



Mildred García Rodríguez

Is the Capacity Development and Grants Operations Manager at the UN Trust Fund to End Violence against Women. Prior to joining the UN Trust Fund, she worked in UN Women, UNDP, UNOPS, and PROSOC (IFAD-funded project).

In her current role at the UN Trust Fund, she provides programmatic, M&E, operational, and financial support to the UN Trust Fund grant's portfolio of 160+ projects (USD 98 million in 70 Countries and Territories).



Lessons on Supporting CSOs to Manage E^{VA}W Evaluations

How might we bridge the gap between learning-based practices and rigorous research methods?



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

Outline

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About Us

- Established by the **UN General Assembly in 1996**
- The UN Trust Fund is a **global, inter-agency mechanism** focused on eliminating all forms of violence through grants to CSOs around the world
- Administered by **UN Women** on behalf of the UN system



About Us (cont'd)



\$149 M



139 countries



517 grants

Three outcome areas:

- Prevention
- Access to multi-sectoral services
- Legislation, policies and national action plans

Three pillars:

- Grant making and management
- Resource mobilization
- Monitoring, Evaluation and Knowledge Management



How does the UN
Trust Fund
support learning?

Monitoring & Evaluation Support



Support on monitoring frameworks

- Feedback on project design
- Project start-up Action Plans
- Refining results chains and theory of change



Review of sensitive data collection tools

- Risk mitigation strategy
- Identify CSOs with less capacity or attention to ethics and safety
- Meet “do no harm” principle



Final External Evaluation

- Technical assistance & quality assurance
- Webinars
- Outcome and process not impact
- Gender-responsive evaluation

LEARNING



Evaluation Library

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UN Trust Fund to End Violence against Women

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Learning hub

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Evaluations

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Featured Evaluation

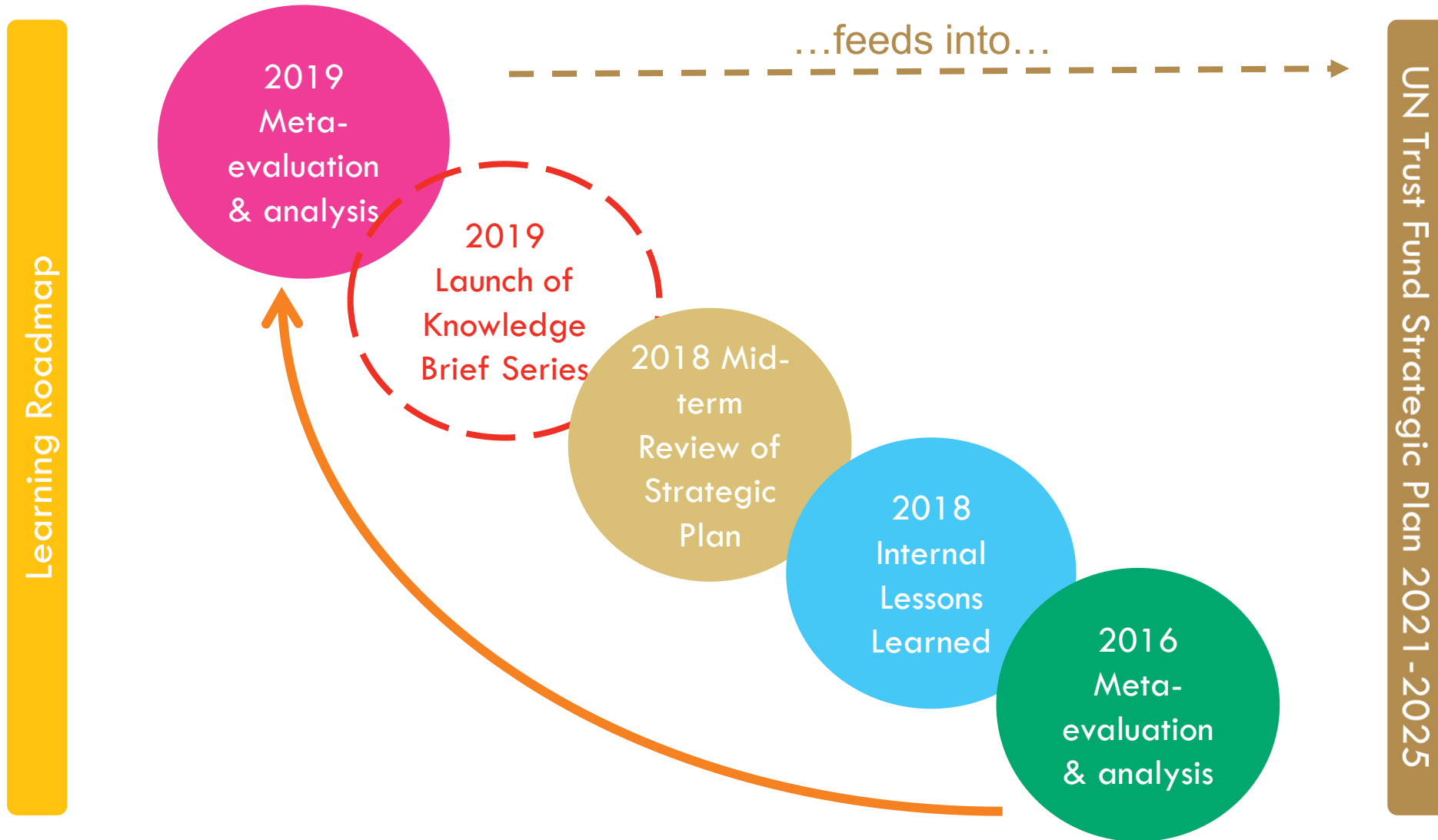


untf.unwomen.org/en/learning-hub



How does the
UN Trust Fund
learn?

Lessons and actions from discrete analyses



Reflections on Evaluation Practice



- First meta-evaluation:
 - 61% evaluations are satisfactory and above: hence, **initial focus was on improving the quality of our evaluation guidance**, down to budgeting, ToRs, **Ethics and safety**
- Second meta-evaluation:
 - 91% are satisfactory and above
 - Methodology and findings have significantly improved

Partner voices

“...evaluation results on what works are not always transferrable. The UN Trust Fund should focus on the whole process of knowledge creation rather than just evaluations.”

--Women's rights organization

“We intend to use the guidelines and hands on experience built during the process ... in subsequent project evaluation. We have decided to include external evaluations for other projects and dedicate resources to it to improve the quality and validity of our project result findings”

--Women's rights organization

“It is really hard to get people to use evidence and data to develop policies and programs. Spreading that message is pretty intensive work. UN Trust Fund needs to put more resources into that [...]”

--Donor

“ The UNTF should focus its role on knowledge exchange through regional communities of practice, dissemination of good practices and lessons learned with governments, grantees and other CSOs, and brokering of partnerships between academic/research institutions and grantees to generate knowledge.”

-- MTR Recommendation



So what?

What do UN Trust Fund evaluations potentially offer?



Nuanced, presenting the viewpoints of diverse stakeholders, even if they did not agree.



Voices of **women and girls, especially survivors** were front and center; participatory evaluations



The qualitative data asked, and answered the question, “**why** did x [output, result etc.] happen the **way** it did?”



Data were **disaggregated** across sites



Learning on enabling conditions for reduction of violence prevalence (e.g. voice, participation, norms) not violence itself



Ethics and safety risks taken into account



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

Synthesizing Knowledge



- **Consolidation of knowledge** from UN Trust Fund evaluations of prevention projects **into a series of knowledge briefs:**
 1. Community mobilization
 2. Engaging faith-based and traditional actors
 3. Exploring intersectional approaches
 4. Mobilizing women as agents of change
 5. Training for behaviour change
 6. Adolescent-focused approaches
 7. Resistance and backlash
 8. Adaptative programming
 9. Survivor-centred, multi-sector responses
 10. Law and policy implementation and reform
- **Testing and validating these briefs with practitioners** prior to publication



Now what?

Way forward.. through partnerships and consultations

- ❑ Continue to mine these 160+ evaluations
- ❑ Invest more in learning-based practices and building CSO's adaptive capacity
- ❑ Create a peer-to-peer space for learning and discussion

The screenshot displays the SHINE website interface. At the top left is the SHINE logo, followed by navigation links: 'Communities of Practice', 'Explore', and 'About'. A search icon is also present. On the top right, there are language and user options: 'English' and 'Sign up'. The main content area is a grid of six tiles:

- Welcome to SHINE!**: A tile with a background image of hands clasped together. Text includes 'You are not logged in yet', a 'Log in' button, and a link 'Not a member yet? Join the community!'.
- Start to Engage!**: A tile with a background image of a woman's face. Text includes 'Join our Communities of Practice' with a button.
- Is it your first time on SHINE?**: A tile with a background image of women sitting on the ground. Text includes 'Read about us', 'Learn about SHINE', and 'Who are we?'.
- Contact us**: A tile with a background image of red protest signs that say 'BARAZI GJINORE' and '5 BARAZI GJINORE'. Text includes 'Do you have questions for us?' and a 'Complete the contact form' button.
- KNOWLEDGE**: A tile with a background image of a group of women in a field. Text includes 'Read our latest briefs based on practitioners' experiences', 'Survivor-centred, multisectoral services', and 'All resources'.
- MEET**: A tile with a background image of a smiling woman. Text includes 'Are you a practitioner?' and a 'Join the group on Prevention' button.

Extract lessons. What better way to learn about practice-based knowledge than to hear from them directly?



A photograph of a woman with her arms raised in a lush green field. She is wearing a red headscarf and looking upwards. The background is filled with green foliage and trees. A dark semi-transparent box is overlaid on the top left of the image, containing text.

Thank you

Mildred Garcia R. | mildred.garcia@unwomen.org

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