



United Nations Entity for Gender Equality
and the Empowerment of Women

UN Women Global Programme (2010-15):
Safe Cities Free of Violence Against Women and Girls

Guidance for Scoping Studies

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This Guidance should be read in conjunction with the Global Programme Glossary that provides definitions of key terms used across the Programme

The Global Programme at UN Women, HQ (formerly UNIFEM) started at the end of 2008 with initial definition, building of internal consensus and global partnerships, development of tools and organisation of the selection of city projects suitable for rigorous impact evaluation. In November 2010, the Global Programme was launched in five cities, Cairo, Kigali, New Delhi, Port Moresby and Quito, where it will be implemented over five years.

1. Introduction

Developing a sound design for a Safe Cities Project is a challenging task! First and foremost, **decisions need to be informed by a good understanding of the problems** that give impetus to the project and **made with the effective involvement of women and girls** who are the intended primary beneficiaries. But beyond that it requires information about many other things, such as:

- ✚ the local context, including governance, demography and services
- ✚ the views of beneficiaries and other stakeholders
- ✚ opportunities to partner with government and civil society
- ✚ existing community assets which may provide a platform on which to build
- ✚ relevant policies and programmes, as well as ongoing and planned initiatives
- ✚ resourcing possibilities and
- ✚ research evidence about promising and effective practice.

In the project design phase, this vital information will enable *a detailed local Theory of Change* to be formulated; appropriate *interventions* to be selected; and the *changes* that it is hoped they will deliver to be specified. This in turn will influence design of the *impact evaluation*, including the research methodology and the data to be collected in the *baseline study*. It is essential therefore that good and relevant information is available to those involved in project design, so that the right decisions are taken.

This document aims to assist local partners in meeting that information requirement. It sets out **what information is needed, encourages use of what is already available**, and suggests **how to address information gaps**. It is based on checklists of ‘Key Questions’ that project partners should be able to answer before project design begins. The nature and scale of work to be undertaken to achieve this will vary between cities, and to a large extent will depend on how much material is already available. Where there is an abundance of reliable official data or previous research, it should be possible to answer most questions by drawing on these sources. Where existing information is scarce, the task will be more demanding.

The work to locate and appraise available information and conduct further investigation to fill information gaps is referred to as the *scoping study*. This should not be seen as an exhaustive empirical investigation requiring major investment to deliver the definitive analysis! Rather, it should be a relatively rapid exercise that draws on as much readily-accessible data and reports as possible, and which fills remaining knowledge gaps using informants or ‘quick and easy’ data collection techniques. The methods may not be methodologically pure or statistically robust, but should provide good answers to most questions within a few weeks, rather than over months or years.¹

¹ Note that information relating to two other very important matters should also be available before the Project design stage. However, as these are not simply about the local area, they are considered beyond the remit of the scoping study. The first is options for action relating to the targeted problems and settings that are likely to be successful, based on *effective practice research*. Such information can be found in the research literature as well as online resources,

Information from the scoping study should be shared with all parties involved (stakeholders) in project design, who should discuss the findings and their implications, explore areas of agreement and disagreement and, finally, seek consensus on key issues. They will then be in a strong position to shape their local Theory of Change and Safe Cities Project design.

2. Difference between Scoping Study and Baseline Study

There has been some uncertainty about the difference between the proposed scoping and the baseline studies among partners in the five Safe Cities Projects.² *The key distinction is that the scoping study involves collecting information that will inform project design, while the baseline is part of the evaluation.* The baseline will capture the situation at the Project’s starting point and be used as a benchmark against which change can be measured. Other differences are summarised below.

Scoping Study	Baseline Study
<p>Will ensure that relevant information is available to those who will design the Project.</p> <p>Will build understanding of problem, collate views of beneficiaries, analyse local context, appraise existing services, etc.</p> <p>Should be possible to complete within a few weeks.</p> <p>Will make as much use as possible of available data, studies and reports.</p> <p>Will fill information gaps by using informants and other ‘quick and easy’ methods to gather empirical data.</p> <p>Requires collating, synthesising and reporting findings to assist key stakeholders /decision makers.</p>	<p>Will provide detailed measurement of indicators relevant to interventions and impacts at the start of the Project that will be used to measure change over time as part of the evaluation.</p> <p>Data collected will be determined by the nature of the Project and what it is intended to achieve.</p> <p>Will be the first stage of a multi-year research programme.</p> <p>Likely to involve collection of considerable amounts of empirical quantitative and qualitative data using rigorous methodology.</p> <p>Although results will be important in defining the current situation, their main value will come later when compared with data collected subsequently.</p>

such as the Safety Practices Database of Women and Cities International (WICI) (www.femmesetvilles.org), UN Women’s Global Virtual Knowledge Centre to End Violence against Women and Girls (www.endvawnow.org), and various Good Practice Compendia available on the website of the International Centre for the Prevention of Crime (www.crime-prevention-intl.org). The second is the interests and priorities of potential funders, which may influence what is considered achievable.

² Although similar, a ‘scoping study’ differs from a ‘context analysis’, ‘environmental scan’ and ‘needs assessment’. A scoping study involves problem and contextual analysis. Context analyses and environmental scans are more concerned with the setting in which a project will take place, while a needs assessment is more narrowly focused on the ‘deficit’ that needs to be filled.

3. Scoping Study Objective

The objective of the scoping study should be to ensure that by the start of the project design process:

- ✚ specific problems of concern have been defined and are understood, and the need for the project is clear from the perspective of key stakeholders
- ✚ intended beneficiary groups have been identified, and their views on the need for a project and the changes they would like to see have been clarified
- ✚ potential delivery partners have been located and appraised
- ✚ the positions and priorities of significant stakeholders have been ascertained
- ✚ relevant existing services and projects have been identified and assessed, especially from the perspective of intended beneficiaries
- ✚ the intervention area has been profiled to provide insight to their demographic, social, cultural, economic and other relevant characteristics
- ✚ development policies, plans and relevant initiatives have been analysed.

This will require finding answers to Key Questions related to the above points, each of which is considered in more detail in the next section.

The scoping study should be carried out primarily with respect to the specific sub-area in the city where interventions to improve women's and girls' safety will be delivered (the intervention area). It should not be done at city level, since this will conceal significant local variations. However, some matters will require consideration of the situation at a 'higher' level (perhaps city, state or national) to understand what is happening locally. For example, the ability of the police to tackle sexual harassment or violence may be limited by the lack of relevant state legislation.

In cities that intend to deliver interventions in more than one sub-area, it will be necessary to complete scoping work for each one, since it is likely that problems, circumstances, partners, opportunities or preferred solutions will vary. This does not necessarily mean that a complete study will be required for each locality, unless the situations are very different, but there should be an objective appraisal to assess the extent of similarity and to determine what additional work is needed.

4. Achieving the Objective – Key Questions to Answer

This section sets out several series of Key Questions that will need to be answered to achieve the objective of the scoping study. These are not formulated for direct incorporation into questionnaires. Rather, they indicate major lines of enquiry to explore using a variety of techniques.

4.1. Define and Understand the Specific Local Problems

Although it may be widely believed and agreed that there are problems of sexual harassment or violence of women and girls in particular public spaces, more specific details will be needed for project design.

Key Questions

1. What types of sexual harassment and violence are taking place in public spaces in the potential intervention areas? For example, is it physical, verbal or visual?
2. Are certain groups of women and girls being targeted or affected more than others? For example, does it impact most on those of a particular age, ethnicity, ability (disability) or socio-economic group?
3. Who is perpetrating the sexual harassment and violence? Which particular groups of men and/or boys are implicated? Do they act individually or in groups?
4. What are the causes, contributory factors and permissive conditions for each form of harassment and violence mentioned above?
 - Do social norms condone gender-based violence
 - Does the built environment facilitate such behaviour?
 - Is there insufficient legal protection against harassment and violence in public spaces?
 - Do police and other justice agencies protect women and girls effectively and, if not, why not?
 - Is alcohol or are other drugs involved?
 - Is there much use of weapons (knives, guns or other)?
 - Is there a lack of education or public awareness of the issue
5. How do women and girls respond to the harassment and violence? What coping strategies do they employ?
6. What are the consequences of this problem for women and girls? How does it affect their sense of safety, their level of comfort, access, and right to use public spaces?
7. In which public spaces are these behaviours most common? Possibilities include
 - streets (consider especially those near schools, shops, bars or recreational facilities)
 - formal or informal recreational facilities (sport/play grounds, parks)
 - formal and informal public transportation (buses, taxis, informal taxis - including mini-vans, motorbikes and open trucks)
 - bus stops and transport hubs/interchanges
 - markets
8. What is the scale of the problem? How many incidents are taking place each day? How many women are affected? How many girls are affected?
9. Is there a temporal pattern to the problem? For example, is it more common at certain times of the day, days in the week or months in the year?

4.2. Identify and Clarify Views of Intended Beneficiary Groups

Although each Safe Cities Project will undoubtedly hope to improve the safety of all women and girls in the city, there will almost certainly be a smaller group who may be regarded as the intended primary beneficiaries. They will be the women and girls on whom the Project is expected to impact positively and most directly. This may be all women and girls in the intervention area but, **if the identified problem has a differential impact on particular groups, the primary beneficiaries may be one or more sub-groups within that population.**

Other groups, sometimes called secondary beneficiaries, may experience indirect or delayed benefits. However, rather than simply dividing beneficiaries into these two categories, it may be helpful to envisage the Project having a 'ripple effect', impacting over time in different ways on various groups at increasing distance from the source of the ripple. Those closest will be the primary beneficiaries but there may be many groups at varying distance, possibly including men and boys. **It is only likely to be possible to evaluate thoroughly the impact on primary beneficiaries and selected other groups that are close by.**

To design a sound project and its impact evaluation it will be important to define the primary beneficiaries, identify how they envisage their life and their community in five years should the project be successful, what action they would like to see taken and the improvements they want to see delivered.

Key Questions

1. Which specific groups – perhaps defined by age, ethnicity, location, lifestyle or other characteristics - are intended to be the primary beneficiaries and why?
2. Which other groups should also be considered beneficiaries because it is expected that they will gain indirectly from the Project?
3. What is the size of these beneficiary groups? How many women and girls are there in each of them?
4. What actions would the primary beneficiaries like to see being taken to improve women's and girls' safety in the intervention area and why?
5. What changes would the primary beneficiaries eventually like to see achieved?
6. How do the primary beneficiaries believe achievement can be measured – what would be good indicators of success?
7. Which women's groups, youth groups, community organisations, public and or privatised services and agencies would these beneficiaries like to see being involved in the Project as delivery partners?

4.3. Locate and Appraise Potential Delivery Partners

Grassroots women's groups (including those working with and/or comprised of adolescent girls) are expected to play a central role in the delivery of the Safe Cities Project. So it is necessary to map and assess those that are active in the area and to

invite them to participate as key partners from the start. However, it is important to involve other appropriate community organisations in the project too.

Key Questions

1. Which organisations – and specifically which grassroots women’s and adolescent girls’ groups – are active in the intervention area?
2. What is the agenda of these organisations and what do they do? Are they providing practical help on the ground, advocacy or other services?
3. How are these organisations perceived by local women, girls and other stakeholders – are they well regarded and credible?
4. How active are local organisations representing or working for indigenous women and girls? Do they have strong links to local government or other community groups? What is their role and potential?
5. Are there other active women’s organisations that represent or work for minority groups? Do they have strong links to government and the community? What is their role and potential?
6. Which other organisations have the potential and interest to play an active role as a delivery partner in the Project? What might that role be?
7. Are there other women’s groups or other organisations at city level or in nearby areas that could make a useful contribution to the Project – and how?
8. What and how much support might the potential delivery partners need to fulfil the identified roles?

4.4. Ascertain Positions and Priorities of Significant Stakeholders

A Safe Cities Project will at least in part depend on the support and *engagement of a range of stakeholders*. Politicians and international agencies, community and faith leaders, and municipal authorities may all be able to exert influence that will determine success or failure. So identifying these stakeholders and understanding their situations, their views on the issues of sexual harassment and violence in public spaces, and links with community members will help to design a Project that will secure their participation and support.

A stakeholder analysis is a useful tool that can be used for identifying the interests in the Project of different individuals and groups, finding ways to harness support of those likely to view it positively and managing the risks posed by others who may view it less favourably.³

³ There is a wide range of guidance on stakeholder analysis available online. See, for example, “Stakeholder analysis”, in *Tools for development. A handbook for those engaged in development activity*. London: Department for International Development (UK). Available at <http://webarchive.nationalarchives.gov.uk/http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf>.

Key Questions

1. Who are the key stakeholders that could exert significant influence on the development and outcome of a Safe Cities Project?
2. What are their priorities and how do these relate to the women's safety agenda, specifically related to sexual harassment and violence in public spaces?
3. Are there any issues or events that might affect their early participation or support – upcoming elections, topical news stories, involvement in other campaigns, publication of reports?
4. How will election and budgeting cycles interact with the Project life cycle, and what challenges and opportunities will this provide?
5. What would be the best way to secure the sustained support of critical stakeholders?

4.5. Identify and Assess Relevant Existing Services and Projects

In each area there will be some services delivered by local authorities, women's organisations, community organisations, NGOs and private organisations. Building on the platform provided by such services may be a better option for the Safe Cities Project than attempting to create something new. So knowing what exists and assessing its potential is important. Also important is to be aware of service gaps that need to be filled.

Key Questions

1. What basic/essential social services are available in the area – schools (elementary, secondary, high), health, welfare support, shelters, etc – and how well do they meet local need?
2. How well is the area served by police (formal and informal) and other justice services?
3. What services and projects specifically represent or support women and girls and how well do they meet local need?
4. Are there specific services for women and girls who experience sexual harassment and violence *in public spaces*?
5. What is the potential for improving, expanding or developing existing services so that they contribute to the goal of the Safe Cities Project, that is to reduce and prevent sexual harassment and violence against women and girls in public spaces?
6. What are the significant gaps in existing services related to women's and girls' safety and how might they be filled?

4.6. Profile the Intervention Area

Understanding the context in which the Project is to be delivered will be essential for the selection of appropriate interventions and partners.

That includes being aware of the area's demographic, social, cultural, economic, political and environmental characteristics, as well as understanding how it compares with other parts of the city and the reasons for its selection.

Key Questions

1. What is the size and boundary of the intervention area?
2. What is its legal status – formal, informal, other?
3. What are the arrangements for political and administrative governance - including the level of decentralisation, budget sources and decision-making processes on budget allocation?
4. What is the nature and quality of the physical environment - open spaces, buildings (housing, businesses, public buildings), markets, etc?
5. What is the size and composition of the area's population (age, gender, ethnicity, religion, socio-economic status) or the population of the users of the public spaces in the area, if they are not closely linked to the surrounding communities?
6. What is the level of education of that population? What are the participation, attainment and drop out rates, and how does this vary with age and gender?
7. What is the nature of the local economy and what is the employment structure (formal/informal, income levels). How does this compare to similar areas and to the city as a whole?
8. What is the level of basic/essential amenity provision – water, sanitation, electricity, roads, transport, telecommunications, etc?

4.7. Analyse Development Policies, Plans and Relevant Initiatives

Other activity in the intervention area can create both opportunities and challenges for a Safe Cities Project and its evaluation. Improvements in women's and girls' safety through environmental design, for example, may be more easily implemented if there is already an urban renewal programme being planned. However, the more change taking place independent of the Project, the more difficult it will be to evaluate the effect that the Project is having. The Project design should be underpinned by good knowledge of what is currently taking place and what is already planned. Ideally, it will be located in an area with as few other potentially confounding activities as possible.

Key Questions

1. Which policies, plans, campaigns, and other initiatives are likely to have a significant impact on the intervention area during the life of the Project (at national, city or local level)?
2. What are their implications for Project activity – do they create opportunities and/or difficulties?

5. How to Answer Key Questions




The **scoping study should be a simple, easy and economic process**. It may be that the answers to some questions are considered so self-evident or ‘common knowledge’ that further validation is unnecessary. However, there is a need to be cautious. Prevailing views and opinions are sometimes based on genuine misconceptions, distorted media reports or deliberate misrepresentation, rather than reality. So **careful consideration needs to be given to what matters require further investigation**.

It is important first to take stock of available material that can be used to answer the research questions. This may be in the form of reports, policy documents, plans or statistics (‘secondary’ sources). They may come from national or local government sources, from international agencies or other official service providers, from academic sources or from NGOs. **In each case the material should be critically reviewed to assess its relevance to the intervention area, its accuracy and its completeness**. This applies especially to statistics, since bias and undercounting often affect reliability of social data collected by government and police agencies. However, just because one set of official data (such as police or health records of sexual violence) is not considered useful or may not be available, does not mean that other figures (such as the school attendance rate of teenage girls) should be automatically disregarded. Each should be considered on its merits.

Where there are gaps that cannot be filled using existing sources, some empirical information gathering will be necessary. To this end it is suggested that four research techniques should be considered for use: *key informant interviews, focus groups, questionnaire surveys and observation*. Most researchers will be familiar with these techniques and there is extensive guidance available online and elsewhere about their effective use, as well as their challenges and weaknesses. This is therefore not covered in this document. However, a brief commentary on each below provides an indication of how each might be useful in the specific context of Safe Cities.

5.1. Key Informant Interviews

These semi-structured informal conversations usually take place with individuals who have specialist knowledge or expertise. It is important not to see such ‘expertise’ residing only amongst professionals. It should also be sought from those ‘experts of experience’ who spend their lives in the communities where interventions are planned. *Interviews should be used to gather information from people whose input is so important that they warrant dedicated time, especially when there would be particular benefit in exploring topics through 1:1 discussion*. For the Safe Cities Project, this technique might be used to consult:

-  Politicians and senior officials in government and administration
-  Community leaders (such as leaders of women, indigenous, youth and business communities) and faith group leaders
-  A few outspoken ‘typical’ beneficiaries of the proposed project – women and adolescent girls who live in the intervention area

- ✚ A few outspoken 'typical' men and adolescent boys who live in the intervention area
- ✚ Managers of relevant services provided by public bodies, such as health, housing, education and police
- ✚ Senior representatives of significant community-based organisations and NGOs
- ✚ Researchers in academic institutions who have undertaken relevant studies.

Examples of matters that might be most suited to this type of discursive enquiry would include the forms and the causes of the identified problems in an area, the opportunities for linking the Project with other future development plans, the potential for improving existing services and for building on community strengths.

5.2. Focus Groups

Focus groups bring together 8-12 individuals who share a characteristic relevant to the research (eg age, ethnicity, gender, experience) to consider the issue through a structured and facilitated discussion. *Their value comes from the ideas and conclusions that emerge as a result of interaction between the participants:* a good focus group will produce a collective result that is more than the sum of individual contributions.

Focus groups have proved to be particularly enlightening in exploring safety issues with groups of women and youth. For the scoping study, it is likely to be advantageous to conduct multiple sessions with groups of women and adolescent girls who have different common *attributes* in order to gather a range of perspectives. It is also likely to be instructive to consult in a similar way men and boys, and service providers, such as school authorities, healthcare staff or police officers.

In the context of Safe Cities, experience suggests that focus groups can be an effective means of discussing issues related to sexual harassment and violence. Although individuals may be reluctant to speak about such matters on their own, especially in their own home, or in public spaces, they often will to do this within a group in a safe permissive and non-threatening environment, led by a skilled and gender-aware facilitator. The willingness of a few more confident and open participants can encourage more cautious or reluctant speakers to engage.

Examples of topics that could usefully be explored in focus group discussions with women include the nature of sexual harassment and violence problems, the causes of the problems, the response of different services, the actions they feel need to be taken and changes they want to see happening.

As such discussion can sometimes be traumatic for those taking part, it is important to be prepared to help those access support, if they need it. Potential service providers should be identified in advance and arrangements confirmed for referral or self-referral.

5.3. Questionnaire Surveys

Surveys offer a way to collect answers to a common set of questions from a relatively large number of people (in comparison to focus groups, for example) and they generate quantitative data that can be a powerful influence on opinions. Good survey data from large randomised samples can be used to make inferences about the populations from which they are drawn, allowing calculations of, for example, the scale of a problem or service needs. However, for the scoping study it is suggested that a simpler approach involving *the use of small purposive or quota samples and short questionnaires* is adopted.⁴ The aim is not to obtain a precise statistic but *an indicative measure* on some key issues.

In the context of scoping work for Safe Cities, *surveys may be most useful for collecting data from citizens, especially women, adolescent youth of both sexes and men about their experiences, concerns, perceptions and priorities using closed questions*. However, as with all research into sexual harassment and violence, careful consideration needs to be given to the practical and ethical challenges this presents for interviewees and interviewers.⁵ **Deciding which questions to ask, where to ask them and what to do to mitigate the risk of re-victimisation will be important factors.**

5.4. Observation

Watching and recording can be an extremely useful means of collecting information for the scoping study. It could, for example, *provide insight to how public spaces are used*, including the types of people occupying the space, the activities taking place there and how these vary during the day or week. It may be possible to gain an impression of problematic behaviours, where these occur, how much of it occurs and what conditions contribute to their occurrence.

Observing the physical and social environment may prompt ideas about what responses might be appropriate. Such observation could simply be 'exploratory' to get a general impression of what is happening. However, it may be possible to build a slightly more substantive body of information by carrying out some 'snapshot' counts of, for example, the number and age of women and girls using a particular space in a specified period. The use of video recording may also be useful in capturing information and for presenting findings later. However, this raises significant ethical and safety issues and **researchers should always seek permission for video recording in advance from local authorities, community leaders or other appropriate individuals, and put in place arrangements to ensure their own security.**

⁴ A purposive sample is selected by a researcher subjectively but she/he attempts to obtain one that seems to her/him to be representative of the population of interest. In quota sampling, interviewers have a quota of particular types of people to interview and find respondents with the specified characteristics. Quotas are organised so that the final sample should be representative of the population of interest.

⁵ For further information see Ellsberg M and L Heise (2005), *Researching violence against women: a practical guide for researchers and activists*. Washington DC: World Health Organisation. http://www.path.org/files/GBV_rvaw_front.pdf

Clearly, observational data collected in this way does not constitute an authoritative knowledge base. Rather, it *provides pointers or indications, increases awareness and understanding, and stimulates thinking*. Ideas and questions that emerge from observation might well contribute to the agenda and be explored further in key informant interviews or focus groups.

6. What should be the Deliverable from a Scoping Study?

Speed, efficiency and utility should be priorities for a scoping study. It should not therefore be automatically assumed that the best output will be a major research report that brings together all the collected information and answers to all the questions specified above. There probably will be a need for some form of report but its content should be determined by the specific circumstances of each individual city.

If there is a rich range of existing documents that provide answers to many of the questions posed, it should be sufficient to provide a brief summary of the findings, reference the source and ensure this is easily accessible to anyone seeking more detailed information. Where there are fewer secondary sources and more data has to be collected empirically, it is likely to be necessary to provide more detailed research reports. Separating research methods and any raw data from the important summary findings will help make them more accessible.

As an alternative to a single large report, it may be more useful to have instead *a series of short thematic papers*, possibly linked to the eight components of the scoping study's objective. This could allow information to be provided more quickly and in more manageable quantities as a steady stream of documents produced as and when information becomes available.

7. How should Information from the Scoping Study be used?

It is essential to remember that the scoping study should inform the design of the Safe Cities Project. The findings should therefore be known to and understood by those involved in that design process before it commences. Distribution of a report or papers will obviously make such information available. It is however likely to be at least as important and useful for many participants if the findings are verbally and visually presented, and then discussed.

It is recommended that, as preparation for design planning, those involved come together for one or, ideally, several sessions to hear presentations about the scoping study and to discuss its findings. If the output is a series of thematic papers, some of these might provide suitable topics on which such meetings might focus. One of the most valuable collective exercises that could be undertaken in a workshop session is a *problem tree analysis* to build a common understanding of the problem and its causes.

This in turn can be transformed into an *objective tree analysis*, which can be seen as a first step towards developing the Project design.⁶

In 2010 UNIFEM (now UN Women) mission teams to the five Global Programme cities recommended that scoping studies be carried out and the results used as a major input to Stakeholder Project Planning Meetings. Their goal is to reach agreement on the needs to be met by the project, the vision of what the area will look and feel like in five years, and what activities will achieve this. That is, the meetings will refine and validate the Safe City Project's Theory of Change.

8. Limitations of a Scoping Study

Whilst the importance and benefits of a scoping study have been emphasised throughout this document, it is important also to recognise its limitations. Two points in particular deserve to be highlighted.

First, the study cannot provide a precise, definitive and comprehensive statement of the situation in the intervention area. It is an assessment that is likely to have been conducted quickly and pragmatically, mainly using available data and informed sources, not empirical research using the most rigorous techniques. Some of the data used may not be very recent and it may not have been collected to answer the specific questions asked. It should be seen therefore as strongly indicative, but in no way constituting a baseline for evaluation.

Second, the study findings should not be seen to determine project design, even if strong views are expressed by consultees about what should be done. Such decisions undoubtedly need to take such perspectives into account, and should attach considerable weight to them. However, as indicated earlier, it is essential to develop a design that also draws from the knowledge base of effective practice. Sometimes this indicates that what people want to see happen is unlikely to follow from their proposed actions. In such cases there will need to be information sharing and debate amongst stakeholders to reach sensible decisions.

9. Who Should Conduct the Scoping Study

A scoping study is a research task that can be conducted by one person or a small group. The researcher(s) should have a good working knowledge of English to be able review literature and prepare reports that can be widely read. However, competence in local languages, or co-researchers or assistants with such competence is also essential to build good local relationships, which will be critically important.

⁶ There is a wide range of guidance on problem tree and objective tree analysis available online. See, for example, "Problem and Situational Analysis", in *Tools for development. A handbook for those engaged in development activity*. London: Department for International Development (UK). Available at <http://webarchive.nationalarchives.gov.uk/http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf>.

In most cases it will be highly advantageous for the researcher(s) to be locally based, since this should help build their own understanding and also facilitate local engagement. In addition, the researcher(s) should have the research skills and subject knowledge detailed below.

Required Research Skills

1. Ability to critically review relevant documents, including local policies and plans, reports about local problems and services, and relevant research reports
2. Ability to critically appraise and analyse data sets and published statistics collected by government agencies, service providers and other organisations
3. Ability to collect and interpret qualitative information through key informant interviews and observation
4. Ability to plan and facilitate focus group discussions
5. Ability to undertake empirical data collection involving design and delivery of questionnaire surveys, and analysis of survey data
6. Ability to integrate and synthesise information collected from varied sources to make it useful and accessible to diverse interested parties.

Subject Knowledge

1. A solid understanding of women's safety and the issues related to responses to and prevention of violence against women and girls
2. Preferably, knowledge of the local setting, including the urban context
3. Preferably, awareness of existing secondary information sources.