



Preventing Violence Together

Shared Measurement and
Evaluation Framework:
Implementation Plan

Acknowledgements

The Preventing Violence Together partnership acknowledge the Traditional Custodians of the land on which we work, the people of the Kulin Nation, and we pay our respects to Elders and community members past and present.

For further information about the Preventing Violence Together partnership and its partners please visit: <https://whwest.org.au/resource/preventing-violence-together-2030/>

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Background and context to the PVT 2030 Strategy

Preventing Violence Together (PVT) is a regional partnership made up of 23 organisations working together to prevent violence against women across Melbourne's west. Established in 2010, it was Victoria's first regional partnership aimed at preventing violence against women. The work to date has primarily focused on fostering collaboration, and establishing the processes and infrastructure to support the partnership.

Evaluations have found that the partnership functions as an effective mechanism for realising its vision, by providing partners with an enabling and coordinating context to undertake primary prevention actions in and across the region (Women's Health West 2016).

In 2017, building on the momentum and achievements of the first regional plan (2010–2016), PVT developed *Preventing Violence Together 2030* (PVT 2030), a regional strategy setting the long-term vision and strategic actions for the partnership. PVT 2030 draws on key evidence and theoretical frameworks to ensure a strategic and evidence-based approach to preventing men's violence against women across Melbourne's west. Partners, specialist services and communities of interest were consulted to ensure the strategy's relevancy to the unique needs and context of Melbourne's west. PVT 2030 aligns with key state and federal government policy frameworks and platforms related to advancing gender equality and preventing violence against women. PVT 2030 also marks a more collaborative and intentional approach to planning and implementation in the partnership.

Background and context to the measurement and evaluation framework

Following the launch of PVT 2030, the partnership contracted an external evaluation consultant to establish shared indicators and an evaluation framework to support the measurement and evaluation of the partnership's collective work. The partnership appointed Navigating Outcomes to undertake this work in August 2017.

A total of seven shared headline indicators were selected and agreed to by PVT partners. For this project, headline indicators are defined as long-term (i.e. 10 years or more), population-level indicators. Table 1 provides the list of indicators by the four identified drivers of gender violence (Our Watch 2015) and the most recent data for the region (see Preventing Violence Together n.d.).

Table 1: PVT headline indicators and recent data

Driver of gender violence	PVT headline indicator	Recent data
Condoning of violence	1. Reported changes in community attitudes towards violence against women	27 per cent of people believe that men make better political leaders
Rigid gender roles	2. Increased participation of women in sport and physical activity	27.1 per cent of women and men participate in organised sport
Men's decision-making power	3. Gender pay gap	Men earn 13 per cent more than women
	4. Proportion of managerial positions (private and public sector) occupied by women	36.7 per cent of managerial positions are held by women
	5. Proportion of community and cultural leaders who are women	No data on this indicator as yet
	6. Percentage of support for gender equality in relationships	51 per cent of men and 66.3 per cent of women support gender equality in relationships
Male peer relations	7. Increased confidence among men and boys to challenge their peer group when faced with disrespectful or hostile attitudes toward women	No data on this indicator as yet

The aim of PVT 2030 is to contribute to a substantial improvement in these indicators by 2030, as proxies for demonstrating change in the drivers of men's violence against women.

The aim of this document is to provide a framework to understand the collective impact of the PVT partnership in redressing the drivers of men's violence against women.

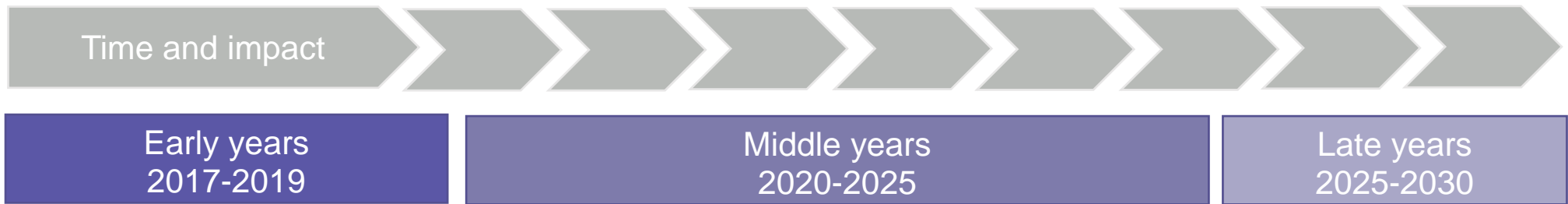
In developing this document, it became apparent that the PVT partnership has diverse players, with different strengths and areas of work; with actions operating at different time scales, in different settings and groups; and with different levels of maturity in implementation strategies and outcomes being achieved. This is not unusual for a collective impact initiative.

Collective impact initiatives evolve through different phases (see Diagram 1 for an illustrative example). Therefore, it is difficult to forecast what will be important to measure and evaluate in three or four years' time, as the context, partners and regional needs change and develop.

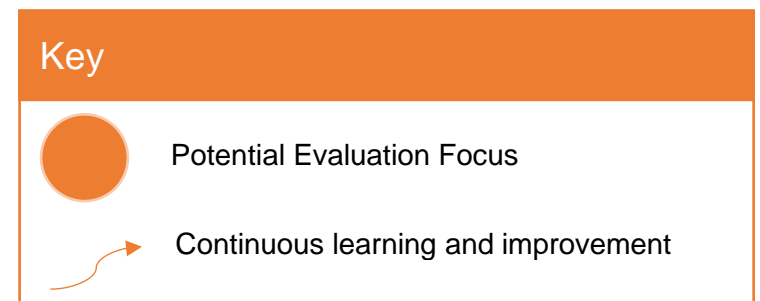
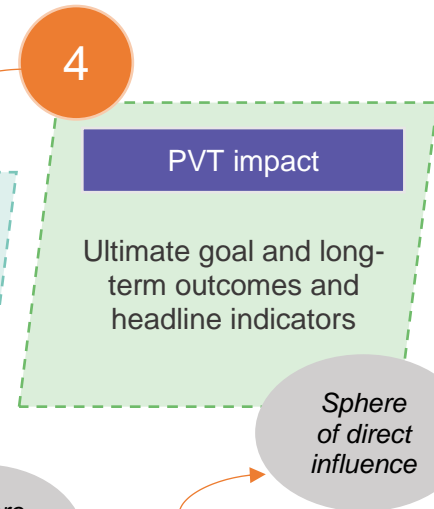
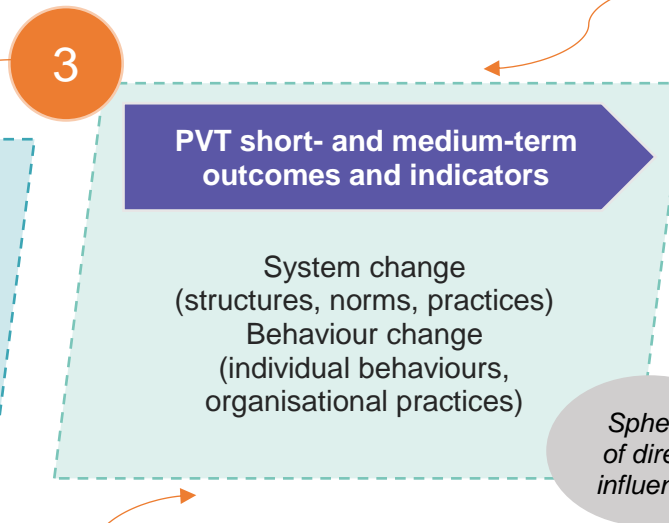
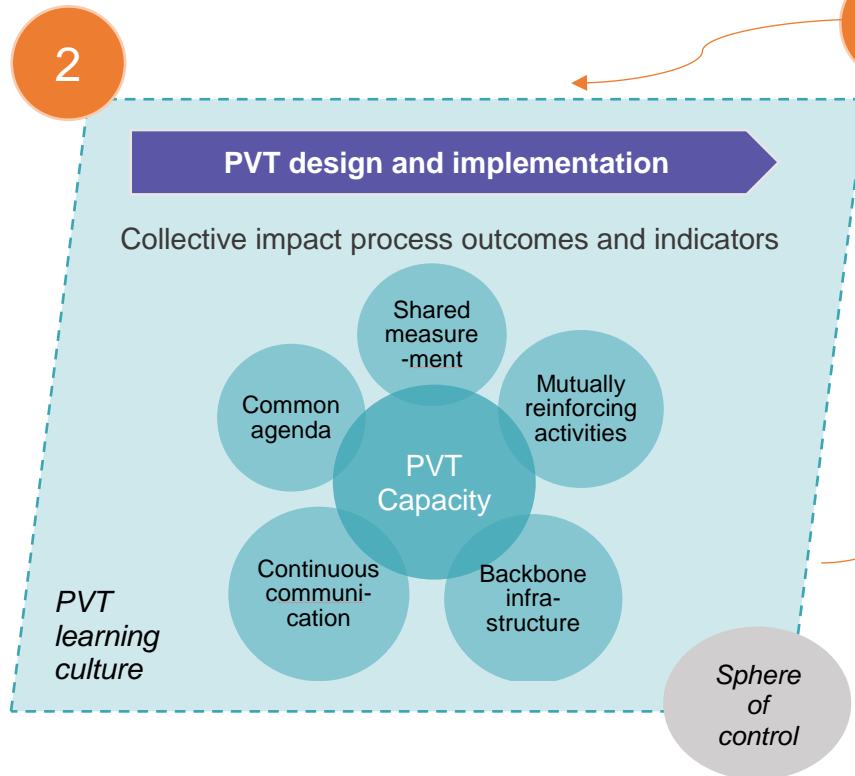
This measurement and evaluation framework is for three years, from July 2018 through to June 2021. At this time a revised framework — with updated evaluation questions, methods and tools — will be produced for the following three years (2021 to 2024), taking into the account the context and maturity of the partnership's collective impact approach. This process is to be repeated again in 2024 to see the initiative through to 2030.

The focus of the next three years is on building the capacity of PVT to measure and evaluate the collaboration itself, and the short-term and medium-term outcomes identified in the Theory of Change (see section 4).

Diagram 1: The PVT collective impact evaluation framework



1 Socio-political-economic context (Royal Commission etc.)



Purpose of the measurement and evaluation framework

This report's primary audience is the implementing partners of the PVT 2030 collaboration. These partners, and specifically the Executive Governance Group (EGG), are responsible for the oversight and implementation of the framework.

PVT partners agreed on the following set of principles during the PVT headline indicator workshop in November 2017.

These principles guide the design and implementation of the evaluation and implementation framework:

- **Inspiring and motivational** – focus on transformational social change, with ambitious but achievable signposts of success, rather than on short-term action and measures
- **Inclusivity and diversity** – engage in processes towards outcomes that benefit all and are inclusive of diverse communities, rather than those that are easy to reach or count
- **Useful** – use data to inform strategic and continuous improvement decisions
- **Learning and change** – embrace a long-term process of learning and change rather than undertaking a series of specific interventions
- **Courageous** – to take risks and innovate in an environment where it is safe to fail, rather than wait for the answers or problems to be solved
- **Comprehensive thinking and action** – redress the inter-related causes and measures of violence against women, rather than its individual symptoms or drivers
- **Multi-sectoral collaboration and shared responsibility** – engage individuals and organisations from multiple sectors and share responsibility for making an impact in a joint effort.

The primary aim of the evaluation framework is to:

Understand the collective impact of the Preventing Violence Together partnership on redressing the drivers of men's violence against women.

Secondary aims are to:

- Provide a basis for identifying and assessing **results**, both expected and unexpected
- Provide a guide to **track progress**
- Generate and disseminate **learnings** about what works and what does not, and why the initiative was successful or not in its particular context
- Enable **improvement** on the design and performance of the initiative during its implementation and make an overall judgement as to the quality, value, effectiveness and importance of the initiative
- **Account and report** on the use of resources allocated and the results achieved to partners and a range of stakeholders, as well as government, members of the public and beneficiaries of the initiative.

The scope of this framework is the collective impact of the partnership for the period of July 2018 through to June 2021.

This framework seeks to answer the following key evaluation questions:

1. To what extent are individual behaviours, awareness and practices changing?
2. To what extent are institutions and organisations making different decisions about policies, practices and structures, and what are they?
3. To what extent does the PVT partnership increase collaboration, collective learning, and integration of primary prevention action?
4. What unintended outcomes and consequences (positive and negative) have emerged during strategy implementation?

Two additional reflective questions will inform the annual action planning process:

- What were the particular features of the theory of change and associated action that made a difference?
- Can this project be scaled up and activated for regional reach?

Theory of change and shared measurement

The PVT theory of change

In February 2018, representatives across the PVT collaboration developed a theory of change to achieve PVT 2030's vision:

Women and girls across Melbourne's west live free from violence and discrimination and have equal status, rights, opportunities, representation and respect.

Using the six long-term outcomes as a starting point developed from the seven headline indicators, the group developed a Theory of Change based on practice wisdom, lived experience and the evidence outlined in *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia* (2015).

The six headline outcomes are:

1. The community rejects violence against women
2. Women experience greater equality in the workplace
3. Positive, equal, gender-equitable and respectful relationships are promoted and lived experiences
4. Rigid gender roles, stereotypes and expectations are eliminated
5. Women are leaders and decision makers within community and civic life
6. Men and boys actively challenge attitudes and behaviours that enable violence towards women

The theory of change developed to support change in the next one to three years is based on the following theories:

1. An information/skills-deficit theory: that improving skills and knowledge will lead to changes in attitudes and behaviour (i.e. challenging gender inequities in different settings)
2. Structural interventions: that changes in organisational policies and practices — for example, quotas for male and female board members — will lead to women's increased leadership and decision making
3. Social modelling: that rigid gender roles, attitudes and beliefs can be shifted through activities such as:
 - a. Women participating in sport and physical activities as a way of challenging rigid gender roles
 - b. Male role models demonstrating gender-equitable and respectful relationships.

It is through developing awareness and skills and change in attitudes and behaviour that PVT seeks to redress discriminatory structures, norms and practices that reinforce gender inequality and enable violence against women to be tolerated and condoned.

These interrelated pathways for change will be actioned at individual, community, organisational, institutional and societal levels, by collaborating and focusing on behaviour and system changes through a series of mutually reinforcing PVT strategies.

PVT's intention is that by working through a socio-ecology systems approach (i.e. at individual, family, community, and civil society levels – such as sports clubs and the workplace), transformational and sustained change will occur. PVT understands that other forms of discrimination and disadvantage can influence and intersect with gender inequality, and as such uses an intersectional approach to ensure all factors of violence against women are analysed and reflected in outcomes and actions.

The theory of change outlines the short-, medium- and long-term changes necessary for PVT's vision to be realised. It is supported by a list of key assumptions (see Box 1) that are required for the change process to occur and be sustained.

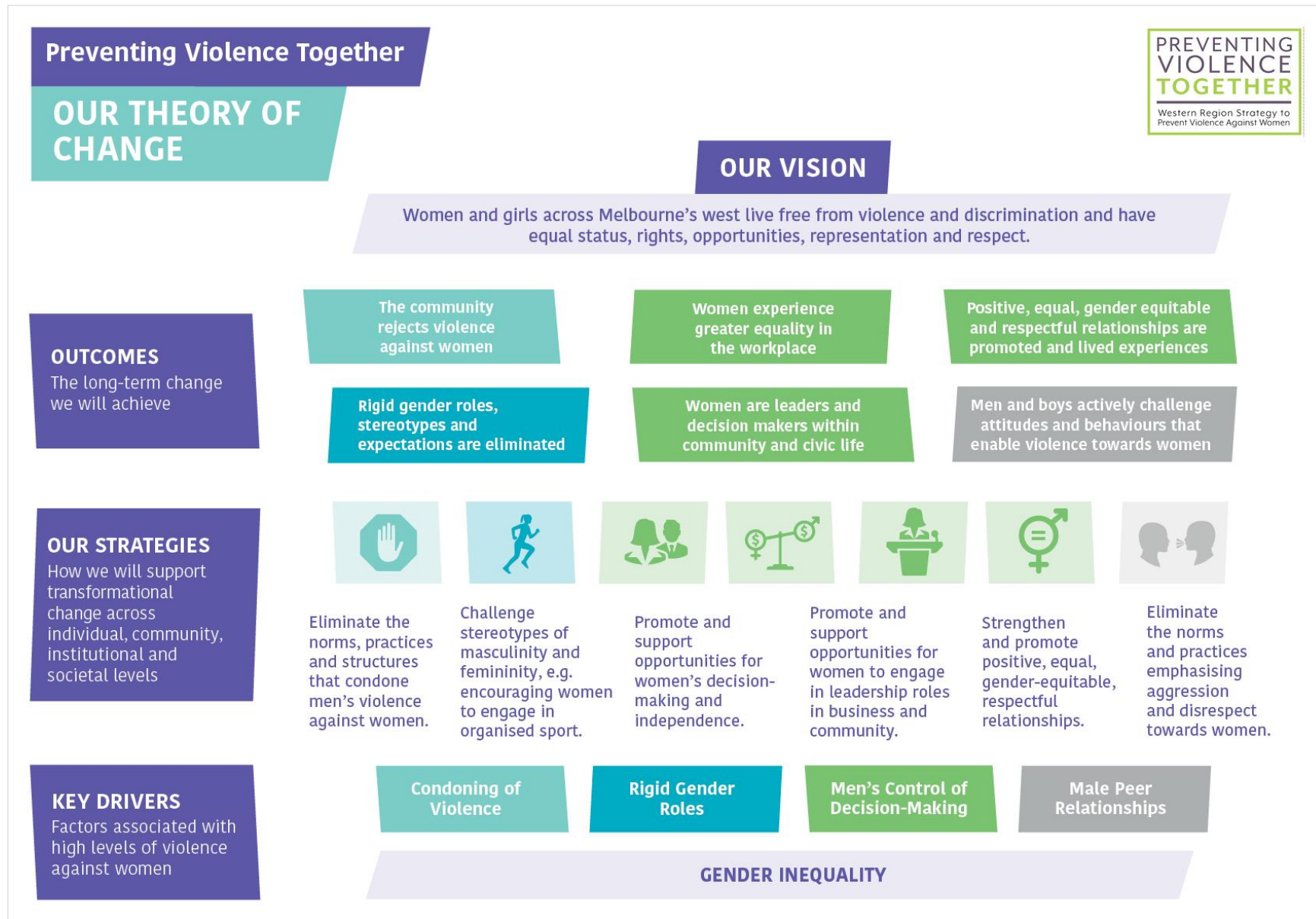
Box 1: Assumptions for PVT theory of change

- That collective efforts can make a marked difference on long-term outcomes
- That our collective behaviour change will lead to broad cultural change
- That a positive policy and legislative environment for women will continue to be supportive and improve
- That momentum for PVT will be sustained and continue to grow in support
- That change is required within specific groups and settings for outcomes to be achieved
- That culture change will happen and can be sustained
- That the backlash factor can be mitigated
- That the community (men and women) are on board and want gender equality
- That the national prevention framework can be translated at a local level
- A theory of action that states that a focus on individual attitudes, skills and knowledge and practices in the short term, will lead to behaviour and system change.

The PVT Theory of Change will serve as a 'road map' to inform the planning and implementation of the work, and is likely to evolve as evidence emerges through the deployment of the PVT framework and implementation plan.

A conceptual illustration of the PVT Theory of Change is outlined in Diagram 2. A more detailed version of the PVT Theory of Change is also included as Appendix 1. All of the outcomes, indicators and tools for the theory of change outcomes are also included in Appendix 1.

Diagram 2: Preventing Violence Together theory of change



Monitoring and evaluation plans

Monitoring plan

This section outlines two separate plans designed to provide guidance on monitoring and evaluation methods and sources. The first is the monitoring plan (see Table 2), which links the evaluation questions to the indicators and associated data sources. The second is the evaluation plan (see Table 3), which links the evaluation questions to the summary of the monitoring data and the evaluation focus and method.

The indicators in the monitoring plan are taken from the PVT Shared Measurement Outcomes Framework(2018), and are based on existing national and Victorian outcome frameworks. The monitoring data sources in the monitoring plan (see Table 2) are based on existing PVT partner tools shared in the annual action plan. Examples are provided in the report's appendices.

Table 2: Monitoring plan

Ref KEQ	Key evaluation questions	Indicators	Monitoring data sources
1	To what extent is there change in: <ul style="list-style-type: none"> • Individual awareness? 	Percentage of men and women who report changes in awareness of what constitutes violence towards women.	Pre and post survey e.g. Women's Health West and partners' community champions project - pre and post training and community forum survey
	<ul style="list-style-type: none"> • Individual attitudes? 	Percentage and number of men and women with attitudes that justify, excuse, minimise, hide or shift blame for violence.	Pre and post survey for individual behaviour e.g. Inner North West Collective Evaluation Project (INCEPT) Evaluation Guide or WHW You, Me and Us evaluation tool, community/workforce survey for community norms (Council Survey, UNITED survey)
	<ul style="list-style-type: none"> • Individual skills? 	Percentage and number of men with changes in knowledge and skills on how to challenge peers on disrespectful and hostile attitudes and behaviours towards women.	Pre and post survey Sons of the West, pre and post training survey focus group discussions

Ref KEQ	Key evaluation questions	Indicators	Monitoring data sources
		Percentage and number of men and women that demonstrate increased knowledge and skills on how to challenge sexist and discriminatory behaviour.	Pre and post training e.g. Women's Health West pre and post training and community forum workshops
		Percentage and number of men and women who report changes in understanding and skills in what constitutes healthy, supportive and safe relationships.	Pre and post survey for individual/family changes e.g. Warringa Park/cohealth Respectful Relationships pre-post training indicators/data collection, Women's Health West's You, Me and Us Respectful Relationships Evaluation Survey, INCEPT Evaluation Guide
	<ul style="list-style-type: none"> Individual behaviours? 	Number of male social influencers confident in promoting gender equality. Percentage of male social influencers demonstrating commitment to gender equality.	Pre and post survey e.g. Health West and partners' Working Together with Men project - formal evaluation. Sons of the West, pre and post program survey.
2	To what extent are institutions and organisations making different decisions about policies, practices and structures, and what are they?	Percentage of parental leave uptake by men compared to women. Percentage of availability and uptake of flexible working arrangements.	Workplace Gender Equality Agency (WGEA) data based on PVT partners' annual report (for organisations over 100). PVT partner gender audits and human resources data e.g. payroll analysis
		Number and percentage of organisations and institutions with systems to support people who challenge sexism and discrimination.	
		Number and percentage of organisations with policies, strategies and practices that address inequitable pay and conditions. Percentage change in the gender pay gap.	
		Percentage of organisations demonstrating they are addressing unconscious gender bias in recruitment and promotion practices.	Pre and post evaluation e.g. Hobsons Bay - session evaluations, WGEA partners based on annual report. PVT partner gender audit and human resources information e.g. payroll analysis.

Ref KEQ	Key evaluation questions	Indicators	Monitoring data sources
		<p>Number and percentage of organisations with gender equality policies and strategies that support and provide opportunities for women in leadership.</p> <p>Number and percentage of women that self-report changes in opportunities and support for leadership.</p>	<p>Pre and post evaluation e.g. Hobsons Bay weekly feedback and evaluation survey for women's leadership program.</p> <p>WGEA data based on PVT partner's annual report</p> <p>PVT partner gender audits and gender action plan</p>
3	<p>To what extent does the PVT partnership increase:</p> <ul style="list-style-type: none"> • Collaboration? 	<p>Overall score on the Collaborative Health Assessment Tool (CHAT).</p>	<p>CHAT</p>
	<ul style="list-style-type: none"> • Collective learning? 	<p>The proportion of partners who agree or strongly agree to statements in the adaptive capacity domain of the CHAT.</p>	<p>CHAT</p>
	<ul style="list-style-type: none"> • Primary prevention action into partner's work? 	<p>Percentage of organisations who have primary prevention (for family violence) action in their work.</p>	<p>Audit tool of partners' action plan and resource allocation</p>
4	<p>What unintended outcomes and consequences (positive and negative) have emerged while implementing the strategy?</p>	<p>To be developed through the process.</p>	<p>Most Significant Change stories (Evaluation data source)</p>

Evaluation plan

Table 3: Evaluation plan

Ref KEQ	Evaluation question	Summary of monitoring	Focus of evaluation	Evaluation method
1	To what extent is there change in: <ul style="list-style-type: none"> • Individual awareness? 	Changes in awareness from participation in activity: <ul style="list-style-type: none"> • Results of pre and post testing 	Areas of success and lack of success and reasons for both Identification of changes attributable to the initiatives	<ul style="list-style-type: none"> • Case studies • Participant interviews • Community forums
	<ul style="list-style-type: none"> • Individual attitudes? 			
	<ul style="list-style-type: none"> • Individual skills? 			
	<ul style="list-style-type: none"> • Individual behaviours? 			
2	To what extent are institutions and organisations making different decisions about policies, practices and structures, and what are they?	Changes in policy, practice and structures: <ul style="list-style-type: none"> • Results of WGEA data • Results of gender audits • Results of human resources data • Pre and post testing 	Areas of success and lack of success and reasons for both Identification of changes attributable to the initiatives	<ul style="list-style-type: none"> • Case studies • Participant interviews • Most Significant Change stories
3	To what extent does the PVT partnership increase: <ul style="list-style-type: none"> • Collaboration? 	Changes in collaborative practice: <ul style="list-style-type: none"> • Results of annual CHAT tool 	Areas of success and lack of success and reasons for both	<ul style="list-style-type: none"> • Stakeholder interviews
	<ul style="list-style-type: none"> • Collective learning? 	<ul style="list-style-type: none"> • Changes in collective learning across the partnership: • Results of annual CHAT tool 		
	<ul style="list-style-type: none"> • Integration of primary prevention action into partner's work? 	<ul style="list-style-type: none"> • Changes in integrated primary prevention action practice • Results of partner survey periodically 		
4	What unintended outcomes and consequences (positive and negative) have emerged while implementing the strategy?	N/A	Unintended results as the result of the activities (both positive and negative)	<ul style="list-style-type: none"> • Most Significant Change • Interviews • Community forums

Data collection and management plan

Please note: These tools have been drawn from existing PVT partner tools or other existing tools, and are included here to provide a sample of the types of tools that can be used for this activity. PVT partners need to agree on shared measurement tools. The tools included in the appendices are intended to provide a starting point for further development.

Data should be collected across key demographics and settings. See Table 4 for details of the data collection and management plan.

Target populations:

- People living with a disability
- Refugee and migrant communities
- Aboriginal and Torres Strait Islander peoples
- People of diverse identities
- Gay, lesbian, bi, transgender, intersex, queer
- Young people
- Older people
- Women and men

Settings:

- Arts
- Education and care settings for children and young people
- Faith-based contexts
- Health, family and community services
- Legal, justice and corrections services
- Media
- Popular culture, advertising and entertainment
- Public spaces, transport, infrastructure and facilities
- Sports, recreation, social and leisure spaces
- Universities, TAFEs and other tertiary education institutions
- Workplaces, corporations and employee organisations (Our Watch et al. 2015)

Partnership characteristic: single agency, two to five partners, more than six partners (Inner North West Collective Evaluation Project 2016).

Location: Local government areas include Brimbank, Maribyrnong, Melbourne, Hobsons Bay, Melbourne, Moonee Valley, Wyndham municipalities.

Table 4: Data collection and management plan

Tool	Sampling	When/ Frequency	Data storage	Analysis	Reporting mechanism
Pre and post survey tool	Partners engaged in activities related to KEQ 1 and indicators	Pre and post activity and follow up (3-6 months after)	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of quantitative indicator dataset by setting, demographic and collaboration type, location and comparison to previous reporting period	Quarterly monitoring report
CHAT	All partners	Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of indicator dataset and comparison to previous reporting period	Annual synthesis report
Gender audit	PVT partners < 100 staff	Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of quantitative indicator dataset by setting, demographic and collaboration type, location and comparison to previous reporting period	Annual synthesis report
Human resources data (e.g. pay roll analysis)	PVT partners < 100 staff	Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of quantitative indicator dataset by setting, demographic and collaboration type, location and comparison to previous reporting period	Annual synthesis report
WGEA data	PVT partners > 100 staff plus those that submit WGEA data	Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of quantitative indicator dataset by setting, demographic and collaboration type, location and comparison to previous reporting period	Annual synthesis report
Audit tool of partner's investment and	All partners	Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Analysis of setting, collaboration type, location	Annual synthesis report

Tool	Sampling	When/ Frequency	Data storage	Analysis	Reporting mechanism
actions on primary prevention				and comparison to previous reporting period	
Participant interviews		May, annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Thematic analysis against the evaluation questions	Present at annual reflection, and then in the annual reflection report, and in the three-year evaluation report
Stakeholder/ partner interviews		May, annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Thematic analysis against the evaluation questions	
Most Significant Change interviews (community members)		May, annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Most Significant Change group analysis process	
Most Significant Change interviews (partners)		May, annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Most Significant Change group analysis process	
Community forum (half day)		May, annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Thematic analysis against the evaluation questions	
Annual reflection		June, Annually	Central data drive to be determined by EGG, e.g. INCEPT HUB	Contribution analysis	

Reflection, learning and utilisation process

To ensure continual improvement, it is necessary to have periodic reflection points scheduled in throughout the three years, such as quarterly reflection and an annual learning process. The purpose is to support ongoing learning and information sharing, to inform ongoing program design and iteration throughout the intervention. The quarterly reflection provides opportunity for ongoing learning and adaptation/intervention throughout the year, while annual reflections offer the opportunity to change or influence overarching strategy and resource allocation. More detail is provided below.

Quarterly learning process

Purpose: The quarterly learning process supports a learning exchange between the EGG and implementers, and sharing progress and implications for practice. The learning questions are based on a developmental evaluation methodology.

Quarterly learning questions on progress	Data source	Who's involved?	How is it done?
<p>What? What has been done?</p> <p>So what? What has been achieved/learned in the implementation process?</p> <p>What now? What does that mean for how we move forward?</p>	Quarterly monitoring reports	Implementers/EGG	<p>Rapid learning exchange opportunity for implementers and EGG, and quarterly review meeting</p> <p>10-minute presentation focused around the learning questions</p> <p>20-minute discussion on progress data to date and what the EGG can do to support implementation</p>

Annual reflection and adaption

Purpose: A participatory analysis of evaluation data by a range of stakeholders to reflect on evidence and provide input into findings and recommendations and next steps.

It will:

- Produce a story of progress towards PVT's collective impact, having applied critical reflection and judgement
- Test the theory of change and assumptions, and identify unexpected outcomes (negative or positive)
- Identify any changes to ways of working.

Who is involved?

Implementers, EGG and, ideally, external voices, such as community representatives, sector experts and government funders and policy makers.

What data is used?

The evaluation synthesis report is to be provided to stakeholders to provide data in an

accessible format, and should include initial findings. It should bring together and analyse the strands of quantitative and qualitative program data.

Facilitation of a workshop

The annual reflection process should be facilitated by an evaluator and should be designed to facilitate participatory discussion and reflection on progress of PVT 2030 against the key evaluation questions.

Key learning questions

The following key learning questions (two of which were agreed by the EGG, and two of which are based on developmental evaluation methodology) should be used to focus reflection and analysis at the workshop:

- What were the particular features of action against the theory of change that made a difference?
- Can any projects be scaled up and activated for reach?
- Were there any unintended outcomes?
- What do we do next?

Using evaluation judgement

PVT should experiment with using an evaluation rubric to support collective judgement on progress against key evaluation questions. 'A rubric sets out clearly criteria and standards for assessing different levels of performance. Rubrics have ... been applied in evaluation to make transparent the process of synthesising evidence into an overall evaluative judgement' (Rogers 2018).

Utilisation

The key findings and recommendations from the annual reflecting process (and reported in the annual reflection report) should inform the annual planning process for PVT, and be shared with the sector to disseminate learnings.

Reporting schedule

This proposed reporting schedule (see Table 5) is a guide about when reports are due and the focus of each report. The dates in this reporting schedule are in the implementation workplan (see section 10 of this document, 'Implementation work plan 2018/19 to 2021/22'). Like all aspects of this framework, the reporting schedule can be updated and improved as implementation occurs, as it may be necessary to adjust timings to align with key dates, such as EGG meetings.

Table 5: Proposed reporting schedule

Report	Focus	When
Quarterly monitoring reports	Results of any surveys undertaken during the period	End of September End of December End of March End of June For financial years 18/19, 19/20 and 20/21
Headline indicator report	Headline indicators	Update in May each year
Annual synthesis report	Synthesis of monitoring data	End of June
Annual reflection report	Evaluation questions	July 2019 July 2020
Three-year evaluation	Evaluation reports	August 2021

Recommendations and considerations

Shared data across organisations

The PVT evaluation framework requires an agreement about sharing information to support understanding of collaborative impact. A data-sharing agreement is a document designed to protect against the risks of data sharing. It articulates:

1. Who is party to the agreement
2. What exact data is being shared
3. Where the data will be stored
4. The purpose of data sharing
5. Who gets access and how they can use it (analysis and communication)
6. Privacy and ethical considerations (National Statistical Service 2009).

The agreement should be developed at a working group level with high-level agreement at the partnership level.

Human resource scenarios

Three scenarios have been developed and will be provided to the EGG for decision making.

Evaluation capacity building

In the process of developing the measurement and evaluation framework for the PVT partnership, it was found that there is a considerable range of existing measurement evaluation understanding, skills and experience.

To get the most of out the work, it is recommended that evaluation capacity building is supported across the PVT partnership for stages including orientation, developing the framework, implementation and managing findings and reporting. Table 6 outlines areas of knowledge of understanding that are required by all stakeholders (taken from Markiewicz & Patrick 2016).

Table 6: Areas for evaluation capacity building for involved key stakeholders (Markiewicz & Patrick 2016)

Stage	Areas of knowledge and understanding
Initial orientation	<ul style="list-style-type: none"> • The purpose and function of monitoring and evaluation frameworks • Reasons for investing in the process • Differences between routine monitoring and periodic evaluation • The stages and steps involved in developing a monitoring and evaluation framework for a program • The importance of scoping the focus and parameters of monitoring and evaluation frameworks against expectations and available resources • The need to identify realistic timeframes for developing and implementing monitoring and evaluation frameworks • The roles played by different types of stakeholders in the process • The need to follow a sequential approach using program theory, program logic and evaluation questions as the foundation of the framework
Developing the framework	<ul style="list-style-type: none"> • Results-based management and the constructive relationship between planning, monitoring and evaluation • The role of program theory and program logic • How to approach developing evaluation questions • The complementary roles that monitoring and evaluation play in answering evaluation questions • How to approach designing monitoring plans and evaluation plans • Developing key performance indicators and setting appropriate targets • The range of appropriate data collection methods and tools and how to select from within that range • Developing data collection tools and ensuring that accurate data is collected • How to identify data gaps and either remedy these gaps or modify the approach • How to develop an analytical framework to be applied to data collected • How to deal with issues of attribution when examining results • Ethical issues involved and suitable responses
Implementing the framework	<ul style="list-style-type: none"> • How to best implement the monitoring plan and evaluation plan • How to develop and support data collection, management and analysis processes • Understanding the nature and meaning of results generated, and how they can be applied for program improvement and learning • How to best implement learning strategies
Managing findings and reporting	<ul style="list-style-type: none"> • How to use findings generated for internal accountability, decision making, program improvement, and for broader learning • How to identify audiences for results and reports • Best approaches for reporting and dissemination of results

Glossary of terms

Assumptions: Hypotheses about factors or risks that could affect the progress or success of an intervention. Intervention results depend on whether or not the assumptions made prove to be correct.

Collective impact: A group of important actors from different sectors committed to a common agenda for solving a specific social problem.

Dashboard: An interactive reporting tool that analyses and communicates information in a visual manner.

Data cleaning: The process of detecting and correcting (or removing) corrupt, inaccurate or duplicate records from a database.

Effectiveness: The extent to which a program/intervention has achieved its objectives under normal conditions in a real-life setting.

EGG: Executive Governance Group for the Preventing Violence Together collaboration. Made up of members from each of the organisations.

Evaluation: Rigorous, scientifically-based collection of information about program/intervention activities, characteristics, and outcomes that determine the merit or worth of the program/intervention. Evaluation studies provide credible information for use in improving programs/interventions, identifying lessons learned, and informing decisions about future resource allocation.

Evaluation questions: Key questions that outline the areas of investigation that will structure the monitoring and evaluation functions, usually classified under domains.

Impact (Australian definition): The long-term development impact to which the activity contributes at a national or sectoral level.

Inputs: Financial, human, and material resources used in delivering a program/intervention.

Indicator: A quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to an intervention.

Gender: A broad term used to describe the socially constructed norms, roles, responsibilities and expectations that shape our understanding of what it means to be a woman or a man within a given society (Women's Health West 2014).

Gender equality: The realisation of equal and measurable outcomes for women, men and people of diverse gender identities. This includes equal representation, status and rights; establishing equal opportunities for all people to contribute to national, political, social and cultural development; and for all to benefit from these results (Women's Health West 2014).

Gender equity: The process of being fair to women, men and people of diverse gender identities with the aim of achieving equal outcomes for all. To ensure fairness, measures must

often be put in place to compensate for historical and social disadvantage that have prevented women and people of diverse gender identities from operating on a level playing field with men (Women's Health West 2014).

Gender lens: Paying particular attention to the potentially different ways that men and women are or might be impacted when approaching or examining an issue (i.e. using a gender lens).

Gender roles: Socially and culturally defined behaviours, actions and attributes that are assigned to women/girls and men/boys. They are prescriptive in nature as they refer to expectations about how society deems an individual should think, feel, dress, speak and interact, based on their gender (Women's Health West 2013).

Gender stereotype: Overly simplified assumptions that people who share a particular status group also share certain traits in common. Gender stereotypes are therefore overly simplified notions and generalisations of the traits that all women or men are assumed to possess (Women's Health West 2013).

Monitoring: Routine tracking and reporting of priority information about a program/project, including data related to inputs and intended outputs, outcomes and impacts.

Measurement and evaluation (M&E): A process to review and improve performance and results achievement. Its goal is to improve current and future management of outputs, outcomes and impact.

Objective: A statement of a desired program/intervention result that meets the criteria of being Specific, Measurable, Achievable, Realistic, and Time-phased (SMART).

Outcome: Short-term and medium-term effect of an intervention's outputs, such as change in knowledge, attitudes, beliefs, behaviours.

Outputs: The direct products or deliverables of program/intervention activities, such as the number of HIV counselling sessions completed, the number of people served, the number of condoms distributed.

Partners: Stakeholders who are involved in the governance or financing of a partnership.

Privacy: The right of people to lead their lives in a manner that is reasonably secluded from public scrutiny.

Program logic model: A representation of the theory of how an intervention is understood to contribute to its intended or observed outcomes, usually in the form of a diagram.

Preventing Violence Together (PVT): A regional partnership made up of 19 organisations, working together to prevent violence against women across Melbourne's west.

Preventing Violence Together 2030 (PVT 2030): The regional strategy setting a long-term vision and strategic actions for the partnership. The PVT 2030 strategy marks a shift to a more collaborative and intentional approach to planning and implementation.

Shared measurement: A common set of measures used to monitor performance and track progress towards outcomes, thereby ascertaining what is and is not working in the group's collective approach.

Theory of change: The key processes or drivers by which change is achieved for individuals, groups, or communities. It can be derived from a research-based theory of change or drawn from other sources.

Violence against women: Any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life. This definition encompasses all forms of violence that women experience (including physical, sexual, emotional, cultural/spiritual, financial, and others) that are gender based.

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Appendix 1: Detailed Theory of Change

PVT VISION: Women and girls across Melbourne's west live free from violence and discrimination and have equal status, rights, opportunities, representation and respect.

