

ANROWS CALD PAR Workshop 2018

Measuring Change to prevent violence against CALD women and to create safer pathways

This document aims to assist CALD PAR projects to evaluate their work to challenge and change attitudes and behaviours to prevent violence against women and their children before it happens and projects that aim to create safer pathways for CALD women to access and use existing response to violence against women support services. It draws upon several other resources for evaluating prevention against violence women and their children and includes links to these.

Are you doing prevention/early intervention or safer pathway work?

There is often confusion surrounding what is **prevention** and what is **early intervention** and the CALD PAR initiative has projects doing work in both of these fields. Before reading any further, check the definitions below to clarify the focus of your project and work. The focus will help identify your objectives and indicators and influence which evaluation tools you use.

Prevention:

Aims to eradicate violence against women and their children by challenging gender inequality and the attitudes, values, and structures that cause this violence.

Prevention activities are aimed at individuals, communities, employers, planners, the media, decision-makers and anyone else who can adopt the positive attitudes and behaviours that contribute to violence against women and their children (VAWC) -free environments.

Early intervention:

Aims to address the harmful effects of VAWC at the earliest point that the person or people affected are ready.

Early intervention activities are undertaken with women, girls, boys, men, families and professionals who are affected by, or support those affected by, VAWC. This may include working with both survivors and perpetrators.

Safer Pathways for Culturally and Linguistically Diverse (CALD) Women:

Aims to improve support from mainstream family/domestic and sexual assault services to CALD women and enable CALD women to access such specialist services.

Safer pathways activities are aimed at building cultural safety through building the

cultural competence of mainstream specialist services and building the confidence and trust of CALD women to access support and services.

What can we measure?

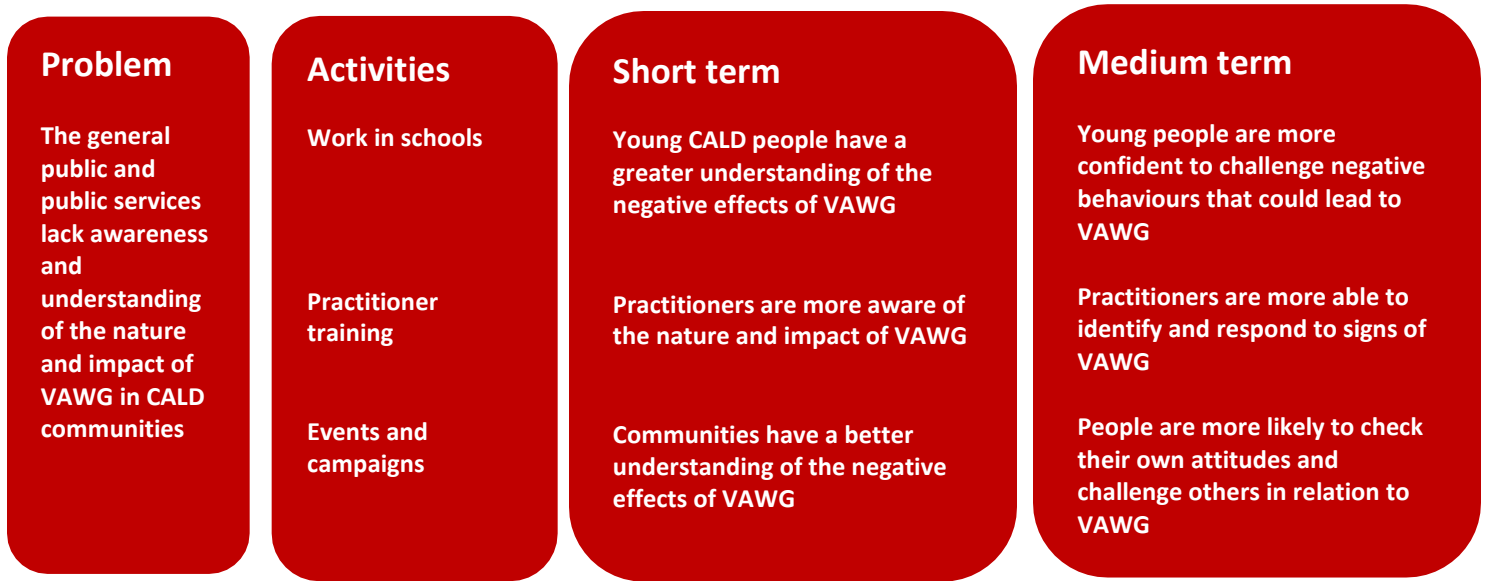
Measuring the effectiveness of preventative activities is notoriously difficult as you are attempting to prove that something negative isn't going to happen as a result of your intervention. It is important to be clear from the outset what difference you intend to make as a result of your activities.

The CALD PAR initiative is using action research to find out what works and what are the challenges in our work at a community level to prevent VAWC and to make safer pathways into services for CALD women. The following link to the Scottish evaluating prevention work provides useful information about how to refine your project objectives and create objectives. Check that your [outcomes](#) clearly reflect this and that they are achievable, realistic and measurable.

Examples:

1. Public knowledge and awareness of the causes, nature and impact of VAWC is increased
2. People have increased skills and confidence to challenge others' negative behaviour

Agreeing to short and medium-term outcomes will help you to refine your action research, develop a plan and identify what evidence of change you can reasonably collect within the timeframe you are working to. The VicHealth publication, [Evaluating primary prevention projects](#), the ANROWS publication [Evaluating interventions related violence against women](#), and the Government of Scotland's Preventing VAWG evaluation website provide guidance about creating a [logic model](#), which is also sometimes called a **theory of change**. If you create such a model for your project you can check that the problem you are addressing, and the activities you are undertaking will logically result in the outcomes you have identified. It also helps you to decide what is realistically in your power to influence.



An example of a logic model from *Scottish Government 2016, page 4.*

A logic model enables you to consider short, medium and longer term objectives. As your project is currently funded for a relatively short term you are more likely to set short to medium term objectives but you may also wish to create longer term objective and a strategy to secure funding.

How long is the short term and how long is the medium term?

The simple answer is that there is no prescribed timescale. It will depend on:

- Your experience of what is a common timescale for change to take effect with the people you engage with
- What you can genuinely claim to achieve with the funding you have available

As people are all different and will make changes when it is right for them, it is sometimes easier to think in terms of:

Short term = greater awareness and understanding

Medium term = changes in attitudes and behaviours

Ultimately it needs to make sense to you, so develop your outcomes in such a way that you and your stakeholders will understand and find useful.

Where does our work fit into the longer term strategies?

Counting on Change (Our Watch 2017) is a publication which outlines population wide monitoring strategies that use information from large national surveys, such as NCAS, PSS and Longitudinal Study of Womens Health to track how Australia is faring at reducing violence against women.

Monitoring the effectiveness of the Commonwealth Government National Plan to Reduce Violence against Women 2010-2022 is complex and a long term task. Priority one of the third action plan 2016-2019 is primary prevention and driving nation-wide change in the culture, behaviours and attitudes that lead to violence against women and their children. Long term outcomes like: Violence against women and their children is reduced, or communities are less tolerant of gender inequalities. These objectives cannot be achieved by individuals alone but the short and medium term outcomes your projects are documenting, will contribute to the longer term outcomes outlined in the National Plan.

Change the Story (Australia's national framework for the primary prevention of violence against women and their children) is a framework for a shared understanding and collaborative action, with six interrelated elements¹, all of which need to be in place to achieve the objective to prevent violence against women and their children. Through your implementation of activities to Change the Story, and alongside other relevant services, your work will contribute 'practice wisdom' and information about implementation at a local level. The prevention of violence against women and their children requires long term objectives and aspirations that will require a broad range of interventions, including those in your projects.

Our Work

What we are doing could be seen to be tailoring the implementation of element 2 of the national plan, **Element 2: Key actions to prevent violence**, in settings such as schools, community organisations and recreation and sports clubs. Our work focuses on the drivers of gender based violence in the context and with regard and respect for the needs of different groups. Our work includes actions to address the factors that drive and reinforce violence against women through:

¹ The elements of Change the Story are: Element 1 An explanatory model of violence; Element 2 Key actions to prevent violence; Element 3 Approach, settings and techniques for prevention; Element 4 Prevention infrastructure; Element 5 Stakeholder roles and responsibilities; Element 6 Stages of action and expected outcomes.

1. Challenging the condoning of violence against women
2. Promoting women's independence and decision-making in public life and relationships
3. Fostering positive personal identities and challenge gender stereotypes and roles
4. Strengthening positive, equal and respectful relations between and among women and men, girls and boys
5. Promoting and normalising gender equality in public and private life. Supporting actions to address the reinforcing factors
6. Challenging the normalisation of violence as an expression of masculinity or male dominance
7. Preventing exposure to violence and support those affected to reduce its consequences
8. Addressing the intersections between social norms relating to alcohol and gender

What will achieving your project outcomes look like?

You know what difference you intend to make and hopefully you have agreed upon your project outcomes. What will tell you if you are achieving the changes you hope for? Identifying indicators can help you decide what questions you need to ask and what evidence you need to collect.

Try and choose indicators that will give you information about the numbers of people and activities engaged and what these numbers are telling you about the difference your activities are making. But numbers on their own don't tell you enough – just because someone engages, doesn't automatically mean they are any more aware or likely to change their attitude or behaviour.

For example:

Weak indicator: Numbers of young people in our sexual abuse prevention workshop – **so what?**

Stronger indicator: Levels of reports of sexual abuse from young people (have they gone up as a result of your awareness- raising?)

Achievable indicator: Statements from young people that show they will call out abuse (observation sheet, workshop feedback forms or interviews)

To give you a fuller picture of the effect your activities are having on people, identify soft indicators that tell you about changes in attitudes and behaviours.

For example: Young people are able to talk knowledgeably about the negative effects of VAWC.

Or - you might find it easier to express your indicators from the point of view of the people you are working with. For example, when working with schools, indicators might be statements

from participants such as:

- I know it's wrong to call girls bad names
- I know how I should treat someone in a relationship
- I know how I should be treated in a relationship

What methods can we use to find out if what we're doing is working?

Your outcomes and indicators will determine the best methods to use in order to capture the difference you're making. Below are some examples of activities aimed at preventing VAWC and suggested methods for evaluating them.

Example working with young people and schools

Outcomes:

Young people have a greater understanding of the negative effects of VAWC
Young people are more confident to challenge negative behaviours that could lead to VAWC

Activities

Using scenarios to explore young people's attitudes and behaviours

- Sexual abuse prevention workshops
- Peer mentoring programmes
- National initiatives/campaigns/resources **such as love bites and respectful relationship**
- Creative workshops: graffiti walls, stories and poems

Evaluation Methods

Whatever method you decide to use, make sure you are asking questions that relate to the indicators defined. To capture the difference made it is likely that you will need to ask the questions both at the start and at the end of your activity.

Example indicator: I know how I should treat someone in a relationship

Example question: What did you think about how Jane was treated in this story?

Example methods:

- Record numbers of self-referrals or follow up phone calls/emails/texts – **create a database or spreadsheet**
- Record of numbers of young people willing to become peer mentors - **programme records**

- **Scoring tools - questionnaire, before and after quiz, show of hand**
- **Observation and casual feedback - 'something I saw, something I heard'**
- **Building the questions into creative activities - answers on post-its, comments on graffiti wall, before and after quiz**
- **Facilitated discussion before, during and after - record audio or ask a colleague to capture key points/quotes**
- **Feedback and observations from teachers at the end of an activity**
- **Follow up survey/discussion to capture any changes in the longer term - survey monkey/telephone interview**

Example indicator: Community participants understand the range of behaviours that are violence against women and children

Example question: What behaviours are legally defined as family violence?

Example methods:

- **Scoring tools** – workshop questionnaire, before and after quiz, show of hand
- **Observation and casual feedback - 'something I saw, something I heard' see example**
- **Building the questions into creative activities - answers on post-its, comments on graffiti wall, before and after quiz**
- **Facilitated discussion before, during and after - record audio or ask a colleague to capture key points/quotes**
- Follow up survey/discussion to capture any changes in the longer term - **survey monkey/telephone interview with participants with prior consent**

Activity evaluation methods:

Participants to work in small groups on a specific method activity to: develop or adapt a questionnaire, survey or reflection sheet, a workshop feedback form, an interview schedule, or a thematic analysis sheet to review project notes such as meetings/observation sheets.

References

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