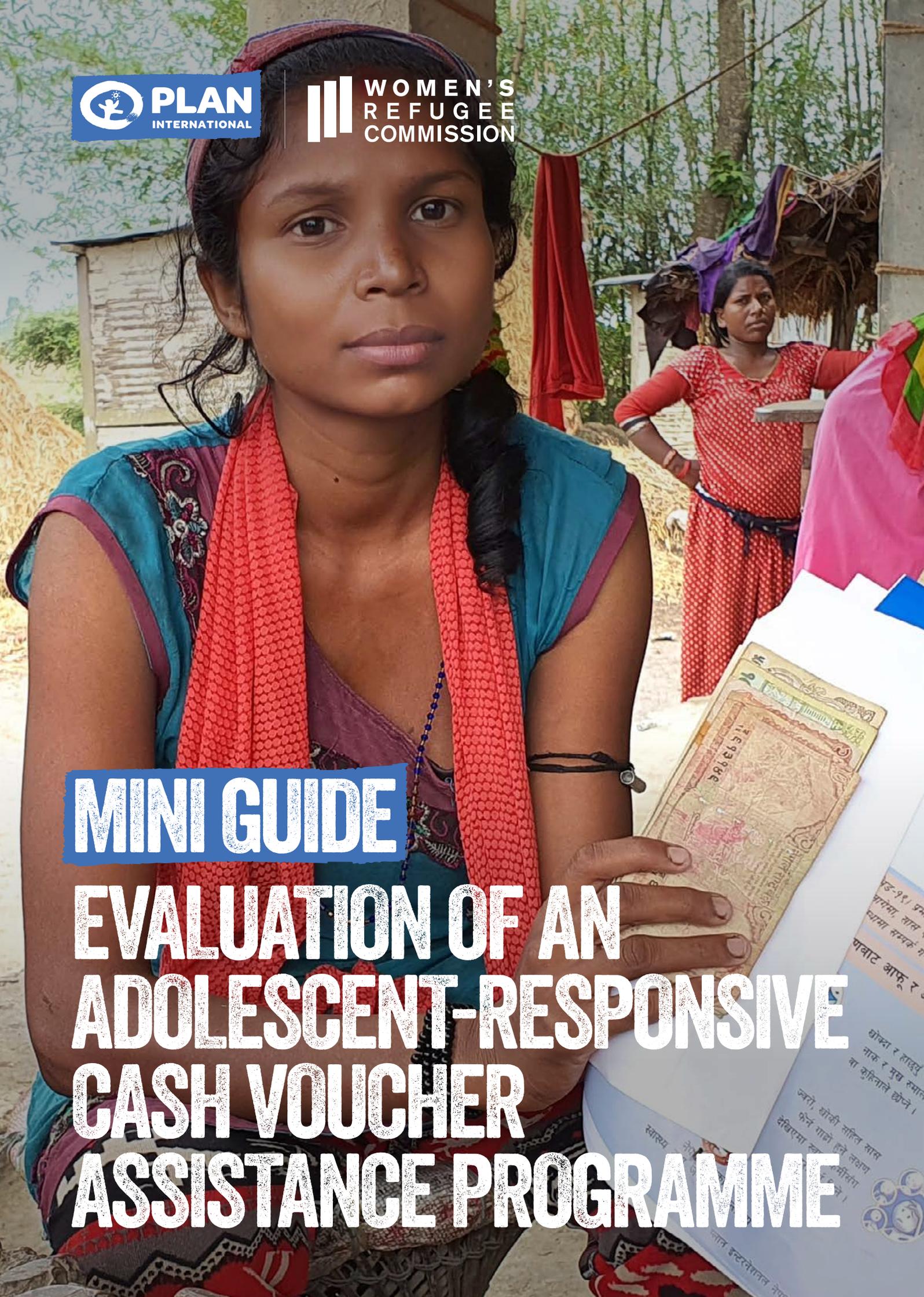




MINI GUIDE

EVALUATION OF AN ADOLESCENT-RESPONSIVE CASH VOUCHER ASSISTANCE PROGRAMME





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The mini guides align with the Guidance on Designing Cash and Voucher Assistance to Achieve Child Protection Outcomes in Humanitarian Settings (Alliance for Child Protection in Humanitarian Action, 2022).

Contact

For more information, please contact:

Anita Queirazza, Global Lead Child Protection in Emergencies, Plan International; Anita.Queirazza@plan-international.org

Noanne Laida, Cash and livelihoods Senior Advisor, Women's Refugee Commission; Noannel@wrccommission.org

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OVERVIEW

PURPOSE

Guidance for planning and designing an evaluation of adolescent-responsive cash and voucher assistance.

HOW TO USE THIS MINI-GUIDE

This mini guide gives you step-by-step considerations for engaging adolescents in your evaluation of your adolescent-responsive CVA.

TOPICS COVERED

Evaluation, outcomes, objectives, unintended effects, research ethics, consent, assent, primary data, secondary data, qualitative methods, quantitative methods, mixed methods, experimental design, descriptive design, CVA design features, socio-ecological approach (social ecology of adolescent development)

SUPPORTING TOOLS

- 🔑 [Tips for Consulting Different Stakeholders when Implementing Adolescent-responsive Cash and Voucher Assistance](#)
- 🔑 [Data Disaggregation for Adolescent-responsive Cash and Voucher Assistance](#)
- 🔑 [Adolescent-responsive Cash and Voucher Assistance Evaluation Plan Checklist](#)
- 🔑 [Urgent Action Procedures](#)
- 🔑 [Adolescent-responsive Cash and Voucher Assistance Evaluation and Research Questions](#)
- 🔑 [Stories of Change: A tool for assessing the effectiveness of cash and voucher assistance to achieve outcomes for adolescents](#)

INTRODUCTION

An evaluation is an “assessment of performance, focused on results (outcomes and impacts) that can be internal or external. Evaluations can provide assessments of what works and why, and highlight intended and unintended results for accountability and learning purposes.”¹ It is a one-off activity that happens at a specific point in time. *It is different from monitoring*, which happens continuously throughout the life of a project or programme. Evaluations can and should draw on monitoring data so the two processes are linked.

Evaluations of programmes that include adolescent-responsive cash and voucher assistance (CVA) should ideally:

- Determine whether the programme met its objectives
- Explain how the programme achieved its objectives
- Identify if there were any unintended negative effects caused by the activities
- Include recommendations for improvements to the design and implementation of an activity or programme

Evaluations can be carried out (1) in real time, (2) at set intervals (e.g. after three or six months, or half-way through a project), or (3) at the end of a project. Adolescent-responsive CVA programmes should include at least an end-of-programme evaluation.

The three questions that an evaluation of adolescent-responsive cash and voucher assistance must answer to meet minimum standards for quality, accountability, and ethics

- ❓ *How did the CVA affect outcomes for diverse adolescents?*
- ❓ *Did the CVA have any negative effects on diverse adolescents? If yes, what negative effects and how?*
- ❓ *How did the programme mitigate any potential risks for diverse adolescents?*

This mini-guide is presented in two main parts:

- 1 Key considerations for evaluations of adolescent-responsive cash and voucher assistance (CVA)
- 2 Nine actions to be taken when organising a participatory evaluation of adolescent-responsive cash and voucher assistance



Engaging parents, caregivers and families

This mini-guide focuses on when, where, and how to facilitate the participation of adolescents in evaluations of adolescent-responsive cash and voucher assistance. Parents/caregivers and family members of adolescents and other key informants should also be included in the evaluation process. Other key informants may include market service providers, financial service providers, and individuals and organisations who hold adolescent-focused roles.

Some of the same approaches to facilitating adolescent participation work well with parents/caregivers, but certain principles do not apply.

Readers should refer to other guidance to understand how to facilitate evaluations with adults. See:



Pages 268–282 on [Engaging with the affected population in your evaluation: ALNAP \(2016\) Evaluation of Humanitarian Action Guide](#).



TOOL – Tips for Consulting Different Stakeholders when Implementing Adolescent-responsive Cash and Voucher Assistance

1. Sphere (2019) Sphere Glossary, <https://spherestandards.org/wp-content/uploads/Sphere-Glossary-2018.pdf>

KEY CONSIDERATIONS FOR EVALUATIONS OF ADOLESCENT-RESPONSIVE CASH AND VOUCHER ASSISTANCE

- Facilitate the meaningful participation of diverse adolescents in evaluating adolescent-responsive CVA programmes. This includes their participation in:
 - The inception workshop
 - Decisions on the purpose and design of the evaluation
 - Analysis
 - Development of lessons learned
 - Development of recommendations to improve future programming
- Ensure evaluators have experience with and are committed to engaging adolescents in evaluation.

See Box 3 for specific guidance and resources on involving adolescents at each phase of the evaluation.



Actions to involve adolescents at each phase in the evaluation

Evaluation phase	How to involve adolescents	Resources
Define the purpose and design of evaluation with adolescents	<ul style="list-style-type: none"> • Include adolescents in an inception workshop for the evaluation process. One way of doing this is to engage or convene community advisory groups of adolescents to co-design the evaluation. Ensure that such groups are inclusive of diverse adolescents. • When doing an external evaluation, engage evaluators with experience using participatory research methods. • Obtain informed consent/assent from all evaluation participants. 	<ul style="list-style-type: none"> • Plan International, Adolescent Programming Toolkit, p. 67 • WVI, Children and Young-People-Led Research Methodology: An Easy Guide for Young Researchers • WHO, Guidance on ethical considerations in planning and reviewing research studies on SRH in adolescents
Decide who will design and carry out the evaluation	<ul style="list-style-type: none"> • Select evaluators with experience using participatory research methods. • Develop an adolescent participation strategy for the evaluation that addresses the Nine Basic Requirements for Meaningful and Ethical Child Participation 	

Evaluation phase	How to involve adolescents	Resources
Develop data collection tools	<ul style="list-style-type: none"> • Work with a sample of diverse adolescents to adjust standard data collection tools for evaluating CVA. • Confirm that your tools capture data on adolescent outcomes. • Adapt tools to the local context, including translating them into relevant languages. 	
Collect data for the evaluation with adolescents	<ul style="list-style-type: none"> • Use participatory methods of data collection in evaluation activities with adolescents. • Include diverse adolescent groups and adolescent leaders as key informants in the evaluation. • Collect sex-, age-, and disability-disaggregated (SADD) data. Disaggregate data by other context relevant diversity/vulnerability factors where possible. • Form a data collection team that matches the profile of the adolescents in the programme (gender, age [when possible] and locality). • Recruit female data collectors when consulting adolescent girls. • Provide age-appropriate job opportunities and training for adolescents to engage in evaluation activities/data collection where safe and possible to do so. This can enhance their future employability. 	<ul style="list-style-type: none"> • Save the Children, Guidelines for Children’s Participation in Humanitarian Programming, Resource 12 • Plan International, Adolescent Programming Toolkit, Tools 6, 7, 8, 9 11 • ACPHA, Monitoring and Evaluation Toolkit Cash and Voucher Assistance and Child Protection for Adolescents. • UNICEF, Child Protection Resource Pack, p. 126 • British Red Cross: Cash Hub, M5 4 1 1 Key questions for evaluating CTP checklist • ODI, Guidance on evaluating how transfers are made in emergency programming <hr/> <p> TOOL – Data Disaggregation for Adolescent-responsive Cash and Voucher Assistance</p> <hr/>
Interpret and analyse data with adolescents	<ul style="list-style-type: none"> • Organise workshops to train and support adolescents to analyse and interpret evaluation data. • Organise data co-analysis workshops with adolescents, where adolescents interpret the data. • Organise data validation workshops with adolescents. This is where the monitoring and evaluation (M&E) team presents initial findings to adolescents who give feedback on how the M&E team has interpreted the data. 	<ul style="list-style-type: none"> • Plan International, Adolescent Programming Toolkit • UNICEF, Child Protection Resource Pack, p. 126 • The Global Women’s Institute, Empowered Aid Data Collection Toolkit

Evaluation phase	How to involve adolescents	Resources
Share learnings and take action with adolescents	<ul style="list-style-type: none"> • Establish a feedback process that is adolescent-friendly, takes into account languages understood and literacy levels, and includes diverse accessible channels. • Give the evaluation report to community members, including adolescents and youth groups. • Train and support or hire adolescents to disseminate any learning to community members. • Develop local action plans with adolescents. • Involve adolescents in the design of new projects and in adjusting on-going project activities. • Support adolescents to undertake local initiatives to implement actions following the evaluation. 	<ul style="list-style-type: none"> • The Compact for Young People in Humanitarian Action: Guidelines for Working with and for Young People in Humanitarian Settings

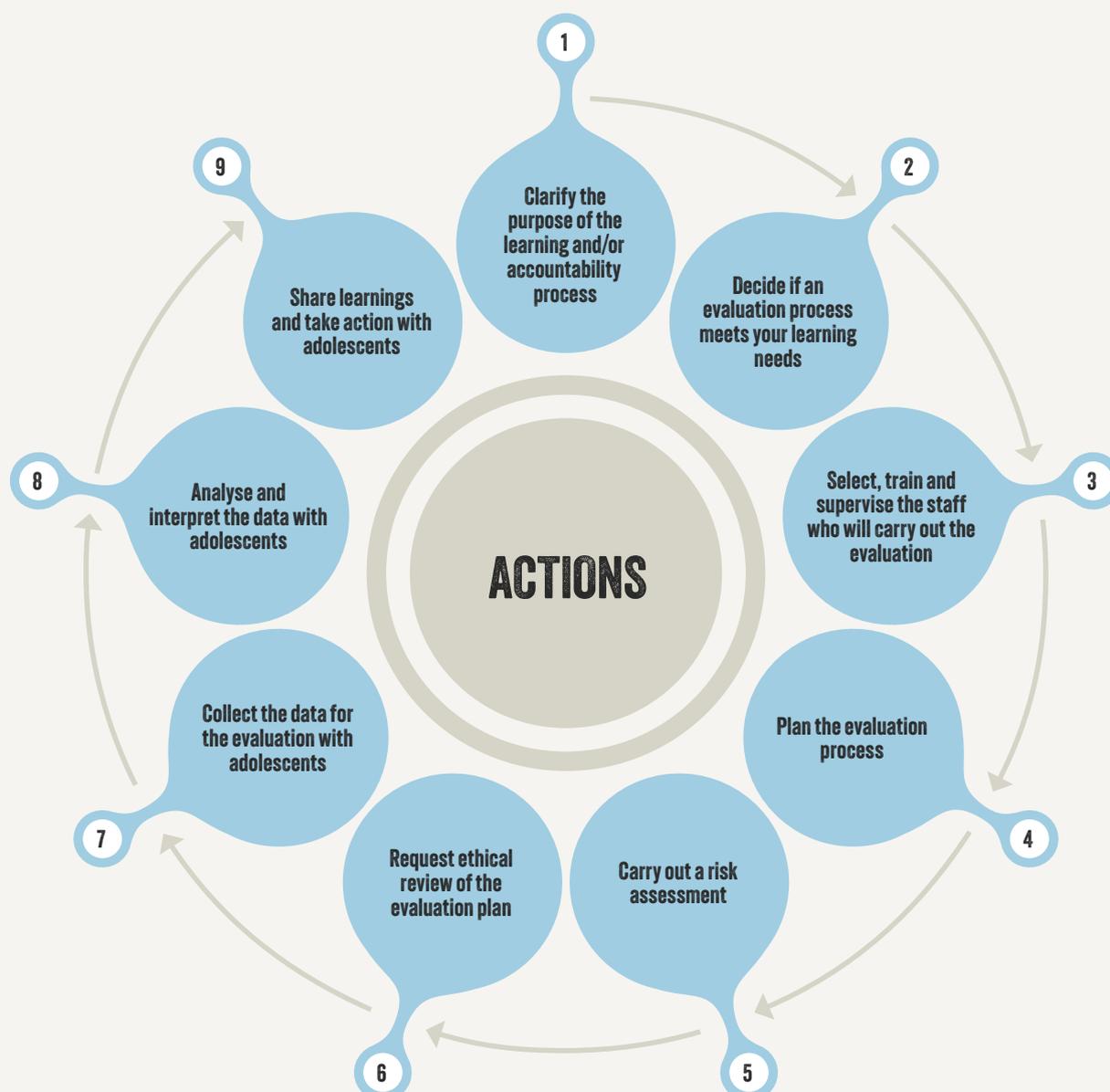
Key reading

UNICEF (2019) [UNICEF Guidance Note: Adolescent Participation in UNICEF Monitoring & Evaluation](#), especially pages 59–68.

NINE ACTIONS TO BE TAKEN WHEN ORGANISING A PARTICIPATORY EVALUATION OF ADOLESCENT-RESPONSIVE CASH AND VOUCHER ASSISTANCE

The process of carrying out a participatory evaluation of adolescent-responsive cash and voucher assistance consists of nine actions (see Figure 1). (All of the nine actions are described in more detail below.)

Nine actions to be taken when organising a participatory evaluation of adolescent responsive cash and voucher assistance



Note: Actions may happen one after the other; More than one step can happen at the same time; You may need to return to an action already taken and revise decisions made as you learn new information.

ACTION 1 CLARIFY THE PURPOSE OF YOUR LEARNING AND/OR ACCOUNTABILITY PROCESS

You may want to carry out a learning or accountability process for a number of different reasons. These may include:

- Accountability to various stakeholders
- Determining the effectiveness of programme implementation (process evaluations)
- Determining the effects of the programme (outcome evaluation)
- Establishing the effectiveness of the programme in reaching its goals (impact evaluation)
- Building evidence and knowledge on the programme model

Different stakeholders in an adolescent-responsive CVA programme may expect different things from your learning or accountability process. The purpose will determine:

- Whether you carry out an evaluation or some other form of learning activity
- The data needs
- The tools to be used
- The respondents to be involved

Take the following actions to ensure your learning and accountability process is adolescent-responsive:

- Discuss the purpose with diverse stakeholders, including diverse adolescents and their parents/caregivers and families.
- Come to an agreement as to the priority purpose for this process.
- Use participatory and co-design activities as set out on pages 12–13 of [Evaluation of Child Friendly Spaces: Tools and guidance for monitoring and evaluating CFS to help identify what needs to be measured](#).

ACTION 2 DECIDE IF AN EVALUATION PROCESS MEETS YOUR PURPOSE

The ALNAP [Evaluation of Humanitarian Action Guide](#) points out that evaluation is one among a range of learning exercises and accountability processes.² An evaluation may not be the right fit for every type of humanitarian action or programme and may not meet your requirements. The following steps will help you determine whether or not an evaluation is appropriate for your situation:

- Review pages 41–49 of the [Evaluation of Humanitarian Action Guide](#) to help you decide if an evaluation suits your learning needs.
- Establish how you will ensure accountability to adolescents and their families as key stakeholders. *Is evaluation the best way to meet the need for accountability to adolescents?*
- Engage diverse adolescent representatives in discussions about evaluation versus alternative learning methods.

- Agree with them on what learning you want to gain from this process.
 -  *Do you want to understand if CVA has positively impacted the lives of adolescents?*
 -  *Do you want to understand which delivery mechanism and what CVA design has the greatest impact for adolescents?*
 -  *Do you need to identify risks to adolescents?*
- Take into account the views of adolescents on what is the most suitable method(s) for understanding, learning, and assessing accountability.

2. Examples of other forms of accountability processes and learning exercises include: strategic review, performance management, audit, institutional review, etc.

ACTION 3 SELECT, TRAIN, AND SUPERVISE THE STAFF WHO WILL CARRY OUT THE EVALUATION

Select the team

The evaluation may be managed and data collected by:

- **External evaluators** (for example, hired independent consultants)
- **Impartial internal evaluators** (for example, staff members not directly involved in designing or implementing the project)
- A small number of **trained adolescent enumerators**

External evaluators

The data collection team for the evaluation may consist of external professionals.

- **Advantages:** Programme participants may feel more comfortable sharing challenges they have faced. They may not want to feel they are directly criticising those who helped them.
- **Disadvantages:** External evaluators may not understand the organisation and the context so well. It may be hard to find external actors who know how to work with adolescents.

Internal evaluators

- **Advantages:** Lower cost. Potential benefits from greater understanding of the organisation, the programme, and the context.
- **Disadvantages:** Adolescents and communities may fear criticising those they know have been trying to help them.

Data collection teams including adolescents or youth

- **Advantages:** Adolescent respondents will relate to adolescent enumerators and may feel more at ease. Provides a learning opportunity for the adolescents involved. Provides a role model for adolescent respondents.
- **Disadvantages:** Adolescents may lack skills and confidence in facilitation. It is more time-consuming as it requires more training and sensitivity. Additional measures may be needed to ensure enumerator safety. May increase costs.



Guidance applicable to the selection of all data collection teams

- Include terminology in any job advertisements or job descriptions that reflects the skills and competencies needed as well as safeguarding procedures that will take place. Sample text may include:
 - *“Applicants must have experience and expertise in selecting, developing, using, and overseeing participatory methods of research.”*
 - *“Applicants must have experience and expertise in the principles of research ethics with children and adolescents and the application of research ethics to research activities with adolescents.”*
 - *“We do everything we can to keep children, adolescents, and their families safe. Our selection process will include rigorous background checks. If selected, your actions will be expected to reflect our commitment to the prevention of and response to any harm to children/adolescents and their families.”*
- Choose individuals who are impartial and independent from the project.
- If the team includes adolescents, they and their families should not have directly or indirectly benefitted from programme activities.
- Select a data collection team with the following competencies, experience, and knowledge:
 - Working with adolescents
 - Selecting, developing, using, and overseeing participatory methods of research
 - Engaging adolescents in developmentally appropriate ways
 - Knowledge of child rights and how to put these rights into practice when working with adolescents
 - Research ethics as they relate to adolescents
 - Language(s) spoken by diverse adolescents in the community
 - Understanding of and sensitivity to the local context and culture
 - (Child) protection programming and/or CVA
 - Experience and expertise in the principles and practice of ethical research with adolescents
- Recruit diverse team members.
- Include at least one female enumerator to collect data from girls.
- Seek feedback from diverse adolescents on the team you have selected.
- Ask yourself: *Will adolescents feel comfortable talking to the team of enumerators you have selected?*
- Have team members work in pairs where their skills complement each other.
 - For example, an adolescent with deep knowledge of their community and the CVA programme, excellent rapport with their peers, and strong facilitation skills could be paired with an older youth with more formal education whose role is to take notes.

Carry out background checks on all those who will have contact with adolescents and communities. Confirm there is no past history of abuse, exploitation, or violence.

Include safeguarding clauses and adherence to codes of conduct as essential requirements in all job descriptions and job contracts.

Assign roles and responsibilities within the data collection team

Assign roles and responsibilities based upon skills and experience. If you have a mixed team and not all staff have worked with adolescents before, ensure that staff with no background in working with adolescents are mentored and accompanied by someone who has.

Train data collection teams

The knowledge and skills required to collect quality data on adolescent-responsive CVA programming are varied, especially when participatory methods are used. It can be difficult to find skilled data collectors who are knowledgeable of the language(s) and culture(s) of the community. For this reason, providing adequate training in quality data collection is essential. The scope of the training needed may be extensive, especially with adolescent data collectors. However, many of the skills needed for good data collection are developed through the type of non-formal community work that adolescent leaders often do, including excellent listening, verbal communication, and group facilitation skills.

- Develop participatory trainings that focus on skills building. Successful trainings allow data collectors to practice the skills they will be using and to make mistakes in the training so they do not repeat them in the community. A participatory training also builds commitment among data collectors to conduct a rigorous, ethical evaluation.
- Content of training should include:
 - Practice using the data collection tools
 - Practice communicating with diverse adolescents
 - Role play on how to address certain scenarios, for example:
 - If a disclosure of harm is made during a focus group discussion
 - If an adolescent shows signs of distress during a consultation
 - If an adolescent or their parent/caregiver is angered during a discussion

Safeguarding, codes of conduct, organisational policies, and procedures for child protection/safeguarding.

- Handling disclosures of harm and referral pathways

Supervise and debrief data collection teams

Proper supervision and support to data collection teams is vital to obtaining high-quality data. Put in place systems for supervisors to:

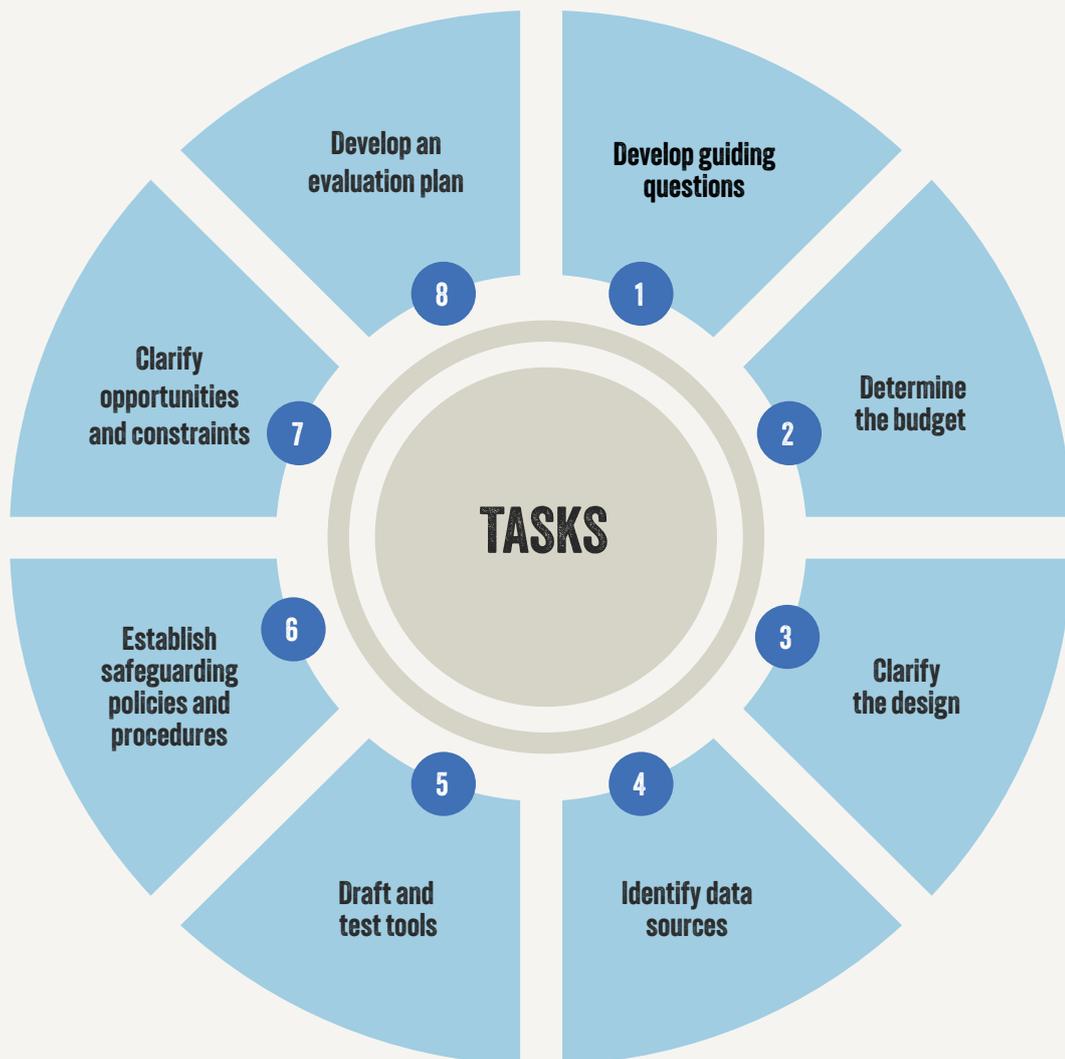
- Manage power differences when the team includes adolescent enumerators. While diverse teams can produce better evaluations, the leader of the team may have to ensure there is no abuse of power between enumerators and may help to ensure all members can contribute.
- Regularly review evaluation data as it is collected, ideally by a supervisor and data collector together. That way, errors in data collection and data recording processes can be corrected before they are repeated.
- Provide regular, systematic supervision for ethical breaches. This can allow you to prevent harm and to follow up on any adverse events or disclosures of abuse.
- Provide a safe space and time for one-on-one debriefing and discussion of any distress experienced by the enumerators. This protects evaluators from a variety of risks, including possible secondary trauma from listening to and analysing distressing information.
- Carry out group supervision once data collectors have mastered their role.
- End all data collection with a debriefing session that includes all members of the evaluation team.
- Mentor or provide peer supervision to less experienced evaluators. Supervision can be more direct whereby a supervisor sits in on key informant interviews or focus group discussions. The supervisor's presence should not make either the enumerator or the respondent uncomfortable, so supervisors may, for example, act as a note-taker.



ACTION 4 PLAN THE EVALUATION PROCESS IN ORDER TO ACHIEVE YOUR PURPOSE

There are eight tasks that are part of the evaluation planning process (see Figure 2). Each task needs to be discussed and agreed upon with the full range of stakeholders, including adolescents and their families.

FIGURE 2: The eight tasks in evaluation planning



Use **TOOL – Adolescent-responsive Cash and Voucher Assistance Evaluation Plan Checklist**.

Clarify the opportunities and constraints that may influence the design of the evaluation

Knowing the constraints and opportunities faced can avoid starting an evaluation that is unfeasible or that may even fail.

- **Constraints** may include budget, staffing, logistics, security, safety, safeguarding concerns, ethical considerations, lack of a control group, etc.
- **Opportunities** may include data collection processes being carried out by others, availability of existing secondary data, possibility of collaborating with an inter-agency group of organisations, availability of additional funding, presence of a group of adolescents already trained in research methods, etc.

Factors influencing evaluation design

You will need answer the following questions in order to design your evaluation:

Programme design

- ❓ *What is the programme model?*
- ❓ *What is the theory of change?*
- ❓ *What are the expected outcomes of the adolescent-responsive CVA?*
- ❓ *Is the programme model documented? (Materials documenting the programme may include a training guide, theory of change, and indicator matrix.)*
- ❓ *How new is the programme model?*
- ❓ *Has this programme model been implemented and evaluated before in a comparable context? If so, what did the evaluations indicate about the programme model?*

Adolescent profile

- ❓ *What is the profile or what are the attributes of adolescents who will be reached through the adolescent-responsive CVA programme? (The number of sub-groups will influence the sample size.)*

Geographical scale of the programme

- ❓ *What sites and location are covered?*
- ❓ *How can sites be reached?*

Programme and sample numbers

- ❓ *How many members of the affected population were reached by the adolescent-responsive CVA?*
- ❓ *What is the evaluation sample size?*
 - The evaluation sample size is determined by:
 - The number of programme participants, which determines the sample size you need for your evaluation to be statistically representative
 - Evaluation design
 - The sampling strategy selected, which may be
 - Simple random
 - Stratified random
 - Cluster
 - Systematic

Seek advice from a monitoring and evaluation adviser on the most suitable sampling method for your programme.

- The evaluation sample size influences:
 - The evaluation design
 - The tools and measures that can be used
 - Your ability to generalise conclusions based on evaluation findings

Budget

- ❓ *What is the total sum of funding available for evaluation activities?*
- ❓ *Are there any restrictions in how this is to be spent?*

Human resources

- ❓ *What is existing staff capacity to support the evaluation?*
- ❓ *How much time do staff have available?*
- ❓ *What skills do staff have?*

Evaluation purpose

- ❓ *Who is the intended audience for the evaluation results?*
- ❓ *How will the evaluation data be used?*

Security and logistics

- ❓ *What is the existing security situation?*
- ❓ *Are there any restrictions on movement?*
- ❓ *Are certain at-risk and affected populations inaccessible?*

Timeline

- ❓ *Does the evaluation have to be completed by a certain date?*
- ❓ *Are there any deadlines to be met?*

Monitoring and evaluation design

- ❓ *Was a control group established?*
- ❓ *Was baseline data collected?*
- ❓ *What indicators exist for the CVA?*
- ❓ *What data has been collected during programme implementation monitoring?*

A number of these questions may need to be further explored during the development of your evaluation plan.

Key actions when clarifying opportunities and constraints

- Establish the constraints and opportunities in consultation with staff; partners; adolescents, their parents/caregivers, and their families; and/or stakeholders who have frequent contact with adolescents.

CARRY OUT A FULL SAFEGUARDING RISK ASSESSMENT RELATED TO:

- Engaging adolescents and their families as respondents in your evaluation process
- Including adolescents and youth as enumerators in your evaluation team
- Key questions to consider include:
 - What times are adolescents available to safely meet with the data collection team? Data collection schedules with adolescents may take longer to account for adolescents being in school and studying during weekdays. Evaluators should account for this in budgets and timelines.
 - What spaces are safe and confidential for adolescents of diverse profiles to meet in?
- Document the constraints and opportunities so the evaluators can check them against the evaluation plan they design.
- Prioritise and address constraints and risks, especially those that are high risk and very likely to happen. Consider if they can be mitigated by an adjustment to design or if another process should be chosen to evaluate your activities.

Develop questions to guide the evaluation

Your evaluation questions should clearly reflect:

- The adolescent wellbeing outcomes that the CVA is intended to affect
- The theory of change by which the CVA is intended to affect those outcomes

Evaluation of unconditional and multi-purpose cash (MPC)

Unconditional and multi-purpose cash (MPC) for families with adolescents may contribute to changes in adolescent wellbeing. **Evaluations of all unconditional cash, including MPC, should disaggregate data for and include diverse adolescents in the evaluation.**

To evaluate the extent to which unconditional cash has been adolescent-responsive, evaluation of families could look at process indicators related to, but not limited to:

- Nutritional needs of adolescents
- Menstrual health knowledge and management for adolescent girls
- Education access for adolescents
- Parents'/caregivers' parenting practices towards adolescents
- Child marriage affecting adolescent girls
- Child labour of adolescents

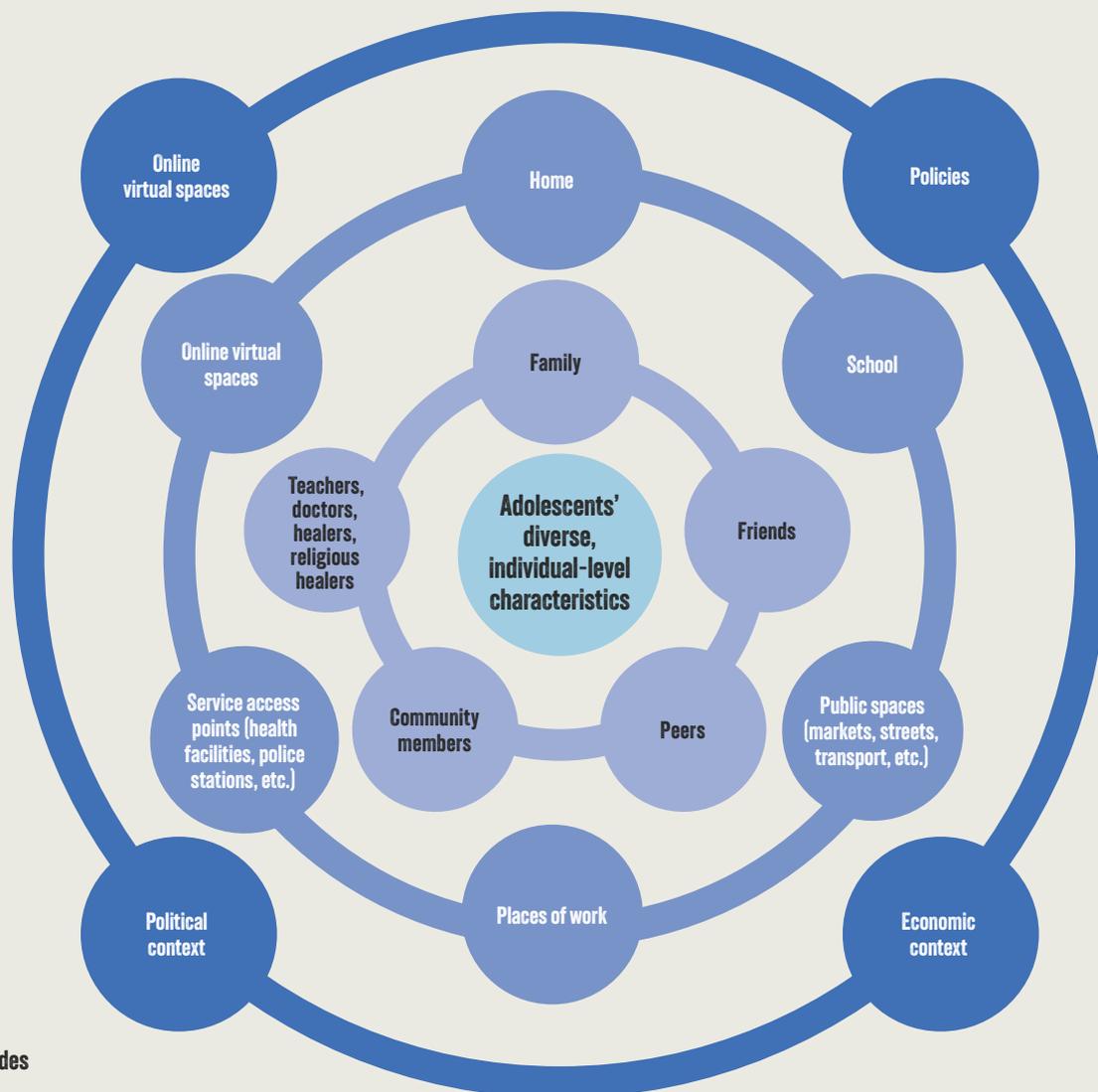
The evaluation could gather information about what complementary components, if any, may be needed for multi-purpose cash (MPC) to contribute to positive change for adolescents in families.

When identifying questions:

- Select questions whose answers will help you achieve the purpose of the evaluation as you defined it.
- Limit the number of questions. Seeking to answer too many questions can generate more data than needed.
- Observe the Do No Harm Principle.
- Leave out certain research questions if the risks posed to participants and evaluators cannot be mitigated.
- Include questions about all socio-ecological levels that the programme has sought to influence. See **Figure 3** for aspects of adolescents' socio-ecological environment to consider in an evaluation.



Adolescents' socio-ecological environment



Select guiding questions that cover:

- The **adolescent wellbeing outcomes** that were expected when using CVA. This enables you to see if the programme's expected outcomes were achieved, such as:
 - **Education** – increased enrolment and retention in secondary schooling; improved quality of secondary schooling
 - **Child protection** – reduced child marriage, child labour, and reliance on negative coping mechanisms; improved access to support services
 - **Health and sexual and reproductive health (SRH)** – improved access to menstrual hygiene management (MHM) supplies
- Positive and negative impacts on **other aspects of adolescent wellbeing** that may have been unintended.
 - The **theory of change** by which the CVA component is intended to affect those outcomes.
 - **Unintended outcomes**, whether positive or negative.
 - Any **protection and safeguarding risks** that might be associated with the CVA. In particular, **risks and harms for adolescent girls and women** should be investigated.
 - 🔗 See the essential questions in ODI, [Guidance on evaluating how cash transfers are made in emergency settings](#).
 - 🔗 See also The Global Women's Institute, [Empowered Aid: Participatory Action Research with Refugee Women and Girls to Better Prevent Sexual Exploitation and Abuse—Lebanon Policy Brief, Cash](#).

- How protection and safeguarding risks were or could have been **mitigated**.
- **Unmet needs** for adolescents.
- The impact of **recipient characteristics** on the achievement of programme outcomes.
- The impact of your **targeting criteria** on programme outcomes. Targeting criteria may include:
 - **Parents/caregivers as recipients** of CVA as opposed to adolescents. Where parents/caregivers are the recipients of CVA, gather information about:
 - The effect of the CVA on the parents/caregivers
 - The effect of the CVA on other members of the household, including adolescents
 - The consequences (positive and/or negative) this may have on recipients’ ability to take care of themselves and adolescents in the household. (For example, if adults are recipients of cash-for-work and adolescents end up having to leave school to provide childcare for their younger siblings, this is a negative effect.)
 - **Adolescents as direct recipients.**
 - **Other community members, mentors, or staff who receive CVA on behalf of adolescents and/or their families.**
- **Effects – positive, negative, or neutral – of the CVA design features** on adolescents. Examples of CVA design features include the modality or transfer value of the CVA.



CVA design features that may affect adolescents and their parents/caregivers

Method of registration causes CVA

Modality: Cash & Vouchers

Transfer value

Frequency of transfers

Distribution

- Delivery mechanism (e.g., mobile money, ATM etc.)
- Location
- Gender, age, and other characteristics of personnel distributing the CVA (e.g., Plan International staff or FSP staff)
- Time and place of distribution

Conditionalities, restrictions, and labelling

Depending on programme design where CVA is used: school attendance, grades, training attendance, etc.

Trainings

- Training on how to access CVA
- Livelihoods: vocational training for older adolescents, financial literacy, business planning

Recipient of transfers

- Adolescents
- Parents/caregivers of adolescents
- A staff or community member who receives the CVA on behalf of the adolescent and assists the adolescent in benefiting from the transfer (e.g., mentor, case worker)

CVA exit strategies

- Adolescents and their parents’/caregivers’ links to social safety nets, where feasible
- Older adolescents’ and their parents’/caregivers’ links to livelihoods programmes

Community sensitisation on the purpose(s) of CVA, targeting criteria, etc.

Duration of transfers

Short-, medium-, or long-term

DO NOT directly ask adolescents about incidents or experiences of violence during an evaluation process. This can cause distress and lead to disclosures of confidential information in front of others. Use the Urgent Action Procedures if someone seems distressed or voluntarily discloses a safeguarding or (child) protection concern.



TOOL – Adolescent-responsive Cash and Voucher Assistance Evaluation and Research Questions, for a list of questions to guide adolescent-responsive CVA programme evaluations and other learning activities.

Determine the budget

- Follow general practice on budgeting for evaluations.
- Work with your logistics, procurement, human resources, and monitoring and evaluation colleagues to calculate how much your planned evaluation will cost.
- **Ensure the budget for an evaluation of adolescent-responsive cash and voucher assistance includes costs associated with:**
 - **A longer timeline.** Your evaluation will take longer in order to accommodate adolescent engagement throughout the research cycle. This may include, for instance, a longer data collection timeline to fit the collection around adolescents' other commitments such as schooling.
 - **More monitoring and evaluation (M&E) staff time.** Their time will be needed to support the process throughout. Given the fact that using CVA in programmes for adolescents is a relatively new intervention, you will likely require specialised evaluation activities and tools.
 - **Additional materials that may be needed for participatory research activities**, such as drawing supplies or audio-visual equipment.
 - **Adolescent-appropriate learning and dissemination activities and channels.**
 - **Hiring staff with expertise** in working with adolescents.

Clarify the design

Evaluation design options can be (1) **descriptive and observational**, (2) **quasi-experimental**, and (3) **experimental**. These are summarised on the next page.

Consult with a monitoring and evaluation expert in your location to understand the different forms of design and which is best for your programme. The chosen design will depend upon the factors listed above.



Design options			
	Descriptive and observational (non-experimental) designs	Quasi-experimental designs	Experimental designs
Definition	Designs where there is no comparison, either between assisted and non-assisted populations or those who have received assistance over different time periods.	Designs using a comparison where the comparison group is not randomly selected.	<ul style="list-style-type: none"> Experimental designs where units of analysis are randomly assigned to the assisted or control groups. Each element (e.g., a person, family, or community) has an equal chance of being assigned to either the assisted or the control group. Uses control/comparison groups. Assignment to the assisted or control groups is done before the assistance starts.
Examples	<ul style="list-style-type: none"> Exploratory evaluation: to learn what is happening or what is being done Descriptive evaluation: to describe what is happening Formative and process evaluation: to learn what is being done and how Fidelity of implementation evaluation: to learn about accountability (i.e., did you do what you said you would do?) 	<p>Designs where:</p> <ul style="list-style-type: none"> The assisted group is compared with a comparison group. (This can be at one point or over a period of time.) A single group is compared over time. 	<ul style="list-style-type: none"> Outcome evaluation: to learn the (correlational) effect on outcomes Impact evaluation: to learn the (causal) impact on outcomes

All programme evaluations have the challenge of (1) attributing change to certain activities and (2) isolating the impact of their actions from other changes in the environment and lives of affected communities. Adolescent-responsive programmes are especially complex to evaluate because:

- They address the life-course of the adolescent and are **multisectoral, flexible, inter-generational**, and inclusive of diverse adolescents.
- They often **include diverse modalities** and delivery mechanisms of assistance. For example, they may include both cash and vouchers *and* components such as training, mentoring, and/or (child) protection case management.
- Ethical considerations often **prevent the possibility of using control/comparison groups**. Excluding at-risks adolescent from a programme is unethical. Engaging adolescents in the evaluation process when they are not benefitting from interventions is also often considered unethical.
- Non-experimental (descriptive and observational) evaluation designs** prevent the possibility of isolating the effect of the CVA from other factors.

For instance, with a non-experimental design of a CVA-integrated child protection case management programme, we would not be able to learn whether and to what extent either the case management process or the CVA contributed to the observed outcomes.

We would have to design an evaluation where we randomise the CVA component to create a control group, or we would have to identify a comparison group of adolescents who received the case management intervention and not the CVA. Randomisation can often be accomplished through discussion with community groups who are made aware of the purpose of randomisation.

- Consult with adolescents, their parents/caregivers, and service providers to build trust and assess the best way to carry out an evaluation. For example, organise an evaluation co-design workshop with diverse stakeholders, including adolescents whose profiles are similar to those benefitting from the programme.
- Speak with MEAL experts to:
 - Discuss the design options.
 - Explore the pros and cons of different design options for adolescents and their families.
 - Establish, where possible, ways to create an experimental or quasi-experimental approach, so as to get rigorous data without breaching ethics. For example, you may use a longitudinal study to compare the situation of a single group of adolescents before and after the intervention started (a quasi-experimental approach).
- Consider whether to run your evaluation as adolescent-led participatory action research.

Adolescent-led participatory action research is when adolescents are co-researchers throughout the entire research cycle. This may suit programme evaluations of some adolescent-responsive CVA programmes.

Identify the data sources

A final evaluation may:

- Draw upon and triangulate findings from **secondary data** and existing monitoring data
- Rely on and present an opportunity to gather new information, known as **primary data** collection

Data gathered through primary data collection may be especially helpful if the evaluation is being done by external actors. External evaluators are considered more impartial, so the data from interviews and discussions is more likely to be unbiased. Adolescents and their families may share different information than they would share with programme implementers who carry out day-to-day monitoring.

Secondary data

- Review existing **secondary data**. Ask yourself:
 - ❓ *Are existing datasets available that address the evaluation questions?*

 - 🔧 See Plan International, [Adolescent Programming Toolkit](#), p. 42

- ❓ *Could an in-depth review of existing monitoring data fulfil the purposes of evaluation without the need for primary data collection?*
- Analyse the data generated through your programme's monitoring processes.
 - Programmes should be collecting and using monitoring data. Most CVA interventions use a “post-distribution monitoring” (PDM) process. PDM data is collected through an interview based on a survey. This is completed by all or a sample of CVA recipients.
 - Use the data, reports, and other outputs of regular data collection processes. Monitoring may also have included other ways of gathering feedback and carrying out consultations with adolescents.
- Draw on information collected and collated by other sources: This may include:
 - Data and information collected by government, social work agencies, schools, hospitals, nutrition centres, etc.
 - Needs assessment and evaluation reports from other sectors/humanitarian actors
 - National and/or local adolescent population data
 - Multiple Indicator Cluster Surveys (MICS)

Primary data

- Consider collecting **primary data** when *secondary data is not sufficient*. Prioritise the use of secondary or pre-existing data, rather than new primary data, wherever possible because primary data collection:
 - Requires time investment from respondents
 - Costs the organisation more money
 - Prolongs the evaluation phase, delaying when data analysis can happen and conclusions can be drawn
 - May put staff and participants at risk
- Take the following steps when selecting primary data collection respondents:
 - Identify the programme participants and stakeholders who have views on, can address, and can answer evaluation questions (see Box 7).
 - Consider the full range of categories of respondents who know about the lives and wellbeing of diverse adolescents.
 - Include diverse adolescents as direct respondents in the evaluation, where ethics reviews and risks assessments indicate the benefits outweigh the risks. Consider including adolescents when:
 - They are direct recipients of CVA.
 - Other members of their household receive CVA.
- Include diverse, at-risk adolescents who match the profile of adolescents being reached by the programme/CVA in your respondent sample.

Categories of respondents who can inform an evaluation of adolescent-responsive cash and voucher assistance include

- Diverse adolescents
- Diverse peers of adolescents (for example, friends, classmates, and neighbours)
- Spouses or children of (married) adolescents
- Household members of adolescents (for example, parents/caregivers; siblings; aunts; uncles; grandparents; and/or individuals the adolescent cares for, such as adults with disabilities, older people, and their children)
- Key community members with whom adolescents regularly interact (for example, teachers, religious leaders, etc.)
- Service providers (for example, CVA and FSP staff, child protection staff, other-sector staff, health workers, police, etc.)
- Other stakeholders (for example, government officials)



Develop your methodology, and draft and test your tools

The design of your evaluation will influence the data collection methods you use.

- Experimental designs generally require **quantitative data**.
- Observational designs require **qualitative data**.

When evaluating adolescent-responsive CVA, you must aim to use participatory and developmentally and age-appropriate data collection method(s). Consider how to engage diverse adolescents. For example, one-on-one interviews are not age-appropriate, especially for younger adolescents. Instead, focus group discussions or paired interviews – where an adolescent brings a friend – can be more developmentally appropriate.

- **Use age-appropriate, participatory methods.**
- **Choose** evaluation activities that are age-appropriate for the group of adolescents who will be engaged.
- Develop, **contextualise, and appropriately pilot test** all data collection tools, including tools related to participatory activities, before use.
- Observe the Do No Harm principle. Change how data is collected if the risks posed to participants and evaluators cannot be mitigated.
- Adapt the tools for use with diverse adolescents.
- Support adolescents who are involved in the research design to field-test tools on themselves.
- Follow ethical protocols, even when field-testing tools (see “Establish policies and procedures for ethical research and safeguarding” below).
- When selecting data collection methods, ask yourself:
 - ❓ *What data collection modalities are adolescent-friendly in the context?*
 - ❓ *What activities/methods are most suitable for diverse at-risk adolescents?*

Participatory methods that are appropriate for adolescents

- Paired interviews (collecting data from several interviewees at the same time)



TOOL – Stories of Change: A tool for assessing the effectiveness of cash and voucher assistance to achieve outcomes for adolescents

- [Tool 2, Body mapping](#)
- Power Ball
- Circle of Analysis and Exclusion
- Audio-visual methodologies (such as photography and video-taping) that capture “photo-voice”³
- [Tools from the Monitoring and Evaluation Toolkit | Cash and Voucher Assistance and Child Protection for Adolescents](#)

See particularly:

Tool Tool Risk Mapping

Tool » Visioning Exercise

Tool » A Day in a Young Person’s Life

Tool » Preference Ranking

Tool » Diamond Ranking

3. While audiovisual methodologies are good for engaging adolescents, they should be used with caution in humanitarian settings due to security and privacy risks.

Agree on a schedule and location for activities

Data collection with adolescents may take longer because adolescents must go to school and study during weekdays. Evaluators should account for this in budgets and timelines. Adolescents also face certain risks when coming to and from certain locations. The following recommendations can help you schedule activities at a location(s) and time(s) that are adolescent-responsive:

- Account for longer time frames to engage adolescents in your evaluation schedule/plan.
- Select times and locations for evaluation research based on:
 - **Risk assessments** for your potential sites. Choose a meeting time and place that considers adolescents' and other participants' safety to, from, and at the session.
 - **Views of diverse adolescents.** Ask them where they feel is a good place and time to meet.
- Issue invitations to potential participants several days before so they have time to arrange to attend the session.
- Answer the following questions when deciding on the place and time for consultations:
 - ❓ *What times are adolescents available to safely meet with the data collection team?*
 - ❓ *What time does the sun set and rise?*
 - ❓ *What spaces are safe and confidential for adolescents of diverse profiles to meet in?*
 - ❓ *How will adolescents reach this space? How long will it take them to reach this space?*

Establish policies and procedures for ethical research and safeguarding

Ethical safeguards throughout the evaluation maintain the safety, wellbeing, and rights of all participants, including adolescents. All evaluation designs should follow ethical procedures. These must align with standards and guidance for implementing research ethics principles.⁴

Ethical practices are somewhat different when engaging adolescent respondents and enumerators. This is because (1) adolescents have different capacities and thus are exposed to slightly different risks; (2) different legal frameworks guide work with adolescents; and (3) parents/caregivers will also need to be consulted and engaged in the process when they are present.

- Determine **how you will review and protect the rights of evaluation participants.**
- **Engage adolescents and their parents/caregivers** in establishing ethical policies and procedures.
- Communicate to respondents, their families, and the wider community about the **research purpose** and how data will be used. Adapt the language used for diverse adolescents.

- **Put in place confidentiality, privacy, and data protection** protocols that take into account the particular risks adolescents face.
- Establish clear **roles and responsibilities** for all enumerators and staff present during research. Explain their roles and responsibilities to respondents when opening/introducing data collection activities in ways that are appropriate for diverse adolescents.
- Put in place procedures that adhere to **ethical research practices.** This will include:
 - **Voluntary and informed consent/assent** processes. This will usually involve:
 - Informed consent/assent forms
 - Information sheets or verbal explanations that provide:
 - Clear information about the evaluation purpose and process in language and words that adolescents understand
 - A clear explanation of the concept of confidentiality
 - Details of the instances when confidentiality can be breached, such as when there are disclosures of child protection concerns



4. The principles of ethical research are defined. However, the ways through which research ethics principles are implemented change over time and place, as new ways of protecting the rights of research participants emerge. For this reason, a review of evaluation methods and procedures by a qualified ethical review committee is critical. It is also important that key evaluation team members go through up-to-date human subjects research training.

Obtaining informed consent/assent to participate in research and evaluation from parents/caregivers and adolescents

In most contexts and according to global research ethics, both **informed consent and assent** may be needed when working with adolescents.

- **Informed assent** is the process of requesting informed and voluntary agreement from a minor to participate in a research activity.
- **Informed consent** is the process of requesting informed and voluntary agreement from the guardian of a minor to participate in a research activity.

The process for securing consent changes as adolescents get older, based on evolving capacities and cognitive development. A lack of understanding of how to ethically and legally engage adolescents in research can be a barrier to their engagement in evaluations.

Always review legal and statutory frameworks and community ethics in the context where the evaluation is being done. Confirm how informed consent/assent is impacted by:

Age »	How old are the adolescents in the evaluation? Does the legal, policy, and social environment dictate different consent procedures for different-aged adolescents?
Marital status »	Is the adolescent married? In some contexts, it may be necessary and/or appropriate to request consent from the adolescent's spouse.
Accompaniment status »	Does the adolescent have a parent/caregiver? If so, informed consent needs to be obtained from the adolescent's legally authorised caregiver.
Emancipation status »	Has the adolescent been emancipated and therefore legally authorised to make his/her own decisions? If so, even if the adolescent is a minor, they may consent for themselves.

All research processes must have systems in place to both prevent and respond to unethical behaviour. Research involving adolescents and focussed on the experiences of adolescents need to pay particular attention to any possible harm caused to adolescents and their families.

Referral pathways are needed that can respond to (1) harm to adolescents caused by the research activities and (2) other disclosures/suspicious of harm to adolescents by appropriately identifying and/or reporting adolescents who are at risk.

Reporting mechanisms and referral pathways

Reporting mechanisms are “organisation-specific policies, processes, and procedures that describe:

- How to receive information about concerns or incidents relating to physical, emotional, or sexual harm or maltreatment by staff.
- How to support survivors, and their children or other family members, friends, witnesses, and the (potential) wrongdoer to address their safety, security, medical, psychosocial, and legal needs.
- How to respond to the report to confirm or dismiss allegations – including fact-finding, formal enquiry, and disciplinary action.
- When to document certain details of a concern or incident.
- Staff roles and responsibilities in relation to handling concerns, incidents, and reports.
- The timeframe for action for each step.
- How, when, and to whom feedback should be given.”⁵

Referral is the “process of directing a child or family to another service provider because the assistance required is beyond the expertise or scope of work of the current service provider.”⁶

Referral pathways set out the different service providers from whom an adolescent and/or their family may receive support and the order in which they can receive that support. Referral pathways should be part of the organisation's reporting mechanisms.

5. Thompson, Hannah and Whiting, Claire (2019) 20 core elements: a toolkit to strengthen safeguarding report-handling, BOND, <https://www.bond.org.uk/resources/safeguarding-report-handling-toolkit/>

6. The Alliance for Child Protection in Humanitarian Action, 2019, Minimum Standards for Child Protection in Humanitarian Action, CPMS Annex: Glossary, available at: https://alliancecpa.org/sites/default/files/technical/attachments/cpms_annex_-_glossary.pdf

Prevent harm from happening

Before beginning data collection:

- **Determine the kinds of harm that may be caused during an evaluation.** The types of risks and harms that might be anticipated will be influenced by the programme objectives; evaluation purpose and design; geographical, economic, and political setting; nature of any humanitarian crisis; and characteristics of the affected population.
- **Ask the following questions during the design phase:**
 - ❓ *What distress could the evaluation activities cause to participants, including adolescents?*
 - ❓ *Will activities take place in a location that is safe?*
 - ❓ *Will the scheduling/timing of activities cause harm to adolescents?*
 - ❓ *Is the evaluation subject sensitive? Can discussing these issues create risk of harm for adolescent enumerators or respondents?*
 - ❓ *Are staff trained on what harm is and how to prevent it?*
 - ❓ *Are staff trained on responding if they see or suspect harm?*
 - ❓ *What services are required to support participants, including adolescents, who are distressed by/disclose harm during the evaluation activities?*
 - ❓ *Are these services available and functional in the evaluation sites?*
 - ❓ *Are these services suitable for adolescents?*
- **Confirm that referral pathways**, with identified service providers, **exist for each location** where research activities will take place. Reporting channels *should* already exist for the cash and voucher assistance activities you are evaluating and would apply to both the evaluation process and team as well.

If such mechanisms do not exist:

- **Identify essential services**, based on the possible forms of harm that were identified during risk assessments.

Services should include, as a minimum:

- Adolescent-friendly mental health and psychosocial support
- (Child) protection case management services
- Adolescent-friendly sexual and reproductive health and rights (SRHR) services
- Adolescent-friendly sexual and gender-based violence (SGBV) response services
- Adolescent-friendly medical treatment
- Adolescent-friendly safety and security services (including emergency shelter)
- Adolescent-friendly legal and justice support (including police)



Use TOOL 11 – Service Mapping from Plan International, [Adolescent Programming Toolkit](#)

- **Put in place a referral pathway** that includes the services identified.
- **Train all data collectors/enumerators on reporting mechanisms and referral pathways** that exist/you establish (see Box 10).

Respond appropriately when harm occurs or is reported

In general, evaluation activities are covered by confidentiality, which means that the evaluation team cannot divulge who said what in an evaluation activity. When there is a disclosure of harm to adolescents, however, **the best interests of the adolescent is prioritised**, and confidentiality may be breached. Seek advice from a child protection expert on when the best interests principle can override the confidentiality principle.

URGENT ACTION PROCEDURES

Whenever you are carrying out direct consultation with adolescents, their families, and communities, put in place a system to respond if a child protection, gender-based violence, or safeguarding incident is disclosed, suspected, observed, or reported. See the Urgent Action Procedures for details of the actions to take when there is a suspicion or report.



See TOOL - Urgent Action Procedures

ACTION 5 CARRY OUT A RISK ASSESSMENT

- An ethical review and risk assessment process should look at all data collection methods being considered and identify if they raise ethical concerns or may create risks for adolescents, their families, communities, or other respondents.



Use **TOOL 2: Safeguarding Risk Assessment of Plan International** of the [Adolescent Programming Toolkit](#) or a locally used safeguarding risk assessment tool.

- Prioritise risks for action by identifying which risks are most likely and the level of impact they can have on individuals and communities.
- Adjust your evaluation plan based on the risks identified, seeking to mitigate any risks identified.

ACTION 6 REQUEST ETHICAL REVIEW OF THE EVALUATION PLAN

The design and ethical procedures of **all evaluations** should be independently reviewed by an appropriate ethical review committee(s). All types of evaluations, including randomised evaluations, might also involve a reference group and/or a community advisory board. Evaluations are subject to local laws and should also respect the community's ethical norms.

Evaluations that involve a control or comparison group(s) should always go through a formal and independent review and be reviewed and overseen by an Institutional Review Board.

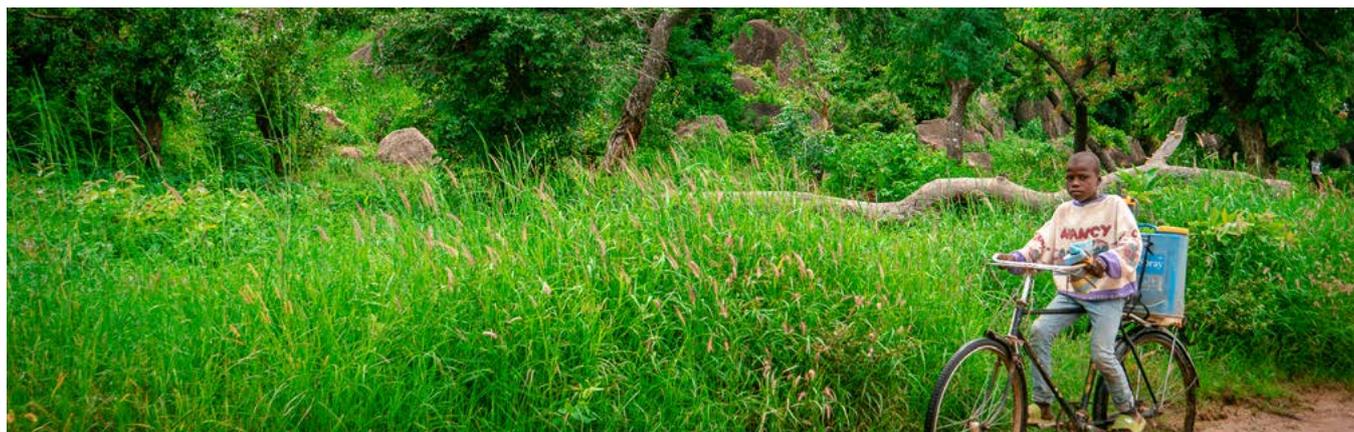
Evaluations of adolescent-responsive CVA should engage youth groups and youth task forces that are inclusive of diverse profiles of adolescents, including adolescent girls and adolescents with disabilities.

Higher-risk evaluations should be reviewed and overseen by a formal and independent committee such as an Institutional Review Board (IRB), independent ethics committee (IEC), ethical review board (ERB), or research ethics board (REB).

Most evaluations of (child) protection and CVA are considered higher risk. Evaluations directly engaging adolescents as enumerators and/or as respondents should be considered high risk.

For some evaluations, **ethical** review may happen at multiple layers and be carried out by a government body or the community where the evaluation is being conducted. Ethical reviews may be conducted by these bodies or individuals:

- Institutional Review Board (IRB) (global, national, or regional)
- Internal INGO IRB
- Government ethics committee
- Reference group (national, regional, or global)
- Advisory board (community, national, regional, or global)
- Steering group
- Youth advisory group
- Peer researcher





ACTION 7 COLLECT THE DATA FOR THE EVALUATION WITH ADOLESCENTS

Once all the preparatory steps have been taken to identify and mitigate risks, primary data collection can begin.

- **Coordinate** with logistics, security, monitoring and evaluation staff and staff across sectors who are implementing adolescent-responsive CVA.
 - **Frequently review** updated information on the security situation and/or humanitarian crisis in the context. For example,
 - Where a geoclimatic disaster has caused the crisis, further geoclimatic events may occur.
 - Conflict may escalate and change the pattern of risks.
 - Early recovery efforts may enable access to areas that had formerly been cut off.
 - **Run focus group discussions** and key informant interviews, including with adolescents, where the risk assessment process indicates it is safe to do so.
 - **Disaggregate** all the evaluation data as it is collected. All evaluation data – qualitative, quantitative, participatory – should be disaggregated according to guidance.
-  **See TOOL – Data disaggregation for adolescent-responsive cash and voucher assistance.**
- **Maintain procedures** to confidentially record and store the data.
 - **Continuously review** the data that comes in to check for quality and address any issues immediately as they arise. This should:
 - Be done jointly between M&E and research teams
 - Happen throughout the evaluation data collection process
 - **Run regular debriefing sessions** with enumerators. During these meetings, discuss:
 - The evolving security or humanitarian situation
 - Any safeguarding issues that arise
 - Trends in findings
 - Enumerator and respondent wellbeing

If enumerators frequently report seeing distress among respondents – especially adolescents – you should:

- Review your data collection methodology or even pause the data collection process altogether.
- Adjust your data collection process before continuing with the evaluation activities.

ACTION 8 ANALYSE AND INTERPRET THE DATA WITH ADOLESCENTS

Analysis of the data collected during your evaluation process will help you to answer the following questions:

- ❓ *What positive outcomes may result from the use of CVA for adolescents?*
- ❓ *What child protection risks may arise when using CVA for adolescent-responsive programming?*
- ❓ *What strategies exist for mitigating risks associated with adolescent-responsive CVA?*
- ❓ *How well are risk mitigation strategies working?*

The findings of your analysis process should then help you make decisions on how to adjust cash and voucher assistance to minimise any harm identified and maximise benefits for adolescents.

Considerations for mixed-methods evaluations of adolescent-responsive CVA

- It is important to effectively coordinate, budget, and plan for mixed-method evaluation data analysis (including the time and participation of both M&E and programme staff throughout the evaluation and analysis process) that is accurate and engages adolescents and communities.
- Adolescent- and community-engaged co-analysis takes more time as compared to staff- or consultant-led data analysis.
- CVA programmes will often involve **quantitative methods**, such as questionnaires and surveys, that enable evaluation teams to identify any correlations between (1) the adolescent-responsive CVA (and/or any complementary programming) and (2) meeting humanitarian needs and/or achieving adolescents' protection, education, health, and wellbeing outcomes.
- Evaluations of adolescent-responsive CVA will also often involve **qualitative or participatory methods**.
 - These methods can be more developmentally appropriate and reflective for adolescents.
 - Qualitative data can validate the findings of quantitative data through triangulation.
 - Data collected through qualitative and participatory methods can take more time to clean and analyse than data from questionnaires or surveys.
 - *Plan for two to three extra months* after the end of implementation solely for cleaning (transcription and translation if needed) and co-analysis of participatory and qualitative evaluation data related to adolescent-responsive CVA programmes.

After collecting all the evaluation data, you should:

- Work with monitoring and evaluation staff and responsible evaluators who can support the data cleaning process.
- Engage diverse programme stakeholders in cleaning and anonymising the data.
 - Stakeholders might include (a) adults in the community who play a role in adolescents' lives, (b) diverse adolescents, and (c) diverse parents/caregivers/family members.



Community-based participatory action research provides guidance on community-engaged data analysis – for example, see the [Community Toolbox, Guides to Participatory Action Research and Participatory Evaluation](#).

- Agree with all staff and stakeholders on how the data will be effectively and securely stored.
 - Align data storage practices with data protection protocols in your location that relate to child protection (including in relation to children associated with armed forces and groups and unaccompanied and separated children), protection, and GBV.
 - Many adolescents may have experienced these forms of harm. Data on these forms of incidents are especially sensitive and need stringent measures to stay secure.
- Work with monitoring and evaluation staff and evaluators to establish an appropriate way to analyse the data based on:
 - The nature of the data collected
 - The way in which the analysis findings will be used

The data will then be analysed according to the method used (e.g., coding for qualitative data; descriptive statistics for quantitative data) (see Box 11).
- Decide who will analyse the data.
 - This decision should be influenced by the evaluation's purpose and target stakeholders.
 - If the evaluation engaged an external evaluator or research partner, the external evaluator or partner would typically lead on the analysis process.
- Engage adolescents in the interpretation and analysis of data where it is safe to do so (see Box 12). If the evaluation is being conducted for adolescents and their community, there may be a strong rationale for involving them in the analysis stage. When adolescents are to be involved in supporting the data analysis process:

- Allow the necessary time to train adolescents on data analysis techniques. Adolescents who have completed some level of high school can be trained and supported to conduct and interpret basic statistical and qualitative analysis.
- Develop a participatory process for carrying out the analysis.
- Ensure the process is guided by a facilitator who is highly-skilled in evaluation and adolescent participation.
- Consider developing participatory data analysis tools that allow participants to analyse and interpret their own data as it is collected. Even adolescents with low literacy levels can be engaged in some forms of qualitative and quantitative data analysis. This can be especially meaningful if they have been engaged in the design and the implementation of the evaluation.
- Exercises 23–28 on pages 53–67 of [Young People as Researchers](#) can be used to prepare adolescents to participate in data analysis.
- For an example of how you can facilitate an activity for data analysis, see [Learning for Action, Participatory analysis: Engaging Participants in the Meaning-Making Process](#).
- Allocate sufficient time and resources for training/explaining data analysis processes to diverse community and adolescent representatives who will take part in the data analysis process.
- Review the data and set out the findings using a participatory process.
- Validate the findings with a wider set of stakeholders through a validation workshop.
- Work with the M&E team to finalise the evaluation report based on feedback and inputs from adolescents and community members.
- Prepare accompanying summary visuals, posters, presentations, etc. that are accessible for diverse community members and adolescents.
- Prepare summaries and reports that can also be shared outside the country team. This will help to advance learning and evidence and to improve practice related to adolescents and CVA.

Engaging adolescents in data analysis

There is less guidance on the engagement of adolescents in the analysis phases of research and evaluation than in other phases of the evaluation process. Depending on the degree to which adolescents drive the evaluation process, analysis of qualitative and participatory data with and by adolescents could involve the following approaches:

- **Most participatory:** Within a framework of youth-led participatory action research, adolescents could drive the entire research cycle, including framing and conducting analysis with only technical support or guidance from M&E staff.
- **Participatory:** After completion of data collection and data cleaning, M&E teams can organise co-analysis workshops. In co-analysis workshops, adolescents could engage in participatory thematic analysis, following these steps:
 - Becoming familiarised with data
 - Identifying themes
 - Generating codes
 - Applying codes to the dataset
 - Reviewing the data to understand the relationships of codes.
- **Somewhat participatory:** In validation workshops, M&E staff may present their initial interpretations of evaluation data. This may be done through a thematic matrix. Adolescents are invited to react and respond to interpretations – sharing what they agree with, what they wish to add, and/or what they wish to revise.
- **Least participatory:** Participatory approaches in all phases of evaluation may not be the right fit for all programme evaluations. Constraints may include the level of trust in the community, access, budgets, timelines ([see Community Toolbox](#)), and risks for adolescents and communities.

At a minimum, evaluations should provide for community feedback on findings. In community feedback meetings, M&E staff can present the report and provide community members, including adolescents, with the opportunity to react, respond to, add to, and/or revise any findings presented in the report.

ACTION 9 SHARE LEARNINGS AND TAKE ACTION WITH ADOLESCENTS

Share the findings of the evaluation so that lessons can be learned and future programming can be adjusted to minimise harm and maximise benefits.

Share evaluation findings, at a minimum, with:

- Adolescents, community members, and stakeholders in a community feedback meeting. Findings should be shared with adolescents through adolescent-friendly channels.
- Programme staff in an after-action review.
- External actors. Evaluation findings can be shared externally *if the evaluation was reviewed by an external ethics committee and if participants in the evaluation agreed to this in the consent process*. Channels to share evaluation findings externally can include:
 - NGOs and civil society organisations, including youth- and women-led organisations
 - Relevant working groups and coordination groups
 - Relevant academic and peer-reviewed journals
- Work with the MEAL team to conduct an after-action review to identify findings that are relevant for adapting future, adolescent-responsive CVA programming. Evaluation findings that are immediately relevant for programme iteration might include:
 - Risks to adolescents or other household and community members that were related to the CVA or CVA-integrated package and were not adequately identified and mitigated
 - CVA exit strategies
 - Effects that the CVA or CVA-integrated programme had on intended outcomes
 - Whether the programme met targets
- Always take action on the findings of the evaluation. Adjust your programme design to minimise and address any identified risks and to maximise any benefits resulting from adolescent-responsive CVA and complementary programming.

ADDITIONAL RESOURCES

- Plan International, [Adolescent Programming Toolkit](#), p. 70.
- ALNAP, [Evaluation of Humanitarian Action Guide](#).
- ODI, [Cash, vouchers, or in-kind? Guidance on evaluating how transfers are made in emergency programming](#).
- Save the Children, <https://resourcecentre.savethechildren.net/document/guidelines-childrens-participation-humanitarian-programming/>
- The Global Women’s Institute, [Empowered Aid—Participatory Action Research Toolkit](#).
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Plan International Global Hub

Dukes Court, Block A, Duke Street,
Woking, Surrey GU21 5BH, United Kingdom

Tel: (+44)1483 755 155

To learn more about our actions for children,
visit www.plan-international.org

Women's Refugee Commission

15 West 37th Street, 9th Floor,
New York, NY 10018

Tel: (+1) 212 551 3115

www.womensrefugeecommission.org