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REPORT ON THE EVALUATION OF VIOLENCE AGAINST WOMEN PUBLIC EDUCATION CAMPAIGNS
A DISCUSSION PAPER

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Evaluation of Public Education Campaigns

Contents

Introduction

The Learning Network at the Centre for Research & Education on Violence against Women & Children (CREVAWC) was developed based on the recommendations of the Domestic Violence Advisory Council's 2009 report, *Transforming our Communities.* The Learning Network operates as an electronic clearinghouse for violence against women (VAW) training and public education organizations across Ontario, and aims to provide easier access to VAW resources, including curricula, research reports, and evaluation tools. It also aims to support and promote education and training resources to serve professionals, women with lived experience, the public, and the government. All activities of the Learning Network are informed and guided by the principles of diversity, equity and accessibility, as well as a strong gender analysis.

The purpose of this report is to provide a brief overview on the evaluation of VAW social marketing / public education campaigns. We begin by briefly describing the purpose of evaluations, before consider social marketing / public education campaigns and the rationale behind them. We then consider what the evaluation literature tells us about the effectiveness of VAW social marketing / public education campaigns, before describing the role of evaluations in VAW campaigns and outlining the types and levels of evaluation available. Finally, we discuss the importance of logic models, providing examples and guides on how to construct them, identify common evaluation challenges, and offer several critical steps to consider when conducting an evaluation of VAW social marketing / public education campaigns.

Purpose of an Evaluation

With hectic schedules and little additional funding aside from what is necessary to develop and implement campaigns, evaluations of VAW public education campaigns can be overlooked (Coffman, 2002; Donovan & Vlais, 2005). However, program evaluations – which are systematic investigations of the value of a training program (Zarinpoush, 2006) – should be considered an important component of any campaign. Evaluations can help to identify criteria for successes and challenges, lessons learned, areas for improvement, and future goals (Zarinpoush, 2006). For instance, evaluation is a crucial tool for assessing and ensuring VAW public education campaigns are informed by the principles of diversity, equity and accessibility, and are based on the understanding that violence against women is rooted in gender inequality and other systems of oppression.

Imagine Canada's *Project Evaluation Guide for Nonprofit Organizations* (Zarinpoush, 2006) explains that "evaluation is an important tool that your organization can use to demonstrate its accountability, improve its performance, increase its abilities to obtain funds or future planning, and fulfill the organizational objectives" (p. iv). Figure 1 below presents Imagine Canada's four-step process for planning, implementing, analyzing, and sharing the results of your evaluation.

Figure 1. Imagine Canada's Process for Conducting a Program Evaluation Process (Zarinpoush, 2006)

| Step 1: Create an evaluation plan | Step 2: Implement your evaluation plan | Step 3: Analyze and interpret the data | Step 4: Communicate the evaluation results |

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Figure 2 outlines Imagine Canada's explanation of why undertaking an evaluation is a worthwhile endeavour.

The purpose of an evaluation is to provide information for actions such as decision-making, strategic planning, reporting, or program modification. Project evaluation helps you understand the progress, success, and effectiveness of a project. It provides you with a comprehensive description of a project, including insight on the

- needs your project will address;
- people who need to get involved in your project;
- definition of success for your project;
- outputs and immediate results that you could expect;
- outcomes your project is intended to achieve;
- activities needed to meet the outcomes; and,
- alignment and relationships between your activities and outcomes.

Figure 2. Purpose of Evaluation.
(Zarinpoush, 2006, p. iv)

As shown in Figure 2, a well-designed and implemented evaluation does more than satisfy funders' requirements. It is a critical tool for maximizing the impact and sustainability of your public education campaigns.

What are Social Marketing / Public Education Campaigns?

There is a growing consensus that violence prevention is no longer the exclusive domain of specialists and professionals. Instead, prevention requires the efforts of entire communities, including policy makers, VAW educators and practitioners, and social marketers (Haskell, 2011). One method of engaging communities is through public education campaigns that use the media, messaging, and other communication activities to create specific outcomes in a large number of people over a specific time period (Coffman, 2002). In other words, public education campaigns "attempt to shape behaviour toward desirable social outcomes" (Coffman, 2002, p. 2). Examples of well-known public education campaigns include those related to recycling, drinking and driving, healthy eating, anti-smoking, and various health care screenings (Coffman, 2002).

Public education campaigns targeted at the reduction of VAW have been in existence for several years. In fact, a decade ago Ontario's Domestic Violence Death Review Committee published a report recommending broad public education campaigns targeting the neighbours, friends, and families of women who experience abuse in an effort to reduce the problem (DVDRC, 2002). Generally speaking, public education campaigns to reduce VAW operate at two levels: individual and societal (Coffman, 2002; Donovan & Vlais, 2005). At the individual level, campaigns encourage women experiencing abuse to report the violence and seek help, encourage men who are or may be at risk of becoming abusive to seek help, and encourage friends and families to intervene. At the societal level, campaigns are aimed at changing values, attitudes, and beliefs that implicitly or explicitly excuse or condone men's use of violence and that discourage intervention and supports for women who are abused. According to Donovan and Vlais (2005), the most successful campaigns operate simultaneously at both the individual and societal levels.

Indeed, public education is now viewed as part of a broader range of prevention efforts designed to eliminate VAW. This broad array of prevention efforts, known as the "spectrum of prevention," identifies multiple levels of intervention and encourages stakeholders to move beyond providing simple informational messages to the general public (Haskell, 2011). The six levels of the spectrum are outlined in Table 1.

Table 1. Spectrum of Prevention.

Level of Spectrum	Definition
1. Strengthening individual knowledge and skills	Enhancing an individual's capability of preventing injury or illness and promoting safety
2. Promoting community education	Reaching groups of people with information and resources to promote health and safety
3. Educating providers	Informing providers who will transmit skills and knowledge to others and model positive norms
4. Fostering coalitions and networks	Bringing together groups and individuals for broader goals and greater impact
5. Changing organizational practices	Adopting regulations and shaping norms to prevent violence and improve safety
6. Influencing policy and legislation	Enacting laws and policies that support healthy community norms and violence-free society

(Haskell, 2011, p. 12)

Many VAW education campaigns, and particularly sexual violence prevention efforts, have transitioned from raising awareness to fostering social norms promoting gender equality and healthy relationships (Haskell, 2011). At its core, social norms theory suggests that people take cues for their own behaviour from the behaviour of others, especially those they admire or consider most similar to them. Thus, an individual's behaviour and attitudes are shaped by his or her perceptions of the norms implicit in others' actions. However, social norms theory notes that most people inaccurately assess the attitudes of others, and that most people assume others engage in more unhealthy behaviour than is actually true. Thus, when they learn their perceptions were wrong, they acquire the authority to change their own attitudes and behaviours (Berkowitz, 2010; Haskell, 2011).

Regardless of the specific approach, some public education campaigns are likely to be met with positivity and enthusiasm from some people, and concerns based on ideological differences from others. For example, coordinators of the *Neighbours, Friends & Families* program, a campaign that is an important part of Ontario's Domestic Violence Action Plan, were initially questioned by some members of the public about why violence against women was privileged compared to other types of violence (Flanigan, 2008). Although such questions may be difficult and uncomfortable, they are important in that they open space to freely discuss VAW (Flanigan, 2008).

Why Use Social Marketing?

Initially, social marketing was philosophically opposed by many health professionals as being a tool of capitalism because of its inherent connections to marketing (Donovan & Vlais, 2005). However, it is now being "embraced wholeheartedly by all sorts of organizations interested in social change" (Donovan & Vlais, 2005, p. 4). The goal of social marketing is to bring about positive behaviour change, which may require changing social norms, organizational practices, community attitudes, and the behaviour of offenders (Donovan & Vlais, 2005; Haskell, 2011). According to Haskell (2011), social marketing is a technique that applies the principles of marketing to create social change, with the purpose of influencing individuals to act in more socially responsible ways. Social marketing seeks to move individuals beyond simply being aware of a problem towards actual behaviour change.

Social marketing campaigns can broadly be divided into two categories, depending upon whether they appeal to positive emotions (incentive appeals) or fears (threat appeals) to bring about desired changes (Horsfall et al., 2010). Research shows that using emotion to engage the audience may be particularly effective in promoting behaviour change, since messages are more likely to be retained when the emotional centres of our brain are activated (Haskell, 2011).

Social marketing is commonly misconstrued as being simply the media or communication components of an intervention, while all other components (e.g., helplines, training programs, counseling programs, community events, etc.) are considered separate entities (Donovan & Vlais, 2005). A more detailed description of what social marketing is and what it is not is presented in Table 2.

Table 2. What is Social Marketing?

Social marketing is:	Social marketing is not:
• A social or behaviour change strategy	• Just advertising
• Most effective when it activates people	• A clever slogan or messaging strategy
• Targeted to those who have a reason to care and who are ready for change	• Reaching everyone through a media blitz
• Strategic, and requires efficient use of resources	• An image campaign
• Integrated, and works in increments	• Done in a vacuum
	• A quick process

(Haskell, 2011, p. 5)

Evaluating the Effectiveness of VAW Social Marketing / Public Education Campaigns[1]

Although public education campaigns are becoming increasingly more sophisticated, evaluations have not been able to keep pace despite the fact that funders are seeking information related to results more than ever (Coffman, 2002; Donovan & Vlais, 2005; Horsfall et al., 2010). Indeed, evaluations of public education campaigns are still in their infancy as evaluators work to better understand the strategies and theories that shape campaigns, appropriate outcomes to measure, and the most effective methodologies to use in increasingly complex media-rich environments (Coffman, 2002; Horsfall et al., 2010). Moreover, public education campaigns make up one component of a larger program, but other aspects of the program (e.g., training programs or school-based prevention components) are more likely to be evaluated because it is easier to conduct pre- and post- data collection and / or establish appropriate comparison groups.

Despite these challenges, "rigorous evaluations of interventions to change cultural and social norms supportive of violence are…feasible" (WHO, 2009, p. 11). Furthermore, they are important, and existing evaluations have provided key considerations for campaign developers and evaluators. Notably, some evidence suggests that those developing and implementing VAW public education campaigns must take considerable care to avoid unintended negative consequences. For instance, campaigns encouraging women to seek help may unintentionally make some male abusers anxious, thereby increasing levels of violence and controlling behaviour (Donovan & Vlais, 2005). Likewise, some campaigns focusing exclusively on the dangers of family violence have been found to actually increase pro-violence attitudes and campaigns encouraging bystanders to confront abusers may actually increase the risk to victims if those intervening do not have the knowledge and skills necessary to maximize victims' safety (Davies et al., 2003). Indeed, increasing self-efficacy without increasing competence can be problematic (Short et al., 1998).

There is also some evidence to suggest that mass media campaigns, without interpersonal or environmental interventions, are unlikely to facilitate behaviour change (Donovan & Vlais, 2005). Minimally, public education campaigns should be accompanied by environmental interventions such as expanded service capacity to meet increased demand in order to sustain behaviour changes (Donovan & Vlais, 2005). It is also likely that additional training of service providers is necessary to ensure front-line messages coincide with those of the larger campaign (Gadomski et al., 2001).

Although most programs have not been rigorously evaluated, a handful of VAW public education campaigns have been reviewed extensively. One particular campaign, the *Neighbours, Friends & Families* public education campaign is an initiative of the Ontario Women's Directorate through the Centre for Research & Education on Violence against Women & Children at Western University. This program is designed to provide those who are close to an at-risk woman or abusive man, such as their neighbours, their friends, and their families, the necessary information to become involved and help

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[1] For a comprehensive review of more than 30 public education campaigns see Donovan & Vlais, 2005 (available online at http://www.vichealth.vic.gov.au/en/Publications/Freedom-from-violence/Review-of-Public-Education-Campaigns-Focusing-on-Violence-Against-Women.aspx).

prevent further violence. Since its inception in 2006, a number of evaluations of the *Neighbours, Friends & Families* campaign have been undertaken. The first, an implementation evaluation, found that the campaign had been successfully implemented in a number of diverse communities, often being adapted to suit the needs of each individual community (Flanigan, 2008). At the same time, several challenges were noted, including resistance in smaller communities, time constraints, funding concerns, and a lack of infrastructure. In addition, questions around sustainability were explored, providing important information to program developers (Flanigan, 2008).

Next, a larger evaluation of the *Neighbours, Friends & Families* program conducted in 2009 found that it filled an important gap by providing information to those close to women at risk with the knowledge, skills, and abilities to address violence (Pajot, 2009). The results of this evaluation also indicated a substantial increase in participants' awareness of warning signs of abuse, knowledge and skills in providing referrals to an abused woman or abusive man, and confidence in providing other supports (empathetic listening, not blaming) to an abused woman or abusive man (Pajot, 2009). A third evaluation found that nearly 90% of participants felt prepared to identify the warning signs and risk factors of woman abuse, ready to provide referrals, and empowered to provide other supports following a one-hour training session (Flanigan, 2011). Collectively these findings suggest that public education campaigns can have a positive impact on the general public, and some qualitative evidence suggests that people do follow through on these perceptions when they actually become aware of abuse (CREVAWC, 2012).

A number of evaluations of the *Assess, Acknowledge, Act (AAA) Sexual Assault Resistance* program have also been undertaken. The goal of the program is to decrease the likelihood that women will experience sexual assault when they are in contact with coercive men. This objective is accomplished in three ways: by decreasing the time required for women to assess the situation as dangerous and take action, by reducing emotional obstacles preventing action from being taken, and by providing necessary verbal and self-defense knowledge and skills (Senn, 2011). Pilot studies, a quasi-experimental evaluation, and an experimental evaluation have found the *AAA* program to be highly effective. For example, compared to women who did not take the program, women who did take it hold fewer rape myths (e.g., female provocation or male's uncontrollable sexuality are causes of sexual assault), are more likely to perceive they are at risk of acquaintance sexual assault, express greater confidence that they could defend themselves, and know more effective methods for self-defense against men (Senn, 2011). Most compellingly, women who have taken the *AAA* program report a 50% reduction in completed sexual assaults compared to control groups at a six month follow-up, and are three times more likely to report having had a dating situation where they took specific action to avoid sexual coercion (Senn, 2011).

Clearly, the importance of evaluating public education campaigns should not be overlooked. Donovan and Vlais (2005) strongly express this point, when they argue that

> if a campaign budget does not include a sufficient allocation for formative research, then given the dangers that an under-researched campaign presents in terms of wasting considerable money that could be allocated to on-the-ground activities, and of strengthening undesirable attitudes, we would suggest that such a campaign should not run at all. The ethical principle of

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LEARNING NETWORK

'first do no harm' demands that appropriate research be conducted in this particularly sensitive area (p. 198).

When developing a budget, a rule of thumb is that at least 15-20% of the programs total budget should be devoted to evaluation, and possibly much more if baseline measures and program implementation are to be monitored (Florida Prevention Research Center, 2003).

Common Challenges in the Evaluation of Social Marketing / Public Education Campaigns

Briefly considering some of the challenges of evaluations may help to increase the likelihood of a successful evaluation (Kahan, 2008). Most notably, if one does not have clear evaluation guidelines, insensitive and harmful evaluation research may follow (McLoyd & Randolph, 1985). According to Coffman (2002, pp. 11-12), public education campaigns are difficult to evaluate for six reasons:

1. **They have horizontal and vertical complexity.** Many public education campaigns aim for outcomes across multiple sectors, including social, physical, economic, and political (horizontal) at the same time that they aim for outcomes at the cognitive, behavioural, community, or systems levels (vertical). For example, the *Coaching Boys into Men* program pairs powerful public service announcements with intensive training for athletic coaches who deliver the program to young males during the course of a sports season.

2. **Their interventions are often unpredictable.** Even well-planned campaigns include elements of unpredictability. For example, campaigns that involve media advertisements, whether in print, or on radio, television, or the Internet, make it difficult to ensure the desired audience receives the intended dosage.

3. **Context and other factors confound their outcomes.** A complex set of factors influence the desired outcomes of most public education campaigns. Unfortunately, this makes it difficult to isolate the effects of one campaign on short- and long-term outcomes. For example, if a highly publicized domestic violence homicide occurs while a social marketing campaign about VAW is underway it may impact the public's attitudes about VAW.

4. **Control or comparison groups are often difficult to create or identify.** Since many campaigns are quite broad and intended to reach as many people as possible, it is difficult to randomly assign people to control and experimental groups (in experimental designs, which are considered the most rigorous evaluation method). It may be equally difficult to find adequate comparison groups for quasi-experimental designs, although it is possible. For example, some sexual assault prevention programs have utilized designs that have included placing different posters (including those for other campaigns) in different residence halls to determine which are most effective.

5. **There is a lack of knowledge and precision about outcomes.** There is often little knowledge of intended short- and long-term outcomes of public education campaigns, and common outcomes like attitudes and behaviours can be difficult to accurately measure. For example, the *Don't be THAT Guy* campaign includes provocative posters discouraging sexual assault and urge young men not to be "that" guy. One such poster includes images of intoxicated women in revealing

clothing with the text, "Just because you help her home doesn't mean you get to help yourself" and a tagline of "sex without consent = sexual assault. Don't be THAT guy" (Ottawa Crime Prevention, 2011). Although graphic and provocative posters like this may be more visible than others, it is unclear whether they raise awareness, influence male's attitudes, or reduce sexual assault.

6. **Evaluators lack the necessary tools to conduct rigorous evaluations.** Appropriate methods for measuring communication technologies and understanding what methods best assess poorly understood outcomes have typically not been developed or validated. However, some promising practices are beginning to emerge. For example, rolling sample surveys – commonly used in political polling – use daily surveys of independent samples to measure attitudes and behaviours, which allows evaluators to track day-to-day shifts in public opinion (Henry & Gordon, 2001).

A number of additional challenges pertain specifically to the evaluation of public education campaigns. When evaluating large-scale public education campaigns, particularly those with a media component, it is important to know who actually received the campaign's key messages (Kim & White, 2008). However, it is often difficult to completely control for other messages received and other public education campaigns that intended participants may come into contact with. This makes it especially difficult to accurately identify the impact of any single public education campaign (Horsfall et al., 2010; Kim & White, 2008; Rothman et al., 2006). One way that some evaluations have attempted to control for alternative campaigns is to use the respondents' self-reported recall of the campaign as a measure of exposure – that is, if respondents who recalled the campaign being evaluated are included in the intervention group, while all others (including those who recall other campaigns) are included in the control group (Florida Prevention Research center, 2003; Huhman et al., 2005; Sly et al., 2001). Although awareness provides no indication as to whether a campaign had an impact or was successful, it does provide feedback as to whether a campaign was noticed or can be recalled (Florida Prevention Research Center, 2003).

Experimental designs may also be difficult to implement, but if data cannot be collected before the intervention and if adequate control groups are not available it will be impossible to attribute any results specifically to the public education campaign being evaluated (Kim & White, 2008). Despite these challenges, useful information can still be collected to aid in program improvement and adaptation, including the campaign's reach, reception to the campaign, and whether or not those who received the messages of the campaign report different attitudes and behaviours compared to those who had no exposure (Kim & White, 2008). Positive findings from such evaluations may suggest a need for more rigorous evaluations to fully determine a campaign's effectiveness. With that being said, programs taking place in schools and targeting youth may be easier to evaluate pre- and post-intervention than more general public education campaigns, simply because researchers can measure students' attitudes and perceptions before the campaign begins and after its completion (Rothman et al., 2006).

How to Evaluate VAW Social Marketing / Public Education Campaigns

Despite the considerable challenges, program evaluations are important for social marketing and public education campaigns. Although the findings and recommendations stemming from an evaluation are often the primary purpose for undertaking an evaluation, the process itself may be useful for encouraging dialogue and learning (Mickwitz, 2003). Other evaluation benefits noted in the literature include supporting accountability, building capacity, increasing understanding (e.g., the intended and unintended results of a campaign, why a campaign is or is not successful, how to address challenges, etc.), providing information for decision making, and increasing program improvement (Burt et al., 1997; Kahan, 2008).

There is a need in the VAW field to move beyond obtaining anecdotal feedback to conducting effective evaluations to advance learning (Broll & Crooks, 2012; CREVAWC, 2011). Problematically, evaluations of VAW public education campaigns are rarely rigorous, and typically lack comparison groups, consistent survey administration, and valid and reliable data collection tools (Gomberg et al., 2001), all of which makes it difficult to determine the impact of interventions on observed change (UNIFEM, 2008).

Types of Evaluations

Various types of evaluations that may be conducted at different points in a program's development or implementation (see Figure 3). For example, a needs assessment is an evaluation conducted before the training is even developed. Other evaluations conducted during campaign implementation may measure whether the program is being implemented as intended and identify barriers to implementation. Finally, questions about the extent to which the desired goals of a program are being met, and the cost effectiveness of a program merit different types of program evaluation (Kahan, 2008).

In contrast to other types of VAW programming, some evaluation methods are uniquely suited to public education campaigns. For example, process evaluations often use newspaper, television, and radio tracking; Internet monitoring; advertisement assessments; and case studies. Outcome evaluations, on the other hand, may make use of direct response tracking, framing analysis, and rolling sample surveys (Coffman, 2002). The questions asked in evaluations of public educations can be similar to and different from evaluations of other types of training initiatives. Similar to other evaluations, basic follow-up surveys permit campaign developers to understand whether key messages were received by the target audience (Domestic and Family Violence Policy Unit, 2011), and can facilitate more rigorous evaluations measure outcomes such as knowledge, attitudes, and behaviours. However, evaluations of public education campaigns can assess several other relevant outcomes not commonly addressed with other types of program evaluation, including campaign distribution, placement, and exposure (process evaluations), or policy changes and other macro outcomes (outcome and impact evaluations) (Coffman, 2002).

Figure 3. Types of Program Evaluations.

Preliminary Evaluations

- *Needs Assessment.* Used to learn what the people or community that you hope to reach might need.
- *Resource Assessment.* Used to assess the resources or skills that exist among the people or communities with which you hope to work. Often conducted alongside a needs assessment.
- *Evaluability Assessment.* Conducted to determine whether a project is ready for a formal evaluation. It can suggest which evaluation methods would best suit the project.

Formative Evaluations (or Process Evaluations)

- Tells how the project is operating, whether it is being implemented the way it was planned, and whether problems in implementation have emerged.
- A primary goal is to identify areas where project administration and delivery can be approved.

Outcome Evaluations

- Examines the extent to which a project has achieved the outcomes it set at the outset.
- Outcomes are sometimes designated as short-term, intermediate, or long-term.

Economic Evalutaions

- *Cost-effectiveness Study.* Examines the relationship between project costs and project outcomes. It identifies the cost associated with each level of improvement in an outcome.
- *Cost-benefit Analysis.* Similar to a cost-effectiveness analysis in that it examines the relationship between project costs and outcomes (or beneifts), but it assigns a dollar value to the outcome or benefit so that a ratio can be obtained to show the number of dollars spent and the number of dollars saved or positive benefits achieved.

(Kahan, 2008)

Program developers and evaluators must recognize that not every program is ready for an outcome evaluation, nor does every program require the same level of evaluation. Because resources are often limited, it is important to consider the type of evaluation that best suits your program and what information you require the evaluation to provide (Burt et al., 1997). Typically, formative evaluations are conducted before outcome evaluations to measure implementation fidelity, or the extent to which programs are implemented as intended. Implementation fidelity can be thought of as moderating the relationship between interventions and their intended outcomes – how well a program is implemented affects its success (Carroll et al., 2007). A number of factors may influence implementation fidelity, including the content, frequency, and duration of public education campaigns, as well as the complexity of the intervention, quality of delivery, and target group responsiveness (Carroll et al., 2007).

After such evaluations, an outcome evaluation may be warranted in order to better understand the effects achieved by a program, or the effectiveness of the intervention in generating change (UNIFEM, 2008). It is at this point that one may attempt to answer questions such as whether the program achieved the planned results, what strategies worked and did not work, and whether the program made a difference for those it was intended to impact (UNIFEM, 2008).

Regardless of the type of evaluation being used, it is important to begin by asking what must be learned and how the findings will be used, because these questions determine the appropriate type of evaluation (Burt et al., 1997). With this in mind, a widely accepted evaluation approach developed by Kirkpatrick (1996) can be applied to the evaluation of public education campaigns. The approach outlines four levels of measurement that identify the range of campaign effects. Each level of assessment provides important information for the development, evaluation, and revision of public education campaigns (Gramckow et al., 1997):

- **Reactions.** Immediately measuring "customer satisfaction" with a campaign.
- **Learning.** Assessing changes in attitudes, increased knowledge, and/or improved skills.
- **Behaviour changes.** Assessing changes in a target group's performance or ability to apply learning.
- **Results, or problem impact.** Assessing the impact or applied results of the campaign (Kirkpatrick, 1996).

Problematically, most evaluations focus exclusively on reaction and learning (Gramckow et al., 1997). Furthermore, there is an important distinction between these first two levels that is often muddied; often respondents' perceptions of learning (i.e., reaction level) are described as evidence of actual knowledge acquisition (i.e., learning level). In general, the latter requires some sort of pre-test to measure the gains in knowledge that can be attributed to the training. Although pre-testing may be difficult, even widespread public education campaigns with a large media component can collect baseline data. For example, an evaluation of the *Be Someone* campaign in Australia included telephone surveys with more than 300 respondents prior to the campaign's launch to collect baseline data about attitudes and behaviours. Additional telephone surveys were then conducted six months after the campaign's launch (but while advertising was still running) to measure community attitudes and awareness of the campaign (Domestic and Family Violence Policy Unit, 2011).

Antle and Martin (2003) note that many evaluators and administrators avoid level four evaluations because they are more time consuming and data may not be routinely available. Nevertheless, Kirkpatrick (1996) argues that data should be collected at all levels to meaningfully assess campaign outcomes. As Carson et al. (2009, p. 12) explain,

> when the focus switches to outcomes of programs rather than just usage or throughput…it is harder because comprehensive evaluations seek to go beyond descriptive data to establish the counterfactual. That is, they need to determine whether desired changes did happen, but also what would have happened in the absence of the program, and whether the assistance for one group is at the expense of another group.

Evaluation of Public Education Campaigns

Logic Models

In the context of an evaluation, it is important to begin with a clear understanding of a program's goals and objectives. It is also important to carefully consider the activities that make up a program and your beliefs about how those activities eventually relate to achieving the program's desired goals (Burt et al., 1997). In considering these questions, it is useful to create a logic model that clearly outlines the expected sequence of steps from the training program to eventual client outcomes (OHPE, 2009; Rossi et al., 2004).

There is no 'right' way to develop a logic model, as the format varies based upon the requirements of those creating the logic model and the needs of the evaluators and other stakeholders (OHPE, 2009). However, an Ontario Health Promotion E-Bulletin (OHPE, 2009) presents several common steps that are found in the development of most logic models:

1. Form a small workgroup consisting of program planners, staff, evaluators and other stakeholders. This group will likely need to meet several times to develop and revise the model.

2. Set boundaries for the program by focusing on a particular target group and recognize resource limitations.

3. Conduct a review of program reports, planning documents, and relevant literature.

4. Make a list of project goals.

5. Define the target group(s) – be as specific as possible.

6. Outline the program's process or implementation objectives (i.e., what will the individuals who implement the program be doing?).

7. Outline the process indicators (i.e., how will you know if the program activities have been implemented as planned?).

8. Outline immediate and intermediate objectives, and consider the desired short-term outcomes of the program. Objectives should Include a direction (increase, decrease, alleviate, expand, etc.), and be specific, measurable, realistic, and based on rationale such as a review of the literature, previous experience, or other relevant data.

9. Determine immediate and intermediate indicators or outputs and identify how you will know when your short-term objectives have been achieved.

10. Outline the long-term objectives of the program.

11. Determine long-term indicators or outputs and identify how you will know when the program's long-term objectives have been achieved.

12. List the project activities – what is the program intended to do in order to achieve its objectives? Note that activities should be driven by objectives rather than determining the objectives based on planned activities.

13. Group program activities into components or strategies (activities that fit together conceptually) such as counseling, social marketing, training, advocacy, coalition building, educating, etc.

Evaluation of Public Education Campaigns

14. Check your logic and ask whether each element of the model is causally linked to the next. Are causal linkages realistic? Are objectives clear and measurable? Are activities clear and measurable? Are there other potential activities for achieving the outcomes? Are resources adequate?

15. Verify your logic model with stakeholders and program staff who are not a part of the workgroup and modify accordingly.
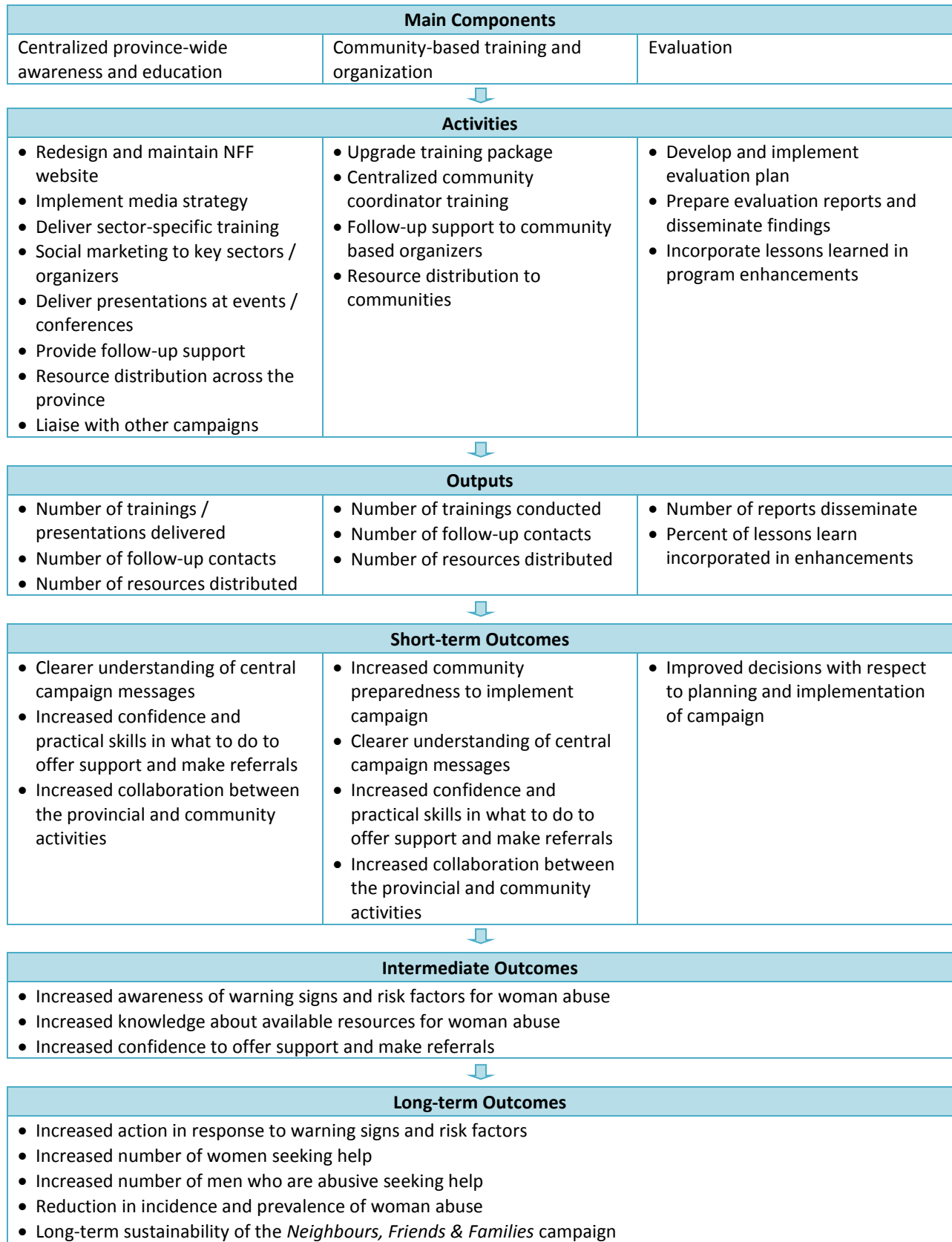
Although developing a logic model may be a lengthy and detailed process, the result is a model that can be useful in both program implementation and evaluation (OHPE, 2009). Presenting the logic of a program in the form of a logic model often makes it easier to identify questions that an evaluation might reasonably answer (Rossi et al., 2004). An added benefit is that the development of a logic model necessitates a systematic review of all aspects of a program, which helps the evaluator ensure no critical issues have been overlooked (Rossi et al., 2004). To illustrate, a sample logic model for the *Neighbours, Friends & Families* program is presented in Figure 4.

Checklist for Critical Steps in the Evaluation of Social Marketing / Public Education Campaigns

Van Marris and King (2007) offer a series of steps to follow when conducting an evaluation. Their approach is not only more comprehensive than many others – thereby lending itself to being used as a checklist to ensure all major steps are included – but it also recommends engaging stakeholders (Kahan, 2008). While this step may not be relevant to all programs, it is useful for collaborative evaluations and is in keeping with many organizations' values of working together to end VAW. The steps outlined by Van Marris and King (2007) are described below:

- ☐ **Clarify your program.** This includes defining goals, your population of interest, outcome objectives, activities, and measurable indicators.
- ☐ **Engage stakeholders.**
- ☐ **Assess resources for the evaluation.** It is important to identify staff skills and funding available for the evaluation.
- ☐ **Design the evaluation.** Select the evaluation type, consider ethical issues and confidentiality.
- ☐ **Determine appropriate methods of measurement and procedures.**
- ☐ **Develop a work plan, budget, and timeline for evaluation.**
- ☐ **Collect the data using agreed upon methods and procedures.**
- ☐ **Process and analyze the data.**
- ☐ **Interpret and disseminate the results.**
- ☐ **Take action.**

Figure 4. Sample Logic Model for *Neighbours, Friends & Families.*

Main Components		
Centralized province-wide awareness and education	Community-based training and organization	Evaluation

⬇

Activities		
- Redesign and maintain NFF website - Implement media strategy - Deliver sector-specific training - Social marketing to key sectors / organizers - Deliver presentations at events / conferences - Provide follow-up support - Resource distribution across the province - Liaise with other campaigns	- Upgrade training package - Centralized community coordinator training - Follow-up support to community based organizers - Resource distribution to communities	- Develop and implement evaluation plan - Prepare evaluation reports and disseminate findings - Incorporate lessons learned in program enhancements

⬇

Outputs		
- Number of trainings / presentations delivered - Number of follow-up contacts - Number of resources distributed	- Number of trainings conducted - Number of follow-up contacts - Number of resources distributed	- Number of reports disseminate - Percent of lessons learn incorporated in enhancements

⬇

Short-term Outcomes		
- Clearer understanding of central campaign messages - Increased confidence and practical skills in what to do to offer support and make referrals - Increased collaboration between the provincial and community activities	- Increased community preparedness to implement campaign - Clearer understanding of central campaign messages - Increased confidence and practical skills in what to do to offer support and make referrals - Increased collaboration between the provincial and community activities	Improved decisions with respect to planning and implementation of campaign

⬇

Intermediate Outcomes
- Increased awareness of warning signs and risk factors for woman abuse   - Increased knowledge about available resources for woman abuse   - Increased confidence to offer support and make referrals

⬇

Long-term Outcomes
- Increased action in response to warning signs and risk factors   - Increased number of women seeking help   - Increased number of men who are abusive seeking help   - Reduction in incidence and prevalence of woman abuse   - Long-term sustainability of the *Neighbours, Friends & Families* campaign

(adapted from Flanigan, 2011, pp. 25-26)

Western Education | Centre for Research & Education on Violence Against Women & Children | LEARNING NETWORK

Evaluation of Public Education Campaigns

Conclusion

There is currently a dearth of rigorous evaluations of VAW social marketing / public education campaigns, which makes the identification of best practices difficult (Coffman, 2002; Horsfall et al., 2010). Nevertheless, there is some evidence to suggest that VAW social marketing / public education campaigns may increase participants' awareness of VAW and warning signs of abuse, and confidence in providing support to victims (Pajot, 2009). Other campaigns have been found to increase women's awareness of the risk of sexual assault and reduce the likelihood of completed sexual assaults (Senn, 2011). However, some campaigns may increase the risk to women and produce other negative unintended outcomes (Davies et al., 2003; Donovan & Vlais, 2005). The impact of VAW social marketing/ public education campaigns on long-term outcomes, such as reducing violence, is less clear.

This handful of studies notwithstanding, rigorous evaluations of social marketing / public education campaigns are rare and complicated (Coffman, 2002; Horsfall et al., 2010). To fully understand the value and impact of VAW social marketing / public education campaigns, evaluations must move beyond post-hoc and anecdotal feedback towards understanding the real-world impact of these campaigns (Coffman, 2002; Gomberg et al., 2011; Kim & White, 2008; Rossi et al., 2004). Utilizing logic models (OHPE, 2009; Rossi et al., 2009) to guide outcome evaluations may make the task seem less daunting.

Regardless of the type of evaluation undertaking, it is important to remember that conducting in-depth evaluations of social marketing / public education campaigns is only an important first step. A necessary second step, and one that ought not to be overlooked, is to make use of the information gathered (CREVAWC, 2011). Making use of the information obtained from rigorous program evaluations is critical to ensuring VAW social marketing / public education campaigns are as effective as possible, which is necessary if we are to most effectively serve victims of VAW and prevent violence in the future.

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Western Education | Centre for Research & Education on Violence Against Women & Children LEARNING NETWORK   Evaluation of Public Education Campaigns

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Additional Resources

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Available Online: http://www.cdc.gov/violenceprevention/pdf/evaluation_improvement-a.pdf

This document outlines Centres for Disease Control and Prevention's seven steps for conducting an evaluation, and covers topics such as preparing to hire an evaluator, writing a job announcement, finding potential evaluators, assessing the candidates, writing an evaluation contract, building an effective relationship with your evaluator, and sustaining the evaluation.

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This paper highlights some of the problems associated with transferring projects designed for one context into others. Examples are provided and solutions are proposed.

Evaluation of Public Education Campaigns

Learning Network (vawlearningnetwork.ca)

The Learning network operates as an electronic clearinghouse for violence against women training and public education organizations across Ontario, and aims to provide easier access to VAW resources, including curricula, research reports, and evaluation tools. It also aims to support and promote education and training resources to service professionals, women with lived experience, the public, and the government.

Centre for Research &Education on Violence against Women & Children (learningtoendabuse.ca)

The Centre promotes the development of community-centred, action research on violence against women and children. Its role is to facilitate the cooperation of individuals, groups, and institutions representing the diversity of the community to pursue research questions and training opportunities to understand and prevent abuse. Information is provided on awards and grants, training and education, research, curricula, and upcoming events. The Centre is home to the VAW Learning Network.

GrantCraft (www.grantcraft.org)

GrantCraft provides information to those offering grants, including guides, videos, workshops, and other resources (many of these lessons can be extrapolated to those applying for grants, as well). The website also contains a helpful section on evaluations, covering topics such as mapping change, outcomes and evaluations, and participatory action research.

Ontario Women's Directorate (www.women.gov.on.ca)

The OWD promotes women's equality with a focus on ending violence against women and increasing women's economic security by proving research, analysis, and advice to the government, providing grants for programs that support women's safety, and collaborating with women's organizations and government to advance women's equality. Their website contains information on government initiatives, key programs, information on grants, and many additional resources.

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