

Evaluation Training to Build Capability in the Community and Public Health Workforce

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Abstract

Increasingly, staff members in community and public health programs and projects are required to undertake evaluation activities. There is, however, limited capacity for, and understanding of, evaluation within this workforce. Building the capability of individual workers and thereby contributing to the overall capacity among the community and public health workforce has been advocated as one solution. In this article, the *Easy Evaluation* initiative, which seeks to increase the evaluation capability of individual workers and the capacity of the community and public health workforce in New Zealand, is discussed. The theoretical foundations of the evaluation approach (theory-driven evaluation) taught and of the teaching philosophy (adult learning and experiential learning) used are described, along with course content, teaching activities, and participant activities. Although our observations and experiences are that the workshop model is successful in increasing knowledge and skills of participants (building capability), additional support is required for organizations to build evaluation capacity.

Keywords

evaluation capacity building, evaluation training, program theory-driven evaluation, workshops, adult learning

Introduction

Funders of community and public health programs and projects have increasingly emphasized the importance of evaluation for effective programs and projects (Davis, 2006; Naccarella et al., 2007). Although external professionals undertake much of this evaluation, there is also an expectation that community and public health workers will plan and implement evaluations of small projects

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they provide (Stevenson, Florin, Mills, & Andrade, 2002). However, a challenge to this occurring is an often limited understanding of evaluation and ability to implement an evaluation.

Building capability among the community and public health workforce through skill-building along with building evaluation capacity within this sector to undertake evaluation has been advocated. From an evaluation perspective, the aim of building evaluation capability and capacity is to achieve sustainable evaluation practice that is visible within organizations, groups, and in individuals and to use evaluation findings for decision making and action (Preskill & Boyle, 2008). Such activity is essential to support and improve the delivery of high-quality community and public health interventions (Smith et al., 2009).

In New Zealand, the Ministry of Health¹ has a focus on improving the knowledge and skills base of the public health workforce, including skills in evaluation and planning. For more than 10 years, it has funded evaluators located at the Centre for Social and Health Outcomes Research and Evaluation/Te Ropu Whariki² (SHORE/Whariki), Massey University³ to train and support this workforce in developing evaluation and related skills (Duignan, 2002, 2003a, 2003b). This has included training workshops, consultancy services, and the development of several manuals on evaluation practice (Casswell & Duignan, 1989; Duignan, Dehar, & Casswell, 1992; Moewaka Barnes, 2009; Turner, Dehar, Casswell, & MacDonald, 1992; Waa, Holibar, & Spinola, 1998). Since 2007, this has been branded as *Easy Evaluation* and as far as the authors are aware, is the largest investment in evaluation training in New Zealand.

In this article, we provide an overview of the *Easy Evaluation* initiative as currently delivered by SHORE/Whariki. Our specific focus is on the core component of the initiative, the 3-day *Easy Evaluation* workshop. We specifically describe the theoretical foundations of the evaluation approach adopted (theory-driven evaluation) and of the teaching philosophy (adult learning and experiential learning) used. We provide an overview of the course content, teaching activities, and participant activities and describe in detail the teaching techniques and exercises for two key parts of the workshop: development of logic models and the development of criteria and standards. This extensive description of the training and the evaluation findings will be useful to others interested in the development of evaluation capability through the provision of training workshops.

Although there is a considerable international literature relating to what works in graduate-level evaluation training programs, limited attention has been paid to capability building for those working at a community level and for professionals with limited understanding of evaluation (Neale & Andrew, 2005). This article addresses that gap.

The Easy Evaluation Initiative

The *Easy Evaluation* initiative comprises training workshops and a consultancy service. Both are provided without charge to participants. Two types of *Easy Evaluation* workshops are offered: an introductory 3-day and an intermediate 5-day short course.⁴ The introductory workshop is offered four times a year at locations throughout the country. These workshops focus on developing skills and knowledge (capability) among participants based on the premise that this will lead to increased understanding of evaluation principles, enhanced knowledge of practical evaluation tools, and therefore increased confidence to implement evaluation.

The consultancy service consists of two main parts: support to individual community and public health workers and support to community and public health organizations. Individual support consists mainly of brief advice around technical issues, such as data collection methods, and review of logic models. This support is typically provided via telephone or e-mail. People who use this support service have often attended one of the workshops or worked with us previously. Organizational support is more in-depth than consultancy and typically involves 40 hr of evaluator support. The support

service is tailored to the needs of the client and works to build the capability of individuals to undertake evaluation activities and to enhance the capacity of organizations to support evaluation activity. Activities undertaken include in-house training using workshop program modules, mentoring of staff members, and advice on incorporating evaluation into current activities.

The program theory underpinning the *Easy Evaluation* initiative recognizes that although training can improve individual skills (evaluation capability), this by itself is unlikely to improve the evaluation capacity within organizations and the sector (see Figure 1). The logic model sets out the two interventions and shows the contribution that they make to achieving changes in evaluation capability and capacity. For example, if an organization is well supported then there will be increased confidence to implement evaluation as well as an increased commitment to undertake evaluation. This model is consistent with key factors known to contribute to building evaluation capacity within organizations, such as leadership support; incentives; resources; opportunities for learning about evaluation to be transferred to everyday work; and “the development of systems, processes, policies, and plans that help embed evaluation work into the way an organization accomplishes its strategic mission and goals” (Preskill & Boyle, 2008, p. 444). Thus, successfully building evaluation capacity requires more than skill development; it requires organizational commitment in a number of different areas. Nonetheless, because skilled individuals are required to carry out evaluation, workshops are a cornerstone of many capacity-building initiatives.

The Easy Evaluation 3-Day Workshop

The purpose of the 3-day workshop is to heighten awareness among participants about evaluation and incorporate evaluative thinking and sound planning into projects. Unlike university-based evaluation training courses, the purpose is not to train evaluators, although in some instances participants have used this as a springboard for further training and for assuming evaluation roles in their workplaces. The workshops are focused on individual skill development and raising awareness of evaluation. The specific workshop outcomes relate to achievements expected of participants on completion of the workshop. These are (a) increased knowledge, skills, and confidence about planning and conducting evaluation; (b) increased understanding of the purpose of program logic; and (c) increased understanding of different evaluation approaches and purposes.

Workshop Participants

Since *Easy Evaluation* was introduced in 2007, approximately 260 community and public workers have attended these workshops. The previous experience in evaluation of nearly all participants has ranged from none to very little. Although a few participants have reported some experience, very few with extensive evaluation experience or training have attended. Some participants have been directly involved in planning program evaluation, whereas others held management roles where they would be supporting evaluation activities. In respect of workplace settings, the majority of participants have been from mainstream and Maori community-based and nongovernmental health organizations or from District Health Boards.⁵ These roles are typically program and activity focused. Examples of roles include community-based public health nurses, coordinators of local health services, community physical activity brokers, and project delivery staff. Many of these workers will have had some training in the area of health promotion, although not always at a university level.

Theoretical Foundations

The theoretical approach to evaluation taught in the workshop is program theory driven and the teaching approach is based on adult and experiential theory.

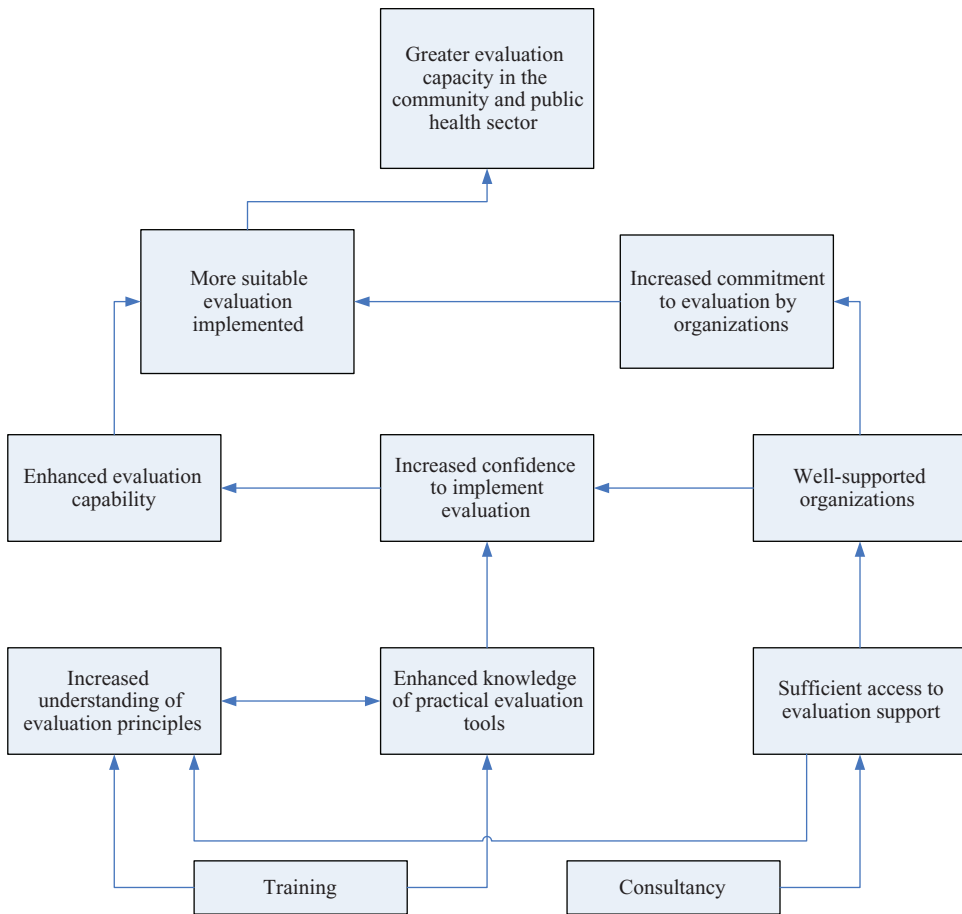


Figure 1. Easy evaluation capacity building initiative logic model.

Program theory-driven evaluation. Program theory-driven evaluation involves constructing models of the way in which a program works (Donaldson, 2007). It involves using program logic to develop a reasonable understanding of a program before the evaluation begins. This approach is integrated with Davidson's (2005, p. x) "evaluation-specific logic and methodology," which moves beyond simply describing a program and its implementation results to weaving descriptive data with values. Evaluative conclusions can then be drawn about what is good, valuable, or important.

Program theory-driven evaluation is consistent with the approach of New Zealand government departments who are interested in evaluating for outcomes (Cook, 2004). Dr. E. Jane Davidson was engaged to provide advice and guidance for the development of teaching materials and processes of the *Easy Evaluation* workshop model. The U.S. Centers for Disease Control and Prevention's (1999) framework for program evaluation in public health was also drawn upon as was the considerable evaluation experience of the wider current and past research and evaluation team at SHORE/Whariki.

Adult learning and experiential learning. In early 2007, along with adopting program theory-based evaluation, a review of the teaching approach was undertaken. In planning the workshops, the need for teaching evaluation to consider the interactive nature of program evaluation (Trevisan, 2004), as

well to ensure that there is an appropriate balance of experiential learning, practical application, and theory (Lee, Wallace, & Alkin, 2007) was acknowledged. Experiential learning enables adults to actively participate, be interactive, engage on a range of dimensions (cognitive, behavioural, and affective), and apply their learning to real-world situations (Sheehan & Kearns, 1995). Adult learning literature indicates that there is considerable variation in the ways in which new knowledge and skills are taught and in the degree of learning retained (Preskill, 2008). Lecturing, reading, audiovisuals, and demonstration have been found to yield scores below 30% for learning retained compared with discussion, practice by doing, and teaching others, which ranged from 50% to 90% (Silberman, 2006). Commonly referred to as “learning by doing,” the latter involve interpersonal interactions that place learning as a social experience positioned within practice (Darabi, 2002; Davis, 2006; Gredler & Johnson, 2001; Preskill, 2008; Trevisan, 2004). When teaching adults, the importance of collaboration, practical application, and the facilitation of critical reflection have been emphasized (Preskill, 1997).

The needs of adult learners commonly identified in the literature relate to acknowledging them and their use of experiences and prior knowledge, their different learning styles, and their desire to be actively involved in the learning process versus being a passive audience (Merriam, 1993). Several qualities are commonly found in successful adult learning situations. These include self-directed learning, purposeful exploration of knowledge and skills, collective reflection on experiences, and opportunities to think and learn within a group process (Oliver, Casiraghi, Henderson, Brooks, & Mulsow, 2008). Adult learning environments assume that interactions among adults are respectful and therefore group members will feel comfortable enough to exchange ideas. In such an environment, the teacher’s role is that of a facilitator who manages the learning process and acts as a resource person and co-inquirer (Oliver et al., 2008).

The 2007 review of the design and content of the workshops looked at ways to enhance the experiential and interactive experience for participants. This involves the use of a greater range of teaching styles and incorporating many practical activities. A participant work book and facilitator’s guide was also developed. The intention was to offer learning experiences that provide a mix of presentation and practical activities while also catering for different learning styles. Because training can be tiring for participants, particularly when they are trying to absorb a considerable amount of new information, the aim was to avoid the information overload that can occur with didactic Power-Point presentations, and provide plenty of opportunities for interaction, practice, and support from facilitators. To provide intensive learning support throughout the workshop, a minimum of three facilitators work with 20 participants.

The redesign is in line with Preskill’s (2008) later suggestion, with regard to training, that participants need to be engaged in collaborative learning strategies rather than simply relying on didactic presentations or reading. Preskill further points out that evaluation capacity-building efforts need to (a) have clear goals and objectives; (b) reflect adult learning principles and recognize that learning is experiential as well as cognitive; (c) be designed to foster transfer of learning back to the job; (d) include dialogue, reflection, and feedback; (e) consider different learning styles; (f) take into account the cultural context and be culturally responsive; (g) use facilitators who are trusted, respected, and humble; and (h) provide adequate time for learning (Preskill, 2008, p. 132).

Workshop Content

The workshop introduces evaluation theory and concepts, and covers the key steps required to develop an evaluation plan. Topics are presented using a combination of teaching, group discussion, and related practical exercises, which allow participants to develop and practice skills. The outline of the workshops is provided in Table 1 with details of the teaching approach. Below, we expand on

Table 1. Easy Evaluation Workshop Topics

Course Topics	Teaching Approach	Participant Activities
Day one		
Program planning		
• Needs assessment	• Brief presentation	• Develop an accurate program description
• Stakeholder review		
• Identification of relevant evidence		
• Program logic	• Brief presentation	• "If-then" scenario
• Introduction to theory-driven evaluation	• Group work	• Assemble a practice logic model
• Uses of program logic	• Paired work	• Develop project logic models
Evaluation approaches and forms of evaluation	• Individual review	• Logic model feedback
• Evaluation theory tree	• Brief presentation	• Use a resource kit on selected evaluation approaches to prepare a short teaching session on the approach. Short teaching session to whole group
	• Group work	
	• Jigsaw Groups	
• Selected evaluation approaches (e.g., empowerment evaluation, utilization-focused evaluation, Kaupapa Maori evaluation ⁶)		• Allocated to a home group, then reassigned to an expert group to read about and discuss one form of evaluation. "Experts" return to home group to teach key points from reading
• Forms of evaluation (formative, process, and outcome)		
Day Two		
Ethics and evaluation practice	• Paired and group discussion	• Identify and discuss issues relating to ethics and evaluation practice in New Zealand
• Ethical principles relating to evaluation		
• Issues relevant to evaluation in New Zealand	• Role play	• Stakeholder voting on evaluation priorities
Evaluation priorities and questions		
Evaluation criteria and standards	• Brief presentation	• Develop questions according to allocated stakeholder role
• Developing outcome criteria and standards (success in achieving outcomes)	• Whole group facilitated exercises	• Contribute to facilitated group work (developing criteria and standards for one participant's outcome and for an activity)
		• Develop criteria and standards for an outcome and activity
• Developing process criteria and standards (quality of activity/ intervention)		
Day Three		
Data collection and analysis	• Small group "pass the paper exercise"	• Participants determine relevant data collection methods in relation to their criteria/standards
		• Describe method, list pros and cons on paper. Papers passed round groups contribute new ideas. Continues until all groups see all papers
Evaluative conclusions	• Brief presentation	• Complete data collection and methods section of evaluation plan
		• Short exercises to practice using "raw data" to make an assessment against standards (rubrics)
Reporting and dissemination	• Facilitated discussion	• Complete reporting and dissemination section of evaluation plan

two central components of the workshop—the teaching of program logic and evaluation criteria and standards. The sequential nature of the workshop content introduces concepts and new knowledge and allows each participant to apply the skills learned to the development of an evaluation plan for their individual project. By the end of the workshop, participants have each completed a draft logic model and an evaluation plan. All learning is supported by a work book that includes the teaching notes used in our PowerPoint presentations, templates, readings, and other resource material. As each of the steps is completed, participants fill out the appropriate section of their evaluation plan.

Setting the Scene

Before the teaching component of the workshop commences, considerable time is spent establishing an environment that is conducive to learning. The facilitators use “fun” and nonthreatening ice-breaker activities as a way of introducing participants and facilitators to each other. For example, participants and facilitators pair up, interview each other, and introduce to the whole group their partner including one quirky or interesting thing about them. As a group, a set of “guidelines” are built to guide ways of working during the workshop. These typically address confidentiality, respectful communication and listening, time keeping and having fun. The prior experience of participants is recognized by having them reflect on and record this on a form that they then return to at the end of the workshop to reflect on any changes. Most groups request (for cultural reasons) that we start and finish workshops with *karakia* (prayer).

Day One Workshop Activities

Program planning. Prior to the workshop, participants are asked to send the facilitators a brief outline of their project which outlines: the issue/need/concern that will be addressed; who will benefit; the main project activities; and changes that will occur as a result of implementing the project. Workshop participants then expand on this outline to include identifying key stakeholders; environmental and contextual factors that can affect the project’s success; any assumptions/beliefs that might influence the project’s success; and evidence used in the development of the project as well as any other evidence that could help strengthen the project.

Program logic. *Easy Evaluation* introduces program logic as a way of describing a project and for use as an evaluation framework. Teaching this well is central to the effectiveness of the workshop. Learning about logic modeling is facilitated through providing a brief presentation describing program logic and highlighting some visual examples of logic models. Workshop participants are then divided into small groups to practice an “if-then” scenario that teaches them to interrogate the links between interventions, and short-, medium-, and long-term outcomes. They then participate in a practice logic model exercise. For this exercise, the logic model used as a working example throughout the workshop is presented as a puzzle (each activity and outcome is on a separate card) for participants to assemble as a complete model. The activity generates a great deal of discussion and debate among participants. Next, participants engage in a paired process to develop logic models for their individual project. This involves one person describing their project to their partner and the partner operating as a “critical friend” to help them create their logic model using a large sheet of paper and post-it notes. Facilitators circulate and provide advice and feedback. The process is then reversed. The final part of this process involves several pairs of participants working with one facilitator to feed their logic models back to the group. The group asks questions and makes comments and suggestions to assist in the further refining of the logic models. This process of teaching logic modeling enables participants to be actively involved in their learning.

Although it is a challenge at first for many participants to think of their projects in terms of outcomes, they actively engage in the process of building logic models and the opportunity this

provides to understand their projects in greater depth. Experience has shown that the process works well and participants do understand it; however, because for most, this is their first exposure to logic models and time available to spend on them is limited, the models produced are usually in draft form and often quite rudimentary. Opportunities for refinement of the logic model exist as the course progresses.

Evaluation approaches and forms of evaluation. This session involves the facilitators providing a brief overview based on the evaluation theory tree (Alkin & Christie, 2004), which is a useful visual way of illustrating various approaches to evaluation. In particular, some commonly used evaluation approaches in Aotearoa/New Zealand including Kaupapa Maori evaluation,⁶ empowerment evaluation, utilization-focused evaluation, and participatory evaluation are highlighted. Forms of evaluation (formative, process, and outcome) are taught using jigsaw, a cooperative group learning strategy (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978). Participants are first divided into home groups, then allocated a number, one to four. They move from home groups to expert groups representing each of the numbers. Each expert group is provided with a print resource representing a form of evaluation, which they read, discuss, and then record their key findings. They then return to their home group and share their information. In the end, each home group will have information about each form of evaluation.

Day Two Workshop Activities

Ethics and evaluation practice. In this session, the focus is on the important issue of good ethical practice when conducting evaluation. In pairs, participants are provided with an ethical principle to discuss and then share their understanding with the whole group. Ethical principles discussed include show respect for others; minimize possible harm; informed and voluntary consent; show respect for privacy and confidentiality; social and cultural sensitivity to age, gender, culture, religion, and socioeconomic status of participants; justice, research adequacy, and feedback to participants. These are also related to the American Evaluation Association (2004) principles, which guide evaluation practice. This exercise generates a lot of discussion among participants.

Time is then spent brainstorming with the whole group issues relevant to evaluation practice in Aotearoa/New Zealand. Issues commonly raised through this discussion are the New Zealand political, social, and cultural environment is unique, volatile, fluid, and small; there is nowhere to hide; evaluations tend to be on a much smaller scale with smaller budgets; have condensed timeframes; and have an emphasis on what is practical and useful.

Evaluation priorities and questions. This section of the workshop relates to designing the evaluation. The need for evaluation questions to help define the key issues to be explored by the evaluation is emphasized. Evaluation questions also help determine evaluation priorities. To practice developing evaluation questions, participants are assigned a stakeholder role for the model project that is used throughout the workshop. They refer to the logic model for this project and decide “in role” what questions they would like answered by the evaluation. These can be broad and/or more specific formative, process, and outcome evaluation questions. Each question is then written on a separate strip of paper of sufficient size to be displayed on a wall. Next, participants are given five-colored sticky dots and are asked to vote for the questions they would like answered. It becomes quite clear where the various stakeholder interests lie and the process results in the prioritization of evaluation questions. This exercise is adapted from Fetterman’s (2001) empowerment evaluation “taking stock” prioritizing process.

Evaluation criteria and standards. *Easy Evaluation* uses the logic model as the framework for evaluation, with every activity or outcome on the logic model able to be evaluated. The teaching commences with a brief presentation including several examples. The next step is a whole-group-facilitated exercise to work up the criteria for an outcome from one participant's logic model. All participants are encouraged to contribute. Once this is completed, participants individually develop outcome criteria for outcomes from their own logic models. The next step involves use of the criteria developed by the group earlier and a further group-facilitated exercise works up standards (expressed as rubrics). Participants then individually develop standards for the criteria they previously identified. This process is then repeated for criteria and standards for an activity from each participant's logic model (process evaluation).

Participants are provided with an example and experience the process in the group situation before working on their own projects. This multiple exposure to the process and "learning by doing" are fundamental to assisting adults to learn well. Experience has confirmed it is easier for participants to work with outcomes before activities, as it is easier to conceptualize what success in achieving an outcome is like than what the quality of an activity would look like. A key challenge is the fluidity required in this process, mainly because the logic models are very early drafts. This means that some participants need to move between the criteria, standards, and logic model and refine them as their understanding deepens. This "messy" and reflective process can be somewhat challenging for those participants who like things to be clean and precise.

Day Three Workshop Activities

Data collection and analysis. Participants work in groups to explore the pros and cons of a range of data collection methods. Methods are selected by the facilitators and usually include a selection from: in-depth interviews; telephone survey; environmental scan; focus groups; feedback forms; internet survey; and observation. Each method is written as a heading on an individual large sheet of paper. Each group is given 5 min to define the method and to list the pros and cons of the method they have received. After 5 min, the facilitator calls "pass the paper" and groups receive a new method to which to add information or amend existing information. The process continues until all groups have had the opportunity to contribute to each method. The final part of the process is that the groups receive their original method, read through the information recorded, and select two or three key points to share with the whole group.

The facilitators emphasize the principle that data should only be collected if it is to be analyzed and that it is important to think about how data analysis will happen before data are collected and how it is going to be reported. To practice analyzing qualitative data, participants are provided with a set of anonymized comments obtained from a feedback form and are set the task of reading the responses and identifying themes. They then compare the themes with a partner. Although this is a very simple exercise, it is surprising how many participants find this a new and useful experience.

Evaluative conclusions. This component of the workshop enables participants to make important links between the evidence (descriptive facts) they have collected and the definitions of merit or standards established (i.e., what constitutes poor, adequate, good, very good, and excellent) to draw evaluative conclusions. Participants are given two examples of rubrics and the evidence collected for each of the criteria and they are asked to rate the quality and/or success of an aspect of the model project. They do this individually and then compare their rating with a partner. There is always considerable debate as the group comes to an agreement on the ratings.

Reporting and dissemination. To round up the workshop, time is spent discussing how the evaluation plan links with reporting. Davidson's (2007) model for report writing is introduced, which

participants have found very helpful. Her approach is that reports need to be clear, concise, and must directly answer the evaluation questions. Rather than separating mixed methods findings, data need to be woven to provide comprehensive answers to questions. A sample report based on our model project is provided, which participants can use as an exemplar for future report writing.

Participants then consider the audiences to whom they are going to disseminate evaluation findings. They do this by going back to the list of stakeholders they identified earlier and deciding what form of dissemination would be most suitable. Ideas have included a PowerPoint presentation at a seminar; radio broadcast; website; and through local newspapers and newsletters.

Take home messages. The final session involves participants finding someone in the group they have not had the opportunity to talk to or to work in-depth with during the workshop. They introduce themselves and share the key messages they would take home from the workshop. Facilitators then invite participants to write the messages on the whiteboard. This has proven to be a valuable exercise in cementing key learning as well as being an engaging way to end the workshop.

Lessons Learned and Implications

Developing Evaluative Thinking

The workshops, while aiming to build public health workforce evaluation capacity, also provide opportunities for informal partnering and collaboration with colleagues through interactive processes whereby participants can experience what others are doing and also learn from each other. We also aimed to encourage evaluative thinking, referred to by Monroe and colleagues (2005) as “introducing people to the process of thinking like a devil’s advocate” (p. 68). Furthermore, the workshop content appears to equip participants with the tools to develop a new program with a clearly articulated program theory as well as being able to include program evaluation as an integral part of planning, design, and implementation.

Strengths of the Workshop Model

Our experience is that well-designed workshops are an efficient way of bringing together a group of people to increase their knowledge, understanding, and confidence with evaluation concepts. As SHORE/Whariki are able to offer the workshops in different parts of the country, they are also an efficient mechanism for reaching this dispersed workforce. The 3-day training period is sufficient to allow people to immerse themselves in the training but not so long as to be disruptive for their own workplaces. The teaching model is also directly relevant for participants as the learning experience is focused around a project from their work for which they produce a logic model and evaluation plan. The “hands-on” interactive teaching and learning approach has enabled each participant to build on their knowledge of their project and its intended outcomes. Participants report that they appreciate the networking opportunities provided by the workshop and that learning in a safe and supported manner is appropriate to their needs.

Challenges of the Workshop Model

Training workshops do have limitations. Although they can increase knowledge, understanding, and skills, this is individually focused and does not address issues of systems change that are needed in most organizations to introduce evaluative practices. It is clear that one lone evaluation voice will find it hard to bring about significant evaluation activity. From a workshop delivery point of view, the wide range of people now attending our workshops makes it tricky to decide at which level to pitch the teaching. In many ways, the worst of this has been mitigated by having sufficient

facilitators to offer remedial or advanced assistance and using an approach to evaluation that is suitable for both simple projects and for those more complex in scope.

Conclusion

This article has focused on describing the *Easy Evaluation* initiative and particularly the training workshop component. Our observations and experiences in delivering workshops are that workshops provide opportunities for individual skill development and raising awareness of evaluation and that participants report that this has happened in their feedback. This building of individual capability contributes to the up-skilling of this workforce. The teaching and learning approach, based on adult learning principles, is reported by participants as being effective in engaging them with the content and process of the workshop.

We recognize that the effects of evaluation training are limited to a small percentage of this sector's workforce so any claims as to how the workshops contribute to building capacity in the public health workforce are necessarily moderated by that. However, taken together with the consultancy program, the claims for building capacity are stronger particularly in those areas we have been working in. One challenge is to extend this initiative so that more support can be given to community and public health organizations so that capacity within these sectors is developed and better quality programs and projects offered. A further need is more investigation of the relationship between providing training to individuals and subsequent changes to their evaluation practice in the workplace.

Notes

1. The Ministry of Health is the central government agency responsible for policy advice, regulation, funding, and service delivery in the health and disability sectors.
2. "Te Ropu Whariki is a Maori research group at Massey University with a significant history in evaluation which works in a Treaty of Waitangi-based partnership with the Centre for Social and Health Outcomes Research and Evaluation" (Kerr, 2006, p. 368). Maori are the indigenous peoples of New Zealand. The Treaty of Waitangi is New Zealand's founding document, signed in 1840 by the British Crown and Maori chiefs representing many iwi (tribes) and hapu (sub-tribes).
3. Prior to July 2002, this training was provided by the same research groups who were then based at the Alcohol & Public Health Research Unit and Whariki Research Group, The University of Auckland.
4. In addition, an advanced level course is taught by SHORE as part of Massey University's Master of Public Health Program. This course is not funded by the Ministry of Health.
5. District Health Boards are government entities responsible for providing health and disability services in a specific geographic locality.
6. Kaupapa Maori evaluation is not easily defined. Moewaka Barnes (2009) identifies "some points likely to distinguish Maori evaluation from non-Maori evaluation: It is controlled and owned by Maori; it meets Maori needs (although it may meet other needs as well); it is carried out within a Maori worldview, which is likely to question the dominant culture and norms; it aims to make a positive difference" (p. 9).

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