Evaluating Victorian projects for the primary prevention of violence against women:
A concise guide

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Warmest thanks go to the intrepid prevention practitioners who tested this guide in November 2014, it was made all the better by your contributions.

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Contents

Introduction

What's in this guide?

This guide has three parts with a total of nine steps for evaluating primary prevention projects.

PART A: PLANNING is a six-step process for planning your evaluation.

1. Identifying your evaluation's stakeholders (and its purpose)
2. Developing a really good logic model
3. Establishing SMART indicators of success
4. Selecting the methods of data collection
5. Putting it all together (the evaluation framework)
6. Developing data collection instruments

PART B: COLLATING has two more steps once your evaluation has commenced.

7. Preparing your data and undertaking the analysis
8. Synthesising the results and reporting on key findings

PART C: DISSEMINATING includes a final step for when your evaluation is done and dusted.

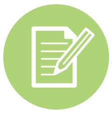
9. Getting your key findings out there

Who is this guide for?

This guide has been developed to support the growing field of primary prevention practice in Victoria. It's designed to support practitioners in undertaking their own (internal) evaluations. It's just as useful for those working with external evaluators because it can help practitioners get the most out of the evaluation.

How do I use this guide?

This guide is not the definitive answer to evaluating primary prevention projects. Its nine steps cover the fundamentals of evaluation with associated tools to support the work of planning and undertaking an evaluation. Tools include worksheets, samplers, menus, builders, templates and references. Throughout this guide, tools are referred to as follows.



Worksheets, samplers and menus: to make sure you're on the right path.

Builders and templates: once complete, these are the key documents of your evaluation.

References to websites and downloadable materials: to delve further into other information and project material.

All tools can be found in the one place, in the 'Tool kit' section of this guide.

When do I use this guide?

Ideally, planning for implementation and planning for evaluation are done together, so start using this guide as soon as you can. Evaluating primary prevention is also best done in parallel with project implementation, so getting started early on planning for evaluation means you'll be ready.

If your project is under way and you haven't started planning for the evaluation, don't worry. You can still use this concise guide. The steps remain applicable and you don't need to skip any – simply start from the beginning.

Definitions

For the purposes of this guide, evaluation is defined as:

- the systematic collection of information about the activities, outputs and impacts of projects to make judgements about them, improve implementation effectiveness, and/or inform decisions about future investments in them.

Adapted from Patton, MQ (2008), *Utilization-focused evaluation*, 4th edn, Sage, Thousand Oaks, CA, p. 39.

Primary prevention of violence against women is defined as:

- initiatives that seek to prevent violence against women *before* it occurs by dealing with the causes (determinants) of the problem, the most fundamental being:
  - the unequal distribution of power and resources between men and women; and
  - an adherence to rigidly defined gender roles.

Primary prevention works through whole-of-population measures, but can be selective to ensure all groups in the population are reached. It works at multiple levels; that is, with individuals as well as in organisations, communities and society. It engages many sectors, partners and settings (workplaces, sports clubs, community groups, schools, institutions, etc.) in activities that are 'mutually reinforcing' in tackling the causes. Activities include skills development, organisational development, social marketing and advocacy.

See VicHealth (2007), *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victori*a, Victorian Health Promotion Foundation, Carlton, Vic.

Part A: Planning

Step 1: Identifying your evaluation's primary intended users (and its purpose)

The first step in planning for evaluation is to identify who the evaluation is for and what they need to know.

Your project has many stakeholders: funders, policy makers, prevention sectors and partners, the settings within which your project is implemented, the participants reached by project activities, your organisation's management and/or board, and practitioners (this includes you as well as others in prevention). Each stakeholder has specific things they'd like to know from an evaluation, and your evaluation can't meet the information needs of everyone. It is critical to work out your evaluation's *primary* intended users and find common ground between their information needs and those of secondary users. This will ensure your evaluation has a well-understood *purpose*.

Let's consider the different stakeholders of primary prevention projects. Two groups that tend to feature as end users of evaluations are practitioners and funders.

- Why practitioners? Primary prevention is growing and the field continues to innovate. Those who practise primary prevention have pressing information needs, such as:
  - how things are being done;
  - what's being achieved by projects such as yours;
  - what can be learned from practice; and
  - ways to get better at doing the work.
- Practitioners need evaluations mostly for *learning* and *improving*.
- Why funders? Funders have information needs similar to those of practitioners. They too are interested in practice and will support evaluations that can grow the prevention field through learning. As funders, however, they might have specific things they need to know, such as:
  - if a project is doing what it says it's doing (objectives and targets);
  - whether there's enough progress and achievement being shown for funding to continue; and
  - the contribution a project is making to preventing violence against women (PVAW) overall.

  Funders need evaluations mostly for *accountability* and *proving*.

Can the different information needs and purposes of these two groups be met by a single evaluation?

If you determine that practitioners are the primary intended users of your evaluation, your evaluation will need to respond to their information needs for learning. But make a point of talking to your funder about what they need to know from an accountability point of view. Then find ways to accommodate your funder's most important information needs in your evaluation.

If your evaluation has been commissioned by your funder, it will most likely need to respond to their information needs around accountability. As a practitioner aware of the importance of learning, however, try opening up a conversation with your funder. See if there's a way to include some of the most important information needs of practitioners in the evaluation. So many insights and breakthroughs arise from implementation, and it would be a shame if your evaluation did not capture at least some of them so they can be shared with others in the field.

As with project implementation planning, there's a lot about evaluation planning that boils down to having candid conversations with stakeholders. Indeed, it's a good idea in this first step of evaluation planning to involve primary intended users in a purposeful discussion about your evaluation, and maybe even constitute them as an evaluation team or task force. Show them this concise guide, for example, and explore what lies ahead in planning and undertaking the evaluation. As you shall see in the pages that follow, the engagement of primary intended users *throughout* an evaluation is desirable (it happens to be best practice, too) because it ensures that the evaluation is being done with the people who'll use it in mind.

Note that if your primary intended users are a large stakeholder group – like prevention practitioners – then it's appropriate to engage a manageable subset of people who can represent the information needs of the larger group.

WORKSHEET

Tool 1 is an evaluation stakeholders worksheet. Use this tool to profile your evaluation's stakeholders and identify its primary intended users. Also use this tool to help you formulate your evaluation's purpose and the overarching questions guiding the evaluation. Remember, your evaluation can't be all things to everyone … but it can be extremely useful to some!

Step 2: Developing a really good logic model

A logic model is a clear visual representation of a project's activities, outputs and the changes it seeks (impacts) all linked together in a series of 'if–then' relationships ('if this happens then that will occur').

Developing a really good logic model is critical to evaluation planning. The importance of this step cannot be underestimated. Once a logic model is in place, it's much easier to complete the remaining steps of evaluation planning.

Logic models are great for communicating about projects, too. When building a logic model, it is highly appropriate to seek input from stakeholders so they are part of creating a story of your project's activities, outputs and impacts. Even though logic models are building blocks for evaluation planning, once finalised they can help to communicate your project more broadly to partners, participants and others with an interest in the work.

A logic model has four essential components.

- *Inputs* are your project's resources. They include funding and staffing. They also include things like policies supporting prevention, evidence-based practice, partnerships readiness and leadership for the work.
- *Activities* are what your project does with the inputs. Examples include individual skills development (or capacity building), organisational development, partnerships development, resources development, community action and advocacy.
- *Outputs* are tangible products arising from your activities. They include events, training sessions, organisational policies and practices, social marketing, resources and materials, and partnerships for prevention.
- *Impacts* are the changes sought through your project's activities and outputs. Desired changes can occur at different levels: in individuals, within an organisation/community, or across society at large. Examples include:
  - an increase in the skills of training participants to stand up against sexist comments in the workplace (individual-level change);
  - improvements in workplace leadership for gender equity (organisation-level change);
  - improvements in social environments to include and welcome women (community-level change); and
  - an increase in the amount of public discourse questioning traditional or rigid gender roles (society-level change).

In addition to the four essential components, logic models can include broader contextual factors that could have a bearing on the way things go. These are historical, political, economic or social in scope. They include, for instance, whether the government of the day holds conservative views regarding gender roles or is open to the social transformation implied by the goals of primary prevention.

Your task in this step of evaluation planning is to map out the details of your project according to the components described above and show their relationships. As you do this, you'll start to differentiate between impacts that are immediate and medium term and those with longer-term expectations. This distinction is very important.

Primary prevention tackles deep causes of violence against women that exert an influence in complex and reinforcing ways. Projects are generally funded for two- or three-year cycles. Not all the changes desired can be achieved in project timeframes. Some will be further away than others – and could in fact be shown in your logic model as longer-term impacts (also known as outcomes).

Achieving an equal and respectful community where all women are free from violence is an example of long-term change that needs more time, resources and effort than a two- or three-year project. But achieving organisational change in a workplace or sports club so these settings move towards greater gender equity and inclusivity – well, these are definitely impacts within your project's grasp.

BUILDER

Tool 2 is a logic model builder. Use this tool with your project stakeholders to arrive at your project's logic model. This will be an iterative process so be prepared to go through several drafts before you get your logic model right. Be sure to differentiate between immediate- and medium-term changes versus long-term changes. And remember, long-term changes will not be within your project's grasp … and that's okay!

ONLINE RESOURCES

This tool also includes references to websites and downloadable materials to support you in building your logic model.

Step 3: Establishing SMART indicators of success

This step in evaluation planning involves carefully and precisely indicating what, in a project, ought to be measured in order to make a judgement or assessment that's in accordance with the information needs of primary intended users. This step is known as establishing the indicators of success, and a confirmed logic model (Step 2) is what you'll need to complete it.

Indicators are signposts, markers or hallmarks of your project's progress and achievements. They are arrived at by 'operationalising' the activities, outputs and impacts that are found in a logic model. This simply means expressing these logic model components as concrete things that can be seen, read or heard, and that you can go and find out about. As such, indicators define the *scope* of an evaluation.

There are two categories of indicators. *Process indicators* relate to the activities and outputs in your logic model. Once established, they direct you to:

- who was involved in planning the activities;
- whether activities went according to plan;
- the number of training sessions delivered;
- the quality of resources and materials developed;
- the people reached through the activities; and
- the people's satisfaction with what they were part of.

Basically, anything to do with your project's processes are process indicators. They give you directions to who, what and how. In pointing you to these things, process indicators help you to see whether your project is going well or needs to be tweaked – before it's too late.

Impact indicators relate to the difference your project has made. Once established, they direct you to:

- the proportion of participants who, post-training, report an increase in their level of skills to stand up against sexist comments at work;
- the number (and types) of partnerships for prevention generated (and embedded) by your project;
- the number of new policies committed to gender equity in a workplace you've partnered with;
- the number (and types) of practices introduced to increase the participation of women and girls in a sports club you've partnered with; and
- any public comment on normative gender roles that has been produced through your project's advocacy, social marketing or community mobilisation activities.

In short, anything to do with your project's impacts are impact indicators. In pointing to these things, impact indicators help you to build a picture of your project's influence on individuals, organisations, communities or society.

When establishing indicators, there are some things to avoid.

- *Try not to be over-ambitious.* This can lead to projects being assessed in ways that might not be achievable. Examples are over-estimating the turnout to an event, or being unrealistic about the number of policies to promote gender equity that can be introduced by a workplace partner. Consult with stakeholders. They will tell you exactly what to expect in terms of turnout to an event, for example.
- *Try not to indicate everything.* Remember, some changes are long term in our expectations. Establishing indicators for these would mean directing yourself to things that you won't see for a while, thereby inadvertently setting your projects up for 'failure'. No one wants that. Indicate impacts that are within your project's grasp.
- *Try not to over-indicate*. Even when you've identified the immediate- and medium-term impacts to indicate, remember that every indicator you settle on requires you or 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. Again, involve stakeholders in order to help you to indicate within your means.

SMART is a set of criteria that can help you to avoid indicator traps and pitfalls. SMART stands for Specific, Measurable, Accurate, Relevant and Time-bound.

- Specific means having indicators that are explicit, clear and simple.
- Measurable means you can collect data against indicators and they are achievable markers.
- Accurate means indicators are as correct and detailed as possible in relation to your project's activities, outputs and impacts.
- Relevant means indicators are the most necessary and sufficient markers of your project's progress and achievements.
- Time-bound means indicators refer to a moment in time, for example at the end of a project event or by project end.

Use SMART to identify your project's indicators. Remember to check with your evaluation's primary intended users to make sure the indicators you settle on are the right ones for them – that they will point you in the direction of project features, characteristics or attributes that primary intended users want to know about.

SAMPLER

Tool 3 is a sampler of process and impact indicators drawn from primary prevention projects. Please note these indicators are SMART to the projects concerned; they will not necessarily be SMART to your project. You still need to complete the evaluation planning steps described in this section.

Step 4: Selecting the methods of data collection

This step of evaluation planning requires you to select the best methods for collecting the information specified by your project's indicators of success (Step 3). All methods have pros and cons and are suited for getting particular kinds of information. So you'll need to decide on the methods for your evaluation on that basis. In addition, some methods are more resource intensive or specialist than others, which means your choice can be influenced by practical issues. These may rule out one method over another, or scale down ones you've selected. That's okay. As long as the methods you choose get you the information that's required, you've made the right choice.

Your evaluation is likely to include several data collection methods even after practical issues have been considered. Common methods include:

- document analysis;
- feedback sheets or questionnaires (both pre- and post- or just post-);
- focus groups (face-to-face);
- key informant interviews (face-to-face, internet/webcam or telephone);
- surveys (mail, email, online or telephone);
- practice reflection;
- journalling;
- narrative;
- observation; and
- partnerships analysis.

Methods collect data that are quantitative and qualitative.

- *Quantitative data* are pieces of information that are expressed numerically; examples are the number of partners involved in planning an activity and the proportion of participants at an event who come from a specific sector.
- *Qualitative data* are pieces of information in the form of words or themes; examples are the challenges in implementing a new gender equity policy in a workplace, and what members understand of their sports club's involvement in activities to increase the participation of women and girls.

Any single method of data collection – whether it's a post-event feedback sheet, a survey, or a practice reflection – can collect different types of data for more than one indicator at any given time.

- When you observe a project event, for example, you can note the number of people participating (quantitative data about reach) as well as the group dynamics (qualitative data about participants' experiences), thereby collecting data about process.
- A feedback sheet following a workplace training session can ask respondents which department they work in (quantitative data about reach) as well as what they intend to do next as a result of attending (qualitative data about change), thereby collecting data about both process and impact.

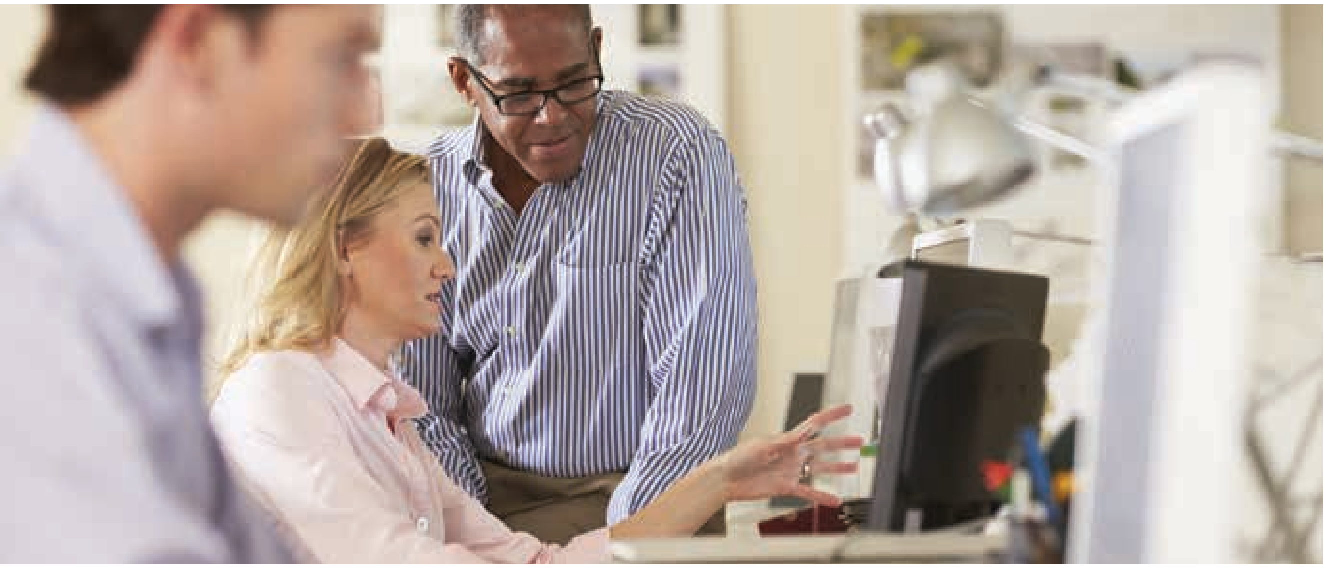
Your task is to select methods of data collection wisely.

MENU

Tool 4 is a menu of data collection methods, a 'quick reference guide' of the options. Use the tool to delve more deeply into data collection methods and identify the most appropriate and efficient methods for your evaluation.

A tip before proceeding. In evaluations of community-based initiatives such as primary prevention projects, a 'go to' method tends to be the survey. Many assume that a survey is required for sound evaluation. Too often, other methods of data collection are neglected. This concise guide recommends that you think about data collection methods *after* establishing your indicators, since indicators are the concrete things that you are required to find out about. Then, and only then, can you decide on the best methods for your evaluation. *Indicators always set methods.*

One of the biggest mistakes in evaluating community-based projects is in developing and administering a survey ahead of indicators and ending up with an unwieldy amount of data that wasn't required in the first place. It's a waste of precious resources.



Step 5: Putting it all together (the evaluation framework)

An evaluation framework is a document that brings together all the decisions that have been made in the evaluation planning process:

- your evaluation's primary intended users and purpose (Step 1);
- your evaluation's guiding questions (Step 1);
- the logic model (Step 2);
- the scope of your evaluation or its SMART indicators (Step 3); and
- the methods of data collection that will be used (Step 4).

In addition, the evaluation framework includes who is responsible for leading the data collection tasks and when these tasks will happen. For example, it might be appropriate for you to keep records of attendances at workplace training sessions, the trainer to hand out feedback sheets after each session, and a hired facilitator to run focus groups with participants at the end of the series.

Start your evaluation framework with a few words on your evaluation's primary intended users and its purpose. State the overarching questions guiding the evaluation (these should match the information needs of your primary intended users). Next, write a paragraph or two on the evaluation planning process, for example who was involved in developing the logic model and establishing the indicators, and when this took place. Then, use the following tool to complete your evaluation framework – its indicators, methods, when and who.

TEMPLATE

Tool 5 is an evaluation framework template. Use this tool to complete your evaluation framework. The finished product will contain the why, what, how, when and who of your project's evaluation. Once this template is complete, you'll be ready to undertake the evaluation. Give yourselves and your stakeholders a pat on the back!

Step 6: Developing data collection instruments

The final step in evaluation planning is to develop data collection instruments (or measures) and set up the processes for data collection. If you have selected interviews as a method, for example, then you'll need to determine the questions to ask interviewees and recruit them to the evaluation. If you have asked your project partners to keep a shared journal on a particular activity, then you'll need to provide the mechanism for this to occur and make sure people know what's required of them.

When developing your instruments, your evaluation framework (Step 5) is your roadmap. Refer to the indicators and methods of data collection to guide you through. Here are five examples.

Example 1

Let's say a process indicator is that the workplace training sessions reach a cross-section of people with at least 7 out of 10 departments represented. The method of data collection in this example is a post-training feedback sheet.

- The feedback sheet must have a tick box for respondents to indicate the department they work in.

Example 2

Let's say an impact indicator is that, as a result of the workplace training session, at least 70% of participants report an increase in their level of skills to stand up to sexist comments if heard at work. The method of data collection in this example is that same post-training feedback sheet.

- The feedback sheet must include a statement like, 'As a result of today, I now have more skills to stand up against sexist comments I hear in my workplace'.
- The feedback sheet must ask respondents to circle whether they 'strongly disagree', 'disagree', 'neither disagree nor agree', 'agree' or 'strongly agree' with the statement.

Example 3

Let's say another impact indicator is that participants follow through in subsequent months on standing up against sexist comments in their workplace. The method of data collection in this example is to interview some of those who received the training.

- The interview schedule must include a question on whether, in the months following the training, interviewees heard a sexist remark at work and intervened.
- The schedule could also include a prompt for interviewees to think about whether they know of anyone else who received the training and where this occurred.

Example 4

Let's say a process indicator is that the steering committee successfully meets its terms of reference for the duration of the project. The method of data collection in this example is a focus group with the steering committee.

- The focus group must include time for discussants to reflect on the terms of reference and consider whether these were met (and if not, why not).
- You might also have a second method for collecting data on this, such as the practice reflections of the project team. If so, then you'll have to ensure that their practice reflections are facilitated at some point.

Example 5

Let's say an impact indicator is that the project establishes at least two partnerships for settings-based prevention activity to continue beyond the life of your project. The method of data collection in this example is that same focus group with the steering committee.

- The focus group must allow time for discussants to identify sustainable prevention partnerships that they think have arisen as result of project activities.

Tackle each of the indicators and methods of data collection in this way. As shown in the examples, don't be afraid to use the same instrument to find out about two indicators, or two instruments to find out about one indicator.

Consider engaging the support of a social scientist or researcher who knows about developing data collection instruments. Note that data collection instruments require testing before use to ensure comprehension, clarity and appropriateness. Give yourself time to do this. If you can, test instruments with representatives of those for who they are intended.

ONLINE RESOURCES

Tool 6 is a list of references to websites and downloadable materials to help you develop your data collection instruments. Find out about how to write questions for surveys and interviews, for example, as well as what to think about before, during and after administering them.

A couple of tips before proceeding. You might come across instruments that are ready to go, such as surveys, interview schedules and assessment tools. Your data collection instruments must get you the information specified by your indicators. So, before adopting any ready-made instruments, make sure they are right for your evaluation.

Do not get confused between the questions to include in data collection instruments and the overarching questions guiding your evaluation. The questions for instruments are designed to find out concrete and tangible things, e.g. what participants liked best in a training session or the number of meaningful partnerships for prevention arising through the project. The overarching questions guiding an evaluation refer to broader things, e.g. the practice insights and lessons learned or whether your project can be transferred to similar settings elsewhere. These overarching questions are answered through the analysis of the data and a synthesis of the key findings, two steps that are explored next in this concise guide.

Part B: Collating

Step 7: Preparing your data and undertaking the analysis

Your evaluation is well under way and the time has arrived to prepare the data that's been collected and perform an analysis. This process will be different depending on whether you are dealing with quantitative or qualitative data.

- *Quantitative data.* You need to enter the data into a program that will enable you to do calculations, such as Microsoft Excel. It's likely that the data are in the form of the numbers of responses (or frequencies) to questions in feedback sheets, the count of people in attendance records, numbers of planning meetings across the year, etc. Once they've been entered, you'll be able to do a *descriptive analysis* of the data.
- *Qualitative data.* You need to organise this data into a program that will enable you to do sorting, something like Microsoft Word. It's likely that the data are words found in notes and journals, comments to questions in feedback sheets or surveys, and audio and/or notes of interviews or focus groups. Once they've been entered, you'll be able to do a *content analysis* of the data.

How do you do a descriptive analysis of quantitative data?

Let's say you've administered a post-training feedback sheet with the statement, 'Attending the training was time well spent', asking respondents to circle whether they 'strongly disagree', 'disagree', 'neither disagree nor agree', 'agree' or 'strongly agree'. You've entered the responses (total of 80 over four sessions) into a Microsoft Excel or other spreadsheet document.

- Descriptive analysis means calculating the number of 'strongly agree'/'agree' responses and 'strongly disagree'/'disagree' responses as percentages of 80, the total respondent number.
- Using this analysis, you'll be able to say, quantifiably, that a proportion of respondents – let's say it was found to be 95% – did in fact strongly agree or agree with the statement, and a much smaller proportion did not.

How would you do content analysis of qualitative data?

Let's say there's been a focus group with your project's steering committee and a question asked was, 'Reflecting on partnerships for prevention, where do you think the project's successes lie, and why?' You've transcribed the audio from the responses to this question into a Microsoft Word or other word processor document.

- Content analysis means reviewing the discussants' words, coding them into themes, and finding the patterns.
- Using this analysis, you'll be able to say, qualitatively, that from the point of view of the steering committee the project achieved some very significant partnerships for prevention, including:
  - the commitment of a school to work with a community youth service on a whole-of-school respectful relationships program for the next three years;
  - an agreement by a workplace to deliver annual training to staff and managers on the *Equal Opportunity Act 2010* utilising the services of the Victorian Equal Opportunity and Human Rights Commission.
- What's more, you'll have a rich set of statements supporting the results of your content analysis to use as quotes when writing up the key findings (Step 8).

For most evaluations of primary prevention projects, Excel and Word will support the level of data entry and analysis described above. But if you are dealing with large amounts of quantitative or qualitative data, you might wish to acquire specialist data analysis packages (or enlist the support of someone who knows how to use them) such as Statistical Package for the Social Sciences (SPSS) or NVivo. Note that there are costs associated with acquiring and using these (including training, which is recommended).

ONLINE RESOURCES

Tool 7 is a list of references to websites and downloadable materials to help you prepare your quantitative and qualitative data and undertake descriptive and content analyses.

Step 8: Interpreting the results and reporting on key findings

The previous step required you to prepare and analyse the data collected during the course of your evaluation. This step requires you to interpret the results of your analysis before bringing everything together into a larger whole (synthesis) for reporting.

How do you interpret results?

Work with one indicator of success at a time. Carefully consider the results of your descriptive and content analyses to determine whether there's enough evidence to show that your project achieved the concrete things that are the hallmarks of its success. It's entirely appropriate to involve your project's stakeholders in this assessment.

Example 1

Let's say a process indicator is that the workplace training sessions reach a cross-section of people with at least 7 out of 10 departments represented. The results from your descriptive analysis show this to be the case; however, they also show that the human resources department was not represented on the day.

- You will need to decide what this result of 7 out of 10 departments really means, especially if the human resources department is seen as important to achieving the organisational impacts sought by your project.
- Once you settle on the interpretation, this becomes a key finding of the evaluation.

Example 2

Let's say an impact indicator is that the project establishes two partnerships for settings-based prevention activity to continue beyond the life of your project. The results from your content analysis show that two sustainable partnerships are indeed in place. Moreover, these two partnerships are significant because the settings concerned came to hold views that 'prevention is not our business', even though they were initially warm to the idea of doing something about violence against women.

- You will need to decide what this result of the two partnerships really means given the turnaround that was made to bring these settings along. Is it possible to say that the project exceeded expectations given this context?
- Once you settle on the interpretation, this becomes another key finding of the evaluation.

Interpretation is an art and not a science. It is simply about bringing context and understanding to the results that are before you. What do they mean? What is their significance?

As you interpret the results, be prepared to identify factors contributing to your project's success (or not). And don't be afraid to begin crafting practice insights, lessons learned and recommendations arising from the key findings.

Once you have worked out the key findings, how do you bring them together into a larger whole?

Go back to your evaluation framework. Remind yourself of your evaluation's primary intended users, its purpose and overarching questions to be answered. *Link key findings together as answers to these questions.* That way, you'll have an evidence-informed account of your project and its meaning and significance – pitched exactly right to those for who the evaluation is intended.

Finally, how do you go about reporting on key findings?

One way to structure a write-up that includes key findings from an evaluation is suggested in the tool below. It's a good idea to present a 'working structure' of your report to your evaluation's primary intended users before you commit to a single word. Funders might have a specific template or minimum inclusion requirements, for example.

SAMPLER

Tool 8 is a suggested structure for evaluation reports. Use this tool as a reference to help you include the key findings from your evaluation as well as a few other things, like the background and context of your project, your project's goals and objectives, and the purpose and overarching questions guiding the evaluation.

Part C: Disseminating

Step 9: Getting your key findings out there

The measure of a good evaluation lies in its utility. This means making sure an evaluation is based upon the information needs of primary intended users, the first step in evaluation planning (Step 1). It also means communicating with primary intended users about an evaluation's key findings, often through targeted messages that get people hooked. Communication increases the likelihood of interest in (and therefore use of) what an evaluation has discovered.

Getting your key findings out there is the last step in this guide for evaluating primary prevention projects. Your report has many key findings that can be distilled into messages and communicated to primary intended users. As well as reaching primary intended users, your key findings ought to make their way to other stakeholders, too – the secondary users. Don't forget about them. Even though your evaluation didn't set off to answer questions for secondary users, they nonetheless could have a stake in what it has found out. For instance, there are likely to be some key findings of high relevance to them. You can hook them into these with tailored messages.

Of course, you'll need to plan for this and have resources set aside; the earlier you get onto these tasks, the better. This is known as a dissemination strategy, and without one you run a higher risk of your evaluation's key findings ending up on some shelf and gathering dust – the opposite to utility. So, talk with project partners, your manager or funder (or all three) about your intention to develop a dissemination strategy, and explore the options for resourcing one.

There are several different ways of getting your key findings to primary intended users and secondary users. They include:

- promoting and hosting an event where key findings are presented and copies of the evaluation report distributed (first make sure that your report is at a publishable standard and public release is okay with those involved in the evaluation);
- promoting online by uploading the evaluation report to your project or organisation website and featuring a few words about its key findings under 'latest news' (again, the report must be at a publishable standard and okayed for public release);
- using social media or social networking to get sharp messages about key findings across (blogs or Twitter are popular options);
- promoting and holding a webinar on key findings;
- developing a short video, infographic, poster or postcards on key findings;
- contributing short pieces on key findings to sector newsletters or network e-bulletins;
- doing a press release on one or two findings to garner public support;
- writing an article on one or two findings for the local paper;
- summarising key findings and getting on meeting agendas of your organisation's board, management and staff;
- presenting key findings at relevant conferences; and
- writing up key findings for publication in professional journals.

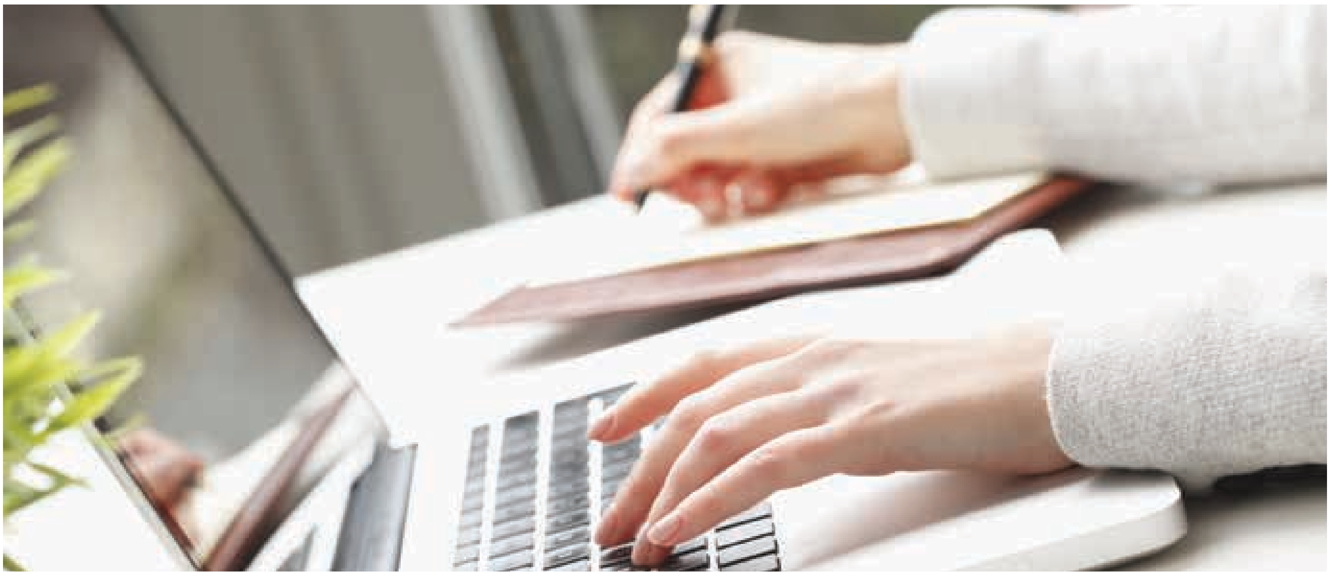
WORKSHEET

Tool 9 is a dissemination strategy worksheet.
Use this tool to help you identify:

- with whom to communicate your key findings;
- what to tell them (targeted messages to get them hooked); and
- how best to communicate with them (methods and channels).

This way, stakeholders will know that your key findings are available, which in turn means your evaluation is more likely to be used – especially by your target audience.

Tool kit



While this guide is not the definitive answer to evaluating primary prevention projects, the nine steps outlined in the previous chapters cover the fundamentals of evaluation. These steps have associated tools to support the work of planning and undertaking an evaluation. Tools include worksheets, samplers, menus, builders, templates and references.

Tool 1: Evaluation stakeholders worksheet

Complete this worksheet by replacing the text in italics (included as examples). First, list all your evaluation's stakeholders. Remember, your evaluation can't be for everyone, so don't feel the list has to be long. It doesn't need to have everyone in the examples.

Next, think about the information these different groups are seeking from your evaluation. Include these information needs as bullet points.

Stakeholder	What information do they need to know?
Settings or community partners	• *The significance of your project to our workplace, sports club, school, neighbourhood, community, etc.* • *What your project has meant to the people in these places*
Prevention practitioners	• *The progress and achievements of your project* • *The challenges, practice insights and lessons learned* • *The ways prevention practice can be improved* • *The significance of the project to the settings and partnerships involved* • *Who the project has reached and what it has meant to them* • *The transferability of your project to similar settings elsewhere*
Project partners (steering committee)	• *The value the project brings to the respective organisations* • *The benefits of working together towards a shared goal* • *The reasons for continuing as partners when the project ends*
My organisation's board and management	• *The value the project brings to our core business and strategic objectives* • *The ways the project has contributed to the profile as an organisation* • *How resource allocations to the project can be justified or continued*
Funders (my own and others)	• *The objectives and/or targets that were met* • *The transferability of the project to similar settings elsewhere* • *The implications of your project's progress and achievements for future programming and investment* • *The contribution of the project to PVAW overall*
Policy makers for PVAW	• *The implications of your project's progress and achievements for policy and investment* • *The contribution of the project to PVAW overall*
Specific sectors	• *The opportunity for the sector to play a part in primary prevention*

Academics (researchers)	• *The 'generalisability' of project's results and its contribution to knowledge* • *The contribution of the project's results to the evidence base*
State ministers	• *The value of the project to government in delivering change*

Once you complete the worksheet, you'll have a profile of your evaluation's stakeholders. You'll be able to see who your evaluation is *primarily* for. The rest are secondary users.

Write a purpose statement based on who your evaluation is primarily for. If this is practitioners, for example, the purpose statement could be, 'To identify the project's successes, challenges and lessons learned for practice improvement and learning'.

The overarching questions guiding your evaluation will then fall out of the information needs you've listed for the primary intended users. Simply convert the bullet points into question form and write them down. For example:

- 'What is the significance of the project to the settings and partners involved?'
- 'What are the challenges of prevention practice as evidenced by the project?'
- 'What are the most important practice insights arising from the project?'
- 'How can prevention practice be improved?'

Tool 2: Logic model builder and online guide

*[INSERT Project title and goal] **

*[INSERT Objectives] **

Inputs
(or resources)

- Funding
- Staffing
- Policy context
- Evidence-based practice
- Partnerships readiness
- Leadership
- Community readiness

Activities
(broad types)

- Individual skills development (capacity building) in various settings, e.g. workplaces, schools, sports clubs, community
- Partnerships development
- Sector development
- Organisational development
- Stakeholder engagement
- Resources development
- Community action
- Social marketing
- Advocacy
- Research

Outputs

- Project reach to people, partnerships, settings
- Presentations
- Events
- Training sessions
- Organisational policies and practices
- Media campaigns
- Resources and materials
- Networks
- Partnerships for prevention

Desired changes
Immediate- and medium-term impacts

- Individual level (in people)
- Organisation and community levels (in partnerships, workplaces, schools, sports clubs, neighbourhoods, environments, cultures, etc.)
- Society level

Desired changes
Longer term outcomes

- Individual level (in people)
- Organisation and community levels (in partnerships, workplaces, schools, sports clubs, neighbourhoods, environments, cultures, etc.)
- Society level

Broad contextual factors that could have an influence on your project, e.g. socio-political climate

* Refer to your project implementation plan (the development of which is not covered in this guide) for your project goal and objectives.

Here's more to help you build your logic model

Innovation Network (2005), ***Logic model workbook*** http://www.innonet.org/resources/search/results?page=7&mode=browse&category=49	A do-it-yourself guide to the concepts and uses of logic models. It describes the steps necessary to create logic models and includes a logic model template. It's short and sweet at 23 pages in length, excluding appendices.
University of Wisconsin-Extension (2003), ***Enhancing program performance with logic models*** http://www.uwex.edu/ces/lmcourse	This resource gives comprehensive coverage of the uses and applications of logic models and how to develop them. It's a paper-based version of an online course so there are loads of exercises to complete to get you up to speed on logic models. There's also an extensive bibliography. At 216 pages in length, this resource is for those who want to be truly initiated into the world of logic models.
WK Kellogg Foundation (2004), ***Logic model development guide*** http://www.wkkf.org/resource-directory/resource/2004/01/guiding-program-direction-with-logic-models	WK Kellogg Foundation produces great resources for building evaluation capacity and this resource is an example. It contains four chapters on logic models as a tool for planning and evaluation, with exercises and examples for a simple logic model. There are also two comprehensive appendices with checklists and more resources. Definitely a 'go-to' resource. It is 62 pages in length.
WK Kellogg Foundation (2004), ***Guiding program direction with logic models*** http://www.wkkf.org/resource-directory/resource/2004/01/guiding-program-direction-with-logic-models	This resource provides you with the uses of logic models and how to develop them 'at a glance'. It's a take-away version of the *Logic model development guide* (above). At less than 10 pages in length, it's something good to have next to your computer as you build your logic model.

A note on terminology. Evaluation planning materials often use the term 'outcomes' for what is defined as 'impacts' in this concise guide; that is, for changes in individuals, organisations, communities and society that are within the grasp of project timeframes. These materials also often use the term 'impacts' for what this guide calls 'outcomes'; that is, for changes that are longer term in our expectations. So, as a general rule, whenever you see the word 'outcomes' in these materials, think 'impacts', and vice versa.

The usage of 'impacts' and 'outcomes' in this guide is consistent with health promotion practice in Victoria, which is why it has been adopted. See, for example, Prevention and Population Health Branch, Department of Health (2010), *Evaluation framework for health promotion and disease prevention programs*, http://docs.health.vic.gov.au/docs/doc/Evaluation-framework-for-health-promotion-and-disease-prevention-programs.

Tool 3: Sampler of SMART indicators

The indicators in this sampler are drawn from primary prevention projects in the field. The indicators are SMART to the projects concerned.

You still need to complete Step 3 in this concise guide to establish indicators that are SMART to your project. You cannot skip this step.

Process indicators	Examples
Reach	*The training session is delivered a total of 4 times in the workplace.* *By the end of the 4 sessions:* • *at least 7 out of 10 departments in the workplace have been represented* • *at least 60% of participants were men in senior and/or management positions.*
	Quarterly e-newsletters on what's happening in prevention are distributed to stakeholders for the duration of the project.
	By the end of the project, at least 2 stories about the project (its progress and achievements in specific settings) are published in the local newspaper.
Planning	*The steering committee successfully meets its terms of reference for the duration of the project.*
	Comprehensive consultation and analysis are undertaken to assess the readiness of settings for prevention initiatives; settings are engaged on the basis of findings.
	At least 5 key community groups are involved in planning the community event.
	By the end of the first year, presentations are made to at least 3 sports clubs on how to foster environments that are welcoming for women and girls.
	Participatory and consultative processes are established for: • *developing and implementing the new workplace policies on gender equity* • *undertaking a gender audit at the sports club and developing actions to improve the participation of women and girls.*
Satisfaction	*At least 80% of participants are satisfied with being part of the community event.*
	At least 90% of participants agree that attending the training session was time well spent.
Quality	*Relevant experts and stakeholders are involved in developing the fact sheet.* *The fact sheet is tested by representatives of the target group before being produced and distributed.*

Impact indicators	Examples
Individual-level change	*By the end of the 4 training sessions:* • *at least 80% of participants report an improved understanding of why sexist comments about women are never acceptable in their workplace* • *at least 70% of participants report an increase in their level of skills to stand up against sexist comments about women if made in their workplace* • *at least 60% of participants state a newly formed intention to intervene the next time they hear a sexist comment made about women in their workplace.*
	By the end of the project: • *all those involved in the project as partners can name the main underlying causes of violence against women and themes for action to prevent it from occurring in the first place.*
Organisation-level change	*By the end of the project:* • *at least 2 new policies committed to gender equity have been developed and implemented in the workplace* • *a leadership group exists for continuing the organisational change agenda for gender equity in the workplace* • *a workplace culture exists where sexist comments about women are not tolerated or accepted.*
	By the project's mid-way point, at least 2 schools commit to a whole-of-school respectful relationships program for the next 3 years.
	By the end of the second year, at least 3 new practices are introduced to increase the participation of women and girls at the sports club.
	By the end of the project: • *at least 2 partnerships exist for settings-based prevention activity to continue* • *members of the steering committee commit to ongoing relationships/joint projects so that momentum for PVAW doesn't dissipate.*
Community-level change	*By the end of the project, community leaders are committed to seeking support for running the community event on an annual basis.*
	By the end of the project, the participation rate of women and girls at the sports club has increased by 50%.
	By mid-way through the project: • *PVAW is prioritised by the community in their community plan* • *gender equity is an action area in the council plan.*
	By the end of the project, the local new parents' programs has embedded group-work sessions for mums and dads to explore normative gender roles and their impacts on parents.
Society-level change	*By the end of the project, at least 2 newspaper editorials or feature articles are published that make the link between rigid gender norms and violence against women, and call for gender equality in society.*
	Following the advocacy initiative, funding increases for local PVAW initiatives with cross-government support for the work.

Tool 4: Menu of data collection methods

Process indicators	Method
Document review	Documents associated with project planning and implementation can be an extremely useful source of data for your evaluation. Documents include minutes of meetings, progress reports to funding bodies, records of attendances at events and project planning notes. The applicability of document review as a method of data collection varies depending on the document concerned. Notes taken during the planning phase of a project, for example, can be useful as a baseline of where organisations or partnerships are at when commencing the work. This baseline can then be reflected upon later to determine any improvements as a result of the project. Progress reports to funding bodies can also contain a lot of information about your project. As such, they can be 'mined' for data against process and impact indicators.
Feedback sheets or questionnaires	Feedback sheets involve posing a set of questions to participants of an activity to find out their thoughts on what has happened. Feedback sheets can contain closed- and open-ended questions and are generally administered immediately following an activity. They can capture data for process and impact indicators; for example, on a scale of 1 to 5 (with 5 being the highest), how would participants rate their satisfaction with the activity? Or, what is the most important take-home message for participants from the activity? A variation on the feedback sheet is the pre- and post-activity questionnaire, which involves posing a set of questions to participants immediately before and after an activity has occurred. Pre- and post-activity questionnaires are useful for quantifying changes in an individual's knowledge, attitudes or beliefs resulting from participation in a project activity.
Focus groups	Focus groups involve participants (usually 6–8) in facilitated discussions with the evaluator who is guided by a prepared set of broad questions. Focus groups can be audio-recorded to assist with note taking. As a method of data collection, focus groups are useful for unpacking the progress and achievements of a project in an in-depth way, and when different perspectives and points of views of stakeholders need to be explored for your evaluation. The data captured is often valuable for explaining quantitative data captured by other methods. Discussion of highly sensitive or personal issues ought to be skilfully avoided or steered away from when running focus groups.
Journalling	Journalling involves practitioners (and stakeholders, too) recording their experiences, reactions, observations and thoughts about project activities in a document and on a regular basis. As a method of data collection, it is useful for documenting the challenges and lessons learned throughout the project from the perspectives of those involved. Journalling is also useful for recording the 'unexpected' things that arise during the course of implementation – both good and bad. Journalling is yet another purposeful (yet under-rated) method of data collection for evaluation.
Key informant 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. Interviews can be face-to-face, over the internet/by webcam, or by telephone, and can be audio-recorded to assist with note taking. As a method of data collection, interviews are useful for unpacking the progress and achievements of a project in an in-depth way. Interviews are also useful for when a deeper understanding of the perspectives of individual stakeholders is needed by your evaluation. The data captured is often valuable for explaining quantitative data captured by other methods.

Narrative	Narrative is a technique that allows practitioners (and stakeholders, too) to examine the progress and achievements of projects in an exploratory way. It involves bringing people together to share their experiences, reactions, observations and thoughts about project activities. The result of the conversations is a set of shared stories about what people have been part of and/or the difference this has made to them. The technique of most significant change (MSC) can be applied to narrative as a way of refining it. This technique involves generating stories and involving stakeholders in deciding on the most significant ones that reflect the project's progress and achievements. As a method of data collection, narrative is useful for delving deeply into what matters most about a project to those involved. The resulting stories can be included in evaluation reports as case studies (detailed scenarios) to aid with interpreting data that have been collected by other methods.
Observation	Observation involves practitioners observing what is going on during project activities and recording this information in project notes or as part of their regular journalling (see above). As a method of data collection, observation is useful for capturing the rich and detailed contexts in which activities unfold and changes occur. What's observed and recorded is often valuable for interpreting data that have been collected by other methods.
Partnerships analysis	Partnerships analysis involves administering a well-designed instrument and then analysing the results to show how well a partnership is tracking. As a method of data collection, partnerships analysis is useful for evaluations that have identified effective partnerships as an indicator of success. And since primary prevention can't be done without partnerships, this is likely to be the case for many evaluations.
Practice reflection	Practice reflection is a technique for making sense of what's happening (or has happened) in relation to implementation. It involves taking a step back from day-to-day work in order to notice something about practice that you otherwise wouldn't have noticed. You might identify the exact moment during an activity when steps could have been taken (but weren't) to improve it, for example. Or the exact sequence of events that led to a shift in stakeholders' understandings of the causes of violence against women. What is noticed through the art of reflection can then be documented as practice insights or success factors (see journalling), thereby constituting valuable pieces of data for your evaluation. Practice reflection is one of the most purposeful (yet under-rated) methods of data collection for evaluation.
Surveys	Surveys involve a structured and fixed set of questions that can be distributed to stakeholders for them to complete and return. Surveys can be administered in a variety of formats, e.g. by mail, email, online or face-to-face. As a method of data collection, surveys are useful for collecting large amounts of quantitative data about the knowledge, attitudes/viewpoints or behaviour of individuals, and/or when the responses of a sample need to be generalised to a broader population. If the total number of stakeholders involved in a project is small, then the time and cost involved in designing, testing and administering a survey must be weighed up against other methods of collecting the data needed for the evaluation.

For snapshots of four main data collection methods (surveys, focus groups, interviews and observations) see National Sexual Assault Demonstration Initiative (2014), *Listening to our communities: Tools for measurement*, http://www.nsvrc.org/publications/nsvrc-publications-fact-sheets/listening-our-communities-tools-measurement. The references found in this guide's 'Final words and online resources' also summarise different data collection methods for evaluation, so check them out.

Tool 5: Evaluation framework template

Project title and timeframe: [INSERT]

Project goal and objectives [*]: [INSERT]

Activities (see logic model)	Indicators of success	Data collection methods	Who/when
Individual skills development (capacity building)	**Process** *The 4 training sessions reach a cross-section of people in the workplace with at least 7 out of 10 departments represented.*	***Feedback sheet***	***Facilitator to administer at the end of each session***
	Impact *By the end of the sessions, at least 70% of participants report an increase in their level of skills to stand up against sexist comments about women made in the workplace.*		
Partnerships development	**Process** *The steering committee successfully meets its terms of reference for the duration of the project.* *Comprehensive consultations and analysis are undertaken to assess the readiness of settings for prevention initiatives; settings are engaged on the basis of findings.*	***Document review*** ***Focus group with steering committee***	***Project coordinator for document review towards project end*** ***Evaluator for focus group towards project end***
	Impact *By the end of the project, members of the steering committee commit to ongoing relationships/joint projects so that momentum for PVAW doesn't dissipate.*		
Organisational development	**Process** *By the end of the first year, presentations are made to at least 3 sports clubs on how to foster environments that are welcoming for women and girls.*	***Document review*** ***Interviews with sports club committee members***	***Project coordinator for document review annually*** ***Evaluator for interviews towards project end***
	Impact *By the end of the second year, at least 3 new practices are introduced to increase the participation of women and girls at 1 sports club.* *By the end of the project, the participation rate of women and girls at 1 sports club has increased by 50%.*		

Review date: *[INSERT]*

[All text in italics is included as examples only. Replace with details from your own project's evaluation planning. Add as many rows as needed for your project evaluation.]

* Refer to your project implementation plan (the development of which is not covered in this concise guide) for your project goal and objectives.

Tool 6: Data collection instruments (online guide)

Annie E Casey Foundation (2007), ***Handbook of data collection tools: Companion to 'A guide to measuring advocacy and policy'*** http://www.organizationalresearch.com/publications_and_resources_resources.aspx	A 45-page handbook of instruments to measure changes in norms, policies, organisational capacity, alliances and public support. The resource includes examples from the field, such as interviews, surveys, focus groups, observation checklists, assessment tools, tracking forms and logs. It's a must for evaluations that are measuring impacts (and have indicators) at the organisation, community and society levels. You can adapt or adopt these instruments, but before adopting, make sure they are a good fit with your evaluation's SMART indicators.
Dart, J and Davies, R (2005), ***The 'most significant change' (MSC) technique: A guide to its use*** http://www.clearhorizon.com.au/resource-hub/flagship-approaches/msc-resources	Includes everything you need to know about MSC, with one of its authors (Rick Davies) being the inventor of the technique. The resource has 10 steps for implementing MSC, with tips, examples and tools. There are sections on the history of MSC and its place in evaluation practice, for those interested. All up, it's 104 pages long. A 'quick-start' version is also available from the link provided.
Merrill-Sands, D and Scherr, SJ (2001), ***Center self-assessment for a woman-friendly workplace*** http://www.worldbank.org/html/cgiar/publications/gender/genderwp29.pdf	Includes a ready-made assessment tool (a survey) for benchmarking and monitoring progress on creating conditions for a woman-friendly workplace. The tool assesses the organisational climate for gender equity and appraises staff knowledge of the elements for a gender-equitable workplace. Although developed for international agricultural research centres, it can be applied to any workplace committed to gender equity. The resource is around 35 pages long inclusive of the assessment tool. Before adopting this tool, make sure it's a good fit with your evaluation's SMART indicators.
Olney, CA and Barnes, SJ (2013), ***Collecting and analysing evaluation data*** http://nnlm.gov/evaluation/guides.html#A1	Part of a series of three booklets pitched to those involved in health information initiatives. The resource focuses on surveys and interviews as examples of data collection methods, with steps on preparing instruments (e.g. writing questions) and what to think about before administering them (e.g. informed consent). There's also a step for preparing and analysing the data. See Tool 7 in this concise guide for more resources on this step.
SurveyMonkey (1999–2011), ***Smart survey design*** http://s3.amazonaws.com/SurveyMonkeyFiles/SmartSurvey.pdf	SurveyMonkey is a tool for online surveys. This comprehensive 35-page guide covers the steps for developing a survey instrument, online or otherwise. It covers 'good versus bad' questions, question types, sequencing and layout. There are references for further exploration. The SurveyMonkey website has even more: see 'Surveys 101: Best practices for every step of survey creation', for links to all manner of guides and tips, https://www.surveymonkey.com/mp/survey-guidelines/?ut_source=header
VicHealth (2011), ***The partnerships analysis tool*** http://www.vichealth.vic.gov.au/Publications/VicHealth-General-Publications/Partnerships-Analysis-Tool.aspx	A ready-made assessment tool for measuring the strengths of a health promotion partnership. There are three activities, including a checklist that partners can complete to identify aspects of their partnership that might need work. Before adopting this tool, make sure it's right for what you need to find out in relation to your evaluation's SMART indicators.
University of Wisconsin-Extension, Program Development and Evaluation (2009), ***Collecting evaluation data: End-of-session questionnaires*** http://learningstore.uwex.edu/Collecting-Evaluation-Data-End-of-Session-Questionnaires-P1026C237.aspx	A 44-page guide to developing feedback sheets for use following workshops, training, conferences or events. It requires skill to craft an instrument that can get the data needed quickly and easily. This resource has steps, tips and examples to help you achieve this. A very useful resource, given that feedback sheets are common methods of data collection for most evaluations.

In addition to the materials listed above, references found in this concise guide's 'Final words and online resources' also cover data collection instruments, so be sure to check them out.

National Sexual Violence Resource Center (2014), ***Listening to our communities: A guide on data analysis*** http://www.nsvrc.org/publications/nsvrc-publications-guides/listening-our-communities-data-analysis	An 8-page user-friendly guide to analysing qualitative data, from compiling data to coding and theming for interpretation.
SurveyMonkey, 'Surveys 101: Best practices for every step of survey creation' https://www.surveymonkey.com/mp/survey-guidelines/?ut_source=header	SurveyMonkey is a tool for online surveys. This link includes all manner of guides and tips for analysing data once your survey (online or otherwise) has been administered.
University of Wisconsin-Extension, Program Development and Evaluation (2003), ***Analyzing qualitative data*** http://learningstore.uwex.edu/Analyzing-Qualitative-Data-P1023.aspx	A 12-page user-friendly guide to undertaking a content analysis of qualitative data and doing the interpretation. This guide also includes steps for synthesising the findings into a write up. There are tips to enhance the process and pitfalls to avoid. Its final words are, 'Be thoughtful, and enjoy.'
University of Wisconsin-Extension, Program Development and Evaluation (2004), ***Using Excel for analyzing survey questionnaires*** http://learningstore.uwex.edu/Using-Excel-for-Analyzing-Survey-Questionnaires-P1030C0.aspx	A 28-page guide to creating an Excel database, coding and entering quantitative data, and analysing descriptively. Note that some of the instructions might be a little different given there are newer versions of Excel since the resource was prepared.

In addition to the materials listed above, references found in this guide's 'Final words and online resources' also cover data preparation and analysis (and interpretation and synthesis). Be sure to check them out.

Tool 8: Suggested structure for evaluation reports

Title and date	
Contents	
Acknowledgements	Thank those who made the evaluation possible, especially participants (interviewees, discussants and respondents) and stakeholders consulted for planning and undertaking the evaluation.
Abbreviations and acronyms	
Executive summary As a rule, one page of summary for every 10 pages in the body	Brief paragraphs for each section in the body of the report (below)
Background to the project	Research on violence against women Evidence for primary prevention initiatives Policy and/or programming environment Organisation and partnerships context
About the project	Partners and governance Funding and staffing Goal and objectives Activities at a glance (description)
About the evaluation	Who it's for and its purpose Overarching questions guiding the evaluation Overview of indicators of success Overview of methods of data collection When the evaluation took place and who undertook the tasks Limitations (e.g. data collection issues)
Presentation of key findings The heart of the report and the longest section	Key findings for each indicator of success and unexpected findings (good and not-so-good); be sure to include: • challenges (why these occurred, how they were overcome) • factors contributing to successes (or not) • practice insights and lessons learned • implications for primary prevention. Relevant results from descriptive and content analyses to support key findings (presented as charts, tables or quotes)
Discussion	Evidence-informed answers to the overarching questions guiding the evaluation, by drawing on and linking key findings An account of the meaning and significance of your project 'Take-home' points for readers of the report
Recommendations	Should arise from the 'Presentation of key findings' and 'Discussion'
Appendices	Logic model and evaluation framework Data collection instruments Relevant project documents Supplementary results (presented as charts, tables and quotes)

Tool 9: Dissemination strategy worksheet

Complete this worksheet by replacing the text in italics (included as examples only). First, list your evaluation's stakeholders. You identified these at the very beginning of this guide (Step 1 and Tool 1). Next, differentiate primary intended users with a star (*).

The remaining stakeholders are secondary users. Then, complete the columns. At the end, you'll have the basis of a dissemination strategy for your evaluation's key findings, thereby paving the way for your evaluation's use, especially by its primary intended users.

Stakeholder	Key findings relevant to them	Tailored messages for them	Methods or channels	When and who
Primary prevention practitioners*	*Challenges, practice insights, lessons learned, successes*	*'Hot lessons and latest news from the field'*	*Sector newsletters and network e-bulletins* *Report launch event* *Conference presentation* *Project website (upload)* *Webinars*	
Project partners – steering committee	*What working together on a shared goal has achieved*	*'Momentum is really building'*	*Presentation at final meeting*	
Settings partners – workplace	*Impacts of the work in this setting*	*'You're a workplace leader'*	*Report back to managers*	
Community partners – sports clubs	*Impacts of the work in this setting*	*'You're a community leader'*	*Report back to members*	
Project funders	*Overall achievements*	*'We made a difference'*	*Meeting to present the report and discuss next steps*	
Organisation's board and management	*Contribution the project made to the organisation's profile*	*'We're leading the way'*	*Meetings (agenda item)*	

Final words and online resources

Good luck with evaluating your primary prevention project. Hopefully, the steps and tools in this concise guide have given you a good starting point for planning and undertaking the work.

Plenty of excellent materials out there can support you even further. A selection has been compiled in the list of online resources below.

Some of these resources are specific to primary prevention. Some are from fields other than primary prevention but with planning steps that are relevant and applicable to our field. And some are 'generic' evaluation guides, not specific to any field of practice. They vary in tone, length, coverage and type (written materials, web listings, websites). There's bound to be something to suit you.

BetterEvaluation http://betterevaluation.org	The website of an international collaboration to improve evaluation practice and theory. There's a lot to explore here. See especially the 'rainbow framework' of seven steps with tasks and resources for planning and undertaking an evaluation. The steps begin with managing and defining an evaluation; they end with reporting and supporting an evaluation's use. You can download summaries of each step and keep them handy as a ready reference.
The Bruner Foundation (2010), *Participatory evaluation essentials: An updated guide for non-profit organizations and their partners* http://www.evaluativethinking.org/docs/EvaluationEssentials2010.pdf	A guide for building the evaluation capacity of program managers and CEOs of non-profit organisations. The resource begins with program evaluation basics (defining the purpose, identifying the questions) and moves onto logic models, data collection and reporting. It's pitched to help an evaluation trainee walk through the process of planning and undertaking an evaluation. There are plenty examples and supplementary materials throughout. At around 120 pages, it's an accessible and user-friendly resource.
Centers for Disease Control and Prevention (2007), *Practical use of program evaluation among sexually transmitted disease (STD) programs* http://www.cdc.gov/std/program/pupestd.htm	A great example of a resource from a totally different field with cross-field relevance and applicability. Although lengthy (over 350 pages) this 'how-to' manual still manages to be user-friendly. It presents six steps of evaluation, from engaging stakeholders to sharing lessons learned. Each step has sub-steps equipped with examples, worksheets and checklists. There are short 'take-away' versions of the steps that you can download. Keep them handy as a ready reference.
Innovation Network Inc., 'Browse program evaluation resources' http://www.innonet.org/resources/search/results?mode=browse&category=49	A comprehensive web listing of evaluation resources with over 310 links to downloadable materials organised alphabetically.
Innovation Network Inc. (2005) http://www.innonet.org/resources/eval-plan-workbook	A companion resource to the *Logic model workbook* (see Tool 2). This resource has practical steps for developing an evaluation plan, and is suited to evaluations with a focus on learning and improving. At just 23 pages long, it'll help you to get the evaluation plan that you need.
National Center on Domestic and Sexual Violence, *'Evaluation/program evaluation'* http://www.ncdsv.org/publications_programeval.html	A comprehensive web listing of evaluation resources with over 60 links to downloadable materials, organised alphabetically.

Ohio Domestic Violence Network (2011), *Ohio primary prevention of intimate partner violence and sexual violence empowerment evaluation toolkit* http://www.ncdsv.org/images/ODVN-ODH_EmpowermentEvaluationToolkit_12-2011.pdf	A comprehensive tool kit for primary prevention practitioners with beginner to intermediate-level skills in evaluation. This resource covers the core evaluation stages of planning, collecting and presenting, with over 60 tip sheets, checklists, worksheets and examples. The section on collecting and analysing data is focused on 'taming the survey beast'. This resource is 160 pages in length; it's best suited for those wanting an in-depth look at evaluation.
Ontario Public Health Association (2009), *Towards evidence-informed practice: Program evaluation tool* http://www.healthincommon.ca/wp-content/uploads/TEIP_Program_Evaluation_Tool_CompletePackage.pdf	A user-friendly evaluation guide. Pitched to practitioners, this tool is divided into three sections. Section 1 presents nine steps of the evaluation process. Section 2 has accompanying tools. Section 3 has tips. The resource is focused on practical aspects to support users in achieving realistic evaluations. If you want to supplement the steps contained in this guide, this resource – at 78 pages – is a great place to start.
Patton, MQ (2003), *Qualitative evaluation checklist* http://www.wmich.edu/evalctr/archive_checklists/qec.pdf	A useful checklist if your evaluation has a strong qualitative focus. Specific attention is given to interviews, observations and document reviews as methods: what to think about in using them and setting them up, and how to analyse results and focus a report on findings. This checklist is very comprehensive for its length (13 pages).
Pennsylvania Coalition against Rape (2009), *Technical assistance guide and resource kit for primary prevention and evaluation* http://www.pcar.org/resource/technical-assistance-guide-and-resource-kit-primary-prevention-and-evaluation	A technical resource pitched to practitioners of sexual violence prevention initiatives. It contains project planning and evaluation planning in the one resource. It starts off with strategy selection drawing on real life examples from the field (mostly programs seeking individual-level change). It then presents five steps for planning and undertaking an evaluation. This resource is not for the faint hearted. It's over 150 pages in length exclusive of a further 100 (or so) pages covering 20 instruments for measuring change (again mostly at the individual level).
WK Kellogg Foundation (1998; updated 2004), *Evaluation handbook* https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook	A great resource if your evaluation's purpose is for learning and improving. This handbook was written for WK Kellogg Foundation-funded projects and there's an opening section on this funder's philosophy and expectations of evaluation. The bulk of the guide describes a nine-step 'blueprint' that's useful for anyone doing project-level evaluation. Although 110 pages in length, this is a very user-friendly and accessible resource.

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