AUSTRALIAN EVALUATION SOCIETY

AES PROFESSIONAL LEARNING

# Outcome evaluation basics: Questions, models and pathways

**Presented by Samantha Abbato**

**12 + 19 August 2020**

Australian Evaluation Society
PO Box 476
Carlton South Vic 3053

AES ONLINE WORKSHOP

# OUTCOME EVALUATION BASICS – DAY 1 + 2

## SESSION 1 & 2

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# VISUAL INSIGHTS WORKSHOP - AUGUST 2020

## THE FACILITATOR

Dr Samantha Abbato is an experienced evaluator and trainer for the Australasian Evaluation Society (AES). Samantha Abbato is a senior evaluation consultant with more than twenty years of experience and strong methodological expertise across a range of qualitative and quantitative disciplines. Her academic grounding in quantitative methods is built upon a bachelor's degree in mathematics and physiology and a Masters of Public Health in epidemiology and biostatistics. She has extensive qualitative training in medical anthropology (PhD, UC Berkeley).

Sam employs a utilisation-focused approach to evaluation practice and consistently uses mixed methods, case study and collaborative processes that consistently incorporate skills transfer to clients. As an independent consultant, Sam has assisted a diverse range of clients including non-government organisations and local, state and Commonwealth government.

As the director of Visual Insights People since 2013, she has introduced a pictures and stories approach to evaluation for health and community services. Sam is the recipient of evaluation awards including the AES 2015 award for best evaluation publication.

## ABOUT VISUAL INSIGHTS PEOPLE

Established in Brisbane in 2013, Visual Insights People are a team of experienced evaluation, communication and systems thinking professionals. We share the common vision of improving the lives of people experiencing vulnerability by contributing to strengthening community organisations.

Visual Insights People challenge the common approach to evaluation with its often alienating language, fixed frameworks, and data collection plans that fail to reflect the unique culture and needs of organisations. Through true communication, we share our knowledge of outcomes evaluation using pictures and stories approach. We build the capacity of organisations through our technical expertise and commitment to academic rigor.

# OUTCOMES EVALUATION BASICS: QUESTIONS, MODELS AND PATHWAYS

## WORKSHOP OVERVIEW

Many professionals acknowledge the value that outcomes evaluation has in evidencing the difference programs and projects are making and providing important information for improvement. However, a major block to evaluating outcomes of programs and projects is understanding the language, knowing the steps and where to start. In this workshop we support participants through the initial steps of outcome evaluation without the jargon. The purpose is to provide participants with a grounding in the foundations of evaluation including identifying evaluation purpose and questions, mapping and understanding stakeholders and building a program model. In addition to skills in the practical foundations of outcomes evaluation, participants are guided on an evaluation pathway to through do-able steps for their own programs.

Throughout the workshop, participants have the opportunity to be supported in working on their own program evaluation plans through the completion of activity templates, tailored feedback and assistance, presentations, and group discussions.

## WORKSHOP CONTENT

Participants will learn the basics of planning outcome evaluation through four main topics:

1. **Finding the why:** Using story, participants will uncover and articulate their "why" for themselves, their team and their program using on Simon Sinek's Golden Circle (What, How, Why). This will assist them in identifying long term goals and outcomes and to separate what they do from the difference they make.
2. **Building an evaluation model:** Theory of change and program logic will be introduced, and participants assisted in the practical's of building these key evaluation models based on activities and outcomes. Software for communicating and sharing evaluation models will be introduced.
3. **Identifying users and use:** Based on the principles of Utlisation-Focused Evaluation (Patton), participants will be provided templates and practical activities for identifying and communicating with program stakeholders. These practical activities will serve participants in ensuring their evaluation models and questions fit evaluation users and use.
4. **Continued pathway to evaluation:** Participants are guided in the practical's of planning an outcomes evaluation, including refining evaluation models, communicating with stakeholders, choosing outcomes and articulating evaluation questions.

# OUTCOME EVALUATION BASICS: QUESTIONS, MODELS AND PATHWAYS

## WORKSHOP OUTLINE

| DAY 1, 12 AUGUST - ONLINE | | |
|---|---|---|
| 9:15 am | Registration | For 9:30 am start |
| 9:30 am | Session 1: | Finding you “Why” |
| 10:45 am | Short Break | |
| 10:55 am | Session 2: | Building an Evaluation Model |
| 12:30 pm | Finish | |

| DAY 2, 19 AUGUST - ONLINE | | |
|---|---|---|
| 9:15 am | Registration | For 9:30 am start |
| 9:30 am | Session 3: | Identifying Users and Use |
| 10:45 am | Short Break | |
| 10:55 am | Session 4: | Continued Pathway to Evaluation |
| 12:30 pm | Finish | |

# OUTCOME EVALUATION BASICS:
## PRE-WORKSHOP PREPARATION SHEET

## About the workshop

The Outcome Evaluation Basics workshop is made up of 2 x 3 hour duration Zoom meetings. The dates and times of the workshop are shown below.

| SESSION DATE | TIME | SESSIONS |
|---|---|---|
| 12 August 2020 | 9:15 am - 12:30 pm | 1 and 2 |
| 19 August 2020 | 9:15 am - 12:30 pm | 3 and 4 |

The topics and objectives of each of the 4 sessions are summarised below.

| SESSION | TOPIC | LEARNING OBJECTIVES |
|---|---|---|
| 1 | Using story to find your why | • Ability to articulate program 'Why' or purpose through story |
| 2 | Building an evaluation model | • Understanding the role of evaluation models: TOC and PL<br>• Ability to draft a TOC and PL for a program |
| 3 | Identifying users and use | • Incorporate evaluation stakeholders and use in evaluation planning |
| 4 | Continued pathway for outcome evaluation | • Ability to identify priority outcomes<br>• Knowledge of the next steps to take for program evaluation |

## PREPARATION

The most important aspect of preparation for participants, is familiarisation with and preparation for use of the software we will be using in the workshop. This will enable you to fully engage and have an interactive workshop experience. The software we will be using is listed below with reference to the suggested steps to increase your familiarity and effective use prior to the first workshop Zoom meeting.

| SOFTWARE | REFERENCE TO INFORMATION | SUGGESTED PREPARATION ACTIVITY |
|---|---|---|
| Zoom | See 'Outcome Evaluation Basics: Preparing to Zoom' in the workbook | • Test audio and video settings<br>• Test screenshare<br>• Test Zoom chat |
| MURAL | See 'Outcome Evaluation Basics: Preparing to MURAL' in the workbook | • Read Information Sheet<br>• Visit MURAL link (this will be sent via email) |

### OTHER PREPARATION TASKS - PRIOR TO THE 12TH OF AUGUST 2020

- If you have time, watch the introductory video which can be accessed via the link below.
  *https://www.visualinsights.com.au/outcome-evaluation-basics*
- Pre-read the Session 1 and Session 2 information sheets.
- Know where to locate the Activity sheets and Activity templates for Session 1 and Session 2 via your workbook (*this will help the first Zoom meeting of this workshop to run smoothly*).

# OUTCOME EVALUATION BASICS:
SESSION ACTIVITY GUIDE

## About the Session Activities

Each session includes activities. This sheet provides overview information on instructions and steps for completing the activities.

### ACTIVITY SHEETS

Each session will have an Activity Sheet. The activity sheet contains a series of questions to build your knowledge, skills and practice in the learning area.

Activity Sheets are availabe as fillable PDFs. You can complete these on your computer or you can print and fill them in.

### INDIVIDUAL OR GROUP QUESTION

The Activity Sheet questions will specify if the question is to be completed by yourself or in a group. You will have received an email identifying your group number and group members names.

INDIVIDUAL QUESTION  GROUP QUESTION

Group questions will be completed in Zoom breakout rooms - the facilitator will arrange for you to be in a video-conference with your group members only.

### WORKING AS A GROUP

Each group will have a volunteer 'Group Scribe' and 'Group Timekeeper'.

**The Group Scribe and Presenter**

For an activity requiring a Group Scribe, the Group Scribe will:

1. Open the relevant activity template
2. Screenshare the activity template with the group
3. Type the groups ideas or answers on the template
4. Share the completed group activity in the larger workshop group. This will include sharing model and group experience.

*Note: It is recommended the scribe feels confident with Screensharing, using MURAL and summarising any group reflections on the activity using the Activity Template. Most participants will be first time users of MURAL, the activity will include typing in the program and making pathways – instructions on these steps will be provided as we go along.*

**The Group Timekeeper**

For each group question the Group timekeeper will:

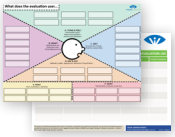
1. Check the allocated time for each part of the activity.
2. Give the group a reminder of time when it is coming close to the end of the allocated time.

### TIME

The clock will indicate the amount of time allocated to the question. It is important to follow the time allocations to ensure all questions can be completed within the session activity.



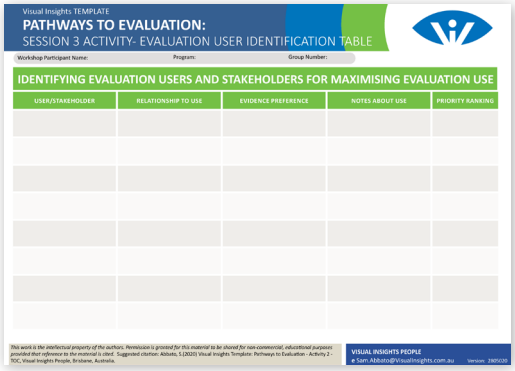
Suggested citation: Abbato, S.(2020) Visual Insights Activity Guide - Outcomes Evaluation Basics: Session Activity Guide, Visual Insights People, Brisbane, Australia.



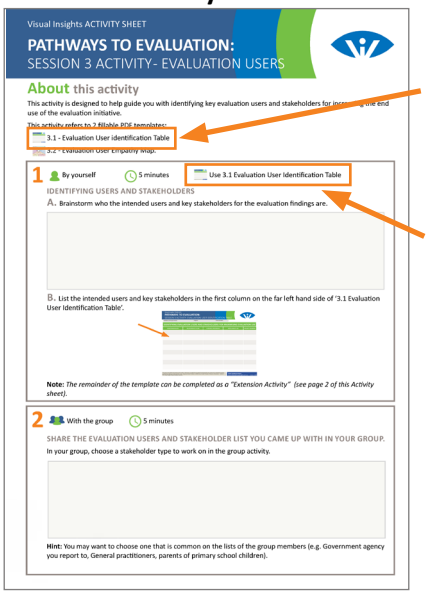
## ACTIVITY TEMPLATES

The Activity Templates correspond with the Activity Sheets.

**Activity Template**


Visual Insights TEMPLATE
PATHWAYS TO EVALUATION:
SESSION 3 ACTIVITY- EVALUATION USER IDENTIFICATION TABLE
Workshop Participant Name: Program: Group Number:
IDENTIFYING EVALUATION USERS AND STAKEHOLDERS FOR MAXIMISING EVALUATION USE
USER/STAKEHOLDER | RELATIONSHIP TO USE | EVIDENCE PREFERENCE | NOTES ABOUT USE | PRIORITY RANKING
VISUAL INSIGHTS PEOPLE
e Sam.Abbato@VisualInsights.com.au Version: 20050201

**Activity Sheet**


Visual Insights ACTIVITY SHEET
PATHWAYS TO EVALUATION:
SESSION 3 ACTIVITY- EVALUATION USERS
About this activity
3.1 - Evaluation User identification Table
1 By yourself 5 minutes Use 3.1 Evaluation User Identification Table
IDENTIFYING USERS AND STAKEHOLDERS
A. Brainstorm who the intended users and key stakeholders for the evaluation findings are.
B. List the intended users and key stakeholders in the first column on the far left hand side of '3.1 Evaluation User Identification Table'.
Note: The remainder of the template can be completed as a "Extension Activity" (see page 2 of this Activity sheet).
2 With the group 5 minutes
SHARE THE EVALUATION USERS AND STAKEHOLDER LIST YOU CAME UP WITH IN YOUR GROUP.
In your group, choose a stakeholder type to work on in the group activity.
Hint: You may want to choose one that is common on the lists of the group members (e.g. Government agency you report to, General practitioners, parents of primary school children).

*The Activity Sheet overview identifies what templates will be used in the session's activity.*

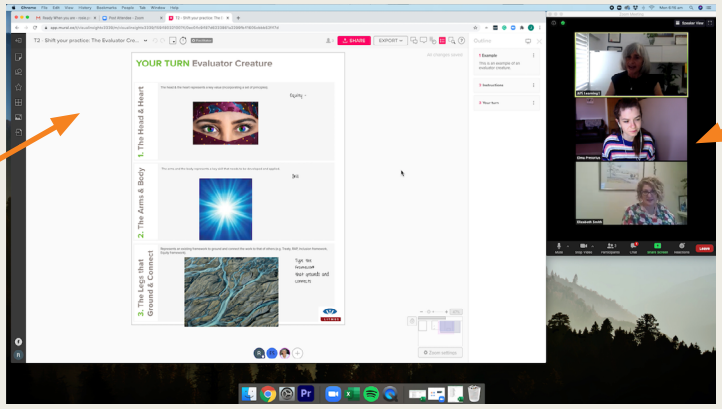
*Each question will also identify if it requires use of an Activity Template.*

When filling out templates as a group, make sure to enter the group number.

Activity Templates (like activity sheets) are available in fillable PDFs – you can complete these on your computer or print them and write your answers. Some templates are in MURAL, a open-source online collaboration software.

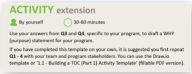
### TIP: PREPARING TO USE MURAL

One activity involves using MURAL, an online collaboration tool. To feel comfortable and confident using MURAL during the group activity, we recommend reading the Information Sheet 'Outcome Evaluation Basics: Preparing to MURAL'.




*Activity Template in MURAL*

*Workshop Participants in Zoom, collaborating on Activity Template*



## AFTER THE SESSION

The end of the Activity Sheet will identify if there is are tasks to complete before the next session.

There may also be Activity Extension, which includes optional activities to practise and embed the sessions learnings in your own time.

Visual Insights PREPARATION

# OUTCOME EVALUATION BASICS: PREPARING TO ZOOM

## WHAT is Zoom

Zoom is an open-source video-conferencing application. Zoom will be used for Session 1 - 4 of Outcome Evaluation Basics Workshop.

Being familiar and comfortable using Zoom will fully engage and have an interactive workshop experience. We strongly recommend reading and completing the below steps before Session 1 on June the 17th.

## PREREQUISITES for attending a Zoom

To participant in each sessions Zoom, you will need a:

- Zoom account
- Zoom desktop application
- Working web-cam
- Working audio (speaker/ headphones and microphone).

## HOW to use Zoom

Below steps outline the key information you will need for the Zoom sessions.

### 1 Create a Zoom account.

You can create a free Zoom account via this link - https://zoom.us/freesignup/

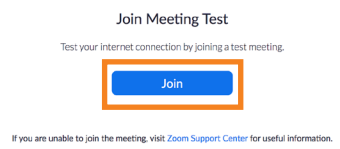
### 2 Download the Zoom desktop application.

You can download the Zoom desktop application via this link - https://zoom.us/download

### 3 Join a test Zoom

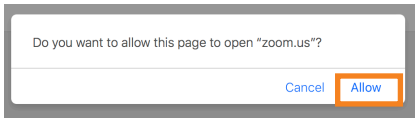
Join Zoom's test meeting to test your video, audio, and chat feature before the first session.

A. Visit https://zoom.us/test and click join.




*This is a test Zoom provided by Zoom.us. There will be no other participants in the Zoom.*

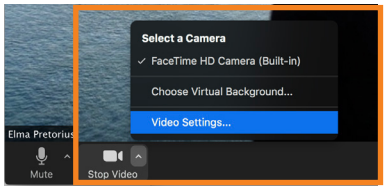
B. Choose allow.




The Zoom application will open on your desktop and you will enter the zoom test meeting.

### 4 Test the Video

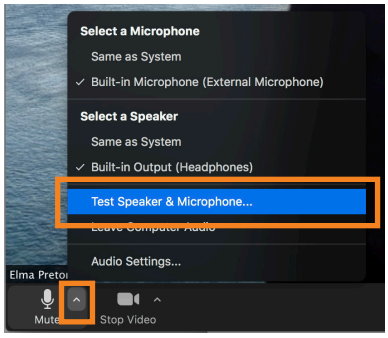
You should now appear on screen in the Zoom meeting. Make sure the video icon does not have a red strike through. If it does, click on the icon and your video will become enabled.




You can adjust you web-cam settings in 'Video Settings'.

### 5 Test the Audio

In the test Zoom (from step 3), click the arrow next to the microphone in the bottom left corner of the Zoom.




Select test microphone and speaker.

Follow the prompts to test your audio.

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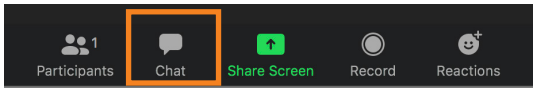
## 6 Test the Chat

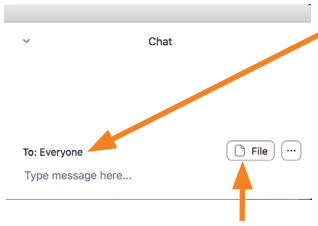
During the Sessions, the Zoom's chat feature will be used to communicate with the workshop facilitator and assistant, share work and ask questions.

**A.** Click the chat icon on the bottom panel.




A chat window will appear to the right of the Zoom.

**B.** Type a message in the chat window and press enter.




*Click on 'Everyone' to change the message recipient to 'Host' if you want to send a private message to the facilitator.*

*Click the file icon to upload and share completed Group Activity Templates.*

## HINT:

If you press 'End meeting' you will exit the Zoom workshop all together. If this happens, you can rejoin the session with the original workshop Zoom link.

## USING the Breakout Rooms

### GROUP WORK

- Group activities will take place in Zoom breakout rooms. The host will designate you to a breakout room with the participants of your group.
- Breakout room's will go for 25 minutes - a count-down will appear in the top right corner of the breakout room.

### ANNOUNCEMENTS

- The facilitator may post announcements to the Zoom breakout rooms - the announcement will appear at the top of your screen.

### SUPPORT

- The facilitator will periodically join your breakout room to check how your group is progressing and if you need any support.
- If you need to ask for help, you can type a message in the chat feature or click 'ask for help'.

### CONCLUDING GROUP WORK

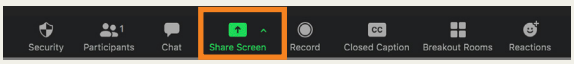
- A 60 second alert will be given to conclude group activities which will close the zoom breakout rooms, you will then enter back into the main Zoom room.
- Note: It is recommended to stay in your breakout room for the duration of the activity.

## Group Scribe

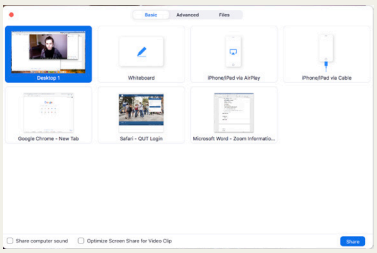
If you are the Group Scribe, you will need to screenshare during group activities. To test Screenshare start a new meeting in the Zoom application.

### SCREENSHARE

**A.** Select screenshare from the bottom panel.

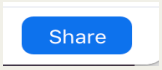



**B.** Select the window you would like to share.



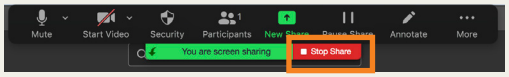
**Tip**: if you choose 'screen', everything on your screen will be displayed. If you select a specific window, other participants will only be able to see that window.

**C.** Click Share.




**Tip:** What you are sharing on your screen will now have a green outline around it.

**D.** To stop share click stop share at the top of your screen.






**VISUAL INSIGHTS PEOPLE**
**e** Sam.Abbato@VisualInsights.com.au

Visual Insights INFORMATION SHEET

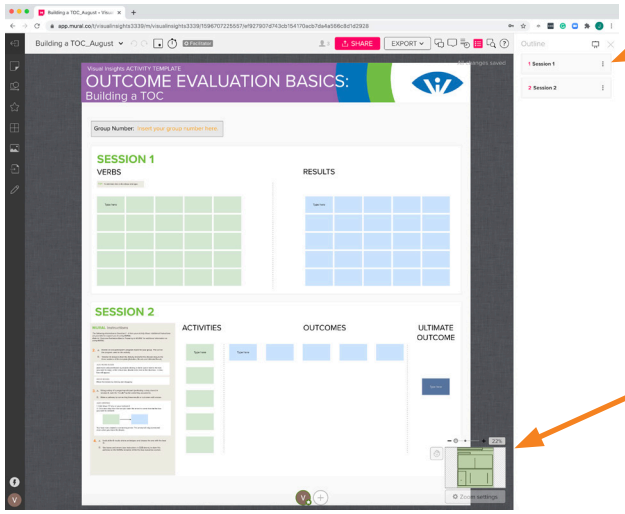
# OUTCOME EVALUATION BASICS: PREPARING TO MURAL

## WHAT is MURAL

MURAL is an online visual collaboration workspace. MURAL provides shared, digital whiteboards where multiple people can collaborate. We use MURAL as a platform to access and collaborate on activities during Visual Insights online workshops.

## NAVIGATING the MURAL template

The Activity Template in MURAL is like a giant wall.




*You can navigate between the areas by clicking on the sections in the 'Outline' panel on the right side of the screen. This will take you to key areas of the activity template.*

### ZOOMING

1. *Use the scroll wheel on your mouse*
2. *Click the '+' / '-' icons at the bottom right corner of the screen.*

### TIP: MOVING AROUND THE TEMPLATE

Panning is moving around the template. To pan with your mouse, click and hold the background and drag left or right.

Put the Mural into 'Move Mode' if to pan in a view-only mode (this will lock the MURAL so as you pan, no content can be moved or edited). Click the hand icon in the bottom right corner to enter 'Move Mode'.

## KEY tools

Below is a list of some of the Key tools you may need in MURAL.

### COPY AND PASTE

You can copy and paste elements within the mural.

1. Select on the object you want to copy.
2. Copy the object by pressing **Ctrl** and **C** on your keyboard.
3. Paste the object by clicking on a blank space on the mural, press **Ctrl** and **V** on your keyboard

You can now copy and paste an object. You can reposition it by dragging it to where you would like.

### DELETE

To delete an object:

1. Select the object from the mural.
2. Press **backspace** on your keyboard.

The object has now been deleted from MURAL.

### UNDO

To undo press **Ctrl** and **Z** on your keyboard.

### SELECT MULTIPLE OBJECTS

You can select multiple objects at once. You can do this by:

1. Select an object.
2. Hold **Shift** on your keyboard and select another object.

You now have 2 objects selected.

or

1. Click an empty space in the mural.
2. While holding the **Shift** key on your keyboard, drag your mouse across the objects you want to select.

Multiple objects are now selected.

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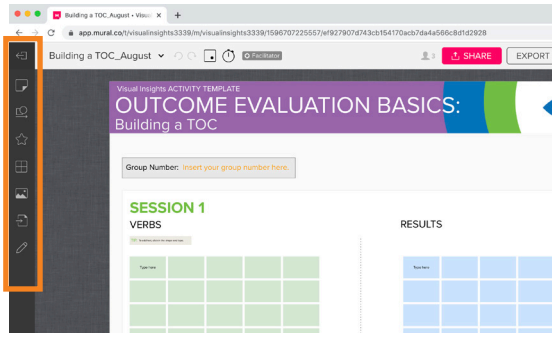
# ADD text, images and shapes to your MURAL

The following section provides instructions to add content to your MURAL template.

## THE TOOLBAR

To add content, first explore the toolbar on the left. You'll see options to add text, shapes, connectors, icons, frameworks and images.

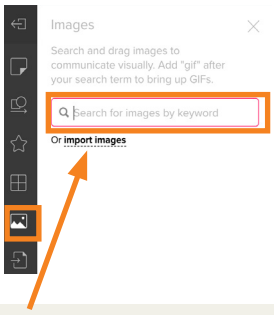
From the toolbar you can drag any element onto the mural and position it where you want.




## ADD AN IMAGE

Mural has a library of images that you can use in your mural.

1. Click on the image icon in the toolbar. An images panel will appear.
2. Type a keyword in the search bar, Mural will bring you related images from the internet
3. Once you have chosen an image you like – click and drag the image into your mural workspace.

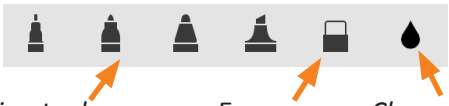



**TIP:** You can also upload images from your device. Select 'import images' to choose an image from your device or drag a file from your computer straight into your mural and drop it in place.

## DRAW

You can also draw in MURAL.

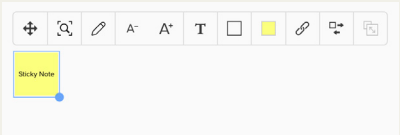
1. Click on the draw icon located in the left panel of the screen.
   *Your project will enter draw mode. A drawing tools panel will appear at the top of your screen.*



*Drawing tools* *Eraser* *Change colour*

2. Select the drawing tool and colour you would like to use and draw on the mural.
3. When complete, click 'Done Drawing' at the top right of the window.

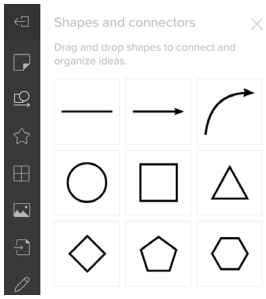

**TIP:** Double click on the background of a mural to create a sticky note without having to enter the toolbar.




## ADD A SHAPE OR CONNECTOR

Add shapes and connectors to your MURAL.

1. Click on the shapes icon in the toolbar. A shapes and connectors panel will appear.
1. Dragging the shape or connector you want to use from the shapes section to the MURAL.




**TIP:** You can use the connector to connect to objects in the MURAL together.

Select the object you would like the connector to come from. Press and hold **C** on your keyboard and drag your mouse to the object you would like the arrow to connect to.

A connector will now be linked to both objects.

## RECOMMENDED RESOURCE

- For more information on using MURAL visit: https://www.mural.co/



Suggested citation: Abbato, S.(2020) Visual Insights Information sheet: Outcome Evaluation Basics - Preparing to Mural, Visual Insights People, Brisbane, Australia.

# POWERPOINT SLIDES
## DAY 1

# OUTCOME EVALUATION BASICS

AES WORKSHOP – 12 & 19 AUGUST 2020

VISUALINSIGHTS

1

# Introduction

2

## OBJECTIVES

1. Articulate program “why” through story
2. Understand role of TOC and PL
3. Ability to draft a TOC (and PL)
4. Consider evaluation users
5. Identify priority outcomes
6. Know the next steps for evaluation

3

## SESSIONS

1. Using story to find your why
2. Building an evaluation model
3. Identifying users for use
4. Choosing outcomes and continued pathway

4

# EACH SESSION

**Total Time - 1 hr and 15 mins**

| TIME | ACTIVITY |
|---|---|
| 25 min | • Presentation |
| 25 min | • Small Group Activity |
| 5 min | • Recording Reflection and Questions *(using Activity Template)*<br>• Uploading Completed Files to Zoom Chat |
| 20 min | • Facilitator Sharing Group Activity Reflections and Responding to Questions |
| 10 min | • Tea/Coffee Break |

5

# MAKING THE MOST OF IT

Be familiar with Zoom and text options

Share in your break-out rooms (screenshare and discuss)

Get familiar with MURAL

Know your workbook

Get online using our shared platform – videos, discussion, submit for sharing

6

# MY APPROACH

- Practitioner perspective
- Academic – Qual and Quant methods
- Coaching and small steps –evidence base with practical constraints

MORE ABOUT ME

- www.VisualInsights.com.au

ABOUT YOU

- Four words at start of session 1
- Current place- home office in Brisbane, Ideal place- Bordeaux
- Activity - sleeping, Ideal activity – Reading in the sun

7

# BEFORE THE FIRST SESSION – 12 AUGUST 2020

Review Pre-workshop Preparation sheet

Read Session Activity Guide

Be familiar with Zoom and Draw.io (see information sheets)

Be familiar with the Activity Sheets and Templates of Session 1 and 2

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## WORKSHOP GUIDELINES

1. Be present
2. Be nice
3. Be on time
4. Give everything a try!

9

# Session 1
# WHY AND STORY

10

## SESSION 1

- Define evaluation
- Review main steps of evaluation planning
- Introduce the WHY and an activity for finding it

11

## EVALUATION

"Professional evaluation is the **systematic** determination of the value, worth or quality of something."

**Michael Scriven**

critical thinking and research methods

12

## SYSTEMATIC

1. Planning
2. Implementation
3. Completion
4. Dissemination and reporting

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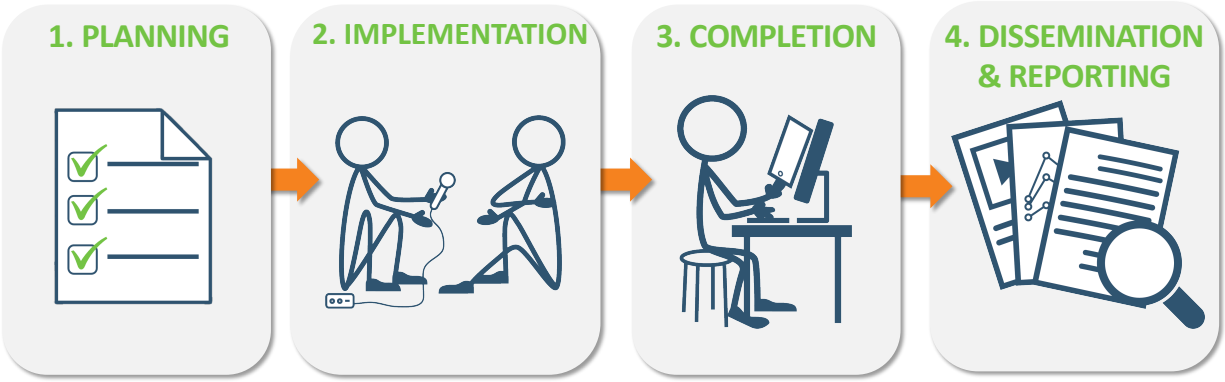
## MAIN STEPS OF ANY EVALUATION




14

# 1. PLANNING

WHEN?

- Before implementation

OR

- Now!!

WHO?

- Internal stakeholders
  - Programme team
  - Staff
  - Managers
  - Organisational leaders
  - Client representatives
- External evaluator?

VISUALINSIGHTS

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# HOW TO PLAN AN OUTCOMES EVALUATION?

1. MODEL THE PROGRAMME → 2. IDENTIFY USERS → 3. CLARIFY USE → 4. PRIORITISE OUTCOMES → 5. ARTICULATE EVALUATION QUESTIONS → 6. DETERMINE METHODS → 7. IDENTIFY RISKS → 8. DECIDE ON EVALUATOR

VISUALINSIGHTS

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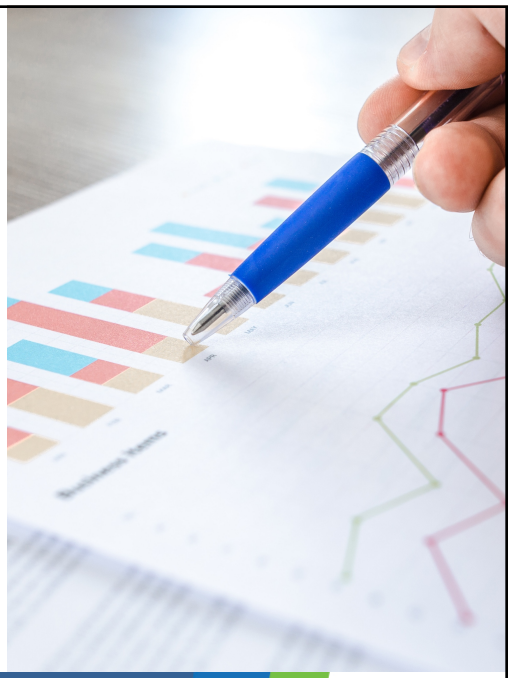
# WHAT DOES EVALUATION HAVE TO DO WITH WHY?

- Why or "purpose" is the long-term goal or outcome
- Long-term outcome is key for shift to **OUTCOME EVALUATION** capability
- Links evaluation to planning
- Sets your destination



VISUALINSIGHTS

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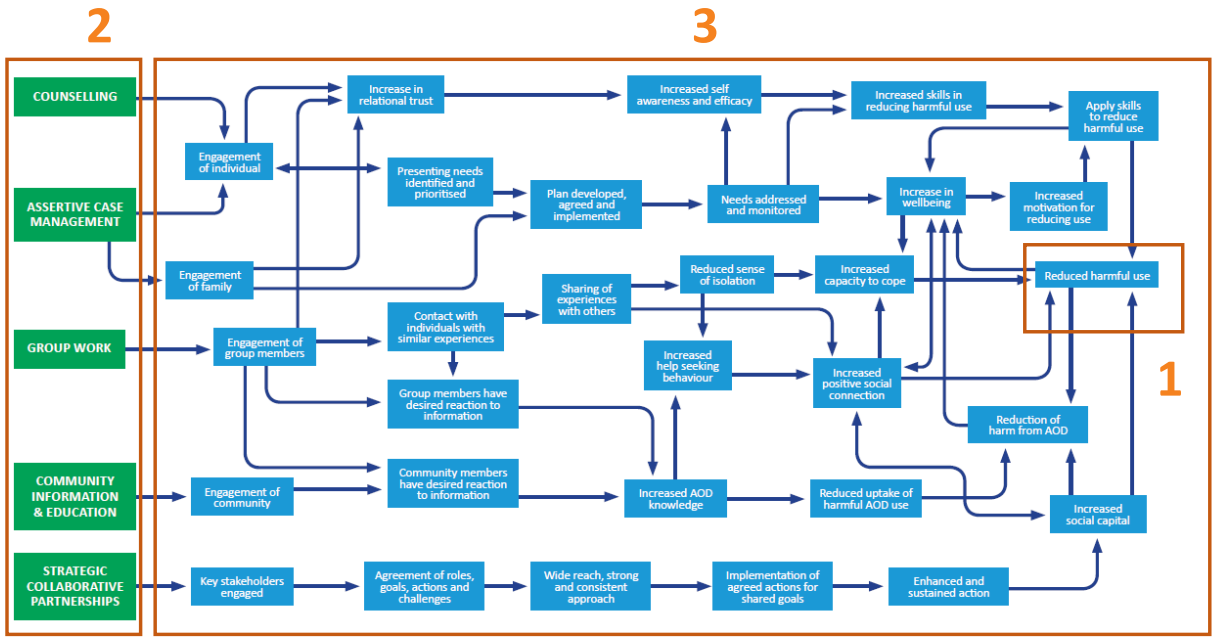


VISUALINSIGHTS

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# THE WHY?


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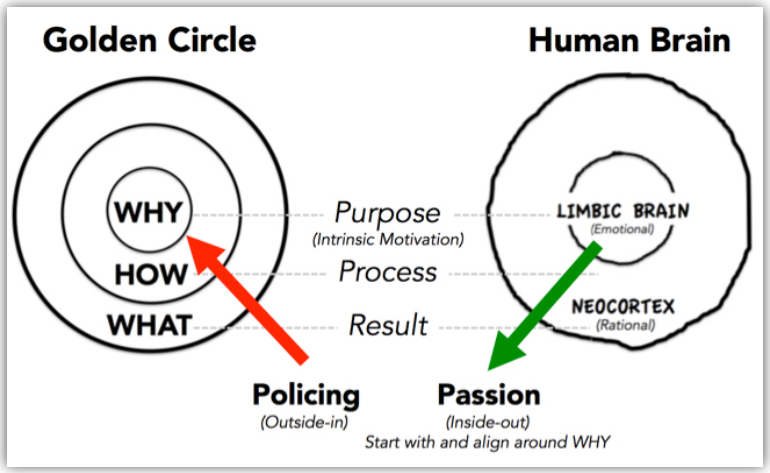
# THE WHY?

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# AN EXAMPLE: CATHOLICCARE NT

## OUR VISION

**We are committed to:**

- engaging in genuine partnerships based on the principles of subsidiarity, development, dialogue, leadership, local investment and place based services
- advocating for those in our community who are suppressed or marginalised
- having a client focus. This means delivering sustainable and ethical services that people want and in ways that contribute to building better lives for people. These services will be well functioning, accessible, transparent, friendly and culturally driven
- being well resourced; being an organisation of choice for clients and staff based on integrity, relevance, collaboration, initiative, adaptability, continual improvement and responsiveness to need.


**Our Vision**

Healthy families, connected communities, honouring culture.

VISUALINSIGHTS

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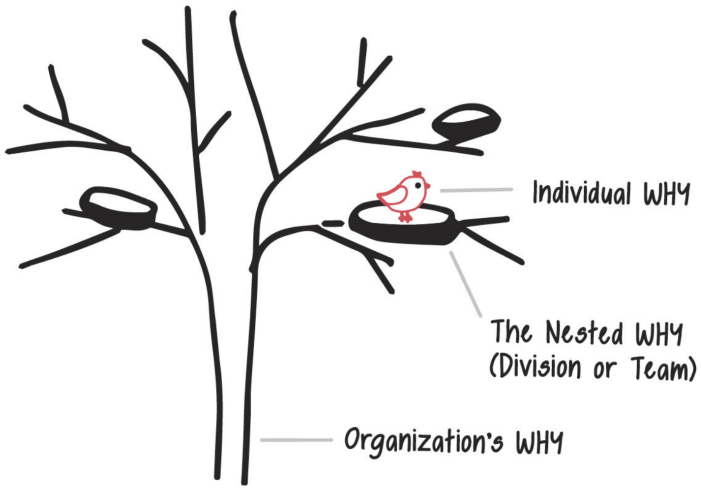
# THE TREE AND THE NESTED WHY'S




VISUALINSIGHTS

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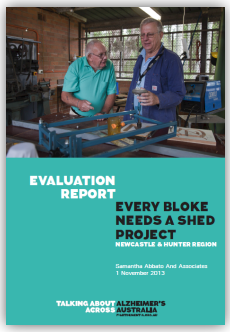


# EXAMPLE – DON'S STORY


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# VERBS

- **INTRODUCED** men with dementia
- **PROVIDED INFORMATION** about sheds
- **TRAINED** shed members
- **SUPPORTED** men and their families

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# HOW DON'S LIFE WAS DIFFERENT

- **NOT LONELY**
- **MORE SOCIAL CONNECTED**
- **SENSE OF PURPOSE**
- **HAPPIER**
- **MORE CONFIDENT**
- **HAD MATESHIP**
- **IMPROVED RELATIONSHIP WITH VAL**

VISUALINSIGHTS

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# ACTIVITY: WHY

## Step 1- On own

- What inspired you, story about project (5 mins)

## Step 2 – With small group - breakouts

- Choose a Scribe and Timekeeper (*refer to your Activity Guide*)
- Introduce yourselves to each other using 3 words (*use Draw.io template*)
- Sharing these stories in group and deciding on 2 'goosebump' stories (10 mins)
- List of verbs from stories (5 mins)
- List how people's lives were different (5 mins)

## Step 3 – all of us

- Sharing of verbs and differences list
- Reflections and questions (20-25 mins)

**Things you will need:**

Session 1 Activity Sheet

MURAL Activity Template

VISUALINSIGHTS

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# Session 2
# BUILDING A TOC

VISUALINSIGHTS

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## HOW TO PLAN AN OUTCOMES EVALUATION?

1. MODEL THE PROGRAMME → 2. IDENTIFY USERS → 3. CLARIFY USE → 4. PRIORITISE OUTCOMES → 5. ARTICULATE EVALUATION QUESTIONS → 6. DETERMINE METHODS → 7. IDENTIFY RISKS → 8. DECIDE ON EVALUATOR

VISUALINSIGHTS

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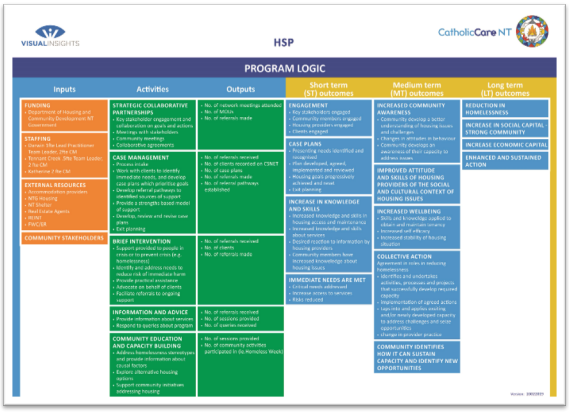
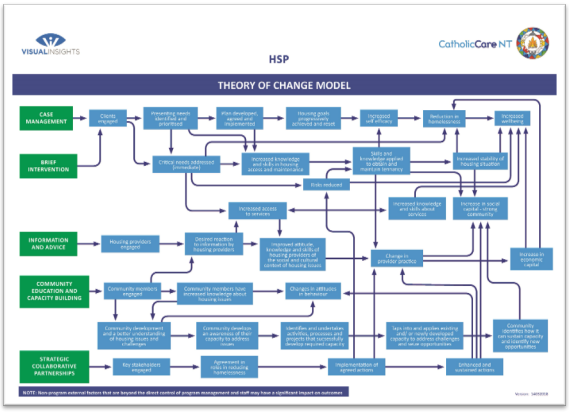
# PROGRAM LOGIC (PIPELINE) PL

# THEORY OF CHANGE TOC

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# TOC & PL MODELS IMPORTANT

- Communicate how the program works for change
- Shared framework for team and stakeholders to identify
  - Evaluation questions
  - Variables for data collection
  - Outcomes for measurement
- Shared framework for reflection and review of processes

VISUALINSIGHTS

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## TOC IS 'GO TO' BECAUSE…

- Makes you focus on outcomes
- Incorporates theory and evidence
- More sophisticated and representative of reality

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## BUILD YOUR OWN TOC!

- Starting with the main elements
- Using a template
- Build


***Aim***

KNOW WHAT TOC IS

And

WHY IT IS SO GOOD!

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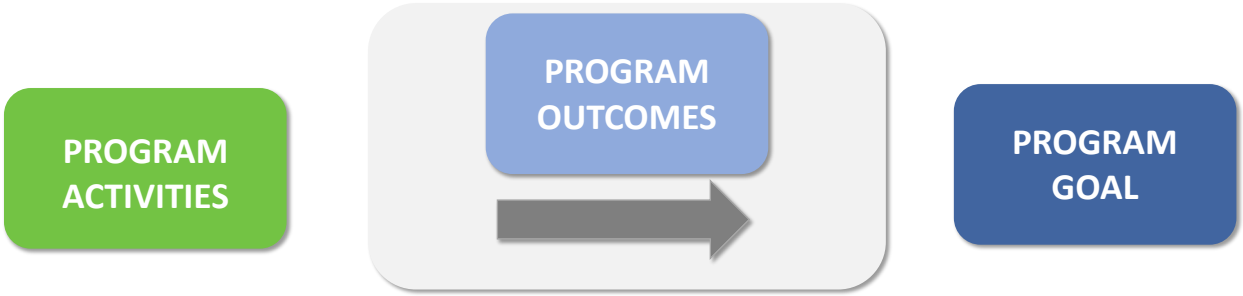
# ANATOMY OF A TOC

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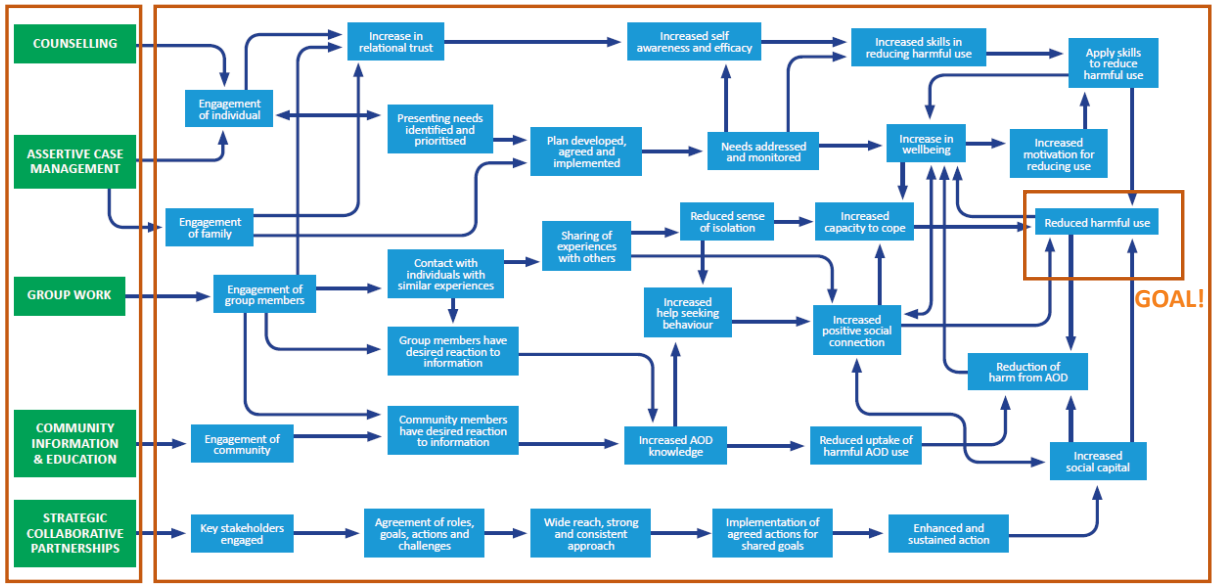
# CHAINS OF OUTCOMES

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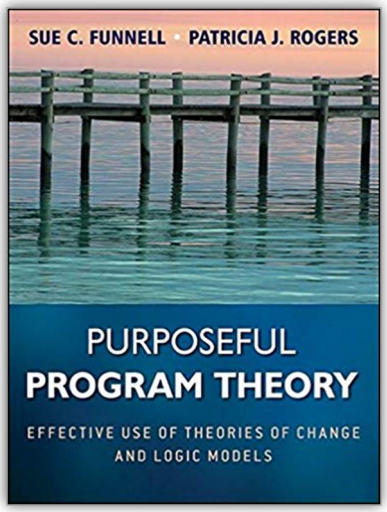
## THREE MAIN WAYS TO BUILD A TOC

1. Using story
2. Using mental models
3. Using the research literature

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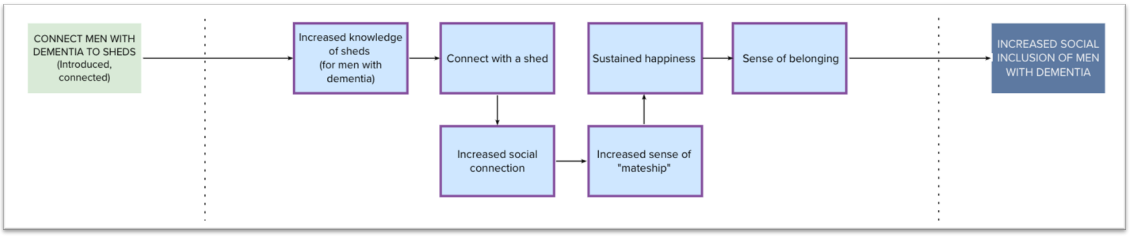
## 1. USING STORY – E.G. DON'S STORY

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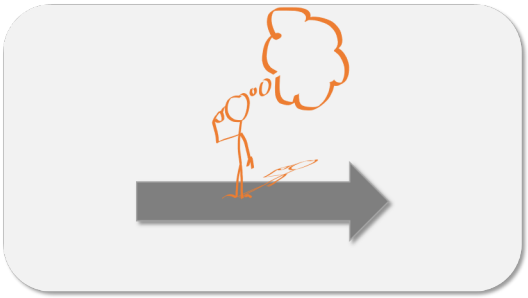
## 2. USING MENTAL MODELS

YOUR ACTIVITY HERE



YOUR GOAL HERE

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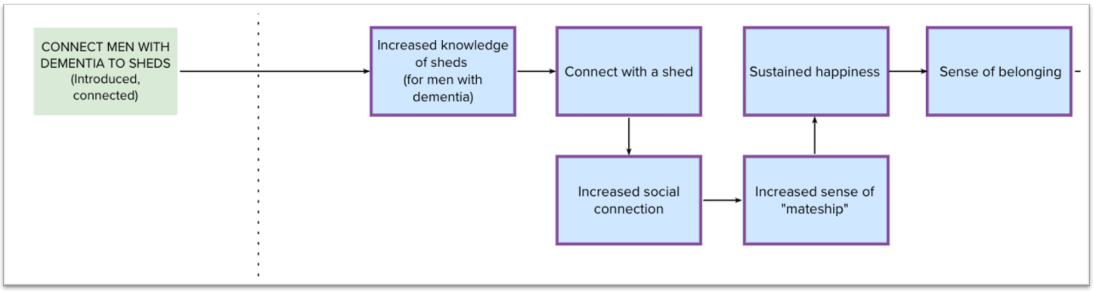
## 2. EXAMPLE – MENTAL MODEL

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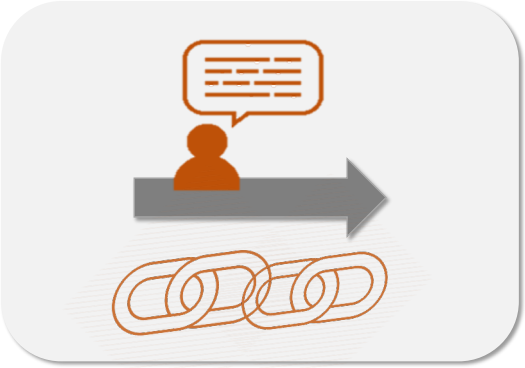
# 3. USING PROGRAM (RESULTS CHAINS) ARCHETYPES

YOUR ACTIVITY HERE



ULTIMATE OUTCOME HERE

VISUALINSIGHTS

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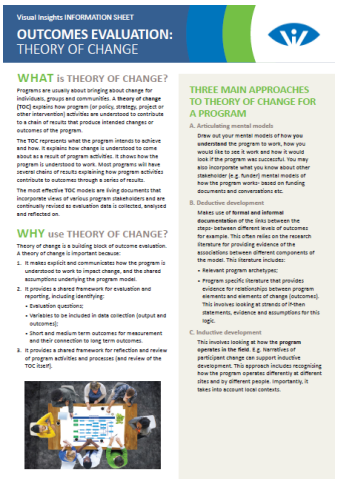

Visual Insights INFORMATION SHEET

**OUTCOMES EVALUATION:**
THEORY OF CHANGE

**WHAT is THEORY OF CHANGE?**

Programs are usually about bringing about change for individuals, groups and communities. A theory of change (TOC) explains how program (or policy, strategy, project or other intervention) activities are understood to contribute to a chain of results that produce intended changes or outcomes of the program.

The TOC represents what the program intends to achieve and how. It explains how change is understood to come about as a result of program activities. It shows how the program is understood to work. Most programs will have several chains of results explaining how program activities contribute to outcomes through a series of results.

The most effective TOC models are living documents that incorporate views of various program stakeholders and are continually revised as evaluation data is collected, analysed and reflected on.

**WHY use THEORY OF CHANGE?**

Theory of change is a building block of outcome evaluation. A theory of change is important because:

1. It makes explicit and communicates how the program is understood to work to impact change, and the shared assumptions underlying the program model.
2. It provides a shared framework for evaluation and reporting, including identifying:
   - Evaluation questions;
   - Variables to be included in data collection (output and outcomes);
   - Short and medium term outcomes for measurement and their connection to long term outcomes.
3. It provides a shared framework for reflection and review of program activities and processes (and review of the TOC itself).

**THREE MAIN APPROACHES TO THEORY OF CHANGE FOR A PROGRAM**

A. Articulating mental models

Draw out your mental models of how you understand the program to work, how you would like to see it work and how it would look if the program was successful. You may also incorporate what you know about other stakeholder (e.g. funder) mental models of how the program works- based on funding documents and conversations etc.

B. Deductive development

Makes use of formal and informal documentation of the links between the steps- between different levels of outcomes for example. This often relies on the research literature for providing evidence of the associations between different components of the model. This literature includes:

- Relevant program archetypes;
- Program specific literature that provides evidence for relationships between program elements and elements of change (outcomes). This involves looking at strands of if-then statements, evidence and assumptions for this logic.

C. Inductive development

This involves looking at how the program operates in the field. E.g. narratives of participant change can support inductive development. This approach includes recognising how the program operates differently at different sites and by different people. Importantly, it takes into account local contexts.

**1. Information** – advice, information provision and education

1. Desired numbers and types of people[a] know about program and choose to participate.
2. Desired numbers and types of people[a] are exposed to/ receive advice/information/ learning experience.
3. Participants[b] have desired reactions to information/ advice/learning experience.
4. Participants[b] have desired changes in knowledge, skills, attitudes and intention to change.
5. Participants[b] make desired changes in behaviours, actions, practices.
6. Desired end results occur, problem, issue, situation or need is addressed.

VISUALINSIGHTS

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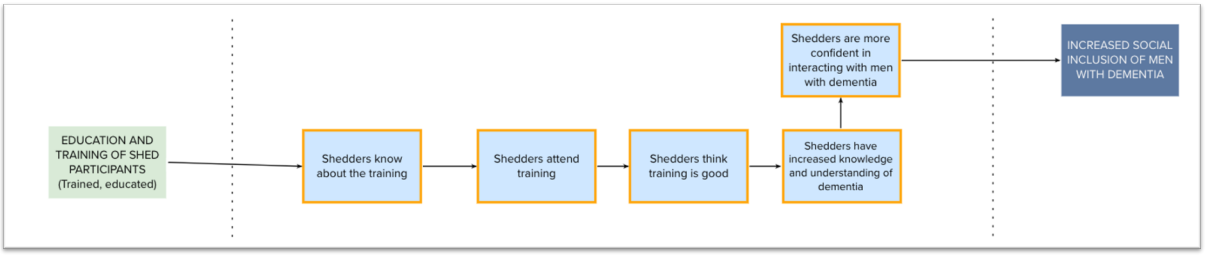
# 3. EXAMPLE- PROGRAM ARCHETYPES

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# ACTIVITY: BUILDING A TOC

## Step 1- On own

- Transfer the 3 key elements from session 1

VERBS-activities, RESULTS-outcomes, ultimate outcome (5 mins)

## Step 2- In your breakout groups

- Decide on 1 program
- Use the MURAL model to transfer Q1 answers (5 mins)
- Create an outcome chain based on the story told in session 1 (10 mins)
- Review the 6 program archetypes and modify 1 for the program (10 mins)

*Hint: only for 1 activity*

## Step 3 – all of us

- Sharing TOC models
- Reflections and questions (20-25 mins)

**Things you will need:**

Session 2 Activity Sheet

MURAL Activity Template

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# YOUR OWN TOC AND PL

- Suggest you try the 3 ways to build your own TOC model using the Templates provided
- Transfer to a Pipeline PL model

We can share models (those who want to) using MURAL next week

VISUALINSIGHTS

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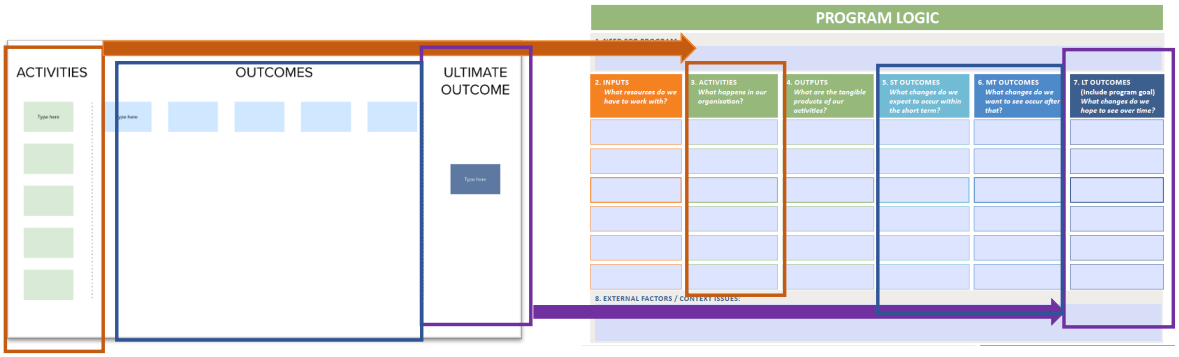
# TOC

# PL




VISUALINSIGHTS

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# BEFORE NEXT WEEK

Remember the aim is just to get familiar with TOC and PL! (and have a go at building)

- Opportunity to submit the models for sharing next week on our Webpage.
- Post any questions and discussions using Discussion Board on the Webpage
- We will respond over the week and review these in the first session of Week 2.

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# POWERPOINT SLIDES
## DAY 2

# OUTCOME EVALUATION BASICS

AES WORKSHOP – 12 & 19 AUGUST 2020

VISUALINSIGHTS

1

# DAY 2

VISUALINSIGHTS

2

## REVIEW OF OBJECTIVES

1. Articulate program "why" through story
2. Understand role of TOC and PL
3. Ability to draft a TOC (and PL)
4. Consider evaluation users
5. Identify priority outcomes
6. Know the next steps for evaluation

VISUALINSIGHTS

3

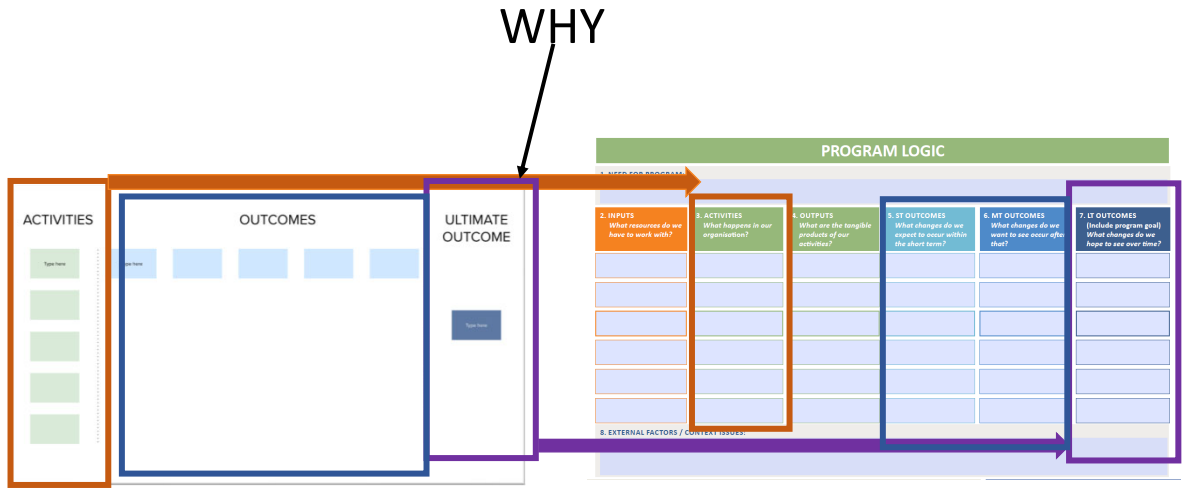
# Bridging Session
# SHARING OF TOC MODELS

VISUALINSIGHTS

4

# Recap
# FROM TOC TO PL

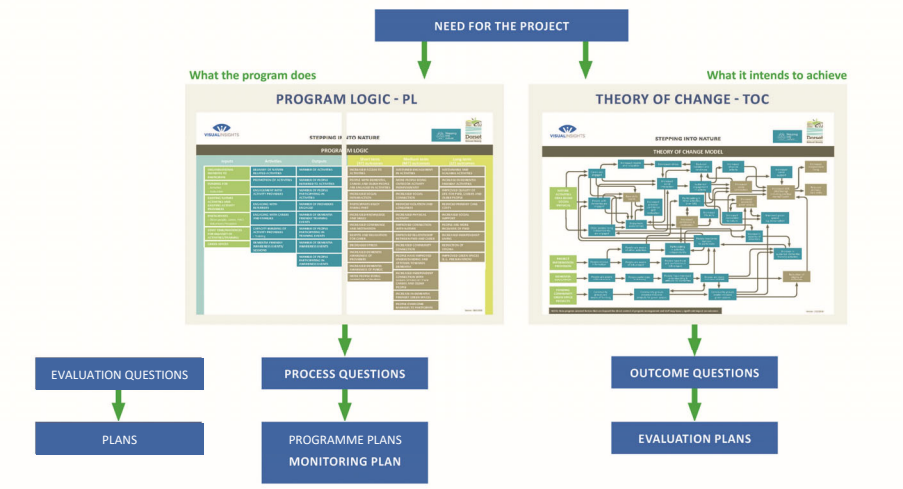
5




TOC PL

6

# THE ROLE OF EVALUATION MODELS

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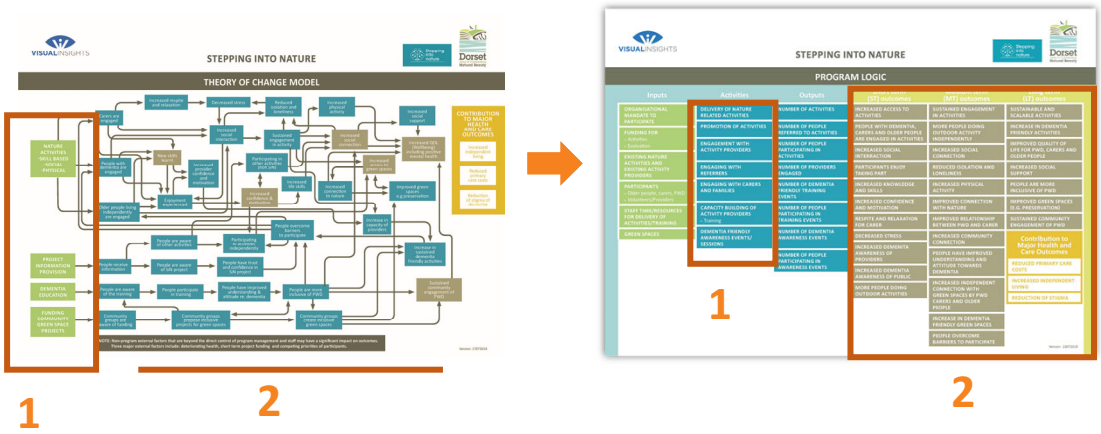
# FROM TOC TO PIPELINE PL

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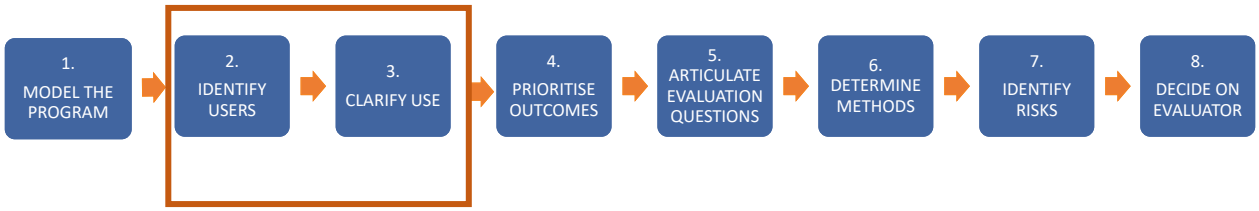
# Session 3
# USERS AND USE

9

## HOW TO PLAN AN OUTCOMES EVALUATION?

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# GETTING TO USE – START WITH THE END IN MIND!

**1. PLANNING** → **2. IMPLEMENTATION** → **3. COMPLETION** → **4. DISSEMINATION & REPORTING**

EVALUATION FINDINGS → COMMUNICATE FINDINGS → INTENDED USERS ENGAGE AND ACT → APPROPRIATE USE

VISUALINSIGHTS

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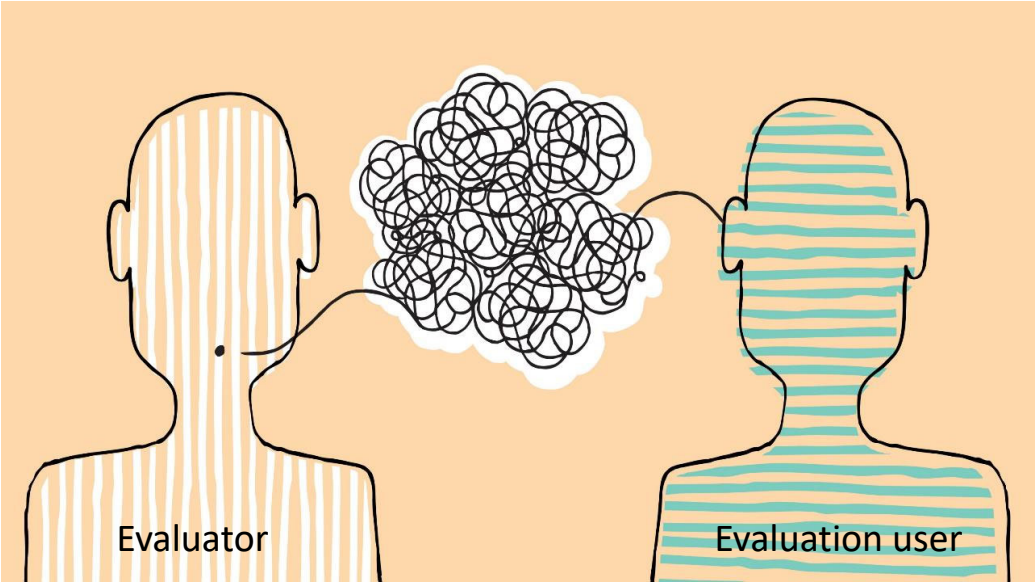


VISUALINSIGHTS

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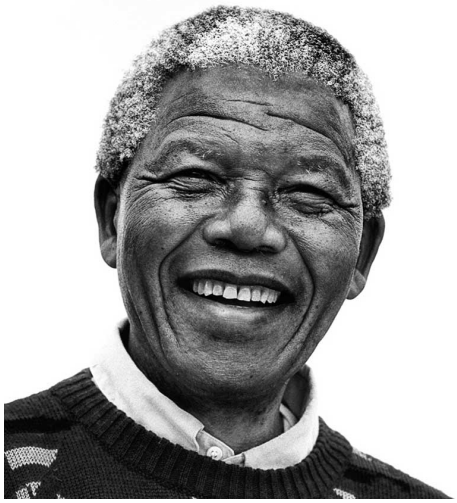
# COMMUNICATING TO THE STAKEHOLDERS

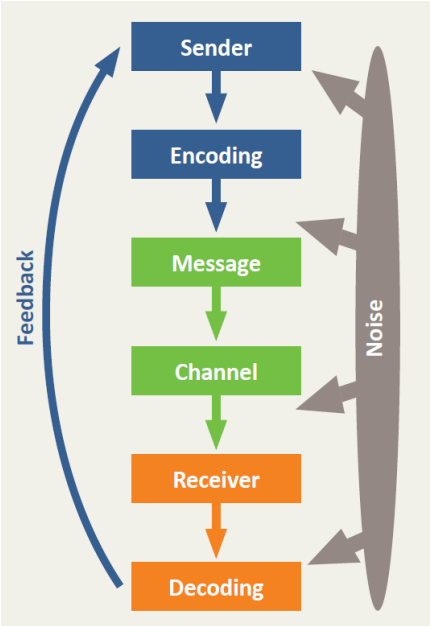


If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.

13

# COMMUNICATION 101

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# STRATEGIES FOR IMPROVING COMMUNICATION AND USE

1. Stakeholder listing template
2. Empathy mapping
3. Applying Utilisation-focused evaluation principles

   E.g. Use mock-findings in a presentation to test with users

   Follow-up communication with users to support use

USEFUL REFERENCE: Essentials of Utlisation-Focused Evaluation by Michael Quinn Patton, 2012, Sage: Thousand Oaks, California

VISUALINSIGHTS

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# USER/STAKEHOLDER LISTING TEMPLATE

| IDENTIFYING EVALUATION USERS AND STAKEHOLDERS FOR MAXIMISING EVALUATION USE | | | | |
|---|---|---|---|---|
| USER/STAKEHOLDER | TYPE OF USE | EVIDENCE PREFERENCE | NOTES ABOUT USE | PRIORITY RANKING |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

VISUALINSIGHTS

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# EXAMPLE

Workshop Participant Name: Example | Program: Every Bloke Needs a Shed | Group Number: 0

## IDENTIFYING EVALUATION USERS AND STAKEHOLDERS FOR MAXIMISING EVALUATION USE

| USER/STAKEHOLDER | TYPE OF USE | EVIDENCE PREFERENCE | NOTES ABOUT USE | PRIORITY RANKING |
|---|---|---|---|---|
| Australian Men's Shed Association (AMSA) | To support/ condone the 'Every Bloke needs a shed' project across Australia | Qualitative/story | | 1 |
| Men's Sheds | To support the participation of men with dementia at the sheds | Qualitative/story | | 1 |
| Dementia Australia | To provide funding for regional continuation and staffing | Numbers and Qualitative | | 1 |
| Potential Government funders | To provide funding for expanding | Numbers and Qualitative | | 2 |
| Men with dementia and their spouses | To participate in the project | Qualitative/story | | 1 |

VISUALINSIGHTS

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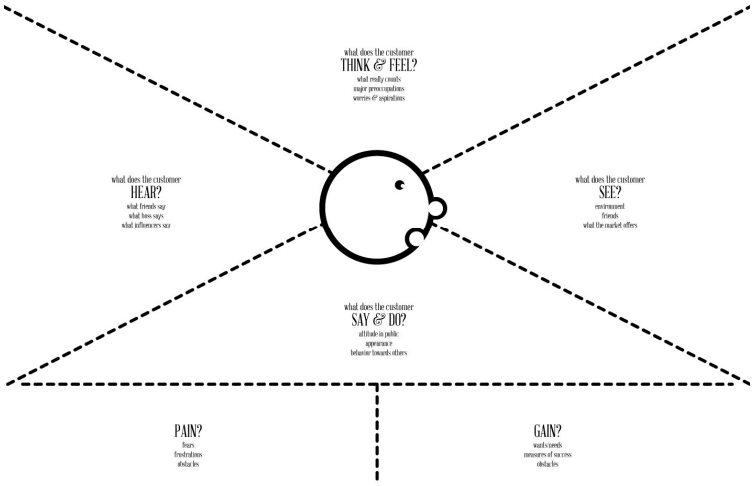
# EMPATHY MAPPING




VISUALINSIGHTS

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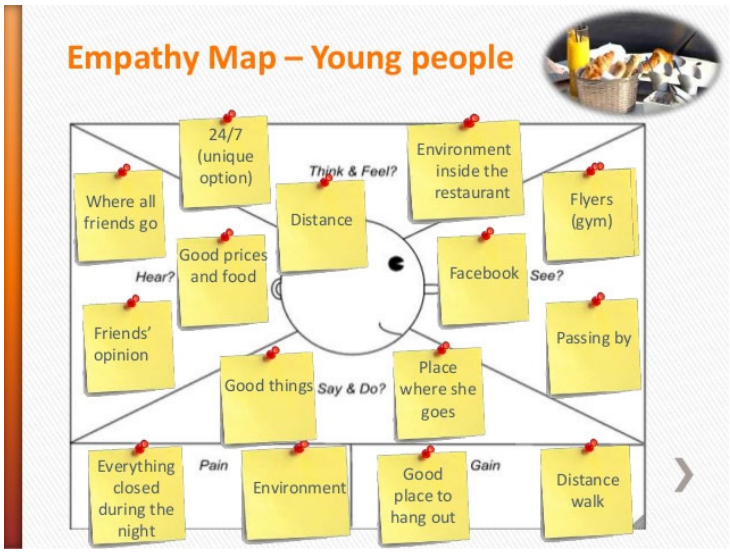
# EXAMPLE

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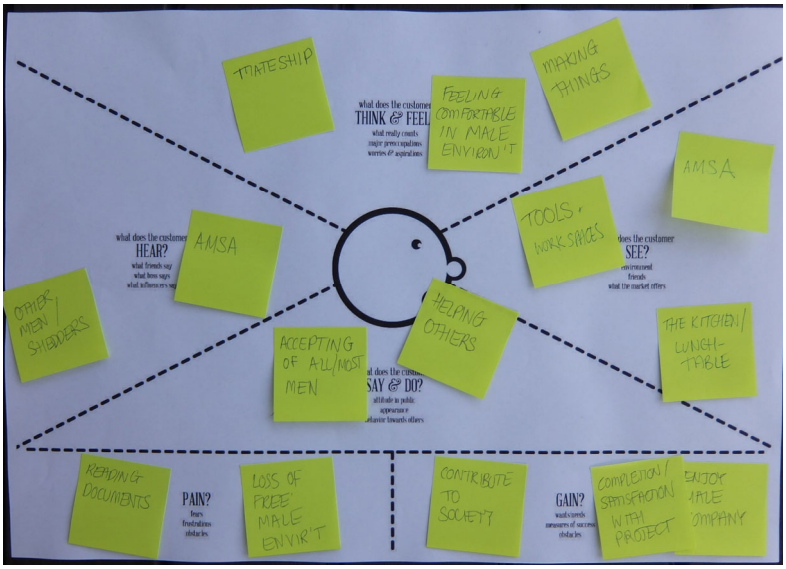
# EXAMPLE

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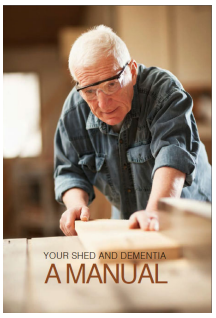
# EVALUATION USING EMPATHY MAP




Australian Men's Shed Association
SHOULDER TO SHOULDER

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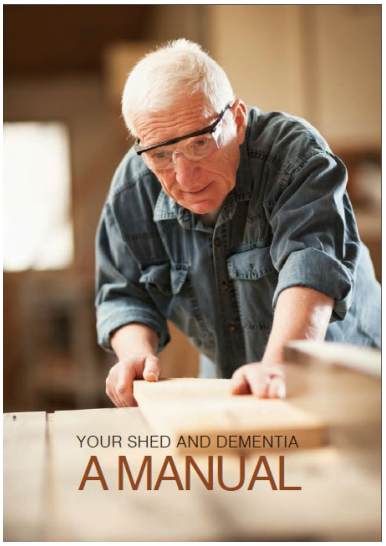
# EXAMPLE OF EMPATHY MAP





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# EXAMPLE OF EMPATHY MAP

*"Cheers mate"*


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# ACTIVITY:USER LISTING AND EMPATHY MAP

## Step 1- On own

- On your own, Use User listing template to list out – Only first and last column (5 mins)

## Step 2 – With small group - breakouts

- Choose a Scribe and Timekeeper (*refer to your Activity Guide*)
- Introduce yourselves to each other using 3 answers for empathy map for you over the last few months- Say and do, Pain, Gain (5 mins)
- Share User lists in group and decide on one "user" between you (5 mins)
- Empathy map (scribe completes and screenshares) and reflections on this activity (10 mins)

## Step 3 – all of us

- Sharing of completed empathy maps
- Reflections and questions (20-25 mins)

**Things you will need:**

- Session 3 Activity Sheet
- 3.1 - Evaluation Us identification Tabl
- 3.2 - Evaluation Us Empathy Map

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# Session 4
# OUTCOMES AND PATHWAY

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## HOW TO PLAN AN OUTCOMES EVALUATION?

1. MODEL THE PROGRAM
2. IDENTIFY USERS
3. CLARIFY USE
4. PRIORITISE OUTCOMES
5. ARTICULATE EVALUATION QUESTIONS
6. DETERMINE METHODS
7. IDENTIFY RISKS
8. DECIDE ON EVALUATOR

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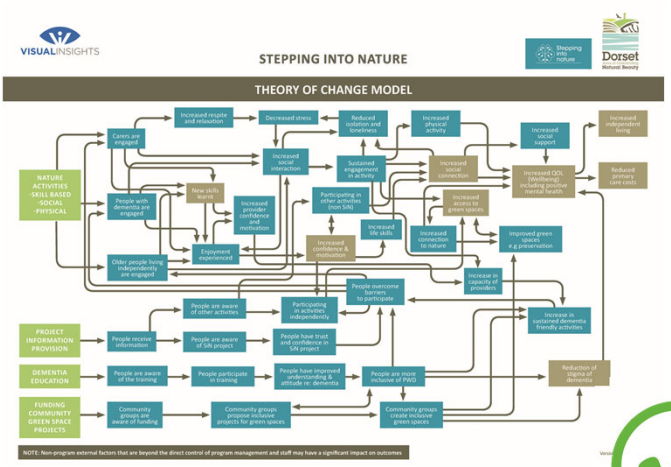
# 1. MODEL THE PROGRAM

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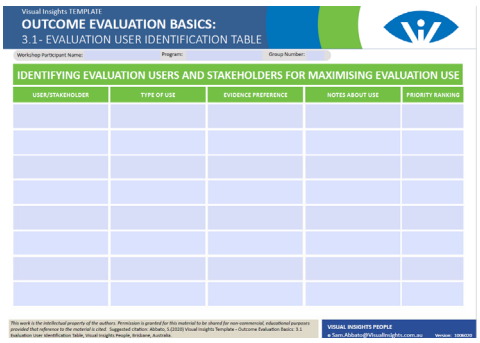
# 2. IDENTIFY USERS

# 3. CLARIFY USE

- Understand users
- Involve users


Visual Insights TEMPLATE
OUTCOME EVALUATION BASICS:
3.1- EVALUATION USER IDENTIFICATION TABLE

Workshop Participant Name: Program: Group Number:

IDENTIFYING EVALUATION USERS AND STAKEHOLDERS FOR MAXIMISING EVALUATION USE

| USER/STAKEHOLDER | TYPE OF USE | EVIDENCE PREFERENCE | NOTES ABOUT USE | PRIORITY RANKING |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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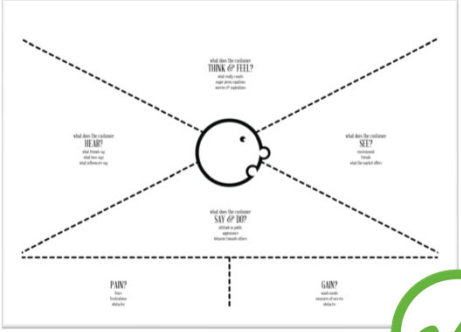


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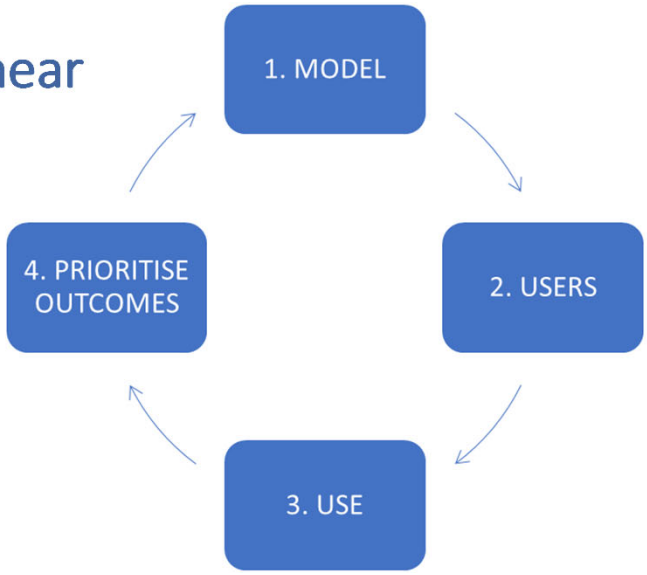
# NOTE: Circular not linear

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# E.g. Stepping into Nature (SIN)


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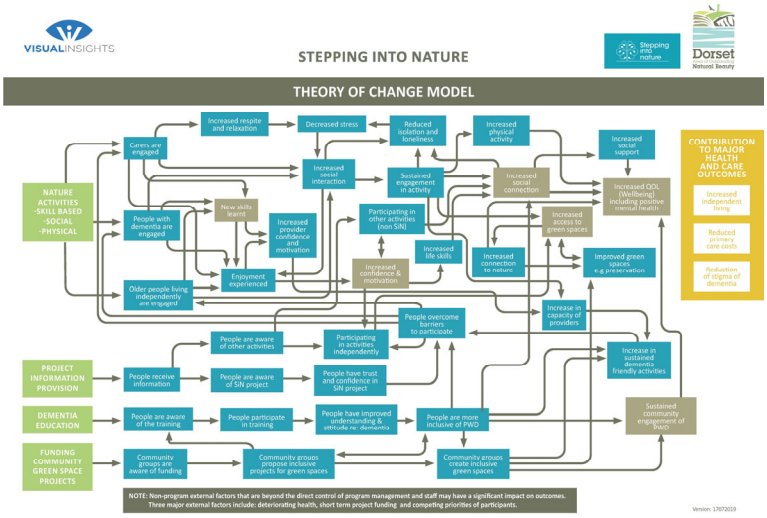
# EXAMPLE: STEPPING INTO NATURE

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# 4. CHOOSE AND PRIORITISE OUTCOMES

A. Users/Stakeholders and use **(Utility)**
B. Alignment with funded program objectives
C. Program influence on outcome **(contribution)**
D. Achievable? How long the outcomes take **(theory-practice)**
E. Able to be evidenced?- *Weigh up importance with evidence*
F. Provide information about program effectiveness

*Cost and time

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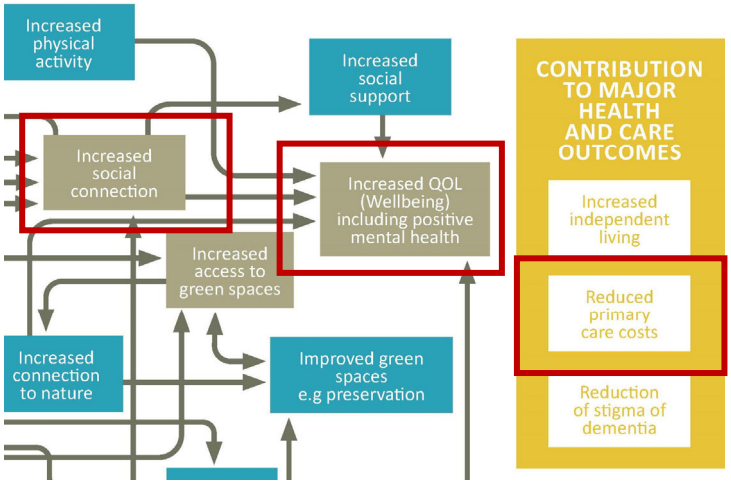
# A. Users/stakeholders and use

**KEY STAKEHOLDERS**

-GPs
-Public Health
-Big Lottery

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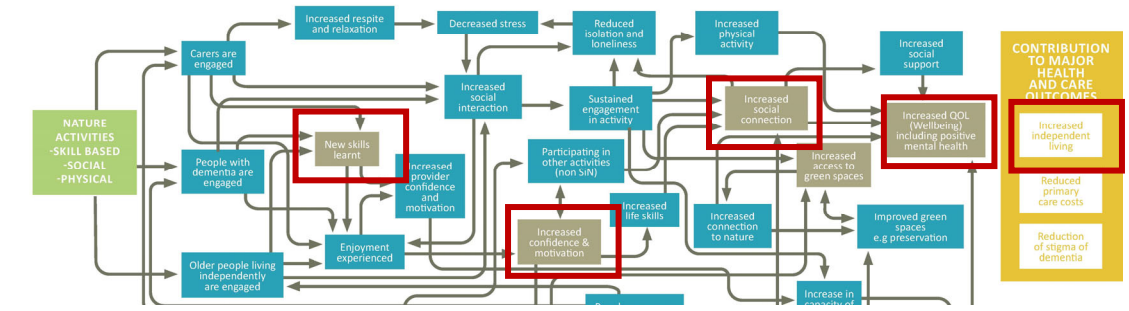
# B. Alignment with funded objectives

**OBJECTIVES**

-Improved wellbeing
-Social connection
-Independent living
-Confidence and life skills

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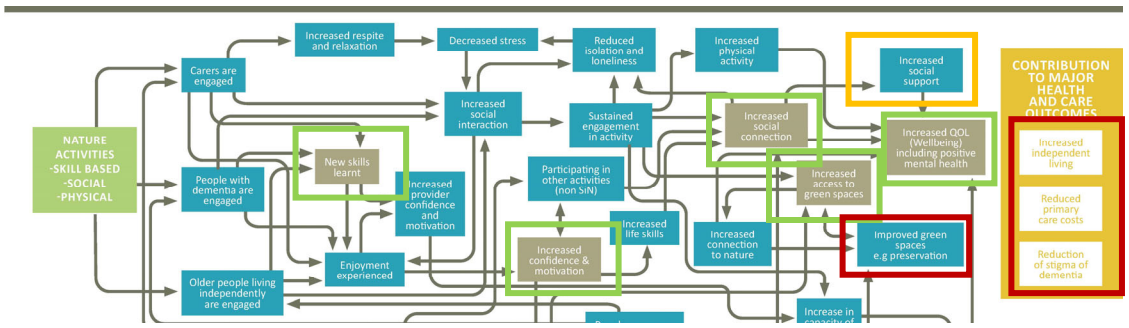
# C. Program influence on outcome - contribution

**Consider – e.g. External factors, activity focus, dose**

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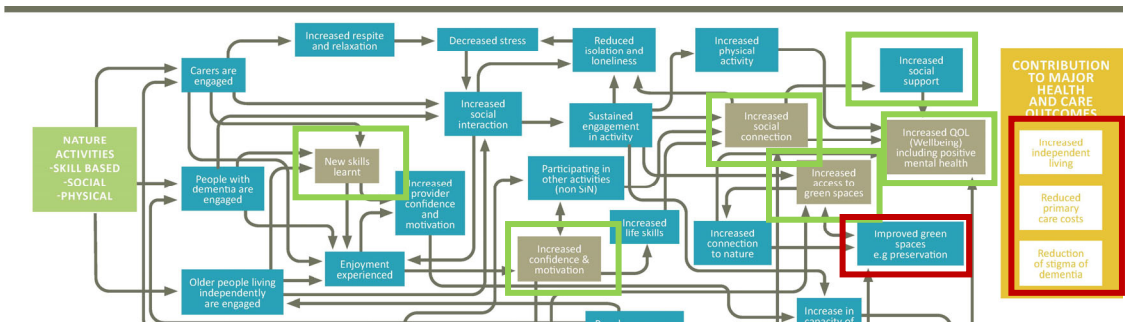
# D. Achievable

**Consider – e.g. Time frame, focus, dose**

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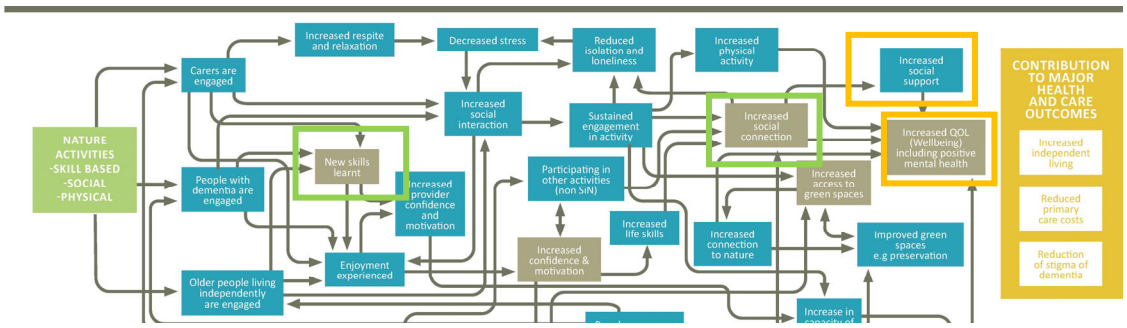
# E. Able to be evidenced

**Consider – Importance versus ease of evidence**

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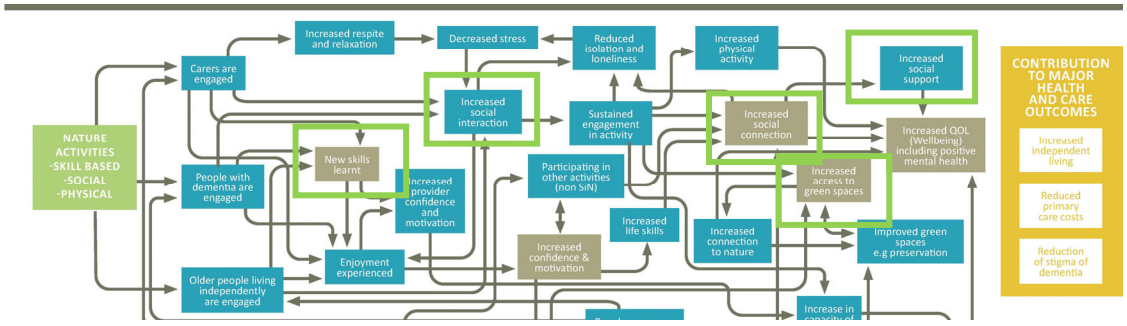
# F. Provide information about program effectiveness

**Consider – Activity focus**

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# ACTIVITY:PRIORITISING OUTCOMES

## Step 1- On own

- Choose 3-4 outcomes from TOC to consider (5 mins)

## Step 2 – With small group - breakouts

- Decide on TOC model and outcomes (5 mins)
- Choose 1 outcome and go through the A to F checklist (15 mins)

## Step 3 – all of us

- Sharing of reflections and questions (15 mins)

**Things you will need:**

- Session 4 Activity Sheet
- 4.1 Choosing Outcomes Templa

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# Final stretch
# NEXT STEPS FOR OUTCOME EVALUATION

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# HOW TO PLAN AN OUTCOMES EVALUATION?

1. MODEL THE PROGRAM
2. IDENTIFY USERS
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4. PRIORITISE OUTCOMES
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6. DETERMINE METHODS
7. IDENTIFY RISKS
8. DECIDE ON EVALUATOR

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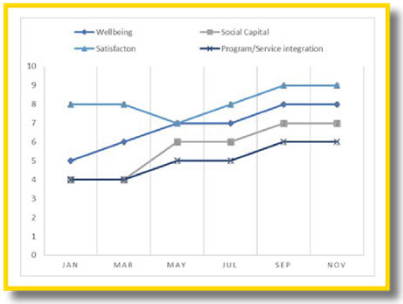
# 5. ARTICULATE EVALUATION QUESTIONS

E.G. Outcome – Increased social connection

Does the program increase the number of social connections outside of family that program participants have?

HINT – Can use S.M.A.R.T.

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# 6. DETERMINE METHODS

DEPENDS ON

- Priority evaluation questions
- The evaluation users
- Cost, time and available expertise

*Seek expertise in methods and useful to have some understanding*

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"Look behind the statistics at the individual stories, I also urge you to look behind the individual stories at the statistics. The world cannot be understood without numbers. And it cannot be understood with numbers alone."


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## 7. IDENTIFY RISKS

DEPENDS ON

- Methods

RELEVANT FOR

- Program/evaluation participants
- Program staff
- Other stakeholders

IDENTIFY MITIGATION STRATEGIES

- Before evaluation commences
- Plan B (and C and D)

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# SUMMARY AND WHERE TO NEXT

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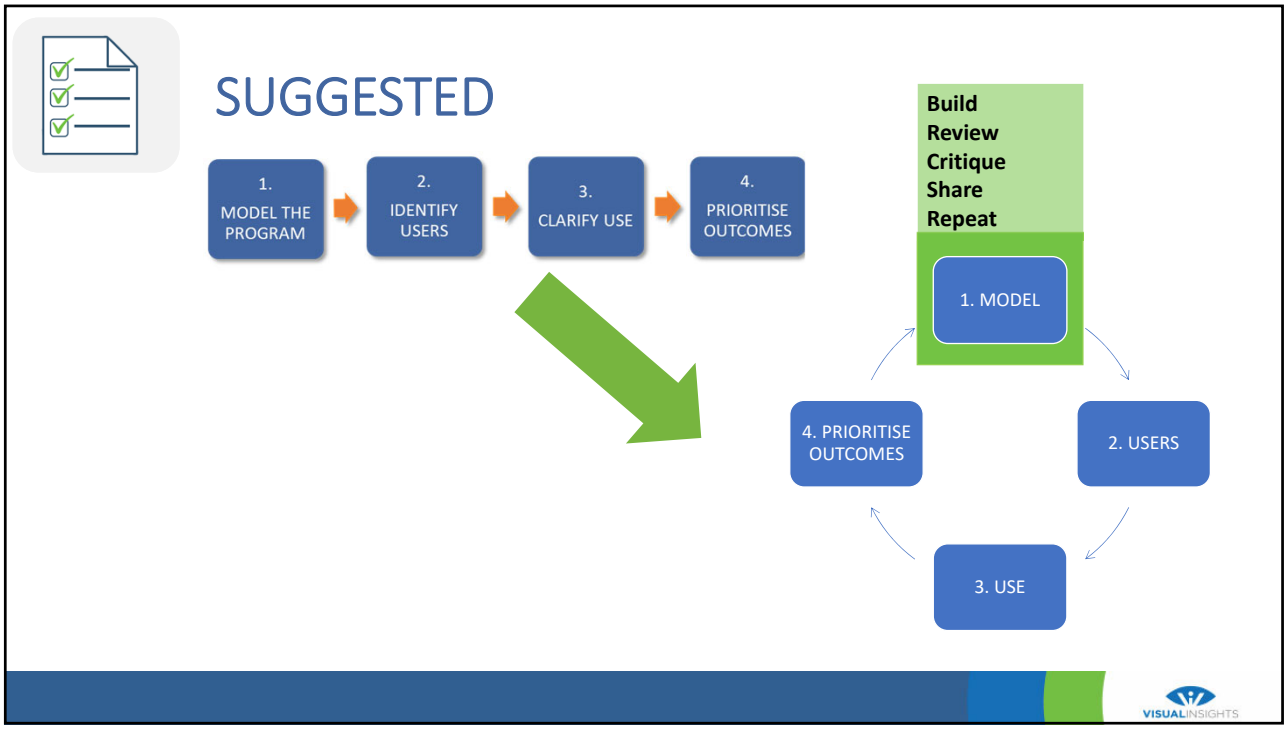
SUGGESTED
1. MODEL THE PROGRAM
2. IDENTIFY USERS
3. CLARIFY USE
4. PRIORITISE OUTCOMES
Build
Review
Critique
Share
Repeat
1. MODEL
2. USERS
3. USE
4. PRIORITISE OUTCOMES
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THANK YOU AND
WORKSHOP EVALUATION
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# INFORMATION SHEETS

# EVALUATION: BASICS

## WHAT is evaluation?

Evaluation is the systematic determination of the value, worth or quality of something. That something can be a project, program, policy, initiative or organisation. The process and product of reaching robust, defensible evaluative conclusions, logically derived from evidence, is what distinguishes evaluation from many other activities. Evaluation is rooted in critical thinking. It includes research (collecting and analysing information about a program's activities, characteristics and outcomes) and making value judgements.

Another way of seeing evaluation is as the same as measuring progress towards goals. Projects, programs, organisations, policies and initiatives all have goals. These all need a way of measuring how they are heading towards their goals. Evaluation does that. This is a useful, but somewhat narrow, definition.

Evaluation can be broadly categorised into the investigation of three questions:

1. Are we doing what we said we would?
2. Are we making a difference?
3. How can we do it better?

Answering the question "2. Are we making a difference?" is sometimes called **summative** evaluation.

Answering the question "3. How can we do it better?" is sometimes called **formative** evaluation.

## WHY do evaluation?

Evaluation can provide critical information for sound decision-making. Sound decision making depends on credible information, good data and rigorous analysis, all critical components of evaluation. Evaluation can provide a basis for demonstrating and providing evidence of program impacts. Evaluations help program managers demonstrate accountability for use of public resources.

Evaluation informs:

- Whether a program is achieving its intended goals;
- How efficient a program is in converting resources into activities and results (outcomes);
- The effectiveness of the program from the perspective of participants (is it meaningful to them);
- If programs should be continued and/or expanded;
- How programs can be improved.

Ideally evaluation commences before program implementation and continues throughout. This monitoring phase of program evaluation enables tracking of progress and identification of issues that need to be addressed early in implementation and the opportunity to take action to correct issues and then monitor the results of the corrective action.

The figure below shows how evaluation is linked to planning and the important "Why, How, What" questions for organisations and programs.

### THE WHAT, HOW AND WHY

| | Planning and Evaluation definition | Evaluation question |
|---|---|---|
| WHAT? | Services and activities you offer | Are we doing what we said we would? |
| HOW? | The way you do things | How can we do it better? |
| WHY? | The purpose, cause, belief | Are we making a difference? |



Suggested citation: Abbato, S. (2019) Visual Insights Information sheets for Evaluation Basics, Visual Insights People, Brisbane, Australia.

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# HOW to evaluate

**The basic steps outlined here are to help you with a traditional evaluation of a project, program or service. For other types of evaluation such as developmental evaluation or evaluation capacity building, the approach is different.**

## PLANNING

### 1 ESTABLISH PURPOSE:
Identify the main evaluation questions.

### 2 DEVELOP A FRAMEWORK:
Use a program logic (see figure) or theory of change to map out your program and link activities to results and program goals.

### 3 IDENTIFY THE TYPE OF EVALUATION AND BROAD EVALUATION APPROACH:
For example,

- Is it a formative or summative evaluation?
- Is it "outcomes focused"?
- What methodological approach will be used (e.g. utilisation focused)?

### 4 CREATE AN EVALUATION PLAN:
A key part of the evaluation plan is to identify specific methods for answering the evaluation questions (e.g. survey, qualitative interview, mixed-methods).

## DOING

### 5 COLLECT DATA AND PREPARE IT FOR ANALYSIS:
The data is the foundation of program evidence. Evaluation conclusions are only as good as the data they rest on. Rigour is important. Acknowledge data limitations.

### 6 ANALYSE DATA AND MAKE JUDGEMENTS:
Make sense of the data using analysis suited to method. Make analytic processes explicit.

### 7 COMMUNICATE THE FINDINGS AND SUPPORT THEIR USE:
Share findings with intended users (identified at the beginning) paying attention to their needs and how they "receive" information.

## PROGRAM LOGIC

Program logic is a way of framing evaluation that maps "what you do" to the "results" or "outcomes" you are aiming for

**PROGRAM EVALUATION – PROGRAM LOGIC**

| | Inputs | Activities | Outputs | Short term (ST) outcomes | Medium term (MT) outcomes | Long term (LT) outcomes |
|---|---|---|---|---|---|---|
| Definition | What you use to do the work. Resources needed to operate the program. | What you do with the resources to achieve goals/objectives/outcomes. | What you deliver (e.g. services) or produce, within control of program staff. Usually tangible. | Short term results for the program beneficiaries. Changes you expect to result from program in target group. | Medium term results for the program beneficiaries. | The ultimate results for the program beneficiaries. |

### NOTES

- Long term outcomes are directly related to program goals
- Short and medium term outcomes are directly related to program objectives

| Objectives | Goals |
|---|---|
| The steps you need to take to achieve the ultimate result. | The ultimate results you want to achieve. Ambitious but not beyond possibility. |

## USEFUL RESOURCES

- What Works - www.whatworks.org.nz
- Better Evaluation - www.betterevaluation.org
- Evaluation Toolbox - www.evaluationtoolbox.net.au
- American Evaluation Association - www.eval.org

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# Evaluation definitions

| | |
|---|---|
| **Activities** | The events or actions that take place as part of a project/program/ service. What you do with the resources to achieve goals/objectives/outcomes. |
| **Evaluation framework** | A tool used to organise and link evaluation questions, outcomes or outputs, indicators, data sources and data methods. Program logic and Theory of Change are two types of evaluation frameworks. |
| **Evaluation plan** | A document describing the overall approach that will be used to guide the evaluation. This includes what will be done (methods), how it will be done, who will be doing it and when it will be done. |
| **Formative evaluation** | Evaluation that takes place before or during a program's implementation with the aim of improving the program's design or performance. Includes learning lessons to improve future interventions. |
| **Goal** | The ultimate results you want to achieve. Ambitious but not beyond possibility. |
| **Indicator** | An observable entity that defines a concept in a practical way. It links directly to measurement. To measure an outcome you need to identify an indicator for it. |
| **Inputs** | What you use to do the work. The resources needed to operate the program. |
| **Methodology** | The general research or evaluation strategy that outlines the way in which the evaluation/ research is to be undertaken and identifies the specific methods to be used in it. |
| **Methodological rigour** | Methodological rigour consists of a series of elements that, in combination, determine the confidence with which conclusions can be drawn from the evaluation results. These elements include: evaluation design, conceptualisation of constructs, measurement strategies, time frames, program integrity, and others. |
| **Methods** | The means or modes of data collection. How specific results will be calculated (e.g. surveys, in-depth interviews). |
| **Mixed methods** | Incorporates a combination of qualitative and quantitative methods. |
| **Objectives** | The steps that need to be taken to achieve the ultimate result. |
| **Outcomes** | The results for the project/program/service beneficiaries. Changes that are expected to result from the project/program/service. |
| **Outcome chain** | Outcomes don't happen all at once! An outcomes chain shows how outcomes are connected to each other and how they are expected to happen over time. |
| **Program logic** | A systematic and visual way to present the perceived relationships among the resources you have to operate the project/program/service (i.e. inputs), the activities you plan to do, achievement of activities (outputs), and the changes you aim to achieve (outcomes). |
| **Program processes** | The way you work to deliver activities. How you deliver the programs and services. Processes are important for planning and evaluation but sit outside the program Logic model. |
| **Qualitative data** | Qualitative data is descriptive and exploratory. It is used to gain insight and understanding. Qualitative evaluation involves three key data collection methods: interviews (including group interviews such as Focus Group Discussions), observation and document/artefact analysis. |
| **Quantitative data** | Quantitative data are data about numerical variables (e.g. how many, how much, how often). Quantitative evaluation uses measurable data to formulate facts and uncover patterns and relationships between variable. Quantitative evaluation methods include various forms of surveys and systematic observations. |
| **Summative evaluation** | Evaluation that takes place during or following program implementation and assesses the overall merit, worth and significance of a program. |
| **Theory of change (Program theory)** | Links outcomes and activities to explain how the desired change is expected to come about. It provides information about the causal pathway how one thing happening is expected to result in another thing happening). |

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Version: 22112017

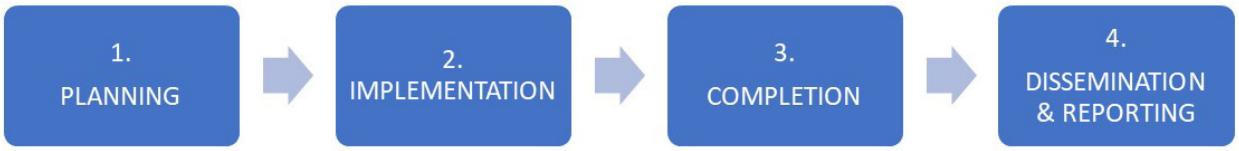
Visual Insights INFORMATION SHEET

# OUTCOMES EVALUATION: STEPS TO PLANNING AN EVALUATION

## WHAT an outcomes evaluation?

An outcomes evaluation is a systematic process of collecting, analysing and reporting on information about a project, program or organisation to determine whether it has achieved what it was intending to. The focus is on answering the question, "What difference did we make?" It identifies whether goals were met and measures the extent to which intended outcomes were achieved for the target group. It can also include identification and measurement of unintended outcomes or changes in the target group resulting from the project, program or organisation activities.

The evaluation process goes through 4 phases: (1) Planning, (2) Implementation, (3) Completion, (4) Dissemination and reporting. Monitoring and evaluation (M&E) involves a cyclical process and continuous reporting linked back to informing adjustments to program and organisational planning. In this information sheet we focus on program outcomes evaluation but the process is similar for project or organisational evaluation.




## WHY plan an outcomes evaluation?

Outcomes evaluation enables the determination of the value of a program for the target group it is designed for. Through outcomes evaluation we can establish whether it is making a positive difference and how it can be adjusted and improved to make more of a difference.

Investment in planning for evaluation is critical for ensuring maximum value is achieved from allocated resources by ensuring the evaluation:

(1) Fits the program, organisation and strategic plans;

(2) Is effectively used by intended users, including, internal and external stakeholders;

(3) Is rigorous and uses appropriate methodology and methods;

(4) Maximises available resources

(5) Provides opportunities for internal learning and evaluation capacity building (ECB)

## WHEN do you do it?

You can never plan a outcomes evaluation too early! Ideally, the evaluation is planned at the same time the program is developed. The next best time to plan, is "now", no matter what stage the program is at.

## WHO should do it?

Even if you intend to engage an external evaluator, it is advantagious that internal stakeholders are involved in planning the evaluation. This might include program team staff, managers and organisational leaders and client representatives.

## HOW to plan an outcomes evaluation?

**There are many ways of approaching the research literature. Here we provide one step by step process for using the research literature**

# STEPS to planning an outcomes evaluation:

## 1 Model the program:

Before you start, the goals and objectives of the program and the strategies and activities used to achieve the goals and objectives need to be clearly defined. Pipeline program Logic (PL) and theory of change (TOC) are the two ways we suggest you use to articulate and visually clarify and communicate the program model. Developing a TOC is particularly helpful as it explains how change is understood to come about as a result of program activities. TOC has a focus on program outcomes and represents the order in which outcomes are expected from short to medium to long-term outcomes. It is important to keep in mind that the TOC model should continue to be revised over the course of the program implementation and evaluation.

See Visual Insights Information sheets *Evaluation Theory: Program Logic and Evaluation Theory: Theory of Change.*

## 2 Identify and understand evaluation users:

It is important to identify who the intended users of the outcome evaluation are and ideally engage them in reviewing the program model (1. on left) and in the planning steps 3. to 8. Engaging evaluation users will facilitate increased use of the evaluation results. Strategies to identify evaluation users include completing a stakeholder communications template (see Visual Insights Stakeholder Communications Template). In addition, empathy mapping is another way of understanding evaluation users when it is not practical to engage them throughout the stages of the evaluation planning process. Furthermore, Michael Patton outlines a number of ways of engaging intended users from early in the evaluation process (see Essentials of Utlisation-Focused Evaluation and Visual Insights Information sheet- Reporting Evaluation: Effective communication).

## 3 Clarify evaluation use:

Identifying evaluation use is closely related to identifying evaluation users. The users might determine the use or the use of the evaluation findings might be pre-determined. In any case, clarifying and clearly articulating the purpose of the evaluation is a critical early step. For example, is the evaluation of outcomes for internal program improvement, external reporting or for providing evidence for program expansion?

## 4 Identify and prioritise outcomes:

The TOC provides a visual framework for identification and prioritization of outcomes for evaluation users. The outcomes and associated target group should be clearly articulated within the TOC. The TOC provides an expected order for short, medium and long term outcomes. A useful first step is to specify the time frames in which you expect the outcomes to occur using both the research and evaluation literature and program experience through participant stories.

*(See HINT box on the left for questions to ask to help you identify and prioritise the outcomes)*

## HINT:

THE SIX QUESTIONS BELOW WILL HELP YOU MAKE DECISIONS ABOUT WHAT OUTCOMES TO SELECT FOR MEASUREMENT.

1. Which outcomes are most important to the key evaluation users and stakeholders?
2. Do the outcomes chosen align with funded program objectives?
3. Are the outcomes within scope of influence of the program activities?
4. Are the outcomes achievable within the timeframe of the evaluation?
5. Are the outcomes able to be evidenced? (Keeping in mind, that it is better to have lower quality evidence for an important outcome than high quality evidence for an unimportant outcome)
6. Will evidencing the outcomes provide information about program effectiveness?

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# STEPS to planning an outcomes evaluation (cont.)

## 5 Articulate evaluation questions:

Once the priority outcomes have been identified, the next step is to develop these into evaluation questions. Evaluation questions should be targeted. For example, if the outcome identified is "increased social connection", the evaluation question might be "Does the program increase the number of social connections outside of family that program participants have?"

In addition, it is advisable for outcome evaluations to include questions about "unintended" program outcomes. These are outcomes (both positive and negative) that happened but were not anticipated. Identifying these outcomes through the evaluation will contribute to the revision of the TOC or program model.

## 6 Determine methods:

The evaluation methods chosen depend on the:

1. Priority evaluation questions
2. The evaluation users and stakeholders and the evidence that most effectively communicates for them
3. Consideration of time, cost and available expertise.

There are two main types of data (qualitative and quantitive) and both have their strengths and weaknesses. A combination of these methods or "mixed methods" are commonly used in outcome evaluation. See Information sheet *'Evaluation Methods Essentials: Understanding Mixed Methods'*

It is advisable that methodological expertise is sought at the stage of determining the best methods for the evaluation questions. To test the appropriateness and effectiveness of method choice, mock data can be used to present potential findings to key users and stakeholders even before the evaluation data collection commences.

## 7 Identify risks:

Anticipate any risks of doing the evaluation and using the specific methods. It is suggested that you develop a list of potential harms identified for the following groups:

(a) Program participants

(b) Program staff

(c) Other stakeholders

Identifying potential mitigation strategies for any risks is recommended prior to the evaluation commencing.

## 8 Decide on who will evaluate:

Based on considerations of expertise required, time, cost, stakeholders and use, decide whether the evaluation will be done in-house or externally. If you have been through all the steps 1 to 7 above, you will be well on your way to preparing a briefing document for evaluators that aligns with your program and specific needs.

## RECOMMENDED RESOURCES

- Essentials of Utlisation-Focused Evaluation by Michael Quinn Patton, 2012, Sage: Thousand Oaks, California.
- Visual Insights Stakeholder communications template, Samantha Abbato.
- Dave Gray's Empathy Map toolkit https://medium.com/the-xplane-collection/updated-empathy-map-canvas-46df22df3c8a



Suggested citation: Abbato, S. (2019) Visual Insights Information Sheets for Evaluation Outcomes: Steps to Planning an Evaluation, Visual Insights People, Brisbane, Australia.

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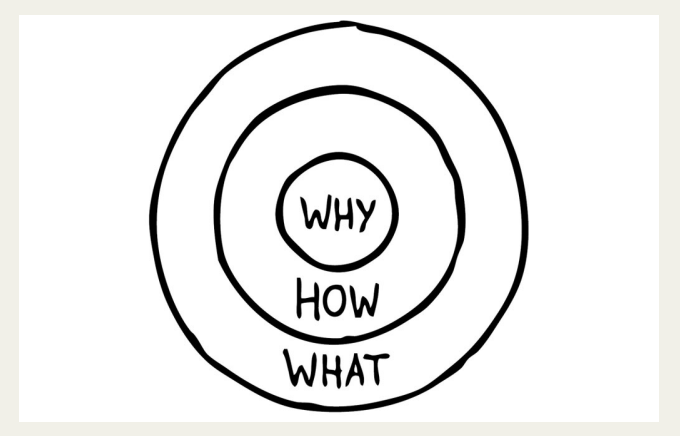
Version 03062020

# OUTCOMES EVALUATION: FINDING AND ARTICULATING THE "WHY"

## WHAT is the WHY?

The WHY is the greater purpose of the work we do through projects, programs, organisations and collaborations. It directly links to the ultimate or long-term outcomes we are wanting to achieve in the work we do. Every project, program and organisation operates on three levels. Simon Sinek has presented these three levels in his Golden Circle diagram.

In "Start with Why" Sinek shows that the outer circle or WHAT corresponds with the outer section of the brain (the Neocortex) which is responsible for rational and analytic thought. In contrast, the middle two sections, the WHY and the HOW correspond to the middle section of the brain (the Limbic brain) that is responsible for 'gut' feelings, behavior and decision making.

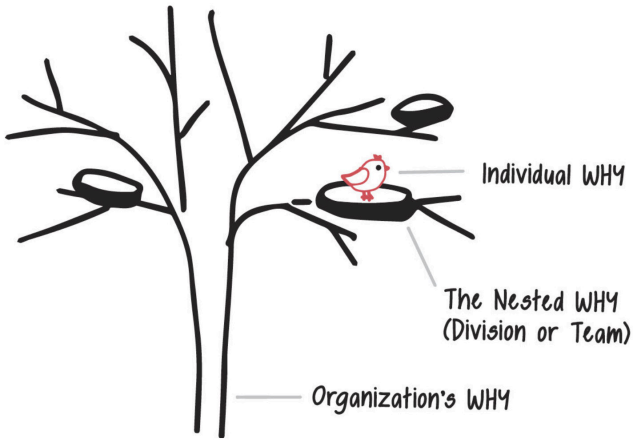



*"Find your Why", Simon Sinek. Page 116*

**WHAT** we do – is about the services and activities we offer and the tasks we undertake to provide these services and activities. This might include for example: providing counselling, writing case notes, facilitating a healing group, or traveling to remote locations to supervise employment training activities.

**HOW** we do it – is about the way we go about the work that makes us or our team different. For example, this might involve a cultural-responsive approach, providing services in a client-centred way or using a specific framework to inform our work such as a Reconciliation Action Plan (RAP).

**WHY** we do it – is about the greater purpose of what we are doing. It is about what we ultimately want to achieve through our project, program or organisational work. For example, this might be to increase the employment opportunities of our target group, decrease domestic violence in the community or support increase in the community participation of people with disability.




*"Find your Why", Simon Sinek. Page 85*

If you are an individual working for a program or project team within an organisation, the organisation will have a why, your team will have a 'nested' why and you will have your own 'individual' why.

The organisation's why is ideally aligned to and articulated in its VISION statement.

It is helpful if the program team's why is documented as the long-term outcomes or goals of the program.

For individuals, the why of the organisation and team ideally aligns with their own values and beliefs.

## WHY is the WHY important?

Identifying and articulating the WHY provides an opportunity for individuals, teams and organisations to work with purpose and intention. It helps teams and organisations come together to advance a common vision. And it helps in bringing the right fit of individuals together into a team and organisation because putting the WHY into words makes the culture more tangible and staff can see if they are a fit.

Articulating and focusing on the WHY is a critical step for organisations making the shift to OUTCOMES evaluation. In the past, community organisations have been required to report to funders and other stakeholders on WHAT they do. Funding applications required explanation of WHAT will be done. Funders and the community sector are rapidly moving towards an OUTCOMES framework.

Articulating WHY a program or project exists or WHY should exist in the future communicates the "difference the program makes for the target group" and illuminates OUTCOMES and a pathway to program goals or longer-term outcomes.

Working with OUTCOMES and WHY is associated with what truly matters to the team, organisation, target group and stakeholders and has a deeper, more emotional and more influential value. It connects to and reflects the beliefs, values and vision of all internal and external stakeholders.

**CASE STUDY**- An example of transformation through articulating the WHY in organisational VISION and the long-term OUTCOMES of all programs- CatholicCare NT.



## HOW to find and articulate a program WHY?

**There are many different strategies and activities for discovering the WHY for projects, programs and organisations. It is an important first step in strategic planning. Here we provide a step-by-step strategy using story sharing adapted from the Sinek, Mead and Docker book, "Find your why". The goal of the workshop activities is to collect specific stories that reveal both the contribution the program teams make to the lives of others and the impact of that contribution on the target group.**

**Only summary information is provided here. It will be helpful as a guide as you participate in the Visual Insights workshop activity. If you want to pursue this strategy at your own workplace, we suggest you read and reference "Find your Why" where you will find the context and additional details required.**

**1** The facilitator will tell their own short WHY story. Then participants pair up with the person beside them. The pairs have about 5 minutes to share their thoughts with each other in response to the question:

**"If you think back to the time when you joined the organisation, what inspired you the most? What inspires you to keep coming back?"**

**2** The facilitator lays the foundations and makes sure the group understands the golden circle (see figure on previous page) WHAT, HOW, WHY fundamentals and what they mean.

**3** In team groups, participants have 15 minutes to:

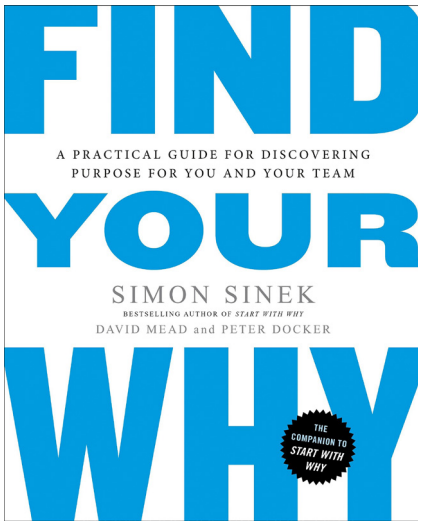
**"Tell specific stories of when you have felt most proud to work as part of the program team."**

Team tasks include:

- Writing down a sentence or phrase that will help their team members recall their stories later
- Ensuring the stories are about specific people and specific moments. Generalisations need to be avoided.
- Describing an outcome in each story. This can be big or small. It can be something that impacted thousands of people or just one person.
- Teams are to come up with as many quality stories as they can (at least three) in the allotted time.

**4** Each team will report to the rest of the room by sharing one or two stories that resonated most with team members. These should be the stories that caused the greatest visceral response in the team (e.g. emotional reaction like goosebumps or feeling "choked up")

Facilitator asks the storytellers to say more about what it was about the particular stories that invoked such an intense reaction.




**5** Working in the same teams, participants are asked to take 10 minutes to:

*"Consider the stories you told and in each of your group and note the specific contribution your program (or organisation) made to the lives of others. Use verb or action phrases like to (verb)."*

Hints:

- Team members use large paper (e.g. flipchart) and write down verbs and action phrases (e.g. to educate, to enable, to engage, to direct, to mentor, to inspire, to collaborate).
- It is about what they have done and achieved (not what they hope to have done).

**6** The teams are to report on the contributions or actions of the program that made the contribution to the lives of others. Facilitator summarises this.

**7** Finally, the teams are asked to take 10 minutes to discuss:

"How were people's lives different after they interacted with the program."

Hints:

Think about the specific people in the stories.

What were these individuals able to do or become as a result of the program?

**8** The teams report the impacts they discussed with the bigger group. The facilitator records these.

## NEXT STEPS

### FOR THE TOC WORKSHOP

We use the verbs or actions on the left hand side of the TOC model and the impacts on the right hand side of the TOC model providing the model with its first structure.

### TO CONTINUE TO ARTICULATE YOUR WHY

Use the action phrases and impacts to draft a 'why' statement. Refer to pages 140-149 of "Find your Why" to write and review your 'why' statement.

## RECOMMENDED RECOURCES


- Sinek, S., 2009, Start with Why: How great leaders inspire everyone to take action. Penguin, London.
- Sinek S, Mead D and Docker P, 2017, Find your why: A practical guide for discovering purpose for you and your team. Penguin Random House, New York.

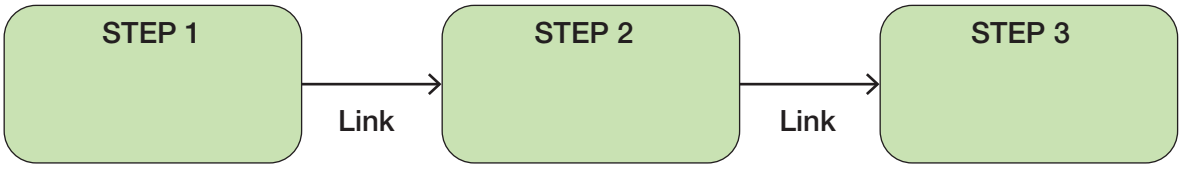
# EVALUATION PRACTICALS: DRAW.IO FOR EVALUATION FRAMEWORKS

## WHAT is Draw.io?

Draw.io is an open-source diagram editor purposefully built to create flowcharts and diagrams. This free software provides a user friendly platform to create evaluation frameworks such as: theories of change (TOC)[1], program logic[2] (PL), outcomes chains[3] (or results chains) as well as other models.

Basic elements of Draw.io that are useful for TOC and PL building include STEPS (boxes of text) and LINKS (arrows leading from one box to another box). Using these basic elements teams can build evaluation frameworks from simple outcomes chains to more complex theories of change (TOC).

Draw.io can be used within a group to collaboratively develop and plan evaluation frameworks, increasing group ownership over model development. It can be employed in-front of groups using a computer and projector. Draw.io can also be used in online group collaboration in either real-time, using any screen sharing system, or by sharing the document through Google Drive for group members to collaborate on over a period of time.




## WHY use Draw.io?

Evaluation models such as TOCs, PLS and outcomes chains can be initially developed as a group activity using a whiteboard or sticky wall[4]. Draw.io enables translation of these draft models into a computer drawn model for easy reading, sharing and further building of the model with the team developing it. Some teams find going straight to developing the model together in Draw.io projected to a screen or on a webpage, the best approach.

Draw.io has been specifically designed for creating diagrams and flow-charts so the BOXES (STEPS) and LINKS are the key elements. The BOXES and LINKS are able to be moved around with ease (unlike on paper or in conventional computer drawing programs). The program enables you to easily visualise how one STEP might be the result of several preceding BOXES and may LINK to a number of resulting BOXES.

Once the evaluation model is developed in Draw.io it can easily be shared for continued building and shaping by the team by Google Drive or printed in PDF format.

**Footnotes**

1. Theory of change explains how program activities are understood to contribute to a chain of results that produce intended changes or outcomes of the program. See INFORMATION SHEET- EVALUATION THEORY: Theory of Change.
2. A program logic is a diagrammatic representation of how a program is intended to work by linking program inputs to activities, outputs and outcomes.
3. An outcomes chain shows how the program outcomes connect to each other in a logical chain from short-term through intermediate to long-term outcomes.
4. A sticky wall is a wall-mounted tablecloth or shower curtain sprayed with repositionable adhesive enabling positioning and moving around of elements written on paper.

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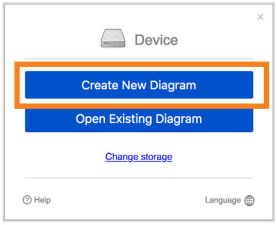
# HOW to use Draw.io to build an evaluation model

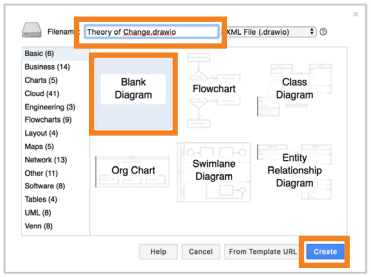
There are several ways Draw.io can be used depending on what type of model you are building and what you want to achieve. Here we present a set of steps on how to use Draw.io to develop a TOC for program outcomes evaluation.

## A step by step process for using Draw.io to build a Theory of Change (TOC) Model

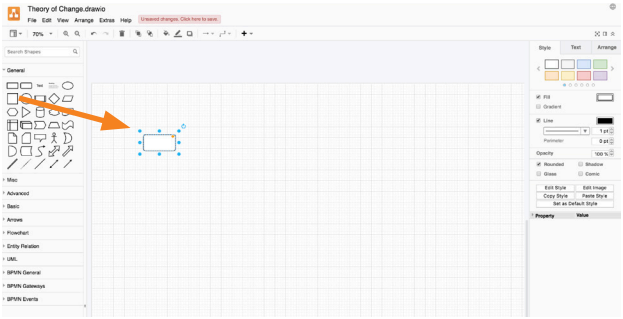
**1** Open Draw.io online - https://app.diagrams.net/. Choose create new diagram.



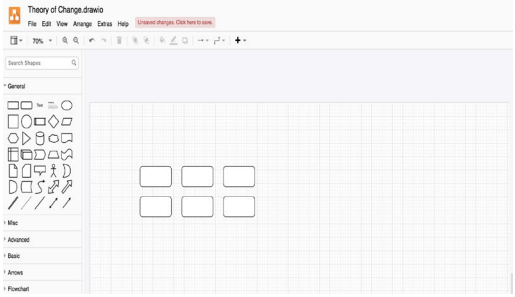

Name your Draw.io file, choose blank diagram and click create.



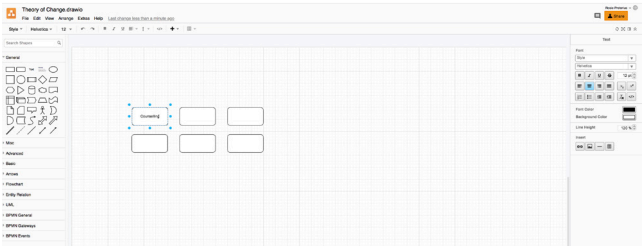

**2** To add a STEP or BOX drag a shape onto the diagram from the general shapes panel on the left.



**3** Repeat step 2 to draw as many BOXES as you need to start your model.

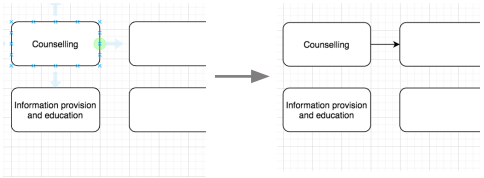


**4** Add text to by double clicking inside the box you want to add text to.

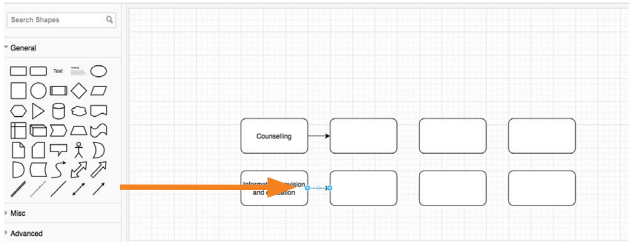


You can edit the text font, colour, size, etc. in the text panel on the right.

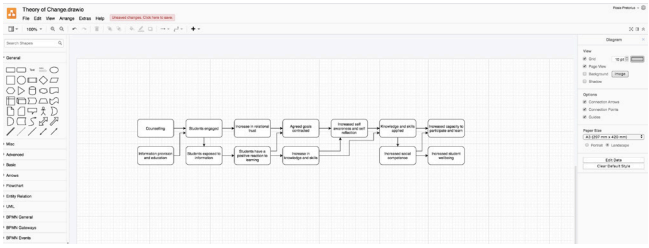
**5** To add a LINK, hover your mouse on the edge of the BOX, where you would like to add the LINK. A green highlight will appear. Click and drag, creating a LINK. Drag the LINK to attach it to another BOX.




You can also add a new LINK by dragging the LINK element from the general shapes panel on the left and connecting the start and end of the LINK to two BOXES.




**6** Repeat steps 4 – 7 until you have completed your model. Note: You can add multiple LINKS from a BOX by following step 7.



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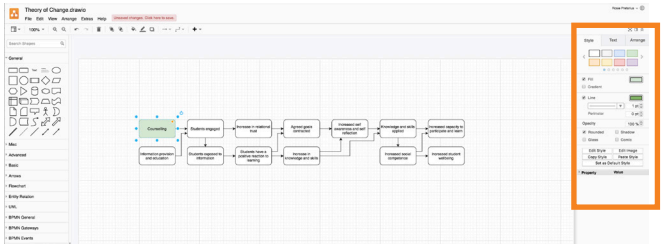
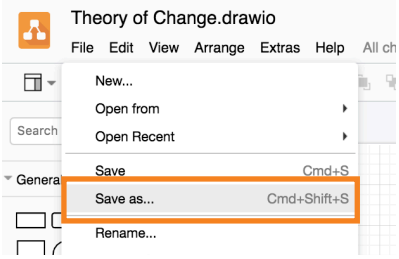
**7** Next, add color to better communicate your model. We generally use **green** for program **activity** BOXES and **blue** for BOXES of the **outcome** chains. To change colour click on the BOX. Select a colour from the style panel to the right.



**8** To save your document go to File > Save as.



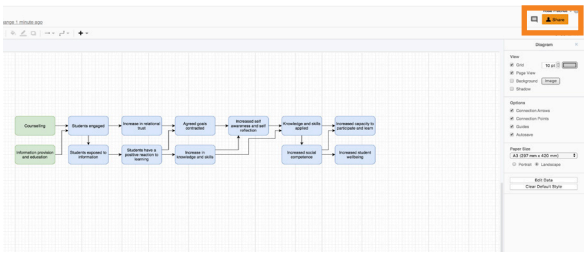

Choose the location you would like to save the Draw.io file to.


If you choose 'Device', the Draw.io file will download to your desktop. You will need the Draw.io desktop application to edit this again.

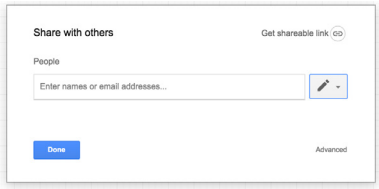
TIP: If saving to 'Device', test that you can open the downloaded file before closing Draw.io webbroswer.

You can also save the Draw.io file to your Google Drive. Storing the file on your Google Drive makes accessing the Draw.io online editer easier and is convinent for sharing with others.

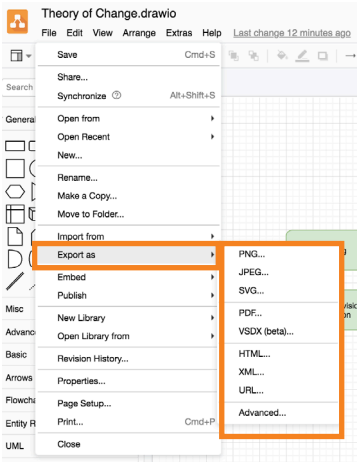
**9** This sharing option is availabe if your file is saved on Google Drive. Click the share button.



Enter the email address of the people you wish to share it with. You can select if you would like them to be able to edit or view only.




**10** To export your Theory of Change from Draw.io go to File > Export as and select an export file -e.g. PDF, PNG, etc. You can select advanced settings for a high resolution image.




## DRAW.IO DESKTOP APPLICATION

Draw.io also has a free desktop application. You can download it from - https://www.diagrams.net/



Suggested citation: Abbato, S (2018) Visual Insights Information sheet Evaluation Practicals - Draw.io for Evaluation Frameworks, Visual Insights People, Brisbane, Australia.

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# OUTCOMES EVALUATION: THEORY OF CHANGE

## WHAT is THEORY OF CHANGE?

Programs are usually about bringing about change for individuals, groups and communities. A **theory of change (TOC)** explains how program (or policy, strategy, project or other intervention) activities are understood to contribute to a chain of results that produce intended changes or outcomes of the program.

The **TOC** represents what the program intends to achieve and how. It explains how change is understood to come about as a result of program activities. It shows how the program is understood to work. Most programs will have several chains of results explaining how program activities contribute to outcomes through a series of results.

The most effective **TOC** models are living documents that incorporate views of various program stakeholders and are continually revised as evaluation data is collected, analysed and reflected on.

## WHY use THEORY OF CHANGE?

Theory of change is a building block of outcome evaluation. A theory of change is important because:

1. It makes explicit and communicates how the program is understood to work to impact change, and the shared assumptions underlying the program model.
2. It provides a shared framework for evaluation and reporting, including identifying:
   - Evaluation questions;
   - Variables to be included in data collection (output and outcomes);
   - Short and medium term outcomes for measurement and their connection to long term outcomes.
3. It provides a shared framework for reflection and review of program activities and processes (and review of the TOC itself).

## THREE MAIN APPROACHES TO THEORY OF CHANGE FOR A PROGRAM

### A. Articulating mental models

Draw out your mental models of how **you understand** the program to work, how you would like to see it work and how it would look if the program was successful. You may also incorporate what you know about other stakeholder (e.g. funder) mental models of how the program works- based on funding documents and conversations etc.

### B. Deductive development

Makes use of **formal and informal documentation** of the links between the steps- between different levels of outcomes for example. This often relies on the research literature for providing evidence of the associations between different components of the model. This literature includes:

- Relevant program archetypes;
- Program specific literature that provides evidence for relationships between program elements and elements of change (outcomes). This involves looking at strands of if-then statements, evidence and assumptions for this logic.

### C. Inductive development

This involves looking at how the **program operates in the field**. E.g. Narratives of participant change can support inductive development. This approach includes recognising how the program operates differently at different sites and by different people. Importantly, it takes into account local contexts.

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# HOW to develop THEORY OF CHANGE model for a program

There are several ways of developing a **TOC** model for a program. Here we present a set of steps combining a few established ways of creating a **TOC** model.

## A step by step process for developing a TOC for a program

**1** Start with a draft Program Logic that includes activities and levels of outcomes (Short term, medium term and long term) or brainstorm activities and outcomes.

**2** Clearly articulate and review the PROBLEM the program is trying to address.

a. What is the big picture PROBLEM the program is trying to address? (e.g. Negative impacts of drug use).

b. What specific aspect of the PROBLEM does **this** program focus on? (e.g. Reduction of the harm caused by AOD use (drug use management and treatment, more tip of the iceberg compared to AOD prevention)).

**3** From a brainstormed list of program activities (may exist already from draft Program Logic), cluster the activities into major activity groupings.

**4** Articulate the major long-term outcome of the program (e.g. Reduction in AOD harm).

**5** Using a whiteboard or sticky wall, choose one of the **THREE APPROACHES TO TOC** (see box of APPROACHES to TOC on previous page) to work through each major activity and using arrows, link it through a chain of results (outcome chain) to the major long-term outcome. (This activity is best done with a group of program

**6** Once you have chosen the first approach, apply the other two approaches to review and modify the outcome chain from activity cluster to the final major long-term outcome.

**7** Then look at how each of the outcomes chains for each of the main activities connects up with the other outcomes chains en route to the long-term outcome. This will involve some merging of outcomes/results along the pathways and merging and reducing arrows.

**8** Refine the TOC model further to reduce clutter.

**9** Where possible provide evidence to support each link in the TOC from the main program activities to the major long term outcome (This can be done with footnotes to literature or to program archetypes).

## PROGRAM ARCHETYPES

Some common program archetypes have been developed from academic, evaluator and practitioner knowledge. Each of these has a generic outcome chain. These outcome chains are useful to use as building blocks for developing TOC for a program. They include:

1. Information – advice, information provision and education
2. Case Management
3. Community Capacity Building
4. Carrot and Sticks – Action strategy
5. Strategic Collaborative Partnerships
6. Counselling

## RECOMMENDED RESOURCES


- Funnell, S C and Rogers , P J. 2011. Purposeful program theory: Effective use of theories of change and logic models. Jossey-Bass, San Francisco.



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# COMMON PROGRAM ARCHETYPES (OUTCOMES CHAINS) FOR DEVELOPING THEORY OF CHANGE FOR PROGRAMS

**Summarised below are three generic program archetypes adapted from Funnell and Rogers (2011) for use in developing theory of change (TOC). For more detail, refer to original source.**

**Generic archetypes can be used as a guide for the development of tailored program-specific TOC.**

## 1. Information – advice, information provision and education

1. Desired numbers and types of people[a] **know about** program and choose to participate.
2. Desired numbers and types of people[a] are **exposed to/ receive** advice/information/ learning experience.
3. Participants[b] have desired **reactions** to information/ advice/learning experience.
4. Participants[b] **have desired changes in knowledge**, skills, attitudes and intention to change.
5. Participants[b] **make desired changes in behaviours**, actions, practices.
6. **Desired end results occur**, problem, issue, situation or need is addressed.

## 2. Case Management programs

1. **Clients[c] agree to a realistic set of objectives** for themselves, including the possibility of revisiting and revising the objectives.
2. **Clients agree to implement** and monitor individualised programs that are put in place to match their agreed objectives.
3. **Short-term objectives** for clients are progressively achieved and reset as required.
4. **Life circumstances** of clients improve.
5. **Desired end results are achieved** for clients (and the community, families, schools, employers, wider community).

## 3. Community Capacity-Building[d]

1. Community develops a **better understanding** of the issues, opportunities and challenges that it can address, and potential projects, activities, or processes to address them.
2. Community develops an **awareness and understanding** of one or more elements of its existing capacity[e].
3. Community develops a **better understanding of its existing capacity to take up opportunities**, projects, and challenges, what further capacity is required, and who requires it.
4. Community **identifies and undertakes activities**, processes, and projects that successfully develop required capacity[e]
5. Community **taps into and applies** existing and/or newly developed capacity to address challenges and seize opportunities.
6. Community **identifies how it can sustain and enhance its capacity** and looks for new opportunities to apply capacity.
7. **Stronger communities:** Enhanced and maintained wellbeing of communities.

**Footnotes**

a. "Organisation" can be substituted for "people"

b. "Target audience" can be substituted for "participants".

c. Clients can be individuals, families, groups or organisations, etc

d. This TOC has many feedback loops (see p371 Funnel and Rogers 2011)

e. Capacity includes Human, Social, Institutional, Economic and Natural capital

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# COMMON PROGRAM ARCHETYPES (OUTCOMES CHAINS) FOR DEVELOPING THEORY OF CHANGE FOR PROGRAMS *cont.*

**Summarised below is a generic program archetype (4.) adapted from Funnell and Rogers (2011) for use in developing theory of change (TOC). Two additional archetypes (5. and 6.) have been developed in collaboration with CatholicCare NT senior leadership team.**

## 4. Carrot and Sticks - Actions Strategy

1. Undesirable behaviors and deterring sanctions are **clearly identified.**
2. Desirable and undesirable behaviors are effectively detected.
3. The probability of **receiving appropriate rewards** for desirable behavior is high and for inappropriate behavior is low.
4. Target group is **motivated** to behave in desirable ways (behavior intent).
5. Target group **behaves** in desired ways.
6. Desired end result is **achieved.**

## 5. Strategic Collaborative Partnerships

1. Key stakeholders **engaged.**
2. **Agreement** of roles, goals, actions and challenges.
3. Wide reach, strong and consistent approach.
4. **Implementation** of agreed actions for shared goals.
5. **Increased** social capital.
6. Joint goals are **achieved.**

## 6. Counselling

1. **Engagement** of client.
2. Increase in **relational trust.**
3. Increased **self awareness** and **self reflection.**
4. Setting **personal goals.**
5. **Client action** on goals.
6. Increase in **wellbeing.**
7. Increased **self-efficacy.**
8. Increased **skills** and **motivation** for personal change.

## SAMPLE OF PART OF A LARGER THEORY OF CHANGE




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# ACTIVITY SHEETS

Visual Insights ACTIVITY SHEET

# OUTCOME EVALUATION BASICS:
## SESSION 1 ACTIVITY- WHY

## About this activity

This activity is designed to help you find your program or project WHY. It has been adapted from Simon Sinek's "Why Discover for Groups" activity (Sinek, Mead & Docker, 2017).

**Questions 1** is answered on your own (*preferably before the first session of the workshop*).

**Questions 2** to **4** will be answered in your groups during the first session activity.

This activity refers to 2 templates:

Building a TOC Activity Template *(in MURAL)*.

### 1 YOUR STORY

By yourself  5 minutes

**A.** Think back to a time when you started working with the program or project (or joined your organisation), what inspired you most?

**B.** Think of a specific story of when you felt most proud to work as part of the program team.

**Guidelines**

- Story is about specific people and specific moments (Avoid generalisations)
- Describe an outcome/result in the story- This can be big or small. It can be something that impacted thousands of people or just one person.

*You can note your story below by writing dot points or phrases so you can remember the main aspects of it.*

### 2 STORY SHARING

With the group  10 minutes

**A.** Each person in the group, share your story.

**B.** As a group choose 2 stories that gave you the most goosebumps or feeling choked up to start with.

*These stories will be used for question 3 below.*

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## 3 STARTING WITH GOOSEBUMP STORIES FROM Q2, WRITE A LIST OF VERBS ANSWERING, "WHAT CONTRIBUTION DID YOUR PROGRAM/ORGANISATION MAKE TO THE LIVES OF OTHERS?"

With the group | 5 minutes | Building a TOC Activity Template *(in MURAL)* | Group Scribe

**Guidelines:**

- In column 'Verbs', aim to fill out the 25 rectangles with your group.
- Write down action verbs (e.g. to educate, to engage, to mentor, to counsel, to inspire)
- Answer the question "In this story we showed up and we .....ed"
- It is about what you have done and achieved (not what you hope to do)

You can brainstorm your answers below.

*Once you have done the activity with the Goosebump stories, if time, add to the verb list from all other stories.*

### USING MURAL

Add text by double clicking inside the box you want to add text to.


## 4 AGAIN, STARTING WITH THE GOOSEBUMP STORIES DISCUSS "HOW WERE PEOPLE'S LIVES DIFFERENT AFTER THEY INTERACTED WITH THE PROGRAM (OR ORGANISATION)?"

With the group | 5 minutes | Building a TOC Activity Template *(in MURAL)* | Group Scribe

**Guidelines:**

- In column 'Results', aim to fill out the 25 rectangles with your group.
- Come up with these by thinking about specific people in the stories
- How were they different after they interacted with the program? /What were the individuals able to do or become as a result of the program.

You can brainstorm your answers below.

*Once you have done the activity with the Goosebump stories, if time, add to the list from other stories.*

## ACTIVITY extension

By yourself | 30-60 minutes

Use your answers from **Q3** and **Q4**, specific to your program, to draft a WHY (purpose) statement for your program.

If you have completed this template on your own, it is suggested you first repeat **Q1 - 4** with your team and program stakeholders.

## RECOMMENDED RESOURCE

- Sinek, S. Start with Why: How great leaders inspire everyone to take action. Penguin Group, London.

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Version: 0608020

# OUTCOME EVALUATION BASICS:
## SESSION 2 ACTIVITY- TOC

## About this activity

This activity is designed to help guide you with the initial steps for drafting a theory of change (TOC) for your program.

You will use your responses to **Session 1 Activity - WHY** to complete **question 1**.

This activity refers to 2 templates:

- Building a TOC Activity Template (in MURAL).

**1** By yourself 5 minutes

### A. WHAT THE PROGRAM DOES/ ACTIVITIES/ VERBS

Using the list of verbs in **Q3** of **Session 1 Activity- WHY**, add the ones that apply to your Program in the box.

### B. HOW THE PARTICIPANTS ARE DIFFERENT/ PROGRAM RESULTS

From the list of results in **Q4** of **Session 1 Activity- WHY**, write all of the results that you expect to see for participants over the life of your program. How would people who are part of your program change because of their interaction with the program?

### C. WHAT IS THE ULTIMATE RESULT

From the list of "results" of how people in your program target group were different after they interacted with the program, highlight the ultimate result you would see if your program was a success. This would be the main result you would want to see over time. Select only 1. Write it in the box below.

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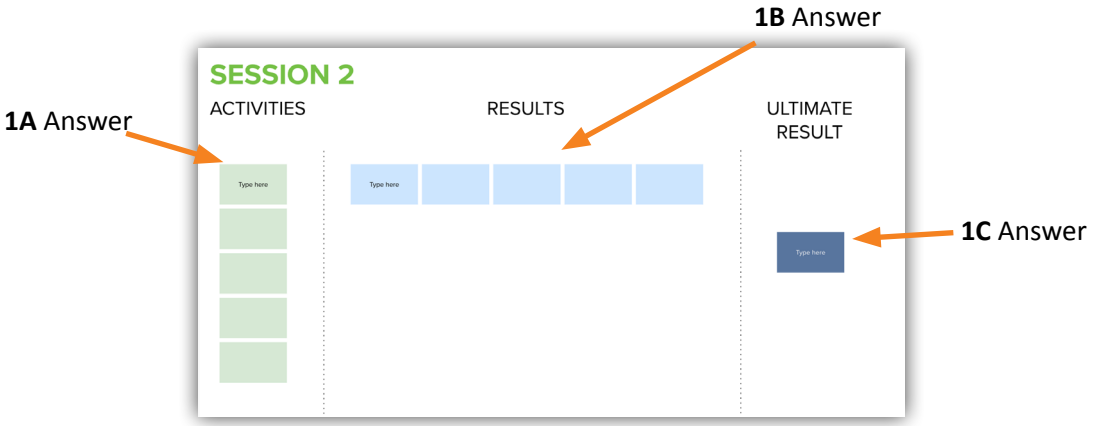
## 2

With the group | 5 minutes | Building a TOC Activity Template (in MURAL) | Group Scribe

**A.** Decide on one participant's program model for your group.

**B.** Transfer **Q1** answers for that story to the MURAL template.




## 3

With the group | 10 minutes | Building a TOC Activity Template (in MURAL) | Group Scribe

**A.** Using a story of a program participant (preferably a story shared in session 1), note the "results" by the order they occurred in.

**B.** Make a pathway by connecting these results or outcomes with arrows.

## 4

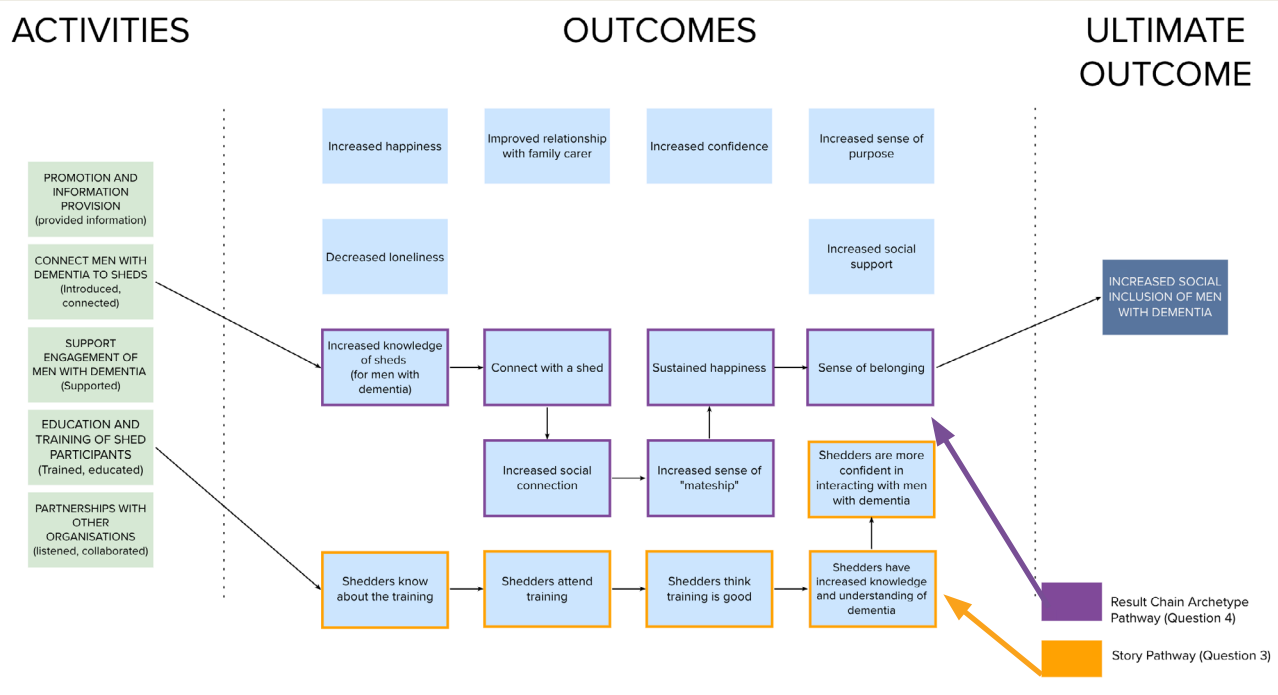
With the group | 10 minutes | Building a TOC Activity Template (in MURAL) | Group Scribe

**A.** Look at the **6 results chains archetypes** and choose the one with the best fit .

**Hint:** Look at 'Evaluation Theory: Theory of Change', information sheet for more information on common program archetypes.

**B.** Use boxes and arrows (see instructions in Q3B above), to draw this pathway on the MURAL template within the blue outcomes section.

## COMPLETED EXAMPLE OF SESSION 2 ACTIVITY




# BEFORE next session

Before the next session complete the initial steps for your TOC model by doing **Q5 -7**.

Use the MURAL template.

**5** By yourself | 15 minutes | Building a TOC - Individual Activity Template (in MURAL)

**A.** Look at your list of verbs from **Q1A**, If you have more than 6 and/or if some are alike, group these together and if necessary rename them with a group name.

**B.** Transfer each of the main verbs to a separate green box on the left hand side of the template.

**C.** Transfer the result from **Q1C** to the dark blue box on the far right hand side of the template.

**D.** Transfer the results from **Q1B** to either the light blue of the mid blue box in the middle of the template. The results you expect to happen sooner go in the light blue area of the model and those you expect to happen later (but before the ultimate result) go in the mid-blue area of the model.

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## 6

By yourself | 15 minutes | Building a TOC - Individual Activity Template (in MURAL)

**A.** Use a story of a program participant, and note the "results" or "changes" they experienced because of their interaction with the program by the order in which they occurred.

**B.** Make a pathway on the MURAL template by connecting these results or outcome boxes with arrows (see instructions in Q3B).

## 7

By yourself | 15 minutes | Building a TOC - Individual Activity Template (in MURAL)

**A.** Review the **6 result chains archetypes** on the information sheet and choose 1 that fits your program and adjust it to fit your program and model.

**B.** Use boxes and arrows to draw this pathway on the MURAL template within the blue outcomes section.

## ACTIVITY extension - continuing to build your program TOC

- Add any other results chains archetypes that fit your program
- Work with your program team to elicit their stories of program participants and identify additional results or outcomes.
- Work with your program team to elicit their mental models (how they think the program works to result in the ultimate outcome).
- Use research literature to identify additional results or outcomes for your program model.



Suggested citation: Abbato, S.(2020) Visual Insights Template: Outcome Evaluation Basics: Session 2 Activity - TOC, Visual Insights People, Brisbane, Australia.

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Version: 06082020

Visual Insights ACTIVITY SHEET

# OUTCOME EVALUATION BASICS:
## SESSION 3 ACTIVITY- EVALUATION USERS

## About this activity

This activity is designed to help guide you with identifying key evaluation users and stakeholders for increasing the end use of the evaluation initiative.

This activity refers to 2 fillable PDF templates:

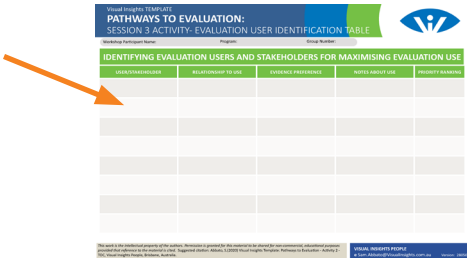
- Evaluation User identification Table
- Evaluation User Empathy Map.

**1** By yourself | 5 minutes | Use Evaluation User Identification Table

### IDENTIFYING USERS AND STAKEHOLDERS

**A.** Brainstorm who the intended users and key stakeholders for the evaluation findings are.

**B.** List the intended users and key stakeholders in the first column on the far left hand side of '3.1 Evaluation User Identification Table'.




**Note:** *The remainder of the template can be completed as a "Extension Activity" (see page 2 of this Activity sheet).*

**2** With the group | 5 minutes

### SHARE THE EVALUATION USERS AND STAKEHOLDER LIST YOU CAME UP WITH IN YOUR GROUP.

In your group, choose a stakeholder type to work on in the group activity.

**Hint:** You may want to choose one that is common on the lists of the group members (e.g. Government agency you report to, General practitioners, parents of primary school children).

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## 3

With the group | 15 minutes | Use Evaluation User Empathy Map | Group Scribe

Questions 3A - 3F are reflective of '3.2 - Evaluation User Empathy Map'. Have the Group Scribe screenshare the template and type answers as the group brainstorms.

### A. WHAT DOES THIS USER/STAKEHOLDER THINK AND FEEL?

What really counts to them. What are they preoccupied with? What are their worries and aspirations.

### B. WHAT DOES THIS USER/STAKEHOLDER HEAR?

What do their friends/peers say? What do their work colleagues say? What does their boss say?, What are their influencers saying.

### C. WHAT DOES THIS USER/STAKEHOLDER SEE?

What do they notice in their environment? What do they regularly walk past and look at?

*Question 3 continued on next page.*

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**3** *Cont...*

### D. WHAT DOES THIS USER/STAKEHOLDER SAY AND DO?

What is their attitude in public. How do they appear? How do they act towards others?

### E. PAINS?

What are the major frustrations and fears for this user/stakeholder? What do they experience as obstacles?

### F. GAINS?

What does this user/stakeholder see as gains? How do they measure success? What are their major wants and needs.

## ACTIVITY extension

By yourself | 30+ minutes | Use Evaluation User Identification Table and Empathy Map Template

- Complete 'Evaluation User Identification Table' for your program by filling in the remaining 4 columns.
- With your program team, complete 'Empathy Map Template' for the evaluation users that you have rated as high priority.



Suggested citation: Abbato, S.(2020) Visual Insights Template - Outcome Evaluation Basics: Session 3 Activity - Evaluation Users, Visual Insights People, Brisbane, Australia.

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Version: 06082020

# OUTCOMES EVALUATION BASICS:
## SESSION 4 ACTIVITY- CHOOSING OUTCOMES

## About this activity

This activity is designed to help guide you with prioritising program outcomes for evaluation.

This activity refers to 1 PDF fillable template:

Choosing Outcomes.

**1** By yourself 5 minutes

### IDENTIFYING PRIORITY OUTCOMES FOR YOUR PROGRAM

Considering the outcomes in your TOC, choose 3-4 outcomes to consider for measurement.

**2** With the group 5 minutes

Decide on one of the group members TOC model to use for this activity.

**Hint**: Make sure this group member is able to share this on screen with the other members of the group

The group member shares the program outcomes they have come up with in **Q1**.

**3** With the group 15 minutes Use Choosing Outcomes Template

Choose 1 of the outcomes of the TOC and discuss the appropriateness of this outcome for evaluation of the program by considering aspects A - E below.

### A. ALIGNMENT OF THIS OUTCOME TO IDENTIFIED PRIORITY EVALUATION USERS/ STAKEHOLDERS (FROM SESSION 3) AND USE?

*Question 3 continued on next page.*

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## 3 B. ALIGNMENT OF THIS OUTCOME WITH FUNDED PROGRAM OBJECTIVES?

## C. CONSIDER PROGRAM INFLUENCE ON OUTCOME.

For example, how much does the program contribute to change in this outcome for the program target group compared to other things (programs, external/environmental influences)?

## D. HOW ACHIEVABLE IS THIS OUTCOME FOR THE DURATION OF THE PROGRAM AND EVALUATION?

How long does this outcome take to happen? For example, would you expect to see this outcome happen over this timeframe?

## E. CONSIDERING RESOURCES AND PRACTICALITY OF MEASUREMENT, IS THIS OUTCOME ABLE TO BE EVIDENCED?

## F. PROVIDES INFORMATION ABOUT PROGRAM EFFECTIVENESS?

# ACTIVITY extension

By yourself 60+ minutes

Preferably with your program team, complete the 3 steps below:

- Complete A - E for each of the program outcomes you identified in Q1.
- Based on the responses to A-E, identify 1 or 2 outcome candidates.
- Draft evaluation questions from your prioritised outcomes.



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# ACTIVITY TEMPLATES

Visual Insights TEMPLATE

# OUTCOME EVALUATION BASICS:

## EVALUATION USER IDENTIFICATION TABLE

Workshop Participant Name: Program: Group Number:

## IDENTIFYING EVALUATION USERS AND STAKEHOLDERS FOR MAXIMISING EVALUATION USE

| USER/STAKEHOLDER | TYPE OF USE | EVIDENCE PREFERENCE | NOTES ABOUT USE | PRIORITY RANKING |
|---|---|---|---|---|
| | | | | |
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# What does the evaluation user...

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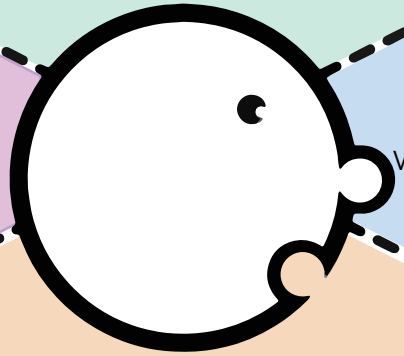
Group Number:

**A. THINK & FEEL?**
What really counts,
Major preoccupations,
worries and aspirations

**B. HEAR?**
What friends say,
What boss says,
What influencers say



**C. SEE?**
Environment, Friends,
What the market offers

**D. SAY & DO?**
Attitude in public, Appearance, Behaviour Toward others

**E. PAIN?**
Fears, frustrations, obstacles

**F. GAIN?**
Wants/needs, measures of success

# OUTCOME EVALUATION BASICS:
## CHOOSING OUTCOMES

Group Number:

| PROGRAM NAME: | | OUTCOME CONSIDERED: | |
|---|---|---|---|
| A. ALIGNMENT WITH STAKEHOLDER? | | | |
| B. ALIGNMENT WITH STAKEHOLDER OBJECTIVE? | | | |
| C. PROGRAM INFLUENCES? | | | |
| D. HOW ACHIEVABLE ARE OUTCOMES? | | | |
| E. RESOURCES AND PRACTICALITY? | | | |
| F. PROGRAM EFFECTIVENESS? | | | |





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# OUTCOME EVALUATION BASICS: PROGRAM LOGIC

## PROGRAM LOGIC

**1. NEED FOR PROGRAM:**

| 2. INPUTS<br>*What resources do we have to work with?* | 3. ACTIVITIES<br>*What happens in our organisation?* | 4. OUTPUTS<br>*What are the tangible products of our activities?* | 5. ST OUTCOMES<br>*What changes do we expect to occur within the short term?* | 6. MT OUTCOMES<br>*What changes do we want to see occur after that?* | 7. LT OUTCOMES<br>(Include program goal)<br>*What changes do we hope to see over time?* |
|---|---|---|---|---|---|
| | | | | | |
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**8. EXTERNAL FACTORS / CONTEXT ISSUES:**



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