**Group Exercise Module 4: Reviewing VAC Intervention Monitoring and Evaluation Tools**

**Overview**

This exercise is designed to provide space for country teams to assess existing VAC-related M&E frameworks and indicators against the seven INSPIRE strategies. The activity can be enhanced if completed following presentation(s) from national monitoring and evaluation expertise.

The session can be conducted as part of a face-to-face workshop using flipcharts and pens or through a virtual process using a shared google slides document.

**Objectives**

* To deepen participants’ understanding of the indicators suitable for measuring VAC prevention interventions across the seven INSPIRE strategies.
* To facilitate review of existing available monitoring and evaluation frameworks and indicators suitable for a national VAC prevention strategy or plan of action.

**Time**

90-120 minutes (depending on inputs from national actors)

**Materials**

**Face-to-face workshop**

* Session 4 slide deck “Monitoring and Evaluation**”**
* Monitoring and Evaluation Worksheet (Annex 1)

**Virtual workshop**

* Google slides document where all participants have editing access.
* Zoom/skype / other video conferencing software for the groupwork.

**Process**

***Preparation for facilitator***

**Face-to-face & Virtual workshop**

* If available, and well in advance, invite presentation from national monitoring and evaluation experts, e.g. National VAC Coordinating M&E subgroup, representative from national body that gathers and analyses key data e.g. health ministry, Bureau of Statistics, VACS investigation leads, etc. Provide brief (presentation of key VAC indicators and frameworks) and receive powerpoint presentation in advance to ensure brief has been followed. Suggest maximum 10 slides, current framework, how developed, which indicators used, successes, challenges.
* If the above not available, prepare slides of national frameworks and indicators. If available online, prepare links to VAC NPA M&E framework; if not available online, prepare handout sheet of core indicators (photocopied for face-to-face or scanned for virtual)
* (For Virtual workshop) Prepare google doc of worksheet so that all participants can work in small teams.

***Exercise Guide***

***Set the agenda (5 minutes)***

Explain the objectives and duration of the exercise to the participants

***Presentation of National Monitoring and Evaluation Frameworks and Indicators (25 minutes)***

**Face-to-face and virtual workshop**

1. Invite the national presenters to deliver their presentation, ensuring presentation is ideally no more than 15 minutes
2. Facilitate question and answer with presenters for 10 minutes

OR

Present the key findings as a slide (placeholder slides available in Module 4 slide deck). This will take less time so allow more time for Q&A:

***Group Work: Review of Indicators Against INSPIRE Indicators (45 minutes)***

**Face-to-face workshop**

1. Divide into small groups. If multiple countries are represented, divide participants into country-based groups. If all participants are representing the same country, the groups may be based on professional sector, function, location, or at random.
2. Ask each group to read the Monitoring and Evaluation Worksheet (Annex 1) and complete.
   1. Scale – do they want to only include activities that are being implemented in more than one project / district / etc.?
   2. Duration – do they want to only include interventions that have been going for at least one year, longer?
   3. Recognition – do they want to focus on interventions that have already been included in national or sector strategies, e.g. lifeskills curricula already approved by the Ministry of Education and/or civil society interventions that have been implemented by NGOs in more than one setting?

Note to trainer: The decision about how to select interventions will depend on individual participants, or could be selected collectively before going into small groups. The decisions will depend on the available range of interventions represented in the group. They do not need to complete every strategy if there are no examples for a particular category, for example if there are no known examples of interventions addressing norms and values in their country/organisation.

**Virtual workshop**

1. Use breakout rooms to divide the participants into groups. If multiple countries are represented, divide participants into country-based groups. If all participants are representing the same country, the groups may be based on professional sector, function, location, or at random.
2. Prior to, or at the start of this session, send each team the Monitoring and Evaluation Worksheet.
3. In the breakout groups, participants complete activity II above. Answers are shared with the trainer using the relevant document sharing platform that is being used.

***Plenary Session* (to be decided based on initial presentations, minimum 20 minutes)**

**Face-to-face workshop and virtual**

1. Ask each group to present their responses in turn.
2. Allow opportunity for questions and discussions after each group has presented. If representatives are all from the same country or organisation, it may be necessary to ‘park’ some of the discussion by tasking one or more participants with going away to gather further information about the evidence that is available.
3. Summarise the findings highlighting action points relating to inviting key actors for monitoring and evaluation.
4. Recap the purpose of the activity, and some of the key takeaways that emerged in the discussion. Ask if anyone has any questions or comments to add. Complete the activity by explaining that the final few slides of the presentation are going to summarise the key messages of this session.

**ANNEX 1: Monitoring and Evaluation Worksheet**

1. Review the list of INSPIRE indicators on the following sheet.
2. Review your existing national VAC M&E data (if available) and discuss:
   1. How many of the core INSPIRE indicators are already available in your country at national level?
   2. Are there significant gaps at national level? If so, in which areas, e.g. gender disaggregation, which of the seven strategies, etc.?
   3. Are there additional data sources from sub-national data that could inform this data? If so, how can this be achieved?
3. How are your different data sources reviewed, and by whom? Who else should be involved in strategic planning discussions for decision-making?

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| **INSPIRE strategy** | **Existing indicators** | **Significant gaps** |
| **Implementation** and enforcement of laws |  |  |
| Norms and values |  |  |
| **S**afe environments |  |  |
| **P**arent and caregiver support |  |  |
| **I**ncome and economic strengthening |  |  |
| **R**esponse and support services |  |  |
| **E**ducation and life skills |  |  |

**Summary of INSPIRE indicators**

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| --- | --- | --- |
| **Core INSPIRE indicators and domains** | | |
| **Domain** | **Sub-domain** | **Indicator** |
| Violence by caregivers | Violent discipline by caregivers | 1.1 Violent discipline by caregivers, past month  (SDG Indicator 16.2.1)  *Percentage of girls and boys aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month, by sex and age* |
| Physical punishment in school | Physical punishment by teachers | 1.2 Physical punishment by teachers, past 12 months  *Percentage of female and male children and/or adolescents currently attending school who report being physically punished by a teacher in the past 12 months, by sex and grade level (or age)* |
| Sexual violence in childhood | Lifetime childhood sexual violence | 1.3 Lifetime sexual violence in childhood by any perpetrator (SDG Indicator 16.2.3)  *Percentage of young women and men aged 18–29 years who experienced sexual violence before 18 years of age, by sex and age* |
| Sexual violence in childhood | Past year childhood sexual violence | 1.4 Past year sexual violence in childhood by any perpetrator  *Percentage of female and male adolescents aged 13–17 years who experienced sexual violence in the past 12 months, by sex and age* |
| Partner violence against adolescents | Violence against adolescent girls within marriage or marriage-like relationships | 1.5 Physical and/or sexual violence by an intimate partner against ever-partnered adolescent girls, past 12 months (SDG indicator 5.2.1, sub-indicator 4)  *Percentage of ever-partnered adolescent girls aged 15–19 years subjected to physical and/or sexual violence by a current or former intimate partner in the past 12 months* |
| Partner violence against adolescents | Violence against adolescent girls and boys by romantic partners | 1.6 Physical and/or sexual violence against adolescents by a romantic partner, past 12 months  *Percentage of female and male adolescents aged 13–19 years subjected to physical and/or sexual violence by any romantic partner in the past 12 months, among those who ever had a romantic partner, by sex and age* |
| Peer violence | Bullying victimization | 1.7 Peer violence - bullying victimization, past 12 months  *Percentage of female and male adolescents who experienced bullying during the past 12 months, by type, sex and grade level (or age)* |
| Physical violence against adolescents | Physical attacks against adolescents | 1.8 Physical attack against adolescents, past 12 months  *Percentage of female and male adolescents who were physically attacked in the past 12 months, by sex and grade level (or age)* |
| Child homicide | Child homicide rate | 1.9 Child homicide rate (SDG indicator 16.1.1)  *Number of victims of intentional homicide aged 0–19 years per 100,000 population aged 0–19 years, by sex and age* |
| Child exposure to violence in the home | Child exposure to partner violence against mother/ stepmother | 1.10 Child exposure to households affected by physical partner violence against women  *Percentage of female and male adolescents and young adults aged 13–24 years who report that their father or stepfather ever hit or beat their mother or stepmother during the respondents’ childhood, by sex and age of respondent* |
| **Implementation and enforcement of laws** | | |
| ***Intermediate (outcome) result: Countries have strengthened implementation and enforcement of laws and policies that protect children and adolescents from violence, reduce excessive alcohol use, and limit youth access to weapons*** | | |
| Laws and policies | Laws protecting children from physical punishment | 3.1 Laws protecting children from physical punishment (violent punishment)  *Existence of legislation prohibiting all forms of physical punishment of children, by setting (home, schools, alternative care settings and day care, penal institutions/in places of detention, and as a sentence for an offence)* |
| Laws protecting children from sexual abuse and exploitation | 3.2 Laws protecting children from sexual abuse and exploitation  *Alignment of the national legal framework with international standards regarding the criminalization of child sexual abuse and exploitation and protection of child victims* |
| Laws protecting children from key risk factors for violence and exploitation | 3.3 Laws and policies protecting children from key risk factors for violence and exploitation  *Existence of laws, policies or regulations that protect children from key risk factors* |
| Laws and policies to protect children | 3.4 Laws and policies regarding institutional and duty bearer responses to violence against children  *Existence of key laws and policies to protect children from violence and ensure an adequate response from duty bearers, professionals and justice sector institutions* |
| Awareness of laws | Awareness of laws | 3.5 Awareness of laws banning violence against children  *Percentage of female and male adolescents and adults who are aware of legislation banning key forms of violence against children, such as physical punishment (violent punishment), by sex and age* |
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