UN Women Safe Cities Free of Violence against Women and Girls Global Programme

Guidance Note on Recording and Documenting the Programme Design Process

Contents

This Guidance should be read in conjunction with the Safe Cities Global Programme's key *Documents* and its series of *Briefings* and *Guidance Notes* designed to support city partners. These include the Programme Document, Impact Evaluation Strategy, Guidance for Scoping Studies, Guidance Note on Developing a Programme Design, Briefing on Baseline Studies and Glossary and Definitions of Key Terms. Links to the latest versions can be found at http://www.endvawnow.org/en/leading-initiatives under *UN Women Global Programme on Safe Cities Free of Violence against Women and Girls*.

UN Women's Global Programme *Safe Cities Free of Violence against Women and Girls* was launched in November 2010 in five pilot cities, Cairo, Kigali, New Delhi, Port Moresby and Quito, where it will be developed and implemented by local partners over five years.

1 Introduction

The Safe Cities Global Programme's (SC GP) *Guidance Note for Developing a Programme Design* proposes a series of four local workshops to develop robust information-led and evidence-based programme designs to tackle sexual violence and harassment against women and girls in public spaces in a way that is inclusive, participative, and owned by the city.[1] The actual process adopted may differ from city to city but, whether or not the recommendation is followed precisely, it is important that each **city compiles a record of the design process and documents** significant discussion points and key decisions, as well as critical feedback from those involved. If done well, this record will deliver multiple benefits.

- It will enable organisers and facilitators to monitor participants' views about the workshops as they happen and adjust their approach accordingly.

- It will inform preparation of the city programme design document to ensure that choices made were well-informed and well-supported by all local stakeholders.

- It will provide material that can be used in communications about the Programme and Programme to local and wider audiences.

- It will contribute to a cross-Programme assessment of the key issues, priorities, selected interventions (strategies) and intended programme outcomes to inform the development of safe cities models, for future adaptation and replication in other cities.

- It will inform a cross-regional report on programme design workshops, allowing others to benefit from learning about this key stage in local programme development.

- It will enable experiences from this design process to be evaluated.

Furthermore, the recording and documentation process can provide an important empowerment opportunity, especially for stakeholders and beneficiaries/agents of change from the intervention areas, including grassroots women and young people. They should, of course, be involved in shaping the design workshops and recording process, and with instruction and support could play a part in the documentation of discussions and/or collection of feedback from participants.

The purpose of this Guidance Note is to support workshop organisers and facilitators to create a record that will be useful within each city and which will also make a valuable contribution to the SC GP's overall objective of developing Safe City models. It first provides guidance on recording and documentation to support compilation of a consistent record in all participating cities. Three specific 'local' components are considered: audio-visual recording, documentation of discussions and collection of feedback. It then sets out what information cities are requested to provide to the SC GP team for the cross-regional report. If the design process adopted is different to that recommended in the *Guidance Note on Developing a Programme Design*, possibly involving different workshops or other activities, local partners should adapt this guidance accordingly.

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[1] An 'Information-led' design is one based on good local information (quantitative and qualitative), especially about the nature of problems and local context. An 'evidence-based' design is one that is informed by research (locally or elsewhere) that has identified interventions or practices that are effective or ineffective.

2 Workshop Recording and Documentation

2.1 Informed Consent and Protocols

Whilst recording of the design process is essential, it should only go ahead within an agreed framework and after participants have given 'informed' consent. To do this, they need to understand and accept *inter alia* what will be recorded, how it will be recorded, why a recording is wanted, whether individuals will be identified, who will have access to the recording and, above all, how the recording will be used. Participants must be able to influence this framework, so it should be discussed by stakeholders and representatives of beneficiaries/agents of change in the planning phase. It is advisable to confirm informed consent to the arrangements in writing by circulating a short statement about what has been agreed and asking participants to sign this.

Possible contentious discussion points include whether the written record should attribute remarks to specific individuals, what information (if not all) should be shared with the SC GP team and wider audiences, and how participants will be able to comment or correct the written record before it is finalised, such as by circulation of a draft version. Audio-visual recording may stimulate more debate and require preparation of a protocol about how any filming will be done and how images may be used.

It needs to be anticipated that participants will initially be apprehensive about audio-visual recording and the personal attribution of comments. However, it will be helpful in gaining understanding of the process to know the views of members of different interest groups. If participants do not want comments to be attributed to them personally (ie by name), they may agree to attribution to their group, such as 'NGO representative' or 'health service worker'. As they become more confident and their ownership of the process increases, attitudes to recording and documentation may well change. Workshop organisers might want to consider making provision for a review of the arrangements during the design process, especially if the framework first agreed is particularly restrictive.

2.2 Audio-Visual Recording

The benefit of audio-visual recording is that it will provide an accurate account of what is said by whom, as well as potentially valuable communication materials about programme development. Video is likely to be most useful, but even audio can be extremely helpful, especially for a rapporteur trying to create a written record of discussions. However, audio-visual recording presents a number of challenges:

- Video recording of each workshop in full may be prohibitively expensive and the amount of material generated could be overwhelming. It may be possible to set up a static camera without technical support staff or someone may do this voluntarily. A cheaper option may be to make audio recordings that capture discussions fully and selective video recordings that can be used in publicity to give audiences a good insight to the process.

- What individuals say and how they behave may be influenced if they are being filmed or audio-recorded, especially if they want to get media coverage or other publicity for their own views. Making the recording unobtrusive and agreeing 'ground rules' on behaviour may reduce the risk of this occurring, but workshop organisers need to assess in advance whether the benefits outweigh the risks with respect to this potential problem.

2.3   Documentation of Discussions

Each workshop should have **a rapporteur** who is well-informed about the subject and participants but who is not involved in the discussions. It should be her/his task to prepare an unbiased written record of the main discussion points and decisions taken at each meeting (not a transcript). It will be advantageous for the rapporteur to be briefed in advance about the workshop agenda, the key issues to be explored and possible areas of disagreement. This will help her/him to follow debate and ensure the record makes sense. The rapporteur's report will:

- create a document for future reference by key stakeholders
- reflect the key deliberations that shaped the final content of the local programme design
- be the main information source for preparation of the cross-Programme assessment of key issues, priorities, strategies and intended outcomes and model building
- contribute to the evaluation of the programme design process.

2.4   Collection of Feedback

Towards the end of each workshop some time should be allocated for collection of feedback from participants (15-20 minutes is recommended). Feedback should also be collected from those involved in preparing the Programme Design document, which it is proposed takes place between Workshops 3 and 4. From a strategic point of view, the primary objective should be to gather views about what the workshop achieved, what will happen as a result, how participants feel about the process and how future events could be improved.

Ideally, participants should have time to reflect for a few minutes at the end of each workshop before being asked to express opinions, and then encouraged to share freely their observations and thoughts, rather than simply to 'tick boxes' or rate aspects of the event that have been pre-selected. In this way, the collection of feedback can be part of the formative and empowering process for local stakeholders that should characterise all components of the local safe cities initiatives in the Global Programme. There are several options for collecting this information, which could be used individually or in combination.

- Feedback can be collected verbally if numbers are not too large and if it is judged that the 'power dynamic' within the group would not bias responses or make some participants uncomfortable about sharing their reflections. Participants can be asked initially to discuss their views in small groups and then each group can report back to the wider audience. Alternatively, one or more 'rounds' can be conducted, providing everyone who wants to speak with an opportunity to do so. Verbal feedback should be recorded by the rapporteur.

- Written feedback can be collected through questionnaires and this can provide both qualitative and quantitative data for later analysis and tabulation. Questionnaires should be anonymous but include basic information about respondents, such as their gender, age and type of organisation, to allow a more meaningful analysis. As with any questionnaire, it should be piloted with several potential respondents and changes made based on their feedback. (They would not be able to answer questions, but could comment on their clarity, overall content, time needed, format, etc). Note that this option, if used in isolation, does not enable any sharing of views or discussion, which can be highly beneficial. Arrangements will also need to be made for analysis of the data.

- A further option would be to appoint a small group of volunteer 'research assistants' from amongst local stakeholders and beneficiaries/agents of change to collect feedback by talking informally with participants during breaks in the programme and at the end of the event. The information collected would need to be collated and a written summary prepared. The research assistants would require some instruction or training, as well as support, which would contribute to their empowerment.

Appendix A contains questions that can be used to prompt verbal and written feedback. These are listed in three groups:

- generic questions that could usefully be asked after any of the workshops, such as "were you able to ask questions and express your views?" and "how could this workshop have been improved?"

- workshop-specific questions relating to each of the workshops suggested in the *Guidance Note for Developing a Programme Design* and

- questions for the individuals or team that prepared the Programme Design document.

It is unlikely that there will be enough time to ask all the generic questions after each workshop, as well as the workshop-specific questions. It is for local workshop organisers to decide which questions will be most useful to have answered at each stage. In deciding this, they should bear in mind that the feedback should help improve the next part of the programme design process and will contribute to Global Programme-level learning.

3 Information for the Cross-Regional Evaluation and Report

At the end of the design process, development and implementation partners in each city are asked to submit a report on their workshops and the preparation of the design document (and/or on other main activities, if a different process was followed). The purpose of this report is to enable the collective experiences from all five local Safe Cities programmes to be reviewed, evaluated and then disseminated in a cross-regional report. Other cities will then be able to benefit from the knowledge acquired through the Global Programme and the processes related to model development.

To support preparation of reports locally, two templates are provided in Appendix B. The first is for reporting on the workshops and this should be completed for each workshop that took place. The second template is for reporting on the preparation of the design document.

In addition to these templates, various attachments should be provided. These include workshop agendas, lists of participants and their affiliations, rapporteur notes, feedback reports, any supporting papers and audio-visual material, provided this is within the framework agreed for information sharing.

Most of the questions in the templates can be answered factually using data that should be readily available, such as "how many people attended the workshop". Answers to most other questions should be included in rapporteur notes or other documents, in which case these documents can simply be referenced and no further answer is needed. It is hoped this will significantly reduce the demand on local teams.

Preparation of draft reports may be assigned to the rapporteur but these should be finalised by the local UN Women Focal Point before being submitted to the SC GP team.

In addition to the report, at the end of the design process representatives from each city will be consulted verbally to gather their views on the approach, methods and tools that have been used.

Appendix A: Collection of Feedback: Suggested Questions

The following questions are suggested as lines of enquiry to stimulate useful feedback from workshop participants and from the individuals or team that prepared the Programme Design document. The questions should be used to encourage thought, discussion and to give specific detailed answers, rather than simplistic 'yes' or 'no' responses. However, in some cases a scale or multiple choices could be added, if this was considered useful. The questions may need to be customised to local situations, especially to ensure appropriate vocabulary is used and if alternative agendas or activities are involved. Questions are listed in three groups:

- Generic questions that could usefully be asked after any of the workshops, such as "were you able to ask questions and express your views?" and "how could this workshop have been improved?"

- Workshop-specific questions relating to each of the workshops suggested in the *Guidance Note for Developing a Programme Design* and

- Questions for the individuals or team that prepared the Programme Design document.

It is unlikely that there will be enough time to ask all the generic questions after each workshop, as well as the workshop-specific questions. It is for local organisers to decide which questions it will be most useful to have answered at each stage. In coming to that decision, they should bear in mind that the feedback should help improve the next part of the process and will contribute to Programme-level learning.

Generic Questions Relevant to All Workshops

1. Were you able to ask questions and express your views? Do you feel your views have been taken into account? Do you feel empowered by the workshop? If yes, in what way and why? If not, in what way and why not?

2. Do you feel the workshop was inclusive, participative and open? Overall, was the workshop a positive experience?

3. Were any important individuals or groups absent from the workshop? If yes, who?

4. How useful were the exercises and tools used in the workshop in engaging the people in the room?

5. How and with whom will you share and discuss the information you received in the workshop? What else will you personally do as a result of this workshop?

6. How could this workshop have been improved?

7. Has the workshop increased your sense of involvement in, and ownership of, the Safe Cities Programme? Can you see the contribution that you and those you represent might be able to make?

8. Do you feel that the workshop has strengthened your awareness of and ability to work with other Programme stakeholders?

Questions Relating to Workshop 1: Understanding the Problem and its Context

1. Do you feel that the presented findings of the scoping study helped you to understand the problem of sexual violence and harassment against women and girls in public spaces, and the local context in which this is occurring?

2. How much did you learn in the workshop about this problem, its causes and consequences on the lives of women, girls and communities? What for you were the most significant learning points?

3. Do you disagree with any 'facts' or other information presented?

4. What are the main knowledge gaps you feel need to be filled?

5. Are there additional information sources that it may be important to seek out to inform the Programme?

Questions Relating to Workshop 2: Visioning the Future

1. After the previous workshop, did you share with others the information presented and discussed? If yes, with whom and how was this done?

2. How difficult was it to visualise an 'ideal' future?

3. How significant was the contribution of women and girls in the intervention areas to the vision of the Safe Cities Programme? Were they the main influence, did they make an important contribution, was it a small contribution or was it insignificant?

4. Do you feel the workshop discussion was sufficiently informed by consultation within communities about their vision for the future?

5. To what extent was there agreement amongst participants about the vision?

Questions Relating to Workshop 3: Deciding How to Get There

1. As a workshop participant, were you presented with options about possible interventions (strategies) and made aware of available evidence about effective practices?

2. What were the main factors that you feel influenced the eventual choice of Programme design and intervention strategies?

3. At the end of the workshop did you have a good understanding of what was agreed with regard to the design of the Programme?

4. Do you feel that there is a sound logic (theory of change) that explains why implementing the chosen interventions (strategies) will lead to desired outcomes?

5. Are you aware of the importance attached to good evaluation of the Programme and do you have some understanding of how the evaluation will be done?

Questions Relating to Workshop 4: Validation of the Programme Design

1. Did the draft programme design document accurately reflect what had been agreed at the previous workshop?

2. Do you feel the agreed design will help realise the agreed vision?

3. How do you now feel about the proposed Programme? Confident, optimistic, enthusiastic, inspired, cautious, unsure, sceptical?

4. How effective do you feel the workshop-based process has been in delivering a sound programme design that addresses important problems for your community (city, country, agency/organisation)?

5. Do you feel implementation of the design will be well-supported by relevant stakeholders? Please be as specific as you can.

Questions Relating to Preparation of the Project Design Document

1. In general, did the discussions and decisions made in the workshops provide a good basis for the project design document?

2. How difficult was it to 'translate' ideas from workshops into a theory of change and a logical framework?

3. How useful was the structure suggested for the Programme Design document set out in the *Guidance Note on Developing a Programme Design*?

4. Were stakeholders given the opportunity to comment on a draft before the final workshop and, if so, what feedback was received?

5. Approximately, how many person-days did it take it to prepare the document?

Appendix B: Templates for Reports

This template is available as a separate MS Word document. Please enter information using MS Word in the shaded areas or select an option from a dropdown list. Text boxes will expand as you type. To enter a check mark, click in the box.

Name of city:	Workshop:
Report date:	If 'other', give title:
Prepared by:	Workshop venue:
	Workshop date:
	Workshop length:
	Name of rapporteur:

Indicate which documents are attached:	Workshop agenda	☐
	List of participants/affiliations	☐
	Rapporteur notes	☐

Mark other documents or files relating to the workshop attached, if any:	Supporting papers/reports	☐
	Audio-visual recording	☐
	Feedback questionnaire	☐
	Feedback analysis	☐
	Other	☐
	If other, please specify	

What were the objectives of this workshop?

What were the main discussion points (if not evident in rapporteur's notes)?

What were the key decisions taken (if not evident in rapporteur's notes)?

How was participant feedback collected?	Verbally – small group discussion	☐
	Verbally – through a 'round'	☐
	Questionnaire	☐
	Informal feedback to research assistants	☐

What was the feedback from participants about this workshop? Please provide answers to as many questions listed in Appendix A of the *Guidance Note on Recording and Documentation of the Programme Design Process* as possible and any other additional information gathered (if not provided in separate document).

What advice would you give to other cities about making this workshop more effective?

Safe Cities Free of Violence against Women and Girls: Global Programme
REPORT ON PREPARATION OF PROGRAMME DESIGN DOCUMENT

This template is available as a separate MS Word document. Please enter information using MS Word in the shaded areas or select an option from a dropdown list. Text boxes will expand as you type. To enter a check mark, click in the box.

Name of city: Who led the drafting of the document?

Report date:

Prepared by: Who else was actively involved?

What feedback was received about the preparation of the Programme Design document from those involved? Please provide answers to as many questions listed in Appendix A of the *Guidance Note on Recording and Documentation of the Programme Design Process* as possible and any other additional information gathered (if not provided in separate document).