

NATIONAL SEXUAL ASSAULT COALITION

Resource Sharing Project



# Evaluation Toolkit

## MODULE FIVE

Tools for Moving Beyond the Report

Resource Sharing Project

Evaluation Toolkit

Module Five: Tools for Moving Beyond the Report

Written by: Laura Pinsoneault, Spark Policy Institute, and  
members of the Resource Sharing Project Staff

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# INTRODUCTION

**M**odule 4 introduced us to tools to collect data and critical perspectives about our TA. This module introduces us to tools and approaches for taking these different perspectives and generating meaningful information we can act on.

This toolkit was created to help develop an evaluation practice that includes living our values, questioning our assumptions, and using information to learn and adapt to help us get better at what we do. Evaluation as a practice means seeing it as a process rather than a product (a report). Keep in mind, we don't have to wait until the evaluation is "over" before engaging people around findings and actions coming out of those findings.



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*Evaluation as a practice means seeing it as a process, not a product*

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*Like tools to collect data, there are facilitated ways to engage others with evaluation findings and non-facilitated ways to engage*

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In the design phase (Module 3), we asked several questions to help plan for the evaluation that also help us think about how to take all the data we gathered through the tools we chose and turn it into actionable information.

Like tools to collect data, there are facilitated ways to engage others with evaluation findings and non-facilitated or more passive ways to engage. Even through non-facilitated engagement with data, the goal is not to simply report out but to get the reader to make sense of the information we are providing and decide what it means to them.



evaluation. However, what is reported should be considered in relationship to the audience who is using and applying the information. Information needs to be provided in a way that it can be responsibly used.

- Approach reporting from a strength orientation. This does not mean our evaluation ignores problems or challenges in our work. It does mean, though, that when we talk about groups or experiences, we make sure to avoid reinforcing stereotypes about survivors, people of color, immigrants, LGBTQ+ community, women, etc.
- Before including direct quotes or individual stories, get additional permission and find out how people want to be recognized, if at all, for sharing their story.
- Use disaggregation of data responsibly. Disaggregation of data is often a point of debate in evaluation. When we roll up or aggregate data in order to describe the results based on all the responses, we can overlook some

important nuances in people's experiences.



[The Stakeholder Engagement Wheel tool](#)

from Tamarack Institute can be helpful in engaging multiple perspectives and informers of the evaluation in how to disseminate and use findings.



A resource developed by the [RSP Evaluation Workgroup](#) provides additional information on the intended and unintended consequences of evaluation.



For example, we may have hosted a training where 20 attendees identified as black, 5 Latinx and 75 as white. Our satisfaction survey, when aggregated shows us that 95 (95%) out of those 100 people attending a training think sexual violence is an important issue. Looking at this data, we may assume that we got our point across. However, when we disaggregate that data (break it down by demographic or social identity), we may find that 5% who reported being less satisfied were all Latinx. This would point to a significant difference in experience that would get lost without disaggregating the data.

Where we see in the example above, disaggregation of data helped highlight where disparities and inequities exist, we also need to be careful about disaggregating data in a way that reinforces stereotypes or bias.

Using the same example above, someone could use that data to argue that Latinx women do not care about sexual violence because they have differing beliefs about gender. However, in reality, we may have failed to communicate in a way that could be understood or connect with their experience. In this case, in putting the data out there, we may have made things worse.

This example is relatively straightforward and clear. The potential for misuse however is not always this clear. In general, disaggregation of data is important to create a conversation about underlying root causes and inequities that need to be examined in order to help survivors heal. However, we need to be sure that there is appropriate facilitated use of this data. If we feel that sharing disaggregated data would compromise someone's safety or privacy, or make their conditions worse, we need to find a better way to surface disparities and learning.



# THE REPORT

**A**lthough this section is about moving beyond “the report”, it is worth our time to think about how we can do reports in a way that prompts users to think about how the information can be translated into knowledge, skills and applications of our values. Often funders do request some type of written report at the end of a funding cycle.

This section explores ways to do reporting that educates our funders and furthers our message.

There are two goals for the written report:

- Provide information in a way that is easily accessible and digestible
- Give guidance on how users can think about and apply the information

Quantity is not quality when it comes to reporting. Our best bet with reports

is to use plain language and lots of visuals. We need to be careful not to overgeneralize our findings and to be intentional about what it is we choose to report and what we do not.

A basic report should provide the following information:

- What was being evaluated
- Why we evaluated it
- How we gathered and analyzed the information we collected
- What we found or learned from the evaluation with some “data or evidence” that supports the claims we are making

Although these general components are consistently found in reports, there are alternatives to a written report.

## Learning Memos

Capture in short form key findings or learnings and implications. Learning memos clue the user into your next steps or actions based on what was learned.

 [AmplifyChange](#) and the [Global Fund for Women](#) both share their learning memos with wider audiences through their websites. These are not only good examples of formats for learning memos but the public sharing of their learning memos helps spread their message.

## Briefs

The format is in the name. Briefs in 4-5 pages focus on the core messages of the evaluation. A brief usually accompanies a larger report.

 [UNICEF](#) provides several examples of briefs for different types of evaluations on their website.

Regardless of what format is chosen, the broader goal is to be sure the information shared in the report gets used. Although reports are generally a passive way for people to engage with evaluation findings, it is helpful to include throughout the report call outs or generative questions that keep the reader focused and engaged with what is being written so that the user is not just reading the information but connecting with the experience. Some examples include:

- Where in your own work have you had a similar experience?
- What questions do you have about...?
- How would you put ... into practice?



It is also important to consider that written reports do not have to be done by evaluation or coalition staff only. Many of the tools in this toolkit and those related to Participatory Action Research (introduced in Module 2) bring participants into the reporting process.

THIS IS ONLY GLUE AND  
PAPER. NOT ART.

## BEYOND THE REPORT

There are growing number of acceptable tools to help communicate information about our evaluation practice. What is key in sharing the data is not how we share it but what we share and how we engage others with it. These tools highlight the importance of evaluation practice as both an art and a science. They leverage different learning styles to engage with the findings but do not replace the need to be ethical and intentional around what gets reported.

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*What is key in sharing the data is not how we share it but what we share and how we engage others with it*

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## Infographics

Infographics (information + graphics) visually represent data in a graphic format so that people can easily understand all the take-aways of the evaluation. It's a creative way to simplify a lot of quantitative data into a few eye-catching shapes and colors (e.g. how many programs you reached with TA and what those programs are saying about the impact of that TA). Infographics do not leave a lot of room to help users interpret or process the information meaningfully, but they can help stimulate interest in knowing more. Infographics are powerful with external users who may not have a lot of

knowledge of our work yet. Infographics are also great for communications to the general public following your work (think social media followers) and can help further our core messages.



There are a few free programs out there that offer user-friendly programs to design a simple infographic. Check out [venngage](#) or [piktochart](#).

# LEARN THE FACTS ABOUT SEXUAL VIOLENCE

 **1 IN 2 WOMEN** have experienced sexual violence other than rape in their lifetime.<sup>1</sup>

 **1 IN 5 WOMEN** have experienced completed or attempted rape in their lives.<sup>1</sup>

 **1 IN 3 WOMEN** experience physical or sexual violence by an intimate partner.<sup>2</sup>

 **41% OF WOMEN** reported experiencing physically aggressive street harassment.<sup>4</sup>

Women have a **50% TO 95%** chance of developing post-traumatic stress disorder after being raped.<sup>5</sup> 

 **1 IN 5 MEN** have experienced sexual violence other than rape in their lifetime.<sup>1</sup>

 **1 IN 6 BOYS** are sexually abused before age 16.<sup>6</sup>

 **18% OF MEN** reported experiencing verbal street harassment.<sup>4</sup>

 Only **26.2% OF MEN** who experienced childhood sexual abuse disclosed at the time of the abuse.<sup>7</sup>

Nearly **1 IN 67** men in the United States have experienced rape or attempted rape.<sup>8</sup> 

 **67.5% OF INSTANCES OF RAPE ARE ESTIMATED TO GO UNREPORTED.**<sup>9</sup>

**FEWER THAN 5%** of completed or attempted rapes against college women were reported to law enforcement.<sup>3</sup> 

Among college women, **9 OUT OF 10** victims of sexual assault knew the person who sexually assaulted them.<sup>3</sup> 

**SEXUAL VIOLENCE THRIVES WHEN IT IS NOT TAKEN SERIOUSLY AND VICTIM BLAMING GOES UNCHECKED.**

## USE YOUR VOICE TO PREVENT IT

 BELIEVE SURVIVORS  CHALLENGE VICTIM BLAMING  RESPECT BOUNDARIES

 [WWW.NSVRC.ORG](http://WWW.NSVRC.ORG)

<sup>1</sup>Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., ... Stevens, M. R. (2011). National Intimate Partner and Sexual Violence Survey: 2010 summary report. Retrieved from the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. [http://www.cdc.gov/Violenceprevention/pdf/nisvs\\_report2010-a.pdf](http://www.cdc.gov/Violenceprevention/pdf/nisvs_report2010-a.pdf)

<sup>2</sup>Risher, B. S., Cullen, F. T., & Turner, M. G. (2009). The sexual victimization of college women (NCJ 223269). Retrieved from the National Criminal Justice Reference Service: <https://www.ncjrs.gov/pdffiles1/nij/223269.pdf>

<sup>3</sup>World Health Organization. (2014). Global status report on violence prevention 2014. Retrieved from [http://www.who.int/violence\\_injury\\_prevention/violence/status\\_report/2014/en/](http://www.who.int/violence_injury_prevention/violence/status_report/2014/en/)

<sup>4</sup>Near, H. (2014). Unsafe and harassed in public spaces: A national street harassment report. Retrieved from Stop Street Harassment: <http://www.stopstreetharassment.org/wp-content/uploads/2013/08/2014-National-SSH-Street-Harassment-Report.pdf>

<sup>5</sup>Hesse, L., Elberg, M., & Gottemoeller, M. (1992). Ending violence against women. Population Reports, 1(1), 1-43. Retrieved from VAWhet: <https://www.net.org/sites/default/files/assets/files/2015-10/PopulationReports.pdf>

<sup>6</sup>Trappier, J. (nd.). Statistic on sexual abuse of boys. Retrieved from <https://www.jmhopper.com/child-abuse/sexual-abuse-of-boys/statistics/>

<sup>7</sup>O'Leary, P. J., & Barber, J. (2008). Gender differences in silencing following childhood sexual abuse. Journal of Child Sexual Abuse, 17, 133-143. doi:10.1080/10538710801916495

<sup>8</sup>Turner, J. L., & Morgan, R. E. (2016). Criminal victimization, 2015 (NCJ 250490). Retrieved from the U.S. Department of Justice, Bureau of Justice Statistics: <http://www.bjs.gov/content/pub/pdf/cv15.pdf>

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Infographic credit: National Sexual Violence Resource Center (NSVRC)  
<https://www.nsvrc.org/learn-facts-about-sexual-violence-infographic>



## Dashboards

Like infographics, dashboards help visually display the most important information from your evaluation on one page or screen. Where infographics are meant to engage externally to excite people about your findings, dashboards are an internal tool that helps monitor the health of our TA work. What is included in a dashboard are the key metrics that help us know whether our TA efforts are on track. For example, we may have on a monthly dashboard the following:

- They types of TA in terms of the hours spent
  - Standardized rating of TA
  - Core issues covered by frequency of request
  - Key learning from the TA for the month
- Dashboards aggregate and track the same metrics over time so that you can see how certain decisions impact certain metrics. Dashboards are most useful when they are incorporated into larger leadership and strategy discussions.
- How much TA and support was provided



 PowerPoint and Excel both have tools for building out dashboards or data placemats, but you'll have to start from scratch and create the charts you want to look at.

 If you want to get more sophisticated or you want a pre-populated tool you can check out [ChartBlocks](https://www.chartblocks.com).



## Graphical Recording

Graphical recording is the translation of data into visual storytelling. It is a skill that needs to be developed over time. This approach to capturing data in a live setting has several benefits, including:

- Increasing engagement, particularly among visual learners, so they are more likely to take with them what we want to share from the evaluation
- Synthesizing some of the ideas and contributions that might go unnoticed in other forms of data collection, analysis and reporting
- Bringing a human element to the table to capture multiple voices on the same theme

There are a growing number of graphical recorders around the globe who could help support implementing this tool. There are also classes on-line and locally to teach the basics. The skill itself develops over time, but a graphical recorder does not need to be an artist or an expert at drawing. The core characteristics of a good graphical recorder are:

- Active listening
- Real-time synthesis
- Observation
- Cultural compassion

If we are working with an external graphical recorder, we should plan to spend time orienting this individual to our work and the perspectives we are hoping to gather during the recording session.



Photo Credit: Salvador\_alc—own work, CC BY-SA 3.0,

[https://commons.wikimedia.org/wiki/File:Mural\\_Wikimedia\\_Conference\\_2014.jpg](https://commons.wikimedia.org/wiki/File:Mural_Wikimedia_Conference_2014.jpg)

💡 Note that this tool is a great way to include youth and community in the collection of information and reporting. They often see and hear things in ways that trainers and TA providers do not.

✍️ There are several places online to learn more about graphical recording. Two are here: <https://www.youtube.com/watch?v=KiIgcoc7Wqg> and [ImageThink](#).

These are only a few of the tools to help move beyond a report. If we are engaged around storytelling and narrative tools, our dissemination should be as authentic as the tool itself. Fun alternatives for wider sharing of information can be hosting of Gallery Nights for Photovoice displays or Folk Art, podcasts or hosted discussions around MSC or SCM stories, or learning circles where we come together around a common theme identified through our evaluation to determine action (see [Module 6](#)).

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