



## Tool 3: Sampler of SMART indicators

The indicators in this sampler are drawn from primary prevention projects in the field. The indicators are SMART to the projects concerned.

You still need to complete Step 3 in this concise guide to establish indicators that are SMART to your project. You cannot skip this step.

Process indicators	Examples
Reach	<i>The training session is delivered a total of 4 times in the workplace.</i>
	<i>By the end of the 4 sessions:</i> <ul style="list-style-type: none"><li>• <i>at least 7 out of 10 departments in the workplace have been represented</i></li><li>• <i>at least 60% of participants were men in senior and/or management positions.</i></li></ul>
	<i>Quarterly e-newsletters on what's happening in prevention are distributed to stakeholders for the duration of the project.</i>
	<i>By the end of the project, at least 2 stories about the project (its progress and achievements in specific settings) are published in the local newspaper.</i>
Planning	<i>The steering committee successfully meets its terms of reference for the duration of the project.</i>
	<i>Comprehensive consultation and analysis are undertaken to assess the readiness of settings for prevention initiatives; settings are engaged on the basis of findings.</i>
	<i>At least 5 key community groups are involved in planning the community event.</i>
	<i>By the end of the first year, presentations are made to at least 3 sports clubs on how to foster environments that are welcoming for women and girls.</i>
	<i>Participatory and consultative processes are established for:</i> <ul style="list-style-type: none"><li>• <i>developing and implementing the new workplace policies on gender equity</i></li><li>• <i>undertaking a gender audit at the sports club and developing actions to improve the participation of women and girls.</i></li></ul>
Satisfaction	<i>At least 80% of participants are satisfied with being part of the community event.</i>
	<i>At least 90% of participants agree that attending the training session was time well spent.</i>
Quality	<i>Relevant experts and stakeholders are involved in developing the fact sheet.</i>
	<i>The fact sheet is tested by representatives of the target group before being produced and distributed.</i>

Impact indicators	Examples
<b>Individual-level change</b>	<p><i>By the end of the 4 training sessions:</i></p> <ul style="list-style-type: none"> <li>• <i>at least 80% of participants report an improved understanding of why sexist comments about women are never acceptable in their workplace</i></li> <li>• <i>at least 70% of participants report an increase in their level of skills to stand up against sexist comments about women if made in their workplace</i></li> <li>• <i>at least 60% of participants state a newly formed intention to intervene the next time they hear a sexist comment made about women in their workplace.</i></li> </ul> <p><i>By the end of the project:</i></p> <ul style="list-style-type: none"> <li>• <i>all those involved in the project as partners can name the main underlying causes of violence against women and themes for action to prevent it from occurring in the first place.</i></li> </ul>
<b>Organisation-level change</b>	<p><i>By the end of the project:</i></p> <ul style="list-style-type: none"> <li>• <i>at least 2 new policies committed to gender equity have been developed and implemented in the workplace</i></li> <li>• <i>a leadership group exists for continuing the organisational change agenda for gender equity in the workplace</i></li> <li>• <i>a workplace culture exists where sexist comments about women are not tolerated or accepted.</i></li> </ul> <p><i>By the project's mid-way point, at least 2 schools commit to a whole-of-school respectful relationships program for the next 3 years.</i></p> <p><i>By the end of the second year, at least 3 new practices are introduced to increase the participation of women and girls at the sports club.</i></p> <p><i>By the end of the project:</i></p> <ul style="list-style-type: none"> <li>• <i>at least 2 partnerships exist for settings-based prevention activity to continue</i></li> <li>• <i>members of the steering committee commit to ongoing relationships/joint projects so that momentum for PVAW doesn't dissipate.</i></li> </ul>
<b>Community-level change</b>	<p><i>By the end of the project, community leaders are committed to seeking support for running the community event on an annual basis.</i></p> <p><i>By the end of the project, the participation rate of women and girls at the sports club has increased by 50%.</i></p> <p><i>By mid-way through the project:</i></p> <ul style="list-style-type: none"> <li>• <i>PVAW is prioritised by the community in their community plan</i></li> <li>• <i>gender equity is an action area in the council plan.</i></li> </ul> <p><i>By the end of the project, the local new parents' programs has embedded group-work sessions for mums and dads to explore normative gender roles and their impacts on parents.</i></p>
<b>Society-level change</b>	<p><i>By the end of the project, at least 2 newspaper editorials or feature articles are published that make the link between rigid gender norms and violence against women, and call for gender equality in society.</i></p> <p><i>Following the advocacy initiative, funding increases for local PVAW initiatives with cross-government support for the work.</i></p>