



Appendix

Learning from Practice: Adaptive Programming to prevent violence against women and girls

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Appendix A: Description of the 10 selected projects

The 10 projects implemented by the 9 CSOs included in this synthesis review were selected because all had PBK in their final UN Trust Fund reports relating to adaptive programming for VAWG prevention. There are interesting similarities but there is also diversity in the selected projects and the PBK emerging from their documents. The projects were selected to ensure diversity in terms of geographical region (South America (2), Central America (2), sub-Saharan Africa (2), the Caribbean (1), Western Asia (1) and the Pacific Islands (1)); size of grant received; timespan of the grant; and evaluation ratings as assessed by the UN Trust Fund. The broad scope of this collection of projects allows for rich reflection on lessons learned from practice on why and how they applied adaptive VAWG prevention programming.

The selected projects adapted to a variety of crises, including political instability, community violence, natural disasters and the COVID-19 pandemic. Adaptation strategies included creating supplementary modules, restructuring budgets, introducing virtual services and distributing protective equipment. Projects worked with a range of actors, including traditional leaders, police and legal institutions, and government agencies, to promote awareness, accountability and survivor-centred responses. Some of the projects considered the intersectionality of VAWG through including people with disabilities, targeting those in rural areas, and working with indigenous and refugee populations.

Grantee, country, year, project title	Project description	Overall project goals	Key project results
<p>PHR, Democratic Republic of the Congo and Kenya, 2011–2015, Formation of a medico-legal network to address sexual violence in armed conflict.</p> <p>Grant Amount: \$625,000</p> <p>PHR, Democratic Republic of the Congo and Kenya, 2016–2020, Deepening and expanding the cross-sector network response to sexual violence in the Democratic Republic of the Congo and Kenya: a project to increase justice for women and girl survivors of sexual violence.</p> <p>Grant Amount:</p>	<p>PHR built the capacity and collaborative engagement of local health, legal and law enforcement professionals in its efforts to improve medical evidence for the successful prosecution and conviction of perpetrators of sexual violence in the Democratic Republic of the Congo and Kenya.</p>	<p>To hold perpetrators of sexual violence accountable, to deter them from committing future crimes and to promote justice for women and girls, including reparations so that survivors benefit from a survivor-centred approach when receiving services from health, legal and law enforcement sectors.</p> <p>To have survivor records reflect adequate collection, documentation and preservation of forensic medical evidence, and to ensure that survivors of sexual violence receive services from legal, law enforcement and medical sectors in pursuing the prosecution of cases.</p>	<p>Improvements in medical documentation and sample collection translated into improved investigative services for survivors of sexual assault. Outputs, such as increased knowledge and skills in documentation and professionals participating in cross-sectoral networks, appeared to play a major role in the project's ability to achieve change within its goal. The project reached 851 personnel in the health-care, legal and law enforcement sectors across the Democratic Republic of the Congo and Kenya. Participants across sectors learned how to collect, manage and transfer evidence in support of the approximately 17,448 survivors it provided services to. Participants described changes in how they provided survivor-centred care, including increased attention to confidentiality and psychological well-being.</p> <p>PHR piloted MediCapt with patients in Kenya, and conducted multisectoral training in the Democratic Republic of the Congo and Kenya. The project continued</p>

\$975,000			<p>institutional capacity development partnerships with three hospitals and supported litigation to empower survivors in the Democratic Republic of the Congo and Kenya.</p> <p>For more on the results, see the project evaluation here (2011-2015).</p>
<p>SUR Corporación de Estudios Sociales y Educación; Chile, Colombia and El Salvador; 2013–2016; Un nuevo paso en la aplicación de políticas contra la violencia, con actores policiales: Mujeres más Seguras.</p> <p>Grant Amount: \$993,999</p>	<p>SUR produced systematized information that was comparatively pooled and analysed to formulate policies and procedures related to GBV and security that would be adopted by police institutions from the three countries.</p>	<p>To prevent violence through coordinated and systematized information-sharing, to improve service provision through training and education, and to strengthen the institutional response through new policies created for police institutions.</p>	<p>With support from the executing organizations in each country, training methodologies and methodologies for pooling and disseminating good practices for prevention, care, protection and strengthening of women’s human rights were created and tested. Consultancy was provided for the internal strengthening of police institutions. Procedures, policy instruments and intervention guidelines were formulated and spaces for bringing together the police and women’s civil society groups were created. As a result of training, police institutions expanded their knowledge regarding VAW and their understanding of this violence, which was formerly limited to intrafamily violence.</p>
<p>RRRT, Solomon Islands, 2017–2020, A pilot project to increase women’s access to justice in the Guadalcanal and Malaita provinces.</p> <p>Grant Amount: \$458,980</p>	<p>The project was directed towards advancing elements of Solomon Islands’ Family Protection Act 2014, and sought to work with authorized justices, who are a group of lay decision makers with the authority to grant temporary protection orders.</p>	<p>To increase access to justice in Guadalcanal and Malaita for women and girl survivors of domestic violence; to support authorize justices in procedures for issuing protective orders; and to train community facilitators, who will work with communities and survivors to make them aware of their rights under the Family Protection Act 2014.</p>	<p>The project has progressed the understanding of “prescribed persons” and their role under the law, and gaps in the state justice system that present challenges in securing legal protection. At the start of the project, no protective orders had been issued in Solomon Islands. As of April 2020, 35 orders had been issued over the course of the project. The longitudinal data do not, on the whole, demonstrate a discernible change in attitudes to, understanding of and responses to domestic violence by project beneficiaries. Although the project did build some connections and involve the appropriate breadth of justice sector stakeholders, there was a need for stronger vertical and horizontal linkages.</p> <p>For more on the results, see the project evaluation here (Executive Summary only).</p>
<p>WfWI, Iraq, 2017–2020, Addressing violence against Syrian refugee women in the Kurdistan region of Northern Iraq.</p> <p>Grant Amount: \$963,412</p>	<p>WfWI supported refugee Syrian women by empowering them through educational training; building local capacity for response, including by improving physical infrastructure;</p>	<p>To promote economic self-reliance and social autonomy for Syrian refugee women, to improve access to satisfactory GBV protection services, and to help leaders better</p>	<p>Throughout the three-year programme, refugee, internally displaced and host community women in Erbil and Sulaymaniyah have become more empowered, more self-reliant and safer from GBV in their communities. This was achieved through a multifaceted approach that included comprehensive social and economic empowerment</p>

	and engaging community leaders.	respond to and prevent GBV.	training; GBV, advocacy and leadership training; the implementation of community advocacy projects by 64 women advocates on key GBV and women's rights issues in each community, which reached more than 750 women; and access to direct psychosocial and legal aid services through social workers and lawyers at WfWI centres, as well as referrals to external services. For more on the results, see the project evaluation here.
SIHA , South Sudan, 2018–2021, Challenging patterns and drivers of sexual violence against women and girls in Wau State. Grant Amount: \$705,709	SIHA strengthened social support networks by developing a project that targeted school systems, promoted and trained activists on VAWG prevention, and engaged with men and boys on prevention and support.	To improve knowledge of VAWG among parents, students, teachers and administrators of schools; to increase agency and advocacy skills among grass-roots women's rights activists; and to educate men and boys on supporting survivors of violence.	The women's rights activist groups have become very active and are leading awareness-raising in the communities and schools. With their capacity built, more women are now being listened to in Eastern Bank county, one of the project's target locations. The radio jingles and radio platforms used have also increased understanding in communities around ending VAWG. Support from the local governments for the project's activities was strengthened, and this has created positive partnerships and national acceptance. Understanding of VAWG among the male youth and the importance of male engagement in VAWG prevention and their role in protecting women's rights increased. The project's prevention curriculum is now part of the main school curriculum.
Beyond Borders , Haiti, 2018–2021, Safe and Capable: Haitian communities preventing violence against girls and women with disabilities. Grant Amount: \$421,363	Beyond Borders disseminated newly developed and tested communications resources for changing social norms and enhanced local implementation of the SASA! or Power to Girls methodologies, with new tools and the programme Safe and Capable, which are specific to women and girls with disabilities.	To increase awareness among Haitian CSOs of violence against women and girls with disabilities; and to change the behaviour, skills and attitudes of community groups towards promoting the safety and rights of women and girls with disabilities.	Partners have begun to demonstrate capacity to roll out Safe and Capable within their ongoing SASA! and Power to Girls implementation. The technical support training programme for Safe and Capable reached 18 organizations. Training staff made some personal changes in their language when talking about people living with disabilities. At workshops and when conducting community mobilization, network members demonstrated their capacity to support actions undertaken by community members in support of women and girls with disabilities. Observations and participant testimonies provided some evidence of social norms change in relation to social inclusion and improved protection from violence.
Centro de Derechos de Mujeres , Honduras, 2020–2022, Fortaleciendo liderazgo	This project relied on building local capacity and awareness by supporting and training	To strengthen national networks for women and girls to better prevent and respond to violence;	Women's collectives with an educational focus were created among indigenous, rural and land-protecting women to reflect on the root causes and contexts of

<p>y articulación para prevenir la violencia contra las mujeres en Honduras.</p> <p>Grant Amount: \$540,739</p>	<p>organizations using feminist and SASA! methodologies to better monitor and respond to violence through advocacy and accompaniment, and to ensure women’s rights are protected under the law.</p>	<p>to build capacity for ensuring laws and regulations to protect women are being applied; and to promote changes in attitudes, behaviours and skills for reducing gender inequality and violence through awareness-raising and communication.</p>	<p>violence, and used an intersectional framework to review and affirm their legal rights. In response to the emergency caused by two hurricanes (Eta and Iota), 292 women and their families from the 12 municipalities received economic support through the donation of food, biosafety materials, personal hygiene materials, cleaning supplies for their houses, medicines and survival equipment. The capacities of human rights defenders and women from collectives were strengthened to continue their struggle to defend women’s rights, especially their right to non-violence and their rights to land and territory, and to enhance the networks and spaces of coordination and solidarity between them.</p>
<p>WJI, Guatemala, 2016–2019, Eradicating violence against women and girls and increasing access to justice for rural Mayan women through culturally grounded, community-based interventions.</p> <p>Grant Amount: \$540,739</p>	<p>This project provided workshops for Mayan women and girls on their rights and on legal resources, increased awareness of VAWG among community leaders, and delivered training to police and court systems on tools available for effective investigations.</p>	<p>To improve attitudes among rural community actors concerning the right of Mayan women and girls to live free from violence; and to improve the response of police, judicial and local leaders to cases of violence in rural communities.</p>	<p>The project exceeded expectations, benefiting 1,043 women rather than the 900 expected through providing training on legal literacy, 615 women survivors of violence rather than the 500 expected, and 243 community leaders rather than 180 expected. WJI increased women’s access to legal services and eliminated major barriers, including geographical, economic and linguistic barriers, by providing free legal services in Kaqchikel. The number of referrals increased by 192 per cent from year 1 to year 3 of the project. The training and awareness activities reduced the acceptance of sexist attitudes among programme graduates, and community leaders were more sensitized and were shown to have understood the relevance of the VAWG problem in their communities.</p> <p>For more on the results, see the project evaluation here.</p>
<p>IYWD, Zimbabwe, 2020–2022, What women want: building grass-roots women’s collective power against gender-based violence in Zimbabwe.</p> <p>Grant Amount: \$540,739</p>	<p>This project delivered workshops to strengthen women’s knowledge, analysis, expertise and capacity and created a local-to-national cross-sector alliance to advance an intersectional and integrated approach to women’s safety.</p>	<p>To raise consciousness to identify shared problems and needs, and, among gatekeepers, shift norms of unequal power relations that cause VAW; and to increase women’s safety and control of or access to economic resources.</p>	<p>Project results are not yet available.</p>

Appendix B: Methodology

In August 2020, the UN Trust Fund commissioned a synthesis review of PBK on VAWG prevention arising from 89 UN Trust Fund projects. During the first phase of the synthesis review, 10 key **pathways towards prevention** emerged from the PBK data from these projects as particularly relevant to VAWG prevention evidence-building. PBK can be visualized as a compass that helps projects navigate these different, interrelated pathways in practice (Le Roux and Palm, 2020). In the second phase of the review, each pathway was explored in more detail, by focusing on 10 projects that showed particularly relevant PBK for the pathways. This is the 7th brief in the series of 10 briefs.

PBK is the process of “experiential learning by doing”, and includes critical reflection on place-based practice. PBK is particularly suited to complex causal systems and environments, including adaptive programming. There is a need to move beyond practice-based insights of an anecdotal nature only, by improving rigour and robustness in collecting, analysing, synthesizing, sharing and applying this important source of knowledge (Palm and Clowes, 2019). Formal evaluations and project reports can be sources of PBK; these include practitioner reflection, in which informal learning can be shared on **why** and **how** things were done in practice, including challenges encountered and adjustments made along the way (Kwok, 2016), how programmes were shaped by wider events, and how actions of programme participants, field staff and other local actors shaped programme processes and outcomes (Faris and Jayaserkara, 2019).

Documenting and analysing PBK can also help to track the ongoing consequences of programme activities – both intended and unintended – especially in terms of shifting power relations, beliefs, behaviours and norms (Faris and Jayaserkara, 2019). This may include community-level consequences, such as resistance or backlash, rapid changes that are not sustainable or unexpected positive ripple effects. Such information can lead to more adaptive, agile and strategic decision-making, and offer important insights into how to apply adaptive programming.

This synthesis review makes an important contribution by extracting and synthesizing existing PBK embedded in diverse contexts from multiple projects, with a specific focus on adaptive programming to prevent VAWG. The brief draws on multiple insights across space (10 UN Trust Fund projects across 12 countries, listed in appendix A) and time (multiple time points in projects) and from diverse perspectives (grantees, evaluators, author briefs, peer review, etc.). The following aspects were prioritized:

- critical reflection by implementors (and beneficiaries) on their embedded practices
- textured insights that surface the “why” and “how” of strategies at a specific time and in a specific place
- unexpected adaptation made owing to the wider context
- challenges projects faced in practice and if/how they were overcome
- lessons learned from approaches that failed or issues that emerged as complex or ambiguous
- similarities/differences that were seen to resonate between diverse contexts.

The first step in the research process was a rapid literature review, focusing on existing evidence on adaptive programming for VAWG prevention and what is known about how and why prevention programmes adapt to internal and external circumstances, including the COVID-19 pandemic. Academic literature focusing on low- and middle-income-country contexts was prioritized, although grey literature was also included.

Fifteen projects were originally selected as potential candidates for this brief. To confirm selection of the final projects to be included, an inception FGD was conducted to which all 15 potential grantees, alongside potential grantees for the managing resistance brief, were invited. There is potential overlap between these two briefs, and this inception FGD was used to confirm the appropriateness of project selection for each brief. The lead authors of the two briefs co-facilitated the FGD, and afterwards agreed on the way forward, including confirming which grantees should be included in which brief.

The inception FGD allowed for an open-ended conversation around the themes of adaptive programming and resistance, based on experiences from the UN Trust Fund projects. FGDs offer opportunities for practitioners – who are often members of the communities they are serving – to share their own theories and insights about violence and its prevention, which are an important source of PBK. This FGD also included an exploration of how COVID-19 has impacted current activities and how adaptations have been made to any of the aspects of programmes that have continued since the end of the projects. This methodology allowed for a more iterative approach by starting with the inception FGD to help guide the framing of the brief, and then analysing the project data to further delve into the topic. One FGD was conducted in English and one FGD was conducted in Spanish. Two written responses were received from grantees that could not attend either FGD, including because of challenging time zones, and two inception interviews were conducted, one with a grantee that could not attend the English FGD, and one with a grantee in French.

After deciding which grantees to focus on for this brief, each project was approached as a stand-alone unit. PBK related to adaptive programming was mined from selected monitoring and evaluation reports for each project, including annual reports submitted by grantees to the UN Trust Fund and final external evaluations. These documents were coded using qualitative data analysis software NVivo 11. An inductive thematic analysis was conducted to identify the key issues and themes emerging. The coding drew on major themes identified in the inception FGD. Codes included contextual adaptation, COVID-19 related adaptation, engaging people, external challenges and changes, funding, internal challenges and changes, intersectionality, MEAL for adaptation, resilience, risk mitigation and success.

The second FGD was conducted with grantees for the adaptation brief only, and allowed:

- further exploration of the key themes identified during the analysis of report data
- the “filling of gaps” – where report data were limited or incomplete and further information was needed.

Representatives of 8 of the 9 organizations represented participated, either by attending one or both of the FGDs or interviews, or (where they were unable to attend the sessions) by providing written answers to the topic guide questions. FGD and interview sessions were recorded, and detailed notes were made.

Drawing on the coded FGD and interview data, a conceptual framework was applied to synthesize the recurrent themes from the different projects. This framework served as a guide for writing the brief. Because of the limited time available, and a desire for the briefs to be consistent in their methodology, formal university-level ethical clearance was not sought. However, ethical consent forms and processes were adhered to.

A limitation of this study is that the reasons for adaptation and how adaptive capacities were enhanced were not specifically probed in the documents analysed, including the annual reports and external evaluations. Although relevant data were mined for, especially where the documents

highlighted challenges, programmatic changes or lessons learned, this presented a challenge when analysing the documents. Yet some gaps could be explored in the interviews and FGD discussions with practitioners, including how practitioners defined adaptive capacities and programming.

A core principle of PBK is decentring existing, often implicit, knowledge hierarchies and creating feminist, decolonized ways of creating new knowledge and being accountable. This shaped the methodology and the report-writing process, but also the review process, in which various stakeholders were involved. All nine project grantees received the draft report and were invited to give input. The UN Trust Fund's internal and external advisory groups were also invited to review the brief.

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Appendix C: Focus group discussion guide

Introduction: Your project was included in the adaptive programming synthesis review given that it in some way used community mobilization as a strategy to prevent or respond to VAWG.

FGD No. 1 (joint FGD for adaptive programming and mitigating resistance synthesis reviews)

1. Looking back on your project funded by the UN Trust Fund, can you share any experiences of resistance or pushback that the project faced due to the nature of VAWG prevention work?
Possible further questions: how would you describe this resistance? Was the resistance from the sociopolitical context or institutional context, or from participants, stakeholders or community groups themselves? What were the reasons behind the resistance? Was it expected or unexpected? For those whose UN Trust Fund projects have continued into 2021, have you seen any other forms of resistance emerge as a result of the pandemic?
2. What were the consequences of this resistance for your UN Trust Fund project? For your work and organization more broadly? How did you/your project respond?
3. Apart from resistance, were there other factors that required you to adapt your UN Trust Fund projects? Were these expected or unexpected? Why? For example, climate change or wider political instability?
4. For those whose UN Trust Fund projects have continued into 2021, can you tell us how your VAWG prevention work has had to be adapted due to the COVID-19 pandemic? Were there any unexpected opportunities? Any limitations to your work? Would you recommend this approach to others?
5. What organizational factors or funding realities are important for projects to allow them to mitigate resistance and have adaptive programming? For example, risk management structures or flexible funding?

FGD No. 2 (for adaptive programming synthesis review only)

1. Were the factors that required you to adapt your UN Trust Fund project expected or unexpected? Why? For example, climate change or wider political instability?
2. For those whose UN Trust Fund projects have continued into 2021, can you tell us how your VAWG prevention work has had to be adapted due to the COVID-19 pandemic? Were there any unexpected opportunities? Any limitations to your work? Would you recommend this approach to others?
3. If your UN Trust Fund project has not continued into 2021, do you have any tips from your programming experiences you can give to those who **are** implementing VAWG prevention and response projects in COVID-19 times that could help them adapt better to these realities? Why have you chosen this tip? How do you think this can help?
4. What does organizational or project resilience mean to you? Do you have any examples from your experience of your UN Trust Fund project that you could share?

5. How did you use monitoring, evaluation and learning to identify any adaptation needs? How did monitoring, evaluation and learning inform adaptation?
6. We are hoping that other practitioners can learn from your experiences about how to mitigate resistance and foster adaptive programming. We want to finish off this discussion by asking each of you the following questions: what is a key learning you can share through your experiences of adaptive programming? Is there any advice you would give to organizations that find themselves in similar situations?

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Appendix D: Consent form

CONSENT TO PARTICIPATE IN RESEARCH

You are invited to participate in research collecting practice-based knowledge (PBK) around mitigating resistance or adaptive programming to prevent violence against women and girls. You are invited because you or an organization that you work or worked for implemented a project that mitigated resistance or applied adaptive programming funded by the UN Trust Fund.

I am asking you, as a representative of your organization, to take part in two online focus group discussions (FGDs), to share PBK, lessons learned and your experiences of your violence prevention projects. Each FGD will take one hour. The first FGD will bring grantees for the adaptive programming and mitigating resistance briefs together, and the second FGD will have more focused conversations on the themes of these respective briefs separately. The discussion will be audio recorded and notes will be taken.

Everything that you share will remain anonymous, and your name will not be included in the reporting. You will not receive any payment for taking part in the study.

Taking part in this study is entirely voluntary, meaning you decide if you want to take part in the study. There is no penalty if you choose not to take part or if you want to stop taking part at any time. If you have any questions about this study, you may contact the researchers Erin Stern (leading the adaptive programming brief) at erin.a.stern@gmail.com or Radhika Viswanathan (leading the mitigating resistance brief) at radhika.viswanathan1@gmail.com. If you are willing to participate in this study, please sign the attached Declaration of Consent and email it to the researchers.

DECLARATION BY PARTICIPANT

By signing below, I agree to take part in this research study on adaptive programming or mitigating resistance to prevent violence against women and girls, conducted by Erin Stern and Radhika Viswanathan.

Signed on (date)

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Signature of participant