



Appendix

Learning from Practice: Adolescent Focused approaches to prevent violence against women and girls

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Appendix A: Focus group discussion guides (virtual)

1. Introduction to the project, introduction to participants and purpose of discussion.
2. In your UN Trust Fund-funded project, you all had an adolescent-focused approach. Can you tell us a little bit about your UN Trust Fund project, and why you feel engaging with this age group is important to prevent violence?
3. What forms of violence did you set out to prevent (harmful practices, school-related violence, IPV or child marriage, or some combination thereof) and what entry points did you find most useful (homes, communities, schools, etc.)? Is there a relationship between these two decisions?
4. In the initial stages, who did you involve in the design of training sessions and project materials? Were adolescent girls and boys involved in their design and if so in what way? Who do you choose to work with besides adolescent girls and boys?
5. The strength of this group is that each of you is from a different type of organization – for example, some are from youth-led organizations, some are from women’s organizations and some are service providers. What were your strengths in designing prevention programmes from your various vantage points? What were the gaps, and did you partner with other types of organizations to fill these gaps?
6. Working with boys and girls at that age is inherently risky. Can you think of some risks or challenges that you encountered or overcame during the implementation of your project?
7. Your projects all operated at different scales, but most started as a pilot. Can you share any reflections on scaling up or adapting projects and the types of challenges you may have faced from taking the same project from a few adolescents/communities to several?
8. Was any of your VAWG programming with adolescent girls continued post-grant in 2020? If so, can you tell us how your VAWG prevention work with adolescent girls and boys has had to be adapted because of COVID-19?
9. Based on your own recent experiences in the field, what is it that you really want other practitioners or donors who are working to prevent VAWG through adolescent-focused approaches, to know?
10. Any final questions or comments from participants, and closing and next steps.

Appendix B: Description of 10 selected projects

	Grantee, country, year, project title	Project description	Design of curriculum for adolescents	Project results (reported in external evaluations)
1	<p>Amref</p> <p>Tanzania, 3-year grant, 2016–2018.</p> <p>Project title: <i>Female genital mutilation elimination project (Tokomeza ukeketaji) in Serengeti District</i></p> <p>Grant amount: \$1,000,000</p>	<p>International development organization Amref used this large grant to work on ending FGMC in the Serengeti District in Tanzania. The project focused on girls, taking a whole-community approach and assisting them to create alternative rites of passage by working with traditional actors.</p> <p>Age Group: 8-17 years old</p>	<p>Amref identified and trained 184 peer educators on the Alternative Rites of Passage model, which was built over time through consultations with traditional leaders. The peer educators then empowered adolescent girls to resist FGMC. Amref also conducted a study visit to meet with 80 non-mutilated girls as trainers of trainees to learn from them about best practices for resisting FGMC. <small>DRAFT</small></p>	<p>According to the external evaluation, 15,747 out of 24,533 (64 per cent) women and girls living in Serengeti District were reached and sensitized by the project through films, public meetings and training. According to police reports and the database and records of safe houses in Serengeti, more than 621 girls aged 8–17 years managed to escape FGMC and go to the police or a safe house because of the project’s contributions. The girls also became more able to seek help at the police gender desk or a safe house. Project intervention enabled 78 per cent of traditional leaders engaged by the project to sign an anti-FGMC petition/declaration, committing themselves to resisting the practice and advocating for its abandonment in the community. For more on the results, see the project evaluation here.</p>
2	<p>Restless Development</p> <p>Nepal, 3-year grant, 2015–2017.</p> <p>Project title: <i>Towards the abolition of chhaupadi in the far- and mid-west regions of Nepal</i></p> <p>Grant amount: \$417,880</p>	<p>This youth organization works in the far- and mid-west regions of Nepal, campaigning to lower the incidence and promote the abolition of <i>chhaupadi</i> (menstruation stigma), and to promote better nutrition and health, social support and education for women and girls. It targets traditional healers and underlying spiritual beliefs in its campaigns.</p> <p>Age Group: Adolescents, young women and adult women from rural areas (15-49 years old)</p>	<p>Rupantaran (meaning “transformation”) manual, an adolescent-focused peer-to-peer life skills programme developed by UNICEF was adapted. Peer educators were first provided with ToT on this, and they then engaged school students in grades 6–9 and out-of-school adolescents through community-based groups such as women’s groups, mother’s groups and youth clubs. The sessions were aimed at strengthening capacities including self-efficacy, self-esteem, agency, decision-making and communication skills. In addition, the training comprised topics such as violence and types of violence, consequences of violence, sexual violence and types of sexual violence, and legal provisions for various forms of sexual violence. Participants were also</p>	<p>According to the external evaluation, the project exceeded its target of reaching 28,000 women and girls, reaching 45,990 women and girls. The project reduced the proportion of women and girls sleeping in a <i>chhaupadi</i> hut by 73 per cent (from 19.4 per cent to 5.5 per cent) in target districts. Far fewer women and girls (aged 15–49) were reporting that they had restricted access to dairy products during menstruation. All male community leaders believed that <i>chhaupadi</i> practices should be eliminated (compared with 71 per cent at baseline). For more on the results, see the project evaluation here.</p>

			sensitized on the concepts of sexual and reproductive health and rights, adolescence, menstruation, and sex and gender during the entire project period.	
3	<p>Plan International Vietnam Viet Nam, 3-year grant, 2013-2016.</p> <p>Project Title: Gender Responsive School Pilot Model</p> <p>Grant Amount: \$988,699</p>	<p>Pilot project in four schools with an SRGBV lens and whole-school approach, putting GBV prevention into the curriculum for boys and girls. The organization collaborated with WROs for the project.</p> <p>Age Group: Girls and boys from 20 lower and upper secondary and high schools. (grades 8-12, age 13 to 18)</p>	<p>Plan International Vietnam’s training curriculum was adapted from existing curricula such as GEMS, the Safe School programme, Yaari Dosti/Sakhi Saheli, Program H/M, Plan’s Learn without Fear, United States Agency for International Development’s Doorways, and Paz y Desarrollo’s Love Journey project and developed a design with the active and meaningful involvement of students. It used a child rights and gender equality framework including gender-responsive teaching practices, positive discipline methods and response to violence practices. The curriculum was used to trained a key pool of 700 teachers and students as agents of change in 20 schools in Hanoi – lower and upper secondary and high schools – who were trained through the 2-year training programme.</p>	<p>According to the external evaluation, the project informed and educated 25,912 girls and 22,876 boys on SRGBV prevention and response through 13,083 class sessions, trained 578 girls and 222 boys as youth team leaders for communication and advocacy, provided counselling service to 7,746 students (including 4,329 girls) and engaged with 30,569 parents in the project schools. Students who reported experiences of SRGBV to their parents increased from 19.6 per cent to 45 per cent and those who approached teachers, school staff and counsellors increased from 14.7 per cent to over 30 per cent. For more on the results, see the project evaluation here.</p>
4	<p>Women’s Studies Centre, State of Palestine, 2 year grant, 2016-2018.</p> <p>Project title: <i>AMAN – combating sexual violence in the Palestinian society</i></p> <p>Grant Amount: \$460,000</p>	<p>This project assisted female students and school-age girls, including those with disabilities, by training duty bearers to teach girls and young people how to prevent and protect themselves from sexual violence.</p> <p>Age Group: University female and male students and school-aged girls and boys</p>	<p>The core component of the programme was to adapt and scale up an existing training manual – AMAN – for adolescents with disabilities. The training was aimed at identifying persons in the educational system, social workers and university students to train them to help teach girls and young people how to identify, prevent and respond to sexual violence. Several training sessions were delivered to female and male university students and school-age girls and boys: one set of 10 sessions to lead community awareness, two sets of six sessions to produce media tools for raising</p>	<p>The project exceeded its goals and reached 76 schools (118 per cent of initial target), 16 community-based organizations (106 per cent of initial target), 5 organizations for disabilities (120 per cent of initial target), and 4,314 educational staff and teachers (413 per cent of initial target). The project also reached around 13,000 school students, which is 400 per cent of the initial target, and around 6,000 parents. Moreover, the project was able to reach around 700 boys and girls through community-based organizations. For more on the results, see the project evaluation here.</p>

			community awareness, and four sessions to enable them to conduct research.	
5	<p>Grassroot South Africa, South Africa, 3 year grant, 2013-2016.</p> <p>Project Title: Skillz Street Plus: Empowering girls to take action to End Violence Against Women</p> <p>Grant Amount: \$510,525</p>	<p>GRS developed and evaluated a soccer-based SKILLZ programme for girls 10-16 to increase their ability to choose a gender-equitable intimate partnership and better equip them to prevent and address violence in their lives. The project's main activities included: (a) two curriculum-based SKILLZ programs (b) access to services for girls at risk of HIV and violence (c) specialized training in counseling for female Coaches, and (d) joint sessions with SRHR/violence service providers for girls.</p> <p>Age Group: 13-16 years old</p>	<p>GRS implements age segmented, single- and mixed-gender curricula, to youth 10-24, with its signature SKILLZ programming consisting of 10-12 curriculum-based health sessions. SKILLZ programs utilize soccer metaphors and activities delivered to youth by young adult "Coaches" to address health topics, and can be integrated and adapted within other programmes. GRS SKILLZ programming for girls reflects the needs, interests, and behaviours of adolescent girls and young women (9-24), while strengthening their SRHR and life skills assets. Female "near-peer" Coaches deliver 12 single-sex sessions based on an evidence-based, age-appropriate curriculum, and use football as a gender-transformative approach to empower girls. Coaches create a safe space to mentor and engage girls in relevant discussions about HIV prevention, risk reduction, contraception, sexual and gender-based violence (SGBV), and substance misuse. GRS's SKILLZ curriculum combines play-based language, metaphors, and activities to enable reflections and meaningful discussions around gender norms, goal setting/achievement, and supports girls to navigate health services.</p>	<p>Overall, the evaluation found adolescent girl participants showed consistent improvement in self-esteem and self-confidence, decreased acceptance of violence, improved disclosure and reporting of violence, improved gender equitable norms, and increased utilization of HIV testing and SRHR services. Some girls reported leaving abusive relationships and some chose to be in relationships that contained greater levels of gender equality. Quantitative analysis showed that the girls' and boys' knowledge of risks relating to HIV/AIDS and IPV improved substantially through participating in project activities. The other noteworthy benefit was that girls reported that they talked to family members and friends more frequently about sensitive gender-related issues after graduating from the programme. Participants' knowledge of services also increased, from 32.9 per cent before the intervention to 84.2 per cent at the time of the final questionnaire. For more on the results, see the project evaluation here.</p>
6	<p>Asamblea de Cooperación por la Paz (ACP) El Salvador, 2 year grant, 2015-2017</p>	<p>The project focused on physical, sexual, psychological or emotional and economic violence in the context of relationships,</p>	<p>ACP carried out gender and leadership training for organized youth and adolescents from the municipalities of San Pedro Masahuat, El Rosario and San Rafael Obrajuelo. Nine training sessions</p>	<p>The project led to the approval of public policies in 100 per cent of the target municipalities and to the drafting of municipal plans, which were approved in 66.66 per cent of the municipalities. It allowed the formation of inter-institutional municipal networks for the prevention of VAW in 100 per cent of the target municipalities.</p>

	<p>Project Title: Mejora de las condiciones de acceso a una vida libre de violencia de género para las mujeres de El Salvador</p> <p>Grant Amount: \$370,240</p>	<p>as well as femicide, sexual harassment and violence in institutions or public spaces. Its goal was to ensure that women and girls in 13 municipalities in El Salvador experience a better response to gender-based violence as a result of institutional capacity building and the ability of civil society organizations to demand accountability from the government to implement the law.</p> <p>Age Group: 10-18 years old</p>	<p>were held with 105 female leaders on the new Equality Law, Equality and Equity Policies, Municipal Plans for the Prevention and Attention of Violence, as well as on self-care and emotional health. In addition, the women and girls of San Pedro Masahuat replicated the knowledge and learning received at the Leadership School with others from 3 areas of the municipality – Las Isletas, Achiotal and Barahona – with at least 100 women.</p> <p style="text-align: center;">DRAFT</p>	<p>In addition, intergenerational exchanges between women and girls made it possible to challenge the state of demobilization or social paralysis that generates contexts of citizen insecurity, mainly in territories with high crime rates. For more on the results, see the project evaluation here.</p>
7	<p>Ukrainian Women’s Fund, Ukraine, 2 year grant, 2013-2015</p> <p>Project title: <i>Young girl leaders promote zero tolerance to VAW among their peers</i></p> <p>Grant Amount: \$199,260</p>	<p>This project worked with existing girl-led CSOs both in and out of schools. It had a focus on VAWG and breaking the cycle with creative campaigns. Conflict broke out in the country, so many agile adaptations were needed.</p> <p>Age Group: Adolescent boys and girls (10-19 years old)</p>	<p>Rolled out the First Step to Success programme, as a ToT for young girl leaders (aged 10–19 years old) from nine girl-led NGOs from nine regions in Ukraine. The training material was on VAW, leadership, project management and outreach.</p>	<p>The project generated positive changes in the lives of targeted women and girls primarily by increasing their awareness about VAW, its main forms and methods of how to cope with it. In total, 412 events have been conducted by project partners in nine pilot regions, which is 6.5 times higher than initially planned. Some 96 per cent of young women and girls now know about physical violence, 92 per cent know about sexual violence and 88 per cent know about psychological violence, whereas only 56 per cent are aware of economical violence. About 60 per cent of participants of the final focus groups felt inspired and ready to inform others about the problem of violence through video lectures, public actions, training sessions and interviews, among others. For more on the results, see the project evaluation here.</p>
8	<p>Autonomous Women’s Center Serbia, 2 year grant, 2016-2018</p> <p>Project title:</p>	<p>AWC tackled SRGBV from inside schools and universities with a girl-led, peer-to-peer focus. This included digital violence. The project also targets</p>	<p>The project conducted a 4-day training of peer trainers who were young activists (17 to 31 years of age) of 10 WROs from 9 cities in Serbia. This included representatives of organizations for the protection of multiple marginalized groups of</p>	<p>Some 67.5 per cent of female high school pupils and 68.4 per cent of female students are feeling significantly or moderately safer after the project. Approximately 25 per cent of interviewed girls engaged in knowledge dissemination to their peers through leading further peer education with support from partner organizations and school representatives. Some 92.5 per cent of girls and 92 per</p>

	<p><i>No tolerance for gender-based violence – feminist change of education system</i></p> <p>Grant Amount: \$358,600</p>	<p>out-of-school girls and uses innovative online methods and a feminist approach.</p> <p>Age Group: Girls and boys in high schools and universities</p>	<p>women: Roma women and women with disabilities. The training was designed to increase knowledge about gender, discrimination, SGBV and skills development for transfer of knowledge to others. Specific forms and manifestations of violence addressed at the training are: physical, psychological, sexual and economic, family violence, intimate partner violence, violence against women with disabilities, against Roma women, early and forced marriages. The most important part of the training for participants was two days module for training skills development. They had an opportunity to perform parts of the workshops and to receive feedback from the group and from trainers.</p>	<p>cent of boys considered that the workshop was interesting, was adapted to their generation and encouraged thinking either quite or in significant measure, and 100 per cent of interviewed university students considered the workshop either significantly useful or quite useful. For more on the results, see the project evaluation here.</p>
9	<p>Association Pour La Promotion Du Developpement Local (APDEL), Cameroon, 2 year grant, 2016-2018</p> <p>Project title: <i>Briser le silence</i></p> <p>Grant Amount: \$71,073</p>	<p>This project focused on sexual harassment in schools in Cameroon. It took a whole-school approach using peer-to-peer training and tried to focus on engaging boys.</p> <p>Age Group: Middle schools and high school students (11-18 years old)</p>	<p>3 sets of departmental training sessions of 3 days each to students (volunteers) on prevention of sexual violence, on gender inequality and referral networks. This was followed by weekly educational talks and refresher sessions with students. In addition, teachers and caregivers were also engaged and sensitized on prevention of sexual violence.</p>	<p>Three of the project’s strategies directly targeted schools: 1) strengthening institutional measures/responses to improve the school environment; 2) involving male peers in the struggle to end sexual violence and sexual harassment in schools; 3) conducting community outreach to induce positive behavior in schools. Evaluation found that 5,075 women, mainly girl students, and 3,032 boy students have been reached by communication, education and information activities.</p>
10	<p>Mongolian Women’s Fund, Mongolia.</p> <p>Project title: <i>Securing state investment in awareness-raising on</i></p>	<p>Pilot project in four schools with an SRGBV lens and whole-school approach, putting GBV prevention into the curriculum for boys and girls. Collaboration with WROs.</p>	<p>A training of trainers was organized for 20 local trainers from 2 target areas, and a training module for violence prevention classes was developed and tested in 4 target schools. Testing showed that building a good understanding of the topic in a few hours was unrealistic, therefore more</p>	<p>The project succeeded in changing boys’ and girls’ knowledge and perception of GBV in the school environment and helped them to acquire certain degree of confidence in their right to enjoy a safe environment in school. The project produced several important knowledge products, such as innovative methodologies for in-class training on GBV prevention, three training curricula for students with eight training modules each, one training programme for teachers with one manual and one CD, four advertisements for television broadcast, eight brochures on GBV prevention, and two</p>

	<p><i>domestic violence in the community</i></p> <p>Grant Amount: \$100,000</p>	<p>Age Group: Schools and high schools (grades 8-12; age 13 to 18)</p>	<p>hours for each grade and different topics for each grade were designed (24 hours, 8 hours for each of 9th, 10th and 11th grades, i.e. 8 classes for 1 hour each at each grade in order to gradually build awareness of students on GBV). These classes were taught during the Civic Education classes of the school program.</p>	<p>published reports on Community Protection Committee budget and policy monitoring with methodology included. A total of 17 out of 20 girls who were interviewed expressed that they felt safer in school. Some 73 per cent of girls and boys are now able to recognize verbal and physical forms of GBV. For more on the results, see the project evaluation here.</p>
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Appendix C: Consent form

We would like to invite you to participate in research collecting practice-based knowledge (PBK) on mobilizing a cadre of beneficiaries to prevent violence against women and girls (VAWG). You are invited specifically because an organization that you work/ed for implemented a project that was funded by the UN Trust Fund.

Please take some time to read the information presented here, which will explain the details of this project and contact me if you require further explanation or clarification of any aspect of the study. Your participation is **entirely voluntary**, and you are free to decline to participate. If you say no, this will not affect you or your organization negatively in any way whatsoever. You are also free to withdraw from this study at any point, even if you do agree to take part. The information that has been collected from you up to that point will be deleted.

We are asking you (as a representative of your organization) to take part in an online focus group discussion (FGD) where we will discuss the preliminary findings and your specific experiences. The online focus group will not last longer than one hour.

You will remain anonymous and your name will not be included in any reporting. You will not receive any payment for taking part in this study. Confidentiality will be maintained by means of using codes instead of names and storing data on password-protected computers. Only the researcher will have access to the notes that are taken.

In any reports, journal articles, or presentations prepared based on the data collected during this study, you will remain anonymous.

If you are willing to participate in this study, please sign the Declaration of Consent below and email it to the researcher.

DECLARATION BY PARTICIPANT:

By signing below, I _____ agree to take part in this research study conducted by Shruti Majumdar. I declare that,

- I have read the attached information and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.
- I may choose to leave the study at any time and will not be penalized or prejudiced in any way.
- All my issues related to privacy and the confidentiality and use of the information I provide have been explained to my satisfaction.

Signed _____

Appendix D: Focus Group Discussion Instrument on Adolescent-Focused Approaches to Prevention of Violence against Women and Girls

26TH February, 2021 at 7:00 AM NY time

INTRODUCTION: 7:00 TO 7:10

THE WHAT: 7:10 TO 7:30

1. In your UNTF-funded project, you all had an adolescent focused approach. Can you tell us a little bit **about your UNTF project**, and **why you feel engaging this age group is important** to prevent violence?
2. What forms of violence did you set out to prevent (any harmful practice, school-related violence, IPV or some combination thereof) and what entry points did you find most useful (homes, communities, schools etc)? Is there a relationship between these two decisions?

THE WHO: 7:30 TO 7:50

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3. In the initial stages, **who did you involve** in the design of trainings and project materials? Were adolescent girls and boys involved themselves and if so in what way? Who do you choose to work with **besides adolescent girls and boys**?
4. The strength of this group is that each of you is from a **different type of organization** – some are from youth led organizations, some are women’s organizations, some are service providers, etc. What were your **strengths** in designing prevention programmes from your various vantage points? What were the gaps, and did you **partner** with other types of organizations to fill these gaps?

BREAK: 7:50 TO 8:00

THE HOW: 8:00 TO 8:20

5. Working with boys and girls at that age is inherently risky. Can you think of some **risks that you had to encounter or overcome** during the implementation of your project?
6. Your projects all operated at different scales, but most started the UNTF project as a pilot. Can you share any **reflections on scaling up or adapting projects** and the types of challenges you might have faced from taking the same project from a few adolescents / communities to several?

REFLECTIONS: 8:20 to 8:40

7. Was any of your VAW/G programming with adolescent girls continued post grant in 2020? If so, can you tell us how your VAW/G prevention work with adolescent girls and boys has had to be **adapted due to COVID-19**?
8. Based on your own recent experiences in the field, what is it that you really want **other practitioners or donors** who are working to prevent VAW/G through adolescent focused approaches, to know?

CLOSING: 8:40 TO 9:00

9. Questions or **comments from participants**
10. Closing and **next steps**