



A GUIDE TO IMPACT EVALUATIONS FOR SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV) PROJECTS



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ABOUT THE GUIDE

This guide is intended to provide users with a practical approach to design and implement quality Impact Evaluations of School-related gender-based violence (SRGBV) projects.

It presents a 6-steps approach to design and implement Impact Evaluations.

- » **STEP 1: DEFINE IMPACT EVALUATION QUESTIONS**
- » **STEP 2: CHOOSE IMPACT EVALUATION METHODS**
- » **STEP3: DESIGN AND TEST IMPACT EVALUATION TOOLS**
- » **STEP 4: SAMPLING**
- » **STEP 5: ANALYSE THE DATA AND WRITE THE REPORT**
- » **STEP 6: DISSEMINATE AND USE IMPACT EVALUATION FINDINGS**

The guide is primarily addressed to Monitoring and Evaluation staff, project managers and consultants working for local and international NGOs, CSOs and associations implementing and evaluating projects addressing gender-based violence in the education sector.

The guide may also be of interest for school administrators, educators and other school staff who are responsible to collect data at the school level. Users of this guide should have at least a basic knowledge of Monitoring and Evaluation terminology and tools. For this reason, the guide is not intended to provide an exhaustive coverage of evaluation methodologies and tools. On the contrary, it aims at providing few main guidelines for those who are planning to conduct an internal evaluation or expect to hire somebody external.

LAYING THE GROUNDWORK

What is Gender-Based Violence and School-Related Gender-Based Violence (SRGBV)?



Gender-based violence (GBV) is generally defined as

“violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, against someone based on gender discrimination, gender role expectations and/or gender stereotypes, or based on the differential power status linked to gender.”

UNESCO and UN WOMEN (2016). Global guidance on addressing school-related gender-based violence.



School-related gender-based violence (SRGBV) involves

“acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.”

UNESCO and UN WOMEN (2016). Global guidance on addressing school-related gender-based violence.

What is the role of schools and education in preventing/addressing gender based violence?

School-related gender-based violence (SRGBV) affects millions of children, families and communities globally. Adolescents and young people are being significantly impacted by this phenomenon with short and long-term consequences such as decreasing self-esteem, depression, lowering educational outcomes, and negative impacts on the overall growth and development of the person.

In its role as a formative institution that contributes to development and growth of children and adolescents, the school has an important role to play in transforming the root causes of violence, and especially GBV. For example, school programs can engage young people in critical reflections on gender and social norms, on stereotypes around masculinity and femininity, and equip them with the knowledge, skills and attitudes to engage in healthy peer relationships and violence prevention.

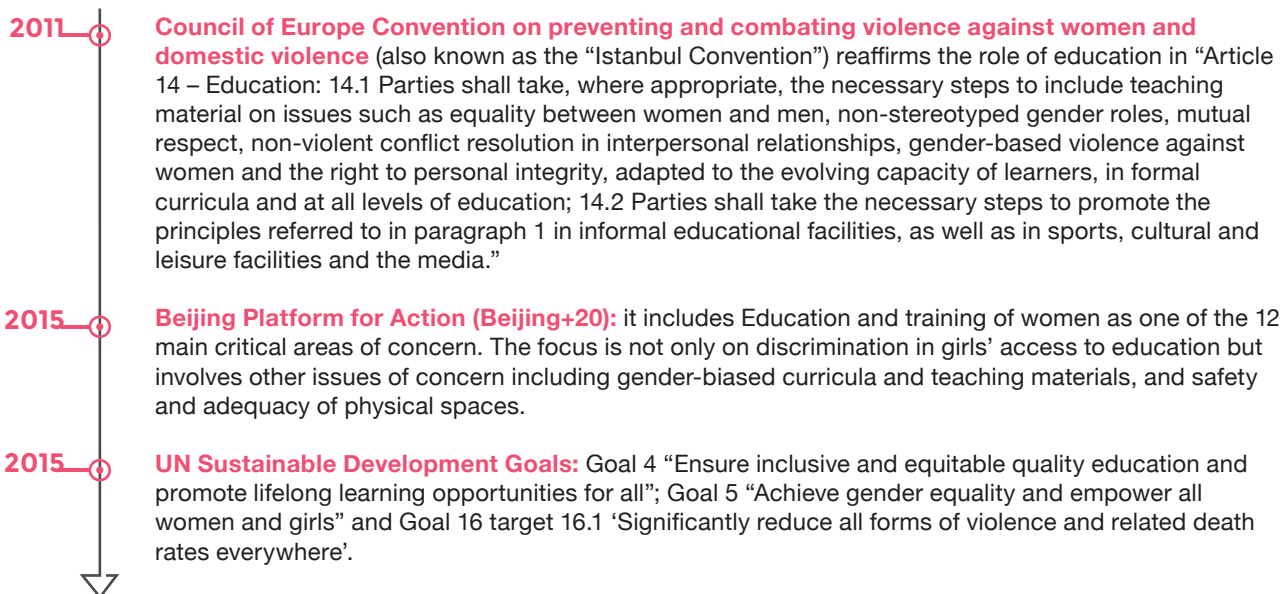
The role of education and schools in preventing and addressing gender-based violence is widely acknowledged in several international conventions and treaties. These are some of the most relevant.

1989—

Convention on the Rights of the Child (CRC) affirms that children have the right to be properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them (Article 19: Protection from all forms of violence), without discrimination (Article 2), and including the best interests of the child (Article 3).

2000—

Dakar Framework for Action Education for All sets out a plan of action aimed at achieving the six internationally agreed Education for All (EFA) goals among which Goal 5 “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality”.



It is important to be aware of your national laws and legislations regarding the role of schools and education in preventing and addressing gender-based violence

TIPS

What do we mean by impact?

In general, impact refers to longer-term and broader effects associated with a project/intervention. One of the most commonly used definitions of impact is given by the Development Assistance Committee Network on Development Evaluation (OECD-DAC) that defines impact as “*The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.*”¹

What is Impact Evaluation?

In recent years, impact evaluations have gained significant momentum among donors and organizations. A fundamental element of impact evaluations is **to establish the cause-and-effect link between the project and its impacts**. There is a growing consensus within the evaluation community around the fact that impact evaluations require a **counterfactual element**. This means that it should be possible to distinguish between what is a direct result of a particular project/intervention and what would have happened in the absence of the intervention. Finally, there is an ongoing debate on the appropriate methodologies for impact evaluation in particular between experimental and non experimental approaches.

¹ OECD/DAC Network on Development Evaluation (2019), Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use, available at <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>.

STEP 1: DEFINE IMPACT EVALUATION QUESTIONS

In general, impact evaluations should seek **to answer cause-and-effect questions** that measure the difference that an intervention makes.

Select the key project's outcomes/impacts your evaluation should focus on.

Every project/programme should have a clear intervention logic. If your project/programme does not have one, you should first develop it. If the intervention logic is developed during the preparation for the evaluation, unexpected outcomes/impacts that were not mentioned in the initial documents may be included.

Projects aimed to address and/or prevent school-related gender-based violence can have different outcomes/impacts based on the needs assessment conducted. Example of outcomes/impacts might be:

- » A reduction in the prevalence of SRGBV against students;
- » A change in students and/or teachers' attitudes and/or beliefs towards SRGBV;
- » An improvement in clear, safe and accessible procedures and mechanisms for preventing and addressing SRGBV

You should be clear about the project's outcomes/impacts that you want your evaluation to cover.

Develop and agree upon Evaluation Questions

Evaluation Questions should be developed considering the purpose, type and uses of the evaluation. You should try not to have too many evaluation questions. If you want, you can have more specific subquestions. Typical questions for Impact Evaluation are: "does our program cause or change the key outcome?", "how does our program cause or change the key outcome?" or "under what conditions does our program cause or change the key outcome?".²

² IRC Research Toolkit, Developing questions for impact evaluations

STEP 2: CHOOSE IMPACT EVALUATION METHODS

Unless a specific evaluation methodology is required by the donor or already identified in the proposal, all evaluation methods should be considered when designing the evaluation.

The main evaluation approaches include:

Experimental approaches: the fundamental element of these approaches is randomization meaning that a sample of the eligible population is randomly assigned to either the control or treatment group from the beginning of project/programme implementation. The focus is to compare the effects on specific impact intervention areas for the different groups after set periods of time. These approaches can produce strong evidence for demonstrating causality but are often costly and difficult to implement.

Quasi-experimental approaches: they are used to construct a valid comparison group by using statistical means to control for differences between the individuals treated with the programme being evaluated and those not treated. The most common methods are:

- » **Difference-in-differences (DID):** it compares the change in outcomes experienced by the treatment group with the change in outcomes experienced by the comparison group. It requires before and after data both for participants and non participants.
- » **Propensity score matching (PSM):** it focuses on the average difference in outcomes between individuals in the treatment group that are matched with non-participants who have similar observable characteristics.
- » **Regression discontinuity design (RDD):** it compares outcomes of participants and non-participants close to the cut-off line. This requires to identify a threshold criterion (or criteria) to distinguish between the two groups.

Non experimental approaches: they look at whether the evidence is consistent with what would be expected if the intervention was producing the impacts, and check if other factors could be considered in the overall explanation of what happened. An example is:

- » **Comparative case studies:** it involves the analysis of the similarities and differences across two or more cases that share a common focus or goal. It is particularly useful for understanding how the context influences the success of an intervention.



TIPS

it is advisable to use a mixed method approach combining both quantitative and qualitative approaches that can offset relative weaknesses and maximize relative strengths.

STEP 3: DESIGN AND TEST IMPACT EVALUATION TOOLS

1. IDENTIFY THE BEST TOOL(S):

Evaluation tools can include both qualitative and quantitative tools. The selection of the tool to be used is based on different criteria:

- » Age of the target group to be involved in the data collection
- » Project's characteristics
- » Evaluation questions (see STEP 1)
- » Evaluation methodology (see STEP 2)
- » Practical considerations such as costs, time span, human resources.

As follows you can find the main tools for data collection.



**These are some of the tools that you can use for online surveys:
SurveyMonkey, Typeform, Google Form, Microsoft Forms**

TOOLS

SURVEYS/QUESTIONNAIRES:

represent a good tool particularly when a) you have to survey a large number of project beneficiaries, b) you want to collect both quantitative and qualitative data and c) you want a cost-effective tool.

Surveys/questionnaires are usually used when you have to collect pre/post information. In this regard, tracking of respondents to the pre survey is crucial. If the surveyed respondents are not found at the time of the follow-up survey, it can introduce very serious biases to the analysis and reduce the value of findings. Although it is almost impossible to have a 100% attrition³, minimizing drop-out is essential to conducting any good evaluation.

KEY INFORMANT INTERVIEWS:

are qualitative in-depth interviews with people who are expected to have first-hand knowledge about the topics that is addressed. There are three main types of interviews: Structured Interviews: are very similar to a verbally administered questionnaire. In general, they do not go into depth and can be administered quickly; Semi-structured Interviews: consist of several key questions covering the scope of the areas to be explored; unstructured Interviews: allow to collect a wide range of information with a purpose. Key Informant Interviews are a good tool when you need to collect in-depth information and you need a flexible tool. However, they are pretty expensive to collect and time consuming.

FOCUS GROUP:

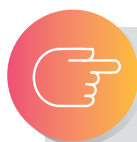
It aims at collecting qualitative data. It involves asking open-ended questions to a group of individuals usually ranging from 6-10 people. Focus Group discussions usually last between 1 and 2 hours. It is a good tool when you need to collect detailed responses and it is more cost-effective compared to one-on-one interviews. However, it requires to have expert facilitators (usually two people, one conducting and one taking notes).

³ Guide on Measuring Decent Jobs for Youth - Monitoring, evaluation and learning in labour market programmes, Overview/ International Labour Office. Geneva, 2018. "Attrition refers to the drop-out rate of participants or survey respondents."

The composition of the group is an important element for the success of the Focus Group. When conducting a Focus Group on a sensitive topic like School related Gender-Based Violence, the decision between homogeneous versus heterogeneous groups should be carefully dealt with. For example, having gender-segregated Focus Groups might help to promote greater freedom and understanding of specific gender differences in terms of experiences, attitudes and perceptions of violence. However, it can implicitly strengthen some stereotypes relating to the cultural representation of the problem, and exclude from the learning and awareness processes the gender that does not participate in the discussion. There is therefore no one size fits all solution but it is necessary to know well the context of reference in which the focus is conducted to make the most appropriate choice.

2. DEVELOP THE TOOL(S):

Once you have identified the type of tool(s) that you want to use in your data collection, it is advisable to **conduct a literature review to identify if similar tools have already been developed and tested**. For example, you may find out that a previously validated questionnaire exists⁴. If such tools are not available and or appropriate, then you can proceed to construct new ones. If such tools are available, please be reminded that it is not only important to translate them (if they are not in your own language) but also to adapt them to your local context, to the age of your respondents etc.



ATTENTION

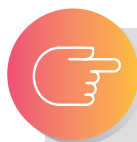
Due to the sensitivity of the topic of SRGBV, confidentiality is strongly recommended. This means for example that no names, dates of birth, or other identifying information should be collected; instead, you can use a code for each respondent. You should keep this in mind when developing your tool(s).

3. PILOT THE TOOL(S):

After developing your data collection tools, it is important to **take the time to conduct a test of these tools**. Piloting the evaluation tools is the step that is often skipped and/or overlooked because of time constraints. On the contrary, piloting is a critical step to understand if the tool allows to collect high quality and reliable information.

4. ACQUIRE CONSENT:

Finally, before starting, it is important to collect the **informed consent of the people that will be involved** in the evaluation. Informed consent refers to the explicit willingness, preferably expressed in writing, of a person to participate and requires that the person is informed about all features of the evaluation (in particular privacy regulations, how the data will be stored and used, by whom, for which purposes etc.). If you are dealing with a minor, always seek informed consent from parents or guardians before involving them in the evaluation.



ATTENTION

When developing the data collection tools or when conducting a Focus Group or a Key Informant interview it is required to be aware of the literature on the topic but also to have a strong knowledge of the social and emotional aspects of dealing with violence. This is extremely important because you might be interviewing a person who has suffered violence and you need to avoid secondary victimisation. This occurs when a person suffers further harm not as a direct result of the criminal act but due to the way you may deal with her/him. Secondary victimisation may be caused, for instance, by using inappropriate language or making insensitive comments.

⁴ Tsang S, Royse CF, Terkawi AS. Guidelines for developing, translating, and validating a questionnaire in perioperative and pain medicine. Saudi J Anaesth. 2017;11(Suppl 1):S80-S89. doi:10.4103/sja.SJA_203_17. A validated questionnaire refers to a questionnaire/scale that has been developed to be administered among the intended respondents. The validation processes should have been completed using a representative sample, demonstrating adequate reliability and validity.

STEP 4: SAMPLING

The project's evaluation does not have to assess every project's participant. Indeed, it is possible to collect information **on a big enough sample of the total population**.

The ideal size of the sample varies according to the size of the project as well as the type of evaluation. It is important to take into account that if the sample is very small, the confidence level in making inferences or extrapolations that apply to the entire population will be low. In addition, you should consider possible drop outs from the project and from the evaluation so it better to include more people than the minimum sample. On the other hand, sample size is an important element affecting the cost and time span of the evaluation. Therefore, the bigger the sample, the more expensive and time consuming the evaluation can be both in terms of data collection and analysis.

There are different sampling techniques that can be clustered as follows:

- » **Probability sampling:** it allows every member of the population to be selected randomly or quasi randomly. Examples of probability sampling are: simple random sampling whereby every member of the population is selected entirely by chance; systematic sampling whereby members of a population are chosen at regular intervals etc.
- » **Non probability sampling:** individuals are selected based on non-random criteria. This means that not every individual has a chance of being included. Criteria can include for example proximity with the person who is conducting the evaluation (convenience sampling) or relevance to the purpose of the evaluation (purposive sampling) etc.

In general, it is advisable to use probability sampling because it has the advantage to draw more accurate samples and reduce selection bias. However, it is more complicated, more costly, and time consuming.

STEP 5: ANALYSE THE DATA AND WRITE THE REPORT

The analysis techniques that will be used depend obviously on the tools used to collect the data.

For example, for online surveys using tools such as Microsoft Forms, Google Forms, Survey Monkey you are usually provided with an overview of the results, you can also look at each individual response and you can download an excel spreadsheet.

For paper questionnaire, the first thing to do before starting with the analysis is to enter your data. Unless you have used a machine readable form, you will have to do it manually. You can use a simple text editor or in spreadsheet software such as Excel.

For Focus Groups and/or Key Informant Interviews you will have to use qualitative data analysis techniques. In particular, analytical techniques that are best suited for focus group data are constant comparison analysis, classical content analysis, keywords-in-context, and discourse analysis⁵.

After the analysis, the impact evaluation report can be produced. The report should contain the following main sections:

- » **Executive summary:** it contains the main findings, lessons, and recommendations from your evaluation. It should not be longer than two/three pages.
- » **Introduction:** it provides an overview of the project including the timeframe, main stakeholders, and goals. It is good to provide a clear description of the project's intervention logic and focus on the activities that were critical in delivering outcomes.
- » **Evaluation purpose and methodology:** it describes the purpose/scope of the evaluation, the key evaluation questions and the evaluation methodology specifying the quantitative and qualitative methods used as part of the evaluation and their limitations.
- » **Evaluation Findings:** it presents the findings that came out from the analysis. It should provide an interpretation of the information and make a value judgement about the findings. It is advisable to use graphics where appropriate.
- » **Conclusion and Recommendations:** it contains a high level summary of the success and lessons learnt from the project evaluation. There should be a list of recommendations organized for different audiences (internal/external stakeholders) and uses (programme development/improvement, policy making, etc.).
- » **Appendices:** here you can include all supporting documents such as the M&E plan, questionnaires that were used, lists of people interviewed/involved in focus group discussions etc.

⁵ For a review of analytical techniques, see, for example, Leech & Onwuegbuzie, 2007, 2008.

STEP 6: DISSEMINATE AND USE IMPACT EVALUATION FINDINGS

There are two main types of dissemination strategies. These strategies can be used simultaneously. This means for example that certain data/findings are kept confidential and shared only internally whereas others are shared with external stakeholders.

INTERNAL DISSEMINATION:

It refers to sharing the findings of the evaluation with the project's staff as well as with the rest of the organization. It provides the basis for organizational learning and contributes to enhance programme development and management. This can be done at different times in the project implementation. For example, if the project foresees an interim evaluation or even after conducting the baseline survey if any.

EXTERNAL DISSEMINATION:

It should target external stakeholders. According to the type of intervention and the expected use of the evaluation findings, external stakeholders might include local authorities, national ministries, local and international NGOs, universities, donors, local communities. External dissemination helps to build evidence on what works and what doesn't work and contributes to sharing and adopting best practices among different actors that might be working on the same topic/target group.



TIPS

It is important to think about dissemination products that are fit for different audiences. For example, if you want to disseminate your findings to a wider audience, it might be good to synthesize the report. You can develop a short executive summary or a factsheet with infographics or statistics. Visual products are very helpful when you are addressing a diverse audience.



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