Organisational culture is central to MEL capacity: if an organisation is open to thinking critically about its work, there is space for MEL
- Relatively simple tools can support organisations to understand the concepts behind MEL, arguably more important than the details of technical methods
- Applying the framework to an organisation can be a capacity development process in and of itself
- This framework appears to be applicable to diverse types of organisations



10:00 - 11:00

**Embedding evaluative thinking to unleash healthy communities**

Catherine-Rose Stocks-Rankin

**Context**

A number of community-based initiatives have developed which can improve population health. Some of these initiatives, such as the Bromley by Bow model in East London, have been running for some time, affording the opportunity to robustly study their effects at a range of scales. But few of these models have been evaluated.

What is the challenge in evaluating complex community-based approaches?

- Fragmented data because services are measured according to their outputs, but shared contribution is not clear.
- Externally defined measures based on funder, academic and think-tank interests.
- Low priority given to practice wisdom or lived experience.
- Few opportunities to learn and embed evaluative thinking into culture and practice.

In response to these challenges, we used an innovative approach to theory-based evaluation. Our approach was embedded, developmental, creative and participatory. For more information: <https://www.bbbc.org.uk/insights/our-research/>

**Objectives of the session**

1. To share the creative and participatory evaluation methodology for evaluating the Bromley by Bow model.
2. To share our reflection about embedding evaluative thinking in a context of inequality and deprivation.
3. To prompt discussion the impacts of our practice, and explore the idea that our practice has a wider and more far-reaching influence than the evidence we generate as evaluators.

10:15 - 11:00

**On the evaluation of alternative futures - Using ParEvo, an app that enables the participatory exploration of alternative futures.**

Rick Davies (Independent Consultant)

\*Innovation in Methodologies Prize Nominee

**Context**

Climate change is happening and threatens our simpler notions of the future as being a benign extrapolation of the past. The arrival of the Covid-19 pandemic went further and brought us face to face with the possibility of a radical discontinuity. Meanwhile, evaluation practice is typically focused on the past, albeit usually accompanied with some attempt to identify what is worth doing, and can be done better, in the future.

Elsewhere, other inter-disciplinary groups have been developing and testing various ways of identifying different possible futures, with a view to enabling us to be better prepared for these. These are known variously as scenario planning, futures research, foresight or alternative futures. Their activities are not aimed at predicting the future, but rather to identify different possible futures that might have significant consequences, and which will need responding to, one way or another. Those processes, and their products, also have their evaluative dimensions which are worth paying attention to. Some of their concerns, such as robustness and flexibility, overlap with those of recent proponents of adaptive development. But there are important differences in emphasis as well.

**Objectives of the session**

This paper describes the development of a free web app (ParEvo) that enables the participatory exploration of alternative futures. Its design has been informed by evaluation theory and practice, and by the literature on futures research. Based on exercises completed to date this paper describes and compares the different ways in which both the process and product can be evaluated by participants and by other parties. Comparisons are also made evaluative practice built into other ways of exploring alternative futures. The long-term objective is improved meta-cognition: improved understanding of how we think about the future.



10:15 - 11:00

**Digital Tools for Evaluative Thinking - New types of digital tools and data sources that can be used to improve evaluative thinking**

Matthew McConnachie (LTS-NIRAS), Cecilia Ljungman (NIRAS), Jonas Norén (DAVCON), Clarissa Samson (LTS-NIRAS)

**Context**

The growth of digital data and data science tools like machine learning offer new opportunities for evaluation practitioners to enhance evaluative thinking and organisational learning. The Covid-19 pandemic has increased the importance of these tools for dealing with remote data collection and real-time learning needs. Despite the opportunities and potential importance of these tools, there has been limited uptake by evaluation practitioners for many of the tools. One of the main challenges for evaluators is that there are limited practical examples of how the tools and data sources could be used along with how to integrate the tools with traditional evaluation approaches.

**Objectives of the session**

1. Introduce evaluators to new types of digital tools and data sources that can be used to improve evaluative thinking and support real-time organisational learning.
2. Provide practical use-cases, with examples covering data collection, analysis and communication.
3. Equip evaluators with the skills to assess the quality, practicality and ethical implications of using the digital tools presented in the session.
4. Allow opportunities for the session participants to interact and share their experiences and insights.

**Key lessons**

1. New digital data sources and tools offer huge potential for enhancing evaluative thinking through more cost-effective use of existing digital data sources and increasing real-time learning through automation.
2. Evaluation practitioners (not data scientists) need to drive when and how these tools are used to ensure that they are useful, feasible and ethical.
3. New digital tools and data sources should not be seen as a replacement for traditional evaluation approaches, instead they should be complementary.

11:30 - 13:00

**Evaluation Cultures and the Impact Iceberg - Silent versus audible evidence, data and knowledge in today's more digital, more expert, more unequal post-Covid evaluation environments**

Paul Kelly (Essex Business School)

**Context**

Within evaluation cultures, how we perform, practice or "do" evaluations is shifting under our feet. Boundaries are changing. Evaluations are becoming more digital, driven by diverse expertises, more dependent on markets, and more demanding upon organisational data/knowledge capabilities. What is considered "legitimate" evidence or acceptable data is changing, altering power and inclusion dynamics. In a post-Covid world with exacerbated inequalities and accelerated shifts towards "the digital", a novel metaphor of an "impact iceberg" contributes to debates about what data or evidence is legitimated or discarded. The first part of the session introduces the impact iceberg as a big picture diagnostic for understanding shiftstakeing place in evaluation cultures. Examples of evidence production from development sector NGOs, working in the UK, India, Thailand and Myanmar, will be shared to explain how evidence becomes "elevated" above the waterline and "submerged" silently, under the sea. The second part creates a positive space to discuss responses to iceberg pressures, highlighting challenges and opportunities for different stakeholders and evaluation process participants.

**Objectives**

- Promote reflection about evaluative thinking, cultures, power and inclusion - Create space for discussions about evaluation evidence, data and knowledge dilemmas

**Key lessons**

- Novel idea of the "impact iceberg" as a big picture diagnostic to see evaluation culture shifts today - How the iceberg may be useful in participants' own work contexts



11:30 - 13:00

**Evaluators As Champions of Evaluative Practice - Breaking out from a specialist niche**

Elliot Stern (Lancaster University), Eileen Munro (London School of Economics), Robin Moore (HM Inspectorate of Probation)

Evaluators are not unique: many occupations and institutions deploy evaluative thinking and apply evaluative judgements. Evaluation through this lens is an almost universal practice! Social workers, educationalists and other human service inspectorates; financial, market and pensions regulators; and air traffic and medical accident investigators all evaluate.

The default position within the evaluation community is that evaluators should assert a distinctive competence through professionalisation and by developing a new 'discipline'. Consequently generic evaluation has become a niche specialism that very few regard as their primary professional identity. The author would argue that evaluation would gain far greater traction as an inter-professional practice and transdiscipline that champions evaluative thinking and draws together the best of evaluative practice wherever it might be found. A framework for analysing different variants of evaluative thinking and judgements is proposed and then applied to some exemplary cases outside the traditional boundaries of what evaluators do.

11:30 - 13:00

**Changes in Government Evaluation**

Steven Finch (Cross Govt. Eval. Group), Catherine Hutchinson (UK Cabinet Office)

**Context**

This is a period of change for evaluation in government. A substantial revision to the Magenta Book has promoted a broader range of approaches and methods. Various public bodies are driving changes in evaluation practice. Departmental analysts have been collaborating to build their evaluation capabilities. And the centre of government has launched an Evaluation Task Force to ensure robust evidence on the effectiveness of policies and programmes sits at the heart of spending and operational decisions.

**This session looks at three aspects of changes in government evaluation.**

**1. The new Magenta Book**

**2. Changes in the landscape**

Steven Finch (Department for Transport), Chair of the Cross-Government Evaluation Group, explains what is different about the new Magenta Book and how it is changing government analytical practice. He also provides an overview of current changes in the landscape of government evaluation.

**3. Change from the centre**

Catherine Hutchinson (Cabinet Office), Head of the Evaluation Task Force, explains the purpose and plans of this new unit which is seeking to drive a step change in the scale, quality and impact of evaluation practice in government.

Each of these presentations will be followed by opportunities for questions and discussion to enable reflection on how government evaluation practice is changing, and could change further, from practitioners in government and external stakeholders.



11:30 - 13:00

**Adapting to Technological Change and Business Needs - How Skills Development Scotland uses innovative approaches in evaluation and dissemination.**

Graeme Smith, Debbie Pavia (Skills Development Scotland)

**Context**

Skills Development Scotland (SDS) is Scotland's national skills body. We contribute to Scotland's sustainable economic growth by supporting people and businesses to develop and apply their skills. SDS evaluation and research activity is undertaken to inform decisions about business policy and delivery, and to continuously improve our services for customers and clients.

In the context of rapid technological change, our approach to evaluation and dissemination has adapted to ensure that our colleagues can interact with data in engaging ways to enable them to make rapid and informed strategic decisions.

The purpose of this session is to outline the innovative approaches SDS has taken and to offer insights into the challenges the organisation has faced and what has been learned in the process.

**Objectives of the session**

The session will cover the following areas:

Innovative approaches in evaluation and dissemination

- Using linked customer data to personalise surveys and strengthen analysis
- Encouraging a collaborative approach to evaluation design
- Using innovative tools (e.g. Power BI) to share results across the business
- Automating tasks to reduce resource requirements
- Applying a design focus to dissemination

Applications to strategies, programmes and projects

- Implementing live reporting and self-serve data analysis to facilitate rapid decision making;
- Allowing data to be used at a local, regional, and national level;
- Producing equalities data to be used across a range of policy areas;
- A longitudinal approach to assessing outcomes; and
- Conducting deep dives and analytical insight to inform practice.

**Key lessons**

This session will provide delegates with insights on:

- Using innovative methods in evaluations
- Utilising new technologies to improve dissemination
- Increasing engagement in the evaluation process
- Implementing a consolidated approach to evaluation across a range of Programmes

14:00 - 15:00

**Evaluating a Moving Target - An approach to assess how flexible and adaptive programming is working**

Caitlin Smit (Integrity)

**Context**

There is a growing trend to create adaptive programmes that are more dynamic, flexible, and attuned to realities on the ground, drawing on experimentation, fast feedback loops, and rapid learning. However, while the application of this approach is growing, particularly in complex and unpredictable contexts, there is sparse evidence to support it. As part of the mid-term review of an FCDO-funded governance programme in Tanzania that adopts problem-driven iterative adaptation, Integrity and our partners designed a new approach to determine how flexible and adaptive programming is working. At programme end, we are delivering a series of learning events and products, building on the lessons from the programme and the MTR, to further support improved adaptive programming, examining approaches to problem diagnosis, entry points, political economy analysis, gender and social inclusion, and MEL.

**Objectives of the session**

We will present a framework to evaluate adaptive programming and discuss the strengths and challenges in applying it to further stimulate evaluative thinking in this area. We hope to enable discussion and feedback on the framework and encourage its application in other evaluation work to enable more evidence generation on how adaptive programming is working.

**Key lessons**

A framework that examines adaptive programming at three levels – delivery, strategy and governance – facilitates a more targeted assessment and generates lessons for management and delivery teams, funders and delivery partners.

'Change and action' mapping sessions are participatory sessions to identify changes that have occurred in a sector, and then map how the programme has interacted with those changes and adapted accordingly. Combining this with a structured approach to contribution analysis form the basis of an assessment of how adaptive delivery is working.



14:00 - 15:00

**Lessons From Evaluating the Centre for Disaster Protection - Combining organisational assessment and process evaluation to evaluate an aid-funded start-up entity**

Unica Aure (Tetra Tech) Lezlie Moriniere (LTS-Niras), Lamia Renaud (Integrity)

**Context**

Tried and tested methods to evaluate process or impact of a development programme, a portfolio or even an institution readily exists. Multi-year evaluation of an aid funded start-up entity with a lifespan that extends beyond the funding period is far rarer and requires an innovative approach. Established as part of the Prosperity Fund, the Centre for Disaster Protection helps countries to manage risks associated with disasters. The FCDO-funded evaluation of the Centre offered the opportunity to reflect on how the development of the Centre is progressing and whether it is delivering at pace to achieve eventual independence from aid funding. It also offered the chance to assess elements that will enable organisational strengthening.

**Objectives**

As such, the evaluation of the Centre required a combination of organisational assessment and process evaluation. Drawing on two evaluations of the Centre (pre- and post Covid-19), we will reflect on the evaluation approach used and how this played out in practice, with specific emphasis on the meaning and importance of evaluative thinking in such a unique evaluation context.

**Key lessons**

- Establishing an entity like the Centre takes time; it lengthens the causal pathways. It is therefore reasonable to adjust expectations on when results can and should be realistically assessed as part of the evaluation.
- The Centre operates in a relatively new (but fast-growing and complex) area of disaster risk finance and to date offers limited evidence to support a theory of change. This highlights the evidencing function of annual evaluations.
- Learning priorities of evaluation stakeholders evolve, depending on the organisational maturity achieved at the point of evaluation. The evaluation of the Centre required an approach that combined organisational assessment and process evaluation. Such agility presented a challenge in terms of the required methodological adjustments and expertise.

14:00 - 15:00

**A Journey to Evaluative Thinking - Building evaluation capacity to support a national strategy to reduce gambling harms in the UK**

Clara Sankey (GREO), Jess Voll (GREO)

**Context**

The National Strategy to Reduce Gambling Harms in Great Britain is a three-year strategy aiming to make better and faster progress to reduce gambling harms. In Autumn 2020, GREO began working with Strategy stakeholders to plan and evaluate their safer gambling programmes, as part of the evaluation enabler of the National Strategy. Engagement of Strategy stakeholders involved a needs assessment, the results of which informed the development of evaluation capacity building programming to address identified evaluation capacity needs, launched in early 2021. The primary aim of GREO's evaluation programming is to build a culture of evaluation into safer gambling initiatives in Great Britain. The programme has three major activities: the development of knowledge products and learning opportunities that will be delivered through GREO's platforms - the world's largest Safer Gambling Evidence Centre ([www.greo.ca](http://www.greo.ca)) and a Knowledge Translation Platform (in development); expertise and support offered by GREO's evaluation team to individual organisations; and an evidence-informed approach to stakeholder engagement and outreach that will help embed evaluative thinking into the fabric of safer gambling initiatives.

**Objectives of the session**

Attendees will learn about:

- The iterative process of designing a first of its kind gambling-focused evaluation capacity building programme in support of the National Strategy
- Strategies to optimize engagement and ignite enthusiasm for evaluative thinking in stakeholders with a wide variety of skills and interests
- Cultivating a strengths-based, collaborative environment for stakeholders to share their work and build upon the work of others
- Breaking down barriers to evaluation by promoting its feasibility and practicality by distilling evaluation to its core of fostering evaluative thinking

**Key lessons**

- Use best practices in knowledge translation and stakeholder engagement to build evaluation capacity
- Scaffold programming to accommodate varying levels of need
- Embed flexibility into the process of capacity building
- Leverage innovative approaches to meeting stakeholder needs through specialised resources



14:00 - 15:00

**Trade-Offs and Balancing Acts - Evaluating an adaptive Human Centred Design Programme in adolescent sexual and reproductive health**

Stefanie Wallach (Itad), Catarina Krug (London School of Hygiene and Tropical Medicine), Jim Rosen (Avenir Health)

**Context**

Adolescents 360 (A360) is a four-year, \$30 million initiative to increase adolescent girls' access to and demand for modern contraception in Nigeria, Ethiopia and Tanzania. A360 used human-centred design (HCD) to develop innovative country-specific interventions through an iterative process of research, testing, prototyping and piloting ideas with girls and other stakeholders. The evaluation aims to understand if and how the programme works, and provide insights to support ongoing learning and course correction. It comprises:

- An outcome evaluation using pre and post population based cross-sectional studies, with comparison groups in Nigeria, to assess the impact of A360 on the prevalence of modern contraceptive use.[1]
- A process evaluation using a theory-based approach to investigate how A360 has played out in practice.[2]
- A cost-effectiveness study investigating the cost-effectiveness of A360 compared to other youth-focussed family planning interventions.

**Objectives of the session and key lessons**

This session will share lessons learned around key questions faced by the A360 evaluation team, including:[3]

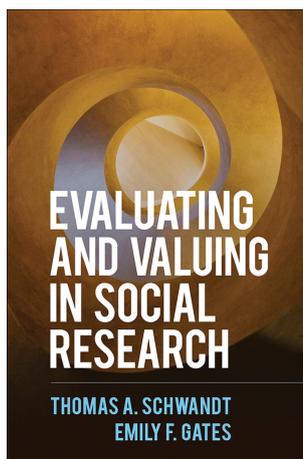
- How can we design an outcome and cost-effectiveness evaluation for a highly adaptive programme? The evaluation has had to navigate various trade-offs in designing a rigorous evaluation of an intervention that has adapted both in content and in intensity.
- How do we capture the HCD process and stay on top of rapid iterations and adaptations? The process evaluation has had to be flexible and nimble to capture the fast-paced HCD process, and develop new tools to map adaptations in ways that resonate with implementers.
- How do we create time and space for busy implementers to engage with findings? Participatory action research and co-creation workshops have been used to support implementers to put learning into action.

[1] Atchison CJ, Mulhern E, Kapiga S, et al. Evaluating the impact of an intervention to increase uptake of modern contraceptives among adolescent girls (15–19 years) in Nigeria, Ethiopia and Tanzania: the Adolescents 360 quasi-experimental study protocol. *BMJ Open* 2018. Available from: <https://bmjopen.bmj.com/content/8/5/e021834>

[2] Punton M, Mulhern E and Appleford, G. Adolescents 360 Evaluation Process Evaluation Methodology: Updated. Itad, 2019. Available from: <https://itad.com/reports/adolescents-360-evaluation-process-evaluation-methodology-updated/>

[3] Doyle AM, Mulhern E, Rosen J et al. Challenges and opportunities in evaluating programmes incorporating human-centred design: lessons learnt from the evaluation of Adolescents 360, *Gates Open Research* 2019, 3:1472. Available from: <https://doi.org/10.12688/gatesopenres.12998.2>

Coming soon!



2021, Paperback  
6 1/8" x 9 1/4", 242 Pages, \$40.00  
**DISCOUNT PRICE: \$30.00**

2021, Hardcover  
6 1/8" x 9 1/4", 242 Pages, \$90.00  
**DISCOUNT PRICE: \$67.50**

 e-Book Coming Soon  
[www.guilford.com/p/schwandt](http://www.guilford.com/p/schwandt)

## Evaluating and Valuing in Social Research

**Thomas A. Schwandt, Ph.D., Univ. of Illinois, USA** and **Emily F. Gates, Ph.D., Boston College, USA**

“There is a great deal to love about this thought-provoking book. Schwandt is our most important contemporary philosopher of evaluation. He is precisely the right scholar to further advance thinking on values determination and valuing. It is wonderful to see him thread his ideas on evaluation as a moral practice with Gates’ arguments for using diverse systems frameworks to grapple with competing conceptions of social problems and solutions. The book will push the evaluation field to new ways of thinking about values, valuing, and practice. I am eager to have it on my bookshelf and use it with my students. The goals for evaluation practice laid out in the book are inspiring. I look forward to reading it again and again.”

— **Robin Lin Miller, PhD**, Department of Psychology, Michigan State University

**Much applied research takes place as if complex social problems—and evaluations of interventions to address them—can be dealt with in a purely technical way.** In contrast, this groundbreaking book offers an alternative approach that incorporates sustained, systematic reflection about researchers’ values, what values research promotes, how decisions about what to value are made and by whom, and how judging the value of social interventions takes place. The authors offer practical and conceptual guidance to help researchers engage meaningfully with value conflicts and refine their capacity to engage in deliberative argumentation. Pedagogical features include a detailed evaluation case, “Bridge to Practice” exercises and annotated resources in most chapters, and an end-of-book glossary.

Find full information about this title online: [www.guilford.com/p/schwandt](http://www.guilford.com/p/schwandt)

### Guilford Publications, Inc.

370 Seventh Avenue, Suite 1200  
New York, NY 10001-1020

**Call Toll-Free:** 800-365-7006 (or 212-431-9800), 9am–5pm ET

**Email:** [orders@guilford.com](mailto:orders@guilford.com) · **Fax:** 212-966-6708 (24 hrs)

**Professor Copies:** [www.guilford.com/professors](http://www.guilford.com/professors)

Promotional Code

**AF2E**

### Order *Evaluating and Valuing in Social Research*

\_\_\_\_\_ Copies in Paperback, 9781462547326, ~~\$40.00~~, **\$30.00\***

\_\_\_\_\_ Copies in Hardcover, 9781462547333, ~~\$90.00~~, **\$67.50\***

\$ **FREE** Shipping: **U.S. and Canada**

\$ \_\_\_\_\_ Shipping: **Outside the U.S. & Canada:** Visit  
[www.guilford.com/orderoutside](http://www.guilford.com/orderoutside) for details.

\$ \_\_\_\_\_ Subtotal

\$ \_\_\_\_\_ CA, MA, MD, NC, NJ, NY and PA residents add sales tax;  
Canadian residents add GST

\$ \_\_\_\_\_ Total

### Method of Payment:

Check or Money Order Enclosed (US Dollars Only)

Institutional PO Attached

BILL MY:  MasterCard  Visa  AmEx  Discover

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address 1

\_\_\_\_\_  
Address 2

\_\_\_\_\_  
City State/Prov. Zip/Postal Code

\_\_\_\_\_  
Daytime Phone # (To be used only if there is a question about your order)

\_\_\_\_\_  
Email (You will receive a shipment confirmation. Your email address  
will not be released to any third party marketer.)

\_\_\_\_\_  
Account # CVV

\_\_\_\_\_  
Signature (Required on credit card orders) Exp. Date

\*List prices and special offers valid in the U.S. and Canada and are subject to change.

**Send me emails offering exclusive discounts!**