
Building Evaluation Competence

Health Promotion
Workbook Two

Whakauae Research Services
Whanganui 2009

Building Evaluation Competence: Health Promotion Workbook Two

What this Workbook covers

	Page
1. Using the Workbook	2
2. Your assessment of your evaluation knowledge and skill	3
3. Workbook learning outcomes	4
4. Project evaluation: Model Steps 1-7	5
5. Evaluation design: Criteria	6
6. Evaluation design: Standards	15
7. Evaluation design: Ethics	32
8. Evaluation design: Approaches	37
9. Final points	39
10. Useful sources of information	42
11. Appendices	43

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Building Evaluation Competence: Health Promotion Workbook Two

1. Using the Workbook

This Workbook **builds on the basics** covered in *Building Evaluation Competence: Health Promotion Workbook One*.

You will get the most out of Workbook Two if you:

- ☐ Begin by reviewing the material covered in Workbook One.
- ☐ Next, fill out the top half of the self assessment sheet (Page 3).
- ☐ Work your way through the content in the order it is presented.
- ☐ Progress through the content at your own pace.
- ☐ Do all the Workbook exercises.
- ☐ Carry out all the suggested activities.
- ☐ From time to time, review the Workbook content you have covered.

On the next page is a self - assessment form

To clarify your current evaluation knowledge and skill level, fill out the top half of the self assessment form now.

When you have finished Workbook Two, fill out the bottom half of the form. Compare the bottom half of the self -assessment form with the top half. What learning progress have you made?

Building Evaluation Competence: Health Promotion Workbook Two

2. Your assessment of your evaluation knowledge & skill

Circle your level of knowledge etc using continuums 1 - 3 below.

Before starting this Workbook : Date / /

1) I can develop relevant criteria and standards to assess project processes and outcomes:

Always Usually Unsure Sometimes Never

2) I can identify ethical issues that need to be taken into account when evaluating a project:

Always Usually Unsure Sometimes Never

3) I can identify the two main evaluation approaches and the methods each uses:

Yes Unsure No

After finishing this Workbook Date / /

1) I can develop relevant criteria and standards to assess project processes and outcomes:

Always Usually Unsure Sometimes Never

2) I can identify ethical issues that need to be taken into account when evaluating a project:

Always Usually Unsure Sometimes Never

3) I can identify the two main evaluation approaches and the methods each uses:

Yes Unsure No

3. Workbook learning outcomes

This Workbook **builds on** your skills and knowledge of the **basics** of project evaluation. It is designed to meet the needs of practitioners new to the health promotion field and / or new to evaluation.

**When you have finished this Workbook
you will be able to:**

(1) Explain
how criteria
and
standards
are used.

(2) Set up
criteria and
standards
to evaluate
a project.

(3) Identify
ethical
issues in
evaluation

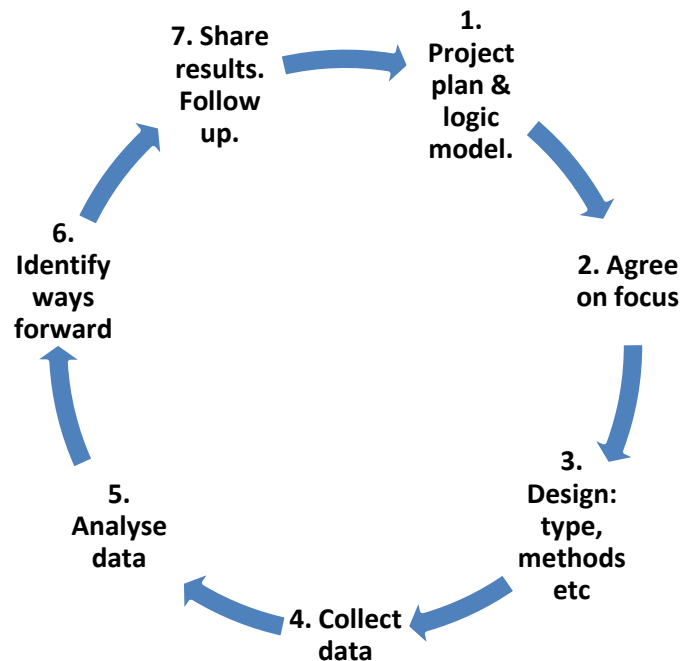
(4) Identify
evaluation
approaches

In this space, write down any other health promotion learning goal/s you have.

Today's date :

4. Project evaluation model

The model below sets out seven steps in the health promotion evaluation process¹:



Workbook One covered Steps 1 and 2. **Step 3** is discussed in this Workbook.

Step 3 Evaluation design

How will you know if your project activities were ‘good’ or not? **How will you know** if project activities have been ‘successful’ in influencing beliefs and behaviours?

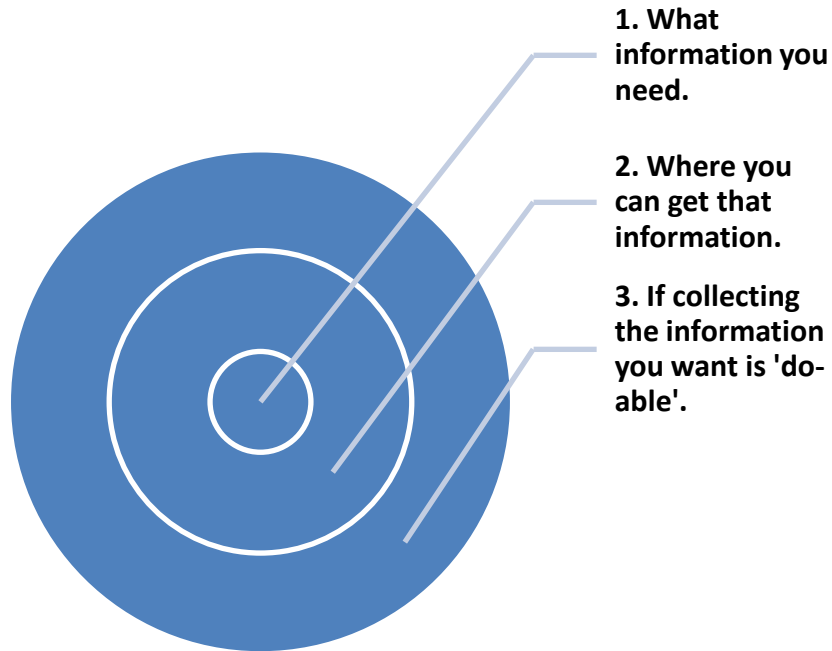
What are the **ethical issues** your evaluation needs to take into account? Will your evaluation use qualitative or quantitative approaches or both? Why?

Workbook Two learning outcomes focus on the above evaluation design topics.

¹ Adapted from Rootman, I., Goodstadt, M., Hyndman, B., McQueen, V., Potvin, L., Springett, J. & Ziglio, E. (Eds). (2001).

5. Evaluation design: Criteria

Before you collect information to evaluate your project, think about:



1. What information will you need?

Every day, you make decisions about the products or services you use or buy. You probably take lots of different things into account when you make those decisions.

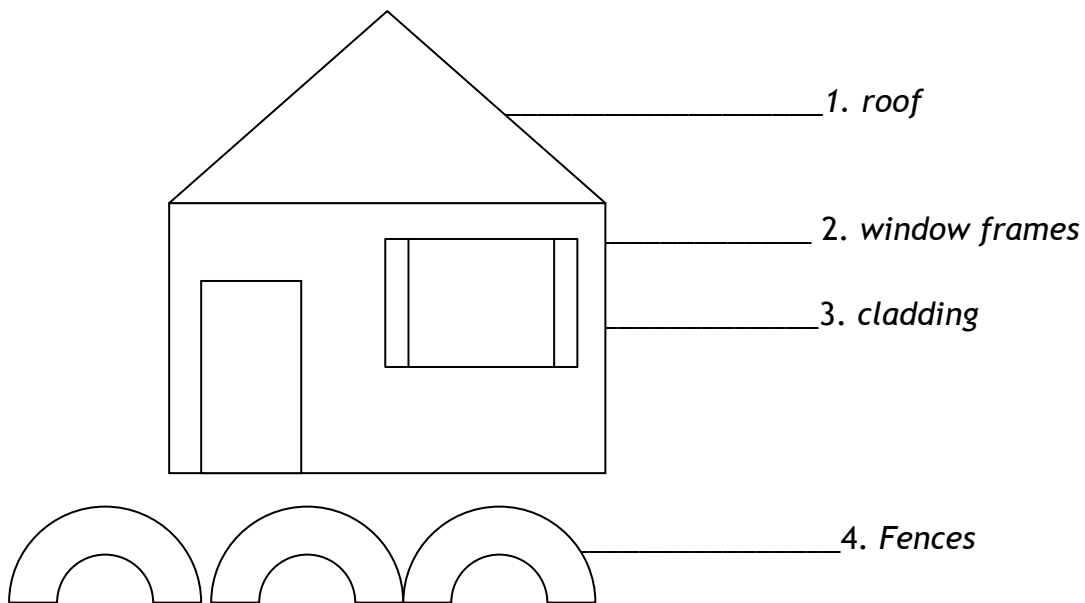
Let's say you want to buy a product and you want to buy the one which you think is the 'best'.

You probably decide what things about a product make it the 'best' from your point of view. These are the **criteria** a product needs to meet to fit your idea of the 'best'.

On the next page is an exercise which illustrates this process.

(a) Example: Setting criteria for buying a house

Things you might decide are important to you to examine when looking for the ‘best’ house to buy (the **criteria** you might focus on) could include:



(b) Exercise 1: Setting criteria for buying a mobile phone

What are **four** of the most important things you might look at if you were buying a mobile phone (what criteria might you focus on)? Write these **four** things in the space next to the mobile phone graphic below.



(c) Summary: Setting criteria

Before judging how 'good' a 'product' (like a mobile phone or a house) is, you need to decide **which aspects** of it you are going to focus on (**ie: set the criteria**).

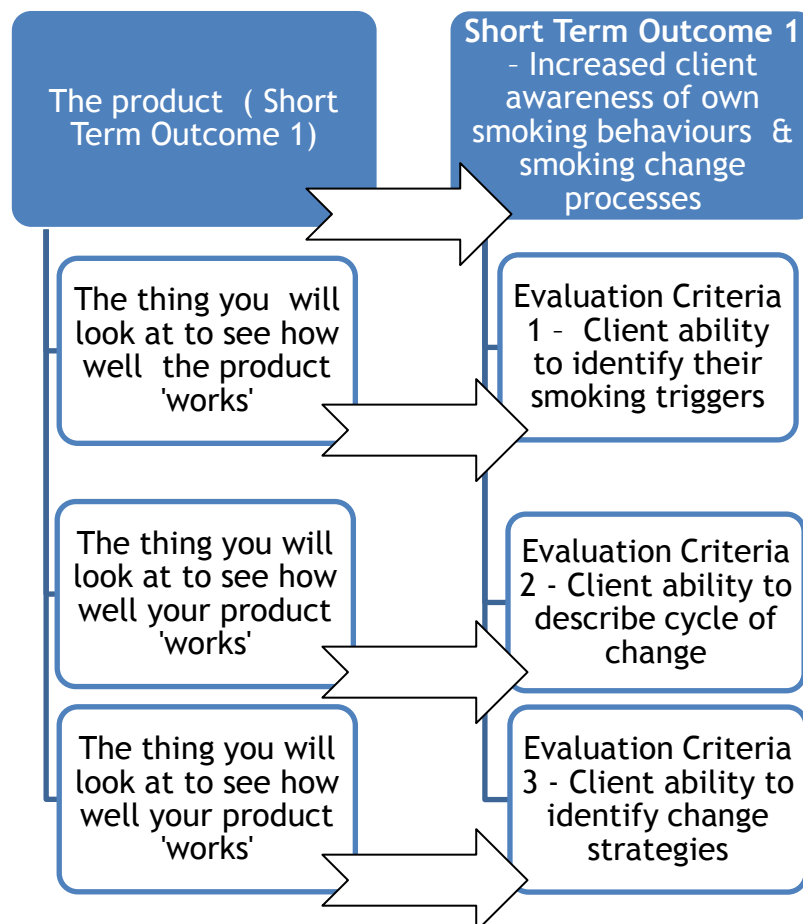
Setting criteria for evaluating outcomes

When you buy a house or a phone, you decide what things (**criteria**) are important to focus on. You look at those particular things closely before buying.

In the same way, you can also decide which things are the most important about a health promotion project **outcome** or project **activity** before a project even begins.

The example below looks at **criteria** you could decide are important to look at in evaluating a project short term outcome (product). The example shown here is one of a number of outcomes which are part of a wider project logic model.

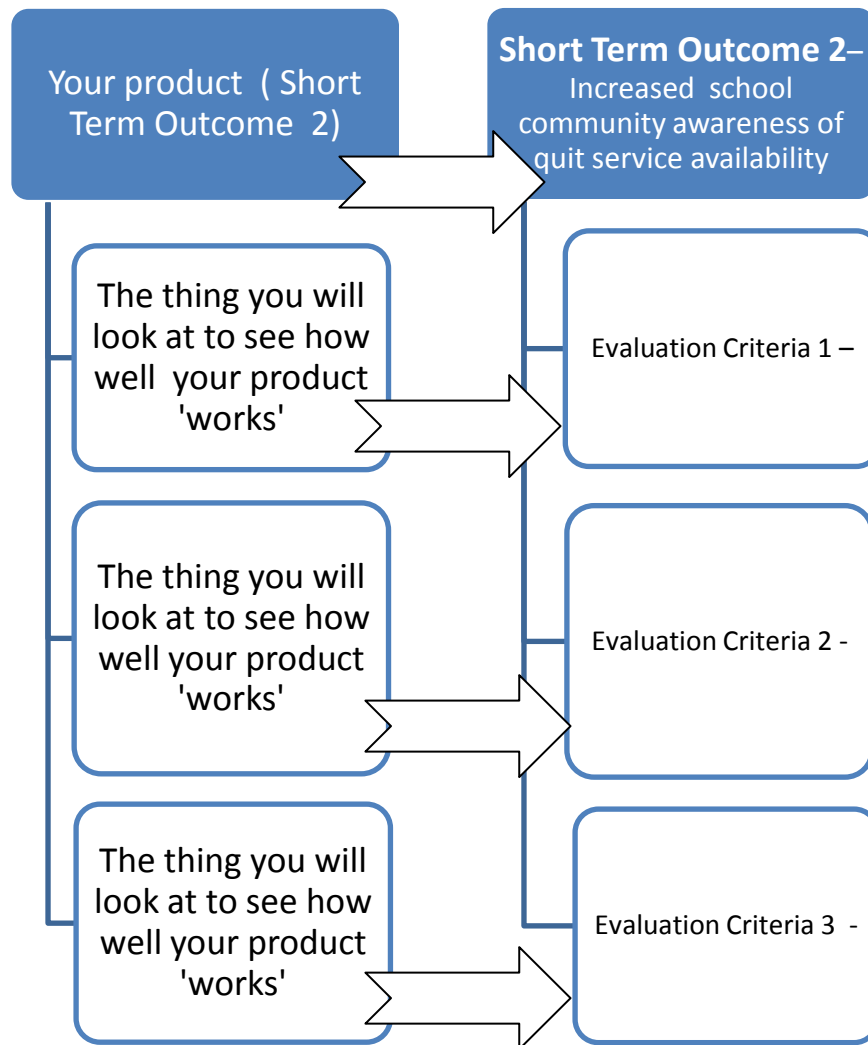
Example: Whanganui Tobacco Control Project



Exercise 2: Whanganui Tobacco Control Project

The diagram below features Short Term Outcome 2 from the same Whanganui Tobacco Control Project logic model.

What Short Term Outcome 2 **criteria** do you think it could be important to look at? Write these in the boxes below labelled Evaluation Criteria 1, 2 & 3.



- ❖ For ideas on developing Short Term Outcome 2 evaluation criteria refer back to the example on Page 8.
- ❖ When you have finished Exercise 2, go to the completed exercise example included here as Appendix One.

Exercise 3

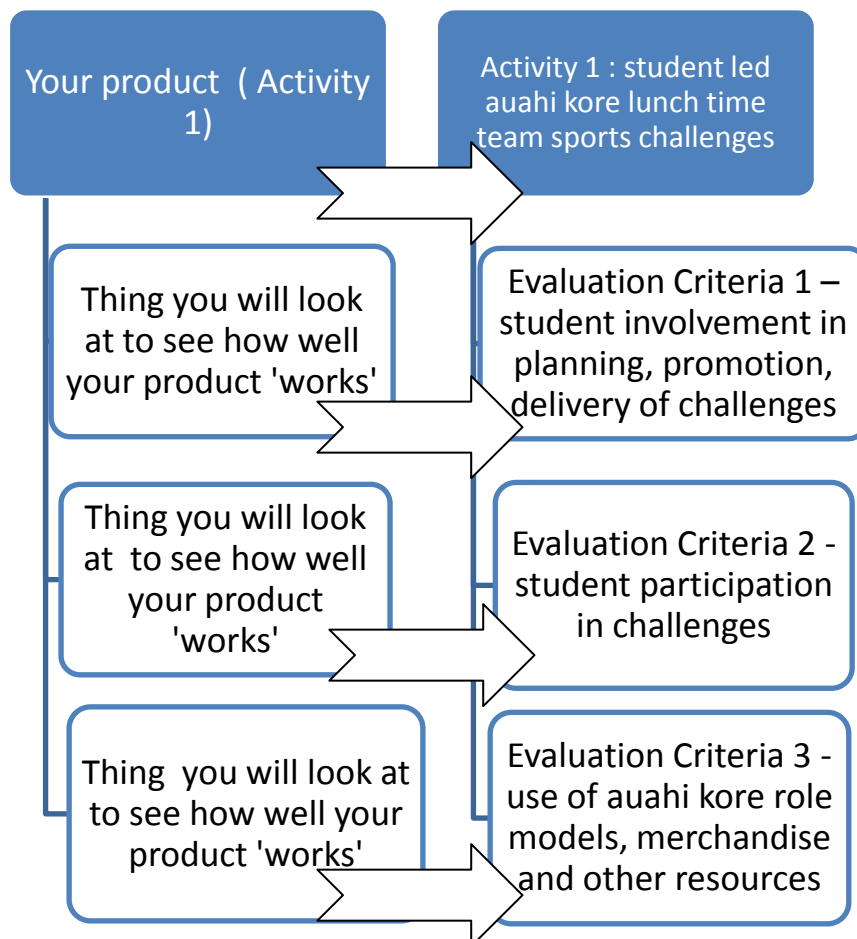
How does your completed Exercise 2 model, on the previous page, compare with the example provided in Appendix One. What are the main differences?

Date / /

Setting criteria for evaluating processes

The example below sets out criteria you could decide are important in evaluating a project **activity** (product).

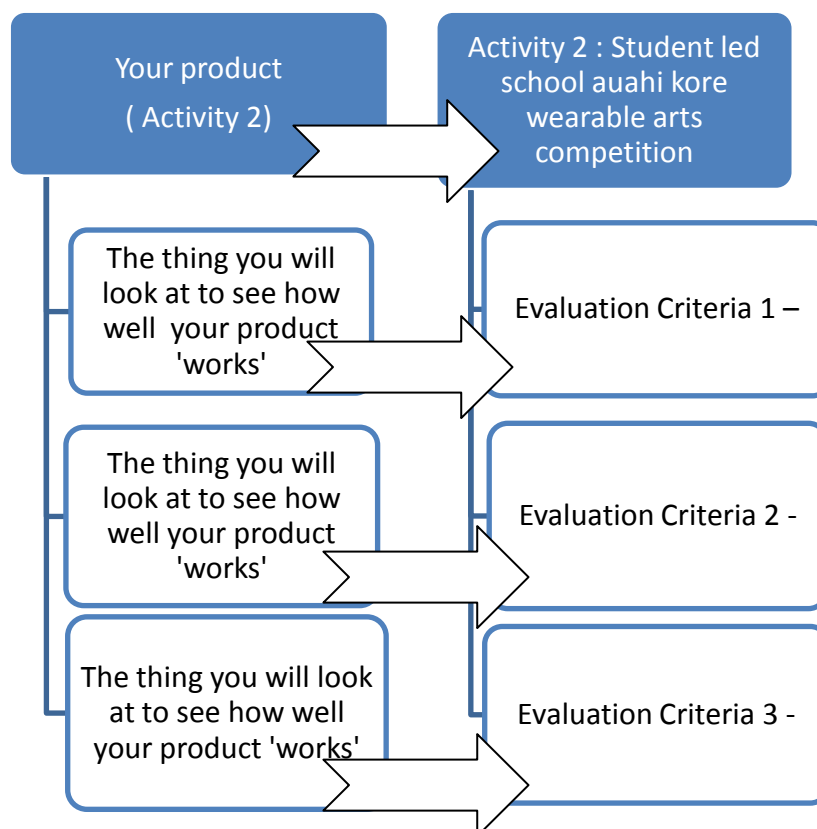
Example: Whanganui Tobacco Control Project



Exercise 4: Whanganui Tobacco Control Project

Evaluation criteria for another Tobacco Control Project activity (Activity Two: Student led school auahi kore wearable arts competition) are set out in the diagram below.

What things (criteria) might you examine to see how well Activity 2 ‘works’? Note these things in the boxes below labelled Evaluation Criteria 1, 2 & 3.



- ❖ For ideas to help develop your Activity 2 evaluation criteria, turn back to Page 10.
- ❖ When you have finished Exercise 4, go to the completed example of the exercise included here as Appendix Two.

Exercise 5: How does your completed Exercise 4 model above compare with the example provided in Appendix Two? What are the main differences?

2. Where will you get the information for your evaluation?

Once the project evaluation focus (Step 2) has been decided (that is, which outcomes and / or activities you will look at) - you can work out **evaluation criteria**, as discussed above.

For each evaluation criteria, think about **where** you will get the information (data) you need.

Example: Data sources (Whanganui Tobacco Control Project)

Activity 1 :	Evaluation criteria	Sources of data (information)
Student led auahi kore lunch time team sports challenges (p10).	1. Student involvement in planning, promotion & delivery of challenges (p10). 2. Student participation in challenges (p10). 3. Use of auahi kore role models, merchandise and other resources (p10).	Observation by evaluator/s Feedback from participants Feedback from student leaders

Information, or data, for a project evaluation can come from many different sources. This depends on the nature of the project being evaluated - the kinds of activities it includes and the outcomes sought.

Exercise 6, on the next page, is about identifying potential evaluation data sources.

Choose a project you have some involvement with and use your knowledge of this to complete the exercise. Refer back to the example on the previous page if you get stuck.

Exercise 6: Data sources

Name of your project	Activity	Evaluation criteria	Data sources
	Choose one activity from the project :	Develop three criteria for evaluating that project activity:	<p>List possible sources of data relevant to the chosen project activity :</p> <p>Date / /</p>

3. Can you realistically get the information you want?

For each evaluation criteria developed, you will need to think about **where** you can get the information (data) which will help you to assess ‘value’ or ‘worth’, as discussed above.

In Workbook One, it was noted that evaluation involves collecting the most useful information possible with the least effort.

Think carefully about what the project group **needs** to know (rather than what it would be 'nice' to know!). What bits of information will contribute, for example, to:

- Improving the project?
- Meeting project accountability commitments?

Remember, not **everything** needs to be evaluated just for the sake of it.

Is it possible to collect the information you want:

- ❖ Is the scope of the evaluation realistic (no more than 3 -5 broad evaluation questions)?
- ❖ Are those evaluation questions simple and well defined?
- ❖ Is the information you need able to be collected easily?
- ❖ Do you have the 'people power' to collect the data?
- ❖ Do you have the \$ and other resources to support evaluation activities?
- ❖ Do you have access to consultancy support if necessary?

If the answer to one or more of these questions is 'no', you may need to think about alternatives such as:

- ❖ Refining the scope of your evaluation - making it narrower by looking at fewer project outcomes and / or activities;
- ❖ Simplifying your evaluation criteria;
- ❖ Looking for additional evaluation funding;
- ❖ Looking for additional evaluation expertise.

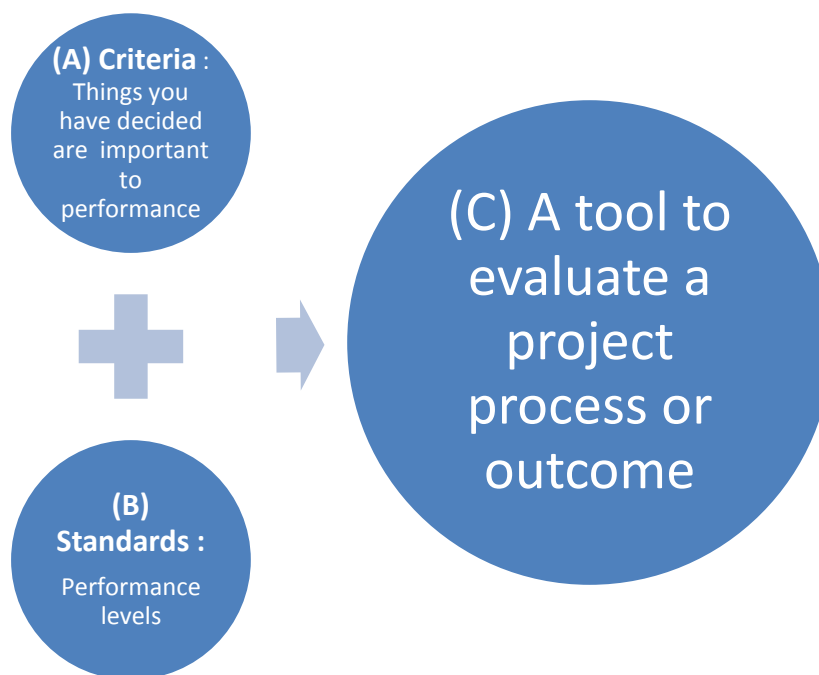
The next section of Workbook Two covers evaluation design: **standards**. It looks at how you will measure if a project outcome, or activity, performs adequately against the criteria you have set.

6. Evaluation design: Standards

Section 5 of the Workbook covered evaluation **criteria** (the things about a project activity or outcome which you have decided are important to its performance).

This section covers **standards**: what ‘performing well’ actually looks like.

Criteria (A) and **standards (B)** together make up the **evaluation tool (C)** as shown in the diagram below:

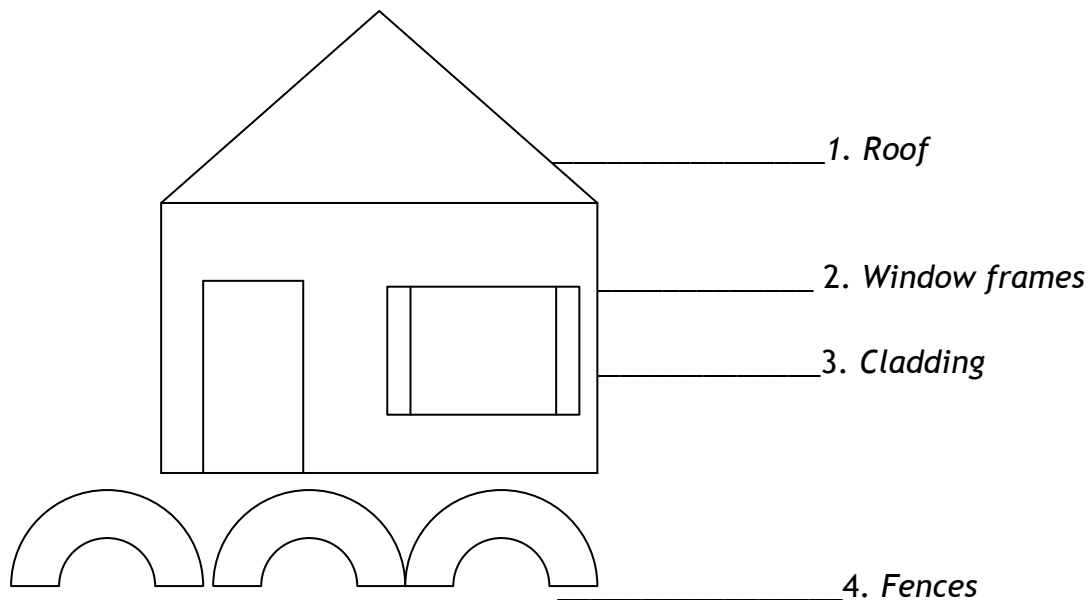


The **evaluation tool (C)**, can be used in the design of product, activity or outcome evaluations.

To illustrate this, and the role of **standards**, we will go back to the product and project process / outcome examples we have already used.

(a) Example: Setting standards for house buying

The **criteria** we decided to take into account when looking for a house to buy were:



How will we decide if a house ‘shapes up’ against the four identified **criteria** (roof, window frames, cladding and fences) or not?

To **rate** performance against the criteria, we need to set **standards**. **Standards clearly spell out expected levels of performance.**

The tables below show examples of standards which we could set for rating our house buying criteria (roof, window frames and cladding).

Criteria 1: Roof

Standard:	Explanation of what each standard means:
Excellent	A roof will be rated excellent if it is less than 2 years old, is of a quality material (either iron or tiles) and shows no sign of leaking.
Good	A roof will be rated good if it is less than 5 years old, is of a quality material (either iron or tiles) and shows no sign of leaking.
Okay	A roof will be rated okay if it is less than 10 years old, is of a quality material (either iron or tiles) and shows minimal sign of leaking.

Poor	A roof will be rated poor if it is more than 10 years old, or if it is of a material other than iron or tiles or if it shows more than minimal sign of leaking.
-------------	---

This criteria and standards table sets out clear guidelines to help us evaluate performance or ‘worth’ of a house roof.

The same thing needs to be done with each of our other criteria (window frames, cladding, fences):

Criteria 2: Window frames

Standard:	Explanation of what each standard means:
Excellent	Window frames will be rated excellent if less than 2 years old, of a quality material (either aluminium or timber), and show no sign of paint or material failure.
Good	Window frames will be rated good if less than 5 years old, of a quality material (either aluminium or timber) and show no sign of paint or material failure.
Okay	Window frames will be rated okay if less than 10 years old, of a quality material (either aluminium or timber), show no sign of material failure and only superficial signs of paint failure.
Poor	Window frames will be rated poor if more than 10 years old, or of a material other than aluminium or timber, or if showing any sign of material failure or if showing more than superficial signs of paint failure.

Criteria 3: Cladding

Standard:	Explanation of what each standard means:
Excellent	Cladding will be rated excellent if it is less than 2 years old, is of a quality material (either timber or brick), is well fitted and shows no sign of material or finishing failure.
Good	Cladding will be rated good if it is less than 5 years old, is of a quality material (either timber or brick), is well fitted and shows no sign of material or finishing failure.
Okay	Cladding will be rated okay if it is less than 10 years old, is of a quality material (either timber or brick), is adequately fitted, shows no sign of material failure and only minimal sign of finishing failure.
Poor	Cladding will be rated poor if it is more than 10 years old, or is of a material other than timber or brick, or is inadequately fitted or shows signs of material failure or more than minimal sign of finishing failure.

(b) Exercise 7: Setting standards for buying a mobile phone

We can use this same approach to set standards for buying a mobile phone. To complete Exercise 7:

- First, go back to Exercise 1 in your Workbook. Exercise 1 asked you to identify the 4 most important things - **the criteria** - you might look at when buying a mobile phone (remember, the 'right' criteria are those which fit with your own idea of what is best from your point of view);
- Copy the 4 **criteria** you listed in Exercise 1 into the space provided alongside the mobile phone graphic on the next page.



- For each of your 4 criteria, write explanations of performance standard in the right hand column of the tables below.

Criteria 1:

Standard:	Explanation of what each standard means:
Excellent	
Good	
Okay	
Poor	

Criteria 2:

Standard:	Explanation of what each standard means:
Excellent	
Good	
Okay	
Poor	

Criteria 3:

Standard:	Explanation of what each standard means:
Excellent	
Good	

Okay	
Poor	

Criteria 4:

Standards:	Explanation of what each standard means:
Excellent	
Good	
Okay	
Poor	

Date tables complete / /

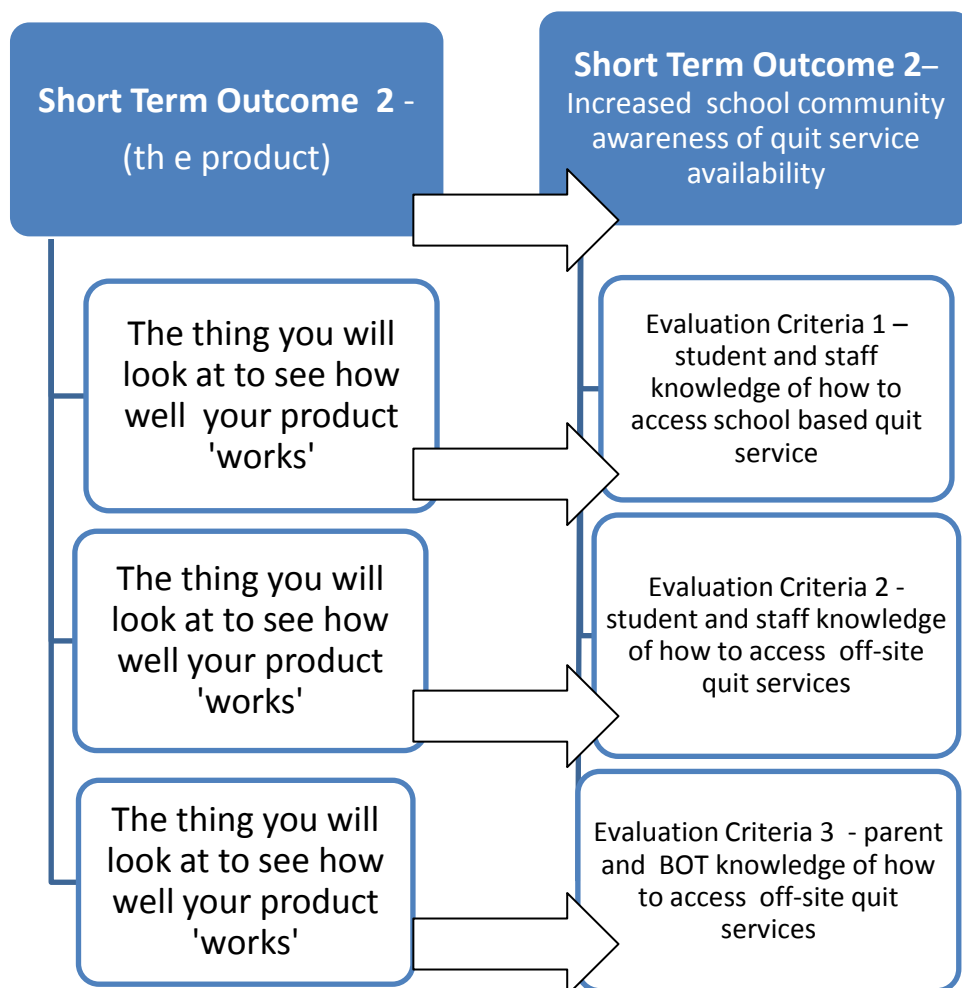
Standard setting: health promotion project outcomes

So far, we have looked at setting **standards** for evaluating 'products' (houses, mobile phones).

Setting **standards** for evaluating project outcomes and activities can be done in the same way.

Below is an example of an **outcome criteria and standards table**. The Whanganui Tobacco Control Project (Short Term Outcome 2) is again used as the basis of this.

Example: Whanganui Tobacco Control Project



Possible standards for assessing performance against each of the three Short Term Outcome Evaluation Criteria identified above are suggested in the following tables.

Evaluation Criteria 1 - student and staff knowledge of how to access school based quit service

Standards Table	Explanation of what each standard means
Excellent	At least 9 out of every 10 students and staff surveyed are aware of the existence of the service and can identify two or more appropriate ways of accessing it (eg via school office, via school counsellor referral, via direct self referral to the quit coach).
Good	At least 7 out of every 10 students and staff surveyed are aware of the existence of the service and can identify one or more appropriate ways of accessing it. (eg via school office, via school counsellor referral, via direct self referral to the quit coach).
Okay	At least 5 out of every 10 students and staff surveyed are aware of the existence of the service and can identify one or more appropriate ways of accessing it (eg via school office, via school counsellor referral, via direct self referral to the quit coach).
Poor	Fewer than 5 out of every 10 students and staff surveyed are aware of the existence of the service and can identify a way of accessing it (eg via school office, via school counsellor referral, via direct self referral to the quit coach).

Criteria 2 - student and staff knowledge of how to access off-site quit services

Standards Table	Explanation of what each standard means

Excellent	At least 9 out of every 10 students and staff surveyed are aware of the existence of off -site services and can identify two or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).
Good	At least 7 out of every 10 students and staff surveyed are aware of the existence of off -site services and can identify two or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).
Okay	At least half of the students and staff surveyed are aware of the existence of off -site services and can identify one or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).
Poor	Less than half of the students and staff surveyed are aware of the existence of off -site services and can identify an appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).

Criteria 3 - parent and BOT knowledge of how to access off-site quit services

Standards Table	Explanation of what each standard means
Excellent	At least 9 out of every 10 parents and BOT members surveyed are aware of the existence of off -site services and can identify two or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).

Good	At least 7 out of every 10 parents and BOT members surveyed are aware of the existence of off -site services and can identify two or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).
Okay	At least half of the parents and BOT members surveyed are aware of the existence of off -site services and can identify one or more appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).
Poor	Fewer than half of the parents and BOT members surveyed are aware of the existence of off -site services and can identify an appropriate ways of accessing these (eg via self referral, via referral through the school quit coach, via health practitioner referral).

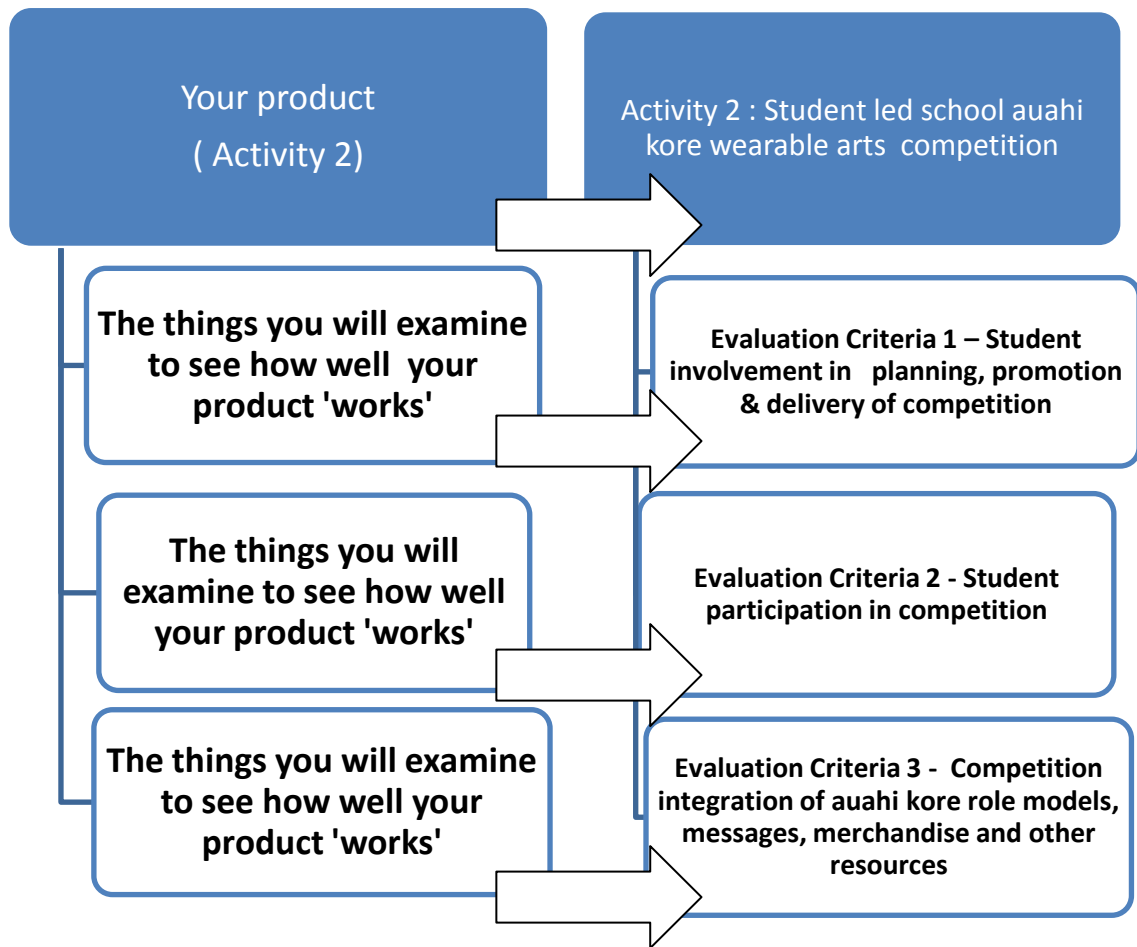
Exercise 8: Whanganui Tobacco Control Project

This exercise asks you to develop **standards** for each of Project Activity 2's three evaluation criteria (discussed in the previous section of this Workbook).

A copy of Project Activity 2, and the three set evaluation criteria, is included on the next page.

A set of blank criteria and standards tables, for rating the project outcome criteria, follow on from this.

Activity and evaluation criteria model



To complete Exercise 8:

- For each of the three criteria, decide the relevant levels of performance (eg these could simply range from excellent to poor) and list these in the standards column.
- Next, describe what is required at each level of performance and write this in the standards explanation column of each of the three tables below.

- **Criteria 1: student involvement in planning, promotion & delivery of competition**

Standards Table	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

- **Criteria 2: student participation in competition**

Standards Table	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

- **Criteria 3: competition integration of auahi kore role models, messages, merchandise and other resources**

Standards Table	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

Table completion date / /

A completed example of Exercise 8 is included here as Appendix Three. Review this example before completing Exercise 9, below.

Exercise 9: What changes, if any, would you make to your standards table after comparing it with the example provided in Appendix Three. Why?

Exercise 10: Developing a criteria and standards table for your own project

Finally, we will look at making a criteria and standards table for a project you are familiar with.

To complete Exercise 10:

- first, turn back to Exercise 6 on Page 13 of your Workbook;
- copy each of the criteria you wrote (in the third column of the Exercise 6 table) into one of the blank criteria and standards tables provided below. Each of the criteria will have its own separate table;
- for each of the three criteria, decide the relevant levels of performance (eg these could simply range from excellent to poor) and list these in the standards column; and,
- now, describe what level of performance is required to meet each standard. Write this in the explanation column alongside the standard it describes.

Criteria 1:

Standards	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

Criteria 2

Standards Table	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

Criteria 3

Standards Table	Explanation of what each standard means
Excellent	
Good	
Okay	
Poor	

Exercise 11: Outcome of criteria and standards tables review

Review the criteria and standards tables you have written up (Exercise 10) **with your health promotion team leader or practice mentor**. Record the outcome of this review in the space provided below.

Issues identified in the review of my criteria and standards tables :

-
-
-

7. Evaluation design: Ethics

Values and ethics are our guidelines for how to work with communities in ‘acceptable’ ways within the context of Aotearoa / New Zealand.

Ethics ask you to think carefully about whether what you are planning to do is:

- Safe
- Consistent with Te Tiriti O Waitangi
- Consistent with the Ottawa Charter
- Legal
- The ‘right thing to do’
- Fair and just
- Consistent with what your project group has agreed
- Defensible - can you explain why you are doing it and why it is okay?

Health promotion practice, and our related evaluation of health promotion projects, needs to be carried out in line with the ethical standards set for health promotion and research.

This means taking into account both local responsibilities (to work in a way consistent with Te Tiriti O Waitangi) and global responsibilities (Ottawa Charter etc).

So what does working in an ethical way ‘look like’?

In Workbook One, we looked at the health promotion and evaluation values and principles which help us to tell if our actions are ethical or not. The next exercise revisits that issue.

Exercise 12: Values

- Turn now to Page 13 in Workbook One.
- Copy what you wrote there into the box reproduced from Page 13, below.
- Add any additional points you did not include last time you did this exercise.

Fairness and social justice are important health promotion and evaluation values.

What are some other health promotion & evaluation values and principles?
List these here (and refer to www.hpforum.org.nz for more information)

Date / /

Ethics and health promotion

The values and principles you listed above are the things that should help you decide whether an action you are thinking about taking is ethical (or 'acceptable').

Example

The issue:

The smoking rate among rangatahi is significantly higher than among Pakeha youth. I am keen to do something about this.

The things I am thinking about doing:

- (A) Running my own rangatahi 'quit' competition to start next week;
- (B) Liaising with iwi providers and networks to identify needs and ways I can contribute to addressing these;
- (C) Calling a meeting of iwi providers to tell them what the issues are and what needs to be done to improve the situation.

Some questions to ask myself about the ethics of each of my options:

- (1) Is this a collaborative way of working? Why?
- (2) Does this respect the rights of the people I want to work with? How?
- (3) Does this reflect the aspirations of tangata whenua to determine their own affairs? How?
- (4) Is this an empowering way of working with this community? Why?

Exercise 13 : Go back to the 3 things I am thinking about doing (A, B & C in the box above) and answer each of the four ethical questions (1-4 in the above example) I need to consider before I decide what to do.

Exercise 13 : ethical considerations

The things I am thinking about doing:

(A) Running my own rangatahi 'quit' competition to start next week

(1) Is this a collaborative way of working? Why?

(2) Does this respect the rights of the people I want to work with? How?

(3) Does this reflect the aspirations of tangata whenua to determine their own affairs? How?

(4) Is this an empowering way of working with this community? Why?

(B) Liaising with iwi providers and networks to identify needs and ways I can contribute to addressing these.

(1) Is this a collaborative way of working? Why?

(2) Does this respect the rights of the people I want to work with? How?

(3) Does this reflect the aspirations of tangata whenua to determine their own affairs? How?

(4) Is this an empowering way of working with this community? Why?

(C) Calling a meeting of iwi providers to tell them what the issues are and what needs to be done to address them.

(1) Is this a collaborative way of working? Why?

(2) Does this respect the rights of the people I want to work with? How?

(3) Does this reflect the aspirations of tangata whenua to determine their own affairs? How?

(4) Is this an empowering way of working with this community? Why?

To complete Exercise 13, review your responses to the questions above with your health promotion team leader or mentor.

Ethics and evaluation

Ethics are as important to your evaluation research as they are to your health promotion practice generally. **Ethical considerations to take into account include:**

How the evaluation is carried out

- Does it reflect Tiriti O Waitangi commitments?
- Does it allow for the full participation of stakeholders? (Who has decided the evaluation focus, who has defined the evaluation questions?)
- Is it respectful of the community the project serves?

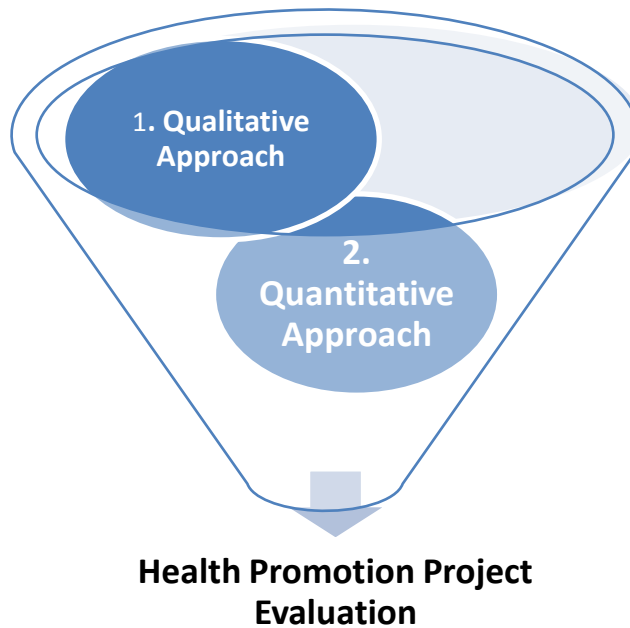
- Have participants been fully informed of the purpose, what is expected of them and their rights? What's in it for them?
- Has the informed consent of participants been gained?

What the purpose of the evaluation is

- Is it about improving practice?
- Does it accommodate accountability to the community, funders etc?
- Who will benefit from the evaluation?
- Who will gain knowledge?

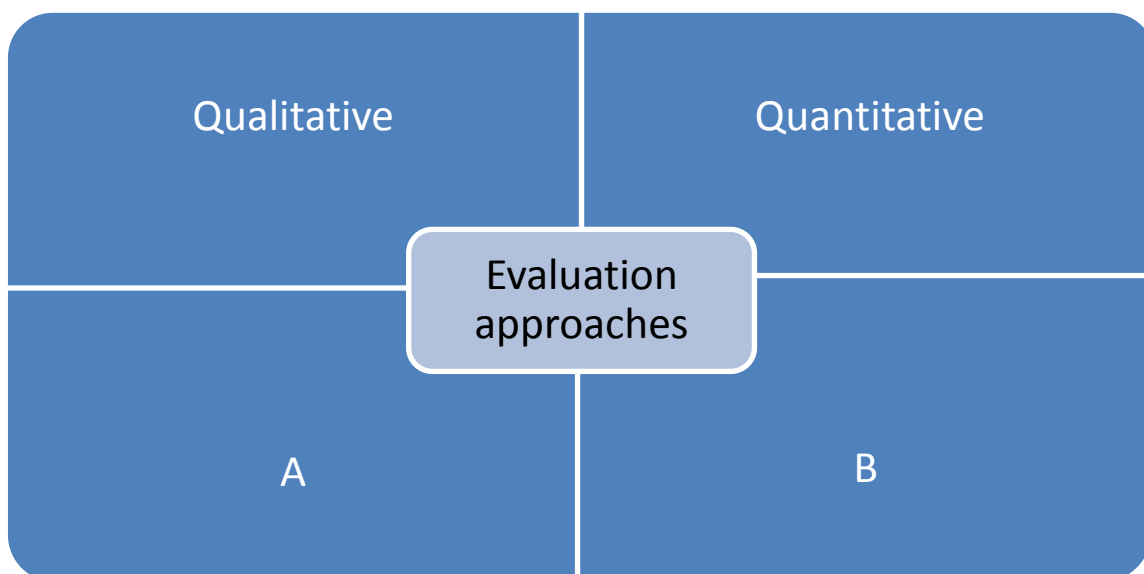
8. Evaluation design: Approaches

Ways of doing, or approaching, evaluation research are commonly described as being either (1) qualitative or (2) quantitative:



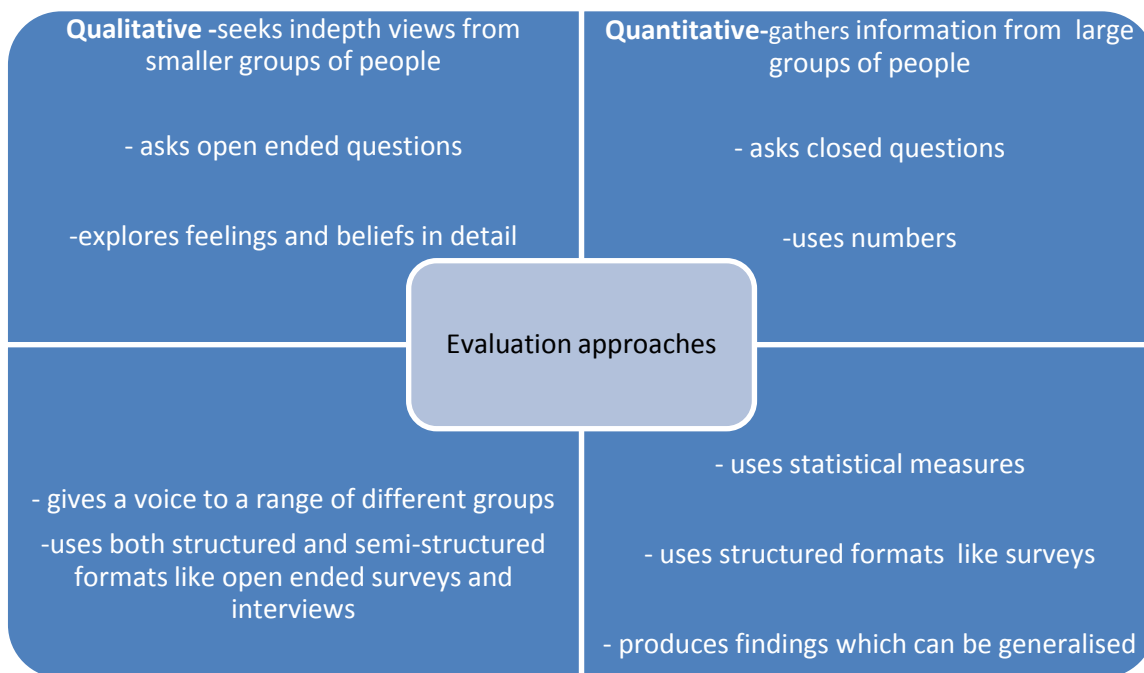
You may have heard of these two research approaches before or you may even be familiar with aspects of them.

To complete **Exercise 14**, below: write some characteristics of a qualitative approach in Box A. Then write some characteristics of a quantitative approach in Box B.



Features of qualitative and quantitative approaches

The diagram below summarises some of the key features of qualitative and quantitative approaches to evaluation research:



Strengths and weaknesses

Each of the evaluation research approaches has strengths and weaknesses. Each is best suited to gathering particular types of information and to dealing with different kinds of questions.

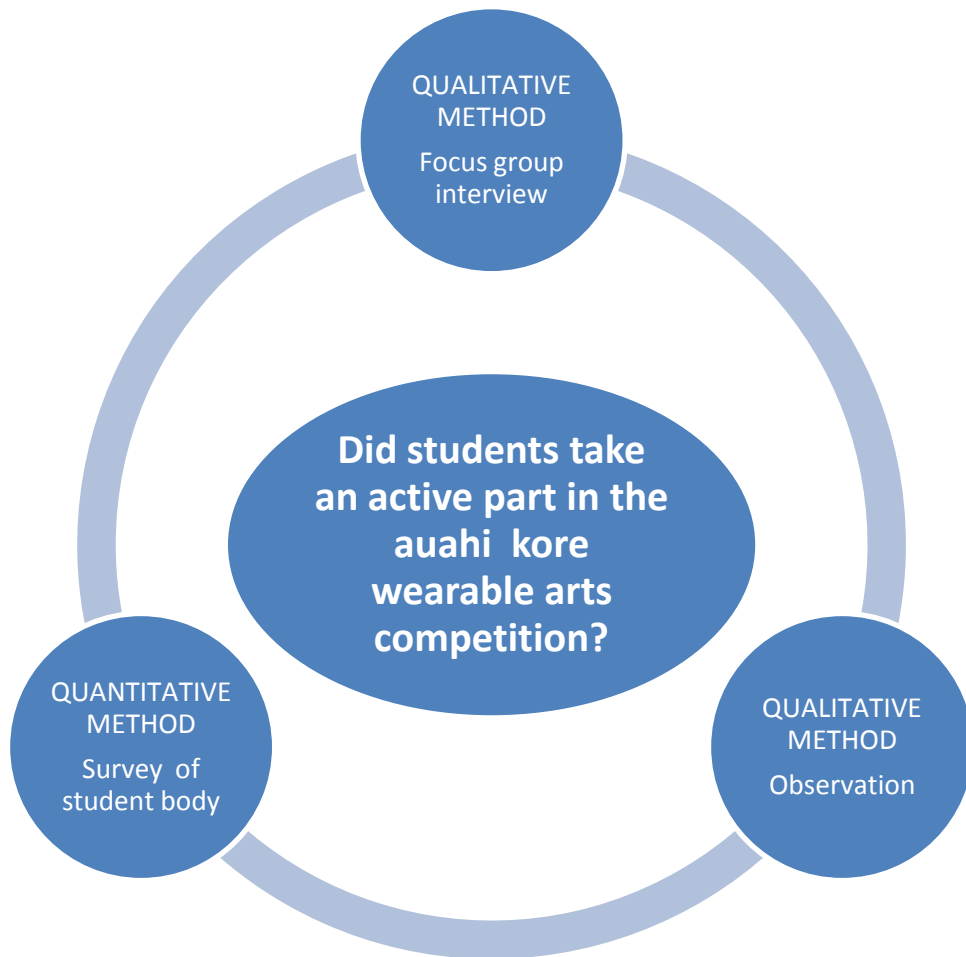
Using a mixed approach

Often, an evaluation design will make use of both quantitative and qualitative approaches.

This is like looking at something from several different angles - it means getting a broader and more varied picture.

Using a mixed approach is one way of helping to make sure that the results your evaluation is producing are reliable - it is like a process of double checking.

The diagram below shows how you might gather information to answer an evaluation question using **methods** (observation, focus group interviews and a survey) which fit with qualitative and quantitative approaches respectively.



In Workbook Three, a variety of evaluation research methods are discussed in some detail including the above methods.

9. Final points

Learning outcomes

Please go back to Page 4 of this Workbook to:

- Review the Workbook Two learning outcomes
- Re-visit the learning goal/s you set for yourself and recorded.

In this space, note the progress you have made towards reaching the :

(a) Workbook learning outcomes

(b) the learning goal/s you set for yourself

Date / /

Self assessment

Now return to the self-assessment sheet you completed on page 3 of this Workbook and:

- Fill out the bottom half of the self-assessment sheet.
- Compare your scores with those you marked on the top half of the self-assessment sheet.

In this space, comment on the differences (if any) between your scores before you started Workbook Two and after you finished Workbook Two :

Finally

- Building Evaluation Competence: Workbook Three refers back to some of the material you have covered here and in Workbook One.
- Keep Workbooks One and Two for future reference.

Building Evaluation Competence: Health Promotion Workbook Two

Useful sources of information

Innovation Network Inc. *Evaluation Plan Workbook*, USA : www.innonet.org

Innovation Network Inc. *Logic Model Workbook*, USA : www.innonet.org

Rootman, I. ,Goodstadt,M., Hyndman, B., McQueen, V., Potvin, L., Springett, J. & Ziglio, E. (Eds). (2001). *Evaluation in health promotion: Principles and perspectives*, World Health Organisation Regional Publications, European Series No 92.

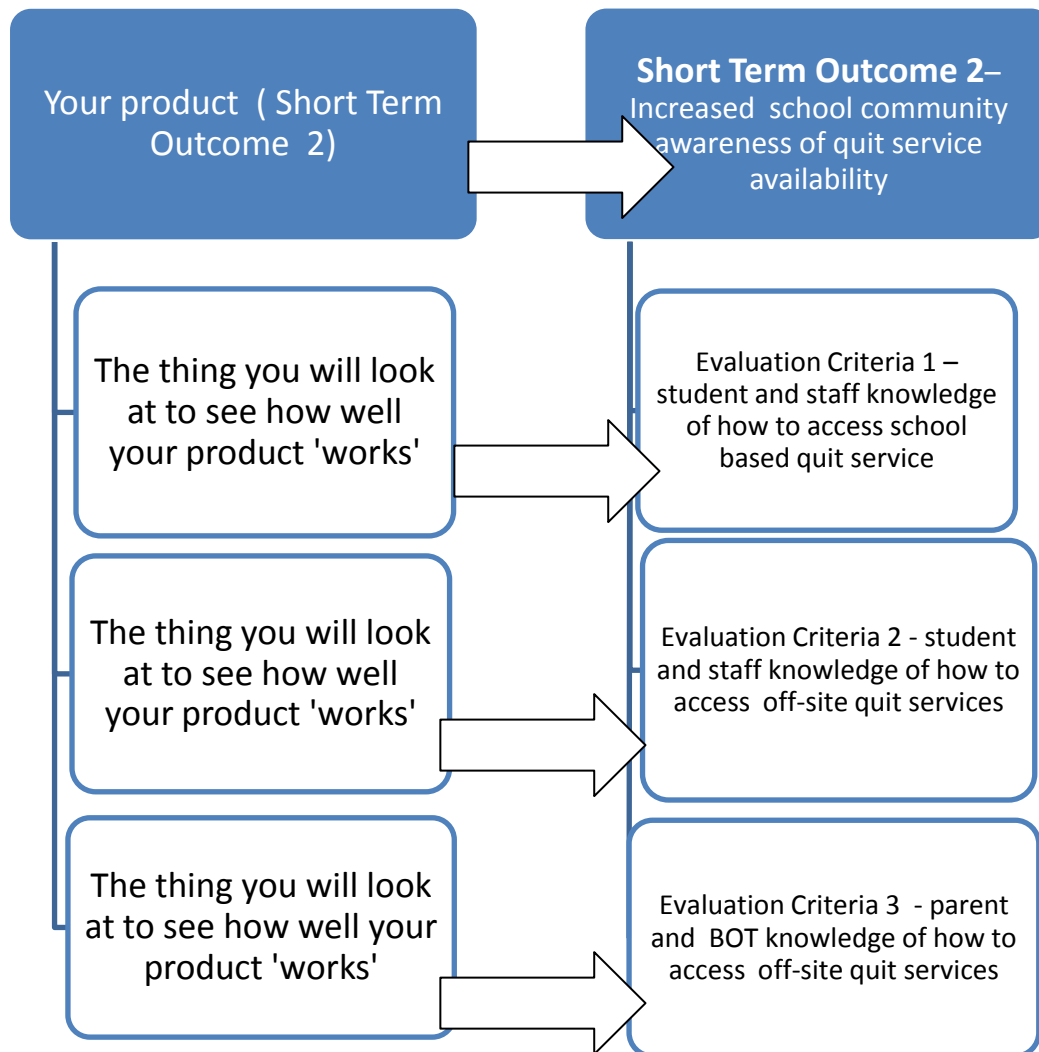
Te Runanga Whakapiki ake I te Hauora o Aotearoa / Health Promotion Forum of New Zealand. (2007). *What is Health Promotion?* www.hpforum.org.nz

Waa, A. Holibar,F. & Spinola,C. (1998). *Programme Evaluation: An Introductory Guide for Health Promotion*, Auckland: Alcohol & Public Health Research Unit, University of Auckland.

Appendix One

Exercise 2: Whanganui Tobacco Control Project

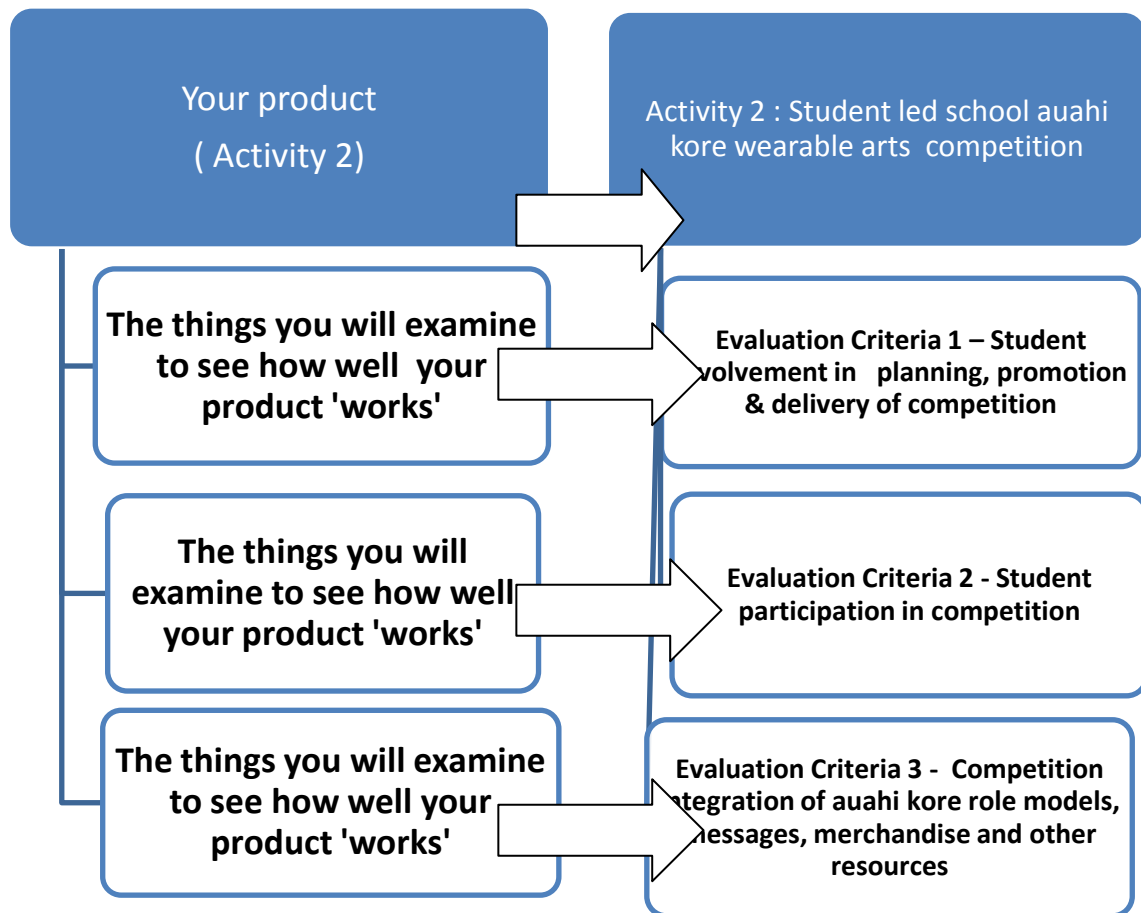
(Example)



Appendix Two

Exercise 4: Whanganui Tobacco Control Project

(Example)



Building Evaluation Competence: Health Promotion Workbook Two

Appendix Three

Exercise 8: Whanganui Tobacco Control Project

(Example)

Criteria 1: student involvement in planning, promotion & delivery of competition

Standards Table	Explanation of what each standard means
Excellent	All planning, promotion and delivery decisions are made by the student event management group. Consultation with key adults (health promoter, liaison teacher) is consistently included in this process.
Good	Most planning, promotion and delivery decisions are made by the student event management group. Consultation with key adults is usually (health promoter, liaison teacher) included in this process.
Okay	Some planning, promotion and delivery decisions are made by the student event management group. Consultation with key adults (health promoter, liaison teacher) is sometimes included in this process.
Poor	Few planning, promotion and delivery decisions are made by the student event management group. Consultation with key adults (health promoter, liaison teacher) is rarely included in this process.

Criteria 2: student participation in competition

Standards Table	Explanation of what each standard means
Excellent	At least 9 out of every 10 students participates in the competition via 2 or more avenues (eg submitting an entry, attending the competition event, voting on competition entries, membership of the student event management group, undertaking assigned promotional or delivery tasks).
Good	At least 7 out of every 10 students participates in the competition via 2 or more avenues (eg submitting an entry, attending the competition event, voting on competition entries, membership of the student event management group, undertaking assigned promotional or delivery tasks).
Okay	At least half of the student body participates in the competition via 1 or more avenues (eg submitting an entry, attending the competition event, voting on competition entries, membership of the student event management group, undertaking assigned promotional or delivery tasks).
Poor	Less than half of the student body participates in the competition via 1 or more avenues (eg submitting an entry, attending the competition event, voting on competition entries, membership of the student event management group, undertaking assigned promotional or delivery tasks)

Criteria 3: competition integration of auahi kore role models, messages, merchandise and other resources

Standards Table	Explanation of what each standard means
Excellent	All students are able to identify a minimum of 3 auahi kore markers (eg specific role models, messages, use of merchandise in promotion or delivery, use of resources in competition entries) featured in the competition.
Good	Most students are able to identify a minimum of 2 auahi kore markers (eg specific role models, messages, use of merchandise in promotion or delivery, use of resources in competition entries) featured in the competition.
Okay	At least half of the student body is able to identify a minimum of 1 auahi kore marker (eg specific role models, messages, use of merchandise in promotion or delivery, use of resources in competition entries) featured in the competition.
Poor	Less than half of the student body is able to identify a minimum of 1 auahi kore marker (eg specific role models, messages, use of merchandise in promotion or delivery, use of resources in competition entries) featured in the competition.

