

Partners in Prevention

Evaluation Working Group - minutes

DVRCV, 10.00am – 12.00pm 20 August 2009

Present: Maggie Palmer (EACH), Jan Tracey (Gippsland Women's Health), Kiri Bear (DVRC), Michael Flood (VicHealth/ LaTrobe Uni), Renee Imbesi (OWP)

Apologies: Kylie Murphy (RMIT)

1. Business Arising

- a. Centres for Disease Control evaluation manual - .pdf is ready to go but too big for email. **MF to pass on to Kiri at next opportunity.**
- b. SSAFE in schools resource, no evaluation of this resource has been conducted (according to librarian at FPV) those who are interested can ask FPV to send it out.
- c. Evaluation mentors, looked over publicity material, **Kiri to make changes and circulate DONE. Kiri to contact current evaluation mentors and let them know where the scheme is at and who the other mentors are DONE.** Need to keep an eye on how decisions are made about which mentors people are put in touch with. Need a protocol for mentors to refuse contact if they are too busy or on holidays etc.
- d. Evaluation training, scheduled to happen on Monday 01/09/09

2. Evaluation guidelines

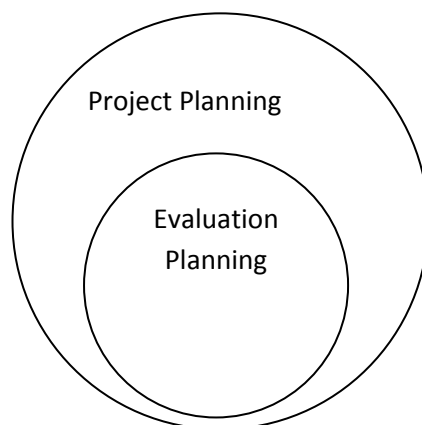
- a. Share examples of existing guidelines
 - i. Very few short checklists currently exist but there are lots of 'introductory guides to evaluation' particularly the Kellogg foundation in the US
 - ii. Maggie has information about ethical considerations, community orgs have no obligation to get university ethics approval unless an academic is involved then the academic needs to get ethics approval. The Women's hospital has guidelines around 'ethics' as part of their quality assurance.
 - iii. Evaluation considerations –
 1. where do you want to publish? Grey literature vs academic journals
 2. Evaluation comes out of program planning
 - iv. **Maggie will send evaluation power point to wkg group**
- b. Brainstorm 'What would we include in top ten tips for evaluation?' (see below)
 - i. **Kiri to tidy up 'evaluation brainstorm' and circulate for comment before next EWG meeting**

3. Measurement tool development process – **this item was held over to our next meeting**

4. Next meeting date – 10.30am Thursday 22 October 2009 at DVRCV 292 Wellington St Collingwood

Brainstorm for evaluation checklist

- Ethical consideration – does ethical approval impact on ability to publish? Some journals will require evidence of ethics approval. Academics may need ethics approval to write about a project in an academic setting.
- Most community orgs have value frameworks that mean ethics considerations are part and parcel of how they operate, some disagreement on this point, it is possible to evaluate without regard for ethics.
- **All projects need to consider the ethical implications of evaluation research, use appropriate structures for ethical oversight,**
- **Need to think about what you want to do with evaluation outcomes and consider university partnership to get uni ethics approval.**
- Evaluation is integral to project planning, not something that just happens at the end
- Very important to think about what you are trying to achieve right at the start
- Challenge to focus on evaluation but flag the need to link with project planning at outset
- Also how to give sense of breadth of approaches to evaluation
- BUT keeping it simple
- People get easily overwhelmed by range of evaluation material that's out there
- Unpacking your questions, what are you actually trying to find out? Will others understand what you mean?
- Reflecting on what stage you are at
- There are checklists for violence prevention planning in general eg. DEECD schools report



Tips and tricks brainstorm

- Preamble: Evaluation is a skill that you can add to your portfolio. Be prepared for an ongoing process of development, expect to make mistakes and learn from them.
- Consult generic evaluation guidelines (list examples) – be prepared to think about what's unique about your work, where generic guides might be limited (example?)
- Gendered Analysis
- Build in evaluation from the beginning, include it in your project workplan so you can allocate resources and ensure that you are collecting the right data as you go. However it's never too late to start, work with what you have.
- Think about what you are trying to change and how you are going to change it - consider all different aspects of your project (students, teachers, communities, attitudes, behaviours, policies, responses, relationships).
- Think about why the change happened and consider whether there are external factors that might contribute to change and be prepared to investigate this.
- Be realistic and appropriate – about 10% of resources in terms of time and money is a reasonable amount to spend on evaluation activities.
- Take baby steps, start with small and manageable evaluation activities, reflect on what you are already doing and try to capture it through documentation, eg phone logs
- Make space in evaluation planning for unintended outcomes.
- Look at what similar projects have done both in terms of evaluation and more generally – How does your work fit with what others are doing locally, regionally, state-wide, nationally?
- Clarify purpose, why are you evaluating your program – for reflection, to improve your work, to contribute to the evidence base, to produce a publication or journal article or conference presentation.
- Share your learning, need to collect evidence, need to know what's happening in the field and capture that learning. How you plan to share your learning may have an impact on how you evaluate eg. Academic journal article, published report, newsletter/non-academic journal article.
- Write from the future – reflect on what you want to achieve and what success will look like, think about minimum change needed for success, think about impacts you hope for that can't be measured.
- Access evaluation skill building opportunities.