

# TOGETHER FOR EQUALITY & RESPECT:

Evaluation Plan 2017-2021



TOGETHER FOR  
EQUALITY & RESPECT



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## Acknowledgement



The TFER Partnership proudly acknowledges the Wurundjeri people,  
the traditional custodians of the land on which we work.

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# EXECUTIVE SUMMARY

Together for Equality & Respect (TFER) is a coordinated, collaborative, cross-sector partnership aimed at preventing violence against women in Melbourne's Eastern Metropolitan Region (EMR).

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TFER's first strategy was published in 2013, and is now in its second four year phase 2017-2021. The TFER Strategy and Action Plan (2017-2021) continue to provide partner organisations with the opportunity to work together to prioritise, coordinate, integrate and evaluate their collective efforts to prevent violence against women.

The TFER Leadership Group authorised the Evaluation Working Group (EWG) to develop an Evaluation Plan. The EWG developed this plan by consulting with TFER Partners, reflecting on the 2013-2017 Evaluation, and building upon the Evaluation Framework 2013-2017.

This Evaluation Plan has been developed to sit alongside the TFER Strategy and Action Plan; additional information not found within this Plan can be found within those documents, which can be accessed via the [TFER website](#). This Plan presents a shared measurement system which includes the shared process and progress measures and considers the indicators of success for TFER Partners across TFER's six key focus areas.

The purpose of the evaluation is to assess the impact of a collective effort approach to the primary prevention of violence against women (PVAW).

## THE AIMS OF THIS EVALUATION ARE:

- 1 To measure change occurring at a regional level in response to the collective activity of TFER Partners in the Eastern Metropolitan Region of Melbourne, Victoria.
- 2 To document the processes and actions that have been undertaken as part of the TFER regional partnership in order to inform planning and evaluation of future initiatives that seek to prevent violence against women.
- 3 To make a meaningful contribution to the evidence base for collective work on complex social health issues.

The Evaluation Plan is intended to be a dynamic document. As TFER Partners identify and implement new strategies or activities in response to successes, challenges and opportunities, it is anticipated that there will be further reflection and refinement to the Plan.

In accordance with Developmental Evaluation principles, the implementation of this Plan will be a collaborative effort, inclusive of all partners, and spearheaded by the EWG. The EWG brings together key partners with specific expertise in PVAW with representation from Women's Health, Local Government, Community Health and Primary Care Partnerships.

The purpose of the evaluation is to assess the impact of a collective effort approach to the primary prevention of violence against women (PVAW).

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# INTRODUCTION

This Evaluation Plan provides guidance for the shared evaluation of the TFER Strategy 2017-2021.

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The TFER Evaluation is focused on the impact of regional activity in the primary prevention of men's violence against women. Agreement amongst TFER Partners on shared measures and resourcing for the TFER Evaluation is a significant achievement for the Eastern Metropolitan Region (EMR) of Melbourne and for the backbone organisation of TFER – Women's Health East (WHE). It represents a collective effort of a scale and rigour that is testament to the shared values and priorities of TFER Partners across the EMR. The Evaluation addresses an identified gap in knowledge around the impact of mutually reinforcing primary prevention initiatives within a designated region across multiple settings <sup>[1]</sup>.

# BACKGROUND

## PRIMARY PREVENTION OF VIOLENCE AGAINST WOMEN

The prevention of violence against women is a national and state priority. Men's violence against women is now widely recognised as a global problem and one of the most widespread and serious violations of human rights [2]. Violence against women is prevalent, the evidence tells us that with long-term, coordinated efforts to address the drivers of violence across all levels of society, it is preventable [3]. Since 2013, TFER has been informed by a primary prevention approach which is consistent with *Change the Story*, a national framework which explicitly acknowledges the role gender inequality plays in setting the social context for violence against women [2].

For more information about the case for action to prevent men's violence against women, the drivers of violence against women and the primary prevention approach to action, please refer to the [TFER Strategy 2017-2021](#).

## EVALUATION OF PRIMARY PREVENTION OF VIOLENCE AGAINST WOMEN

The complexities of evaluating primary prevention of violence against women interventions reflect the broader challenges of evaluating any complex multileveled intervention [4]. In addition, challenges to the evaluation of such interventions include an emergent theory and evidence base, and subsequent lack of sensitive indicators and tools to measure change in the issue's underlying drivers [5, 6]. In the face of such challenges, key recommendations from the literature have been taken into account in the development of this Evaluation Plan. Recommendations include having multiple evaluation levels and approaches, including women's voices from within the community of focus, acknowledging organisational as well as community perspectives, and taking the often changing political and environmental context into account (for example, awareness of efforts at state level to address the issue) [4, 6].

## THEORETICAL CONTEXT OF THE EVALUATION

There are three key theoretical frameworks that underpin TFER and subsequently the Evaluation Plan:

- Systems Change;
- Collective Impact (CI); and
- Developmental Evaluation (DE).

These frameworks are complementary to one another in supporting long-term, coordinated, sustainable change for complex social issues.

### Systems Change

Systems change is an approach which aims to address the systemic causes of complex social issues such as men's violence against women. Systemic causes are often difficult to change as they are embedded within structures, organisations and ways of working. Systems change is an intentional process which aims to fundamentally alter the systems and structures to enable sustained change [7]. TFER harnesses five identified pillars of systems change for the advancement of gender equality: leadership, partnership, vision, resources and adaptation [8].

## Collective Impact

Collective Impact (CI) is an approach to bringing cross-sector organisations together to focus on a common agenda which aims to result in long-lasting change <sup>[9]</sup>. CI is an evidence-based framework for addressing complex population health issues through multifaceted community intervention. It is primarily designed for an environment involving collaborate partnership work across organisations and sectors.

Key enabling conditions identified for CI include:

- **Common agenda and shared measurement system** – In defining the shared focus of partners, it is important to decide what changes or impact they hope to see as a result of their shared efforts, and to agree on how this will be measured; for example, TFER Strategy and Evaluation Plan.
- **Mutually reinforcing activities** – Coordination of partner actions to ensure mutual reinforcement of action; for example, TFER Action Plan.
- **Partnership and communication** – Continuous communication is integral to partnership work as it allows time for strong, effective relationships to develop. Communicating with and through a common vocabulary is an essential component of a shared measurement system; for example, TFER website, communiques, workshops and community of practice sessions. Additionally, communication between the partnership and the community is integral.
- **Backbone support organisation** – Dedicated staffing and leadership provided by one of the partner organisations to plan, manage cooperative processes, support communications, and facilitate data collection; for example, backbone organisation is WHE <sup>[9]</sup>.

## Developmental Evaluation

Developmental Evaluation (DE) is an evaluation approach which supports program development with a focus on innovation and adaptability within complex environments. Instead of asking “*does the program work*”, the evaluator seeks to understand “*what works for whom in what ways and under what conditions?*” <sup>[10]</sup>.

Characteristics of DE include:

- The evaluator works collaboratively with participants and other stakeholders to conceptualise, design and test new approaches in a long-term, ongoing process of adaptation, intentional change and development.
- DE is part of the intervention itself, evolving and adapting alongside planning, implementation and evaluation (continuous quality improvement).
- The intervention is tailored to fit the complex and continually changing context. <sup>[10-12]</sup>

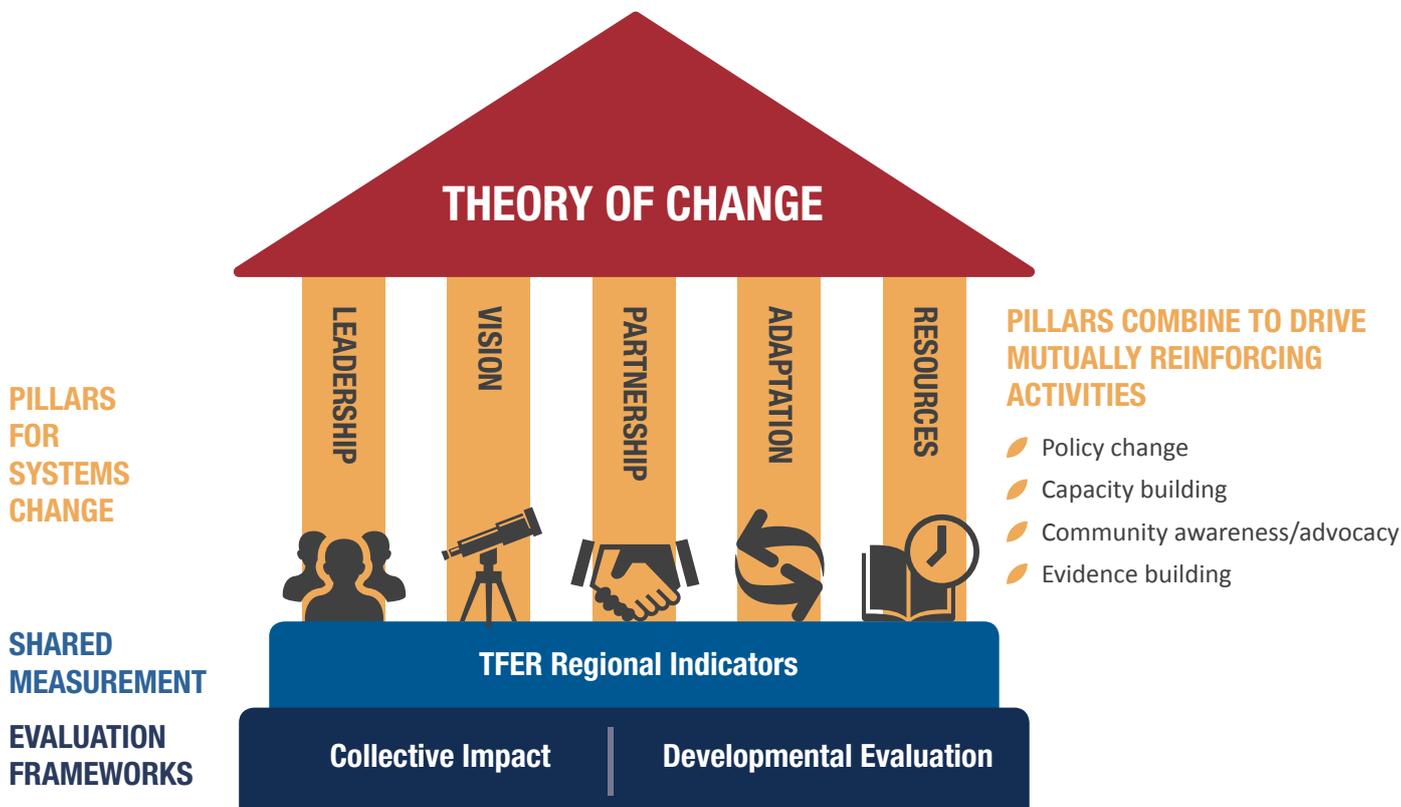
The TFER Evaluation design brings aspects of traditional evaluation and DE approaches together in order to benefit from what each has to offer. The key evaluation questions seek to understand the developmental nature of the evaluation, and are thus referred to as developmental evaluation questions, while the process and progress measures adhere to traditional methods to quantify what was delivered and what changed.



## TFER Conceptual Framework

The following framework (Figure 1) provides both a visual representation of the TFER Strategy in action and the theory of change that informs the Action Plan and Evaluation. The diagram demonstrates the key components of the intervention that are mutually reinforcing to create a whole that is greater than the sum of its parts.

Figure 1<sup>1</sup>



<sup>1</sup> TFER does not profess to engage in perfect application of theory, but utilises elements of theory which enable quality and focused practice.

As shown in Figure 1, the structural building blocks of TFER are the Collective Impact framework and Developmental Evaluation. These drive and support the shared measurement platform, which focuses on measuring systems change across the five identified pillars. This change in turn drives mutually reinforcing activities across the EMR focused at policy change, capacity building, community awareness/advocacy, and consolidation of evidence.

## DEVELOPMENT OF THE REGIONAL EVALUATION PLAN

Following the TFER Evaluation 2013-2017 and the publication of the [TFER Evaluation: Results at a Glance document](#), the findings and recommendations of the first phase of TFER were used to guide the process of action and evaluation planning for the second phase.

Upon finalising the TFER Action Plan 2017-2021, the EWG engaged an external expert facilitator and held a consultation session with TFER Partners to explore particular gaps identified in the Evaluation Framework 2013-2017. When this

was completed, the EWG updated the shared measurement system, and developed and sourced data collection tools to measure achievements against the identified system pillar.

When the Plan was finalised, an ethics amendment was lodged and approved by the Deakin University Human Ethics Advisory Group, extending the ethics of the 2013-2017 phase to December 2021.



# DESIGN

The regional Evaluation Plan utilises a two-tiered approach to data collection. Data is collected at both the regional level across the partnership by the EWG, and also at the individual project level by TFER partners. This is referred to as dual data collection.

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## SCOPE

The scope of the Evaluation Plan encompasses the work of TFER Partners as highlighted within the TFER Action Plan 2017-2021.

The nature of a dual data collection approach means that, in practice, the scope of the evaluation is limited to some extent by:

- a) TFER Partners collecting and sharing project level data; and
- b) TFER Partners participating in regional level data collection by the EWG.

## PURPOSE

The purpose of the Evaluation is to assess the effectiveness of a collective effort approach to the primary prevention of violence against women.

## AIMS

The aims of this Evaluation are:

- 1 To measure the extent of change that occurs at a regional level in relation to the shared measures.
  - 2 To document the processes and actions that have been undertaken as part of the TFER regional partnership in order to inform planning and evaluation of future initiatives that seek to prevent violence against women.
  - 3 To contribute meaningfully to the evidence base for collective work on complex social health issues.
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# THE REGIONAL EVALUATION PLAN

This section outlines the Regional Evaluation Plan according to each of the four TFER Strategic Directions and the six TFER Action Plan focus areas.

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## STRATEGIC DIRECTION

Lead and achieve change

## GOAL

Organisations will lead initiatives that work with the community to enable gender equality, and equal and respectful relationships.

There is only one set of process and progress measures for this strategic direction due to the interconnected nature of work being undertaken for focus area 1 and 2.

## Focus area 1: Work with the EMR community across all settings

### Objective 1:

At the completion of the TFER 2017-2021 Strategy, there will be an increase in the proportion of people in the EMR who have high support for gender equality and gender equity.

### TFER Medium term outcome 1:

People in the EMR have high support for and take action on gender equality and gender equity.

## Focus area 2: Work with diverse community groups within the EMR

### Objective 2:

At the completion of the TFER 2017-2021 Strategy, there will be a greater diversity (cultural, age, geographic, etc.) of population groups engaged in gender equity and/or PVAW initiatives in the EMR.

### TFER Medium term outcome 2:

Diverse community groups in the EMR are engaged in gender equity and the prevention of violence against women.

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## What leads people in the EMR to take action for Gender Equity and Equality?

The EWG developed the following theory of change (Figure 2) to illustrate how work with the EMR community should lead to community action to prevent violence against women and advance gender equality. This is a simplified understanding of the journey from provision of information to action, to give context for the progress indicators presented below.



Figure 2

\*Rather than measure ‘capacity’, this Evaluation Plan measures ‘confidence in skills’ to identify progress against this theory of change as capacity is greatly influenced by external factors; that is, the environment in which an individual is practising their skills.

### Developmental evaluation questions:

- 1** What methods of engagement with diverse communities for the prevention of violence against women were successful and unsuccessful, and why?
- 2** What factors enabled or challenged work with the EMR community for the prevention of violence against women?
- 3** How did the work undertaken during the 2017-2021 phase compare to work undertaken during the 2013-2017 phase?

### Focus area 1 and 2: Data collection guide

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Number of activities that occurred	Community activity record	At completion of activity	The organisation leading the activity implementation	Shared with EWG and stored in password protected location
Reach of activity/initiative				
Target population				
Format of activities				
Contribution and Impact of programs	Participant survey	6 months post activity	The organisation leading the activity implementation	Shared with EWG and stored in password protected location
	Semi-structured interviews with project participants	6 months post activity	EWG	Recording and transcript stored in EWG password protected location.

## Focus area 1 and 2: Data collection guide continued

REGIONAL PROGRESS MEASURES (EFFECT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
<b>AWARENESS</b>	Standard Set Questionnaire survey – relevant questions selected by organisation	At completion of activity	The organisation leading the activity implementation	Shared with EWG and stored in password protected location
Increased awareness of the issue of violence against women				
Increased awareness of the link between gender inequality and violence against women				
Increased awareness of the issue of gender inequality				
<b>KNOWLEDGE</b>				
Increased knowledge about gender equality				
Increased knowledge of the drivers of family violence and men’s violence against women				
Increased knowledge of respectful and equal relationships				
<b>CONFIDENCE IN SKILLS</b>				
Increased confidence in skills to undertake gender equitable action in relevant setting (live/work/play)				
Increased confidence in skills to challenge gender inequality in relevant setting (live/work/play)				
Increased confidence in skills to support and promote equal and respectful relationships				



## STRATEGIC DIRECTION

Adopt and contribute to the evidence base

### GOAL

Organisations will adopt evidence informed primary prevention action and evaluation to prevent men's violence against women, and contribute to the evidence base.

## Focus area 3: Adopt and contribute to the evidence base

### Objective 3:

At the completion of the 2017-2021 Strategy the evidence base for primary prevention of violence against women will include contribution of findings from TFER.

### TFER Medium term outcome 3:

The evidence base for PVAW includes findings from TFER and TFER Partners.

## Key developmental evaluation questions:

- 4 What contextual factors enabled TFER Partners to implement and evaluate work that aims to prevent violence against women?
- 5 What was the Collective Impact of the TFER Partnership for the prevention of violence against women in the EMR in relation to the shared measurement system?

## Focus area 3: Data collection guide

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Number of organisations that contributed data to the Collective Impact evaluation	EWG data collection records	Assessed at final data collection in May-July 2021	EWG	EWG password protected location.
Number of TFER and PVAW presentations completed at national, state, and local conferences by TFER partners	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored on EWG password protected location.
Number of articles published in peer reviewed and industry journals				
Number of TFER Partner activities contributing to state and national PVAW activities				
Number of evaluation reports made available to TFER Partners and broader community about activities within the TFER Action Plan				

### Focus area 3: Data collection guide continued

REGIONAL PROGRESS MEASURES (EFFECT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Increased awareness of TFER partners roles in the Collective Impact evaluation	TFER Partner semi-structured interview	Annual interview (May-July)	EWG	Recording and transcript stored in EWG password protected location.
Increased support among TFER Partners for evidence based planning and evaluation	TFER Partner semi-structured interview	Annual interview (May-July)	EWG	Recording and transcript stored in EWG password protected location.



## STRATEGIC DIRECTION

Build organisation and workforce excellence

## GOAL

Organisations will invest in building their capacity and that of their workforce to address men's violence against women.

### Focus area 4: Organisational change

#### Objective 4:

At the completion of the 2017-2021 Strategy there will be an increase in the number of organisations in the EMR that have established systems that promote gender equality.

#### TFER Medium term outcome 4:

Organisations in the EMR have established systems that promote and enable gender equality.

### Key developmental evaluation questions:

- 6** To what extent have TFER Partner organisations made, or maintained, a commitment to resource and sustain gender equity initiatives beyond the 2017-2021 phase?
- 7** What contextual factors have enabled continued momentum for organisational change towards gender equity?

### Focus area 4: Data collection guide

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Number of organisations which have a publically proclaimed commitment to Gender Equity/Equality (Gender Equity Audit [GEA] Quality Criteria)	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.
Number of organisations with budget allocation for staff training or other workforce development activity in GE (GEA Quality Criteria)				
Number of organisations that have taken action to recruit, mentor, and retain a representative number of women on the board of the organisation (GEA Quality Criteria)				
Number of organisations which have a Gender Equity/Equality policy (GEA Quality Criteria)				

## Focus area 4: Data collection guide continued

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Number of organisations which have procedures to enact the policy/policies (GEA Quality Criteria)	TFER Partner survey <i>(continued)</i>	Annual Survey (May-July) <i>(continued)</i>	EWG <i>(continued)</i>	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location. <i>(continued)</i>
Number of organisations which have reviewed existing policies with a gender lens				
Number of organisations that monitor and evaluate the gender impact of projects, programs and services (GEA Quality Criteria)				
Number of organisations that analyse feedback from community by gender (GEA Quality Criteria)	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.
Number of organisations reporting use of disaggregated data (sex, CALD, disability) (GEA Quality Criteria)				
Number of Gender Equity/Equality audits undertaken				
Number of Gender Equity/Equality action plans developed				
Number of organisations reporting specific activity undertaken from Gender Equity/Equality action plans				
REGIONAL PROGRESS MEASURES (EFFECT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Increasing number of TFER partners that demonstrate achieving at least 50% of the ten quality criteria as outlined in TFER GE audit tool	TFER Partner survey TFER Partner Semi-structured interview	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.



## Focus area 5: Workforce capacity

### Objective 5:

At the completion of the 2017-2021 Strategy, the TFER partner workforce will have greater capacity to support, lead and participate in gender equity initiatives.

### TFER Medium term outcome 5:

The TFER Partner workforce has the capacity to support, lead and participate in gender equity initiatives.

## Key developmental evaluation questions:

- 8** To what extent has there been an increase in the capacity of the TFER workforce to support, lead and participate in gender equity/equality initiatives?
- 9** To what extent has gender equity/equality training been embedded in organisational processes?

## Focus area 5: Data collection guide

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
Number and type of training session delivered	Workforce training record document	At completion of activity	The organisation delivering the training	Shared with EWG and stored in EWG password protected location.
Number and diversity of organisational staff attending				
Number and diversity of organisations participating				
Number of organisations with Gender Equity/Equality integrated into organisation practice/systems (i.e. induction process)	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.

## Focus area 5: Data collection guide continued

REGIONAL PROGRESS MEASURES (EFFECT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
<b>AWARENESS</b>	Standard Set Questionnaire – relevant questions	At completion of activity	The organisation delivering the training	Stored in EWG password protected location.
Increased awareness of the issue of violence against women				
Increased awareness of the link between gender inequality and violence against women				
Increased awareness of the issue of gender inequality				
<b>KNOWLEDGE</b>				
Increased knowledge about gender equality				
Increased knowledge of the drivers of family violence and men’s violence against women				
Increased knowledge of respectful and equal relationships	TFER Workforce Gender Equity survey	At completion of activity	The organisation delivering the training	Stored in EWG password protected location.
<b>CONFIDENCE IN SKILLS</b>				
Increased confidence in skills to undertake gender equitable action in day to day work				
Increased confidence in skills to challenge gender inequality in day to day work	TFER Workforce Organisational Change Survey	Final data collection in 2021	TFER Partner organisation	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.
<b>TRANSLATION OF ORGANISATION CHANGE INITIATIVES TO WORKFORCE DEVELOPMENT</b>				
Increased consistency between public statements and internal work practices for GE				
Increase in organisational staff who model organisational statements on GE				



## STRATEGIC DIRECTION

Strengthen partnerships

### GOAL

Organisations will work in partnership to prevent men's violence against women and to reinforce prevention initiatives.

## Focus area 6: TFER Partnership

### Objective 6:

At the completion of the 2017-2021 Strategy, implementation of the TFER Action Plan enhances the partnerships created and the outcomes achieved towards the primary prevention of violence against women across the EMR.

### TFER Medium term outcome 6:

Implementation of the Action Plan enhances the partnerships created and outcomes achieved towards prevention of violence against women in the EMR.

## Key developmental evaluation questions:

- 10** How has TFER 2013-2021 provided an effective mechanism for organisations to work together collaboratively and sustainably to address men's violence against women?
- 11** How does the level of collaboration across the TFER Partnership differ, and why?
- 12** How has TFER 2017-2021 continued to add value to TFER Partners work?

## Focus area 6: Data collection guide

REGIONAL PROCESS MEASURES (EFFORT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
An increase in the number of partnerships between TFER Partners and community groups	Activity record document	At completion of activity	The organisation leading the activity implementation	Shared with EWG and stored in EWG password protected location.
An increase in the number and diversity of TFER Partners	TFER Action Plan	Assessed at June 2021	WHE	
An increase in the number of TFER Partners working together on collaborative projects	Activity record document	At completion of activity	The organisation leading the activity implementation	

## Focus area 6: Data collection guide continued

REGIONAL PROGRESS MEASURES (EFFECT)	COMMON TOOL DEVELOPED BY EWG	WHEN	WHO	WHERE WILL IT BE STORED
An increasing number of TFER Partners report that being a TFER Partner adds value to their work	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.
An increasing number of Partners report feeling that their contribution to TFER is recognised and valued	TFER Partner survey	Annual Survey (May-July)	EWG	
An increase in the level of collaboration between TFER Partners	Wilder Collaboration Tool	Annual (May-June)	EWG	Wilder online group registered "TFER EMR"
An increase in TFER Partners who trust and understand the governance, coordination, and future directions of TFER	Wilder Collaboration Tool	Annual (May-June)	EWG	Wilder online group registered "TFER EMR"
	TFER Partner survey	Annual Survey (May-July)	EWG	Collected via EWG Survey Monkey, copy exported and stored in EWG password protected location.
An increase in the number of Partners who report the TFER communications mechanisms are beneficial	Wilder Collaboration Tool	Annual May-June	EWG	Wilder online group registered "TFER EMR"



# DISSEMINATION

The findings from the regional evaluation at the completion of the 2017-2021 phase will be shared with TFER Partners and the broader audience in the form of an evaluation report, and additional dissemination activities.

The following dissemination activities for the 2017-2021 Evaluation will be produced:

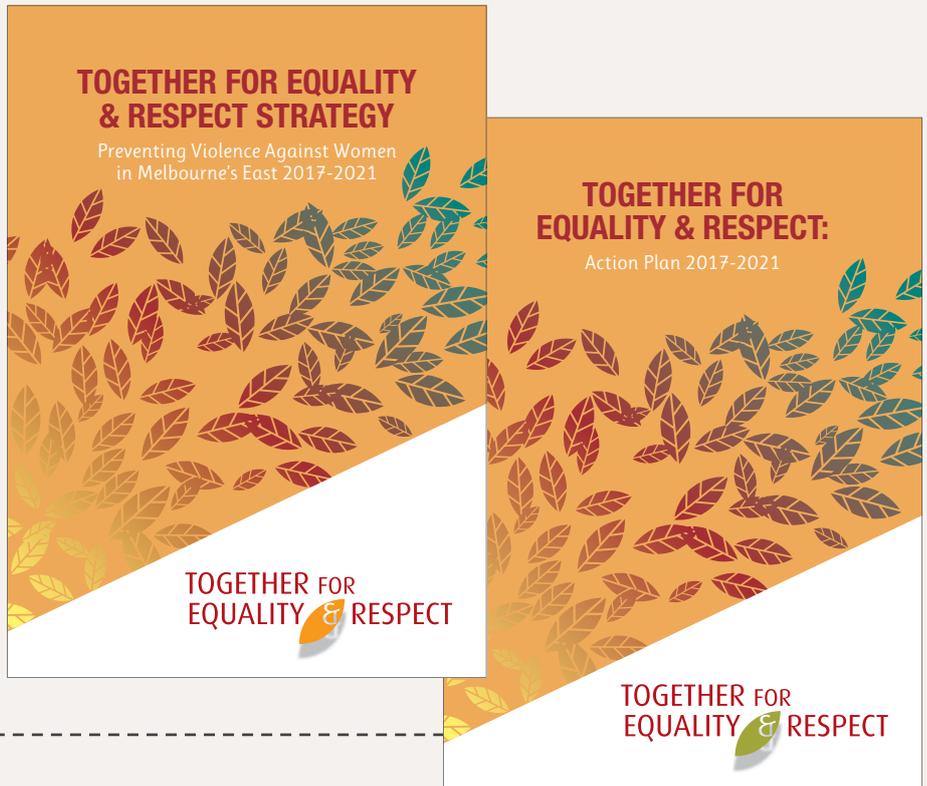
WHAT	WHO	BY WHEN
1x Developmental Evaluation Report	EWG	December 2021
1x Outcomes summary report	Communications Working Group	February 2022
1x Journal article	EWG/TFER Manager	June 2022
2x Case studies	TFER Partner	June 2022
2x Presentations at state, national or international conferences	EWG/TFER Manager	December 2022
Interim partnership report	EWG	July 2019
Updates via communications mechanisms	TFER Manager	Ongoing until June 2021

These regional evaluation findings will be shared via the following dissemination mechanisms:

- TFER website
- TFER forums, newsletters and networks
- Contributions to the Family Violence portal of *The Well*
- Face to face communication through regular partner visits and engagement
- Conference presentations
- Journal publications (where relevant)
- Primary Care Partnership communication channels

# CONCLUSION

The TFER Evaluation Plan 2017-2021 should be read alongside the Strategy 2017-2021 and Action Plan 2017-2021.



This plan is informed by current theory and evidence regarding primary prevention of violence against women and Collective Impact approaches to sustainable social change on a regional scale. The design is informed by Developmental Evaluation and includes numerous types and levels of evaluation, including both process and progress (also known as impact) evaluation through quantitative and qualitative methodologies.

This Plan recognises the importance of describing change in the context of the specific and often changing environments in which work is implemented. The evaluation questions, design and methodology outlined within this Evaluation Plan aim to provide the basis for TFER Partners to implement consistent and high quality evaluation processes as part of this shared evaluation. This Evaluation Plan will be reviewed and adapted as required and findings will be disseminated both locally and within the broader community outside the EMR.



# APPENDICES



<b>CALD</b>	Culturally and Linguistically Diverse
<b>CI</b>	Collective Impact
<b>DE</b>	Developmental Evaluation
<b>EMR</b>	Eastern Metropolitan Region
<b>EWG</b>	Evaluation Working Group
<b>GE</b>	Gender Equity
<b>GEA</b>	Gender Equity Audit
<b>PVAW</b>	Prevention of Violence against Women
<b>TFER</b>	Together for Equality & Respect
<b>WHE</b>	Women's Health East

Please note, not all key terms provided are accompanied with an example. This has only been done when it was deemed to add benefit to the description of the term.

Term	EWG Definition and/or Example
<b>Activities</b>	<p>Planned primary prevention action that is delivered with the intent of preventing violence against women.</p> <p>What does this look like?</p> <p>Examples of activities may include events, training sessions or social media campaigns.</p>
<b>Adds value</b>	<p>The difference between the price of the finished activity and the cost of the inputs involved in completing it.</p> <p>What does this look like?</p> <p>A project utilises shared resources and knowledge, and as a result is of higher quality and/or less resource intensive.</p>
<b>Adopt</b>	<p>Use of current and up-to-date research to inform practice.</p> <p>What does this look like?</p> <p>Practitioners who intend to implement a social marketing campaign, seek out evaluation reports and articles on previously run social media campaigns, and embed findings in the development of their campaign.</p>
<b>Awareness</b>	<p>Alert to the fact something is an issue but have not taken steps to find out how or why it is an issue.</p> <p>What does this look like?</p> <p>The individual is aware that gender inequality is an issue, but is not able to explain how or why.</p>
<b>Collaboration</b>	<p>Sharing of resources.</p>
<b>Collaborative projects</b>	<p>To work with others on a joint project.</p>
<b>Collective Effort</b>	<p>A coordination of multiple organisations' action on a common issue.</p>
<b>Collective Impact</b>	<p>A framework for facilitating and achieving large scale social change. It is an approach to bringing cross-sector organisations together to focus on a common agenda which aims to result in long-lasting change. The theoretical framework was developed by John Kania and Mark Kramer in 2011 <sup>[9]</sup>.</p>
<b>Community groups</b>	<p>A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.</p>

Term	EWG Definition and/or Example
<b>Confidence in skills</b>	<p>Perceived capability to take action with knowledge, understanding and learnings recently acquired.</p> <p><i>Note: It is common in GE training for confidence to decrease once skills are learnt. To some extent this is influenced by external factors such as real or perceived barriers in other environments where skills may be used.</i></p> <p>What does this look like?</p> <p>The sports club committee takes part in a project which will give them the skills to be more inclusive of women. At the conclusion of the project, based on the skills attained during the project, committee members feel a level of confidence to make changes back to their club.</p>
<b>Contribute</b>	<p>Share results, practice experience and resources with other TFER partners.</p> <p>What does this look like?</p> <p>Presenting at COP, distributing evaluation reports, sharing a tool.</p>
<b>Engaged</b>	<p>There are two levels of engagement:</p> <p>Re-active:</p> <p>Activities which indicate an individual has read/heard the message of an activity, but at a limited level of engagement.</p> <p>What does this look like?</p> <p>Number of likes or comments on social media.</p> <p>Pro-active:</p> <p>Taking part in an activity; implies a deeper level of engagement.</p> <p>What does this look like?</p> <p>People attending an event or being involved in a 12 month project or workshop series.</p>
<b>Enhances the partnerships created</b>	<p>Positive enrichment or strengthening which includes some progress along the collaboration continuum as determined by the Wilder Collaboration Tool.</p> <p>What does this look like?</p> <p>A TFER Partner becomes involved in a TFER Working Group, and contributes resourcing for the first time to a common TFER Project.</p>
<b>Established systems that promote and enable gender equality</b>	<p>Established systems which promote and enable GE as defined by the ten quality criteria in the TFER GE audit tool (which can be found on page 19 of this plan).</p> <p>What does this look like?</p> <p>Senior leadership demonstrates commitment to gender issues, budget allocation for staff training or workforce development activity in GE, designated responsibility for promoting GE in organisation etc.</p>
<b>Evaluation</b>	<p>The systematic collection of information about the activities, outputs and impacts of programs to assess effectiveness to improve ongoing implementation and add to the evidence base.</p>
<b>Findings</b>	<p>Information discovered as the result of an investigation based on the evidence presented in a case.</p> <p>What does this look like?</p> <p>Outcomes, learnings, impact, results, feedback.</p>

Term	EWG Definition and/or Example
<b>Format</b>	<p>Type of intervention implemented.</p> <p>What does this look like?</p> <p>Community mobilisation, training, social marketing.</p>
<b>Gender equitable action</b>	<p>Steps or initiatives to increase access to resources and opportunities for those who require it the most.</p> <p>What does this look like?</p> <p>Offering a leadership program for migrant women.</p>
<b>Gender equal action</b>	<p>Steps or initiatives taken to create even distribution of resources and opportunities.</p> <p>What does this look like?</p> <p>Offering a leadership program to everyone.</p>
<b>Gender equality audits</b>	<p>A formal self-assessment process reflecting on gender responsiveness of organisational systems and identifying opportunities for improvement.</p> <p>What does this look like?</p> <p>TFER GE audit tool, Creating Place for Women in Sport tool.</p>
<b>Gender equality action plans</b>	<p>A practical guide to address identified gaps from a self-assessment process.</p>
<b>Gender equality policy</b>	<p>A standalone document highlighting organisation's accountability to promoting GE.</p>
<b>Greater capacity to support, lead and participate in gender equity initiatives</b>	<p>This indicates that the individual or organisation have gained additional awareness, knowledge and skills which lead to an overall increased ability to endorse, initiate and contribute to gender equity initiatives.</p> <p>What does this look like?</p> <p>A Human Resources employee attends gender equity training, and develops skills which they utilise in their day to day work such as initiating a gender equality policy, supporting the recognition of unconscious bias in hiring practices or becoming involved in the organisation's 16 days of Activism activities.</p>
<b>High Support</b>	<p>People who agree that gender equity is an issue within our society and would take action if the opportunity arose.</p> <p>What does this look like?</p> <p>Re-sharing social media posts, engaging in conversation when the opportunity arises.</p>
<b>Indicator</b>	<p>Defines the direction of change needed to progress towards the outcome.</p>
<b>Industry journal</b>	<p>A journal which hosts collections of findings on a range of topics relevant to a particular profession.</p> <p>What does this look like?</p> <p>Health Promotion Journal of Australia.</p>
<b>Knowledge</b>	<p>Information and facts that have been acquired through experience or education; this is different to having an opinion about something.</p> <p>What does this look like?</p> <p>A workforce has undertaken a gender equity training series, at the completion of the series they have knowledge on gender inequality and violence against women.</p>

Term	EWG Definition and/or Example
<b>Knowledge of local TFER activities</b>	<p>An individual's understanding of the different types of activities which have or are taking place in the EMR by TFER Partners.</p> <p>What does this look like?</p> <p>An individual knows what types of activities are occurring in the EMR which are similar to their own.</p>
<b>Measure</b>	Provides an objective and standardised qualification of the size, amount or degree of the desired condition.
<b>Method</b>	A particular procedure for accomplishing or approaching something, especially a systematic or established one.
<b>Mutually reinforcing activities</b>	Efforts and activities which are aligned towards achieving the common agenda and grounded on the initiative's shared measures of success.
<b>Objective</b>	The results you aim to achieve.
<b>Outcome</b>	<p>The change or difference you want to see. Can be defined as short, medium and long term.</p> <p><b>Short-term outcomes</b> can be directly tied to the delivery of activities. In general, short-term outcomes are measured at the end of a project. Short-term outcomes refer to changes in knowledge, attitudes, or behaviours and can include reports of behaviours that participants intend to change or motivation to change.</p> <p><b>Medium term outcomes</b> are usually measured a year or more after the end of the project and include actions by participants based on what they learned. Refer to actual changes in behaviour, practice or systems, or the application of skills and knowledge (vs reported intention to change).</p> <p><b>Long-term outcomes</b> are measured several years after program completion and include changes in conditions, policies, or societal structures. Long-term outcomes should link to your goal and can be less directly attributed to the project as they will usually be influenced by a range of factors outside of your project.</p>
<b>Outcomes achieved</b>	The result or effect of an action or situation.
<b>Output</b>	<p>This is the measure of the activity, and can be referred to the process measure.</p> <p>What does this look like?</p> <p>Capacity building sessions for staff were completed. The outputs of this activity were 3 workshops with a total reach of 60 participants.</p>
<b>Partnership</b>	<p>A structure that involves a number of people or organisations who work on a project or task together.</p> <p>What does this look like?</p> <p>Three organisations develop, implement and evaluate a collaborative project.</p>
<b>Peer reviewed</b>	A process where practitioners ("peers") evaluate the quality of other practitioners' work. By doing this, they aim to ensure the work is rigorous, coherent, uses past research and adds to what we already knew.
<b>Process measure</b>	Measure the program's activities and outputs (direct products/deliverables of the activities). Together, measures of activities and outputs indicate whether the program is being implemented as planned.
<b>Progress measure</b>	Measures the successful change following the project/program, can be used interchangeably with outcome.

Term	EWG Definition and/or Example
<b>Publically proclaimed commitment</b>	A prominent statement on GE endorsed by an organisation. What does this look like? Statement on website, posters in foyer, media release by organisation.
<b>Reach</b>	The number of people exposed to an activity at any level. Reach has three levels: potential audience, re-active audience and pro-active audience (for the last two see definition of engaged). What does potential audience reach look like? The number of residents who were sent newspapers, social media 'reach' or 'impressions', the number of people in a cinema when an ad was playing.
<b>Recognised and valued</b>	An individual feels that their work is noticed/seen and appreciated by another. This infers a level of mutual respect by the individual and the other.
<b>Short term outcome</b>	The change of difference we want to see as a direct result of the project that is delivered.
<b>State and national PVAW activities</b>	Activities which are being implemented in locations across the state in a scale-up initiative, or directed at informing a state level initiative. What does this look like? Municipal Association of Victoria network, GEN VIC Community of Practices, stakeholder sessions of GE Bill, Generating Equality and Respect Project.
<b>Take Action</b>	A person who initiates steps to express their high support for gender equality. What does this look like? Advocating, joining, organising, challenging, discussing.
<b>Target</b>	A specific result to be achieved by a specified time.
<b>TFER key contact</b>	The individual which receives correspondence, and offers information and opinions on behalf of the organisation for which they work (which is a TFER Partner).
<b>TFER Partner</b>	The organisation which is a member of TFER; may simultaneously refer to the individual from that organisation who is a key contact.
<b>TFER workforce</b>	The individuals who make up TFER Partner organisations workforces.
<b>Trust</b>	A firm belief in the reliability, truth, or ability of someone or something.
<b>Trust and understand</b>	An individual has a level of knowledge, and confidence in the future direction as determined by that knowledge.
<b>Understanding</b>	Comprehension aided through gaining knowledge.

## Summary of key Developmental Evaluation questions

1. What methods of engagement with diverse communities for the prevention of violence against women were successful and unsuccessful, and why?
2. What factors enabled or challenged work with the EMR community for the prevention of violence against women?
3. How did the work undertaken during the 2017-2021 phase compare to work undertaken during the 2013-2017 phase?
4. What contextual factors enabled TFER Partners to implement and evaluate work that aims to prevent violence against women?
5. What was the Collective Impact of the TFER Partnership for the prevention of violence against women in the EMR in relation to the shared measurement system?
6. To what extent have TFER Partner organisations made, or maintained, a commitment to resource and sustain gender equity initiatives beyond the 2017-2021 phase?
7. What contextual factors have enabled continued momentum for organisational change towards gender equity?
8. To what extent has there been an increase in the capacity of the TFER workforce to support, lead and participate in gender equity/equality initiatives?
9. To what extent has gender equity/equality training been embedded in organisational processes?
10. How has TFER 2013-2021 provided an effective mechanism for organisations to work together collaboratively and sustainably to address men's violence against women?
11. How does the level of collaboration across the TFER Partnership differ, and why?
12. How has TFER 2017-2021 continued to add value to TFER Partners work?

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