



# **A Monitoring, Evaluation and Learning Toolkit for a Whole School Approach to Prevent School-Related Gender-Based Violence (SRGBV)**

This toolkit was prepared by Nancy Pellowski Wiger and Shirley Miske, Miske Witt & Associates International.

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## List of Acronyms

AIR	American Institutes for Research
CARE	Cooperative for Assistance and Relief Everywhere
CCORE	Collaborating Centre for Operational Research and Evaluation
CDC	Center for Disease Control and Prevention
COVID-19	Coronavirus Disease 2019
DFID	Department for International Development
ECCN	Education in Crisis and Conflict Network
FAWEZI	Forum for African Women Educationalists, Zimbabwe Chapter
FGD	Focus Group Discussion
G&C	Guidance and Counseling
GBV	Gender-Based Violence
IATT	Inter-Agency Task Team
MEL	Monitoring, Evaluation and Learning
MoPSE	Ministry of Primary and Secondary Education
MW	Mann-Whitney test
MWAI	Miske Witt and Associates International
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
OHCHR	Office of the United Nations High Commissioner for Human Rights
RQ	Research Question
RTI	Research Triangle International
SADC	Southern Africa Development Community
SDC	School Development Committee
SPSS	Statistical Package for the Social Sciences
SRGBV	School-Related, Gender-Based Violence
UNAIDS	United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VAC	Violence Against Children
VAWG	Violence Against Women and Girls
WHO	World Health Organization
ZIMSTAT	Zimbabwe National Statistics Agency

# Introduction to the Pilot Project

## Introduction

School-related, gender-based violence (SRGBV) is defined as “acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated by children and/or adults as a result of gender norms and stereotypes and enforced by unequal power dynamics between girls and boys, women and men.”<sup>iii</sup> In 2014, UN agencies and partner international development organizations launched a global effort to expose the complex, multifaceted problem; to raise public awareness about solutions, and to advocate for change. The United Nations Girls’ Education Initiative (UNGEI), in partnership with the United Nations Educational Scientific and Cultural Organization (UNESCO) led the establishment of the Global Working Group (GWG) to End SRGBV.

Recent research underscores how education has enormous power either to reinforce or to shift and change discriminatory gender norms over time (Harper, Marcus, George, D’Angelo, & Samman, 2020). This progress cannot be assumed, however, as it can also stall or plateau, particularly when women are about to gain power (see, for example, Harper et al., 2020). A focus on intersectionality (i.e., on gender and simultaneously on language, social and economic conditions, etc.) is key to ensuring that gender norm change occurs for all groups and not only for some (Rédai, 2020; Tsouroufli 2020). Since policy actors and practitioners have varied understandings of the nature and causes of SRGBV, there are also varying perspectives on how to intervene through education (Johnson Ross & Parkes, 2020). Whole school approaches that intentionally promote gender equality and equitable norms and thus work to reduce and prevent SRGBV, do so by engaging school leadership, students, teachers, school staff (e.g., office staff, technicians, etc.), and community members (Parkes et al., 2016).

In 2018, UNGEI, with members of the SRGBV GWG, developed *A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework*, drawing on new and existing evidence and resources on promising approaches to prevent violence against women and girls and violence against children. The document offered expansive guidance to practitioners and policy makers on integrating SRGBV prevention in education systems and within schools.

## What is a whole school approach?

The strategy of a whole school approach considers the interconnectedness of families, schools, and communities. It is a two-pronged process, which creates school policies and protocols while actively working to shift harmful community gender and social norms. In this approach, school stakeholders (students, teachers, school support staff, heads of schools, and local government authorities) create and implement activities to make schools safer, more gender-sensitive and child-friendly. To create a shared, comprehensive understanding of SRGBV as the context for the whole school approach,

the conceptual framework identifies the following five major forms of SRGBV: bullying (including physical and verbal or psychological violence); corporal punishment; sexual violence and child sexual abuse; sexual harassment; and intimate partner violence (adolescent dating violence).<sup>ii</sup> Drawing on a holistic, socio-ecological model, the guidance document elaborates on eight key elements or domains of a comprehensive whole school approach that must work together to address the following six SRGBV drivers (i.e., the common practices that drive harmful actions). The domains and the drivers are listed below.

Table 1: Drivers of SRGBV and domains of a whole school approach

Drivers of SRGBV	Eight key elements or domains of a whole school approach
<ul style="list-style-type: none"> <li>• Normalization of violence against children through social norms that justify violence;</li> <li>• Silence around violence against women and girls;</li> <li>• Rigid gender roles;</li> <li>• Stereotypes of masculinity and femininity;</li> <li>• Inequality and discrimination; and,</li> <li>• Weak implementation of institutional frameworks, laws, and policies.<sup>iii</sup></li> </ul>	<ol style="list-style-type: none"> <li>1. Effective school leadership and community engagement to create safe, gender-sensitive learning environments;</li> <li>2. Establishing and implementing a code of conduct;</li> <li>3. Capacity building of teachers and educational staff;</li> <li>4. Empowering children on child rights, participation, and gender equality;</li> <li>5. Improving reporting, monitoring, and accountability;</li> <li>6. Addressing incidents;</li> <li>7. Strengthening physical learning environments; and,</li> <li>8. Engaging parents.<sup>iv</sup></li> </ol>

## Piloting the whole school approach in Zimbabwe

In July 2018, UNGEI partnered with FAWE Zimbabwe (FAWEZI) to implement a pilot project to test the minimum standards elaborated under the eight domains listed above, and, thus, to contribute to the body of evidence on promising approaches to preventing and responding to SRGBV. From October 2018 through December 2020, FAWEZI implemented the pilot in 10 schools in the districts of Shamva and Chitungwiza, Zimbabwe.<sup>1</sup> UNGEI partnered with Miske Witt & Associates International (MWAI) as the Monitoring, Evaluation and Learning (MEL) partner to document the impact of the project on pilot schools. MWAI, in collaboration with FAWEZI and UNGEI, created a series of instruments and materials, which are described below.

### Toolkit purpose

The purpose of this toolkit is to make widely available a description of the MEL process and the set of documents that were used in the MEL process for this pilot. The documents include all resources in final form that were developed and used to monitor, measure, and evaluate the whole school approach pilot. The goal is for organizations (e.g., local, national and international NGOs; agencies; foundations; etc.), researchers, evaluators, and practitioners engaged in SRGBV prevention to be able to understand this MEL process and to access these resources easily, thereby allowing them either to

<sup>1</sup> For this project, the Ministry of Primary and Secondary Education (MoPSE) first identified the districts; then District School Inspectors and local stakeholders selected three primary schools and two secondary schools in Shamva District, and two primary and three secondary schools in Chitungwiza District, that had large numbers of learner welfare cases and/or SRGBV incidences.

use the resources in their present form or to modify the resources for their programs or contexts. Monitoring, Evaluation and Learning (MEL) approach

Monitoring, Evaluation and Learning (MEL) is a flexible approach, which includes tools and activities that are designed to capture knowledge and behavior change at different timepoints, and that responds to changes in conditions and contexts.

Together, MWAI and FAWEZI, with guidance from UNGEI, developed a mixed-methods MEL approach for this pilot project that used a gender lens to examine the effectiveness of introducing the whole school approach to these schools. Since a whole school approach involves the entire school community (students, parents, teachers, school support staff, community members, and government education authorities), the MEL approach intentionally focused throughout on examining the gender norms and drivers of SRGBV from the perspectives of multiple stakeholders.

The MEL approach was designed to answer to following questions:

1. What is the status of stakeholder knowledge, attitudes, and behaviors related to the underlying drivers of SRGBV? Whether and how do knowledge, attitudes, and behaviors related to the drivers shift or change over time (from baseline to endline)?
2. Whether and how do knowledge, attitudes, and behaviors related to the drivers differ by gender, age, and school level?
3. Whether and how do the pilot schools align with the eight domains of a whole school approach? Whether and how does school alignment with the whole school approach domains shift or change as schools participate in SRGBV programming (from baseline to endline)?
4. Whether and how do knowledge, attitudes, and behaviors related to the domains of a whole school approach differ by gender, age, and school level?

As Figure 1 below shows, MWAI first conducted a Situational Analysis with FAWEZI (July 2018 to February 2019) to review existing documents and data to understand the context of SRGBV in Zimbabwe and in the two districts. MWAI with FAWEZI then reviewed existing international, regional, and national resources and tools related to SRGBV prevention (see Annex 1). From this review and based on our collective experience, FAWEZI with MWAI support then created materials for a series of workshops, beginning with a School Visioning Workshop; and MWAI with input from FAWEZI created a variety of instruments (group interview protocols, school observations, interviews, surveys, etc.) to capture participants' knowledge and behaviors prior to FAWEZI interventions. All baseline instruments were designed to evaluate the status of the SRGBV drivers and of each school's support for the minimum standards of the eight domains of the whole school approach.

In July 2019, FAWEZI invited key stakeholders (Ministry of Primary and Secondary Education [MoPSE] officials, school staff, teachers, and students) to the School Visioning Workshops. MWAI used the first set of baseline instruments to collect data at the Visioning Workshops, before the whole school approach was introduced, and stakeholder understanding and consensus was built around this approach.

In September 2019, MWAI data collection teams administered other baseline instruments on visits to individual schools before FAWEZI began implementing pilot project intervention activities, such as stakeholder workshops. Then in the implementation workshops, FAWEZI taught various groups – teachers and head teachers; MoPSE officials; and student leaders – more about SRGBV and how to implement the whole school approach to address and prevent SRGBV.

MWAI and FAWEZI monitored activities at all schools. FAWEZI distributed pre- and post-workshop evaluation forms for participants to fill out. MWAI created the KoBo Toolbox monitoring tool, described below, to follow the implementation of each school's Action Plan, and a MWAI and a FAWEZI team member implemented this together. Although COVID-19 school closures delayed and prevented some programming, at the end of the project (November 2020), MWAI, with FAWEZI support, then collected endline data at four<sup>2</sup> schools.

Just as implementing a whole school approach is complex and not necessarily a linear process, so also the process of data collection – capturing information and reporting on the SRGBV drivers and whole school domains – and the timing and ways in which the data and findings informed subsequent project activities was not always linear. After the baseline data had been collected and while the MWAI team was cleaning and analyzing the data, FAWEZI began to implement the project activities that had been planned in the design phase of the project. During implementation and data analysis, MWAI and FAWEZI communicated regularly, often on a bi-weekly or weekly basis, to share insights. When the baseline draft report was ready, FAWEZI examined its implementation plans through the lens of these findings and adapted its plans to take the new information into account. Having identified through the mixed methods research the enormous gap between stakeholder perceptions of school rules and codes of conduct and the codified, publicly visible codes and rules (see Figure 3 below under “Examples of Ways to Use the Findings”). This non-linear adaptation continued throughout the pilot project, most vividly when school closures were imminent due to the COVID-19 pandemic.

*Figure 1: SRGBV pilot project intervention and MEL activities (2018-2021)*

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<sup>2</sup> Because of time, budget, and COVID-19 constraints, endline data were collected at four of the 10 pilot schools.



## Summary of the Technical Approach and Tools

To gather data on stakeholders' knowledge, attitudes, and behaviors related to the drivers and the eight domains of a whole school approach, MWAI first reviewed existing research on SRGBV, GBV, gender norms and attitudes, and school safety. MWAI drafted instruments to measure the drivers, as well as the whole school approach elements and related minimum standards, by adapting items from previously validated and tested instruments (e.g., CARE's Gender Equitable Index, USAID/RTI's Survey of Student Gender Attitudes used in Uganda, and the USAID Education in Crisis and Conflict Network Safer Learning Environments Assessment Toolkit).<sup>3</sup>

### Baseline tools

To gather school demographic data, information about SRGBV, and the extent to which the eight domains were operational at each of the 10 schools, a variety of tools were developed and used. Each baseline tool and how it was administered is described in Table 2 below.

<sup>3</sup> Please see Annex 1 for a comprehensive list of references and tools reviewed.

Table 2: Baseline instrument details

<b>Instrument</b>	<b>Who completed it?</b>	<b>Where and when?</b>	<b>Demographic data collected</b>	<b>Purpose</b>
1. Pre-Visioning Workshop School Questionnaire	School heads	Sent to school heads two weeks prior to Visioning Workshop	Demographic data on students, teachers, school leadership, SDC members by gender SRGBV trainings and policies; SRGBV incidences and procedures	To gather demographic information from each school (i.e., students, teachers, and school leadership), to gather school codes of conduct and policies related to SRGBV/child protection; and to learn about SRGBV incidences and reporting in the previous 5 years.
2. Pre-Visioning Workshop Stakeholder Survey	Students, teachers, school staff, and community members	Completed during the first session of the Visioning Workshop	Role, community, school, gender	To learn about Visioning Workshop participants' beliefs related to the roles of women/men and girls/boys, beliefs/experiences with physical punishment and violence at home, school, and in the community
3. Visioning Workshop School-level Group Interview	Teachers, school staff, and community members	Completed in school groups during the first day of the Visioning Workshop	Role, community, school, gender	To learn about school committees (i.e., SDC, parents), trainings for teachers/school heads (i.e., child-friendly schools, SRGBV, gender-responsive teaching), school pregnancy policies, incident response (bullying, violence, corporal punishment, sexual assault)
4. Post-Visioning Workshop Stakeholder Survey	Teachers, school staff, and community members	Completed during the last session of the Visioning Workshops	Role, community, school, gender	To gather participants' knowledge/beliefs related to the topics covered in the Visioning Workshop (SRGBV definitions, components of a whole school approach), and next steps with the project.
5. SRGBV Baseline Stakeholder Survey	Students, teachers, district/MoPSE officials, community	At school, during school visits in Sept 2019	Role, community, school, gender	To gather data on the drivers of SRGBV and domains of a whole school approach (i.e., gender beliefs, experiences with violence, etc.)

members and school staff

<b>Instrument</b>	<b>Who completed it?</b>	<b>Where and when?</b>	<b>Demographic data collected</b>	<b>Purpose</b>
6. SRGBV Baseline School Observation	Data collectors	At school, during school visits in Sept 2019	Community, school, copies of codes of conduct, observations of latrines, classrooms, and school grounds	To gather data about the school infrastructure and code of conduct related to the domains of a whole school approach
7. SRGBV Guidance and Counseling Interview	Guidance and Counseling teachers	At school, during school visits in Sept 2019	Name, position/title, school, gender	To learn teachers' thoughts, opinions, and experiences related to student leadership, sexual and reproductive health curricula, and incidences of SRGBV at their school

In addition, Table 3 details the language of each baseline instrument and how the instruments were administered.

*Table 3: Baseline instrument details (language and method of administration)*

<b>Instrument</b>	<b>Language</b>	<b>How it was administered</b>
1. <i>Pre-Visioning Workshop School Questionnaire</i>	English	Written, completed by school heads
2. <i>Pre-Visioning Workshop Stakeholder Survey</i>	English and Shona	Paper copy (read aloud in English)
3. <i>Visioning Workshop School-level Group Interview</i>	English	Oral interview (audio recorded) in English, though participants could speak Shona if desired
4. <i>Post-Visioning Workshop Stakeholder Survey</i>	English and Shona	Paper copy (read aloud in English)

5. <i>SRGBV Baseline Stakeholder Survey</i>	English and Shona	Tablet (read aloud in Shona)
6. <i>SRGBV Baseline School Observation</i>	English	Written, completed by data collectors
7. <i>SRGBV Guidance and Counseling Interview</i>	English	Oral interview (audio recorded) in English, though participants could speak Shona if desired

The seven baseline tools and related participant consent and/or information forms can be found in [Attachment 1](#).

## Monitoring tool

As part of the MEL approach, MWAI designed a KoBo Toolbox monitoring tool to collect data on each school's progress toward implementing their School Action Plan. At the end of the Visioning Workshops in 2019, each school had created their initial School Action Plan with specific activities to spearhead the whole school approach initiative in their school. In the fall of 2019, FAWEZI worked with school heads to develop further these individual School Action Plans. In 2020, MWAI then developed (with FAWEZI input) a monitoring tool to track individual school progress toward their action plans using KoBo Toolbox, an open-source tool that can be accessed using either a smart phone or a computer, or both. Information on the SRGBV Monitoring Tool, protocol for administering the tool, and information on KoBo Toolbox can be found in [Attachment 2](#).

MWAI's MEL approach emphasized learning from the data to inform programming. After participating in the baseline data collection and reviewing the findings, FAWEZI saw the need to work with school stakeholders to develop an understanding of gender and power dynamics that underpin all forms of violence. To this end, FAWEZI trained Guidance and Counseling teachers, school administrators, and teachers on gender concepts, power relations, referrals, early warning signs, identifying SRGBV, positive discipline, and gender-responsive pedagogy. In addition, FAWEZI worked with schools to explain in simpler terms existing policies and circulars from MoPSE and other government ministries related to SRGBV. FAWEZI worked with schools to identify locations where violence usually occurred, such as select water points (due to shortages of water), school walls behind the administration blocks, areas in the school grounds, or tuck shops as learners queued to purchase food. FAWEZI and the schools worked together to hang banners with zero-tolerance SRGBV messages in these locations.

FAWEZI also used the baseline findings to guide their intervention with learners. From the qualitative baseline data, FAWEZI discovered that learners were not comfortable using suggestion boxes since the boxes were placed in front of school heads' offices or near classrooms, not in child-friendly locations. FAWEZI then worked with schools to engage learners to select the most convenient and comfortable locations for suggestion boxes. FAWEZI also adopted FAWE's Tuseme model, which uses theater-for-development activities, to train learners. Through Tuseme, girls learned to understand the problems related to SRGBV that affect them. They learned to identify the problems, to articulate them, and to act to solve them. After the Tuseme training, learners dedicated themselves to sharing what they had learned with other learners, implementing actions to address the SRGBV challenges identified during the training, and engaging in dialogue as a club. Regrettably these actions could not be completed since the government closed the schools in March (two weeks before the actual and official closing date) due to COVID-19. Schools were reopened in September through December 2020 for examination classes only. Nevertheless, students did have opportunities after the baseline research to learn about SRGBV through the Tuseme model.

## Effects of COVID-19

School closures due to COVID-19 impacted FAWEZI's implementation plans, including expectations for stakeholders' roll-out of school-level activities listed in their Action Plans. School staff and learners were forced to stay at home in March and April 2020. While all learners, teachers, and school staff had been trained prior to these closures, many activities were not able to be implemented as planned (i.e., learners clubs, code of conduct development meetings, etc.) because of the stay-at-home order.

Effects related to the pandemic also impacted endline data collection activities and decisions that had to be made for the instruments and their administration. For example, stakeholder availability was severely constrained at endline. Teacher strikes compounded with COVID-19 restrictions limited travel. As a result, instruments that required multiple stakeholders to travel and gather (such as the *Visioning Workshop School-level Group Interviews* with teachers, school staff, students, and MoPSE officials) were not feasible at endline for safety reasons. Focus group discussions with a single stakeholder group (i.e., learners) were held instead.

## Endline tools

Originally, MWAI had envisioned using instruments at endline that were very similar to the instruments used at the baseline. While the endline items did measure all the drivers of SRGBV and domains of the whole school approach, some of the survey items were reduced or eliminated. This was the case for items that measured domains that were not emphasized in the intervention, such as, safe and secure physical environments (i.e., infrastructure, for which there was no project budget).

In addition, some survey items had little variability at the baseline (e.g., the extent to which stakeholders agreed that "only girls should help with household chores"). Because of these ceiling effects and limited time and budget, it did not make sense to include these survey items at endline. Deleting these items also kept the instruments to a manageable length.

In the end, four tools were developed and used to capture endline data for this pilot project. Data were gathered using all four tools during individual school visits in November 2020. Table 4 outlines the stakeholders targeted, the demographic data points collected, and the purpose of each endline tool.

Table 4: Endline instrument details

<b>Instrument</b>	<b>Who completed it?</b>	<b>Demographic data collected</b>	<b>Purpose</b>
<i>1. Endline SRGBV Learner Focus Group Discussion</i>	Learners (one group of girls, one group of boys at each school)	School, community, gender	To learn from learners themselves about their experiences related to leadership, safety, and SRGBV at their schools
<i>2. Endline Head Teacher / Teacher / Guidance and Counseling Teacher Interview</i>	Head teachers, Guidance & Counseling teachers, and teachers who participated in FAWEZI programming	Name, school, community, gender, position	To learn about student leadership, health education, SRGBV, and the work with FAWEZI over the past year
<i>3. Endline SRGBV Stakeholder Survey</i>	Students, teachers, district MoPSE officials, community members and school staff	Role, community, school, gender	To gather data on the drivers of SRGBV and domains of a whole school approach (i.e., gender beliefs, experiences with violence, etc.)
<i>4. Endline SRGBV School Observation</i>	Data collectors	Community, school, copies of codes of conduct	To gather data about student chores and the school code of conduct related to the whole school approach drivers and domains

The four endline tools described in Table 4, together with related participant consent and/or information forms can be found in [Attachment 3](#). In addition, [Attachment 4](#) provides one example of how MWAI mapped the following components onto a spreadsheet: the SRGBV drivers and the whole school approach domains, the baseline instruments and items, and the endline instruments and items. Since the drivers and domains intersect at different levels and in multiple ways, some baseline and endline items mapped onto *multiple* drivers and domains and thus were used to measure the different drivers and domains at the same time. In addition, many interview and focus group questions and their related answers from stakeholders also mapped onto *multiple* domains and drivers. As the illustrative example in Attachment 4 indicates, since items and responses often relate to multiple drivers and multiple domains, the item mapping that precedes instrument development should take this complexity into consideration. This mapping needs to be adapted to the varied contexts.

### **Field testing and adaptation of the instruments**

The instruments were first sent to FAWEZI and UNGEI for review and editing. MWAI held a series of virtual meetings with FAWEZI and UNGEI to review, contextualize, and revise (as needed) each item and instrument. The student items were translated into Shona and then back-translated into English. Baseline instruments and new endline instruments were piloted in a Chitungwiza school prior to data collection. They were then updated according to the results of the pilot.

### **Safeguarding measures and ethical principles for data collection**

MWAI adheres to comprehensive ethical principles for data collection. Each data collector is trained using current standards of the Institutional Review Board (IRB) for the protection of human subjects to keep all information on participants confidential and secure. Data collectors are trained not to discuss any aspect of data collection with any individuals outside the project and they are required to sign a statement that they will adhere to these standards. The data collection team was also given contact information of MWAI Senior staff to discuss any questions or concerns.

MWAI operates from the standpoint of “do no harm” to participants and communities. Since participants were being asked sensitive questions about safety and SRGBV, all participants were given consent forms in the local language. In addition, parents and guardians of youth were also given information forms in the local language. These forms described the study, the instruments, and confidentiality procedures. All participants were routinely told that they could skip any questions or decide not to participate in the data collection at any time, and they were assured that there would be no negative consequences for doing so. MWAI data collectors were also trained to stop administration of the instruments, pause recordings, and consistently check in with participants (particularly youth), if anyone seemed uncomfortable during the school visits.

If learners reported an incident of violence in the course of the data collection process, MWAI and FAWEZI adhered to the following protocol

- MWAI and FAWEZI should first follow up with the school head and discuss the incident
- MWAI and FAWEZI should then bring together the MoPSE representative (who had accompanied the MWAI data collection team to the school) and the school head
- The MoPSE representative should also then review the learners' statements and discuss administrative actions taken (or not) with the school head
- FAWEZI should then work with MoPSE to follow up on the incident (e.g., counseling for learners, ensuring the perpetrators faced consequences, taking appropriate action with the school head if he or she had not dealt with an incident or incidents that learners had reported earlier)

## Baseline and endline data collector training

As previously mentioned, [Attachment 1](#) includes the baseline data collection tools. The introduction to each of the four Visioning Workshop instruments provides detailed instructions of how to complete each tool. [Attachment 5](#), the SRGBV Baseline Data Collector Training Guide, outlines the materials for the two-day training to administer the three additional baseline instruments at individual schools (the *SRGBV Guidance & Counseling Interview*, *SRGBV Baseline School Observation*, and *SRGBV Baseline School Survey*). This Training Guide provides guidance and instructions on how to hire and train the data collectors to collect data using these instruments.

Similar to the baseline, MWAI also led the endline individual school data collection visits at four schools. MWAI and FAWEZI staff who participated in the baseline data collection also collected the endline data. As previously described, MWAI adapted baseline instruments and developed four tools for the endline data collection. [Attachment 6](#) includes the SRGBV Endline Data Collection Training Guide, which outlines the process and materials for the two-day training to collect the endline data.

## Criteria for the Data Collection Team

The following criteria were important for this work:

1. Each member of the data collection team had a strong understanding of gender and SRGBV
2. Each member of the data collection team understood and adhered to MWAI's ethical principles and standards
3. Team members understood and believed in the value of building strong relationships with each other and with participants to create trust and understanding to help prevent and eliminate violence in schools and communities.

The data collection team comprised MWAI senior-level researchers based in Minnesota, USA, some of whom traveled to Zimbabwe for the Visioning Workshop data collection, and MWAI senior experts from the southern Africa region. Together these MWAI team members led and assisted with data collection at the Visioning Workshops and during the individual school visits for both the baseline and the endline. Position descriptions, titles, and qualifications for in-country team members are outlined below.

The **Data Collection Supervisor** was a MWAI Senior Research and Evaluation expert from the southern Africa region who supervised the team and ensured high quality and rigorous data collection. Qualifications for the Data Collection Supervisor included experience coordinating and collecting mixed-methods data from non-literate and literate stakeholders (youth, adults) using paper and pencils, tablets, recorders, and other participatory approaches. If using tablets, the Data Collection Supervisor (or another colleague) also was required to have experience programming the tablets and downloading survey data to be analyzed in SPSS or another statistical software package. For this project, the Data Collection Supervisor was responsible for overseeing all fieldwork evaluation activities including:

- working with the team to develop endline data collection tools, reviewing the training guide to prepare for the endline training, and interviewing and hiring all data collectors;
- conducting training for data collection;
- assigning roles, responsibilities, and tasks to data collectors;
- programming the survey and school observation into the tablets;
- carrying out data collection; and,
- reviewing and cleaning all data and sending it to data analysts.

The **In-country Project Coordinator** was a senior MWAI position, responsible for communicating and working with FAWEZI to organize all data collection logistics (e.g., transportation, accommodations, printing instruments and guides, etc.) and to translate the data collection forms (e.g., parent or guardian information sheet, consent form, and instruments). Qualifications for the In-country Project Coordinator included knowledge of the local education system, experience serving as a liaison between school stakeholders and community groups (i.e., the implementing partner), and experience coordinating logistics for data collection. For this pilot project, the In-country Project Coordinator also assisted with overseeing data collection at baseline and with collecting all data at the endline schools (e.g., survey; school observation; Head Teacher, Teacher, and G&C Teacher Interview; and Learner Focus Group Discussion).

The **FAWEZI M&E Lead** helped organize all data collection logistics (e.g., obtain permissions from schools and inform MoPSE in advance of data collection times, organize pilot data collection, deliver the Parent or Guardian Information letter, print instruments and guides,

etc.). The FAWEZI M&E Lead also worked as a data collector to help program the tablets, make introductions at each school, and collect all data with the MWAI team.

Qualifications for the **data collectors** included experience working in schools and previous experience collecting quantitative (i.e., survey) data and qualitative (i.e., interview and focus group discussion) data from learners and adults. The **MWAI Qualitative Lead** was responsible for all qualitative data. She cleaned the collected data with other data collectors as requested; and they worked together to transcribe (verbatim) all interview data with teachers and/or school staff as well as for the learner focus group discussions.

As needed, a **driver** was also hired to drive the data collection team to and from the schools during the day.

## Analyzing the Data and Using the Findings

### Ways to analyze these data<sup>4</sup>

After qualitative data collectors had completed all interviews and focus group discussions, they translated the data into English (as needed), then they transcribed all the text verbatim. The qualitative data set included these verbatim transcripts, the schools' codes of conduct, and open-ended responses from the interviews.

MWAI used the software package NVivo to organize and code the qualitative data. The MWAI analysis team inductively analyzed the verbatim transcripts and open-ended responses by developing codes related to themes, and by connecting emergent codes to one another based on the whole school approach domains and SRGBV drivers. The analyses systematically compared what teachers and school staff said, what learners said, and what data collectors observed at each school and across schools to align with the research questions, drivers of SRGBV, and whole school approach domains. Using the software, the analysis team analyzed the text from interviews, focus group discussions, observations, written codes of conduct, and open-ended responses from the surveys and questionnaires. Audio recordings of interviews were reviewed to clarify transcriptions and to capture direct quotes as needed.

MWAI cleaned the quantitative data in Excel and then analyzed the data in SPSS. The analysis team first ran descriptive statistics on all items. They reported frequencies for individual items (on the four-point scale of "strongly disagree" up to "strongly agree"), overall averages (means), and group averages. MWAI hypothesized that several survey questions would be related to each other, and taken together, that these questions would create composite constructs to measure the drivers of SRGBV and the domains of a whole

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<sup>4</sup> These discussions of data analysis assume prior knowledge of how to analyze both qualitative and quantitative data.

school approach. The survey questions were designed to measure knowledge, beliefs, attitudes, and behaviors about a variety of topics related to SRGBV and safe schools; therefore, MWAI did not presume that these items would factor together. Instead, multiple survey questions measured different aspects of the drivers of SRGBV and domains of the whole school approach, and thus the numeric values of the responses were totaled to create a composite score for each driver or domain (such as the normalization of violence and gender equality in learner leadership).

To compare differences among groups (e.g., girls and women compared to boys and men, learners compared to adults, primary learners compared to secondary learners) on individual items and the composite constructs, MWAI ran either *t*-tests or Mann-Whitney [MW] tests (the non-parametric equivalent of the *t*-test, when there were large differences in some sample sizes).

### Examples of ways to use the findings

The quantitative and qualitative findings can be used in a variety of ways. For example, the findings can describe stakeholder attitudes, beliefs, and experiences related to the drivers of SRGBV and to the whole school approach domains. The findings can also be used to highlight the complexities of SRGBV, showing how and why different stakeholder groups may provide contradictory viewpoints. In addition, the findings can be used to show important differences among stakeholder groups, such as the differences between girls and women and boys and men, or the differences between learners and adults. Finally, the findings can be used to show changes over time. Below are specific examples from this pilot project about ways in which to use the project’s findings.

A summary of the number of surveyed stakeholders by gender at baseline and endline is included in the table below.

*Table 5: Surveyed stakeholders by gender at baseline and endline*

<b>Time</b>	<b>Girls/women</b>	<b>Boys/men</b>	<b>Missing gender</b>
Baseline Visioning Workshop	88	74	4
Baseline surveys	612	432	0
Endline survey	146	96	0

### To describe attitudes, beliefs, and experiences at different time points

First, from the quantitative data, individual survey items can be combined into constructs to describe stakeholder attitudes, beliefs, and experiences related to the SRGBV drivers

and eight domains of the whole school approach at particular points in time (i.e., baseline and endline) for this sample of schools.

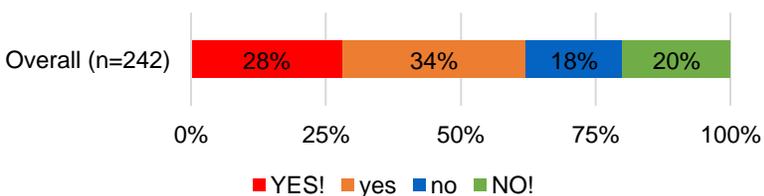
For example, to measure stakeholders' perceptions of the normalization of violence against children through social norms that justify violence, items on the endline survey asked stakeholders the extent to which they agreed with the following statements:

1. Sometimes girls need to be hit so they will learn to behave themselves (i.e., learn good behaviors).
2. Sometimes boys need to be hit so they will learn to behave themselves (i.e., learn good behaviors).
3. It's not really pleasant, but parents have a duty to hit their sons if necessary.
4. It's not really pleasant, but parents have a duty to hit their daughters if it's necessary.
5. At my school, teachers punish students by caning or hitting them.
6. It is acceptable for teachers to beat learners if they are late for school.

The possible responses were assigned the following values (strongly agree = 1, agree = 2, disagree = 3, strongly disagree = 4; the desired response was assigned a value of 4, and items were reverse-coded as needed). The numeric values of the responses from these six items were totaled to create a construct to measure "stakeholders' perceptions of the normalization of violence against children through social norms that justify violence." This construct had a range of 6 to 24. A score of 6 to 10.50 indicated strong agreement; 10.51 to 15.00 indicated agreement; 15.01 to 19.50 indicated disagreement; and 19.51 to 24.00 indicated strong disagreement. Mean composite scores were calculated overall (baseline and endline), by gender, by learner or adult, and by primary or secondary learner.

At the endline, for the total sample of 242 stakeholders who completed the survey, 28% of them strongly agreed (red color) and 34% agreed (orange color) with this set of statements. Since over half of all stakeholders agreed or strongly agreed with these statements, it could be concluded that violence against children is normalized; that is, it is understood by 62% of those who took the survey that violence is necessary, acceptable, and takes place in their schools and communities (see Figure 2). Since one in five (20%) of the stakeholders disagreed strongly and 18% disagreed with the statements, this shows that there is a range in stakeholders' viewpoints; however, almost two-thirds agreed that various forms of violence against girls and boys are acceptable.

*Figure 2: Stakeholder endline agreement that violence against children is normalized*

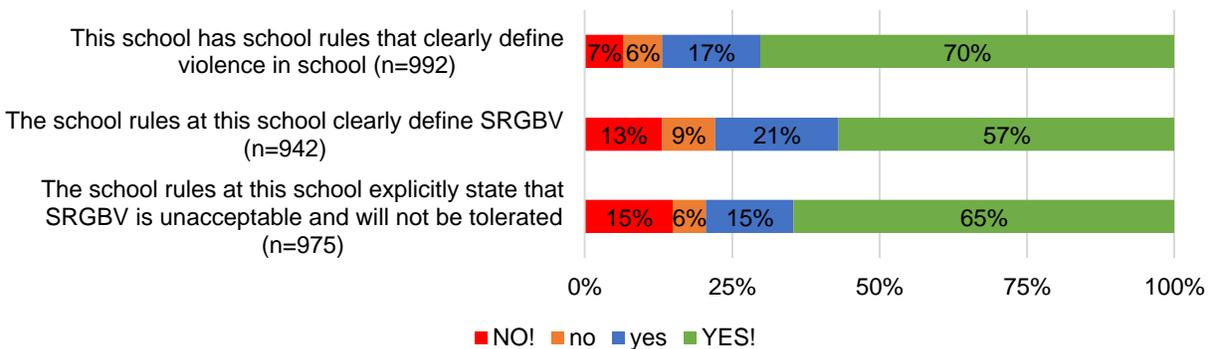


## To highlight the complexities of SRGBV

The findings from the data collected with the instruments in this Toolkit can also be used to describe the complexities of SRGBV in different sites and contexts. One of the key recommendations to a whole school approach emerging from the study is that school leaders need to bring together stakeholders and work with them, using a gender lens, to develop and then to implement the following: (1) a comprehensive code of conduct and/or school rules that clearly define the different forms of SRGBV; (2) a zero-tolerance policy for SRGBV; (3) reporting mechanisms for SRGBV; and (4) a detailed statement of the consequences for misconduct.

For this project, stakeholders were asked on the survey the extent to which they agreed that their schools had a code of conduct that met the whole school approach criteria of (a) defining violence and SRGBV clearly; and (b) explicitly stating that SRGBV is unacceptable and will not be tolerated. At the baseline, more than 75% of surveyed stakeholders agreed or agreed strongly (written throughout the study as “agreed/strongly”) that their school had rules that clearly defined violence and SRGBV, and that these rules explicitly stated that SRGBV is unacceptable and will not be tolerated (see Figure 3).

*Figure 3: Stakeholder agreement at baseline that school rules clearly defined violence and SRGBV, and explicitly stated that SRGBV is unacceptable*



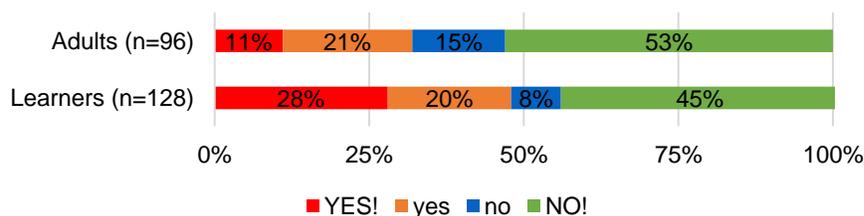
These perceptions, however, differed greatly from what data collectors were able to *observe* and *collect* at the schools at the baseline. During the baseline school visits, data collectors observed and gathered school policy documents related to codes of conducts and school rules. None of the codes of conduct or school rules had clear and comprehensive definitions of violence or SRGBV; and none of them had a clear, unambiguous, zero-tolerance policy on SRGBV. Additional qualitative and quantitative baseline data showed that stakeholders disagreed on the definition of SRGBV and on how often it occurred. Stakeholders’ wide-ranging definitions may have influenced their

perceptions about the content of the policies and the comprehensiveness of their codes of conduct in relation to SRGBV. Nevertheless, these opposing findings at baseline provided important evidence to show stakeholders the importance of developing and communicating rules that are worded clearly, codes of conduct, and policies in the course of the project. This is exactly what FAWEZI started to work on with the schools just before the schools closed due to the COVID-19 pandemic.

### To show important differences between groups

In addition, the findings can be used to show significant differences among groups at different time points. Figure 4 below highlights how learners at endline were significantly more likely to agree/strongly that girls are scared to report incidences of SRGBV at their schools when compared to adults (48% of learners agreed/strongly, compared to 32% of adults;  $z = -2.285, p = .022$ ).

Figure 4: Stakeholder agreement at endline by age that girls are scared to report incidences of SRGBV



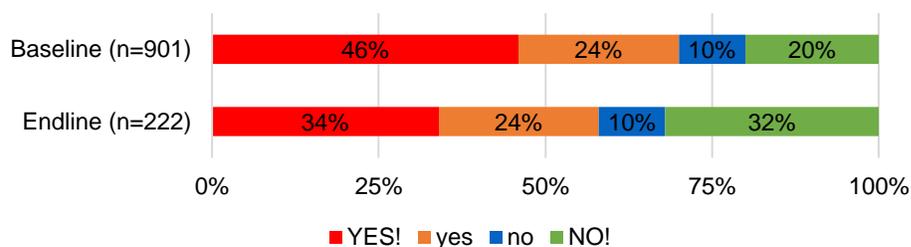
Qualitative data can be used to triangulate survey findings and to provide additional nuance. For instance, at endline in one rural secondary school, the girls said that they were not comfortable reporting instances of SRGBV because they felt they would not be believed or they may be ridiculed by teachers or other students. One girl stated forthrightly, “As for me, when I reported my issue they [teachers] actually thought I was joking, they actually said ‘[name of girl] tell the truth.’ They thought I was joking.” (rural secondary girl). In this example, survey data showed that learners felt more strongly than adults that girls were scared to report incidences of SRGBV, and the qualitative data further explained why learners may be uncomfortable reporting, as one learner tried to report but the adults she spoke with did not believe her.

### To show change over time

These findings can also be used to show changes over time from baseline to endline. In both the baseline and endline surveys, stakeholders were asked the extent to which they agreed that learners who report SRGBV at their schools were often asked what they had

done to initiate the abuse they had experienced. For this sample, survey data indicated that stakeholders' perceptions of victim blaming did improve over time (see Figure 5). At baseline, 70% agreed/strongly with this statement, and this decreased to 58% at endline ( $t = -4.203, p < .001$ ).

Figure 5: School stakeholder agreement over time that "Learners who report SRGBV at this school are often asked what they have done to initiate the abuse they experienced"



Interviews with teachers at the endline also showed how the FAWEZI trainings helped staff gain skills to counsel victims instead of blaming them. One teacher explained:

We were just focusing on what have you done for you to be beaten, what have you done for you to be kicked, or for this to happen. But after the training, we were now able to help, not threatening the victim but to give enough help (rural female primary teacher).

Thus, the survey data showed a significant decrease in victim blaming, and interviews with teachers provided further details as to how the FAWEZI trainings helped sensitize staff to use more child-friendly processes when responding to incidences of SRGBV.

## Key MEL Lessons Learned

Through this project, MWAI learned many lessons related to Monitoring, Evaluation and Learning. The following four stand out as key lessons learned related to MEL:

1. **Knowledge Exchange** (rather than "expert knowledge transfer") is a necessary and invaluable working principle between partners. MWAI and FAWEZI each had important knowledge to contribute to project monitoring, evaluation and learning, and also to implementation. Both partners together with UNGEI would share new research and publications, future work plans and conundrums; would ask questions, listen, clarify assumptions, reveal challenges, and work for shared understandings. The "L for learning" in the MEL framework was strengthened given all partners' commitment to the principle of knowledge exchange.
2. **Relationships matter:** It is critical and necessary to build meaningful, trusting relationships between the MEL partner and implementing partner when completing a pilot project such as this. Honest, respectful, and trusting relationships were

necessary to guide the data collection and interpretation, and the subsequent program implementation, to maximize the possibility for growth at each school.

3. **Context counts:** Recognizing and understanding the situation of each school in terms of SRGBV prevention was vital. Using the MEL data, FAWEZI was able to analyze strengths and opportunities for growth at each school successfully. FAWEZI then adapted their programming by recognizing and valuing that each school was at a different point in the SRGBV prevention process, so that they could tailor their implementation to each unique school setting.
4. **Flexibility is key:** In addition to considering context, MEL is an iterative process. It builds upon findings and makes adaptations based on findings. It was critical and necessary for FAWEI and MWAI to be flexible in both the program implementation and data collection processes, especially with the arrival of the COVID-19 pandemic.

## Conclusion

Conducting research and evaluation on gender violence in schools poses numerous conceptual, methodological, and ethical challenges<sup>v</sup>. Since the domains of a whole school approach involve the entire school community, MEL approaches to measuring a whole school approach must also consider the voices of these different stakeholders. As noted in the beginning of this Toolkit, collaboration among partners was a hallmark of the Monitoring, Evaluation and Learning of this pilot project. While more traditional program evaluation approaches may attempt to capture the impact of an intervention on direct participants *only*, our approach included measuring effects on stakeholders (e.g., other school staff and students not directly involved in FAWEZI's training) and the wider community. Our approach also attempted to consider structural determinants that influence norms and violence, such as the underlying drivers of SRGBV.

Just as there is no 'one-size-fits-all' whole school approach model, we do not propose or recommend a singular approach to measuring a whole school approach to prevent and respond to SRGBV. It is our hope that this toolkit can provide useful lessons and resources for others to contextualize, adapt, and use, adding to the evidence base on promising approaches to track results and outcomes that will ensure a safe, non-violent and peaceful learning environment for a whole school community.

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## Annex 2: List of Attachments

The following documents are attachments to this toolkit:

- Attachment 1—SRGBV Baseline Tools
- Attachment 2—SRGBV Monitoring Protocol and Tool
- Attachment 3—SRGBV Endline Tools
- Attachment 4—Example Mapping of Drivers, Whole School Approach Domains, Instruments, and Items
- Attachment 5—SRGBV Baseline Data Collection Training Guide
- Attachment 6—SRGBV Endline Data Collection Training Guide

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<sup>i</sup> Adapted from UNGEI, 2018, p. 5.

<sup>ii</sup> UNGEI, 2018, p. 8.

<sup>iii</sup> UNGEI, 2018, p. 18.

<sup>iv</sup> UNGEI, 2018, pp. 17-18.

<sup>v</sup> Leach, 2015