



**Lessons on Supporting CSOs to Manage ERAW Evaluations**  
*How might we bridge the gap between learning-based practices and rigorous research methods?*

**Daniele Elizaire and Shruti Majumdar**  
**UN Trust Fund to End Violence against Women**

**SVRI Forum 2019, Cape Town**  
**24 October 2019**



Planet 50-50 by 2030  
Step It Up for Gender Equality

# Outline

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How does the UN Trust Fund learn?

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# 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

Search... SEARCH



UN Trust Fund to End Violence against Women

ABOUT US

GRANT GIVING

RESULTS

LEARNING HUB

PARTNERSHIPS

NEWS AND EVENTS

LIBRARY

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## Learning hub

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### In this section

Evaluations

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### Featured Evaluation

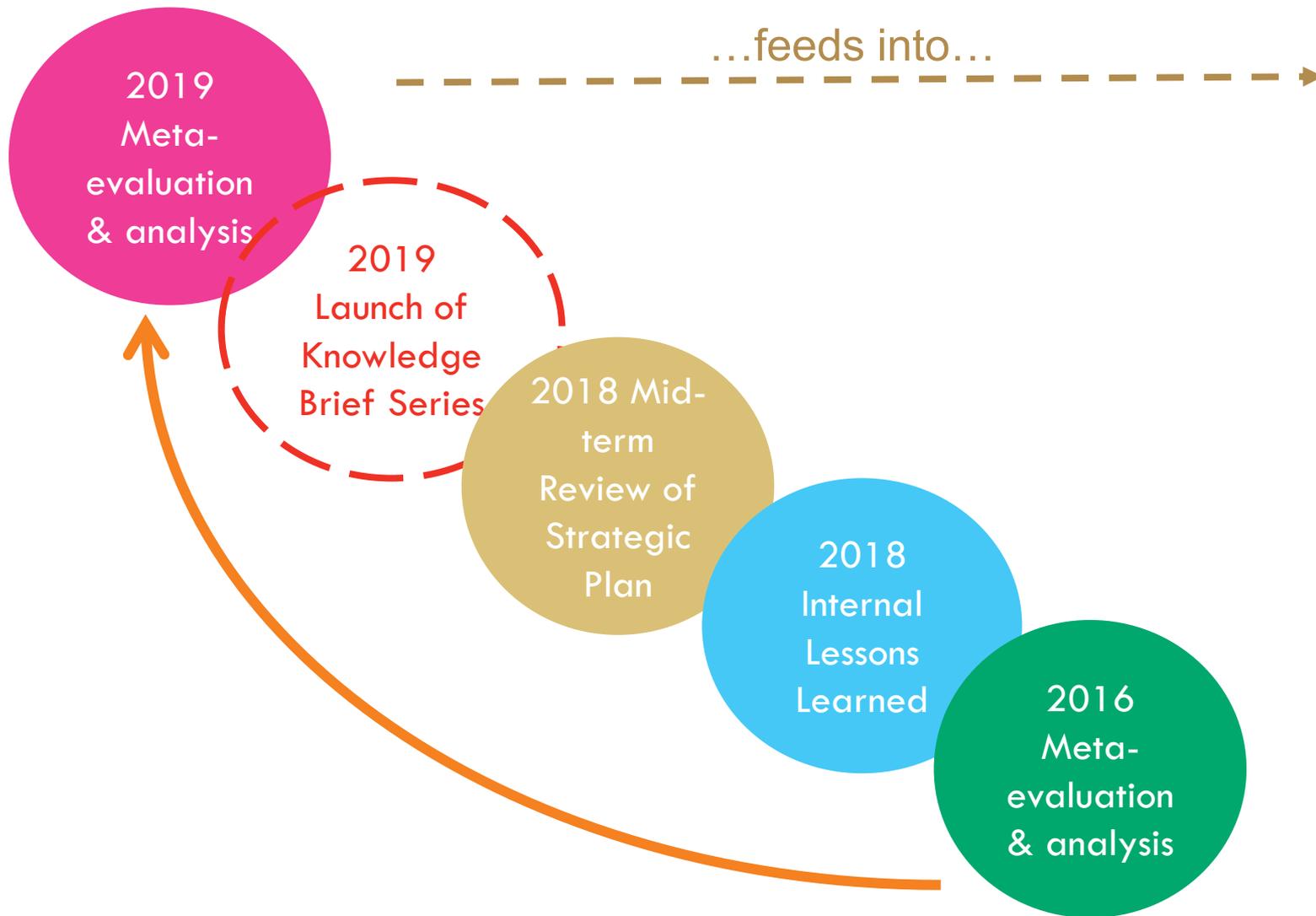


[untf.unwomen.org/en/learning-hub](https://untf.unwomen.org/en/learning-hub)



How does the  
UN Trust Fund  
learn?

# Lessons and actions from discrete analyses



# 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



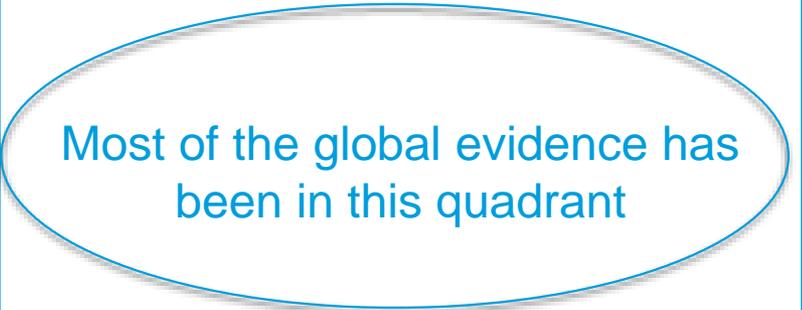
National and local consultants as evaluators rather than from universities and research firms in the global North

# 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

Where What	In-school strategy	Out-of-school strategy
In-School VAG	 <p>Most of the global evidence has been in this quadrant</p>	
Out-of-school VAG		

Who

Girls /  
Girls & Boys

Teachers /  
School admin

Parents /  
Community

Service providers  
/ govt bodies

# Brief on School-based interventions

Where What	In-school strategy	Out-of-school strategy
In-School VAG	<p><b>Trainings on SRGBV</b> (ex: APDEL Cameroon, Ennahil Morocco)</p> <p><b>Play based activities</b> (ex: Grassroot Soccer, Skillshare, Nepal)</p> <p><b>Curriculum-based activities</b> (ex: MONES, Mongolia)</p> <p><b>Counseling support + reporting mechanisms</b> (ex: CRDP Kyrgystan)</p> <p><b>Trainings for PTAs</b> (ex: Concern, Malawi, SOAR Nigeria)</p> <p><b>Safe infrastructure and environment</b> (ex: Si Mujer, Colombia, BNPS Bangladesh)</p> <p><b>Training teachers / school management</b> (ex: Equality, China, ACL El Salvador)</p> <p><b>IEC materials</b> (ex: AMAN, Palestine, LUKMEF Cameroon)</p> <p><b>Empowering clubs, summer / marital arts camps</b> (ex: IIRR Kenya)</p>	<p><b>Media campaigns</b> (ex: AWC Serbia, ECMI Kosovo, WATC Palestine)</p> <p><b>Theater/arts/edutainment</b> (ex: Beyond Borders, Haiti, NFFCK Kyrgyzstan)</p> <p><b>Developing and implement laws</b> (ex: IAWJ Malawi)</p> <p><b>National action plans, policies and edu reform</b> (ex: )</p> <p><b>Sensitizing communities to SRGBV</b> (ex: AMSOPT Mali, LCDZ Zimbabwe)</p> <p><b>Strengthening referral systems</b> (ex: Help &amp; Shelter Guyana)</p> <p><b>Strengthening data collection systems</b> (ex: ARDD Jordan)</p> <p><b>“Whole School Approach”</b> (ex: PLAN Vietnam, Promundo, Brazil and DRC, SIHA South Sudan)</p> <p><b>Peer-to-peer training</b> (ex: IIRR Kenya, CARE Cambodia, Center for Girls, Serbia)</p>
Out-of-school VAG	<p><b>Strengthening codes of conduct / policies</b> (ex: RSAT Thailand, Episcopa Liberia)</p> <p><b>Trainings and workshops on violence at home</b> (ex: ACEV Turkey, Trocaire Kenya, YWCA Belarus)</p> <p><b>Sensitization on cyber bullying</b> (ex: ECPAT Madagascar, Africa Alliance of YMCA)</p>	<p><b>Community awareness on disabilities and LGBTI</b> (ex: CSAAC, Mexico, Alliance against Discrimination, Albania)</p> <p><b>Literacy skills to Displaced, out-of-school girls</b> (ex: War Child Canada, Jordan, AWO Jordan)</p> <p><b>Sensitizing parents on early marriage and harmful practices</b> (ex: Restless Development, Nepal)</p>

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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**



A photograph of a woman with a red headscarf looking upwards in a lush green forest. Her arms are raised, and the background is filled with dense foliage and trees. The lighting is bright, suggesting a sunny day.

# Thank you

Daniele Elizaire | [daniele.elizaire@unwomen.org](mailto:daniele.elizaire@unwomen.org)

Shruti Majumdar | [shruti.majumdar@unwomen.org](mailto:shruti.majumdar@unwomen.org)

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