

Putting the
prevention
of violence against
women

into practice:

How to Change the story

Our
WATCH
End violence against
Women **And** Their **Children**

Our Watch 2017

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Acknowledgement of Country: Our Watch acknowledges the traditional owners of the land across Australia on which we work and live. We pay our respects to Aboriginal and Torres Strait Islander people past and present, and we value Aboriginal and Torres Strait Islander histories, cultures, and knowledges.

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Building on a history of Australian women's leadership in primary prevention

Good prevention strategies already exist across Australia and signs of progress are emerging. This Handbook builds on the valuable work by individuals and organisations in many sectors. Our Watch would like to acknowledge the numerous women and women's organisations across Australia that pioneered the work in the prevention of violence against women, in particular our colleagues in the women's health, gender equality, family violence and sexual assault sectors. We would also like to acknowledge the important leadership and work of women in Aboriginal and Torres Strait Islander and culturally and linguistically diverse communities in working to end violence against women across Australia. Their collective leadership, commitment, efforts and advocacy – which are underpinned by a feminist, social justice and human rights approach – have put the primary prevention of violence against women at the forefront of the national agenda in ending violence against women. This has provided an important basis upon which this work can continue.

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Section 9: Evaluating your work and building the evidence for prevention

In this section you will find:

- an overview of evaluation and key principles in evaluating prevention activities
- steps to:
 - » identify the purpose and users of your evaluation
 - » develop your evaluation design
 - » engage the right people to conduct your evaluation
 - » establish what processes and impacts you are evaluating
 - » select what data to collect, how to collect it and how to analyse and interpret the data
 - » how to communicate and share your findings
 - » how to build this new knowledge into your next prevention project.

Everyone working to prevent violence against women wants to know if what they are doing is effective. Evaluation helps to answer key questions about the effectiveness of prevention work and provides opportunities to improve strategies so they are more likely to prevent violence. Generating a culture of innovation, evaluation and learning is central to ensuring that all prevention work is appropriate, responsive and effective.

Evaluation also provides the opportunity to build evidence about what has been tried and what the outcomes were that can be shared with other prevention practitioners and stakeholders. Sharing information and evidence allows us to build a knowledge base and ensure that new initiatives can draw on promising and effective practice to inform their work.



A national framework for prevention monitoring

Our Watch will release a *Guide to prevention monitoring*, another companion to *Change the story*, in 2017. The Guide supports the comprehensive measurement of national progress towards the prevention of violence against women, with the capacity to be adapted for further monitoring by states and territories. The *Guide to prevention monitoring* will provide funders, policy makers, researchers and advocates with evidence based recommendations on how to measure population-level change against the gendered drivers and reinforcing factors of violence against women.

As discussed on page 148, some of the indicators and measurement tools which are useful and reliable measures for population level monitoring may also be appropriate to measure project level change against the drivers of violence on a smaller scale. It is useful to keep a link between project level change and population level change.

For more information on the *Guide to prevention monitoring* go to ourwatch.org.au.

What is evaluation?

Evaluation is the systematic collection of information about the activities, outputs and impacts of strategies to assess the value of these strategies. The knowledge gained from evaluation is used to improve ongoing implementation of strategies and to inform future prevention work. Evaluation can be quantitative and/or qualitative, and can assess processes as well as outcomes and impacts (see pages 119 for definitions and more information on these terms).

In this Handbook, monitoring refers to population-level tracking of progress, for example through quantitative national indicators. Therefore, this term is not used in this section. Go to the *Guide to prevention monitoring*, due to be released in 2017 for more information, ourwatch.org.au.



Feminist evaluation for primary prevention

Any evaluation of prevention strategies should follow the feminist principles of primary prevention. A feminist evaluation emphasises the importance of participatory approaches, empowerment and using evaluation for social justice. For more information on feminist evaluation, see:

International Development Research Centre, [Engendering policy through evaluation](http://www.feministevaluation.org), www.feministevaluation.org

Ranjani Murthy, [Toolkit on gender-sensitive participatory evaluation methods](http://www.isstindia.org/publications/Ranjani_toolkit.pdf), www.isstindia.org/publications/Ranjani_toolkit.pdf

Srilatha Batliwala and Alexandra Pittman, Association for Women’s Rights in Development (AWID), [Capturing change in women’s realities: A critical overview of current monitoring & evaluation frameworks and approaches](http://www.awid.org/publications/capturing-change-womens-realities), www.awid.org/publications/capturing-change-womens-realities

VicHealth has developed a number of tools and resources for good practice evaluating primary prevention. Start by reviewing VicHealth’s [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#).⁹¹ You can use this as the basis for planning your evaluation. This section of the Handbook builds on the VicHealth *Concise guide* and presents 10 key steps to conducting an evaluation, as illustrated in Figure 6 with tips and guidance for each step.



Figure 6: Ten steps to evaluating your prevention strategy

Step 1: Identify the purpose and users of your evaluation

The first step is to identify who the evaluation is for and what they need to know. Key points to consider in identifying your context and stakeholders:

- What is the main purpose or use of your evaluation? How will you use the findings and how will they be used by other practitioners and policy makers? Are there certain things that you need to report on for funding?
- Who are the key stakeholders that you identified during the **EXPLORE** stage of the planning cycle (see Section 7)? Who has an interest in participating in your evaluation activities? Who will use the findings from your evaluation? How will you engage these stakeholders in designing and implementing your evaluation plan? Remember that this could include prevention practitioners from other settings and sectors.



Participatory evaluation engages stakeholders and shifts the focus to the intended audience of the evaluation.

Learning-oriented evaluation facilitates the sharing of tools, tasks and findings between stakeholders, practitioners and evaluators, so that learning becomes an integral part of the process.

Action research or **action learning** is based on the principle of learning by doing, where the skills and knowledge that are gained by doing research is one of the goals of the initiative. ANROWS has list of action research resources which can be found at <http://anrows.org.au/node/1071>



Case study: Evaluation with diverse communities, Victoria

The Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project focused on the development of primary prevention techniques and strategies to address violence against women in two different cultural communities. This project used a 'developmental evaluation' approach to inform the development of the prevention model and resources for working with diverse communities. Evaluation was used as a tool to build an evidence base on how to tailor prevention to different communities.

A strong participatory model was used to gain a comprehensive understanding and to learn through the implementation of the project. Program logic models were developed for evaluation of the two community initiatives in collaboration with the evaluation team, project staff and community leaders. Stakeholders were actively engaged in the evaluation planning and design, data collection and analysis, and decision-making. Importantly, this method focuses on the process of implementation to inform the development of approaches to the prevention of violence against women in culturally and linguistically diverse communities.

For more information, see the [Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project Evaluation](https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx>

Step 2: Develop or review your logic model

The logic model (see Section 7) you have already developed with inputs, activities, outputs and impacts, will form the basis of your evaluation.

Use your logic model to develop your evaluation plan which sets out what you are measuring, the methods you will use, when you will conduct your evaluation, who is responsible for data collection and analysis, what resources will be needed and how you will share your findings. There are tips for each of these steps below.

Step 3: Develop your overall evaluation design

The overall evaluation design will influence the information you get and the conclusions you can make. Therefore, your overall evaluation design needs to be ‘fit for purpose’. That means that the first question you should ask is:

Given the evaluation situation, the information needed, and the needs of the intended users, what is the most appropriate evaluation design?

For example, are you doing a process evaluation, an evaluation capacity building approach, an impact evaluation, some other type or a combination of these?



The logic model you have already developed with inputs, activities, outputs and impacts, will form the basis of your evaluation.



Process evaluation investigates the process of delivering your prevention strategy including the quality of the implementation, what’s working well and what isn’t working as well, to strengthen or improve the strategy.

Impact evaluation is broader and assesses the overall effects —intended or unintended — of the strategy as a whole.

Empowerment evaluation provides communities with the tools and knowledge that allow them to evaluate their own prevention strategies.

Evaluation capacity building is an approach that builds the skills of organisations and individuals to conduct rigorous evaluations, and integrate evaluation into routine practice.



Case study: 'Fit for purpose' – evaluation of Generating Equality and Respect

A participatory and learning-oriented approach was taken in the evaluation of the Generating Equality and Respect program (see page 105). This style of evaluation engaged stakeholders, particularly the program team, throughout the entire evaluation process, so that their needs were identified and their values influenced the entire evaluation process.

The strong learning-orientated approach of the program built the capacity and skills of the program team to undertake and lead all elements of the program's evaluation, from evaluation planning through to the write-up of findings, couched safely within a 'learn by doing' environment.

The evaluation framework was visualised by a program logic model that set out the Generating Equality and Respect program's key activities, outputs and expected impacts over a series of timeframes. A set of SMART (specific, measurable, accurate, relevant and time-bound) indicators were 'signposts' to measure the success of the program's key activities. For example, the quality and effectiveness of its processes, the people or organisational units reached by the program of action or the type and extent of impact the activities had on both organisations and individuals. For more on SMART indicators, see page 147 of this section.

The SMART indicators were also useful in determining the scope of the evaluation so each indicator dictated the type and range of data that needed to be collected. Process indicators were used to determine the effectiveness of the program's processes and impact indicators highlighted changes that could be expected across the socio-ecological model.

There was no standard evaluation method used to assess all elements of the Generating Equality and Respect program. Instead, the style of evaluation that was used demonstrates how evaluations must be tailored to suit their particular audience. Mixed methods of data collection were employed to gather sufficient information on the program. For some methods, specific instruments were developed to support data collation and research including participant feedback sheets, pre-training and post-training surveys, online staff surveys, key informant interview questions, and key informant focus group questions.

For more information, see VicHealth, [Generating Equality and Respect](https://www.vichealth.vic.gov.au/media-and-resources/publications/generating-equality-and-respect-resources), <https://www.vichealth.vic.gov.au/media-and-resources/publications/generating-equality-and-respect-resources>

In the overall design of your evaluation, consider these key points to ensure it is fit-for-purpose including:

- the setting/s that your strategy is working across
- the timeframe of your strategy including how much time is necessary or reasonable for you to be able to observe change as a result of your strategy
- the resources available for your strategy including time and financial resources, your evaluation team and other materials necessary for you to realistically and accurately measure your progress.



Tip

A clear communication or dissemination plan is an integral part of your evaluation plan. As you design your evaluation, consider how you will communicate your key findings to your intended end users. Think about what they need to know, and how you are going to tell them.

Go to Step 9 for more on communication and dissemination.



Key principles that apply to all evaluations of prevention strategies

Although there are many different ways to conduct an evaluation, there are key principles that apply to all evaluations of prevention strategies. These are:

- focusing on the drivers of violence against women
- integrating evaluation into prevention strategies from the beginning
- understanding the strategy's logic model and expected change, and focusing on assessing changes that can be attributable to that strategy
- ensuring findings are practical and relevant for the strategy's practitioners and key stakeholders
- building your and your fellow practitioners capacity to undertake good practice evaluation
- using a collaborative process between the funder, the project team, the participants or target community and the evaluator
- basing the evaluation on the principle of gender transformative practice.

The same ethical and safety guidelines for the prevention strategy should also apply to your evaluation activities. For example, if you or your evaluators are asking people about experiences or perpetration of violence (to measure community level change or a long-term community mobilisation strategy) or about other sensitive information, make sure that the evaluator has the necessary training and resources and is prepared to deal with any disclosures. Follow the World Health Organization's [Guidelines for research on violence against women](#).⁹²

For more information on these key principles in action, see VicHealth's [Evaluating preventing violence against women initiatives: A participatory and learning-oriented approach for primary prevention in Victoria](#).⁹³

Step 4: Engage the right people to conduct your evaluation

Evaluations should be built on relationships. They should be a collaborative process between the funder, the program team, the partner organisations, the participants or target community of the work and the evaluator.

Make sure you have the right people with the right skills to carry out your evaluation. Your evaluators should be involved in the design of your evaluation plan from the beginning.

When thinking about where to find evaluators, think about the skills, experiences and resources they will need to effectively evaluate your strategy. Your evaluators should be committed to the objectives of your strategy, sensitive to issues of violence against women and have a good understanding of the drivers and reinforcing factors of violence. If evaluating programs to prevent violence against Aboriginal and Torres Strait Islander women or women from culturally and linguistically diverse communities, you will need to consider whether your evaluator has an appropriate level of cultural competency.

You can find evaluators through universities or other academic settings, in research or evaluation consulting firms or independent consultants. Do some background research into the institution or academic body that the evaluator is linked to, or review a previous evaluation that the individual or organisation has been involved with.

Step 5: Establish your indicators

To know whether progress is being made on individual outcomes of your strategy you need to set **indicators** for your evaluation. Indicators translate the elements of the logic model into things that can be measured – that is seen, read, heard or found out about in some way. If you are working with an external evaluator, establishing indicators will occur in collaboration with them.



Don't set yourself up for failure by selecting indicators that will take a long time to change and cannot be attributed solely to your strategy, such as the a reduction in the prevalence of violence.

Population surveys repeated over time, including in Australia, have so far shown that change in prevalence rates of violence against women over recent decades has been incremental. Prevalence of violence against women (both 12-month prevalence and lifetime prevalence) would only be expected to decrease at the population level in the very long term.

Based on past evidence and research on prevalence levels, we anticipate that it will be years, if not generations, before we observe significant reductions in prevalence levels. We would not expect to see significant changes against prevalence indicators until the underlying attitudes, behaviours and practices driving such high prevalence have been addressed.

Understanding process and impact indicators

There are two main categories of indicators: **process** and **impact**. As shown in the Evaluation Plan Builder below, these measure different things. **Process indicators** measure things related to your activities and outputs and help you see whether your strategy is working or needs to be tweaked. Impact indicators relate to the impact of your strategy on individuals, organisations, communities or society, or on structures, norms and practices.

In measuring impact, we also distinguish between project level and population level indicators. Depending on the stage that your strategy is at, most of your indicators will measure the impact of your work at the project level. However, by measuring this impact you can also contribute to population wide monitoring of the gendered drivers of violence against women.

You can use both types of indicators or one type depending on your evaluation aims. For example, process evaluation is particularly important during the early stages of developing and testing your strategy. In these early stages your strategy may not be ready to include impact indicators as shown in Figure 7.

As outlined in VicHealth's [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#),⁹⁴ when establishing indicators, there are some key things to avoid.

Try not to be over-ambitious and indicate everything. This can lead to projects being assessed in ways that might not be realistic or achievable. Consulting with key stakeholders will assist you to develop realistic indicators that are within the scope of your project to achieve. Remember, some changes such as a reduction in the prevalence of violence against women are only expected to occur in the long term. Establishing indicators for this would mean directing yourself to things that you won't be able to measure or achieve, thereby inadvertently setting your projects up for 'failure'.

Try not to over-indicate. Even when you've identified the immediate and medium-term impacts you want to develop indicators for, remember that every indicator you settle on requires someone to go and find out about it. Resources must be used wisely; establish only the necessary and sufficient markers of your project's progress and achievements.

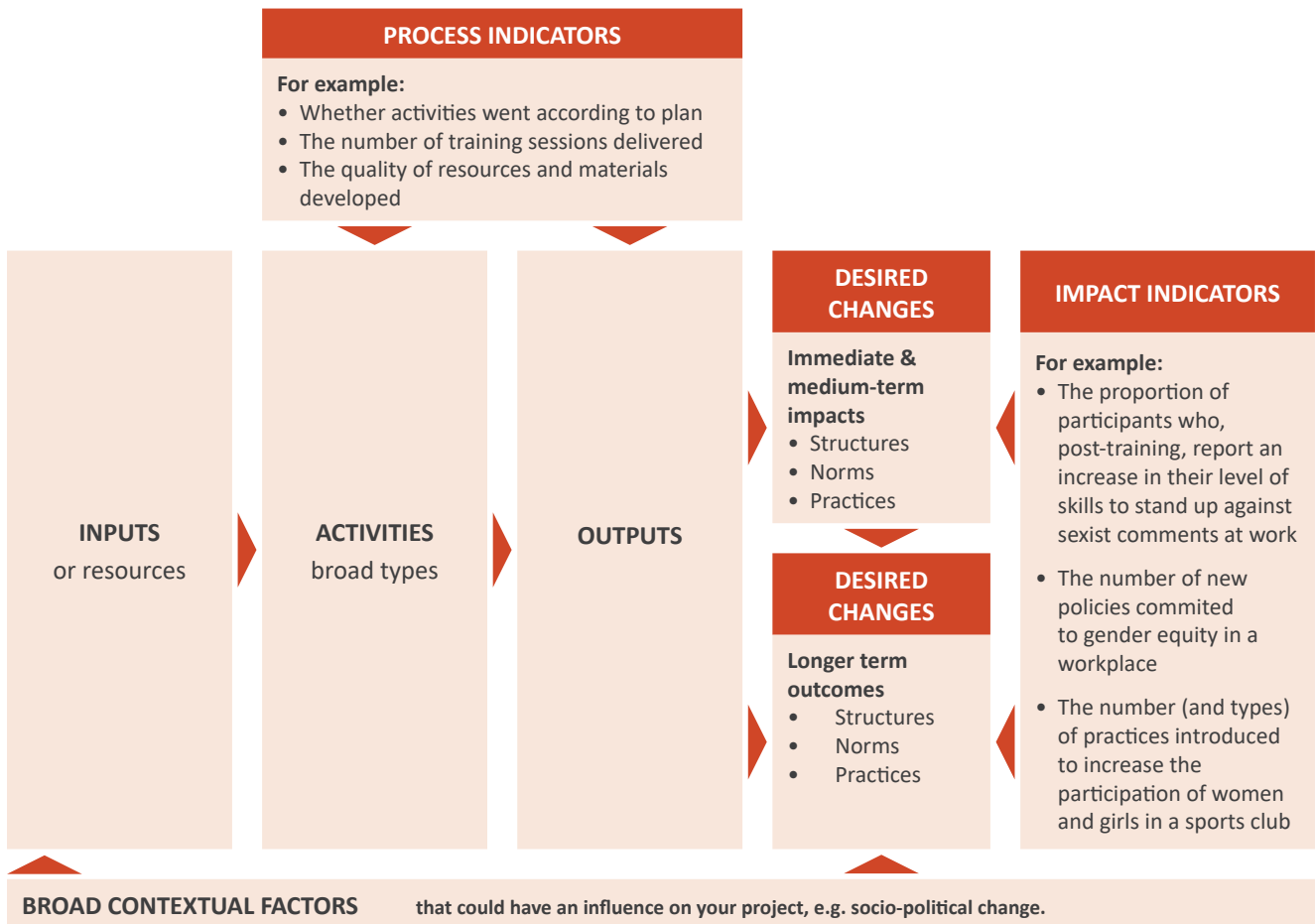


Figure 7: Evaluation plan builder

Developing indicators

Following criteria for developing or identifying indicators helps your evaluation be fit-for-purpose and your ultimate findings benefit your intended end users.

Overall an indicator should be:

- **A good 'conceptual fit'** – for example, the indicator should reflect the drivers of violence against women that you are trying to address at multiple levels of the socio-ecological model. These might include gender equality-related indicators to measure structural change as well as indicators of social norms, individual attitudes and relevant practices that drive violence against women.
- **Be SMART** – specific, measurable, attainable, realistic and timely (Figure 8).

S	Specific Refers to specific changes that will take place because of your strategy.
M	Measurable Written in a way that you can measure, and that will tell you whether your strategy has successfully achieved your expected change.
A	Achievable Realistic, logical, and possible for you to achieve with the resources and timeframe of your strategy.
R	Relevant Relates to the overall impacts and outcomes that your strategy is trying to achieve.
T	Time-bound Has a specific timeframe in which you will be able to observe and measure change from your strategy.

Figure 8: SMART indicators

When developing your process and impact indicators consider:

- **who** is changing or in what group of people do you expect to observe change as a result of your strategy?
- **how many** people do you expect to change as a result of your strategy? What is the minimum number for you to be able to assess your achievements against?
- **when** do you expect to be able to observe this change, among these people, as a result of your strategy?
- do your indicators **address intersectionality** and **diversity**?



Tip

There are a number of standardised evaluation tools available for collecting both qualitative and quantitative data in different settings and for different prevention techniques.

There is no need to start from scratch when planning your methods. Begin by exploring existing tools, resources and materials, and adapt these to your context and your needs.



Customised or common indicators?

This Handbook does not include a comprehensive set of indicators for all prevention strategies. Your indicators should be based on good practice for evaluation in primary prevention and tailored to the specific needs of your strategy.

However, there are benefits to using common existing, already validated indicators from quality sources where appropriate and possible.

The VicHealth [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#) contains examples of SMART indicators that you could use or adapt.

The Our Watch *Guide to prevention monitoring*, which will be released in 2017, provides information on how to track Australia's progress on ending violence against women at the population level. This may be a useful starting point to look at common indicators and data sources, ourwatch.org.au

For more information, go to Centre for Social Impact, [The Compass: Your guide to social impact measurement](#).⁹⁵

Step 6: Select your data collection methods and develop instruments

Once you have set your indicators, you need to decide on your data collection methods and develop tools or instruments to collect your data. This will be done in collaboration with your evaluator or evaluation team.

There is no 'one-size-fits-all' package for evaluation. There are many different methods to measure change and assess your impact. It is important to make sure your methods are realistic and fit-for-purpose.



Validity in evaluation is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure.

A **validated measure** is one that has been thoroughly tested to ensure that it is reliable, valid and sensitive to change.

Using quantitative and qualitative methods

Mixed methods evaluation – using a combination of qualitative and quantitative data – has many advantages. By using different methods, you will be able to compare and contrast your findings to see if different approaches give different answers. This will build up the strength of your findings. Table 7 outlines the strengths and limitations of qualitative and quantitative research methods and indicators.

Attribute	Quantitative methods	Qualitative methods
Purpose	Quantitative data are pieces of information expressed numerically, such as how much, how many, how often. Examples include the number of partners involved in planning an activity and the proportion of participants at an event who come from a specific sector. They are highly structured and based on theory and evidence, but they do not easily answer questions such as 'why have numbers increased/decreased?' or 'how have things improved?'.	Qualitative data are pieces of information in the form of words or themes. Examples include the challenges in implementing a new gender equality policy in a workplace and what members understand of their sports club's involvement in activities to increase the participation of women and girls. Qualitative data seeks to understand how the world is understood, interpreted and experienced by individuals, groups and organisations. They help to explain the 'why' and are often richly descriptive, flexible, relative and subjective.
Examples	Surveys, attendance numbers, control trials, cohort studies, and analysis of data sets.	Participant observation, interviews, focus groups, document and policy analysis, observation, participatory methods.
Challenges or limitations	<p>If primary data collection is required, costs may be high due to expensive field work.</p> <p>Data cannot tell much about the why or process of change.</p> <p>Large sample sizes are required to determine different impacts for different groups of people.</p>	<p>They are not designed to generate data that is statistically representative of the entire population.</p> <p>It can be difficult to ensure the full diversity of experience is reflected in a balanced way.</p> <p>It is difficult to compare change over time, or compare with other evaluations.</p>

Table 7: The difference between quantitative and qualitative methods

There are a number of common data collection methods that can be used for evaluating prevention strategies, shown in Table 8.

Type	
Document review	Documents associated with the prevention strategy can be a useful source of data for your evaluation. Documents include minutes of meetings, partnership Terms of Reference, progress reports, attendance records and planning notes.
Feedback sheets or participant surveys	Feedback sheets involve asking participants of an activity questions to find out their thoughts on what has happened. Feedback sheets can contain closed and open-ended questions and are generally administered immediately after an activity.
Focus group discussions	Focus group discussions involve a group of participants in facilitated discussions with the evaluator who is guided by a prepared set of broad questions.
Key informant interviews or in-depth interviews	Interviews involve participants in one-to-one conversations with the evaluator who is guided by a prepared set of questions, but with flexibility to vary the questions as needed.
Observation	Observation involves practitioners and evaluators observing what is going on during strategy activities and recording this information in strategy notes or as part of their regular reflection.
Surveys	Surveys involve a structured and fixed set of questions that can be distributed to participants and stakeholders by mail, email, online or face-to-face. Surveys can use both quantitative and qualitative questions.

Table 8: Common data collection methods

Step 7: Undertake data collection

Data collection will likely be implemented directly by your evaluator or evaluation team. Remember to:

- Allow time to test your evaluation methods. For example, if you have developed a survey for your participants on their experiences and perceptions of the strategy, you need to make sure the questions are clear and not biased, and that the survey is an appropriate length. Drawing on existing measures which have been proven in a similar context may help.
- Consider the length of your data collection tools and ensure you only collect the data you need to respond to your chosen indicators. If data collection tools are too long, participants will be less likely to complete them or may become disengaged. You also risk capturing too much detail to analyse. On the other hand, if your tools are too short you will not have enough information to accurately assess your work.
- Make sure that lay stakeholders and the target audience have the opportunity to accurately discuss their experiences of your prevention strategy.
- Evaluation is not just about measuring what works, but also **what does not work**. It is important to create a safe environment in which unintended impacts and changes are allowed to surface. You should allow a space for mistakes and failures and the ability to discuss them, report on them and learn from them. Reflecting on the elements of your prevention activity that didn't work and why provides significant opportunities to learn from these failures and strengthen your future prevention activities.

Step 8: Analyse and interpret data

Evaluation data will often be initially analysed by your evaluator or evaluation team, however other stakeholders can be involved in interpreting the data too. There are many different strategies and software programs to help you analyse quantitative and qualitative data. This section does not explain how to analyse data because it is a complex skill, but further guidance to do this in a prevention strategy is available in VicHealth's [Evaluating Victorian projects for the primary prevention of violence against women: A concise guide](#).⁹⁶



Tip

Take care when analysing data:

- Don't combine direct indicators (which directly measure the area of interest) with indirect or proxy indicators (which refer in an indirect way to the subject of interest, either because the subject of interest cannot be measured directly or it is too sensitive to do so).
- Don't compare data that is not comparable.
- Be sure to analyse silences in qualitative data, that is, what's not being said in addition to what is said.
- Don't overstate the relationships between data, such as claiming a causal relationship when you observe an association or trend (refer to the following page on attribution for further information).

In interpreting data, don't accept the information at face value. Take a closer look at the information you have, and compare it with what you already know. Think about what your data shows and about why it might show that.

Questions to support data analysis and interpretation

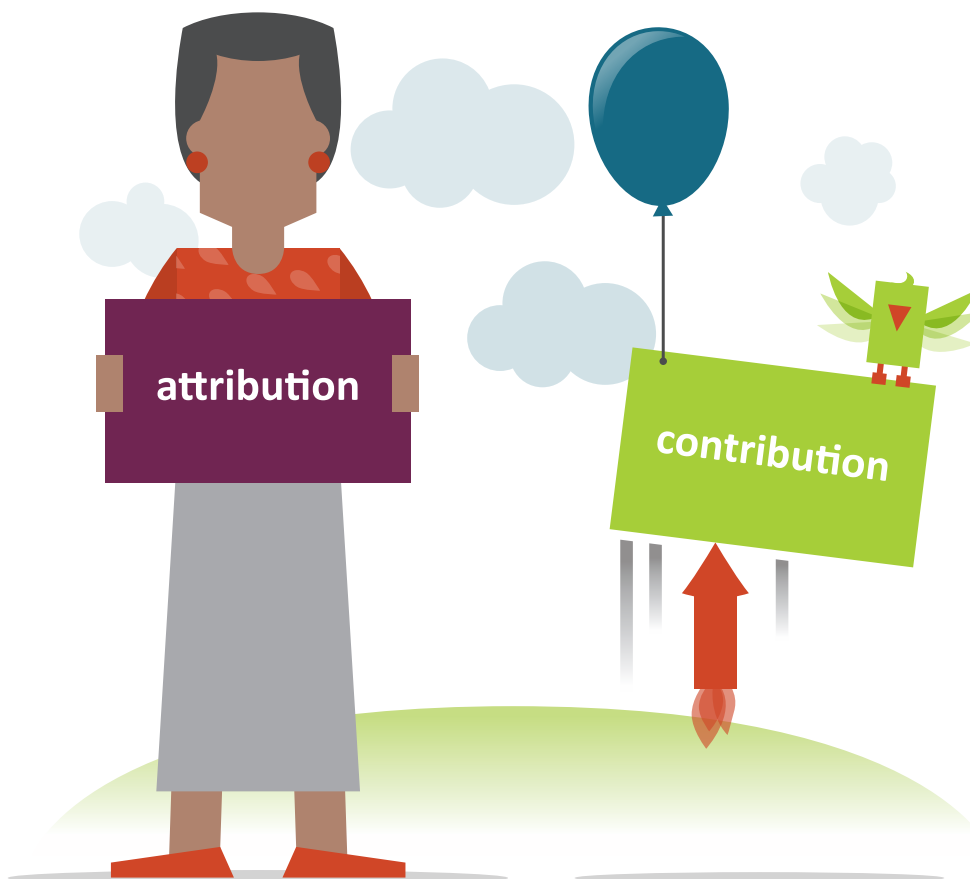
- Were the activities implemented as you had planned them? Why, or why not? What changed and does that impact on your program logic?
- Is the data collected reliable?
- What is the significance of the findings?
- Does the information align with your experiences of implementing your prevention strategy?
- Is there any surprising or unanticipated data or findings?
- Is there something that doesn't make sense that you want to investigate further?
- Did anything unexpected happen as a result of your strategy? Can you identify why?
- Is there enough evidence to support the strategy's success?
- Is there information pointing towards any shortcomings or weaknesses of the strategy?
- How can the key findings inform lessons, insights and recommendations for the design and implementation of your strategy?
- What do the key findings mean for the potential scale up or use of your strategy in other contexts?

Understanding contribution versus attribution

When interpreting your data, be aware of **contribution** versus **attribution**.

The changes that we hope to see from prevention activities may take a long time to occur in our target community. For this reason, when evaluating prevention strategies, it may be more appropriate to look for contribution rather than attribution.

As prevention aims to generate changes that are likely to be the result of multiple factors or multiple prevention strategies at a broader societal level, it may not always be possible to demonstrate attribution between the activities of your prevention strategy and the changes to gendered drivers that take place.



Attribution or **attributable change** means that you can establish a direct causal relationship between the work of your prevention strategy and the impact that you observe. This is a relationship of cause and effect.

Contribution or **contributory change** means that you can show a relationship between your strategy and an outcome or goal, but that your strategy was not the only contributing factor. In this case, change happened partly as a result of your work and also as a result of other factors.

Step 9: Communicate and disseminate your findings

As data from the evaluation becomes available, consider how it can be communicated to your key stakeholders. Consider how you can ‘drip feed’ information and generate interest in your strategy and your final evaluation report. Getting your findings out there requires planning — set aside time and resources to spread the word.

Developing stakeholder messages

- Clearly define your central messages and key findings and communicate them simply. Go to the Dissemination strategy worksheet in the VicHealth [Concise guide](#).⁹⁷
- Present data in an engaging way, for example, use infographics, case studies, quotes and charts.
- Communicate in a way that is both accessible and useful for your primary intended users.
- Develop and tailor your communications to suit different audiences. For example, when communicating with your community, a brochure summarising key points may be more appropriate than a long report.

Disseminating messages

- Promote and host an event where the key findings are presented and the evaluation report is distributed.
- Promote the evaluation report online by uploading it to your website and, if relevant, your partner organisation’s website or through social networks such as blogs or Twitter.
- Use creative communications to promote the findings such as infographics, short videos, webinars or bulletins.
- Present the key findings at relevant conferences and forums.
- Write up the key findings for publications in professional or academic journals.



Tip

Suggested structure for evaluation reports:

1. Title and date
2. Contents
3. Acknowledgements
4. Executive summary
5. Background to the strategy
6. About the evaluation, including methodology and data
7. Presentation of key findings
8. Discussion
9. Recommendations
10. Appendices



Present data in an engaging way, for example, use infographics, case studies, quotes and charts.

Step 10: Use feedback loops to improve your prevention strategy

A key measure of a good evaluation is its ability to contribute useful findings in ways that can improve future strategy design. Your evaluation should explain both what actually happened in the strategy implementation and also what can be changed for a more effective strategy in the future. Using information outputs to inform future strategy design is called a feedback loop.

By looking at the results from your key findings, you can identify what parts of your strategy worked well and what parts may need to be re-thought. Your findings can also identify unintended results or impacts that should be considered in the future. The results from the evaluation will provide lessons, insights and recommendations for any future strategies you implement. These messages will also be useful in the potential scaling up of your strategy or its adoption in different contexts.



Tip

Reflection should be an ongoing part of your prevention strategy's implementation and evaluation. This means actively incorporating the perspectives of your strategy's facilitators or evaluators into your data collection methods and using this as a tool for learning and improvement.



Case study: Feedback loops in the Respectful Relationships Education in Schools Pilot Evaluation, Victoria

The assessment of the *Respectful Relationships Education in Schools* pilot, led by Our Watch, is an example of a well-structured evaluation with a rigorous method. The method collected both quantitative and qualitative data through a variety of different data sources including surveys, monitoring records, stakeholder interviews and focus groups. The evaluation team took a realist approach which sought to identify 'what works, in which circumstances, and for whom', rather than simply asking whether the program was effective or not. This was also consistent with the overarching aims of the evaluation and applying evaluation in this manner was a key feature of the overall approach.

This evaluation design is an excellent example of how feedback can be used to inform and improve a program. Feedback loops were included to provide key stakeholders and participants with evaluation data in a timely manner, where possible. For example, the leaders of each participating school were given a summary of their respective school culture survey results within a month of completing the survey to help inform their activities. Project implementation leaders met with schools to discuss their findings, highlighting areas of strength as well as opportunities for improvement. The aim was to provide schools with their own baseline data so that they could reflect on staff reviews of what was considered effective and what they ought to focus on to improve gender equality and integrate it into their policies, procedures and practices.

As this evaluation design demonstrates, comprehensive assessment of a program is crucial to the implementation of a program through data feedback loops and reflective practice for continuous improvement.

For more information on the pilot program and evaluation, see Our Watch, [Respectful relationships education in schools](https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education-in-schools), [https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education](https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education-in-schools)



Resources and materials for evaluation

Australasian Evaluation Society, <http://www.aes.asn.au/>

Centers for Disease Control and Prevention, *Evaluation for improvement: A seven-step empowerment evaluation approach for violence prevention organisations*, http://www.cdc.gov/violenceprevention/pdf/evaluation_improvement-a.pdf

Centre for Social Impact, *The Compass: Your guide to social impact measurement*, http://www.csi.edu.au/media/uploads/CSI_The_Compass.pdf

Community Sustainability Engagement, *Evaluation toolbox*, <http://www.evaluationtoolbox.net.au/>

Department for International Development UK, *Guidance on monitoring and evaluation for programming on violence against women and girls*, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf

EvalCommunity, *Evaluator database*, <http://www.evalcommunity.com/>

International Development Research Centre, *Engendering policy through evaluation*, www.feministevaluation.org

Jan Breckenridge and Jen Hamer, *Traversing the maze of 'evidence' and 'best practice' in domestic and family violence service provision in Australia*, <http://www.anrows.org.au/sites/default/files/page-attachments/IssuesPaper26-May2014.pdf>

Laura Haylock and Carol Miller, *Merging developmental and feminist evaluation to monitor and evaluate transformative social change*, <http://aje.sagepub.com/content/37/1/63.abstract>

Michaela Raab and Wolfgang Stuppert, *Review of evaluation approaches and methods for interventions related to violence against women and girls (VAWG)*, https://assets.publishing.service.gov.uk/media/57a089b440f0b652dd00037e/61259-Raab_Stuppert_Report_VAWG_Evaluations_Review_DFID_20140626.pdf

Multicultural Health Network, *A 'critical' reflection framework*, <http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf>

Ohio Domestic Violence Network, *Empowerment evaluation toolkit*, <http://www.odvn.org/prevention/empowerment-toolkit.html>

Our Watch, *Guide to prevention monitoring* (to be released in 2017). This also includes suggested measures and data sets that you may want to explore in designing your strategy and your evaluation plan, www.ourwatch.org.au

Ranjani Murthy, *Toolkit on gender-sensitive participatory evaluation methods*, http://www.isstindia.org/publications/Ranjani_toolkit.pdf

Srilatha Batliwala and Alexandra Pittman, *Capturing change in women's realities: A critical overview of current monitoring & evaluation frameworks and approaches*, <http://brookeackerly.org/wp-content/uploads/2010/11/Batliwala-2010.pdf>



Resources and materials for evaluation continued...

UN Women, *Programming Essentials, Monitoring & Evaluation*, <http://www.endvawnow.org/en/modules/view/14-programming-essentials-monitoring-evaluation.html>

VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <http://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>

VicHealth, *Trends in evaluation: Preventing violence against women*, <http://www.vichealth.vic.gov.au/search/pvaw-evaluation-trends>

World Health Organization, *Putting women first: Ethical and safety recommendations for research on domestic violence against women*, <http://www.who.int/gender/violence/womenfirtseng.pdf>

Women's Health Association of Victoria, *Action to Prevent Violence Against Women*, <http://www.actionpvaw.org.au>

W.K. Kellogg Foundation, *Evaluation handbook*, <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Different sectors have their own communities of practice that can offer support, training and resources for those working in prevention. Check through your local women's health service organisations, or through [Our Watch, ourwatch.org.au](http://ourwatch.org.au)

Appendix 5: Alternative text for figures

Section 9

Page 147. Figure 7: Evaluation Plan builder.

This image shows the key steps in developing an evaluation plan. There are eight boxes which are linked by a series of arrows which indicate their relationship with each other. The first box says inputs or resources. There is an arrow linking this to a second box which says activities. This box is linked by arrows to two other boxes. The third box says process indicators, for example, whether activities went according to plan, the number of training sessions delivered, the quality of resources and materials developed. Both the second and third boxes are linked by arrows to the fourth box called outputs. The fourth box is linked by arrows to two other boxes. The fifth box is titled desired changes and describes, with a sub-heading of immediate and short-term impacts and emphasises the importance of considering these immediate and short-term impacts on structures, norms and practices. The fifth box is linked by an arrow to a sixth box which is titled desired changes, with a sub-heading of longer term outcomes and emphasises the importance of considering these longer term impacts on structures, norms and practices. The sixth box is titled impact indicator. It provides three examples of impact indicators. The first example is the proportion of participants who, post-training, report and increase in their level of skills to stand up against sexist comments at work. The second example is the number of new policies committed to gender equity in a workplace. The third example is the number (and types) or practices introduced to increase the participation of women and girls in a sports club. There are arrows linking the impact indicators box to two other boxes – the desired changes, sub-heading immediate and medium-term impacts box and the desired changes, sub-heading longer term outcomes box. At the bottom of the image is a box that is a key consideration for all elements of your evaluation plan and indicators and is linked to all of the seven other boxes. This box says broad contextual factors that could have an influence on your project, for example socio-political change.

Endnotes

Endnotes

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