

Secondary Sources Review

Purpose

To understand the evolution of a specific indicator through the review of relevant documentation or evidence gathered by reputable institutions whether in written, electronic, photographic or video form. From an M&E perspective, this method can provide information on a project area or a particular indicator. It also can provide a good background to activities to help explain whether changes are occurring and why or why not.

Common challenges associated with collecting information from secondary sources include access and the regularity thereof, appropriate disaggregation of information to desirable demographic units such as geography, age and minority groups and correct interpretation of data. Also it is important to note when the information was collected to avoid using obsolete data. The following steps will help to overcome some of these challenges when collecting secondary data sources focusing on the indicators of focus.

How to

1. It is important to ensure that the indicator you are interested in is actually being tracked by the secondary source and this can happen at indicator development and verification stages. Once indicators have been developed and data sources identified, for those assigned to be collected through secondary sources, it worth consulting the secondary source if they track such indicators or data related to such indicators, what formats the data come in, regularity, specific to the location and whether it can be accessed. This must be established early on; in some instances it may be necessary to even reword your indicator to suit that of the secondary data source so as to ensure uniformity in interpretation of the data.
2. List all possible sources of existing information (project documentation, government records, organization reports or geographic document records, university studies, etc.). Identify which will specifically be targeted for your information.
3. Identify the keepers of that information and begin to form relationships. Make sure you are clear about the questions you wish to answer and what (type of) information you need for this. For example, “How many instances of GBV cases have been reported?” see the collection guide below.
4. Prioritise those that are most likely to provide useful information in a cost- and time-efficient manner. This is important, especially in situations where much documentation exists. In such cases, do not try to read everything – focus on the main points.
5. Collect this documentation and check its reliability. Note contradictory evidence. Analyse it in terms of the question you were trying to answer.
6. Identify which information gaps you still have or where contradictory evidence needs to be clarified. Select another collection method, such as questionnaires or interviews, to fill that gap.

Tips on use

This may be a good starting point for M&E and can even serve as a substitute for the baseline. However, you are limited by what documentation is available and accessible, how

it has been presented and by whom (possibility of biases, etc.), how it has been stored and all of the issues of quality coming from these restrictions. In this way, this method can provide an opportunity to assess an organisation's or ministry's internal project information collection and storage system.

Tool for storing information

Frequency:

Monthly/quarterly

Responsibility for data collection:

Project/M&E Officer

How is the data collected?

Project/M&E Officer will request each institution to report on the number of GBV cases that have been reported. Where such reports are unavailable the project officer will support the institution to ensure this data is collected on a regular basis (ex. GBV cases journal).

How is the data consolidated?

LRP Coordinator/Project Officer collates the total data by month/quarter in the LRP Indicator Tracking Table which is used for the LRP Quarterly Reporting

Indicators

Number of GBV cases against women and girls:

Disaggregated quantitatively: Define GBV. Any act of gender based violence against women i.e. violence targeting an individual on the basis of their gender that results in, or is likely to result in, physical, sexual or psychological harm or suffering. Our programming is focused on violence against women, including threats of violence, coercion, or arbitrary deprivation of liberty.

| Number of GBV cases against women and girls disaggregated by age group | | | | | | | |
|--|--|-----------|---------|-----------|-----------|--------------------------------------|--------------|
| YEAR 1 | | | | | | | |
| Institution | Document reviewed or person giving the information | M1 or Q 1 | M1or Q2 | M1 or Q 3 | M1 or Q 4 | Most frequently reported type of GBV | ANNUAL TOTAL |
| Health Centre | | | | | | | |
| Hospital | | | | | | | |
| Community Leaders | | | | | | | |
| Police | | | | | | | |
| Courts | | | | | | | |
| School | | | | | | | |
| TOTAL | | | | | | | |

Incidence of harmful traditional practices against women and girls

Incidence: Refers to new cases and these will be tracked annually.

Cases being reported include physical, emotional, economic, sexual and psychological at community level and LRP level.

Harmful traditional practices may consist of: Child marriages, female genital mutilation, honour killings, acid burning, widowhood practices

| Number of HTP against women and girls disaggregated by age group | | | | | | | |
|--|--|-----------|---------|-----------|-----------|--------------------------------------|--------------|
| YEAR 1 | | | | | | | |
| Institution | Document reviewed or person giving the information | M1 or Q 1 | M1or Q2 | M1 or Q 3 | M1 or Q 4 | Most frequently reported type of HTP | ANNUAL TOTAL |
| Health Centre | | | | | | | |
| Hospital | | | | | | | |
| Community Leaders | | | | | | | |
| Police | | | | | | | |
| Courts | | | | | | | |
| School | | | | | | | |
| TOTAL | | | | | | | |

KCP 5 Indicator: The ratio between girls and boys, and the actual numbers, who complete primary education and transfer to secondary

Complete: Total number of girls and boys enrolled in the last academic year of primary school. This figure can be compared to the total number of people in a given population who are age eligible for enrolment into the last grade of primary school, to obtain a sense of actual overall completion rate in a given population e.g. county, region district etc. Transfer total enrolled into the first year of secondary school compared to those enrolled in primary school. Disaggregate by number who complete, number who transfer; also if possible show the progression of sponsored children when narrating on these numbers.

These numbers can be obtained from the schools and the ministry of education. It might make more sense to conduct this analysis at ward or sub country level especially where the LRP covers a much wider geographical area.

| The ratio between girls and boys, and the actual numbers, who complete primary education and transfer to secondary | | | | |
|--|--|--|---|------------|
| YEAR 1 | | | | |
| AA Supported Schools/Area | Document reviewed or person giving the | Pupils enrolled in last academic year of primary | Pupils enrolled who have been enrolled into first year of secondary | Difference |
| | | | | |

| | information | M | F | M | F | M | F |
|----------|-------------|---|---|---|---|---|---|
| School 1 | | | | | | | |
| School 1 | | | | | | | |
| School 1 | | | | | | | |
| School 1 | | | | | | | |
| School 1 | | | | | | | |
| School 1 | | | | | | | |
| | | | | | | M | F |
| TOTAL | | | | | | | |

Further reading / sources

- http://www.ifad.org/evaluation/guide/annexd/Annex_D-3DEF.pdf