# How to note

**DFID** Department for International Development

A DFID practice paper

## Violence against Women and Girls

## CHASE Guidance Note Series

> "Discrimination and violence destroys the potential of girls and women in developing countries and prevents them from pulling themselves out of poverty."
>
> (Andrew Mitchell, International Development Secretary, International Women's Day, 8 March 2012)

### Guidance Note 3

# Guidance on Monitoring and Evaluation for Programming on Violence against Women and Girls

Violence against women and girls (VAWG) is the most widespread form of abuse worldwide, affecting one third of all women in their lifetime[i]. Addressing violence against women and girls is a central development goal in its own right, and key to achieving other development outcomes for individual women, their families, communities and nations. DFID's Business Plan (2011-2015) identifies tackling violence against women and girls as a priority and commits DFID to pilot new and innovative approaches to prevent it.

This guidance gives an overview of the different approaches and methods within the Monitoring and Evaluation (M&E) toolbox and assesses their strengths and weaknesses in relation to programming on Violence against Women and Girls. It is intended to provide insights on some of the common questions and challenges faced by country programmes in designing and managing, implementing, monitoring and evaluation across a range of different types of Violence against Women and Girls programming. It sets out the rationale, challenges and some practical suggestions and ideas for measuring and evaluating the impact of VAWG programmes. It is to be read in conjunction with the
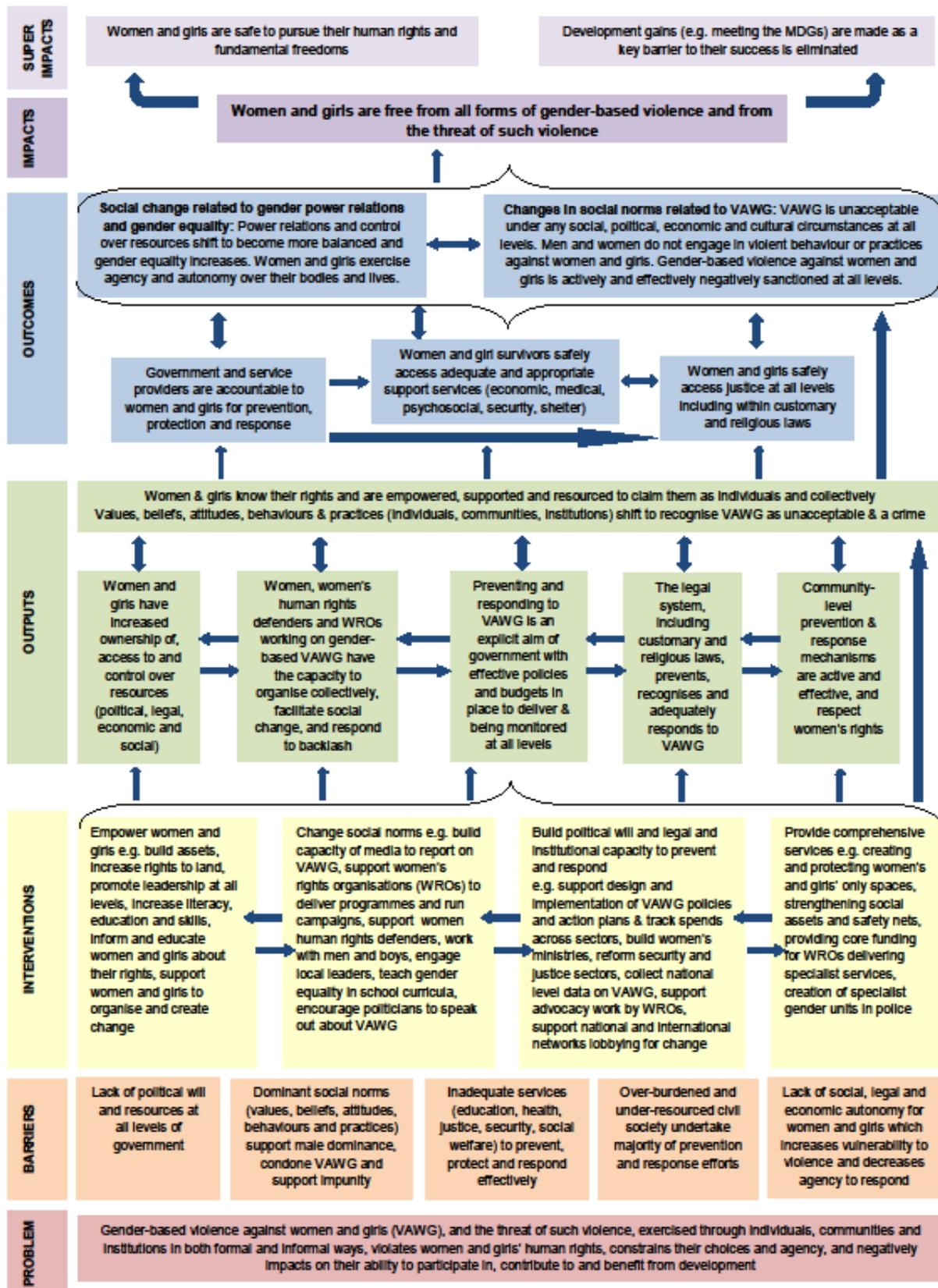
*VAWG Guidance Note 1: Theory of Change on Tackling Violence against Women and Girls* (ToC), see diagram on page 2, and VAWG *Guidance Note 2: A Practical Guide to Community Programming on VAWG*.

Although there are some exceptions, few Violence against Women and Girls programmes have incorporated robust systems to monitor and evaluate their impact and the current evidence base is weak. This is due to many factors such as the difficulty of obtaining reliable data, the complexity and context-specificity of Violence against Women and Girls interventions, and the political and social dynamics surrounding these issues. By assessing impact and results we have an opportunity to build a critical evidence base and to learn how change happens, contributing to overall efforts to prevent Violence against Women and Girls.

As outlined in the VAWG Theory of Change, context is critical and successful interventions are based on a rigorous analysis of the particular factors affecting VAWG, such as the setting and form of violence. As a result, it is not possible for this guidance to provide a one-size-fits-all approach to M&E. Depending on the scale and complexity of the programme, as well as the type of results and impact that are intended, it will be necessary to tailor the evaluation questions and methods used.

This guidance will take you through four stages of M&E for VAWG programmes.  It has been designed to allow readers to jump directly to sections of key interest, and can be read in parts or as a whole.

# Theory of Change on Tackling Violence Against Women and Girls – Diagram

**SUPER IMPACTS**

Women and girls are safe to pursue their human rights and fundamental freedoms

Development gains (e.g. meeting the MDGs) are made as a key barrier to their success is eliminated

**IMPACTS**

Women and girls are free from all forms of gender-based violence and from the threat of such violence

**OUTCOMES**

Social change related to gender power relations and gender equality: Power relations and control over resources shift to become more balanced and gender equality increases. Women and girls exercise agency and autonomy over their bodies and lives.

Changes in social norms related to VAWG: VAWG is unacceptable under any social, political, economic and cultural circumstances at all levels. Men and women do not engage in violent behaviour or practices against women and girls. Gender-based violence against women and girls is actively and effectively negatively sanctioned at all levels.

Government and service providers are accountable to women and girls for prevention, protection and response

Women and girl survivors safely access adequate and appropriate support services (economic, medical, psychosocial, security, shelter)

Women and girls safely access justice at all levels including within customary and religious laws

**OUTPUTS**

Women & girls know their rights and are empowered, supported and resourced to claim them as individuals and collectively
Values, beliefs, attitudes, behaviours & practices (individuals, communities, institutions) shift to recognise VAWG as unacceptable & a crime

Women and girls have increased ownership of, access to and control over resources (political, legal, economic and social)

Women, women's human rights defenders and WROs working on gender-based VAWG have the capacity to organise collectively, facilitate social change, and respond to backlash

Preventing and responding to VAWG is an explicit aim of government with effective policies and budgets in place to deliver & being monitored at all levels

The legal system, including customary and religious laws, prevents, recognises and adequately responds to VAWG

Community-level prevention & response mechanisms are active and effective, and respect women's rights

**INTERVENTIONS**

Empower women and girls e.g. build assets, increase rights to land, promote leadership at all levels, increase literacy, education and skills, inform and educate women and girls about their rights, support women and girls to organise and create change

Change social norms e.g. build capacity of media to report on VAWG, support women's rights organisations (WROs) to deliver programmes and run campaigns, support women human rights defenders, work with men and boys, engage local leaders, teach gender equality in school curricula, encourage politicians to speak out about VAWG

Build political will and legal and institutional capacity to prevent and respond e.g. support design and implementation of VAWG policies and action plans & track spends across sectors, build women's ministries, reform security and justice sectors, collect national level data on VAWG, support advocacy work by WROs, support national and international networks lobbying for change

Provide comprehensive services e.g. creating and protecting women's and girls' only spaces, strengthening social assets and safety nets, providing core funding for WROs delivering specialist services, creation of specialist gender units in police

**BARRIERS**

Lack of political will and resources at all levels of government

Dominant social norms (values, beliefs, attitudes, behaviours and practices) support male dominance, condone VAWG and support impunity

Inadequate services (education, health, justice, security, social welfare) to prevent, protect and respond effectively

Over-burdened and under-resourced civil society undertake majority of prevention and response efforts

Lack of social, legal and economic autonomy for women and girls which increases vulnerability to violence and decreases agency to respond

**PROBLEM**

Gender-based violence against women and girls (VAWG), and the threat of such violence, exercised through individuals, communities and institutions in both formal and informal ways, violates women and girls' human rights, constrains their choices and agency, and negatively impacts on their ability to participate in, contribute to and benefit from development

## Contents

## Acknowledgements

## 1. Basic Principles

**Key Definitions**

**Monitoring:** a continuous process, conducted internally throughout the project cycle, either by managers or by beneficiaries[iv], to measure the progress of development interventions against pre-defined objectives and plans.

> **Evaluation:** DFID adopts the Organization for Economic Co-operation and Development's (OECD) definition of evaluation, developed by its Development Assistance Committee (DAC) – 'The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation, and results in relation to specified evaluation criteria'. Evaluation involves measuring objectively what we did, what happened as a result, and why. The key features of evaluation are independence, transparency and methodology.[v]

The aim of monitoring and evaluation is to:
- ✓ To assess impact and value for money
- ✓ To enable and promote learning from success and challenges in programme design and implementation.
- ✓ To ensure accountability to the UK taxpayer, host governments and beneficiaries.

## 2. Why monitoring and evaluation of Violence against Women and Girls is important

In the case of VAWG, a focus on impact and results help us in a number of ways as presented in **Table 1**.

**Table 1: Rationale for the importance of M&E for VAWG programming**

| | |
|---|---|
| **Clarify our assumptions about interventions, integrate them into a ToC and make them viable for testing.[vi]** | Given the weakness of the evidence base on VAWG, it is only by identifying, monitoring and evaluating the accuracy of assumptions about 'what works and why' that the programming will be strengthened in the future. This will also help us learn how change happens and how interventions can contribute positively and negatively to social transformation. |
| **Identify risks that can affect the programme intervention and develop monitoring mechanisms in order to successfully manage these risks.[vii]** | There are specific risks that can influence the success of a programme, such as the failure of police to investigate incidents of VAWG in a project that is designed to improve access to justice for survivors of VAWG. |
| **Keep the programme relevant, effective and efficient.** | Through constant monitoring to identify a programme's effects in the wider context, the intervention can then be adjusted to ensure maximum impact.[viii] |
| **Provide accountability to all stakeholders.** | This includes the donor/taxpayer, activists and beneficiaries, and is important for increasing legitimacy, building credibility and enhancing support for social transformation.[ix] Collecting data and demonstrating the impact of efforts to prevent VAWG can be a powerful way to increase political will, support and resources to ultimately end VAWG. |
| **Empower stakeholders to analyse the change process and ensure ownership and sustainability.[x]** | Evidence shows work on VAWG is most effective when it prioritises women's needs and rights, is accountable to them, and sees their empowerment and rights as both means and ends in themselves (see Principle 1.7 on p. 11 of the Theory of Change). |

## 3. Principles and assumptions to guide evaluation of VAWG programmes

DFID has recently produced its own guidance on evaluation, and there are many other resources that can be drawn on for practical advice on M&E.[xi] In general, evaluation is important for determining if interventions are relevant, efficient, effective, sustainable and have a development impact.[xii] However, there are some specific aspects of VAWG that make monitoring and evaluating impact in this area particularly challenging, and that point to the need for specific considerations when designing and implementing M&E for VAWG programmes. Please see the 'Principles' outlined in

*VAWG Guidance Note 1: Theory of Change* for more information and background on such aspects (marked with * below).
These are as follows:

**a) Learning is one of the most important outcomes of M&E**
M&E should be seen as a learning tool, not just a means for ensuring accountability. Evaluations should clarify whether a programme is working or not, but should also deepen knowledge and understanding about exactly what is working and why, or why not. Given that DFID is just beginning to scale up its work on VAWG, it will be critical for evaluation processes to incorporate regular and cost-effective feedback loops to stimulate learning throughout the programme cycle. In the case of VAWG, involving women's rights organisations and other community level partners in learning strengthens and recognises women's voices and knowledge, validates women's experiences and can help to break down the cultures of silence that surround VAWG.

**b) Impact and change may only be visible in the long-term**
Violence against Women and Girls is intimately linked to deeply entrenched social norms (values, beliefs, attitudes, behaviours and practices), and as a result can be difficult to address*. There may be many barriers that need to be overcome before impact is evident, and in the case of lasting changes in behaviour or attitude may take a generation to take root. Despite these challenges, it is nevertheless critical to measure long-term impact, and worth investing in these efforts to build up the evidence base around preventing VAWG. At the same time, it is worth evaluating shorter-term outcomes and measuring results at earlier points during the theory of change. Separating short, medium and long-term outcomes is one strategy that can be used to break down impact into more easily evaluated steps.

**c) M&E can be strengthened by using both quantitative and qualitative methods**
VAWG interventions frequently involve multiple strategies. For example, a project to improve the health outcomes for survivors of VAWG may include support to the health sector as well as a media awareness-raising campaign. These all contribute to outcomes and impact in different ways* and a mixed method approach to evaluation can yield more comprehensive data and insights. For example, collecting quantitative information from health centre user data, as well as a qualitative survey exploring the level of satisfaction of women who have received health care after experiencing violence, both provide useful information on impact in improving health outcomes.

**d) Participatory approaches that combine a dimension of capacity-building can be effective strategies for enhancing M&E as well as strengthening empowerment and accountability**
Prevention and response to VAWG often happens through community structures rather than formal services, such as the services provided by local organisations and in the awareness-raising activities of women's networks. These groups can be important links in the M&E chain, often being well-placed (both in terms of relationships as well as experience and understanding of this work) to collect data and monitor the uptake of services, patterns of VAWG at the community level, changing attitudes among men, or many other intended outcomes of VAWG programming. By involving beneficiaries and other key stakeholders and providing skills for the M&E process it can be made more sustainable and targeted. It may also be possible to collect data that would otherwise be inaccessible or overlooked.

**e) Ethical considerations are paramount**
VAWG is an incredibly sensitive issue surrounded by taboos, and survivors may find it difficult to speak out due to stigma or may be placed at physical risk if they discuss incidents of violence. The need to ensure confidentiality and the safety of survivors is therefore a particular challenge in collecting the data and evidence needed to measure results and impact of VAWG programmes.

When carrying out M&E, the safety of those being questioned and doing the questioning is a critical concern, and data collection processes should therefore adhere to strict ethical guidelines to protect them.[xiii] Please see for example, World Health Organization (2001) *Putting women first: Ethical and safety recommendations for research on domestic violence against women*, Geneva: World Health Organisation, available at: http://www.who.int/gender/violence/womenfirtseng.pdf

**f) Addressing VAWG requires a holistic approach**
When seeking to transform social norms, it is necessary to work at both the individual and the collective level, addressing values, beliefs, attitudes, behaviours and practices in an integrated way*. Change occurs at different paces, is influenced by multiple factors, and is reversible. As a result, long-term engagement and support strategies are needed to ensure sustainability of positive transformation, and this should be reflected in M&E strategies.

**g) Adaptable M&E frameworks using also qualitative methodologies can help capturing unintended consequences of VAWG programming**
When evaluating VAWG interventions, establishing contribution may be all that can be achieved since isolating the role of one individual VAWG intervention in a complex social change process may not be possible. Given the complex and multi-sectoral nature of VAWG programming, M&E frameworks should not be seen as rigid tools but should be flexible and adaptable as the programme evolves. This allows the capturing of any unintended consequences (positive and negative) that may result from the intervention, will feed into a better learning process, and allows change in what is being measured and tracked throughout the lifecycle of the project. In practice this means that evaluations should not be limited to assessing just the fulfilment of VAWG programme objectives or previously agreed performance indicators. They should also aim to capture unintended consequences by including qualitative methodologies such as life histories or 'most significant change' and open-ended questions.

**h) Depending on the nature of the intervention, M&E can range from light-touch, simple methods through to more extensive evaluations of impact**
The scale and scope of evaluation should be informed by the complexity of the programme, its level of innovation and the resources available. Although efforts to monitor and evaluate VAWG have been gathering pace over the past few years, it is important to balance expectations of assessing impact with the resources, time and tools available. For example, a programme that aims to increase access to shelters may be more easily evaluated than a programme that seeks to end the acceptance of marital rape within a community. Multiple M&E tools and frameworks are available and can be combined in different ways, as will be discussed in more detail in sections 4 and 5 below. Adequate budgeting for these processes is important, and particular consideration should be given to the specific skills and experience needed when contracting an evaluation team to review a VAWG programme.

## 3. Getting prepared: planning monitoring and evaluations
When planning for an M&E process, a robust Theory of Change is essential and this will then drive the methods and approaches used during M&E. DFID places strong emphasis on ensuring that M&E is integrated from the outset into project and programme design (see box below). This is particularly important for programming on Violence against Women and Girls where, in complex social settings, the underlying programming assumptions, change pathways and processes require careful and constant M&E.

DFID now puts strong emphasis on planning for evaluations right from the project design stage, and this is reflected in the guidance on developing a Business Case where it is mandatory to consider if an evaluation is appropriate. Decisions about whether to evaluate an intervention need to be taken at the pre-approval

stage to ensure that evaluation is planned and budgeted for. Developing a theory of change is also part of the business case process. This is further described in the 'Business Case – How to note' and the *VAWG Guidance Note 1: Theory of Change*.

## 3.1 The monitoring and evaluation plan

Plans for M&E should be created at the design phase of a Violence against Women and Girls project or programme and should specify how the intervention will be assessed. Experience from UNWOMEN's 'Safe Cities for Women and Children Global Programme' shows that planning evaluation before the programme implementation ensured targets were more realistic, which helped the planning of programme roll out. Each M&E plan contains some standard steps to follow, including for VAWG programming (see **Figure 1** below).

**Figure 1 : Key elements of monitoring and evaluation plans**
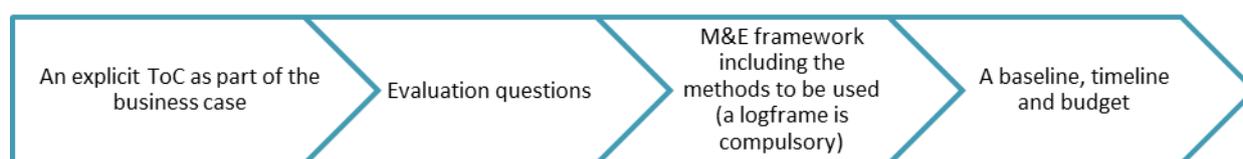


**Do you need to undertake an evaluation?**

The following checklist in **Table 2** can help you to decide whether your VAWG programme should be considered for an evaluation. Though evaluation is always desirable, not all DFID programmes can be evaluated and informed decisions need to be taken.

**Table 2: Checklist to facilitate informed decision-making about evaluation of VAWG programmes**

| Is your VAWG programme… | Consider evaluation |
|---|---|
| ▪ **Operating on a weak evidence base with benefits for learning lessons for future programming?** | ✔ |
| ▪ **Designed as a pilot, with a plan to scale up or transport to a different context if successful?** | ✔ |
| ▪ **Contentious with different views about its likely success?** | ✔ |
| ▪ **Of wider-strategic interest, with opportunities to work with partners during the evaluation?** | ✔ |
| ▪ **Operating on a budget above £5m?** | ✔ |

Planning for impact evaluations should begin at the earliest stages of planning for a VAWG project or programme.[xiv] This will ensure that the programme is results-focused and measures impact over a reasonable timeframe, at least 3 years for short-term outcomes. For the development of an impact evaluation plan a number of key steps should be taken into account, as presented in **Table 3** below.[xv]

**Table 3: How to develop a plan for evaluating VAWG programme impact**

*See VAWG Guidance Note 1: Theory of Change for further explanation on change processes and principles.*

| Step | | Guidance |
|---|---|---|
| 1 | **Develop a theory of change with key implementation** | Using the ToC included in *VAWG Guidance Note 1: Theory of Change* as a starting framework, undertake this step at the |

| | | |
|---|---|---|
| | **partners in the host country.** | beginning of designing the VAWG programme in a participatory manner, ensuring human rights and gender equality considerations are included. Follow ethical guidelines applicable to social research and to research on VAWG in particular. |
| 2 | **Incorporate complexity thinking in your VAWG theory of change model.** | The change processes that result from successful VAWG programming are non-linear, and this needs to be reflected in the ToC. |
| 3 | **Identify the timeframe and trajectory for impact to occur with your partners.** | Some vitally important VAWG programming may take two or more generations to show impact. Clarify whether short, medium or long-term outcomes can be evaluated at the end of the intervention. Alternatively, an ex-post impact evaluation might be considered. |
| 4 | **Choose indicators wisely and sparingly.** | Focus on information essential for the users so as to keep the amount of data manageable and limit the work-load of those gathering the data. Do not overload yourself with excessive data gathering, and use existing data on VAWG where possible. |
| 5 | **Use the VAWG ToC as the basis for determining the impact evaluation design, including the identification of evaluation questions.** | Based on the VAWG ToC and subsequent key impact evaluation questions, a methodology should be selected jointly with implementing partners in host countries. For example, are the given VAWG ToC, programme timeframe, programme resources and programme focus conducive to undertaking a full-fledged impact evaluation at the end of the intervention or would alternative M&E approaches like using counterfactuals or case studies be better suited? |
| 6 | **Make the best case for reasonable attribution.** | Absolute proof of impact in direct cause-and-effect terms is difficult or impossible to provide for long-term social change processes like VAWG programming. In cases where attribution is difficult, focus on showing the different sources and pathways of change that have contributed to the prevention of VAWG.<br><br>*Refer to how impact was assessed in the programme approaches discussed in the Good Clinical Practice (GCP).* |
| 7 | **Look for intended and unintended, positive and negative impact**. | Be aware that unintended effects may be even more important than the intended impacts that were initially envisioned, and need to be captured through M&E processes. Through qualitative data gathering including the use of life histories or the use of open-ended questions, unintended impact can be evaluated.  This data gathering should go beyond the assessment of VAWG programme objectives or performance indicators, and can help uncover unexpected results and the reasons for these. |
| 8 | **Review, revise and update!** | It is useful to periodically consider if the assumptions underlying the approach to impact evaluation are still valid, and if any changes may be needed. Undertake this task with key stakeholders and reward honest feedback. |

## 3.2 Resourcing evaluation

All Violence against Women and Girls evaluations should be funded from regular programme budgets and, on the staffing side, front-line posts can be used to commission and manage evaluations. DFID's evaluation guidance indicates that an estimate of 1% to 5% of programme expenditure can reasonably be spent on the M&E element of any intervention, depending on the complexity of the project or programme.

In the case of programming on Violence against Women and Girls, expenditure for both monitoring and evaluation may be more than 5% of the project or programme budget if it is for complex long-term social change programmes, or a full-fledged and methodologically robust impact evaluation. For example, the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) calculate that at least 10% of programme funding is required for a full-fledged and methodologically robust impact evaluation of any of its VAWG programmes[xvi].

A robust methodology requires a long-term investment in, for example, staff capacities to understand and report against the impact indicators, in surveys for baselines and endlines, in creating the time and space needed to capture unintended consequences, and in monitoring systems. When thinking about the cost of carrying out M&E for VAWG programmes, the following issues must be kept in mind:

- The need for technical specialist staff to undertake evaluations may result in a higher cost but may yield better designed interventions and a more robust assessment of impact.
- Preventing and responding to the often increased levels of VAWG in conflict or emergency settings may be more cost-intensive or higher-risk, possibly requiring more regular monitoring and higher costs associated with any evaluation.
- M&E is necessary at different stages of a programme, and resources need to also be allocated for the documentation and internalisation of learning.

## 3.3 Evaluation purpose

DFID's evaluation guidance favours the evaluation of new programming areas like Violence against Women and Girls in order to improve the future evidence base and better understand which interventions work, when, where, under what circumstances and how. When thinking through the evaluation purpose at the design stage, evaluation in general offers an opportunity for the programme team, stakeholders and M&E experts to review and possibly rethink what programme impact really means and what can be achieved.

UN Women found that planning for impact evaluation of its Violence against Women and Girls programmes helped programme implementers to specify their envisaged results at the design stage, to become more realistic and to precisely formulate the objects of change. For example, in the VAWG context, reducing prevalence might be too ambitious a goal for a 5 year VAWG programme.[xvii]

## 3.4 Designing evaluation questions

Evaluation questions are the underlying building blocks of a solid evaluation, and are developed after the goals and objectives of your VAWG programme have been agreed and before the choice of evaluation methods or design. Though it might not be possible to fully define all evaluation questions at the outset of your VAWG programme, evaluation questions will focus and structure the evaluation and guide the appropriate collection of baseline data. Evaluation questions are particularly useful to inform how the results of the VAWG evaluation will be fed back into the planning and implementation loop. The questions should be answerable with the available resources, funds and expertise as well as within the agreed timeframe for the evaluation. It is also important that the questions will provide the information necessary for making programme improvements.[xviii]

## 3.5 Evaluation time frame

When determining the time-frame for your M&E, short, medium and long-term outcomes must be considered. It is valuable to evaluate short-term and medium-term outcomes as well as investing in the impact evaluation of long-term outcomes. There may be a need to 'start small' when looking for impact of Violence against Women and Girls programming as recommended in a recent study commissioned by DFID.[xix] The reality is that long-term outcomes can be extremely difficult to see and measure, but this should not become a disincentive to carrying out evaluations of VAWG

programmes.[xx] In fact, as noted in the ToC (p.1) long-term intervention is crucial to bringing about complex social change and transforming power relations in relation to VAWG.

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**VAWG Programme in Bihar, India**
In DFID's VAWG programme in Bihar, India, short-term outcomes include changes in awareness or knowledge. Medium-term outcomes are demonstrated by changes in attitude or behaviour; shifts in power and influence towards women; more networks, facilities and services to support victims; strengthened interagency coordination or more open and responsive agencies. Long-term outcomes are evidenced by changing social norms and ultimately the prevention of VAWG. This is illustrated in **Figure 2** below.[xxi]

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**Figure 2: M&E in VAWG project cycle: Example from DFID India (Bihar)**
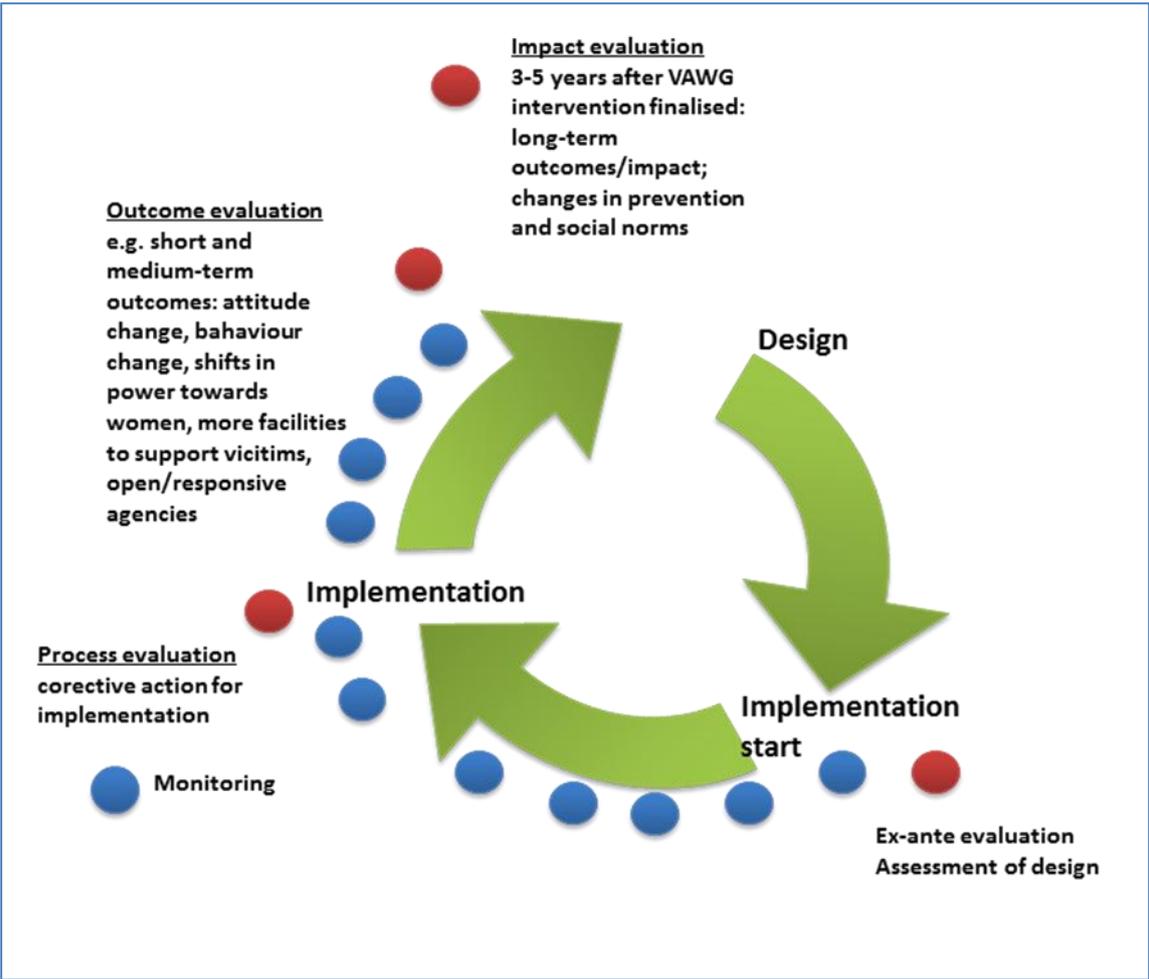
## 3.6 What evaluation type(s) will add the most value?

**Table 4** below summarises a range of evaluation types and the value they add to VAWG projects or programmes. Depending on the need, a VAWG programme might benefit from or be better suited to a specific type of evaluation. The main types of evaluation with particular relevance for DFID are process evaluations (what the programme has undertaken) and impact evaluations (direct impact of the programme and changes that can be attributed to it). You should consider which types might best suit your needs when you are planning your M&E process.

**Table 4 : Evaluation and review types, and their value-add for Violence against Women and Girls programming[xxii]**

| Evaluation type | Description | Value added for Violence against Women and Girls programming |
|---|---|---|
| **Design *or* ex-ante evaluation** | Takes place at the VAWG programme design stage. Supports definition of realistic programme objectives, validates the cost-effectiveness and the potential evaluability of programmes. | Given the complex context VAWG programmes operate in, this evaluation type strongly supports the design process and can ensure realistic goal and target setting in the programme, including at the impact level. |
| **Inception review** | Focus on programme design and processes. | Also considers project or programme processes like governance structure or communication flows. Ex-ante evaluation might be better placed if programme design is the key focus of the assessment. |
| **Process evaluation** | Assesses project or programme implementation and policy delivery. | Helps to find answers about 'how' and 'why' a VAWG project or programme was implemented, 'how' and 'why' it is or isn't working and supports analysis of under what circumstances intervention might work. |
| **Evaluability assessment** | Process for checking whether it will be possible to evaluate a proposed VAWG programme. This can be undertaken at all stages in the programme. | Best to be undertaken at programme design. Apart from assessing the programme's evaluability, this type serves as a key validation exercise to ensure that planning is according to standards (e.g. credible theory of change or |

| | | complete log frame). |
|---|---|---|
| **Output-to-purpose *or* mid-term evaluation** | Evaluation that takes place at mid-term of the programme to assess the extent that delivered outputs contribute to achieving outcome level results. | Allows for reflection at mid-term and enables course correction if necessary. Good for transferring learning into action, but less useful for a (rather late) validation of programme design and better suited for improvement during the implementation phase. |
| **Outcome evaluation** | Focus on short- and medium-term outcomes like changes in knowledge, attitudes and behaviour towards VAWG at the end of a programme. | Good option in case quick decision-making is important, for example for extending a VAWG programme or shaping VAWG policies. Useful for understanding change processes at the outcome level of the log frame, but normally does not explicitly focus on impact. |
| **Impact evaluation** | Typically targets long-term outcomes (impact) like changes in prevalence rates or social norms, but in practice often includes medium-term outcomes, especially as long-term outcomes are difficult to assess even 3 to 5 years after a VAWG programme intervention. | Best suited 3, 5, 10 or even 15 years after the end of the VAWG programme. To evaluate impacts like changes in social norms, a timeframe of one generation might be required. |
| **Counterfactual Impact Evaluation (CIE)** | Key evaluation question: 'does the VAWG programme make a difference?' Identifies and estimates causal effects through counterfactual methods: enquires what would have occurred in the absence of the intervention, and then makes a comparison with what actually happened. | Typically used in evaluation of socio-economic development programmes rather than for VAWG programming. Use of control group or comparison of baseline and endline gives easily interpretable (typically numerical) information. |
| **Theory-Based Impact Evaluation (TBIE)** | Key evaluation question: 'why and when does VAWG programming work?' Identifies as the key starting point the theory of change behind the project or programme and assesses its success by comparing theory with actual implementation. | May be more suitable for VAWG projects or programmes as it produces qualitative data. It cannot be used for cost-benefit calculations but provides valuable insights into why interventions succeed or fail. |

## 4. Getting Started: Conducting an evaluation through the Violence against Women and Girls programming cycle

VAWG programming takes place in the complex environment of social change processes, and a variety of tools and approaches are necessary for assessing evidence, results and ultimately the impact of the programme. This section presents some of the key choices that need to be made when carrying out M&E.

### 4.1 Evaluation design

There are three broad evaluation designs: experimental, quasi-experimental and non-experimental (see **Table 5** below). The selection of evaluation question will influence the choice of the evaluation design as well as parameters such as the available timescale and budget for the evaluation.

**Table 5: Types of evaluation design**

| Experimental design | Quasi-experimental design | Non-experimental design |
|---|---|---|
| This evaluation method, also called 'randomised design' works with a group benefitting from a VAWG intervention and a randomly selected 'control group' that did not receive the VAWG programme. The method uses quantitative methods to generate numbers on results/impact, and often also uses qualitative methods – to inform the design of data collection tools, to interpret the data, and to explore evaluation questions about how and why the intervention is having its effect. | As in the case of the experimental design method, groups who do and do not receive the VAWG programme are created for the purpose of the evaluation. However, the selection of the 'control group' is not random. Instead a specific comparison group is selected based on a range of criteria that provide a close match to the intervention group. For VAWG programming, criteria could include the kind and level of violence (e.g. domestic violence or violence in public spaces; verbal violence or physical violence like acid attacks), but also more generic criteria like the geographic location or size of a community. The quasi-experimental design uses quantitative methods, complemented by qualitative methods as for experimental designs. | There are a wide range of non-experimental methods, quantitative and qualitative. The defining characteristic of this evaluation design is the absence of a control or comparison group. Instead only a baseline measure is used. The baseline measure can be compared at mid-term with a 'mid-line' and at the end of the intervention with an 'end-line'. For this purpose baseline studies are repeated at those specific stages in the programme. |

One important debate in evaluation circles concerns attribution vs. contribution, a distinction that is particularly relevant for determining the impact of VAWG initiatives. Challenges in the attribution of impact have been highlighted in the Theory of Change (p. 8). However, impact evaluations based on a quasi-experimental design are the most promising option to specify or measure the attribution or contribution of VAWG programming impact. If a comparison site identical, or very similar, to the intervention site can be identified, the change stipulated through the VAWG programme can be assessed through a straightforward comparison of baseline and endline data from the two sites. This is similar to clinical trials in the health sector. However, in practice evaluators using the quasi-experimental design methodology may encounter significant challenges in finding identical comparison and intervention sites. This was a challenge faced by UN Women's Safe Cities Free of Violence against Women and Girls Global Programme. In this case, UN Women used pre-test and post-test designs as an alternative method to show programme contribution. Choices to be made for selecting an evaluation design are presented in **Table 6**.

**Table 6: Choices for selecting an evaluation design**

| Evaluation design | Risk to be managed | Suitability for VAWG programming |
|---|---|---|
| **Experimental design** | Comparability of a randomly selected control group with intervention group in a complex programming context like VAWG is questionable from both a technical and an ethical perspective. | Probably better suited to clinical trials (e.g. in the health sector rather than VAWG programming). |
| **Quasi-experimental design** | Statistical expertise required to define the control group. | If a comparison group can be identified, valuable quantitative data can be produced as part of a mixed methods approach. |

| Non-experimental design | As no formal comparison takes place there is a risk of falsely attributing programme results; wider changes in society rather than the VAWG programme could have led to VAWG results. | Assessment of plausible logic and triangulation of data can serve as effective risk management for attribution challenges; valuable for collecting qualitative data. |
| --- | --- | --- |

For experimental, quasi-experimental and non-experimental evaluations, challenges remain to design appropriate samples for VAWG interventions, and also to calculate the required numbers of participants in the intervention and comparison/control groups. Another challenge for the application of the experimental and quasi-experimental design are situations where it is not possible to really keep the intervention and non-intervention groups apart. Hence the effects of an intervention may 'spill over' into the comparison group and affect the quality of the analysis.

## 4.2 Selecting a methodology for evaluating impact

Impact is assessed in terms of intended and unintended, positive and negative effects, and whether these can be attributed to the project or other forces operating in the same context. Unintended negative effects should also be noted where these are attributable to the project or programme. When evaluating VAWG interventions, questions of contribution may be more appropriate over questions of attribution as complex social change processes do not take place in a linear manner and are influenced by a large amount of factors, often beyond individual VAWG interventions.

Evaluating the impact of a VAWG intervention is best placed at the end of a programme, if the focus is on medium and long-term outcomes. For the evaluation of long-term outcomes only, ex-post impact evaluations are best–placed to track impact, following 8-10+ years after the finalisation of a significant, well-resourced and long-term intervention. Before planning an impact evaluation and selecting a methodology, the holistic nature of VAWG programming also requires consideration (see Principle 1.3 p. 8 of the Theory of Change.

One or more of the following methods can be considered for evaluating the impact of a VAWG programme as show in **Figure 3**.

**Figure 3: Choice of Methods**



Regardless of which methodology or mix of methodologies is selected for evaluating the impact of VAWG programming, it is important to determine to what extent the project's goal and purpose have been achieved and to understand why an approach was, or was not, effective in any given setting. This is best accomplished by triangulating evidence from a range of different data sources, including both qualitative and quantitative ones. It is also crucial to carefully think about who should be involved in the evaluation process (see box below on 'Who should be involved in evaluation of VAWG programming impact?').

**a) Qualitative and Quantitative Methods**
**Table 7** below highlights the differences between using qualitative and quantitative methods for evaluations.

**Table 7 : Qualitative vs Qualitative methods**

| Attribute | Quantitative method | Qualitative methods |
|---|---|---|
| **Purpose** | Formal, objective, systematic process to explore, understand & explain range and diversity, for example, in attitudes behaviours. | Attempt to present the social world (concepts, behaviours, perceptions and accounts). |
| **Methodology** | Use of numerical data and statistical models. | Includes in-depth interviews, group discussions, observation and document analysis. Can also include participatory methods such as mapping, timelines, transect walks etc. |
| **Examples** | Surveys, censuses and quantitative analysis of administrative data (for example ARIES data on DFID projects). | For example through systematic searches through newspapers or project documents. |
| **Representative-ness** | Extensive scope: method aims to be statistically representative. | Generally involve relatively few people and aim to explain variety or diversity in a population. They are not designed to generate data that is statistically representative of the entire population. |

| Challenge | If primary data collection is required, costs may be high due to expensive field work. If data already exists (such as DHS) for secondary analysis, costs can be significantly reduced. | Can be difficult to ensure the full diversity of experiences are reflected in a balanced way. |
| --- | --- | --- |

### b) Mixed methods

As shown in Table 4 above, both quantitative and qualitative methods have distinct advantages. In evaluations of VAWG programming it frequently makes sense to use both methods, as part of a 'mixed methods' approach. This helps to address questions of how many, where, what, as well as why and how.

If you are evaluating implementation it is useful to use qualitative methods as well as addressing outcome-related questions through quantitative methods. Even for the evaluation of social change programming like VAWG, the use of quantitative evaluation methods as part of a mixed methodology is recommended in order to quantify results.

**Lessons for evaluation of VAWG Programming**
Experience shows that mixed methods and participatory methods work best in the context of VAWG programming evaluations. Focusing only on quantitative methods is highly challenging, as changes in social norms for example are very difficult to quantify. An exclusively qualitative methodology might be insufficient unless a selection of qualitative changes can be quantified. It should be noted that qualitative (including participatory) methodologies can be an empowering process for those involved if done in the right way. This ensures that evaluation is seen as part of a positive process rather than simply an extractive exercise.

### c) Participatory methods

Participatory methods may not always be informed by a rigorous methodology, but are an important complement to the mix of methodologies that should be used for impact evaluation. Some of the most commonly known participatory methods are beneficiary assessments, participatory rural appraisal (PRA) and SARAR (self-esteem, associative strength, resourcefulness, action planning, and responsibility).[xxiii] These approaches are rooted in qualitative methods that can include, for example, tools for mapping, ranking and exploring different perspectives on issues. Importantly, they can also play an important role in empowering beneficiaries, rather than being extractive as is the case with other evaluation tools. These methods can be used to obtain information on local level conditions and the perspectives of community members about a project or program. Participatory methods support and complement more rigorous survey-based and other quantitative methodologies to address program/project impact, and can be more useful in addressing particular types of evaluation questions.

**Who should be involved in an evaluation of VAWG programming impact?**
When using participatory methods, women and girls are the first obvious stakeholder group to involve in evaluation (see section 3 of the Practical Guide to Community Programming for information on why this is crucial). Women and girls can either function as a source for primary data and in-depth case studies or they can participate in part of the evaluation process, including by leading it through participatory methods. In the empowerment evaluation approach women and girls would benefit from capacity building to contribute to the evaluation such as by leading interviews. As part of its Phase I impact assessment, the 'We Can' campaign in South Asia, for example, trained teams of volunteers – young women and men who were part of their target audiences – to facilitate and take notes in hundreds of interviews and focus groups discussions with the campaign audience. The same approach was taken as part of participatory ethnographic evaluation research for the evaluation of the 'Voices of Child Brides and

Child Mothers in Tanzania' programme. The process deepened the volunteers' understanding of social issues in their communities and strengthened their commitment to the campaign.[xxiv]

It would be valuable if DFID country offices always sought to involve local stakeholders in the evaluation process. This includes the central government in the host country, local government representatives, key implementation partners, women's rights groups and other NGOs. The level of involvement depends on the nature of the evaluation approach, but all relevant groups should be informed about the evaluation and at least consulted about their experience with the VAWG programme. The stronger the involvement of stakeholders, the higher is the likelihood of empowerment and increased ownership of evaluation results. Ultimately, the degree of stakeholder participation can influence the usefulness of the evaluation exercise to local partners.

## 4.3 Choosing an evaluation team

A key factor influencing the success of any M&E process is the selection of the evaluation team. This is particularly relevant in VAWG programmes, where specific skills and expertise are needed. Where possible, evaluation team members should be involved from the earliest stage of programme design, to provide input into the theory of change, evaluation questions, and eventually in defining the approach and methods to be used. If external evaluators are being used this may not be feasible, but the evaluation team can still be involved in the refining of the TORs and evaluation questions before the evaluation is undertaken.
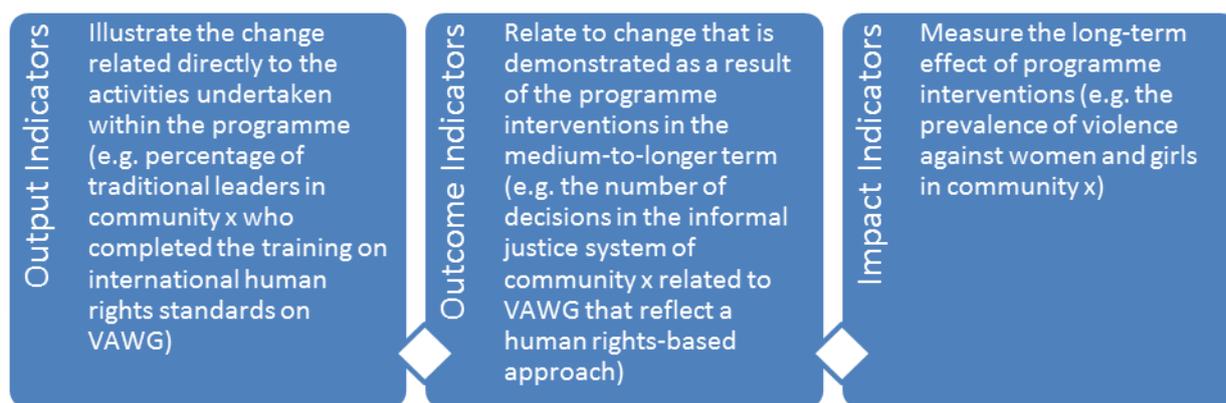
In selecting a team to evaluate a VAWG intervention, the following issues should be kept in mind:
- Given the challenges in collecting data on VAWG, it is important to select evaluators who are experienced in this field, and familiar with both qualitative and quantitative methods. Ideally at least one team member should have experience in M&E of VAWG interventions.
- Gender balance is important in evaluation teams, and it may be more appropriate to engage women as evaluators given the sensitivities around VAWG and the needs of survivors. All teams should include at least one woman.
- Evaluators must demonstrate a firm grasp of the ethical issues associated with M&E of VAWG interventions and the recognition that the safety and welfare of beneficiaries is paramount.

## 4.4 Developing Violence against Women and Girls indicators

To assess progress in achieving a VAWG programme's objectives, identifying a list of indicators at the design stage is important. The SMART (Specific, Measurable, Achievable, Relevant and Time-bound) criteria should always be kept in mind, and indicators should be clearly aligned with objectives and targets. Different types of VAWG programmes require different types of indicators, which are often divided into three categories as shown in **Figure 4**.[xxv]

**Figure 4: Categories of indicators**

| Output Indicators | Illustrate the change related directly to the activities undertaken within the programme (e.g. percentage of traditional leaders in community x who completed the training on international human rights standards on VAWG) | Outcome Indicators | Relate to change that is demonstrated as a result of the programme interventions in the medium-to-longer term (e.g. the number of decisions in the informal justice system of community x related to VAWG that reflect a human rights-based approach) | Impact Indicators | Measure the long-term effect of programme interventions (e.g. the prevalence of violence against women and girls in community x) |

VAWG programme output, outcome and impact indicators serve to test the programme's theory of change. When selecting outcome and impact indicators, tensions between DFID's ambitions and the priorities of national governments might arise and must be overcome in the programme design. DFID often focuses on women's empowerment in its VAWG programmes, but this may clash with a national government that instead prefers to focus on family cohesion, reinforcing rather than disrupting patriarchal hierarchies.[xxvi] To cope with this challenge, the use of parallel indicators could be used to satisfy both ambitions.[xxvii]

An indicative sample of indicators that can help to track the impact of VAWG programmes is provided in **Table 8** below. There are also several resources available online which provide examples of indicators for VAWG projects or programmes with additional guidance, and these can be incorporated into the different aspects of M&E frameworks (see Table 5 below). The Theory of Change in this guidance package also provides example indicators for each stage of the Theory of Change.

It is important to remember that indicators are only as good as the quality of the data used to measure them. When selecting indicators, the reliability of data sources should be taken into account and the possibility of undertaking first-hand data collection may need to be considered.

Some key principles for developing VAWG indicators are:
- ✓ Local partners should be consulted when defining indicators to ensure that local conditions are sufficiently taken into account.
- ✓ Indicators should be related both to qualitative and quantitative data. Over-reliance on quantitative data should be avoided, especially in short-term VAWG programmes of less than 2 years.
- ✓ Ask women to provide input and validate indicators on VAWG programming as they may be able to identify additional or unconventional measures of change and challenge project indicators as unsuitable or unhelpful.

**Table 8 : Violence against Women and Girls medium and long-term outcome/impact indicators**

| VAWG programming | Indicators | Measure for: | |
|---|---|---|---|
| | | Medium-term outcome | Long-term outcome |
| Skewed sex ratios | Excess female infant and child mortality (sex ratios up to age 1 and under 5). | | X |
| Intimate partner violence | Proportion of women aged 15-49 who ever experienced physical violence from an intimate partner. | | X |

| | | | |
|---|---|---|---|
| Female genital mutilation (FGM)/cutting[xxviii] | Proportion of women aged 15-19 who have undergone female genital mutilation/cutting. | | X |
| Child marriage | Proportion of women aged 18-24 who were married before age 18. | | X |
| Health | Proportion of VAWG survivors who received appropriate care. | X | |
| Education | Per cent of schools that have procedures to take action on reported cases of sexual abuse. | X | |
| Justice & security | Proportion of prosecuted VAWG cases that resulted in a conviction. | X | |
| Social welfare | Number of women and children using VAWG social welfare services. | X | |
| Humanitarian emergencies | Per cent of rape survivors in the emergency area who report to health facilities/workers within 72 hours and receive appropriate medical care. | X | |
| Trafficking in women and girls | Number of women and girls assisted by organisations providing specialised services to trafficked individuals, in a destination region or country. | X | |
| Femicide | Proportion of female deaths that occurred due to gender-based causes. | | X |
| Girls empowerment | Proportion of girls that feel able to say no to sexual activity. | X | |
| Community mobilisation & individual behaviour change | Proportion of people who would assist a woman being beaten by her husband or partner. | X | |
| Working with men and boys | Proportion of men and boys who agree that violence against women is never acceptable. | X | |

## 4.5 Data collection

The quality and availability of data strongly influences the reliability and accuracy of reporting on evidence, results and impact of VAWG programming. At the goal level of VAWG programming, a selection of indicators drawing on population-based surveys, service-based and criminal data or multi-country studies on VAWG can be used. Using these publicly available data sources typically comes without significant additional cost to the programme and can help to report on long-term outcomes at the country level. Limitations of using these data sources are that the data might be available only at the national level or that multiple time series may be unavailable.

For short and medium-term outcomes, often at the outcome level of VAWG programming, local-level data collection and small-scale surveys are useful to assess a change in knowledge, attitudes, behaviour, skills or practices at the local level. This data may exist if surveys have been carried out by other agencies or NGOs, but the resources and time required for first-hand data collection may need to be incorporated into the programme design if no such data is obtainable. It is advisable to consider the costs and benefits of different methods of data collection and production early on in the project design. It is also important to note that results of surveys will be stronger when combined with existing administrative data. There is significant added value when the VAWG programme indicators relate to those used in surveys conducted by authorities such as local administrative bodies, police or hospitals and local NGO data. Using existing indicators from a variety of sources helps to triangulate data and increase confidence. At the same time, the often-disputed use of police data can help paint a portrait of the problems with VAWG that law enforcement agencies recognize, and to which they may be held accountable. By taking police data seriously, moreover, DFID advisors

can help add demand for its improvement.[xxix]

**Table 9** sets out existing surveys which contain VAWG data which may be useful in developing indicators and as a reference point.

A recent report by the GSDRC (2012)[xxx] outlines the main sources of data on prevalence, risks and effects of Violence against Women and Girls:

- **Service-based and criminal data** is sometimes collected by the agencies that provide relevant services, including in the areas of health, criminal and civil justice, public housing, social services, refuges, advocacy and other support.  However, a significant limitation of service-based data is under-reporting. The majority of victims of violence (particularly from intimate partners or family members) do not seek help due to stigma, mistrust of services, inaccessibility of services or community pressure. Injuries and other physical and mental health problems resulting from these types of violence are either self-treated or treated by primary care or other health providers such as pharmacists which is not then captured in these data sources.[xxxi]
- **Population-based surveys** include national crime victimisation surveys; demographic and reproductive health surveys; focused specialised surveys; and short modules added to other surveys. Survey results are useful for understanding the magnitude and characteristics of violence, and according to the UN (2007: 9), 'when conducted properly, population-based surveys that collect information from representative samples are the most reliable method for collecting information on the extent of violence against women in a general population'. However, prevalence figures on violence are highly sensitive to methodological issues and can raise major issues of safety and ethics, particularly when VAWG modules are embedded in a general survey designed for other purposes.[xxxii]  To address issues of safety and ethics, DFID advisors are invited to take measures such as a) protecting the confidentiality of respondents, b) designing the survey in a way it includes actions aimed at reducing any possible distress caused to the participants by the research, c) providing specialized training and on-going support to researchers and d) training fieldworkers to refer women requesting assistance to available local services and sources of support.

For further information on ethical and safety considerations, see section 2 of this guidance.

**Table 9 : Overview of key surveys with Violence against Women and Girls data**

| Name of survey | Description | Comment |
| --- | --- | --- |
| **World Health Organization (WHO) multi-country study on women's health and domestic violence**[xxxiii] | Multi country study, on-going over 10 years.<br><br>Based on interviews with 24,000 women in ten countries: Bangladesh, Brazil, Ethiopia, Japan, Peru, Namibia, Samoa, Serbia and Montenegro, Thailand and Tanzania.<br>(Available in full online). | Advanced methodologies for comparative, cross-country measuring of Violence Against Women (VAW). |
| **International Violence Against Women Survey (IVAWS) by The European Institute for Crime Prevention and Control (heuni)**[xxxiv] | Multi country comparative study, ongoing over 10 years.<br><br>Based on interviews with over 23,000 women in eleven countries (including Australia, Costa Rica, the Czech Republic, Denmark, Greece, Hong Kong, Italy, Mozambique, the Philippines, Poland and Switzerland).<br>(Available for purchase). | Advanced methodologies for comparative, cross-country measuring of VAW. |

| | | |
|---|---|---|
| **United Nations Children's' Fund (UNICEF) Multiple Indicator Cluster Survey (MICS)** | Special optional modules on sexual and intimate-partner violence.<br><br>Since the mid-1990s, MICS has enabled more than 100 countries to produce statistically sound, internationally comparable estimates of a range of indicators such as health, education, child protection and HIV/AIDS. | Assumes (in many cases correctly) a high correlation between attitudes and incidents and asks about attitudes to domestic violence. |
| **Demographic and Health Survey (DHS)[xxxv]** | Special optional modules on domestic violence.<br><br>Contains data on population, health, HIV, and nutrition through more than 260 surveys in over 90 countries since the 1990s.<br>(Available in full online). | Questions covering attitudes and the incidence of domestic violence.<br><br>Also includes a module on FGM. |
| **UN Women Violence against Women Prevalence Data[xxxvi]** | Covers the prevalence of physical and sexual violence against women, forced sexual initiation and abuse during pregnancy, mainly compiled from the leading international surveys. Data is currently available for 86 countries.<br>(Available in full online). | Analysis and presentation of mainly existing survey data. |
| **International Crime Victim Survey (ICVS)** | Special modules on sexual and intimate-partner violence.<br>(Available in full online). | Includes questions on sexual incidents, such as rape, threats, and other sexual assaults. |
| **International Men and Gender Equality Survey (IMAGES)[xxxvii]** | Household questionnaire carried out in in Brazil, Chile, Croatia, India, Mexico and Rwanda during 2009-2010.<br><br>Based on interviews with more than 8,000 men and 3,500 women aged 18-59. | Questions cover men's attitudes and practices (and women's opinions of them) on a wide variety of gender equality issues, including gender-based violence against women and girls. |

It is important to note that in conflict or emergency contexts, there may be additional challenges in collecting data on VAWG due to insecurity, breakdown in services and infrastructure, and the marginalisation of victims. It is also crucial to remember that the factors driving observable results may not always be immediately evident. A negative shift may actually indicate a positive change in responses to Violence against Women and Girls (see box below).

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**Data analysis: how to interpret backlash and negative shifts?**
The analysis of Violence against Women and Girls programming results require careful interpretation, since the factors driving observable results may not always be immediately evident. Where women's empowerment initiatives ostensibly aimed at increasing their ability to speak up and secure greater control over resources result in more domestic violence, as has been reported in some microcredit programs, how should this be reported or interpreted? Does this constitute increased 'failure' of anti-VAWG interventions, or is it a sign that there has been a fundamental shift in power relations that is producing backlash as power holders seek to try and reinforce the violent status quo (see Principle 1.5 p. 10 of the Theory of Change and Pp. 5-8 of the Practical Guide to Community Programming)?

Increased awareness through VAWG programming might cause an initial rise in numbers of *reported* sexual violence cases rather than an immediate reduction of reported cases. It is important not to link reporting directly to prevalence. For example, in Nicaragua more than 8,000 cases of sexual violence were reported in 1997 compared to 3,000 cases in 1995, suggesting that rates of violence more than doubled in two years. However, during this period special police stations for women were opened throughout the country, and media awareness campaigns were carried out, which could explain the increase in reported

cases.[xxxviii]  Indeed, data from 39 countries show that the presence of women police officers correlates positively with increased reporting of sexual assault.[xxxix]

## 4.6 Baseline assessments

Creating a solid baseline at the beginning of a VAWG programme while using the output, outcome and impact indicators of the programmes' results framework or other related planning and monitoring tools is key to on-going monitoring. It also ensures a meaningful and successful impact evaluation at the end of the intervention cycle. The purpose of baseline assessments is to understand the context of the VAWG programme, assess existing services and programmes, identify needs and gaps, and establish a pre-intervention baseline against which progress can be measured (see Principle 1.1 on p.5 of the Theory of Change for a discussion on why understanding context is crucial). Baseline studies are best planned and implemented in close cooperation with national partners, and it may also be possible to use data from existing local or national surveys and assessments to populate the baseline.

A range of useful tools to create a baseline are available; links to more detailed explanations of these can be found in the UN Virtual Knowledge Centre on ending Violence against Women and Girls.[xl]

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**An example of developing a baseline survey**
UN Women's programme 'From Communities to Global Security Institutions: Engaging Women in Building Peace and Security' in Timor Leste has two main objectives:

a) To ensure that the influence of Gender Equality advocates in Timor Leste results in better outcomes (including better access to services and greater allocation of resources) for women in peace processes, peace building and other post-conflict recovery processes; and
b) To achieve Security Sector reforms in Timor Leste that creates a more secure environment for women in the target communities by way of protection and better access to support services.

**Objectives of baseline study**
The objectives of the baseline study were to collect baseline data against the objectives and indicators in the programme logframe and to assess the ability of the programme to achieve its purpose and outputs.

**Context analysis and sampling**
The baseline survey undertook a thorough context analysis. This included an analysis of the political and conflict context, the nature, types and incidence of SGBV, the national legal and institutional framework, and key actors and activities related to SGBV prevention and response in Timor-Leste.  For an in-depth baseline assessment the researchers selected 2 out of the 12 target communities. The communities were selected based on high reported levels of SGBV and were also felt to be broadly representative of the types of communities in which the programme was to operate. A two-stage sampling procedure was applied. Stage 1 consisted of a random sample of households from the target population. In stage 2 researchers undertook random selection of an individual over 15 from each household selected. The selected sampling strategy is commonly used for other household surveys like the Demographic and Health Surveys (DHS) or national census as a means to obtain data that is as representative as possible of the target population.

**Mixed-methods approach**
The study used a combination of qualitative and quantitative analysis methods. An in-depth survey for individual men and women in the communities was developed and conducted by a team of Timorese research assistants. This was complemented by a series of Focus Group Discussions (FGDs) in each community and by key informant interviews with national stakeholders in the capital Dili and in the district capitals and communities.[xli]

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A baseline assessment should be undertaken at the inception stage of Violence against Women and Girls intervention. Often baselines are conducted late, well into the first year of implementation. This means their value, especially for VAWG programmes shorter than 3 years, is limited. It seems logical that the earlier the baseline assessment takes place, the more implementation time remains available to create results and impact. Hence ensuring that a timely baseline survey is carried out is important.

At the same time, the baseline assessment should build on a coherent and mutually agreed set of VAWG indicators. These are often discussed and revised by implementation agencies and programme partners after the programme launch. Once the measures of progress have been agreed, baseline surveys should take place and can even support the fine-tuning of indicators in planning tools like results frameworks or logframes.

The technical rigour of sampling will determine, for example, the representativeness of sites selected for the baseline data collection with regard to the overall socio-economic, cultural or ethnic characteristics of communities supported by the VAWG programme.

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**Can we evaluate VAWG programs if no baseline data is available?**

The evaluation of the We Can Campaign and the use of the 'Change Makers' concept has shown that evaluating for mass campaigning without baseline data is possible.

If no baseline data is available quasi-experimental methods such as propensity score matching (a methodology attempting to provide unbiased estimation of treatment-effects) might be used so there is a comparison group to look at. Qualitative methods for causal inference can also be used such as theory based and case based approaches.

Undertaking surveys using **memory recall** is also an alternative. Many commentators are critical of relying on recall. However, all survey questions require recollection so robustness of data based on recall is a question of degree. The evaluator need to use his or her judgment as to what it is reasonable to expect a respondent to remember. Major life changes are likely to be remembered.

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## 5. Lessons Learned: effective M&E of Violence against Women and Girls Programmes

### 5.1 What works for effective M&E of Violence against Women and Girls programmes

The following points reflect lessons learned for effective M&E of VAWG programmes, both in DFID and other organizations (NGOs, United Nations system).

**Use M&E to empower women and girls**
- The design and implementation of M&E should be participatory, and engage and build the capacity of women's rights organisations and other partners. Women's rights organisations may come up with very 'SMART' indicators and evaluation strategies for VAWG, incorporating dimensions that donors and others may overlook.
- While M&E is an important tool for demonstrating results and value for money and ensuring accountability for implementation, it is equally important for driving learning and building an evidence base on how to prevent VAWG.

**Be aware of** Violence against Women and Girls **programming complexity and non-linear change processes**

- Be realistic. Processes of change are non-linear, complex and long-term and sometimes an apparent step back (e.g. increase in violence in the short-term because patriarchal power structures are being challenged) can actually be an important step towards long-term change.
- Be innovative. There are different ways to conceptualise and capture change, and while logframes and results-based management are useful, other tools such as outcome mapping may yield more nuanced understanding of the impact of VAWG interventions.
- Contribution can be more important than attribution, which may be impossible to determine in a complex VAWG intervention.

**Approaches and processes to capture change**

- Be flexible. There is no one 'magic bullet' approach that works for all VAWG programmes and in all contexts. A combination of approaches and tools should be used to conceptualise and measure change, and these will vary in different contexts and for different 'problems', and may also need to be adapted as the programme evolves.
- M&E processes should not only show which types of VAWG interventions have been effective and how, but also *why*. It is therefore important to capture both quantitative and qualitative data and changes.
- Ensure that an impact evaluation does include a focus on medium and long-term outcomes.
- Triangulate data from different sources and use a mix of indicators to capture the breadth and depth of the various outcomes and impact of VAWG programmes.
- Allocate enough time and money to M&E throughout the project cycle, particularly if there is a need for data collection or an ex-post impact evaluation.

## 5.2 Practical examples of innovative approaches to M&E

Given the challenges of capturing change in attitudes and behaviours and reductions in the prevalence and nature of VAWG, some organisations have developed innovative approaches to evaluating impact:

**a) SASA!** (Kiswahili for "*now*")

This programme developed a useful results framework called the 'outcome tracking tool' based on skills, behaviour, attitude and knowledge change. The outcome tracking tool is designed to assess the impact of SASA!, a community mobilisation violence and HIV prevention programme, on attitudes towards gender roles and norms, levels of intimate-partner violence (IPV), HIV-related behaviours, and community responses to VAWG.[xlii] The innovation in the outcome tracking tool is that key criteria like 'attitudes' are assessed against a standardised 5-point qualitative scale which allows the quantification of results and therefore a more nuanced evaluation of impact.

**How to apply the outcome tracking tool?**

The tool works by observing an activity and then ranking the degree of resistance or acceptance of community members participating, as shown in **Figure 5** below. For example, using the knowledge section of the Outcome Tracking Tool, if **almost all** participants are stating that acts can only be considered violence if there is serious physical injury that requires medical care, then you would make a tick in the column labeled 1. This is because more community members express ideas closer to the statement: *violence is only physical* than to the statement*: violence may be physical emotional, sexual or economic*. On the other hand, if you felt that **more than half** of participants are accepting of SASA! ideas then you would rank responses as a 4.[xliii]

**Figure 5: SASA! Outcome tracking tool with sections on knowledge**

| | Negative Statements / Resistance to SASA! Ideas | 1 | 2 | 3 | 4 | 5 | Positive Statements / Acceptance of SASA! Ideas |
|---|---|---|---|---|---|---|---|
| | | Almost all participants seem resistant to SASA! ideas | More than half of participants are resistant to SASA! ideas | Half the participants are resistant to SASA! ideas, half are accepting of SASA! ideas | More than half of participants accept SASA! ideas | Almost all participants accept SASA! ideas | |
| | *Participants tend to say that:* | | | | | | *Participants tend to say that:* |
| Knowledge | - violence against women is only physical | 1 | | | | | - violence against women may be physical, emotional, sexual, economic |
| | - violence against women does not have negative consequences | | | 3 | | | - violence against women has negative consequences |
| | - women who experience violence are not at risk for HIV and AIDS | | | | 4 | | - women who experience violence are at risk for HIV and AIDS |
| | *Totals* | 1 | | 3 | 4 | | 8 ÷ 3 = 2.6 |

**b) We Can Campaign**

For this Campaign a methodology had to be developed to assess the impact of mass campaigning in the absence of baseline data, which is often the case with VAWG programmes, and certainly the case in large-scale campaigns aimed at transforming social norms. As no comparison of before and after states was possible, a methodology based on outcome mapping was used to assess change through a comparison of detailed life histories gathered from over 500 'Change Makers'.

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**What are "Change Makers"?**

In the We Can Campaign, Change Makers are defined as citizens involved in "awareness-to-Action" processes both as individuals and as a group. Their role is to stimulate thinking, promote alternatives to violence, personally role-model alternative behaviours, encourage others to share their views, and support women experiencing violence. Change Makers are encouraged to identify the violence and discrimination in their own lives, accept their own responsibilities in relation to it, and to find their own ways to address it.
The approach is based on the assumption that people help other people change their perceptions and practices through mutual inspiration and learning from each other.

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Everybody who signed a Change Maker registration form was eligible to become a Change Maker in the We Can Campaign. The related Change Maker's pledge specifically stated i) Not to tolerate or perpetuate violence against women under any circumstances and ii) To motivate at least ten people to help prevent and end gender discrimination and violence against women. A set of criteria were then developed to determine the level and depth of changes in individual attitudes. The criteria were then further placed into categories that grouped the Change Makers according to the degree and depth of change that they had experienced.[xliv] Deepening change was measured for example through the participation of Change Makers in local-level activities and work with institutions they may be part of. Change Makers were persuaded to (i) engage inpersonal development processes (*"internal activism"*), and (ii) involve others (*"external activism"*) in their efforts for gender equality and against VAW.

**How to apply the 'Change Maker' approach?**

'Change Makers' were invited to share their stories of change using the life history technique. Those in their Circle of Influence (COI) were covered through a semi-structured interview schedule. The use of a life history technique enabled the research team to understand the Change Maker's engagement

with the Campaign and the issue within the broader context of their lives and experiences. Such a holistic approach has proven very useful in understanding **why and how** the Change Maker has responded to the Campaign, and thereby enabled contextualisation of a change pathway. Facilitated exercises and an in-depth interview were used to explore Change Makers' life experiences, their attitudes, and their engagement with the issue of VAWG, as well as the role of the Campaign in personal change. Change Makers and the people in their COI were asked to respond to the same set of questions on their attitudes to gender roles and VAWG.[xlv]

Structured interviews, focus group discussions and attitudinal surveys complemented the analysis of life histories, in an interplay of qualitative and quantitative data-gathering methods. Questions of attribution and contribution were addressed through the contextual exploration of the range of influences on the lives of the Change Makers apart from the We Can Campaign itself. The balance of influence of any specific input (e.g. the We Can Campaign) can only be assessed through analysis of a significant number of personal narratives, which explores the full context of engagement of the individual or group in other initiatives, networks, organisations and activities. The approach to present results from the We Can Campaign is shown in **Figure 6** below.

**Figure 6 : Impact through mass campaigning: We Can Campaign 'Change Maker' approach, and results from South Asia**
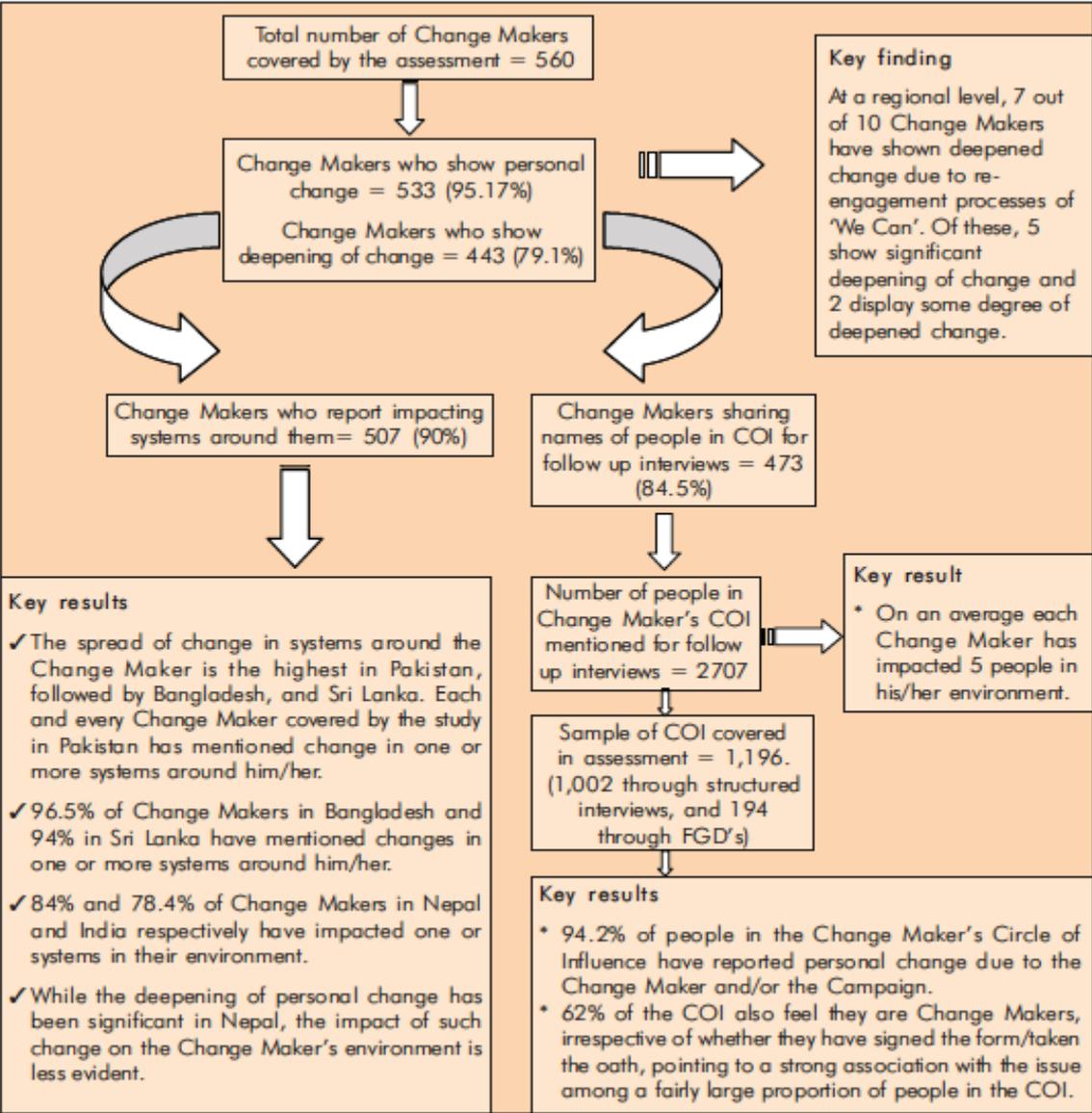
The changes described by the Change Makers were categorised in terms of extent and intensity, taking into account the personal and social contexts of the individuals. For example, a small change in a highly conservative village in Pakistan could be categorised as of equal intensity as a change in an Indian city which at first glance would look much more significant. In other words, the social and cultural context of the Change Makers was crucial in the measurement of the changes they experienced and were able to bring about in others.

**c) Participatory action research** (PAR)
PAR was used by REPLACE, an EC funded project aiming to contribute to efforts to end Female Genital Mutilation (FGM) across the European Union (EU) amongst practicing communities. The project applied a health behaviour change approach, combined with PAR to identify particular behaviours and attitudes which contribute to the perpetuation of FGM within the EU. PAR allowed members of practising Somali and Sudanese communities in the UK and the Netherlands to actively engage in gathering knowledge about individuals' experiences and the personal and community issues preventing them from abandoning the practice of FGM.

**How to apply PAR in FGM?**
Knowledge gathered during the research is used to inform action. This action is then evaluated to see whether or not it has been effective in terms of initiating change. If change does not occur, the previous action is evaluated and more data is collected to inform another form of action in order to achieve the goal change. Continual reflection and evaluation are fundamental elements of PAR. Using trained members of the community (cultural 'insiders') to collect data can help to overcome some of the barriers which cultural 'outsiders' may encounter. For example, cultural 'outsiders' may be viewed with some suspicion by members of FGM practising communities. Researchers having a deep understanding of the cultural aspects of the community and who share cultural heritage can help diminish suspicion and facilitate a more open dialogue. With such a taboo issue as FGM, cultural 'insiders' will be more successful in gaining access to members of the community. Furthermore, recruiting individuals from the community to conduct information collection also allows for their experiences and insight to contribute to the knowledge generated. Having cultural 'insiders' collecting data also reiterates an essential aspect of PAR – that is research is conducted 'with' as opposed to 'on' the community.[xlvi]

## 5.3 Overcoming common challenges to M&E for Violence against Women and Girls programmes

VAWG encounter a range of challenges when it comes to undertaking monitoring and evaluation. **Table 10** helps to provide a number of possible solutions to common problems.

**Table 10: How to address common challenges to M&E for VAWG programming**

| Problem | Possible solutions |
|---|---|
| Lack of time or capacity to do M&E. | ✓ Start small. M&E does not have to be a complex, time-consuming process and should be in proportion to the size of an intervention.<br>✓ Incorporate capacity-building for M&E into your programme so that partner organisations can carry out these tasks, making M&E more sustainable.<br>✓ Ensure that a realistic assessment of the resources required for M&E are budgeted into your programme design from the very beginning. |
| Data on VAWG does not appear to be available or does not exist. | ✓ Check existing cross-country surveys or national and local government sources for any data that you may be able to use.<br>✓ Consult with local partners and INGOs working in the country to see if they have collected any relevant data through their VAWG programming that you can use. |

| | |
|---|---|
| | ✓ Include some first-hand data collection (e.g. baseline or perception surveys) in your project budget. |
| Lack of clarity or certainty about what should be measured. | ✓ Ensure that you have clearly defined outcomes and intended impact, supported by a theory of change (see ToC). <br> ✓ Consult websites and other publications that list possible indicators, by sector of VAWG programming. <br> ✓ Involve a wide range of stakeholders in the development of your M&E framework, particularly women's rights organisations and those who have been affected by VAWG. |
| Lack of clarity about how to interpret the data or findings. | ✓ Triangulate data sources so that you have as much information as possible and ensure that your indicators are capturing the full breadth of change. <br> ✓ Ensure that you are using both qualitative and quantitative methods and data so that you can capture not only what is working but also why. <br> ✓ Think about backlash and negative shifts: do these really indicate positive impact or are there invisible forces influencing the results? |

## Annex 1: Key resources

- UN Women's website on Ending VAWG (available at www.endvawnow.org) is a useful website providing advice, including on M&E, divided by sectoral intervention.
- The Reproductive Health Response in Conflict (RHRC) Consortium has developed a programme M&E tool for VAWG in conflict affected settings (available at: http://www.rhrc.org/resources/gbv/gbv_tools/manual_toc.html). Their training provides examples of assessment tools, programme design tools and M&E tools. The M&E section includes monitoring forms, example of indicators to use and references to other resources.
- Batliwala, S. and Pittman, A. (2010) *Capturing Change in Women's Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches,* Toronto: AWID provides a critical overview of current M&E frameworks and approaches used to measure impact of gender equality interventions.
- The NGO Raising Voices has developed a number of useful low cost community-based approaches to measure impact of Sasa!, their VAWG strategy (available at: http://www.raisingvoices.org/publications.php).
- The Gender-Equitable Men (GEM) scale (available at http://www.popcouncil.org/Horizons/ORToolkit/AIDSQuest/instruments/gemscale.pdf) is a useful resource to measuring the attitudes of men towards gender equality. The GEM scale has identified a number of attitudes that are associated with less VAWG.
- The MEASURE Evaluation (Bloom, S. S. (2008) *Violence against Women and Girls. A Compendium of Monitoring and Evaluation Indicators,* Chapel Hill, NC: Carolina Population Center,) has produced a compendium of M&E indicators on VAWG (available at: http://www.cpc.unc.edu/measure/publications/pdf/ms-08-30.pdf). The report outlines good indicators to measure the magnitude and characteristics of VAWG, indicators relevant to programmes according to sector, and indicators for under-documented forms of VAWG, humanitarian settings and prevention programmes.

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[i] UN (2005) SG's Study

[ii] **The Gender & Development Network** (GADN) brings together expert NGOs, consultants, academics and individuals committed to working on gender, development and women's rights issues. Their vision is of a world where social justice and gender equality prevail and where all women and girls are able to realise their rights free from discrimination. Their goal is to ensure that international development policy and practice promotes gender equality and women's and girls' rights. Their role is to support our members by sharing information and expertise,

to undertake and disseminate research, and to provide expert advice and comment on government policies and projects.

[iii] Members of the expert group include: Srilatha Batliwala Scholar Associate, AWID; Heather Cole Technical Advisor for the Women's Protection and Empowerment Unit, International Rescue Committee; Lori Heise Lecturer and Researcher, London School of Hygiene and Tropical Medicine; Jessica Horn Women's Rights Consultant, Akiiki Consulting; Sarah Maguire Human Rights Consultant; Lyndsay McLean Hilker Senior Associate Consultant, Social Development Direct; Lecturer in Anthropology and International Development, Sussex University; Suzanne Williams Social Development Consultant, Goukamma Consulting

[iv] Participatory monitoring occurs when beneficiaries or other stakeholders play a specific role. The World Bank provides a useful snapshot of participatory monitoring techniques, available at: http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,contentMDK:20509352~menuPK:1278203~pagePK:148956~piPK:216618~theSitePK:410306,00.html

[v] DFID (2012) *Evaluation Handbook,* available internally at: **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**

[vi] Correspondence with Expert Group member Srilatha Batliwala, 7 February 2012

[vii] Correspondence with Expert Group member Lyndsay McLean Hilker, 10 February 2012

[viii] Nyblade, L. and K. MacQuarrie (2006) *Can We Measure HIV/AIDS-related Stigma and Discrimination?: Current knowledge about quantifying stigma in developing countries*, Washington, DC: USAID

[ix] Batliwala, S. and Pittman, A. (2010) *Capturing Change in Women's Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches,* Toronto: AWID

[x] Batliwala, S. and Pittman, A. (2010) *Capturing Change in Women's Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches,* Toronto: AWID

[xi] DFID (2012) *Evaluation Handbook*, available internally at: **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**; Bamberger, M., Rugh, J. and Mabry, L. (2011) *Real World Evaluation,* 2nd edition, California: Sage Publications, Inc

[xii] DFID (2012) 'Chapter 1' in *Evaluation Handbook,* available internally at: **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**

[xiii] See for example World Health Organisation (2007) *Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies*, Geneva: World Health Organisation, available at: **http://whqlibdoc.who.int/publications/2007/9789241595681_eng.pdf**

[xiv] UN Women (2011) *UN Women Safe Cities Free of Violence against Women and Girls Global Programme (2010-15): Impact Evaluation Strategy,* available at: **www.endvawnow.org/uploads/browser/files/safe_cities_ie_strategy.pdf**

[xv] Perrin, B. (2011) *UNEG guidance note: Evaluation of the impact of normative and institutional support work* (draft), amended

[xvi] Caspar Merke, UN Women regional evaluation advisor, Nairobi, personal communication, 26 January 2012

[xvii] For more information, including on evaluation users and evaluation timing see DFID (2012) *Evaluation Handbook*, available internally at: **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**

[xviii] For more criteria on the steps for developing evaluation questions, see UN Women (2012) **'**Evaluation Questions', *Virtual Knowledge Centre to End Violence Against Women and Girls,* available at: **http://www.endvawnow.org/en/articles/338-evaluation-questions.html** and DFID (2012) *Evaluation Handbook*, available internally at: **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**

[xix] Foglesong, T. (2012) 'Aligning Indicators and Ambitions: How to improve indicators used in programs to reduce violence against women and girls', *Harvard Kennedy School Program in Criminal Justice Policy and Management: Indicators in Development: Safety and Justice,* available at: **http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/Indicators-VAWG.pdf**

[xx] Ibid.

[xxi] Source: Stame, N and Stern, E. (2011) *DFID Impact study: violence against women in Bihar northern India*, amended to show fit into VAWG program cycle

[xxii] For more information, see DFID (2012) *Evaluation Handbook, available internally at* **http://dfidinsight/Other/Departments/EvaluationDepartment/Evaluationguidancetraining/index.htm**; EC (2011) 'Methods and techniques', *EC Regional Policy – Inforegio: EVALSED: The resource for the evaluation of socio-economic development,* available at: **http://ec.europa.eu/regional_policy/sources/docgener/evaluation/evalsed/sourcebooks/method_techniques/index_en.htm**

[xxiii] More information about participatory evaluation methods can be found at the following sources: World Bank (2011) 'Participatory Methods', *Impact Evaluation,* available at: **http://go.worldbank.org/PCECWZHFS0**; Gawler, M. (2005) *Useful tools for engaging young people in participatory evaluation*, New York: UNICEF, available at: **http://www.artemis-services.com/downloads/tools-for-participatory-evaluation.pdf**; USAID Center for Development Information and Evaluation (1996) 'Conducting a Participatory Evaluation', *Performance Monitoring and Evaluation Tips, Number 1,* available at: **http://pdf.usaid.gov/pdf_docs/PNABS539.pdf**

xxiv Aldred, A., and Williams, S. (2009) *We Can: The Story So Far*, New Delhi: We Can South Asia Regional Secretariat

xxv Taken from *UN Women (2012)* 'Ending Violence Against Women and Girls: Programming Essentials', *Virtual Knowledge Centre to End Violence Against Women and Girls,* available at:
**http://www.endvawnow.org/uploads/modules/pdf/1328563919.pdf**

xxvi Foglesong, T. (2012) 'Aligning Indicators and Ambitions: How to improve indicators used in programs to reduce violence against women and girls', *Harvard Kennedy School Program in Criminal Justice Policy and Management: Indicators in Development: Safety and Justice,* available at:
**http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/Indicators-VAWG.pdf**

xxvii Ibid.

xxviii There are mixed views on whether to use 'mutilation' or 'cutting' when referring to this harmful practice. Because this guidance is focused on violence against women and girls, it recommends using female genital mutilation (FGM) in line with the Beijing Platform for Action and the African Union's Protocol on the Rights of Women.

xxix Foglesong, T. (2012) 'Aligning Indicators and Ambitions: How to improve indicators used in programs to reduce violence against women and girls', *Harvard Kennedy School Program in Criminal Justice Policy and Management: Indicators in Development: Safety and Justice,* available at:
**http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/Indicators-VAWG.pdf**

xxx Governance and Social Development Resource Centre (2012) *Helpdesk Research Report: Risks, effects and prevalence of VAWG*, 06.01.2012, available at: **http://www.gsdrc.org/docs/open/HDQ775.pdf**

xxxi Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B., and Lozano, R. (eds.) (2002) *World Report on Violence and Health*, Geneva: World Health Organisation, available at:
**http://whqlibdoc.who.int/publications/2002/9241545615_eng.pdf**

xxxii UN Division for the Advancement of Women, UN Economic Commission for Europe and UN Statistical Division (2007) *Indicators to measure violence against women: Report of the Expert Group Meeting Organized by United Nations Division for the Advancement of Women, United Nations Economic Commission for Europe, United Nations Statistical Division, 8 to 10 October 2007, Geneva, Switzerland,* available at:
**http://www.un.org/womenwatch/daw/egm/IndicatorsVAW/IndicatorsVAW_EGM_report.pdf**

xxxiii For studies, factsheets and the report see World Health Organisation (2005) *WHO Multi-country Study on Women's Health and Domestic Violence against Women: Initial results on prevalence, health outcomes and women's responses*, Geneva: World Health Organisation, available at: **http://www.who.int/gender/violence/who_multicountry_study/en/**

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xxxv Demographic and Health Survey (1991-2012) *DHS Final Reports,* available at:
**http://www.measuredhs.com/publications/Publication-Search.cfm** (Search Publication Type: 'DHS Final Reports' and Publication Topic: 'Domestic Violence')

xxxvi UN Women (2011) 'Violence against Women Prevalence Data: Surveys by Country', *Virtual Knowledge Centre to End Violence Against Women and Girls,* available at:
**http://www.endvawnow.org/uploads/browser/files/vaw_prevalence_matrix_15april_2011.pdf**

xxxvii Barker, G., Contreras, M., Heilman, B., Singh, A., Verma,R., and Nascimento, M.(2011) *Evolving Men: Initial Results of the International Men and Gender Equality Survey (IMAGES),* Washington, DC: International Center for Research on Women and Rio de Janeiro: Instituto Promundo, available at: **http://www.icrw.org/publications/evolving-men**

xxxviii García-Moreno, C. and Jansen, H., (2009) *Challenges in Measuring Violence against Women: Pre-Conference Workshop 3, SVRI Forum 2009, Johannesburg, South Africa, 6 July 2009*, available at:
**http://svriforum2009.svri.org/presentations/workshop3.pdf**

xxxix UN Women (2011) *Progress of the World's Women 2011-2012: In Pursuit of Justice*, New York: UN Women, available at: **http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf**

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xlii Raising Voices (2009) *Basic Monitoring Tools: Outcome Tracking Tool,* available at:
**http://www.raisingvoices.org/files/Basic_Monitoring_Tools-Outcome_Tracking_Tool.pdf**

xliii SASA! Outcome tracking form guide, undated

xliv Williams, S. (2011) *Synthesis of Results and Lessons from the Regional Assessment of Phase II of the 'We Can End All Violence against Women' Campaign in South Asia,* Oxford: Hampton Poyle Parrot Press:9

xlv Raljan, A and Chakraborti, S. (2010) *Regional report of the assessment of "We Can", Phase II,* available at:
**http://www.engagingmen.net/files/resources/2011/Caroline/WCC_South_Asia_regionalfinal.pdf**

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