Lessons on Supporting CSOs to Manage EVAW Evaluations

How might we bridge the gap between learning-based practices and rigorous research methods?

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UN Trust Fund to End Violence against Women

SVRI Forum 2019, Cape Town
24 October 2019
Outline

1. About Us
2. How does the UN Trust Fund support learning?
3. How does the UN Trust Fund learn?
4. So what?
5. Now what?
About Us

- Established by the UN General Assembly in 1996
- The UN Trust Fund is a global, inter-agency mechanism focused on eliminating all forms of violence through grants to CSOs around the world
- Administered by UN Women on behalf of the UN system
About Us (cont’d)

$149 M

139 countries

517 grants

Three outcome areas:
- Prevention
- Access to multi-sectoral services
- Legislation, policies and national action plans

Three pillars:
- Grant making and management
- Resource mobilization
- Monitoring, Evaluation and Knowledge Management
How does the UN Trust Fund support learning?
Monitoring & Evaluation Support

Support on monitoring frameworks
- Feedback on project design
- Project start-up Action Plans
- Refining results chains and theory of change

Review of sensitive data collection tools
- Risk mitigation strategy
- Identify CSOs with less capacity or attention to ethics and safety
- Meet “do no harm” principle

Final External Evaluation
- Technical assistance & quality assurance
- Webinars
- Outcome and process not impact
- Gender-responsive evaluation

LEARNING
Evaluation Library

untf.unwomen.org/en/learning-hub
How does the UN Trust Fund learn?
Lessons and actions from discrete analyses

- 2019 Meta-evaluation & analysis
- 2019 Launch of Knowledge Brief Series
- 2018 Mid-term Review of Strategic Plan
- 2018 Internal Lessons Learned
- 2016 Meta-evaluation & analysis

...feeds into...
Reflections on Evaluation Practice

- First meta-evaluation:
  - 61% evaluations are satisfactory and above: hence, initial focus was on improving the quality of our evaluation guidance, down to budgeting, ToRs, Ethics and safety

- Second meta-evaluation:
  - 91% are satisfactory and above
  - Methodology and findings have significantly improved
Partner voices

“...evaluation results on what works are not always transferrable. The UN Trust Fund should focus on the whole process of knowledge creation rather than just evaluations.”

--Women’s rights organization

“We intend to use the guidelines and hands on experience built during the process … in subsequent project evaluation. We have decided to include external evaluations for other projects and dedicate resources to it to improve the quality and validity of our project result findings”

--Women’s rights organization

“It is really hard to get people to use evidence and data to develop policies and programs. Spreading that message is pretty intensive work. UN Trust Fund needs to put more resources into that […]”

--Donor

“The UNTF should focus its role on knowledge exchange through regional communities of practice, dissemination of good practices and lessons learned with governments, grantees and other CSOs, and brokering of partnerships between academic/research institutions and grantees to generate knowledge.”

-- MTR Recommendation
So what?
What do UN Trust Fund evaluations potentially offer?

- **Nuanced**, presenting the viewpoints of diverse stakeholders, even if they did not agree.
- Voices of **women and girls, especially survivors** were front and center; participatory evaluations.
- The qualitative data asked, and answered the question, “**why** did x [output, result etc.] happen the **way** it did?”
- Data were **disaggregated** across sites.
- Learning on enabling conditions for reduction of violence prevalence (e.g. voice, participation, norms) not violence itself.
- **Ethics and safety risks** taken into account.
- National and local consultants as evaluators rather than from universities and research firms in the global North.
Synthesizing Knowledge

- **Consolidation of knowledge** from UN Trust Fund evaluations of prevention projects into a series of knowledge briefs:
  - Individual (women’s socio-economic and political empowerment)
  - Family (relationships, intergenerational angle)
  - Community (community-based organizations, structures, leaders)
  - Spaces (schools, workplaces, faith institutions)
  - Institutions (justice, police, health services)

- **Testing and validating** these briefs with practitioners prior to publication
## Brief on School-based interventions

<table>
<thead>
<tr>
<th>Where</th>
<th>In-school strategy</th>
<th>Out-of-school strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School VAG</td>
<td></td>
<td>Most of the global evidence has been in this quadrant</td>
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<tr>
<td>Out-of-school VAG</td>
<td></td>
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</tbody>
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### Who
- Girls / Girls & Boys
- Teachers / School admin
- Parents / Community
- Service providers / govt bodies
# Brief on School-based interventions

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<tr>
<td><strong>In-School VAG</strong></td>
<td>Trainings on SRGBV (ex: APDEL Cameroon, Ennakhil Morocco)</td>
<td>Media campaigns (ex: AWC Serbia, ECMI Kosovo, WATC Palestine)</td>
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<td>Play based activities (ex: Grassroot Soccer, Skillshare, Nepal)</td>
<td>Theater/arts/edutainment (ex: Beyond Borders, Haiti, NFFCK Kyrgyzstan)</td>
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<td>Curriculum-based activities (ex: MONES, Mongolia)</td>
<td>Sensitizing communities to SRGBV (ex: AMSOPT Mali, LCDZ Zimbabwe)</td>
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<td>Counseling support + reporting mechanisms (ex: CRDP Kyrgyzstan)</td>
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<td>Trainings for PTAs (ex: Concern, Malawi, SOAR Nigeria)</td>
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<td>Safe infrastructure and environment (ex: Si Mujer, Colombia, BNPS Bangladesh)</td>
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<td>IEC materials (ex: AMAN, Palestine, LUKMEF Cameroon)</td>
<td>Strengthening data collection systems (ex: ARDD Jordan)</td>
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<td>Empowering clubs, summer / marital arts camps) (ex: IIRR Kenya)</td>
<td>Peer-to-peer training (ex: IIRR Kenya, CARE Cambodia, Center for Girls, Serbia)</td>
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<td>“Whole School Approach” (ex: PLAN Vietnam, Promundo, Brazil and DRC, SIHA South Sudan)</td>
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<td>Strengthening codes of conduct / policies (ex: RSAT Thailand, Episcopal Liberia)</td>
<td>Community awareness on disabilities and LGBTI (ex: CSAAC, Mexico, Alliance against Discrimination, Albania)</td>
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<td>Trainings and workshops on violence at home (ex: ACEV Turkey, Trocaire Kenya, YWCA Belarus)</td>
<td>Sensitization on cyber bullying (ex: ECPAT Madagascar, Africa Alliance of YMCA)</td>
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<td>Literacy skills to Displaced, out-of-school girls (ex: War Child Canada, Jordan, AWO Jordan)</td>
<td>Sensitizing parents on early marriage and harmful practices (ex: Restless Development, Nepal)</td>
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**Who**
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Now what?
Way forward... through partnerships and consultations

- Continue to mine these 160+ evaluations
- Invest more in learning-based practices and building CSO’s adaptive capacity
- Rigorous evaluations for a subset
- Creating more regional and local research partnerships
- Grounded in our core values
Thank you

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@UNTrustFundEVAW | # UNTF