

# External Evaluation of the World Association of Girl Guides and Girl Scouts (WAGGGS) Voices Against Violence Programme (2014-2016)

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**FINAL REPORT**  
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Acronyms

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APAV	Portuguese Association for Victim Support
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
EVAWG	Ending Violence against Women and Girls
KAP	Knowledge, Attitudes and Practice
M&E	Monitoring & Evaluation
STV	Stop the Violence
TOT	Training of Trainers
UN	United Nations
UNFPA	United Nations Population Fund
UNODC	United Nations Office on Drugs and Crime
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
VAV	Voices against Violence
VAWG	Violence against Women and Girls
WAGGGS	World Association of Girl Guides and Girl Scouts
WHO	World Health Organization

## 1. Introduction

Violence against women and girls (VAWG) is a violation of human rights and a global health problem of epidemic proportions. The Declaration on the Elimination of Violence against Women, adopted by the United Nations General Assembly in 1993, defines VAW as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”<sup>1</sup> VAWG essentially reflects the “pervasive imbalance of power that exists between men and women within societies.”<sup>2,3</sup>

International research, conducted over the past two decades by the United Nations Population Fund (UNFPA), World Health Organization (WHO) and others reveals VAWG is a common and serious problem in all societies. The WHO data estimates that globally 35% of women experienced either physical violence<sup>4</sup> and/or sexual violence<sup>5</sup> by an intimate partner and/or sexual violence by a non-partner in their lifetime.<sup>6</sup> More specifically, 30% of ever-partnered women experienced physical and/or sexual violence by an intimate partner in their lifetime, and 7% experienced sexual violence by a non-partner in their lifetime.<sup>7</sup> In 2012, the United Nations Office on Drugs and Crime (UNODC) documented globally that almost half of all women victims of murder (47%) were killed by family members or intimate partners, compared to 6% of male homicide victims.<sup>8</sup> These statistics demonstrate that VAWG remains one of the most pervasive barriers for creating safe and peaceful societies worldwide.<sup>9</sup> Therefore, ending violence against women and girls (EVAWG) is a critical component of the 2030 Agenda for Sustainable Development, and one of the global priority areas of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and the whole UN System.

VAWG is recognized as a major obstacle to women and girl’s enjoyment of all human rights and their full participation in society, economy, and political decision-making. The 2030 Agenda for Sustainable Development affirms the centrality of gender equality and the empowerment of women and girls in a stand-alone goal, with EVAWG a crucial component of that goal.<sup>10</sup> The 2030 Agenda builds on existing international frameworks that address VAWG, particularly the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), as well as agreed conclusions of the Commission on the Status of Women at its fifty-seventh session and the Beijing Platform for Action.<sup>11</sup>

### 1.1. Voices against Violence Programme

In 2014, UN Women<sup>12</sup> and WAGGGS launched the programme entitled, *Voices against Violence: A Non-Formal Education Curriculum for the World Association of Girl Guides and Girl Scouts (WAGGGS) on Ending Violence against Women and Girls* (hereinafter referred as the ‘Voices against Violence Programme’), with donor funding from Zonta International. The Voices against Violence Programme is an educational component under the umbrella of the WAGGGS<sup>13</sup> global campaign entitled, ‘**Stop the Violence - Speak Out for Girls’ Rights.**’ Launched in 2011, ‘Stop the Violence – Speak out for Girls’ Rights’ is a global campaign to end VAWG through education, awareness raising, lobbying, policy and research, and community action. Girl Guides and Girl Scouts around the world have been taking action in their schools and local communities as part of the ‘Stop the Violence – Speak Out for Girls’ Rights Campaign’.

#### Box 1. WAGGGS Stop the Violence - Speaking out for Girls’ Rights Campaign<sup>14</sup>

<b>Education</b>	In 2013, WAGGGS partnered with UN Women to create the Voices against Violence Curriculum (i.e., a non-formal education curriculum that is delivered to girls only and co-educational groups from ages 5-25 through peer-to-peer learning).
<b>Awareness Raising</b>	Through conversations, engaging in community action, protesting, petitions, media engagement, social media and in lots of other ways Girl Guides and Girl Scouts are raising awareness about the dangers girls and women face, the need for change in attitudes and behaviour and calling on their communities to join them in taking action.
<b>Lobbying</b>	Girl Guides and Girl Scouts are lobbying decision makers to make a change by speaking out about their experiences, calling for laws and policies that protect girls and women and demanding that perpetrators be prosecuted for their actions


The **overall goal** of the Voices against Violence Programme is to prevent VAWG through increased youth engagement and leadership. The Programme was been funded by Zonta International<sup>15</sup> and UN Women and implemented by WAGGGS.<sup>16</sup>

At the core of the Voices against Violence Programme is a non-formal education curriculum that was co-developed by UN Women and WAGGGS in 2013, with inputs from 20 pilot Member Organisations<sup>17</sup> and two WAGGGS World Centres<sup>18</sup> in 2012. The curriculum was developed for worldwide use by incorporating age-appropriate and culturally adaptable activities that can be delivered to girl-only or co-educational groups from the ages of 5 to 25 years.<sup>19</sup> The Voices against Violence Curriculum is available in four different handbooks: early years (ages 5-7), younger years (ages 7-11), middle years (ages 12-16) and older years (ages 17-25).


The Voices against Violence has six core learning outcomes that build participant’s knowledge and understanding. (see image below). Leaders are instructed to start by developing a supportive space for girls in their units to talk about gender inequality and VAWG. The second activity and learning outcome entails Leaders engaging girls in activities that get them to think about what it means to be a girl or boy and to understand gender stereotypes and gender inequality and discrimination, and the importance of promoting equality. The third activity and learning outcome focuses on supporting respectful relationships and to develop skills to form their own relationships and support their friends. The fourth activity and learning outcome is about being able to identify and understand different forms of VAWG and to recognize the warning signs of violence. The fifth activity and learning outcome is about speaking out for girls’ rights and increasing awareness of women and girls’ rights. The final learning outcome is the take action activity to stop the violence, and to develop and run a campaign event or activity to stop VAWG.

# LEARNING OUTCOMES


The curriculum has six core learning outcomes that build participants’ knowledge and understanding in age appropriate activities:




**START** to develop a supportive space for children and young people to talk about gender inequality and violence against girls and young women.




**IDENTIFY** and understand different forms of violence against women and girls and recognize the warning signs of violence




**THINK** about what it means to be a girl or a boy. To understand gender stereotypes and gender inequality and discrimination and promote equality.



**SPEAK OUT** for girls’ rights. To increase awareness of women and girls’ human rights.



**SUPPORT** respectful relationships. To develop skills to form their own relationships and support their friends.



**TAKE ACTION** to stop the violence. To develop and run a campaign event or activity to stop violence against girls and young women.

The Voices against Violence Curriculum was developed on the premise that one of the best approaches to end VAWG is to prevent it from happening in the first place. For this to happen, prevention must start early in life, by educating and working with girls and boys, and young women and men to promote positive gender norms and non-violent, respectful relationships. Non-formal education, such as the Voices against Violence Curriculum, is a powerful tool for primary prevention. It was designed to promote life-long learning and skills development, and to prepare girls and young women for global citizenship.<sup>20</sup>

Delivered through National Trainers and Leaders, the Voices against Violence Curriculum provides young people with tools to understand the root causes of VAWG, to educate and involve their peers and communities to prevent VAWG, and to learn about where to obtain support if they experience violence. It addresses gender equality and VAWG from a rights-based perspective and helps in breaking gender stereotypes and norms that condone VAWG. From 2014 to 2016, WAGGGS has trained National Trainers and Leaders in the Girl Guiding and Girl Scouting movement to deliver the curriculum safely, ethically, and effectively among its members and within grassroots communities.<sup>21</sup>

The expected **outcomes and outputs** of the Voice Against Violence Programme are:<sup>22</sup>

- ☐ Outcome 1: Increased engagement of youth in prevention of gender stereotypes, discrimination, and VAWG through peer education
  - ☐ Output 1.1: National Trainers trained to deliver the curriculum to Leaders and communities
  - ☐ Output 1.2: Youth are involved at the country level to implement the curriculum
- ☐ Outcome 2: Increased knowledge and awareness of youth/participants on VAWG and its root causes, including gender stereotypes
  - ☐ Output 2.1: Increased awareness and knowledge on VAWG among National Trainers and Leaders trained to deliver the curriculum
  - ☐ Output 2.2: Improved attitudes among National Trainers, Leaders, and young people on VAWG and gender stereotypes/inequality
- ☐ Outcome 3: Increased number of youth-led community activities to address and prevent VAWG
  - ☐ Output 3.1: Increased skills and capacity of youth to develop youth/community-led activities to prevent and address VAWG
  - ☐ Output 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to eliminate and prevent VAWG

## 1.2. Evaluation Purpose and Scope

In 2017, WAGGGS contracted an external evaluator to conduct a summative evaluation of the Voices against Violence Programme. The purpose of this evaluation was to assess the effectiveness and impact of the Programme during the implementation period of 2014 to 2016. This included exploring the extent of knowledge and attitude change as a result of the Voices against Violence Programme, and how and whether those changes in knowledge and attitudes led to behaviour changes and community action. The evaluation also assessed the potential for sustainability of the Voices against Violence Programme in countries reached by the project, including a representative sample of five countries selected for in-depth case study.

The findings, conclusions, and recommendations from this evaluation will be shared with WAGGGS leadership to measure Programme success and inform decisions regarding future planning and implementation of the Voices against Violence Programme. In addition, results will be shared with donor and partner organisations to share lessons learned and inform decisions regarding future programme planning and funding.

## 1.3. Evaluation Objectives

The objectives of this external evaluation were to assess the effectiveness and impact of the Voices against Violence Programme during the implementation period of 2014 to 2016, as well as the potential for sustainability of the Programme and results achieved. As defined in the TOR, the evaluation objectives were to document evidence of:

- ☐ Change in knowledge, awareness, and attitudes among National Trainers and Leaders to identify various forms of VAWG, and about laws, tools and resources to address and prevent VAWG
- ☐ Acquisition of knowledge and skills for community and advocacy action
- ☐ Development of partnerships with civil society, government, educational institutions, and others for delivering the Voices against Violence curriculum
- ☐ Youth-led community and advocacy activities to address and prevent VAWG

## 1.4. Evaluation Methods and Processes

To ensure the evaluation approach is as thorough and reliable as possible, different analytical tools and data collection methods were utilized. The evaluation methods allowed for the collection of a mix of qualitative and quantitative data with an emphasis on qualitative data.

This included:

- ☐ Consultations with WAGGGS staff
- ☐ Desk review of WAGGGS Programme documents, reports, data, and evaluations
- ☐ Selection of countries for in-depth case study
- ☐ Small group interviews with National Boards (in-depth case study countries only)
- ☐ Small group interviews with National Trainers (in-depth case study countries only)
- ☐ Survey and focus groups with Leaders (in-depth case study countries only)
- ☐ Survey and focus groups with Girl Guides and Girl Scouts (in-depth case study countries only)

- ☐ Interviews with civil society, community, government, and education partners (in-depth case study countries only)
- ☐ Consultation on preliminary findings and conclusions with WAGGGS staff

Throughout the evaluation, the evaluator used participatory and human rights-based approaches that recognize Member Organisations and their partners as important and active participants who contribute to the production of knowledge and understanding. In keeping, the evaluator set out to collaborate with WAGGGS staff and all Member Organisations and their partners during the evaluation process. Triangulation was also an important part of the evaluation approach to ensure not only the credibility of information and data collected, but also to allow diverse perspectives and experiences to be captured.

The evaluator relied upon Member Organizations, including their staff and volunteers in each of the five countries selected for in-depth case study to organize participants and safe spaces to carry out the field work in an economical way, including survey administration, focus group discussions, and interviews. The methodology enabled Member Organizations to assist with translation of surveys when necessary, and at times to assist with survey administration, as well as to arrange for a translator/interpreter when necessary.

#### 1.4.1. Consultations with WAGGGS Staff

Evaluations are typically characterized by extensive team engagement throughout the evaluation period, coupled with independent field assessments by the evaluator to ensure independence and open discussion. Thus, WAGGGS staff were involved in this evaluation, including the planning for and development of the evaluation approach, data collection tools, selection of countries for in-depth case study, and finalization of the report. Prior to beginning the field visits for in-depth case study, a series of consultations were held with WAGGGS staff regarding implementation of the Voices against Violence Programme, which helped to inform the development of the Inception Report, including the evaluation approach and data collection tools.

#### 1.4.2. Desk Review

The evaluation began with a desk review of WAGGGS Programme documents, reports, and evaluations shared by WAGGGS staff. This included the Voices against Violence Handbooks and Curriculum. A preliminary review of desk review materials was completed to inform the development of the Inception Report and data collection tools to ensure all questions and measures were related to the evaluation criteria and Programme framework (i.e., outputs, outcomes, and goals). A more thorough desk review was conducted as part of the evaluation and was used to inform the evaluation findings and integrated into the final report. WAGGGS staff were consulted to ensure Programme documents were properly understood, both in terms of merit and use of the report.

To the extent possible, the desk review included a secondary review of national pre- and post-training surveys and reports from their Leaders to assess improvements in knowledge, attitudes, and actions taken. According to the Voices against Violence Handbook for Group Leaders, this data was supposed to be submitted to WAGGGS.

During field visits and in-depth case studies, additional documents were collected from Member Organisations, when available.

#### 1.4.3. Selection of Countries for In-Depth Case Study

The project initially started in 12 countries, but expanded to 35 countries due to the demand expressed by WAGGGS members. The 35 countries from across the five regions, including:

- ☐ 13 countries in the Africa region: Benin, Burkina Faso, Central African Republic, Democratic Republic of Congo, Ivory Coast, Kenya, Madagascar, Malawi, Nigeria, Rwanda, South Africa, Togo, and Zambia
- ☐ 9 countries in the Western Hemisphere region: Argentina, Barbados, Bolivia, Brazil, Chile, Costa Rica, Grenada, St. Lucia, and the United States of America
- ☐ 7 countries in the Asia-Pacific region: Fiji, India, Japan, Republic of Korea, Malaysia, Philippines, Sri Lanka
- ☐ 4 countries in the Europe region: Denmark, Italy, Portugal, and Slovenia
- ☐ 2 countries in the Arab region: Egypt and Tunisia

This evaluation included an in-depth case study of the Voices against Violence Programme in five countries. The selection of five countries was done in consultation with WAGGGS staff, based upon several criteria, including:





-  Geographic diversity (region)
-  Point in time the Member Organisation participated in the ACTIVATE TOT workshop
-  Progress made rolling out the Voices against Violence Programme, including activities and events
-  Acquired additional/external funding to support implementation of the Programme

Table 1 shows the countries selected for in-depth case study and relevant data related to these criteria, as well as income group.

Countries	Region	Participated in ACTIVATE TOT Workshop	Trainers	Leaders Trained	National Events	External funding for Programme	Income Group <sup>1</sup>
Barbados	Western Hemisphere	3 <sup>rd</sup> ACTIVATE TOT (2015)	2	90	2		High Income
Fiji	Asia-Pacific	1 <sup>st</sup> ACTIVATE TOT (2014)	2	80	2	UN Women Pacific Fund Grants	Upper middle income
Malaysia	Asia-Pacific	1 <sup>st</sup> ACTIVATE TOT (2014)	2	222	7		Upper middle income
Portugal	Europe	2 <sup>nd</sup> ACTIVATE TOT (2015)	3	64	1		High income
Rwanda	Africa	4 <sup>th</sup> ACTIVATE TOT (2016)	5	130	2		Low income

<sup>1</sup> Income group is based upon World Bank list of economies (September 2016)

#### 1.4.4. Field Visits for In-Depth Case Study

Field visits for in-depth case study occurred between September and November 2017. Table 2 shows the schedule of field visits for in-depth case study. Five days were spent in each country conducting surveys, interviews, and focus group discussions with Member Organisation National Board Members, National Trainers, Leaders, Girl Guides, and partners.

Country	Field visit dates
Malaysia	8 – 12 September 2017
Rwanda	24 – 29 September 2017
Portugal	1 – 5 October 2017
Fiji	4 – 9 November 2017
Barbados	20 – 24 November 2017

<sup>1</sup> Each field visit was five working days; travel days are not included in the table above.

In each country, a mission trip itinerary was established in advance through consultations with each of the Member Organisations to ensure effective and efficient use of time in-country. In each country, the majority of time was spent in the capital city; however, steps were taken to ensure Leaders and Girl Guides outside of capital cities were included in the evaluation. To accomplish this, at least one or two days of each country mission trip was used to visit a district or province that can be reached within one to two hours by air or car.

#### 1.4.5. Interviews with National Board Members

In countries selected for in-depth case study, small group interviews were conducted with members of the National Board. A structured interview questionnaire that included open- and close-ended questions was used by the evaluator to guide the interview with National Board members to ensure consistency in data collection across countries. The interview questions focused specifically on the Voices against Violence Programme and curriculum,

including questions related to effectiveness, impact, and sustainability (see Annex C). These questions allowed the evaluator to capture perspectives for the two-year period of Programme implementation.

Small group interviews enabled some degree of synergy and discussion, which allowed for a more in-depth discussion and sharing of a range of perspectives. Small group interviews also enabled the evaluator to maximize contact and data collection with members of the National Board. Small group interviews were one and a half to two hours in length. Interviews were conducted in English in each of the five countries.

#### 1.4.6. Interviews with National Trainers

In countries selected for in-depth case study, small group interviews were conducted with National Trainers, except in Fiji where the National Trainers were located in two different cities. A structured interview questionnaire with open- and close-ended interview questions was used by the evaluator to guide the interview with National Trainers to ensure consistency in data collection across countries. Interview questions focused specifically on the ACTIVATE TOT workshop and the Voices against Violence Programme and Curriculum, including questions related to effectiveness, impact, and sustainability (see Annex D). The questions allowed the evaluator to capture perspectives for the two-year period of Programme implementation.











Small group interviews allowed some degree of synergy and discussion, which allowed for a more in-depth dialogue and sharing of perspectives. Small group interviews also maximized contact and data collection with National Trainers. Small group interviews with National Trainers were at least two hours in length. Interviews were conducted in English, except in countries where some National Trainers needed translation.

#### 1.4.7. Survey and Focus Groups with Leaders

In those countries selected for in-depth case study, a sample of Leaders were both surveyed and asked to participate in focus group discussions. Member Organisations were instructed to organize four to five focus groups with each group made up of six to eight Leaders. The goal was to survey and interview at least 24-40 Leaders in each of the five countries. The focus was on those Leaders who were trained by the National Trainers to teach the Voices against Violence Curriculum to Girl Guides and then rolled out the Curriculum with their group(s) of girls. In each of the five countries, surveys and focus group discussions were conducted with Leaders in the capital city and outside the capital city.

A Knowledge, Attitudes, and Practice (KAP) Survey of Leaders was developed which was aligned with the Voice against Violence Handbook and Curriculum, including some of the pre- and post-test questions that were part of the monitoring and evaluation materials provided to Member Organizations. The KAP Survey of Leaders was initially developed in 2015 and pre-tested by the Fiji Girl Guides Association as part of their efforts to conduct a baseline and endline for the UN Women Pacific Regional Ending Violence Against Women Facility Fund.<sup>1</sup> Some modifications were made to the survey for purposes of this evaluation.

The KAP Survey of Leaders included a series of close-ended questions that measured (see Annex E):

-  Knowledge of gender equality
-  Knowledge of girls and women's rights
-  Knowledge of VAWG
-  Attitudes toward gender equality
-  Attitudes towards VAWG
-  Practices of responding to VAWG
-  Confidence in responding to VAWG
-  Experiences in teaching the Voices against Violence curriculum
-  Engagement in community action to EVAWG
-  Engagement in advocacy to EVAWG

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<sup>1</sup> The KAP Survey of Leaders was initially developed by Dr. Robin Haarr, UN Women Senior Consultant, to support the Fiji Girl Guides Association to conduct a baseline and endline for the UN Women Pacific Regional Ending Violence Against Women Facility Fund.



The **KAP Survey of Leaders** took about 15 minutes to complete; 20 minutes with instruction. The survey was anonymous; respondents were instructed not to write their names or any identifiers on the surveys. All survey responses were inputted into the statistical analysis software SPSS and analyzed by the evaluator.




In addition, to completing the survey, Leaders participated in focus group discussions. Focus group discussions were led by the evaluator using a structured guide that included open-ended and close-ended questions that allowed for the collection of qualitative and quantitative data, which served to supplement the survey data. Questions focused specifically on the Voices against Violence Handbook and Curriculum, including questions related to effectiveness, impact, and sustainability (see Annex G). Focus group discussions allowed for some degree of synergy and discussion related to each of the questions which allowed for a more in-depth dialogue and sharing of perspectives related to implementing the Voices against Violence Curriculum with girls in their units. Focus group discussions allowed the evaluator to maximize contact and data collection with Leaders.

Focus group discussions took on average one hour. Focus group discussions were conducted in English when possible; however, a translator was used occasionally in Rwanda and Portugal when necessary.

#### 1.4.8. Survey and Focus Groups with Girl Guides











In those countries selected for in-depth case study, a sample of Girl Guides were both surveyed and asked to participate in focus group discussions. Member Organisations were instructed to organize four to five focus groups with each focus group made up of six to eight Girl Guides. This allowed for a sample of 24-40 Girl Guides in each of the five countries. Surveys and focus groups were conducted with Girl Guides in the capital cities and outside the capital cities.

In each country, Member Organisations were instructed to organise focus groups with Girl Guides based upon age and the Voices against Violence Curriculum they would have been exposed to:

-  10-11 years (girls exposed to the Younger Years Voices against Violence Curriculum, if the Member Organization is delivering this curriculum to this age group of girls)
-  12-16 years (girls exposed to the Middle Years Voices against Violence Curriculum)
-  17-25 years (girls exposed to the Older Years Voice against Violence Curriculum, but not Youth/Young Leaders)

Member Organizations were instructed to select Girl Guides who participated in the Voices against Violence Programme to participate in the focus group discussions; however, some Member Organizations invited girls who had not participated in the Voices against Violence Programme to participate in the focus group discussions. This was an issue to some degree in Fiji, but particularly in Barbados which had yet to roll out the Voices against Violence Curriculum to the Girl Guides.

In regard to the **KAP Survey of Girl Guides**, a structured survey of close-ended questions was developed and administered to the Girl Guides. Similar to the **KAP Survey of Leaders**, the **KAP Survey of Girl Guides** was aligned with the Voices against Violence Handbook and Curriculum, and included many of the same questions that measured (see Annex F):

-  Knowledge of gender equality
-  Knowledge of girls and women's rights
-  Knowledge of VAWG
-  Attitudes toward gender equality
-  Attitudes towards VAWG
-  Practices of responding to VAWG
-  Confidence in responding to VAWG
-  Experiences in teaching the Voices against Violence curriculum
-  Engagement in community action to EVAWG
-  Engagement in advocacy to EVAWG

The **KAP Survey of Girl Guides** was pre-tested by the Fiji Girl Guides Association in 2015, as part of their efforts to conduct a baseline and endline for the UN Women Pacific Regional Ending Violence Against Women Facility Fund.

The KAP survey took about 20 minutes to complete; 25 minutes with instruction.

In addition, to completing the survey, Girl Guides also participated in focus group discussions. Focus group discussions were led by the evaluator using a structured guide that included open-ended and close-ended questions that allowed for the collection of qualitative and quantitative data, which served to supplement the survey data. Questions focused specifically on the Voices against Violence Handbook and Curriculum, including questions related to effectiveness, impact, and sustainability (see Annex H). Focus group discussions allowed for some degree of synergy and discussion related to each of the questions which allowed for a more in-depth dialogue and sharing of perspectives related to their experiences with the Voices against Violence Curriculum. Focus group discussions allowed the evaluator to maximize contact and data collection with Girl Guides.

Focus group discussions took on average one hour and were conducted in English when possible; however, a translator was used occasionally in Malaysia, Rwanda, and Portugal when necessary.

#### **1.4.9. Interviews with Partners**

In countries selected for in-depth case study, unstructured interviews were conducted with civil society partners, community partners, and/or education partners. These were one-on-one interviews using open-ended questions. The goal was to obtain some perspective from partners about their interaction with the Member Organizations and support provided to implement the Voices against Violence Programme or to provide the Girl Guides an opportunity to engage in their action or speak out activities. In Malaysia, Rwanda, Portugal, and Fiji only one partner was interviewed. No partners were interviewed in Barbados.

#### **1.5. Consultations on Preliminary Findings**

At the end of each field visit, upon request from Member Organisations, an in-country debriefing was provided, during which preliminary observations from the field visit were shared with National Trainers. Debriefings were provided in Malaysia, Portugal, Fiji, and Barbados. Debriefings were not done to validate data, only to provide preliminary observations from the field visit.

#### **1.6. Ethical Considerations**

All respondents were instructed that they were guaranteed confidentiality and that surveys were anonymous. To ensure confidentiality, names were not recorded anywhere in the interview or focus group discussion notes or on the surveys; instead, all interviewees were assigned an ID Number and that ID Number was recorded in interview and focus group discussion notes. Separate ID numbers were also assigned to each survey. In each country, participants were labeled only by their status (National Board, National Trainer, Leader (Youth Leader), Girl Guide, and Partner) and country (Barbados, Fiji, Malaysia, Portugal, Rwanda).

Interviewees were asked to verbally consent to participate in the interview, focus group, and surveys, and agree to be quoted anonymously with only a general reference to status and country. Interviewees were informed their participation in the interviews, focus group discussions, and surveys were voluntary and that they could skip questions at any time.

In the case of children under 18 years of age, parents/guardians had already signed a consent form allowing their child/youth members to participate in the Voice against Violence Programme. It was determined this parental consent should extend to the evaluation for the Programme. Still, verbal assent was requested from each child under 18 years of age.

#### **1.7. Data Management and Analysis**

All data was coded and analyzed using grounded theory. Grounded theory allowed data collection and analysis to occur simultaneously, strengthening the quality of data and analysis.<sup>23</sup> As data collection and analysis progressed and preliminary findings began to emerge, the evaluator was able to identify and explore emerging themes, such as results achieved, lessons learned, challenges encountered, and adjustments made.

Standardized coding procedures were developed for use in SPSS for the KAP surveys and close-ended questions in the interviews and focus group discussions. Quantitative data from close-ended questions was coded, input, and analyzed in SPSS. Data analyses included frequencies and comparison of means for the total sample of five countries

(comparisons across countries are included only in the Annexes). Data from open-ended questions were saved in Word files and then organized by themes and subthemes based upon the questions asked for further analyses.

#### **1.8. External Evaluator**

This external evaluation was conducted by one independent consultant, Dr. Robin Haarr from the United States. The independent evaluator was recruited and contracted by WAGGGS, with input from UN Women.

The evaluation approach and data collection tools were developed by Dr. Robin Haarr who worked closely with WAGGGS staff to ensure they were relevant to the evaluation and the Voices against Violence Programme. It is important to note that WAGGGS staff and UN Women staff reviewed and approved the evaluation approach and data collection tools prior to beginning the external evaluation. Field visits and field data collection were carried out solely by Dr. Robin Haarr. A WAGGGS staff member did spend two days observing data collection in Braga, Portugal.

## 2. Sample of Member Organizations

### 2.1. Total Sample

From the five countries that were part of the in-depth case study, a total of 289 persons participated in the evaluation (see Table 3). This included 86 persons in Rwanda (30.0%), 78 persons in Malaysia (27.0%), 51 persons in Portugal (17.6%), 28 persons in Fiji (13.1%), and 36 persons in Barbados (12.1%). The goal was to sample a minimum of 46 persons in each country, including at least 3 National Board members, 2 National Trainers, 20 Leaders, and 20 Girl Guides in each country. Some Member Organizations were able to meet this goal; however, other countries such as Barbados and Fiji fell slightly short of meeting this goal. The challenge in Barbados was they had yet to roll out the Voices against Violence Curriculum to Girl Guides.

Table 3 also reveals that of the total sample of 289 persons, 181 or 62.6% were Girl Guides, 64 or 22.1% were Leaders, 6.2% were National Trainers, 6.2% were National Board members, and 2.8% were non-girl guide youth (males and females). The goal was to sample a total of 100 Girl Guides, 100 Leaders, 15 National Board members, and 10 National Trainers. The sample of Leaders fell short of the goal for a variety of reasons, including challenges faced in some countries to organize focus group discussions with leaders given coordination and scheduling challenges, the fact that a small number of Leaders were trained to deliver the Voices against Violence Curriculum, and not all Leaders who were trained had actually delivered the Curriculum to girls in their units.

Country	Total N=289	
	n	%
Barbados	36	12.5
Fiji	38	13.1
Malaysia	78	27.0
Portugal	51	17.6
Rwanda	86	30.0
<b>Status in the Member Organizations</b>		
Non-Girl Guide youth	8	2.8
Girl Guides	181	62.6
Leaders	64	22.1
National Trainers	18	6.2
National Board members	18	6.2

The sample also included four partners, including one partner in Malaysia, one in Portugal, one in Rwanda, and one in Fiji. Partners are not included in Table 1 because interviews with partners were unstructured and not aligned with the same information collected from Girl Guides, Leaders, National Trainers, or National Board members.

### 2.2. Sample of Girl Guides

The sample included 189 Girl Guides, of which 95.8% were Girl Guides and 96.3% were female (Table 4). Rwanda included some girls in the Voices against Violence Programme that were not girl guides, as well as some boys through their school-based programme activities. All girls and boys sampled reported participating in the Voices against Violence Programme. The non-girl guides and boys remained in this analysis because they reportedly participated in the Voices Against Violence Programme. **Given nearly all respondents were Girl Guides and female, for purposes of consistency in language the term 'Girl Guide' is used throughout the report to refer to all youth who participated in this evaluation.** The age range of Girl Guides sampled was 11-19 years, with an average age of 13.9 years. Table 4 shows that 9.0% of Girl Guides were 9-11 years of age and would have been exposed to the Voices against Violence Curriculum for Younger Years, 86.8% were aged 12-16 years and would have been exposed to the Curriculum for Middle Years, and 3.2% were aged 17-19 years and would have been exposed to the Curriculum for Older Years.

Table 4. Sample of Girl Guides		
	Total N=189	
Country	n	%
Barbados	21	11.1
Fiji <sup>1</sup>	23	12.2
Malaysia	57	30.2
Portugal	31	16.4
Rwanda	57	30.2
Is a Girl Guide		
Yes	181	95.8
No	8	4.2
Sex		
Female	182	96.3
Male	6	3.2
Age		
9-11 years (younger years)	17	9.0
12-16 years (middle years)	164	86.8
17-19 years (older years)	6	3.2

<sup>1</sup> The sample of Girl Guides in Fiji included only Fijian girls as Indo-Fijian girls were not organized by the Association.

### 2.3. Sample of Leaders

Based upon survey data, the sample included 64 Leaders, of which 32.8% were from Rwanda, 23.4% were from Malaysia, and 23.4% from Portugal, 10.9% were from Fiji, and 9.4% were from Barbados (Table 5). In addition, 98.4% of respondents were female and 98.4% of respondents were Leaders<sup>2</sup>. In terms of age, 43.8% of respondents were 18-24 years. Some leaders were 25-29 years (12.5%), 30-39 years (14.1%), 40-49 years (10.9%), and 50-59 years (14.1%). Only 3.1% were 60 years of age and older and 1.9% were 16-17 years of age.

Table 5 also shows that 73.4% of Leaders sampled reported they were formally trained to deliver and teach the Voices against Violence Curriculum. This included eight Leaders from Malaysia, four Leaders from Rwanda, two Leaders from Portugal, and two leaders from Fiji. In Malaysia, eight Leaders (53.3% of the Leaders in Malaysia) had yet to be formally trained to teach the Voices against Violence Curriculum because the Member Organization had yet to finalize their Child Protection Policy. According to the Programme, Leaders cannot formally roll out the Voices against Violence Curriculum until they have a Child Protection Policy in place that has been approved by WAGGGS. Malaysia hopes to have such a policy in place by the end of 2017. In the meantime, many Leaders have been provided a copy of the Voices against Violence Handbook and Curriculum and asked to familiarize themselves with it. Some Leaders also received some informal training on the Programme through their engagement with the National Trainers in one of the weekend Voices against Violence trainings for Girl Guides, and supporting the girls in their units with the taking action activity when they returned back to their communities following the weekend retreat where they were taught the Voices against Violence Curriculum.

<sup>2</sup> One respondents from Barbados was not a Leader, but was trained on the Voices against Violence Curriculum because they were a professional psychologist that was going to be responsible for providing girls with psycho-social support if they revealed experiencing violence/abuse.

Table 5. Sample of Leaders		
	Total N=64	
Country	n	%
Barbados	6	9.4
Fiji	7	10.9
Malaysia	15	23.4
Portugal	15	23.4
Rwanda	21	32.8
Is a Leader (Youth Leader)		
Yes	63	98.4
No	1	1.6
Sex		
Female	63	98.4
Male	1	1.6
Age		
16-17 years	1	1.6
18-24 years	28	43.8
25-29 years	8	12.5
30-39 years	9	14.1
40-49 years	7	10.9
50-59 years	9	14.1
60+ years	2	3.1
Formally trained to teach the Voice against Violence Curriculum		
Yes	47	73.4
No	16	25.0

#### 2.4. Sample of National Trainers

The sample included 18 National Trainers, that is those persons who participated in the ACTIVATE TOT. The sample included five National Trainers (27.8%) from Fiji, five from Rwanda (27.8%), three (16.7%) from Portugal, three from Barbados (16.7%), and two (11.1%) from Malaysia (Table 6).

Table 6. Sample of National Trainers		
	Total N=18	
Country	n	%
Barbados	3	16.7
Fiji	5	27.8
Malaysia	2	11.1
Portugal	3	16.7
Rwanda	5	27.8

#### 2.5. Sample of National Board Members

Finally, Table 7 shows the sample include 18 National Board members, including six in Barbados (33.3%), four in Malaysia (22.2%), three in Rwanda (16.7%), three in Fiji (16.7%), and two in Portugal (11.1%).

Table 7. Sample of National Board Members		
	Total N=18	
Country	n	%
Barbados	6	33.3
Fiji	3	16.7
Malaysia	4	22.2
Portugal	2	11.1
Rwanda	3	16.7

### 3. Evaluation Findings

#### Highlight of Evaluation Findings

- 1 A total of 182 National Trainers were trained across the four ACTIVATE TOTs, who then trained 5,273 Leaders in their home countries, exceeding the target of 3,000 Leaders, to deliver the Voices against Violence Curriculum to more than 28,100 Girl Guides and Girl Scouts across 35 countries.
- 2 On a 10-point scale (1=not important to 10=very important) National Trainers reported the ACTIVATE TOT workshops were very important when it came to increasing their support for gender equality (9.4), knowledge of VAWG (9.6), and knowledge of laws and resources to prevent VAWG (9.4).
- 3 National Trainers reported on average a 7.4 on a 10-point scale of confidence in their ability to deliver the Voices against Violence Curriculum to Leaders when they came back from the ACTIVATE TOT.
- 4 The Voices against Violence Curriculum operated on the premise that strong partnerships are critical for effective mobilization and successful implementation and sustainability, and Member Organizations built partnerships with a wide range of partners – community leaders, civil society groups/organizations, government, schools, and other groups – to implement the Voice against Violence Programme.
- 5 National Trainers reported on average a 7.4 on a 10-point scale (1=not confident to 10=very confident) that they were confident in their ability to deliver trainings for Leaders on the Voices against Violence Curriculum when they came back from the ACTIVATE TOT, although some faced challenges when it came to delivering the TOT for Leaders (e.g., lack of confidence and understanding as to how to best roll out the Voices against Violence Programme and lack of resources needed to roll out the TOT for Leaders).
- 6 On a 10-point scale (1= not important to 10=very important), Leaders reported the Voices against Violence Programme was very important on increasing their support for gender equality (9.5), knowledge of VAWG and its root causes (9.3), and knowledge of laws and resources to prevent VAWG (8.7),
- 7 On a 10-point scale (1=not important to 10=very important) Girl Guides reported the Voices against Violence Programme was very important on increasing their support for gender equality (9.2), knowledge of VAWG and its root causes (9.2), and knowledge of laws and resources to prevent VAWG (8.5).
- 8 Leaders reported they were very confident in their abilities to deliver the Voices against Violence Curriculum to their groups of girls or girls in their units:
  - 75% of Leaders felt the TOT they received gave them the skills needed to create a safe place for girls in their units to discuss VAWG.
  - 87% of Leaders felt comfortable delivery trainings on gender equality and women’s rights to girls.
  - 89% of Leaders felt comfortable delivering training on VAWG to girls in their units.
  - 87% felt confident talking to girls in their units about the causes and consequences of VAWG.
  - 81% of Leaders felt confident working with girls in their units to organize campaigns to prevent VAWG.
- 9 Knowledge and beliefs:
  - 95% of Leaders and 76% of Girl Guides recognized that VAWG is a human rights violation.
  - 70% of Leaders and 63% of Girl Guides understood gender inequalities between men and women are a cause of VAWG.
  - 96% of Leaders and 84% of Girl Guides maintained governments are responsible for ensuring all laws do not discriminate against women and girls and exist to protect women and girls from all forms of violence.
  - 92% of Leaders and 71% of Girl Guides held the belief that men and boys can do something to prevent VAWG.
- 10 Abilities:
  - 72% of Leaders and 62% of Girl Guides were ‘very confident’ that they could recognize violence in their own relationships.
  - 71% of Leaders and 63% of Girl Guides were ‘very confident’ that they could help female family members who experience violence.
  - 67% of Leaders and 71% of Girl Guides were ‘very confident’ that they could help a female friend who experiences violence.
- 11 Take action activities built girls’ confidence and self-esteem to stand in front of their peers and the community to speak about gender equality and VAWG:
  - 61% of Leaders and 61% of Girl Guides spoke out publicly to prevent VAWG.

- 17% of Leaders and 31% of Girl Guides contacted a decision-maker or government representative to encourage them to support initiatives to end VAWG in their countries.
- 16 National Board members, National Trainers, Leaders, and Girl Guides all reported the Voices against Violence Curriculum was very important when it came to increasing Girl Guides confidence to speak out and advocate for gender equality and EVAWG.

Findings presented in this section rely heavily upon data and information gathered from the in-depth case studies conducted in Barbados, Fiji, Malaysia, Portugal, and Rwanda. Quantitative data gathered from the **KAP Surveys of Leaders and Girl Guides** and qualitative data gathered during interview and focus group discussions are presented side-by-side to provide an in-depth understanding of results achieved, the effectiveness and impact of the Voices against Violence Programme, and the potential for sustainability of the Programme. Throughout this section qualitative data are presented in a way that 'gives voice to' the beneficiaries of the Voices against Violence Curriculum, including National Board members, National Trainers, Leaders, and Girl Guides. Desk review materials are also utilized to document implementation of the Programme and results achieved.

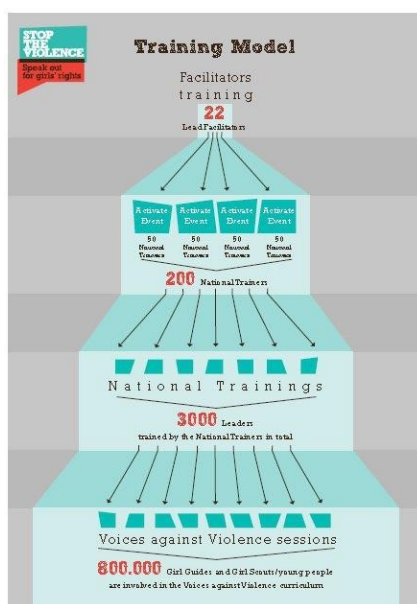
### 3.1. Implementation of the Voices against Violence Programme

In preparation of the implementation of the Voices Against Violence Programme, WAGGGS invested in training an expert pool of 'Lead Facilitators' who could lead **regional ACTIVATE Training of Trainers (TOT) workshops** where National Trainers learned how to implement the Voice against Violence Curriculum and cascade down the training and curriculum to Girl Guides and youth in their respective countries. The objectives of the ACTIVATE TOTs were to:<sup>24</sup>

- 17 Develop National Trainers' understanding of VAWG
- 17 Provide National Trainers' with the opportunity to practice delivering activities from the Voices against Violence Curriculum using WAGGGS' non-formal learning method
- 17 Challenge myths and harmful beliefs about VAWG
- 17 Enable the National Trainers to explore what advocacy is and provide them with tools to develop their own national or local campaigns
- 17 Support National Trainers to work with others from their Member Organisation to deliver the Voices against Violence Curriculum safely and train others on what they learned

Each ACTIVATE TOT event aimed to train approximately 50 National Trainers, for a total of 200 trained National Trainers across the four ACTIVATE TOTs, who would then train an estimated 3,000 Leaders in their home countries to deliver the Voices against Violence Curriculum to 800,000 Girl Guides, Girl Scouts, and youth.<sup>25</sup> In the end, a total of **182 National Trainers were trained** across the four ACTIVATE TOTs, who then **trained 5,273 Leaders in their home countries** to deliver the Voices against Violence Curriculum to Girl Guides and Girl Scouts. UN Women provided technical support during implementation of the Voices against Violence Programme, and reviewed training sessions for the regional training workshops.<sup>26</sup>

The Voices against Violence Programme initially focused on 12 countries; however, given the interest and initiative of the Girl Guiding and Girl Scouting Movement it **reached 35 countries by 2016**. The 35 countries included Argentina, Barbados, Benin, Bolivia, Brazil, Burkina Faso, Central African Republic, Chile, Costa Rica, Democratic Republic of Congo, Denmark, Egypt, Fiji, Grenada, India, Italy, Japan, Ivory Coast, Kenya, Republic of Korea, Madagascar, Malawi, Malaysia, Nigeria, Philippines, Portugal, Rwanda, Slovenia, South Africa, Sri Lanka, St Lucia, Togo, Tunisia, United States of America,





and Zambia.<sup>27</sup> In addition, the Voices against Violence Curriculum and Handbooks were originally developed and implemented in English, but have since been translated into five other languages, including French, Spanish, Arabic, Portuguese, and Hindi.<sup>28</sup>

During the two-year funding period (November 2014 – December 2016), WAGGGS Lead Facilitators delivered four ACTIVATE TOT workshops to 182 National Trainers<sup>29</sup> from 35 countries. The four ACTIVATE TOT workshops included:

- 1<sup>st</sup> ACTIVATE TOT in Pune, India (12 – 17 December 2014) included 46 National Trainers from seven countries in the Asia-Pacific region, including Fiji, India, Japan, Korea, Malaysia, Philippines, and Sri Lanka.<sup>30,31</sup>
- 2<sup>nd</sup> ACTIVATE TOT in Lusaka, Zambia (17 – 22 April 2015) included 44 National Trainers from eight countries including five English-speaking African countries (Kenya, Malawi, Nigeria, South African, and Zambia) and three countries in the Europe region (Denmark, Italy, Portugal).<sup>32</sup>
- 3<sup>rd</sup> ACTIVATE TOT in Briarcliff Manor, New York, USA (17 – 22 October 2015) included 45 National Trainers from 12 countries, including eight countries in the Western Hemisphere (Argentina, Barbados, Bolivia, Brazil, Chile, Costa Rica, Grenada, St. Lucia, and the USA), two countries in the Arab region (Egypt and Tunisia), and one country in the Europe region (Slovenia).<sup>33,34</sup>
- 4<sup>th</sup> ACTIVATE TOT in Lomé, Togo (24 – 29 January 2016) included 47 National Trainers from nine francophone countries, including eight countries in the Africa region (Benin, Burkina Faso, Central African Republic, Côte d'Ivoire, Democratic Republic of Congo, Madagascar, Rwanda, and Togo) and one country in the Arab region (Tunisia).<sup>35</sup>

Of the 182 National Trainers who attended the ACTIVATE TOT, 72.0% (n=131) of those National Trainers returned to their respective countries and Member Organisations and **delivered a total of 90 national level ACTIVATE events that trained 5,273 Leaders**, exceeding the target of 3,000 Leaders. In addition, as of 2016, **more than 28,100 Girl Guides and Girl Scouts completed the Voices against Violence Curriculum** and two-thirds took part in local and/or national advocacy work across the 35 countries.<sup>36</sup>

It is notable that not all National Trainers returned to their countries and fully implemented the Voices against Violence Programme. Among the five countries included in this evaluation for in-depth case study, it became apparent that some countries faced barriers when it came to implementing the Voices against Violence Programme. In fact, National Trainers from one country maintained that not all National Trainers sent to the ACTIVATE TOT were aware of what they were getting into. One of these National Trainers explained,

"Something should have been done in terms of letting people understand what they were getting involved in . . . why they came. But people were stunned with the type of information and material we were dealing with. There should have been a pre-event. The level of knowledge and also getting a better handle on the matching of persons to the Curriculum. Some people didn't know and some people didn't think they wanted to be involved, and some didn't know how to deal with their Member Organizations when they got back; it is somewhat political and they were grappling with other stuff and working to get it down." (National Trainer)

This experience was surprising given the fact that National Trainers had the opportunity to review the Voices against Violence Curriculum prior to the ACTIVATE TOT. In addition, the application process clearly defined the profile of participants that WAGGGS was looking for to attend the ACTIVATE TOT, and participants were asked to sign an agreement before attending the ACTIVATE TOT, including a commitment to implement the Voices against Violence Curriculum after completing the ACTIVATE TOT. It is not for certain, but the communication gap may have occurred early on within Member Organizations themselves, particularly if the subject matter and expectations and commitments were not clearly communicated by the National Board to those they selected to attend the ACTIVATE TOT.

The ACTIVATE TOT also incorporated exercises that National Trainers and their Member Organizations must undertake before they implement the Voices against Violence Programme in their countries. This included analysing the risks and identifying allies and partners within their countries and communities. These partnerships were most crucial for national-level capacity building of youth and for advocacy activities for the taking action component of the Voices against Violence Curriculum.<sup>37</sup>

Given these findings it would be good for WAGGGS to revisit the application and selection process, including how and what is communicated to Member Organizations and National Trainers in advance of the ACTIVATE TOT related to the focus of the subject matter, and the expectations and commitment requirements of National Trainers. It is important to ensure members of the National Board are committed to implementing the Voices against Violence Programme, including the Curriculum, following their participation in the ACTIVATE TOT. It would also be good for WAGGGS to provide clear communication prior to the ACTIVATE TOT as to what support they can provide Member Organizations to implement the Programme (see Box 1), and what support WAGGGS is unable to provide. This evaluation revealed that some National Trainers returned from the ACTIVATE TOT and did not have full support of the National Board to implement the Voices against Violence Curriculum because it was perceived that the subject matter was sensitive and could put Member Organizations in a position of engaging in activism.

Box 1. Support WAGGGS Provide Member Organizations

Support that WAGGGS provides Member Organizations to help them to deliver the Voices against Violence Curriculum includes:

- Training through ACTIVATE events, including global and regional workshops that provide training on understanding VAWG, busting harmful myths, and giving them an opportunity to practice delivering the curriculum with expert guidance
- Implementation tools, including guidelines available to all partners and Member Organisations to support with the cascading down of the training after the ACTIVATE event to Leaders at a national level
- Monitoring and evaluation tools, including a monitoring and evaluation framework that compares participants' understanding of VAWG before and after the Programme measuring the impact of the curriculum
- Connections to potential partners, including help setting up specific support for Member Organisations at a national level, either with another organisation delivering the curriculum, the national section of one of our global partners, or directly with WAGGGS expert staff
- Communication resources, such as films, press releases, brochures, and posters that can be used to promote Member Organisations work and encourage others to join them
- WAGGGS has been able to provide some Member Organisations with funding to roll out the Voices against Violence Curriculum or have provided smaller grants for such things as attending training. WAGGGS has also provided Member Organisations with support obtaining funding from other sources.

Source: <https://www.waggs.org/en/what-we-do/stop-the-violence/get-involved/learn/deliver-voices-against-violence-curriculum/>

3.2. Impact and Effectiveness of the ACTIVATE TOT

This evaluation focused on understanding the impact and effectiveness of the ACTIVATE TOTs on National Trainers and the ability of Member Organizations to implement the Voices against Violence Curriculum in their respective countries, particularly from the perspective of beneficiaries from the five countries selected for in-depth case study.

WAGGGS used pre- and post-test training surveys to document the impact of the ACTIVATE TOTs on National Trainers. Based upon the pre- and post-test training surveys, WAGGGS documented that 98% of National Trainers who attended the regional ACTIVATE TOT workshops demonstrated a positive and increased understanding of gender roles, healthy relationships, and VAWG, as well as positive attitudes and increased awareness of what they can do to prevent VAWG.<sup>38</sup> Data in Table 8 reveals pre- and post-test training survey results for each of the four ACTIVATE TOTs. Note that the pre-test sample sizes were usually smaller than the post-test samples sizes, and percentage calculations were based upon the sample sizes. In general, there were positive percentage changes from the pre-tests to the post-tests; however, National Trainers who attended the ACTIVATE TOTs generally had a very good understanding of VAWG as a consequence of gender inequalities, as a form of violence, and as a human rights abuse at the start of the ACTIVATE TOTs. National Trainers were less likely to have factual knowledge of

statistics related to gender discrimination, such as the proportion of the world's parliamentarian that are women.

Table 8. Impact of the Regional ACTIVATE TOTs on National Trainers					
Understanding of Rights	Pre-Test		Post-Test		Percent Change
VAWG is a human rights abuse	n	%	n	%	
1 <sup>st</sup> ACTIVATE TOT (Pre-Test N=27/Post-Test N=45)	24	88.9	44	97.8	
2 <sup>nd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=44)	32	91.4	44	100.0	
3 <sup>rd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=36)	32	91.4	35	97.2	
4 <sup>th</sup> ACTIVATE TOT (Pre-Test N=21/Post-Test N=34)	21	100.0	34	100.0	
<b>Total ACTIVATE TOTs (Pre-Test N=118/Post-Test N=159)</b>	<b>109</b>	<b>92.4</b>	<b>157</b>	<b>98.7</b>	<b>+6.3%</b>
VAWG is the consequence of a lack of equality between men and women, girls and boys					
1 <sup>st</sup> ACTIVATE TOT (Pre-Test N=27/Post-Test N=45)	26	96.3	41	91.1	
2 <sup>nd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=44)	34	97.1	44	100.0	
3 <sup>rd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=36)	32	91.4	35	97.2	
4 <sup>th</sup> ACTIVATE TOT (Pre-Test N=21/Post-Test N=34)	19	90.5	30	88.2	
<b>Total ACTIVATE TOTs (Pre-Test N=118/Post-Test N=159)</b>	<b>111</b>	<b>94.1</b>	<b>150</b>	<b>94.3</b>	<b>+0.2%</b>
Understanding VAWG					
Being threatened or scared by someone you are seeing or in relationship with is a form of violence					
1 <sup>st</sup> ACTIVATE TOT (Pre-Test N=27/Post-Test N=45)	27	100.0	45	100.0	
2 <sup>nd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=44)	35	100.0	44	100.0	
3 <sup>rd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=36)	35	100.0	36	100.0	
4 <sup>th</sup> ACTIVATE TOT (Pre-Test N=21/Post-Test N=34)	18	85.7	32	94.1	
<b>Total ACTIVATE TOTs (Pre-Test N=118/Post-Test N=159)</b>	<b>115</b>	<b>97.5</b>	<b>157</b>	<b>98.7</b>	<b>+1.2%</b>
Understanding Gender Discrimination					
40% of the world's parliamentarians are women (False)					
1 <sup>st</sup> ACTIVATE TOT (Pre-Test N=27/Post-Test N=45)	11	40.7	29	64.4	
2 <sup>nd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=44)	22	62.9	35	79.5	
3 <sup>rd</sup> ACTIVATE TOT (Pre-Test N=35/Post-Test N=36)	25	71.4	32	88.9	
4 <sup>th</sup> ACTIVATE TOT (Pre-Test N=21/Post-Test N=34)	10	47.7	29	85.3	
<b>Total ACTIVATE TOTs (Pre-Test N=118/Post-Test N=159)</b>	<b>68</b>	<b>57.6</b>	<b>125</b>	<b>78.6</b>	<b>+21.0%</b>

Based upon the monitoring and evaluation framework and tools developed as part of the Voices against Violence Programme, WAGGGS attempted to regularly collect data and information from National Trainers as to the progress their Member Organizations were making at implementing the Voices against Violence Programme. Although not all National Trainers consistently submitted progress reports, among the 85 National Trainers who were surveyed and provided feedback, 51% reported they succeeded at challenging gender stereotypes, roles, and norms. In addition, 51% of National Trainers reported they succeeded at challenging destructive myths and beliefs about VAWG, 45% spoke out publicly against VAWG, and 34% contacted a decision-maker and/or government representative about VAWG in their country.<sup>39</sup>

As part of this evaluation, 18 National Trainers (9.9% of the 182 National Trainers) were asked to **assess the impact and effectiveness of the ACTIVATE TOT** on their support for gender equality and knowledge of VAWG and its root causes, and the laws and resources to prevent VAWG. The approach for measuring impact and effectiveness was developed by the evaluator and has been used over the years in other programme evaluations. Such an approach has proven effective and meaningful, particularly when baseline data does not exist against which change can be measured and evaluated.

First, National Trainers were asked to rank their support for gender equality the year before the ACTIVATE TOT on a 10-point scale (1=not supportive to 10=very supportive). Next, National Trainers were asked to rank their support for gender equality on a 10-point scale at the time of the interview, after completing the ACTIVATE TOT. Then, National Trainers were asked to rank on a 10-point scale (1=not important to 10=very important) how important the ACTIVATE TOT and Voices against Violence Programme was on increasing their support for gender equality.

Table 9 reveals the significant increases in support for gender equality among National Trainers and the degree to which they attribute the increase in support for gender equality to the ACTIVATE TOT. The data reveals **before the ACTIVATE TOT, National Trainers reported on average a 5.1 on a 10-point scale of support for gender equality. After the ACTIVATE TOT, National Trainers reported on average a 9.4 on a 10-point scale of support for gender equality.** This is a **4.3-point increase** on a 10-point scale in support for gender equality from before to after the ACTIVATE TOT. When asked how important the ACTIVATE TOT was on increasing their support for gender equality, National Trainers maintained the **ACTIVATE TOT was on average a 9.4 on a 10-point scale of importance** (1=not important to 10=important) when it came to increasing their support for gender equality.

Analysis was conducted to explore differences across each of the five in-depth case study countries. National Trainers from Rwanda (+6.0) and Fiji (+5.8) reported the largest point increases in support for gender equality, whereas National Trainers from Portugal (+2.4) and Barbados (+0.7) had the smallest point increase. Barbados National Trainers had such a small point increase because they started the ACTIVATE TOT with a very high level of support for gender equality (see Annex L).

"The major cause is the violence against the human rights. I think it is the conception that, one of the two persons involved has more power than the other. One is weaker and one is stronger and has more power, so they are not considered equals. The societies sometimes lead to the violence."  
(National Trainers)

**Table 9. National Trainers' assessment of the impact and effectiveness of the ACTIVATE TOT**

	National Trainers N=16	
	Total Mean	Point Change
<u>Support for gender equality</u>		
Before the ACTIVATE TOT	5.1	+4.3
After the ACTIVATE TOT	9.4	
Importance of the ACTIVATE TOT on increasing your support for gender equality	9.4	
<u>Knowledge of VAWG and its causes</u>		
Before the ACTIVATE TOT	5.5	+3.8
After the ACTIVATE TOT	9.3	
Importance of the ACTIVATE TOT on increasing your knowledge of VAWG and its root causes	9.6	
<u>Knowledge of the laws and resources to prevent VAWG</u>		
Before the ACTIVATE TOT	3.4	+5.1
After the ACTIVATE TOT	8.5	
Importance of the ACTIVATE TOT on increasing your knowledge of the laws and resources to prevent VAWG	9.4	

Note: Country differences can be found in Annex L

National Trainers were also asked to rank their knowledge of VAWG and its root causes the year before and the ACTIVATE TOT and after the ACTIVATE TOT (at the time of the interview) on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and how important the ACTIVATE TOT and Voices against Violence Programme was on increasing their knowledge of VAWG and its root causes.

Table 9 reveals the significant increase in knowledge of VAWG and its root causes among National Trainers, and the degree to which they attributed the increase in knowledge to the ACTIVATE TOT. Data reveals **before the ACTIVATE TOT, National Trainers reported on average a 5.5 on a 10-point scale of knowledge of VAWG and its root causes. After the ACTIVATE TOT, National Trainers reported on average a 9.3 on a 10-point scale of knowledge of VAWG and its causes.** This is a **3.8-point increase** on a 10-point scale in knowledge of VAWG from before to after the ACTIVATE TOT. When asked how important the ACTIVATE TOT was on increasing their knowledge of VAWG and its root causes, National Trainers maintained the **ACTIVATE TOT was on average a 9.6 on a 10-point scale of importance** (1=not important to 10=important).

Analysis was conducted to explore differences across each of the five in-depth case study countries. National Trainers from Rwanda (+5.2), Fiji (+4.7), and Malaysia (+4.7) had the largest point increase in knowledge of VAWG and its root causes, whereas National Trainers from Barbados had no point increase. Barbados National Trainers

had no point increase because they started the ACTIVATE TOT with a very high level of knowledge of VAWG and its causes (see Annex L).

Finally, National Trainers were asked to rank their knowledge of laws and resources to prevent VAWG the year before the ACTIVATE TOT and after the ACTIVATE TOT (at the time of the interview) on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and how important the ACTIVATE TOT and Voices against Violence Programme was on increasing their knowledge of the laws and resources to prevent VAWG.

Table 9 reveals the significant increase in knowledge of laws and resources to prevent VAWG among National Trainers and the degree to which they attributed the increase in knowledge to the ACTIVATE TOT. The data reveals **before the ACTIVATE TOT, National Trainers reported on average a 3.4 on a 10-point scale of knowledge of laws and resources to prevent VAWG. After the ACTIVATE TOT, National Trainers reported on average an 8.5 on a 10-point scale of knowledge of laws and resource to prevent VAWG.** This is a **5.1-point increase** on a 10-point scale in knowledge of laws and resources to prevent VAWG from before to after the ACTIVATE TOT. When asked how important the ACTIVATE TOT was on increasing their knowledge of the laws and resources to prevent VAWG, National Trainers maintained **the ACTIVATE TOT was an average of 9.4 on a 10-point scale of importance** (1=not important to 10=important).

Analysis was conducted to explore differences across each of the five in-depth case study countries. National Trainers from Rwanda (+7.7) and Malaysia (+6.0) had the largest point increase in knowledge of laws and resources to prevent VAWG, whereas National Trainers from Barbados had no point increase. Barbados National Trainers had no point increase because they started the ACTIVATE TOT with a very high level of knowledge of the laws and resources to prevent VAWG (see Annex L).

National Trainers from each of the five in-depth case study countries discussed how the ACTIVATE TOT provided them “the opportunity to meet the Leaders from other countries and to share experiences . . . we came to know a reality that was distant to us.” They went on to explain, “We learned more about the types of violence, and it was rich to share our experience and listen to their [other National Trainers] experiences.” National Trainers also reported,

“When we went there [to the ACTIVATE TOT], we knew something about violence and gender equality because the media was talking more about it and we have places for victims. [But at the ACTIVATE TOT] we came to know more about harsh violence, such as female genital mutilation. That kind of experience was really good . . . when they explained those types of violence, we realized there was much more to do.”

The ACTIVATE TOT focused on teaching theoretical concepts and practical understandings of gender equality and VAWG through lecture, discussion, and self-reflection. As one National Trainer explained, “I found it a different way of training . . . the approach was different and I think I can go further with this and apply this; this is different.” Over the course of the five-day ACTIVATE TOT, given the training approach utilized, National Trainers felt they became more knowledgeable and more confident to speak out about gender equality and VAWG, and to think about doing something to promote gender equality and address VAWG.

“I became more confident to speak about this problem and to do something. It is very important to organize ideas and to implement in [our country]. Sometimes we think we don't have some problems, but we do have. We stayed one week and talked about it every day, and were invited to think about the issue, and did a lot of self-evaluation and talk about our perceptions and thoughts. It organized our minds. We thought we knew, and there we were invited to understand the issues more deeply.” (National Trainers)

Box 2 reveals how at least one National Trainer went through a personal journey because of the ACTIVATE TOT. After the ACTIVATE TOT she felt empowered to make decisions in her personal life to stand up to gender inequality and a culture that denies women the opportunity to make decisions that are in their best interest.

National Trainers also explained that they “learned gender equality and violence work in hand. Once someone sees there is no gender equality, there is violence. That is new knowledge.” This was extremely important to National Trainers who maintained, “I was not supportive or sensitive [to VAWG]. I saw it as something in the society . . . According to our culture it was not violence.”

National Trainers maintained the ACTIVATE TOT gave them the confidence to teach the Voices against Violence Curriculum (see Table 10). Given the fact that some National Trainers are teachers, they learned they could address issues of violence at school. One National Trainer recalled “there is a time one of my students was violated and I kept quiet, but told the girl’s parents to take her to the hospital.” This same National Trainer went on to explain; “Now I know I can advocate for her [the female student that was violated].”

In keeping, some National Trainers explained, “I learned I can fight against violence everywhere, at school and at home. I did not know that when a boy touched a girl that is a type of violence. Now when a girl comes to me I can tell children [at school] how to value themselves and not to do violence.” Another National Trainer expressed, “I feel the topic is not taboo anymore; not that you can’t talk about it. It should be the most common thing to talk about in our life, every day” (National Trainers).

#### Box 2. A National Trainers’ Personal Journal

“I have more confidence to voice out instead of just take in whatever inequality or treatment that I have. I realize it is okay to say no. I have better, higher confidence and knowledge . . . It really changed me from a passive person to be vocal, maybe it is different from a quiet person to a loud person. It changed my life. After attending the programme I have more courage. I can say no. I made very wise decisions in my life, a woman like me can be in charge and can be independent . . . It changed my life; that is the beginning of the new me because of the training [the ACTIVATE TOT]. The content, it made me stronger, it made me reflect. You don’t always have to say yes and obey, you can do your own decision and stand on your own. The culture is no longer important.” (National Trainer)

When it came to critiques of the ACTIVATE TOT, a few National Trainers felt “the programme was not that full” because “we are used to intense trainings.” On the other hand, other National Trainers felt “the majority of the [ACTIVATE TOT] training was theory, so we are no confident at all.” Some National Trainers maintained because the ACTIVATE TOTs were not necessarily designed to train National Trainers on how to conduct the activities in the Voices against Violence Curriculum, some National Trainers maintained “they were so scared, they had not enough sessions, so they don’t know how [to conduct the activities]. Here you read and you deliver, so they [trainees] are lost, it is just theory” (National Trainers).

While Trainers were given the opportunity to lead activities from the Voices Against Violence Curriculum during the ACTIVATE TOT, and activity-based learning is at the core of the Guiding educational method, National Trainers may have felt they did not have enough of an opportunity to practice curriculum activities. Given the breadth and depth of the ACTIVATE TOT and the Voices Against Violence Curriculum (including four separate handbooks), National Trainers only experienced a small portion of the curriculum’s activities during the training.

### 3.3. Building Partnerships to Implement the Voices against Violence Curriculum

The Voices against Violence Curriculum **operated on the premise that strong partnerships are critical for effective community mobilization and successful implementation and sustainability at the grassroots levels**. As part of the ACTIVATE TOT, National Trainers and their Member Organizations had to undertake certain activities before they could implement the Voices against Violence Curriculum. These activities included developing a Child Protection Policy, analysing the risks, and identifying allies and partners within their countries and communities. These partnerships were crucial for developing the Child Protection Policy, national-level capacity building of youth, and supporting advocacy activities for the taking action component of the Voices against Violence Curriculum.<sup>40</sup>

Across the five in-depth case study countries, National Trainers, Leaders, and Girl Guides reported **building partnerships with a wide range of partners to implement the Voices against Violence Curriculum**, particularly to support the development of the Child Protection Policy and to support the take action activities. In an effort to implement the Voices against Violence Curriculum, Member Organizations established partnerships with:

- Community leaders – national youth councils, district mayors, community presidents, and village leaders
- Civil society groups/organizations – women’s groups/organization, civil society advocacy groups, nongovernmental service providers, and international organizations
- Government – ministries, education secretaries, and national youth councils, and community commission on gender equality
- Schools – school boards, school directors/principals/head masters, and school teachers

#### Other Groups – psychologists

Below are several examples of important partnerships that Member Organizations have been able to establish with UN Women Country Offices, other UN partners, national and local and national governments, and nongovernmental organizations and civil society groups to ensure quality delivery of the Voices against Violence Programme, as well as sustainability of the Programme.

**In Malawi,** the Girl Guides Association were invited on the 2016 International Day of the Girl Child to attend a national UN high-level panel, which included UN Women Goodwill Ambassador Emma Watson, to discuss the issue of child marriage and how the Voices against Violence Programme was benefiting the girls of Malawi. Building upon partnerships that came out of this event, the Girl Guides of Malawi went on to translate the Voices against violence Curriculum into local languages to make it more accessible to girls in rural areas.<sup>41</sup>

**In Togo,** the UN Volunteer in Togo participate in the fourth regional ACTIVATE TOT that occurred in Togo. Following the ACTIVATE TOT the UN Volunteer continued to work closely with the Girl Guides Association of Togo and the Ministry of Primary and Secondary Education and Vocational Training to secure funding for the training of 500 volunteer teachers and 50 Togolese Girl Guides across the country's five regions.<sup>42</sup>

**In Tunisia,** the Girl Guides Association signed a MOU with UN Women Tunisia and engaged in joint advocacy activities during the 16 Days of Activism campaign in 2016 and secured additional funds to translate the Voices against Violence Curriculum into Arabic, starting with the younger (8 to 11 years) and middle years (12 to 16 years).<sup>43</sup>

**In Sri Lanka,** the Girl Scouts Association secured additional funds from WAGGGS to train more youth leaders in the country and to translate part of the Voices against Violence Curriculum into local languages, Tamil and Sinhalese, to reach more young people. UNICEF Sri Lanka also supported the Girl Scouts to deliver national trainings and provided resources and guidance on monitoring and evaluation. The Girl Scouts also built a coalition by involving international and national organizations across Sri Lanka to continue rolling out the curriculum. For instance, the Family Planning Association of Sri Lanka and National Child Protection Authority provided expert facilitators for conducting training sessions on advocacy and child protection. The Girl Scouts also joined forces with a gender-based violence programme by the John Keells Foundation to conduct awareness-raising sessions for school children in rural areas. Other partnerships the Girl Scouts established were with the UN Foundation to launch Girl Up Clubs, where Girl Scouts could introduce the Voices against Violence Curriculum and events in collaboration with the US Embassy in Sri Lanka.<sup>44</sup>

**In Kenya,** the Girl Guides Association successfully advocated with the Ministry of Education to allow lessons on gender-based violence to be included in the school system in Kisumu as girl guiding is school-based in Kenya. After completing the Voices against Violence Curriculum, the Girl Guides worked with additional funding from UN Women Kenya to develop a policy brief on the gaps and challenges in implementing the existing laws to address VAWG, which was submitted to the government and shared with the media.<sup>45</sup>

**In Fiji,** UN Women provided the Girl Guides Association with an EVAW Facility Fund grant which included financial resources and technical assistance and guidance to support national training and delivery of the curriculum, as well as to conduct baseline and endline survey for their project activities. As a result of this partnership, the Girl Guides were able to engage with a wide range of partners, including the Fiji Women's Crisis Centre and the Reproductive and Family Health Association of Fiji to support them in developing a Child Protection Policy and to deliver the Voices against Violence Curriculum to Girl Guides and other young in 15 schools in 11 provinces.<sup>46</sup>







#### 3.4. Developing a Child Protection Policy

Following the ACTIVATE TOT, National Trainers were expected to return to their Member Organizations and train Leaders to deliver the Voices against Violence Curriculum to Girl Guides of different ages using age appropriate curriculum (i.e., 5 to 7 early years, 8 to 11 younger years, 12 to 16 middle years, and 17 to 25 older years). Prior to training Leaders to deliver the Voices against Violence Curriculum to any group below 18 years of age, Member Organizations were **required to develop a Child Protection Policy that was approved by WAGGGS**. The Child Protection Policy was a requirement built into the Voices against Violence Programme by WAGGGS and UN Women, and for approximately 15 of the 35 Member Organizations that implemented the Programme it was the first time they had created a Child Protection Policy, despite the fact that Girl Guides and Girl Scouts are youth organizations.

The required development of the Child Protection Policy was a learning experience for Member Organizations who were participating in the Voices against Violence Programme and for WAGGGS.

The purpose of the Child Protection Policy was to ensure there are standards and steps in place to ensure the safety and welfare of children with whom WAGGGS comes into contact with during the course of delivering the Voices against Violence Curriculum. This included connecting with local service providers who can support any participants, including Leaders and girls and youth, who disclosed they current are, or have previously experience violence.

The Child Protection Policy was expected to include procedural guidance as it relates to:

-  **Awareness** – WAGGGS will ensure that all staff, volunteers and other are aware of the problem of child abuse and the risks to children
-  **Prevention** – WAGGGS will ensure that through awareness and good practice, staff, volunteers and others minimize the risks to children
-  **Reporting and Referring** – WAGGGS will ensure that staff, volunteers, and others are clear about what steps to take where concerns arise regarding the safety of children
-  **Responding** – WAGGGS will ensure that action is taken to support and protect children where concerns arise regarding possible abuse
-  **Recruitment and Selection** – All staff members, including temporary, fixed term or casual workers, must be subject to WAGGGS’ selection and recruitment procedures
-  **WAGGGS Code of Conduct and Behaviour**

Four of the five in-depth case study countries had approved a Child Protection Policy. Among those countries, National Trainers and Leaders recognized the Child Protection Policy was important not only for the Voices against Violence Programme, but to other work of the Member Organization. National Trainers from one country explained,

“This project made our organization to do a Child Protection Policy. This was very important to develop our work with girls . . . It was important for everything we do. I think it was something lacking. We don't have mandatory reporting in [our country]. I think it is important in our society to have that kind of policy to help the leaders. It was a perfect timing to introduce with the Voices against Violence Curriculum . . . We have really young leaders and don't have to make them responsible for dealing with these issues, so it protects them; and they don't have to deal with stuff they might not need to. It says where to go and when to go to, and what not to do.” (National Trainer)

At the time of the evaluation, not all countries had a Child Protection Policy which meant Leaders could not roll out the Voices against Violence Curriculum on their own. For example, the Girl Guides Association of Malaysia had yet to develop a Child Protection Policy, thus National Trainers were shouldering the responsibility of rolling out the Voices Against Violence Curriculum to large groups of Girl Guides who were above 18 years of age during two-day retreats with girls. For instance, during the evaluation the evaluator observed a weekend retreat in Ipoh where the National Trainers delivered the Voices against Violence Curriculum to some 150 Girl Guides with support of Leaders. Then for the Taking Action activity, Girl Guides were instructed to go back to their schools and work with their teachers (some Leaders were school teachers) to present the posters they developed during the two-day retreat to their classmates.

Challenges faced by Malaysia, and likely other countries, was getting the technical expertise, including someone with legal expertise and expertise related to child protection to support the Member Organizations to develop a



Child Protection Policy. In numerous countries, Member Organizations partnered with a nongovernmental service provider or legal advocacy group that assisted them in developing the Child Protection Policy. For instance, the Fiji Girl Guides Association partnered with the Fiji Women’s Crisis Centre, the Girl Guides Association of Portugal partnered with the Portuguese Association for Victim Support (APAV), and the Girl Guides Association of Barbados partnered with the Child Care Board.

3.5. TOT for Leaders in Member Organizations

Following the ACTIVATE TOT, National Trainers were expected to return to their Member Organizations and train Leaders to deliver the Voices against Violence Curriculum to Girl Guides and Girl Scouts of different ages. National Trainers from each of the participating Member Organizations took different approaches to train Leaders on the Voices against Violence Programme and Curriculum. This was evidenced in the reports Member Organizations submitted to WAGGGS and was found during the five in-depth case studies as part of this evaluation.

“What I like about the Programme is that it allows for girls to have somewhere in confidence to say if something is going on [experiences of violence/abuse]. In our school, our hands can be tied in to what extent I can help children. But if it comes up in the Girl Guides I can go to someone specific and that person can take it to the [child protection system]. In the past I would see things but my hands were tied, and I couldn’t do the things I wish I could do to help the girls that I saw things happening to. From what I understand [from the TOT], if a situation comes up that is severe or the child needs help I can take the case to [the contact person in the Girl Guides] where we sit in confidence with the other leaders where we can discuss what is the next step we go from there.” (Leaders)

In a couple of in-depth case study countries, some leaders felt the TOT they received on the Voices against Violence Programme was well developed and structured. One of the successful approaches to training Leaders was developed by the Girl Guides Association of Portugal. The Girl Guides Association of Portugal took the five-day ACTIVATE TOT and adapted it into a three-day TOT for Leaders that was conducted simultaneously in two regions of the country – the north and south of Portugal. The three-day TOT was an intensive training on the Voices against Violence Curriculum that included 108 Leaders. Leaders in Portugal were much more confident to deliver the Voices against Violence Curriculum because they received an intensive and structured three-day TOT for Leaders that was delivered by the National Trainers with strong support from the regional and district Leaders and the National Board.

“We came back [from the ACTIVATE TOT] excited and wanted to work, and they [the National Board] told us wait. The training for the Leaders was one year after coming back. We had to involve all of the district and regional commissioners... We started to work but it was spaced, it was not intense.” (National Trainers)

Other countries were not able to roll-out the TOT for Leaders in the same way, so they delivered the TOT during short weekend retreats that were conducted over several weekends. The challenge with the weekend training approach was that Leaders did not participate each weekend or all weekend. Some Leaders reported showing up for one weekend or part of a weekend of trainings, but then missed other weekends during which the training was conducted. Leaders who participated in weekend trainings did not describe the TOT they received as being intensive; in fact, they had a harder time recalling the TOT experience.

In Barbados, National Trainers delivered the TOT for Leaders during short weekend retreats that were conducted over several weekends. The Girl Guides Association of Barbados engaged a local psychologist in the training to ensure he was well versed on the Voices against Violence Curriculum and would be on call to provide psycho-social counselling and support to girls who experience emotional issues (e.g., emotional distress, anxiety or breakdowns) as a result of the Voices against Violence Curriculum or if they reveal experiences with violence or abuse to one of the Leaders.

Table 10. National Trainers’ confidence to deliver the Voices against Violence Curriculum to Leaders	
	Total Mean
Confidence in your ability to deliver the Voices against Violence Curriculum to Leaders when you came back from the ACTIVATE TOT	7.4

Note: Country differences can be found in Annex L

National Trainers were asked how easy or difficult was it to come back from the ACTIVATE TOT and roll-out the Voices against Violence Curriculum to Leaders. In particular, they were asked to rank how confident they were on a scale of 1 to 10 (1=not confident to 10=confident) when they came back from the ACTIVATE TOT to deliver the TOT for Leaders. Table 10 reveals that **National Trainers reported on average a 7.4 on a 10-point scale of confidence in their ability to deliver the Voices against Violence Curriculum to Leaders when they came back from the ACTIVATE TOT.**

Analysis was conducted to explore differences across each of the five in-depth case study countries. National Trainers in Fiji (+6.7) had the lowest level of confidence in their ability to deliver the Voices against Violence Curriculum to Leaders when they came back from the ACTIVATE TOT, compared to National Trainers from Malaysia (+9.0), Portugal (+9.0), Rwanda (+8.4), and Barbados (+8.7). It was not clear why Fiji National trainers had such lower levels of confidence, but it was likely related to the challenges identified below (see Annex L).

Some National Trainers reported they **faced challenges when it came to delivering the TOT for Leaders**. For one, most National Trainers reported the subject matter and content covered in the Voices against Violence Handbook and Curriculum was new. Although National Trainers maintained they learned a great deal about the Voices against Violence Curriculum during the ACTIVATE TOT, they still felt they needed to spend a lot of time familiarizing themselves with the Voices against Violence Handbook and Curriculum, and had to do research on VAWG and the laws and resources to prevent VAWG in their countries. Give these reasons, some National Trainers reported they **lacked full confidence and understanding as to how to best roll out the Voices against Violence Programme** and Curriculum in a TOT for Leaders.

“Delivering the TOT is difficult. After we delivered the TOT [for Leaders] I really saw the confusion. It is too theoretical and for the most difficult thing to carry out was they ask us to plan nationally . . . At that time, I cannot see the future, it is difficult to see the future. I don't know the character we will be training in the future; what we will convey . . . we don't know how to deliver [the Voices against Violence Curriculum].” (National Trainer)

Another challenge that occurred in some countries was that **National Trainers who attended the ACTIVATE TOT did not always play an active role in delivering the TOT for Leaders** when they returned to their countries and Member Organizations. In some cases, this is because National Trainers are volunteers and when they returned from the ACTIVATE TOT they found it time consuming to develop the Child Protection Policy and to develop and deliver the TOT for Leaders, particularly in countries where the TOT for Leaders was rolled out to smaller groups of Leaders over time and across the country through a series of TOTs (i.e., this was the situation in Fiji, Malaysia, and Rwanda).

“It was time consuming because we are volunteers. Our frustration, the other person, she was trained [at the ACTIVATE TOT] and we felt she was not contributing, and we did all the training. We did five TOTs. It all went well, but the challenging part was time and money. The other challenge was the culture, we have mixed races . . . It is difficult to change a person's mindset.” (National Trainers)

Another challenge some National Trainers faced were the **financial resources needed to roll out the TOT to Leaders**. Box 1 reveals the support that WAGGGS provides to Member Organizations to help them deliver the Voices against Violence Curriculum. Beyond the support provided from WAGGGS, National Trainers maintained the financial resources their Member Organizations were able to provide or choose to allocate to the Voices against Violence Programme was not enough to support the roll out of the Voice against Violence Programme. To differing degrees across Member Organizations, this included a lack of financial resources among Member Organizations to: support National Trainers to deliver the TOT for Leaders; print copies of the Voices against Violence Handbook and Curriculum for all Leaders; translate the Voices against Violence Handbook and Curriculum into the local language when necessary (the Handbook and Curriculum were originally available only in English, but has since been translated into French, Spanish, and Arabic); provide the materials (e.g., poster boards, paper, markers, paints, magazines, etc.) needed to deliver the TOT for Leaders and to conduct the activities in the Curriculum; and, cover travel costs for Leaders to attend the TOT. Several Member Organizations explained that the lack of resources made it difficult for some National Trainers and Leaders to effectively implement their rollout plans for the Voices against Violence Programme.

In October 2017, in recognition that Member Organizations needed financial support to implement the Voices against Violence Programme, WAGGGS launched the Voices against Violence Fund. The Voices against Violence

Fund was developed to support Member Organizations that attended one of the ACTIVATE TOTs with the costs associated in implementing their roll-out plans.

Despite the challenges identified above, National Trainers from each of the five in-depth case study countries and from the other 30 countries not included as a case study country managed to deliver TOTs for Leaders. As previously stated, of the 182 National Trainers who attended the ACTIVATE TOT, 72.0% (n=131) returned to their respective countries and Member Organisations and **delivered a total of 90 national level ACTIVATE events that trained 5,273 Leaders**, exceeding the target of 3,000 Leaders. Findings presented in the sections that follow demonstrated the impact and effectiveness of the Voices against Violence Programme in each of the five in-depth case study countries and the results they were able to achieve.

### 3.6. Impact and Effectiveness of the Voices against Violence Programme on Leaders

In each of the five in-depth case study countries, Leaders who were trained to deliver the Voices against Violence Curriculum were asked to rank the impact and effectiveness of the Voices against Violence Programme and Curriculum on their support for gender equality and knowledge of VAWG and the laws and resources to prevent VAWG.

First, Leaders were asked to rank their support for gender equality the year before the Voices against Violence Programme on a 10-point scale (1=not supportive to 10=very supportive). Next, Leaders were asked to rank their support for gender equality on a 10-point scale at the time of the interview, after being trained on the Voices against Violence Programme and teaching the Curriculum to girls in their units. Then, Leaders were asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Programme was on increasing their support for gender equality.

Table 11 shows that before the Voices against Violence Programme, **Leaders reported on average a 6.5 on a 10-point scale of support for gender equality** (1=not supportive to 10=very supportive). **After the Voices against Violence Programme, Leaders reported on average a 9.3 on a 10-point scale.** This is a **2.8-point increase** on a 10-point scale in support for gender equality from before to after the Voices against Violence Programme. When asked how important the Voices against Violence Programme was on increasing their support for gender equality, **Leaders maintained the Voices against Violence Programme was an average a 9.5 on a 10-point scale of importance** (1=not important to 10=important).

Analysis was conducted to explore differences across each of the five in-depth case study countries. Leaders in Fiji (+4.3) and Rwanda (+4.0) had the largest point increase in support for gender equality, whereas Leaders in Barbados (+2.0) and Malaysia (+1.3) had the smallest point increase. Leaders in Barbados and Malaysia had such small point increases because they had high levels of support for gender equality before the Voices against Violence Programme (see Annex K).

	Total Mean	Point Change
<u>Support for gender equality</u>		
Before the Voices against Violence Programme	6.5	+2.8
After the Voices against Violence Programme	9.3	
Importance of the Voices against Violence Programme on increasing your support for gender equality	9.5	
<u>Knowledge of VAWG and its root causes</u>		
Before the Voices against Violence Programme	5.7	+3.4
After the Voices against Violence Programme	9.1	
Importance of the Voices against Violence Programme on increasing your knowledge of VAWG and its root causes	9.3	
<u>Knowledge of the laws and resources to prevent VAWG</u>		
Before the Voices against Violence Programme	4.6	+3.7
After the Voices against Violence Programme	8.3	
Importance of the Voices against Violence Programme on increasing knowledge of the laws and resources to prevent VAWG	8.7	

<sup>1</sup> Youth Leaders in Rwanda were not asked the full set of questions for Leaders because it was not made clear prior to the interview that they were Youth Leaders

Note: Country differences can be found in Annex K

Leaders were also asked to rank their knowledge of VAWG and its root causes the year before the Voice against Violence Programme on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and at the time of the interview, after being trained on the Voices against Violence Programme and teaching the Curriculum to girls in their units. Leaders were also asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Programme was on increasing their knowledge of VAWG and its root causes.

Table 11 shows that **before the Voices against Violence Programme, Leaders reported on average a 5.7 on a 10-point scale of knowledge of VAWG and its root causes. After the Voices against Violence Programme, Leaders reported on average a 9.1 on a 10-point scale.** This is a **3.4-point increase** on a 10-point scale in knowledge of VAWG and its root causes from before to after the Voices against Violence Programme. When asked how important the Voices against Violence Programme was on increasing their knowledge of VAWG and its root causes, Leaders maintained the **Voices against Violence Programme was on average a 9.3 on a 10-point scale of importance.** Leaders maintained the TOT for Leaders and the Voices against Violence Programme “opened doors” for them to understand gender equality and VAWG on “a deeper level and a from a wider perspective.” Another Leader added, “I think for me the correlation between discrimination and violence against women. I always knew they both exist, but I didn’t know in my mind when we agree in discrimination we are giving some support to gender violence” (Leaders). Leaders also learned that issues of gender discrimination and VAWG are issues of human rights for women.

“What I learned based upon the information I was given is that it all comes down to your human rights, and as far as women are concerned they are denied some of those basic rights just because they are women. And, a lot of it is cultural. Because they are women they are denied basic things like education, they are not empowered to make certain decisions, something is taken away from them and they can’t make decisions in the first place that govern their rights.” (Leaders)

Leaders also reported learning there is much more to VAWG than just physical violence. For instance, there is psychological violence, sexual harassment/violence, and financial violence. As Leaders explained, “We don’t realize that in a marriage the man might dominate, it happened a long time in the society, but was not identified as a form of violence.” Leaders also appreciated that the Voices against Violence Curriculum taught them about types of VAWG that occur worldwide, particularly female genital mutilation. One Leader explained, “I thought I knew a lot about [in my country], but I learned about other countries. I realized how many stereotypes we still have and I thought because we were in the Girl Guides, I thought our attitudes would be different.” The TOT and the Curriculum also encouraged some Leaders to begin to gather statistics and information on VAWG within their own countries, and to research the laws and resources in their country and communities related to VAWG.

“We have learned a lot, but one important thing is to know your rights and to know that you can do everything you want in your life, and you are capable of doing things boys do and doing things better than they do. Before only boys can milk the cow, but girls can also milk the cows in the village.” (Leaders)

Analysis was conducted to explore differences across each of the five in-depth case study countries. Leaders in Rwanda (+4.4) had the largest point increase in knowledge of VAWG and its root causes, whereas Leaders in Barbados (+2.4) and Malaysia (+2.4) had the smallest point increase (see Annex K). Barbados had a small point increase because the Leaders had high levels of knowledge of VAWG and its root causes before the Voices against Violence Programme. Leaders in Malaysia had a small point increase because they had yet to be participate in a formal TOT for Leaders. Because the Girl Guides of Malaysia had yet to develop a Child Protection Policy, the National Trainers were not able to formally train Leaders to deliver the Voices against Violence Curriculum to girls in their units; however, Leaders who were interviewed were provided with the Voices against Violence Handbook and asked to review the materials and had supported the National Trainers to deliver the Voices against Violence Curriculum to Girl Guides across the country.

Finally, Leaders were asked to rank their knowledge of the laws and resources to prevent VAWG the year before the Voices against Violence Programme on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and at the time of the interview, after being trained on the Voices against Violence Programme and teaching the

Curriculum to girls in their units. Leaders were also asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Programme was on increasing their knowledge of the laws and resources to prevent VAWG.

Table 11 shows that **before the Voices against Violence Programme, Leaders reported on average a 4.6 on a 10-point scale of knowledge of laws and resources to prevent VAWG. After the Voices against Violence Programme, Leaders reported on average an 8.3 on a 10-point scale.** This is a **3.7-point increase** on a 10-point scale in knowledge of laws and resources to prevent VAWG from before to after the Voices against Violence Programme. When asked how important the Voices against Violence Programme was on increasing their knowledge of laws and resources to prevent VAWG, **Leaders maintained the Voices against Violence Programme was on average an 8.7 on a 10-point scale of importance.**

National Trainers and Leaders maintained the materials related to the Voices against Violence Programme are voluminous, so it takes time to go through them and to fully understand and comprehend the information. As a result, Leaders often reported they needed to do a lot of reading and research related to VAWG, including research on national statistics and legislation related to VAWG, and on the local resources to prevent VAWG. Some Leaders from in-depth case study countries maintained, “I knew there had to be laws and resources to prevent, but it doesn’t mean I always saw them in action. So maybe in practical terms I didn’t know what laws and resources I had to protect myself or other women” (Leaders). Other Leaders reported, “I was not aware of all the associations that were there to support men and women, and my knowledge on laws was very, very small” (Leaders).

“I just thought it was timely that our girls be exposed to it [the Voices against Violence Curriculum] in a way that was not traumatic; they need to be aware.” (Leader)

Many Leaders in case study countries felt the **Voices against Violence Curriculum was important and timely**, and appreciated the fact that the Voices against Violence Curriculum was designed to raise awareness in “a way that was not traumatic.” In addition, Leaders appreciated that the Voices against Violence Curriculum gave them flexibility to adapt the curriculum to girls of different age groups. One Leader explained, “You know your girls and you know what appeals to them. I think it [the Voices against Violence Curriculum] was clear that you could understand what needed to be done” (Leader).

Other Leaders liked that the Voices against Violence Curriculum taught them the warning signs for child abuse and neglect. As a result, they felt they were more aware and observant of the warning signs among girls in their units. Some Leaders felt that “things we see in the unit could be children experiencing violence.” Leaders also felt that “with the Curriculum I was more aware about the things that I could do if I saw something related to violence.” For instance, one Leader in Portugal explained that because of the Voices against Violence Programme she was able to support one of the girls in her unit who was the victim of violence in the family to report the incident to authorities, after she researched the resources and laws that were available to protect and support the girl. As this Leader explained, “Because of the Voices against Violence Programme, I was able to employ what we learned in the project in the real life, because I was informed and knew the local resources and the laws, I put it into action.” This Leader was confident that she was able to successfully enact a formal system of response to the incident because of the Voices against Violence Programme.

3.7. Leaders' Confidence Rolling Out the Voices against Violence Programme to Girl Guides

Leaders were asked how confident they were in their abilities to deliver the Voices against Violence Curriculum to girls in their units. Table 12 reveals **Leaders reported on average an 8.2 on a 10-point scale (1=not confident to 10=very confident) in their ability to deliver the Voices against Violence Curriculum to their group(s) of girls or girls in their units.** There were no significant differences across countries.

Table 12. Leaders' (Youth Leaders) rating of the impact of the Voices against Violence Programme <sup>1</sup>	
	Total Mean
Confidence in your ability to deliver the Voices against Violence Curriculum to girls in your group	8.2

<sup>1</sup> Youth Leaders in Rwanda were not asked the full set of questions for Leaders because it was not made clear prior to the interview that they were Youth Leaders

Note: Country differences can be found in Annex Table

More specifically, Chart 1 shows that **87.5% of Leaders reported feeling comfortable delivering trainings on gender equality and women's rights to girls** in their units using the Voices against Violence Curriculum. In addition, **89.1% of Leaders felt comfortable delivering trainings on VAWG to girls in their units** using the Voices against Violence Curriculum, and **87.5% of Leaders felt confident talking to girls in their units about the causes and consequences of VAWG**. Also, **81.3% of Leaders felt confident working with girls in their units to organize campaigns to prevent VAWG**, whereas 18.8% of Leaders were only 'somewhat confident' working with girls in their group to organize campaigns to prevent VAWG

Many Leaders acknowledged that following the TOT for Leaders, "now I think I am more prepared to talk about VAWG and even to define situations of violence." Leaders repeatedly explained that they "gained more knowledge and skills on the topic . . . and feel more secure to talk about it because there are more people that are fighting for gender equality." One Leader reported, "It made me realize more things about gender equality. We think we have gender equality but then we realize we don't have that much."

Other Leaders maintained, "Even though already was an activist, I am more aware of the concepts, and if I witness violence I can recognize it and do something about it." Leaders who saw themselves as proponents or advocates of gender equality before the TOT for Leaders, felt that as a result of the TOT "now I know what I am talking about and have a standard for it. Now I can do something about it and not just talk about it." Another Leader added,

"Before I was trained, I was really young. I was 18 and I didn't know about what is going on. As I went to training and I listened to the talks and watched videos it opened up to and fast forward now I see my friends going through these problems, I become very supportive of gender equality and now a lot more people are talking about it. It became a platform for me to dig in more on issues about gender equality. It opened doors for me. When I attended the training, I was given exposure . . . It helped to change me; I am become more supportive [of gender equality]." (Leaders)

"It made me a stronger opponent for gender equality. To encourage my girls to understand just because they are girls they don't need to be denied certain things, they should be allowed and encouraged to express themselves and to be who they want to be. They have to have their own and not let persons tell them to do things they don't want to do." (Leader)

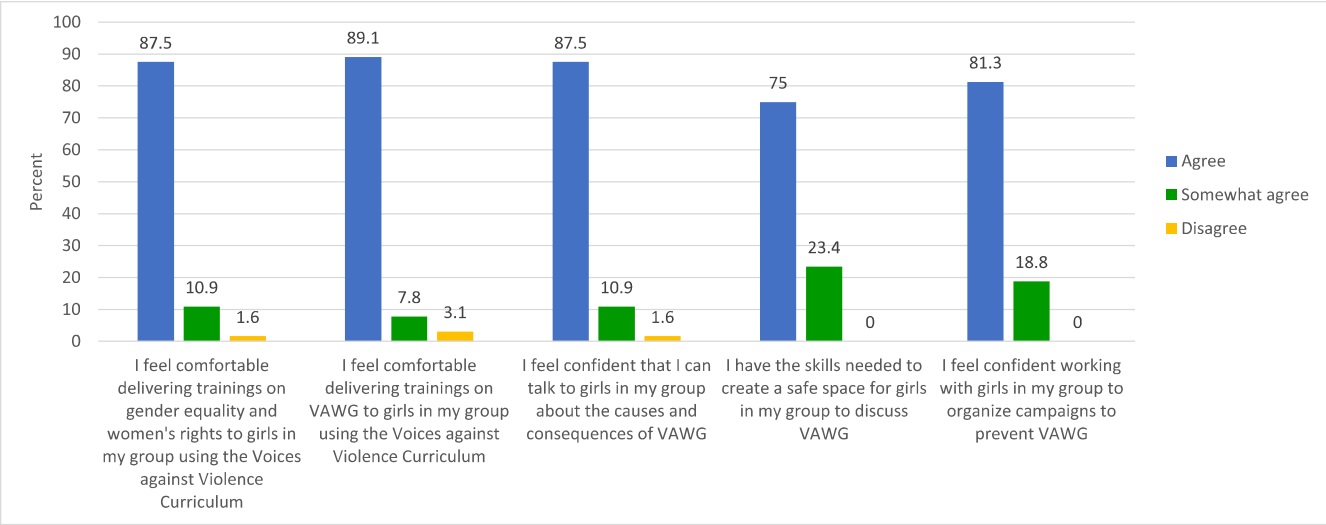
Leaders also hoped that by teaching the Voices against Violence Curriculum to girls in their units that the girls "would be able to defend themselves or speak to us [Leaders] or someone in their family" (Leaders). Some Leaders felt much more confident since completing the TOT because they knew that they "could train the young guides" and "pass the information to the young people" (Leaders).

Some Leaders reported the TOT even forced them to start looking at situations in their own families and households. One Leader explained, "I became more aware of men's attitudes. In my house, I began to say that is not right my step-father sits at the head of the table and we are three at home and it should not happen. The little things we begin to notice." Another Leader added, "It opened my eyes and it made me think about. It made me pay attention to the details and little things happening around me with friends and family and Girl Guides. A lot of things we did were automatic, so we were not aware of it." Still, another Leader revealed that "after the training I was consistently thinking about it and recognizing situations that before that I would not think about that much or didn't realize that was violence." For instance, "Before the Curriculum, I didn't know it was a form of violence, like if a boy tells a girl she cannot wear certain clothes or if he tries to control what she says or text message" (Leaders).

Chart 1 also shows that **75.0% of Leaders felt the TOT they received gave them the skills needed to create a safe place for girls** in their units to discuss VAWG, whereas 23.4% felt only somewhat confident that they could create a safe place for girls in their units to discuss VAWG. Leaders who felt the Voices against Violence Programme enabled them to create a safe place for girls to share their attitudes, opinions, experiences and problems felt that the Programme allowed them to connect more with the girls in their units.

Within that safe space, Leaders felt the Voices against Violence Curriculum provided “girls a chance to reflect and voice their opinions from their perspective” (Leaders). One Leader explained, “My girls felt safe to talk about these things and to tell me some of them talked to their friends and wanted to help. They brought to the safe place the situation of their friends.” Other Leaders explained,

Chart 1. Leaders confidence delivering the Voices against Violence Curriculum to Girl Guides (Leaders Only)





"I didn't know that in [our country] we had sexual violence, that was new for me . . . what was new to me to find out was that so many young people thought it [dating violence] was normal for the boyfriend to control the girls, to yell at each other, or for the boyfriend not to let the girl friend go out. I didn't know that children thought it was normal." (Leaders)

The Programme provided girls a space for "to girls to be more aware of where the limits are in terms of being touched, harassed, being called names, or being discriminated against" (Leaders). This was important to Leaders because some Leaders maintained the "girls are still innocent; they don't know what violence is about." This same Leader went to explain, "It [the Voices against Violence Curriculum] is an eye opener, they must learn it is the real world." Many Leaders also maintained the Voices against Violence Curriculum "empowers the girls." This same Leader explained, "They [girls] are aware and know it is going on; before they thought it was something they needed to endure, but now they realize it is something not only they are going through and they are more comfortable telling you what they are experiencing."

"It was a way for the community to see that we [Girl Guides] work on community problems as well, we are not closed in our groups, we are aware of other problems within the community and society . . . There was an action that the girls did with the community and each one of the them gave a hand with a number the people could phone if they have a problem. So, people came to the Girl Guides and asked if they had more hands to give, they like the action." (Leaders)

National Trainers recognized that **not all Leaders who participated in the TOT for Leaders and were trained to deliver the Voices against Violence Curriculum felt comfortable using the Voices against Violence Curriculum** and delivering the Curriculum to girls in their units.

"I think some of the Leaders were not able to organize their year or their activities in the way of delivering the Voices against Violence Curriculum as they should have; they were lazy or afraid. Some leaders were afraid of delivering these kind of activities . . . The leaders are 17 to 20 years or older . . . so with the school/university they were not able to organize the time." (National Trainers)

In four of the in-depth case study countries, whether Leaders did not deliver the Voices against Violence Curriculum due to a lack of time or Leaders' lack of comfort with the Curriculum's content was unknown because Leaders who did not deliver the Voices against Violence Curriculum were not interviewed. Only in Barbados where Leaders had yet to run the Voices against Violence Curriculum with girls in their units did it become apparent that there was some cultural resistance or concerns about the content of the Curriculum among Leaders, National Trainers, and the National Board. In Barbados, talking about domestic violence and sexual violence (including incest) against women and girls is taboo. There were also concerns that the Curriculum would unleash a flood of girls revealing to Leaders' experiences of violence and abuse, particularly domestic violence and sexual violence, and that the Girl Guides Association of Barbados had to be prepared to handle these reports. National Trainers and Leaders also expressed concerns as to how the national systems of child protection and education might handle incidents of violence against children that are identified as a result of the Voices against Violence Programme. For these reasons, there were concerns about delivering the Voices against Violence Curriculum to Girl Guides, even though they recognized girls would benefit from the curriculum.

In countries with dual legal systems, multi-racial populations, and/or conservative belief systems there can be challenges for National Trainers when it comes to rolling out the Voices against Violence Programme. National Trainers had to navigate social and political environments that shape their society. For instance, the Girl Guides Association of Malaysia came up with one theme – dating violence – that would not challenge cross-cultural or religious perspectives. In countries where there were delays in rolling out the Programme, National Board members tended to focus on the fact that Girl Guides Associations and Girl Guides are not activists and need to remain inclusive to all girls, regardless of race, religion or beliefs. Thus, there were concerns that the Voices against Violence Curriculum could be seen as political and how that would affect Girl Guides Associations standing in some countries and how it could affect membership.

"Girl Guides are supposed to be a neutral place and if we are swaying to one side or the other it may not seem like a place for everyone. Speaking out [in our country] there are certain channels

for everything. In [our country] we need to follow the channels in everything. We are now trying to fine tune the policies and the reporting of abuse . . . All the support systems need to be in place. Culturally, the whole VAWG is a touchy thing, there are things that are culturally acceptable . . . How to tackle and approach certain topics? We as an association have to deal with that.” (National Board)

In general, Leaders reported that parents were fine with the Voices against Violence Programme. In countries with school-based programmes, school directors and teachers were also generally fine with the Voices against Violence Curriculum. In Malaysia and Barbados, issues of resistance appeared to “come from the patriarchy. It is in the organization, they encourage women to speak up, but not too much. They [the Girl Guides Association] want to promote opportunities for women and girls to talk about these things, but not too much. There are always restrictions, we [as Girl Guides] cannot always get far enough.” (Leaders).

It would be remiss to acknowledge that there was a disparity of skill levels among National Trainers and Leaders in terms of facilitation skills and the time to dedicate to the Voices against Violence Programme. Being able to facilitate the Voices against Violence Curriculum requires planning and skills, including knowing the information and data related to the content. Leaders who had a more difficult time delivering the Voices against Violence Curriculum often lacked knowledge and information related to the content or subject matter, did not prepare to properly or effectively deliver the activities, did not have the materials needed to effectively deliver the activities, and/or lacked the skills needed to effectively engage girls. As a result, **some Leaders faced difficulties engaging girls** in their units in discussions on the subject matter and making activities interesting.

### 3.8. Impact and Effectiveness of the Voices against Violence Curriculum on Girl Guides

In four of the five in-depth case study countries, Girl Guides aged 9 to 21 years who were trained on the Voices against Violence Curriculum were asked to rank the impact of the Curriculum on their support for gender equality and knowledge of VAWG and the laws and resources to prevent VAWG. Girl Guides in Barbados were not asked to rate the impact and effectiveness of the Voice against Violence Curriculum because they had yet to be exposed to the Curriculum, except for one group of brownies who completed the start session; however, this was not enough exposure to really evaluate the impact of the Curriculum.

First, Girl Guides were asked to rank their support for gender equality the year before the Voices against Violence Curriculum on a 10-point scale (1=not supportive to 10=very supportive). Next, Girl Guides were asked to rank their support for gender equality on a 10-point scale at the time of the interview, after participating in the Voices against Violence Curriculum. Then, Girl Guides were asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Curriculum was on increasing their support for gender equality.

Table 13 shows **that before the Voices against Violence Curriculum, Girl Guides reported on average a 5.9 on a 10-point scale of support for gender equality** (1=not supportive to 10=very supportive). **After the Voices against Violence Curriculum, Girl Guides reported on average a 9.2 on a 10-point scale of support for gender equality.** This is a **3.3-point increase** on a 10-point scale in support for gender equality from before to after the Voices against Violence Curriculum. When asked how important the Voices against Violence Curriculum was on increasing their support for gender equality, **Girl Guides maintained the Voices against Violence Curriculum was an average of 9.2 on a 10-point scale of importance.**

Girl Guides were asked to rank their knowledge of VAWG and its root causes the year before the Voices against Violence Curriculum on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and after participating in the Voices against Violence Curriculum. Girl Guides were also asked to rank on a 10-point scale

“It [the Voices against Violence Curriculum] was important for me as a person and as a girl. I think back to 2014 and I changed a lot because of my age, not just because of the Voices against Violence. [But the Voices against Violence Curriculum] helped me a lot to construct ideas, but I already had them before. Some acts that we probably thought were not violence . . . are violence, that we need to stop them. I learned that violence is not just about calling ugly names or beating each other, it is so much more than that. I learned a lot about my friends and family and other Girl Guides. The best about the Voices against Violence was sharing.” (Girl Guides)

(1=not important to 10=very important) how important the Voices against Violence Curriculum was on increasing their knowledge of VAWG and its root causes.

Table 13 shows that **before the Voices against Violence Curriculum, Girl Guides reported on average a 5.6 on a 10-point scale of knowledge of VAWG and its root causes. After the Voices against Violence Curriculum, Girl Guides reported on average a 9.0 on a 10-point scale of knowledge of VAWG and its root causes. This is a 3.4-point increase** on a 10-point scale in knowledge of VAWG and its root causes from before to after the Voices against Violence Curriculum. When asked how important the Voices against Violence Curriculum was on increasing knowledge of VAWG and its root causes, **Girl Guides maintained the Voices against Violence Curriculum was on average a 9.2 on a 10-point scale of importance.**

Analysis was conducted to explore differences across each of the five in-depth case study countries. Girl Guides in Fiji (+5.5) and Rwanda (+5.1) had the largest point increase in support for gender equality, whereas Girl Guides in Malaysia (+2.1) had the smallest point increase. Girl Guides in Malaysia (+2.7) also had the smallest point increase in their knowledge of VAWG and its root causes, in comparison to Girl Guides in Rwanda (+3.9), Fiji (+3.8), and Portugal (+3.7). Girl Guides in Malaysia had a smaller point increase because they had a high level of support for gender equality and knowledge of VAWG and its root causes before beginning the Voices against Violence Curriculum (see Annex J).

"It made us see things differently, we didn't know anything about it. We were just looking straight forward and it opened our minds and let us know about things we did not know about." (Girl Guides)

**Table 13. Girl Guides' rating of the impact and effectiveness of the Voices against Violence Curriculum<sup>1</sup>**

	Total Mean	Point Change
<u>Support for gender equality</u>		
Before Voices against Violence Curriculum	5.9	+3.3
After Voices against Violence Curriculum	9.2	
Importance of the Voices against Violence Curriculum on increasing your support for gender equality	9.2	
<u>Knowledge of VAWG and its root causes</u>		
Before Voices against Violence Curriculum	5.6	+3.4
After Voices against Violence Curriculum	9.0	
Importance of the Voices against Violence Curriculum on increasing your knowledge of VAWG and its causes	9.2	
<u>Knowledge of the laws and resources to prevent VAWG</u>		
Before Voices against Violence Curriculum	4.7	+3.8
After Voices against Violence Curriculum	8.5	
Importance of the Voices against Violence Curriculum on increasing knowledge of the laws and resources to prevent VAWG	8.5	

<sup>1</sup> Girl Guides in Barbados were not asked the full set of questions because they were not exposed to the Curriculum

Note: Country differences can be found in Annex J

Finally, Girl Guides were asked to rank their knowledge of the laws and resources to prevent VAWG the year before the Voices against Violence Curriculum on a 10-point scale (1=not knowledgeable to 10=very knowledgeable), and after participating in the Voices against Violence Curriculum. Girl Guides were also asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Curriculum was on increasing their knowledge of the laws and resources to prevent VAWG.

"When our leader introduced the Curriculum. We debated what was violence, and she told us about the different types of violence. So, it gave us a lot of knowledge about the topics of violence. Day 1 we knew so much more, it was overwhelming. We were in a circle with our leader and it was shocking because one of the young girls was bullied at her school and she told us it was normal . . . We didn't know. We had the concept of bullying and we talked about, it was a difficult topic, and some kids die [from bullying]." (Girl Guides)

Table 13 shows that **before the Voices against Violence Curriculum, Girl Guides reported on average a 4.7 on a 10-point scale of knowledge of laws and resources to prevent VAWG. After the Voices against Violence Curriculum, Girl Guides reported on average an 8.5 on a 10-point scale of knowledge of the laws and resources to prevent VAWG. This is a 3.8-point increase** on a 10-point scale in knowledge of laws and resources to prevent VAWG from before to after the Voices against Violence Curriculum. When asked how important the Voices against Violence Curriculum was on increasing their knowledge of laws and resources to prevent VAWG, Girl Guides maintained **the Voices against Violence Curriculum was on average an 8.5 on a 10-point scale of importance.**

Analysis was conducted to explore differences across each of the five in-depth case study countries. Girl Guides in Rwanda (+6.1) had the largest point increase in knowledge of the laws and resources to prevent VAWG, whereas Girl Guides in Malaysia (+2.6) had the smallest point increase. Girl Guides in Malaysia had a smaller point increase because they had a lower level of knowledge of the law and resources to prevent VAWG after the Voices against Violence Curriculum, compared to Girl Guides from the other countries (see Annex J).

Girl Guides in Portugal said they really appreciated the safe space their Leaders created for their group of girls. Girls maintained the safe space enabled them to really engage with the Voices against Violence Curriculum, including to discuss their attitudes and thoughts and to share their personal experiences. The safe space appeared to improve the learning experience for girls and their ability to share and connect with other girls in their unit when engaging in discussions and activities related to the Curriculum.

“I liked the safe place we created in the group. I thought it was safe for us to talk about it [gender equality and violence against women and girls] . . . Our leader created the space we meet and she called it the safe place, and it was written on the wall. We established rules and cannot talk about what we heard there. We talked about family, friends, and ourselves, and we cried a lot; it was amazing. I really got to know some of my friends better. I thought I knew everything about them [my friends] and I didn’t.” (Girl Guides)

In addition to creating a safe space, other girls appreciated that their Leaders took the time to get to know them and choose the right activities for them to do as a group. One group of girls explained, “Our leader chose the correct activities for us; she knew what to choose. Before we started the Curriculum, she did a survey asking about the favorite types of activities, so she tried to know what was best (e.g., video or debate)” (Girl Guides).

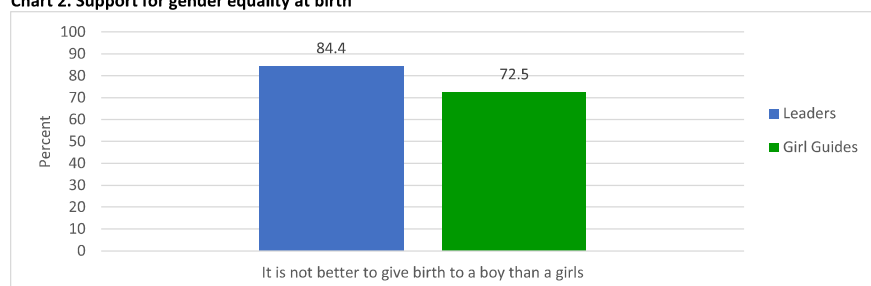
### 3.9. Knowledge and Changing Attitudes of Leaders and Girl Guides

As part of the in-depth case studies, Leaders and Girl Guides were asked to complete KAP surveys that were developed to measure their knowledge, attitudes, and practices as it relates to gender equality and VAWG (see Sections 1.4.7 and 1.4.8. for a discussion of the *KAP Surveys of Leaders and Girl Guides*).<sup>47</sup> Survey findings presented in the sections that follow reveal the knowledge, attitudes, and practices of Leaders and Girl Guides at the time of the evaluation, after exposure to the Voices against Violence Programme and Curriculum (except in Barbados where Girl Guides had not yet participated in the Voices against Violence against Violence Curriculum, so the survey results serve as a baseline of Girl Guides knowledge, attitudes and practices). Qualitative data from interviews with Leaders and Girl Guides are also presented to provide more context, meaning, and depth to the survey findings.

#### 3.9.1. Knowledge of Gender Equality

Support for Gender Equality at Birth. The KAP Surveys of Leaders and Girl Guides were designed to measure **support for gender equality**, including gender equality at birth, in education, in households, and in work. Chart 2 shows that since participating in the Voices against Violence Programme, **84.4% of Leaders and 72.5% of Girl Guides were supportive of gender equality at birth** by holding the attitude that it is **not** better to give birth to a boy than a girl. Although all Leaders in Barbados, Malaysia and Portugal supported gender equality at birth, only 70.0% of Leaders in Rwanda and 71.4% in Fiji supported gender equality at birth. Similarly, Girl Guides in Portugal (100.0%), Barbados (85.7%), and Malaysia (71.9%) were more likely to support gender equality at birth, compared to Girl Guides in Rwanda (66.0%) and Fiji (47.8%) (see Annexes J and K).

**Chart 2. Support for gender equality at birth**



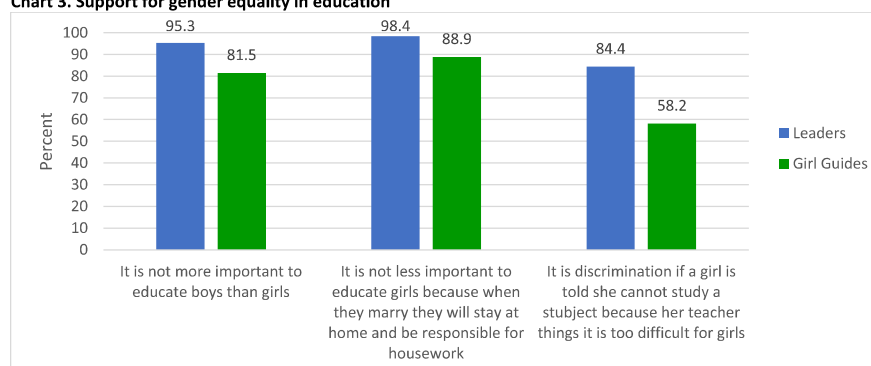
Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.

Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

**Support for Gender Equality in Education.** In terms of support for gender equality in education, Chart 3 shows that as many as **95.3% of Leaders and 81.5% of Girl Guides held the view that it is not more important to educate boys than girls**. Similarly, **98.4% of Leaders and 88.9% of Girl Guides held the view it is not less important to educate girls** because when they marry they will stay at home and be responsible for housework.

Girls Guides in Portugal (96.8%), Barbados (90.5%), and Malaysia (86.0%) were more likely than Girl Guides in Rwanda (75.5%) and Fiji (65.2%) to believe it is not more important to educate boys than girls. Similarly, Girl Guides in Barbados (100.0%), Portugal (100.0%), Malaysia (89.5%) and Rwanda (88.7%) were more likely than Girl Guides in Fiji (69.6%) to believe it is not less important to educate girls because when they marry they will stay at home and be responsible for housework (see Annex J).

**Chart 3. Support for gender equality in education**



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.

Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

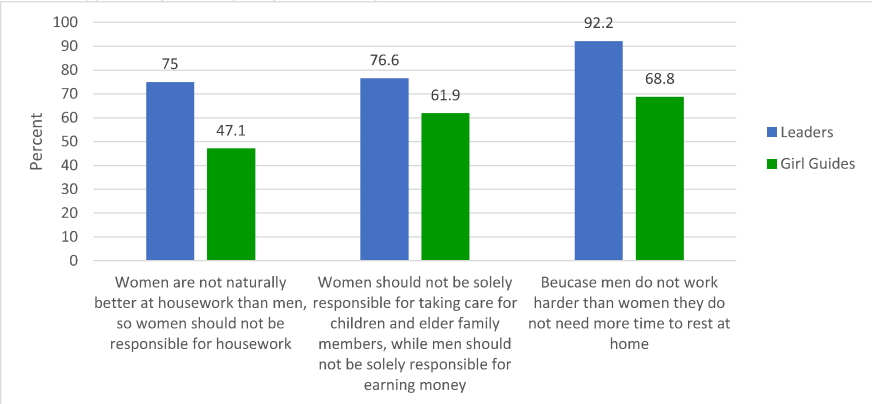
There was a notable difference between Leaders and Girls Guides in attitudes toward discrimination of girls in the educational system. In particular, **84.4% of Leaders and only 58.2% of Girl Guides maintained it is discrimination if a girl is told she cannot study a subject because her teacher thinks it is difficult for girls**. Leaders in Portugal (100.0%), Rwanda (85.7%), and Malaysia (80.0%) were more likely to recognize it is discrimination if a girl is told she cannot study a subject because her teacher thinks it is difficult for girls, compared to Leaders in Fiji (71.4%) and Barbados (66.7%) (see Annex K). These same country differences did not emerge among Girl Guides, rather Girl Guides in Portugal (76.7%) and Barbados (76.2%) were more likely to recognize it is discrimination if a girl is told she cannot study a subject because her teacher thinks it is difficult for girls, compared to Girl Guides in Fiji (56.5%), Malaysia (53.6%), and Rwanda (50.0%) (see Annex J).

The findings in Chart 3 demonstrate that changing cultural attitudes and norms can be challenging and slow, and delivery of the Voices against Violence Curriculum by Leaders who were not well trained may dilute the content and impact of the Curriculum on girls.

[Support for Gender Equality in the Family and Household](#). Chart 4 shows support for gender equality in the family and household among Leaders and Girl Guides. Most notable is that only **75.0% of Leaders and 47.1% of Girl Guides held the belief that women are not naturally better at housework than men, so women should not be responsible for housework**. Leaders in Portugal (100.0%) and Barbados (83.3%) were more likely to hold this belief, compared to Leaders in Fiji (71.4%), Rwanda (71.4%) and Malaysia (53.3%) (see Annex K). Similarly, Girl Guides in Portugal (90.3%) and Barbados (76.2%) were more likely than Girl Guides in Malaysia (40.0%), Rwanda (33.3%) and Fiji (21.7%) to believe that women are not naturally better at housework than men, so women should not be responsible for housework (see Annex L).

Chart 4 also shows that only **76.6% of Leaders and 61.9% of Girl Guides held the belief that women should not be solely responsible for taking care of children and elder family members, while men should not be solely responsible for earning money**. Again, Leaders in Portugal (100.0%) and Barbados (83.3%) were more likely to hold this belief, compared to Leaders in Rwanda (76.2%), Fiji (71.4%), and Malaysia (53.3%) (see Annex K). Similarly, Girl Guides in Portugal (100.0%) and Barbados (95.2%) were more likely than Girl Guides in Rwanda (64.8%), Malaysia (48.1%), and Fiji (21.7%) to hold the belief that women should not be solely responsible for taking care of children and elder family members, while men should not be solely responsible for earning money (see Annex L).

**Chart 4. Support for gender equality in the family and household**



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Finally, **92.2% of Leaders and only 68.8% of Girl Guides held the belief that because men do not work harder than women, they do not need more time to rest at home**. Although there was little difference among Leaders from the different countries, Girl Guides in Portugal (100.0%) and Barbados (100.0%) were more likely hold this attitude compared to Girl Guides in in Malaysia (69.1%), Rwanda (52.7%) and Fiji (43.5%) (see Annex J). In other words, Girl Guides in Malaysia, Rwanda and Fiji were more likely to believe that because men work harder than women, they need more time to rest at home. These findings demonstrate there were still a significant proportion of Girl Guides in some countries who were not supportive of gender equality in the family and household. This finding demonstrates that in some countries Leaders need to spend more time talking with Girl Guides about

"I don't think women and men are the same, but I think they should get the same treatment. But most women are not as strong as men, that is biological. I believe in laws that support each other, but I don't believe in women being more supported than men. I believe in equality, but we have to understand biological differences and respect the differences." (Girl Guides)

the need to address issues of gender equality in gender relations in the home and family.

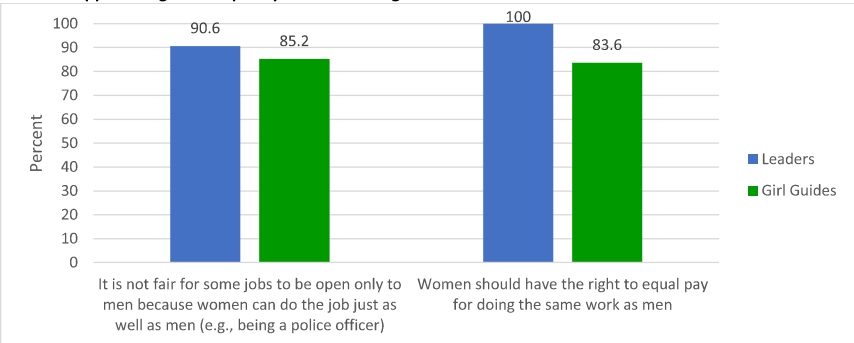
When it comes to gender equality in families and households, attitudes and beliefs can be more difficult to challenge, particularly when family and household responsibilities are believed to be tied to biological differences between males and female, and not a reflection of gender role socialization.

**Support for Gender Equality in Work.** In regard to gender equality in work, Chart 5 shows that **90.6% of Leaders and 85.2% of Girl Guides held the belief that it is not fair for some jobs to be open only to men because women can do the job just as well as men**, such as being a police officer. In addition, **100.0% of Leaders and 83.6% of Girl Guides held the belief that women should have the right to equal pay for doing the same work as men**. It is notable that only 39.1% of Girl Guides in Fiji agreed that women should have the right to equal pay for doing the same work as men, compared to 100.0% of Girl Guides in Barbados, 90.3% in Portugal, 89.3% in Malaysia, and 89.1% in Rwanda (see Annex J).

Girl Guides who were supportive of gender equality in work and pay explained the Voices against Violence Curriculum taught them that “both males and females should be given the same priority . . . and should be treated equal. For example, males and females in the same position, but the male gets paid more, it is not fair, they should be paid the same.” Other Girls Guides conveyed the Curriculum taught that “all people have the same rights whether a boy or a girl, [however] even though equality increased, in some things like professions there is still not equality.”

Findings in Charts 3, 4, and 5 demonstrate it can be more difficult to increase support for gender equality in the family and household, compared to support for gender equality in education, work, and pay.

**Chart 5. Support for gender equality in work among Leaders and Girl Guides**



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Interview data revealed some Girl Guides maintained they have always supported gender equality because they grew up supporting gender equality, but the Voices against Violence Curriculum was important because it “was a reinforcement of what I knew, and I got to know better about some topics and statistics.” Another Girl Guide explained, “I always had the thinking . . . I always liked the idea of gender equality and I really liked the Programme, we are all responsible for telling our friends and family about the whole thing.”

“At some point, every girl feels gender equality is important. I think this Programme is important to encourage them to think it is important.” (Girl Guides)

**For many Girl Guides and Leaders, the concept of gender equality was introduced to them for the first time with the Voices against Violence Curriculum.** Many Leaders and Girl Guides in four of the five in-depth case study countries explained how the Voices against Violence Curriculum opened their eyes to aspects of their society and culture that place women and girls in a lower position to men and boys.



"It totally changed my point of view about the same [gender equality]. I always knew there was discrimination and differences, but we don't talk about them as much as we should, and it [the Voices against Violence Curriculum] gave me more opportunity to think about it and to talk to others about it like family, friends, and teachers." (Girl Guides)

Leaders and Girl Guides also spoke about how the **Voices against Violence Curriculum made them more aware and able to identify examples of gender inequality in their families, schools, communities, and society.** They began to question why these gender inequalities were present and discussed ways to challenge gender inequalities and promote gender equality because "males and females should have the same rights, men are not superior to women, both are equal" (Girl Guides). The quotes below provide insight into the impact of the Voices against Violence Curriculum on Girl Guides knowledge and attitudes toward gender equality and the role they believe they can play in promoting gender equality.

"I realized how close to home it is. It happens here to many [women and girls], discrimination especially. Sexism is really popular in Malaysia. We can't do certain things, they restrict us from certain activities. For example, in living skills classes we [girls] learn baking and sewing, and boys learn plumbing and handwork . . . We have always been sort of feminists, but I guess that kind of brought it out. Feminists speak up for girls' rights and treat us as equals, belief in equality for males and females." (Girl Guides)

"It gave us perspective about Portugal. We know we live in a developed country and we talked with each other and we realize there are a lot of things to change here and we are the change. It gave us the perspective that we can change the world." (Girl Guides)

### 3.9.2. Knowledge and Understanding of VAWG and EVAWG

At the core of the Voices against Violence Programme is increasing knowledge and understanding of VAWG and encouraging taking action activities to EVAWG. The KAP Surveys of Leaders and Girl Guides were designed to measure knowledge and attitudes toward dating violence, sexual violence, and domestic violence against women and girls, including the impact of sexual violence on women and girls. The KAP Surveys also measured knowledge of VAWG as a human rights violation and government obligations to EVAWG. Survey findings are presented in the charts that follow and interview data is used to provide more context as to the importance of the Voices against Violence Programme in advancing knowledge and attitudes toward VAWG and EVAWG.

#### 3.9.2.1. Knowledge and Understanding of Dating Violence against Women/Girls

In regard to knowledge and attitudes toward physical violence in dating relationships, Chart 7 shows that **92.2% of Leaders and 93.1% of Girl Guides understood if a boy threatens to physically harm his girlfriend it is violence.** Similarly, **96.9% of Leaders and 93.1% of Girl Guides maintained it is not okay for a man to hit a woman that he is dating,** even if he is angry and loses control.

When it comes to sexual violence in dating relationships, Chart 7 shows that **85.9% of Leaders and only 74.1% of Girl Guides understood that if a girl is pressured into having sex by her boyfriend it is violence.** It is notable that only 66.7% of Leaders in Rwanda understood if a girl is pressured into having sex by her boyfriend it is violence, compared to all Leaders in Portugal and Fiji understood this, as did 93.3% of Leaders in Malaysia, 83.3% in Barbados (see Annex K). Similarly, only 37.0% of Girl Guides in Rwanda understood if a girl is pressured into having sex by her boyfriend it is violence, compared to 96.7% of Girl Guides in Portugal, 91.3% in Fiji, 91.2% in Malaysia, and 85.7% in Barbados (see Annex J).

The finding above may be tied in part to the fact that **87.5% of Leaders and only 59.8% of Girl Guides held the belief that boys and men should not take the lead or be in control in relationships.** All Leaders in Portugal (100.0%) and Fiji (100.0%) held this belief, compared to Leaders in Malaysia (85.7%), Barbados (83.3%), and Rwanda (81.0%) (see Annex K). In comparison, Girl Guides in Portugal (90.3%) and Barbados (81.0%) were more likely to believe boys and men should not take the lead or be in control in relationships, whereas Girl Guides in Fiji (56.5%), Malaysia (30.4%), and Rwanda (23.6%) were much more likely to believe that boys and men should be in control in relationships (see Annex J).



Chart 7. Knowledge and attitudes toward dating violence



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
 Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Many girls maintained the Voices against Violence Curriculum “made us open our eyes and be more attentive” to abusive and violent behaviours in relationships, including in dating relationships and families.

“I think it helped us to see our own mistakes in our relationships with others. I am not a violent person and sometimes I get jealous and annoying . . . I realized maybe I get a bit violent; I don't beat him, but some words.” (Girl Guides)

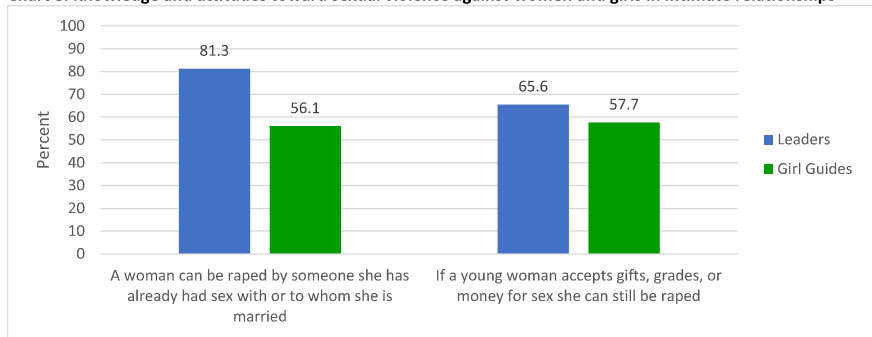
Girl Guides also maintained the Voices against Violence Curriculum taught them “that they can help other people if we need . . . Before this I would not intervene in a situation that could be violence, and now I feel more comfortable to intervene” (Girl Guides). One girl maintained “knowledge is power,” implying that having knowledge of VAWG has empowered some of them to speak out to end VAWG. Similarly, another girl explained, “It [the Voices against Violence Curriculum] gave me knowledge and it gave me curiosity and will to know more about it [VAWG] and to do something about it [VAWG]” (Girl Guides).

### 3.9.2.2. Knowledge and Understanding of Sexual Violence against Women/Girls

Sexual Violence against Women and Girls in Intimate Relationships. Leaders and Girl Guides were asked a series of questions about their knowledge and attitudes toward sexual violence against women and girls, including in intimate relationships, public spaces, and the media. In terms of sexual violence against women and girls in intimate relationships, Chart 8 shows that **81.3% of Leaders and only 56.1% of Girl Guides understood a woman can be raped by someone she already had sex with or to whom she is married**.

Leaders in Rwanda (66.7%) were less likely than Leaders in Barbados (100.0%), Portugal (93.3%), Fiji (85.7%), and Malaysia (80.0%) to understand a woman can be raped by someone she already had sex with or to whom she is married (see Annex K). It is notable that nearly 1 out of 2 Girl Guides were unaware that a woman can be raped by someone she already had sex with or to whom she is marriage. More specifically, only 34.8% of Girl Guides in Fiji and 38.6% in Malaysia understood a woman can be raped by someone she already had sex with or to whom she is married, compared to 64.3% of Girl Guides in Rwanda and 66.7% in Barbados, versus 83.9% of Girl Guides in Portugal (see Annex J). This finding is likely grounded in the fact that not a lot of Leaders discussed sexual violence against women and girls with their group of girls.

**Chart 8. Knowledge and attitudes toward sexual violence against women and girls in intimate relationships**



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
 Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Similarly, only **65.6% of Leaders and 57.7% of Girl Guides understood that even if a young woman accepts gifts, grades or money for sex she can still be raped**. It is notable that nearly 1 out of 3 Leaders and 1 out of 2 Girl Guides did not think a young woman could be raped if she accepts gifts, grades, or money for sex. All Leaders in Barbados and Fiji and 93.3% of Leader in Portugal understood that even if a young woman accepts gifts, grades or money for sex she can still be raped, compared to only 57.1% of Leaders in Malaysia and 35.0% in Rwanda (see Annex K). Similarly, Girl Guides in Malaysia (38.6%) and Rwanda (57.9%) were less likely than Girl Guides in Fiji (69.6%), Barbados (71.4%) and Portugal (74.2%) to understand, if a young woman accepts gifts, grades or money for sex she can still be raped (see Annex J).

Clearly, there remains a lack of understanding among both Leaders and Girl Guides as to sexual violence in intimate relationships, even after participating in the Voices against Violence Curriculum. The lower proportion of Girl Guides who understand sexual violence in intimate relationships may in part be because 95.8% of the sample of Girl Guides was 16 years of age or younger and sexual violence was likely not explored with girls in this age group. It is not known to what degree Member Organizations choose activities that focused on sexual violence.

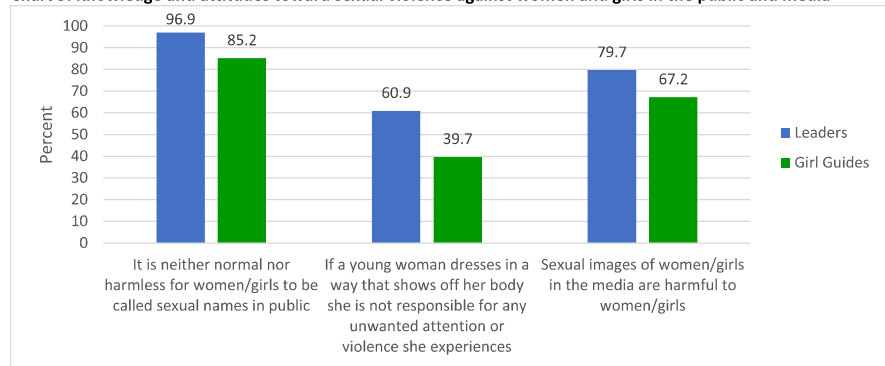
[Sexual Violence against Women and Girls in the Public and Media](#). Chart 9 reveals knowledge and attitudes toward sexual violence against women and girls in the public and media. Data shows that **96.9% of Leaders and 85.2% of Girl Guides held the belief that it is neither normal nor harmless for women/girls to be called sexual names in public**. Yet, **only 60.9% of Leaders and 39.7% of Girl Guides understood that if a young woman dresses in a way that shows off her body she is not responsible for any unwanted attention or violence experienced**.

All Leaders in Barbados and Portugal understood that if a young woman dresses in a way that shows off her body she is not responsible for any unwanted attention or violence experienced, compared to only 57.1% of Leader in Fiji, 40.0% in Malaysia, and 38.1% in Rwanda (see Annex K). Girl Guides in Fiji (21.7%) were most likely to believe it is normal and harmless for women/girls to be called sexual names, compared to Girl Guides in Malaysia (7.2%), Rwanda (7.2%), Barbados (4.8%), and Portugal (0.0%). Girl Guides in Fiji (21.7%) and Malaysia (28.1%) were also least likely to understand that if a young woman dresses in a way that shows off her body she is **not** responsible for any unwanted attention or violence experience (see Annex J). As Girl Guides from Malaysia explained, “Sometimes women and girls t<sub>hey</sub> don’t wear such nice clothes when t<sub>hey</sub> go outside, so t<sub>hey</sub> get attention of t<sub>he</sub> boys and men, so women and girls need to wear t<sub>he</sub> appropriate clothes.” Similarly, another Girl Guide stated,

“T<sub>he</sub> attitude of women t<sub>he</sub>mselfs, t<sub>hey</sub> invite danger. T<sub>hey</sub> wear clothes t<sub>hat</sub> expose t<sub>he</sub>ir body and some are too open-minded and t<sub>he</sub>ir parents didn’t train t<sub>hem</sub> well. T<sub>hey</sub> s<sub>hould</sub> not wear t<sub>he</sub>se kinds of clothes when t<sub>hey</sub> go out.” (Girl Guides)

These findings demonstrate there is still a strong sentiment among Leaders and Girl Guides that women and girls are to blame if they experience sexual violence or sexual harassment, particularly if they do not conform to traditional norms and standards of dress and behaviours for girls and young women.

Chart 9. Knowledge and attitudes toward sexual violence against women and girls in the public and media



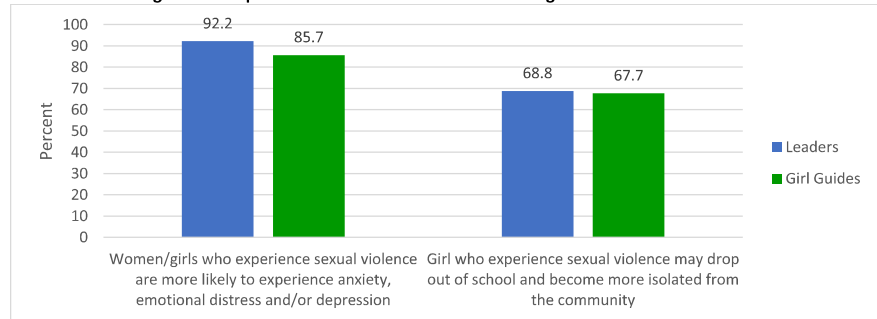
Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
 Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Chart 9 shows there was **better understanding among Leaders (79.7%) and Girls Guides (67.2%) that sexual images of women and girls in the media are harmful to women and girls**. Still, however, 1 out of 3 Leaders and Girl Guides were unaware that sexual images of women and girls in the media are harmful to women and girls. This lack of awareness existed across each of the five in-depth case study countries. Surprising, Leaders in Barbados (100.0%) and Rwanda (90.0%) were more likely to understand that sexual images of women and girls in the media are harmful to women and girls, compared to Leaders in Malaysia (80.0%), Fiji (71.4%) and Portugal (66.7%) (see Annex K). Whereas, Girl Guides in Malaysia (78.6%) and Barbados (71.4%) were more likely to understand that sexual images of women and girls the media are harmful to women and girls, compared to Girl Guides in Rwanda (63.2%), Portugal (61.3%), and Fiji (56.5%) (see Annex J).

Impact of Sexual Violence on Women and Girls. In terms of understanding the impact of sexual violence on women and girls, Chart 10 shows that **92.2% of Leaders and 85.7% of Girl Guides understand that women and girls who experience sexual violence are more likely to experience anxiety, emotional distress and/or depression**. This understanding was greatest among Girl Guides in Malaysia (91.1%), Barbados (90.5%), Portugal (90.3%), and Rwanda (83.6%), and lowest among Girl Guides in Fiji (69.6%) (see Annex J).

Yet, **only 68.8% of Leaders and 67.7% of Girl Guides understood that girls who experience sexual violence are at-risk of dropping out of school and becoming isolated from the community**. These findings may be grounded in the fact that this maybe a risk that is higher in some communities and societies than others; however, there was little difference across each of the five in-depth countries.

Chart 10. Knowledge of the impact of sexual violence on women and girls



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
 Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

3.9.2.3. Knowledge and Understanding of Early and Forced Marriage of Girls

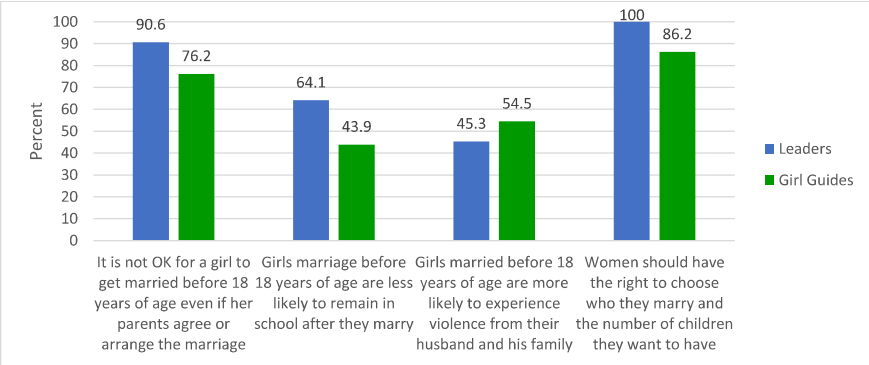
Leaders and Girl Guides were asked a series of questions about early and forced marriage of girls. Chart 11 shows that **90.6% of Leaders and 76.2% of Girl Guides held the belief that it is not OK for a girl to get married before 18 years of age** even if her parents agree or arrange the marriage. Surprisingly, only 53.3% of Girl Guides in Portugal held the belief that it is not OK for a girl to get married before 18 years of age, compared to 75.4% of Girl Guides in Malaysia, 78.3% in Fiji, 81.0% in Barbados, and 88.9% in Rwanda (see Annex J). Some Girl Guides in Malaysia were even aware “there are laws that protect women and girls from violence, for women below 21 years we are under the parents’ care. We are not allowed to marry, and if the parents try to force us into early marriage the government would come and take the girl to protect them.”

Despite being aware that early and forced marriage of girls is wrong, when it comes to understanding the impact of early and forced marriage on girls, **only 64.1% of Leaders and 43.9% of Girl Guides were aware that girls married before 18 years of age are less likely to remain in school after they marry**. Leaders in Rwanda (76.2%), Portugal (66.7%), and Malaysia (66.7%) were more aware that girls married before 18 years of age are less likely to remain in school after marriage, compared to Leaders in Fiji (42.9%) and Barbados (16.7%) (see Annex K). In comparison, Girl Guides in Rwanda (58.5%) and Malaysia (53.6%) were more aware of this than Girl Guides in Barbados (38.1%), Portugal (32.3%) and Fiji (17.4%) (see Annex J).

Chart 11 also shows **only 45.3% of Leaders and 54.5% of Girl Guides were aware that girls married before 18 years of age are more likely to experience violence from their husband and his family**. Leaders in Rwanda (76.2%) were more aware of this than Leaders in Fiji (42.9%), Portugal (33.3%), Malaysia (26.7%), and Barbados (16.7%) (see Annex K). Similarly, Girl Guides in Rwanda (85.5%) were more likely to know that girls married before 18 years of age are more likely to experience violence from their husband and his family, compared to Girl Guides in Fiji (60.9%), Malaysia (47.4%), Portugal (25.8%), and Barbados (23.8%) (see Annex J).

Finally, Chart 11 shows that **100.0% of Leaders and 86.2% of Girl Guides held the belief that women should have the right to choose who they marry and the number of children they want to have**. Girl Guides in Barbados (100.0%), Malaysia (96.4%), Rwanda (90.6%) and Portugal (90.3%) were most likely to believe that women should have the right to choose who they marry and the number of children they want to have, compared to only 47.8% of Girl Guides in Fiji (see Annex J).

Chart 11. Knowledge of early and forced marriage of girls



Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

3.9.2.4. Understanding of Domestic Violence against Women

Leaders and Girl Guides were also asked a series of questions about domestic violence against women, particularly in the context of marriage. Chart 12 shows that **90.6% of Leaders and 72.0% of Girl Guides held the belief that a woman should not have to tolerate violence in her marriage in order to keep her family together**. Leaders in

Portugal (100.0%), Barbados (100.0%), and Rwanda (95.2%) were more likely to hold this belief compared to Leaders in Malaysia (80.0%) and Fiji (71.4%) (see Annex K). It is notable that more than 1 out of 2 or 56.1% of Girl Guides in Fiji held the view that a woman should tolerate some violence in her marriage in order to keep her family together; whereas, Girl Guides in Malaysia (63.2%), Barbados (71.4%), Rwanda (83.6%), and Portugal (100.0%) were more likely to believe that a woman should not have to tolerate violence in her marriage in order to keep her family together (see Annex J).

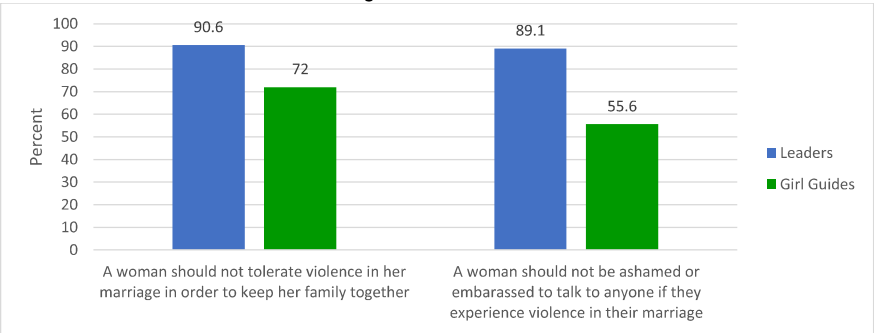
Chart 12 also shows that **89.1% of Leaders and 55.6% of Girl Guides held the belief that a woman should not be ashamed or embarrassed to talk to anyone if they experience violence in their marriage.** Surprisingly, as many as 85.7% of Girl Guides in Rwanda held the view that women should be ashamed and embarrassed to talk to anyone if they experience violence in their marriage. In comparison 69.6% of Girl Guides in Malaysia, 85.7% in Barbados, and 100.0% in Portugal held the belief that a woman should not be ashamed or embarrassed to talk to anyone if they experience violence in their marriage (see Annex J).

“I talk to people they are the people they trust the most. A husband hits his wife, she doesn't tell a normal woman on the street. After a few times she will take abuse, [and she will say] I love my husband and don't want to go through it. [the husbands] feel they can trust the person [their wife] to forgive them and trust them not to tell authorities.” (Girl Guides)

There is still much more work to do with Leaders and Girl Guides to impact their attitudes toward domestic violence against women. Nevertheless, interview data revealed some Girl Guides understood that domestic violence is a learned behaviour.

“Some parents do it and their child see it, and they copy the action, and they don't know the effects of their actions . . . I think it starts from a young age. As a child you don't know violence is bad and you can't hit women. You don't think of hitting someone until you see it” (Girl Guides).

Chart 12. Attitudes toward domestic violence against women



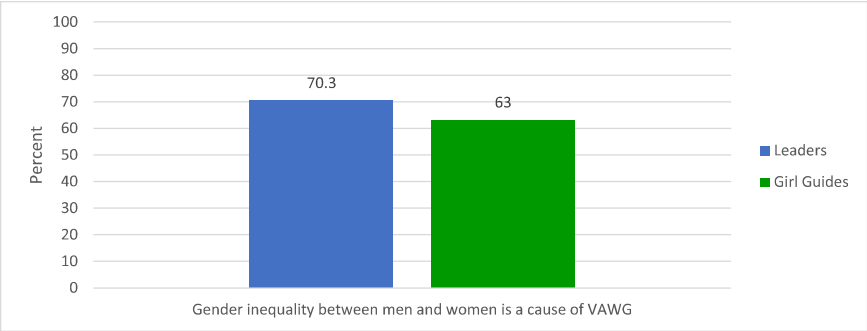
Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
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3.9.3. Knowledge of Gender Inequality as a Cause of VAWG

Advancing understanding that gender inequality is a cause of VAWG is also central to the Voices against Violence Curriculum. Chart 13 shows that **only 70.3% of Leaders and 63.0% of Girl Guides understand gender inequalities between men and women are a cause of VAWG.** Leaders from Portugal (53.3%) were least likely to understand gender inequalities between men and women are a cause of VAWG, compared to Leaders in Rwanda (81.0%), Barbados (80.0%), Malaysia (73.3%), and Fiji (71.4%) (see Annex K). There were no differences among Girl Guides across the five in-depth case study countries. One Girl Guide explained, “We already know it exists, but we didn't know why it is wrong. It [the Voices against violence Curriculum that] caused me to reflect about it; that is most important. It is not that we learned about it, but we try to know why it is happening.” (Girl Guides)



Chart 13. Understanding gender inequality as a cause of VAWG

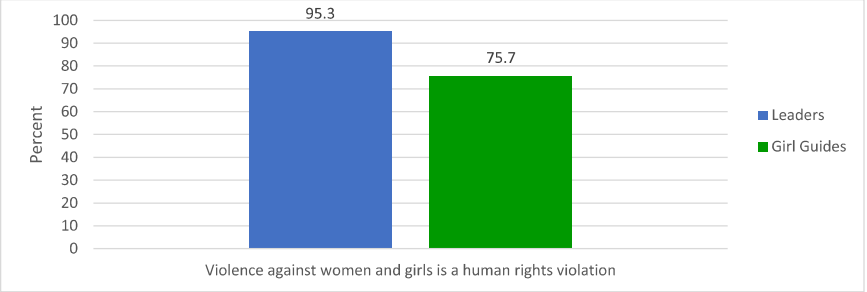


Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

3.9.4. Knowledge of VAWG as a Human Rights Violation

One of the objectives of the Voices against Violence Curriculum is to promote understanding that VAWG is a human rights violation that affects women and girls worldwide. Chart 14 shows that **95.3% of Leaders and 75.7% of Girl Guides recognized that VAWG is a human rights violation**. Girl Guides in Portugal (93.5%) and Rwanda (87.0%) were most likely to recognize VAWG is a human rights violation, compared to Girl Guides in Malaysia (69.1%), Barbados (66.7%), and Fiji (56.5%) (see Annex J). One Girl Guide explained, “I knew what it was [VAWG] but was not aware of the seriousness. I was knowledgeable, but now I am more knowledgeable.”

Chart 14. Knowledge of VAWG as a human rights violation

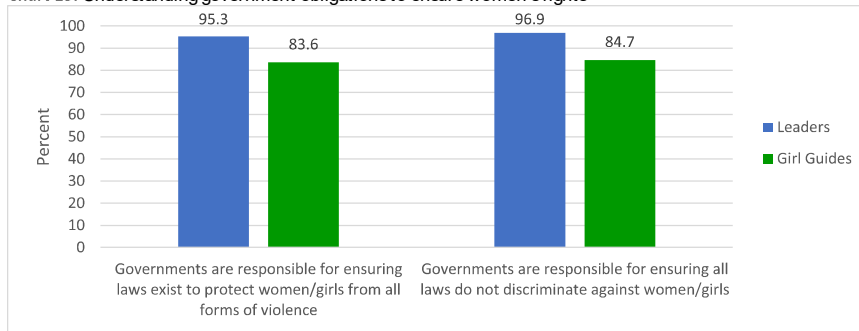


Note: Data presented in this chart is only for those respondents who agreed with the statement.  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

3.9.5. Knowledge of Government Obligations to Ensure Women’s Rights

The KAP Surveys of Leaders and Girl Guides also measured knowledge and understanding of governments’ obligations to ensure women’s rights, including the protection of women/girls from discrimination and all forms of violence. Chart 15 shows **95.3% of Leaders and 83.6% of Girl Guides maintained governments are responsible for ensuring laws exist to protect women and girls from all forms of violence**. Similarly, 96.9% of Leaders and 84.7% of Girl Guides maintained governments are responsible for ensuring all laws do not discriminate against women and girls.

Chart 15. Understanding government obligations to ensure women's rights



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

### 3.9.6. Knowledge of the Laws and Resources to EVAWG

The evaluation set out to understand to what degree the Voices against Violence Curriculum increased knowledge of the laws and resources to prevent VAWG. Resources were defined as those services in communities that are available in schools and/or community to support women and girls who experience violence. In four of the five in-depth case study countries, **Leaders and Girl Guides did not feel the Voices against Violence Curriculum did a very good job at teaching them about the laws and resources to prevent VAWG.** This is a concern because as you raise awareness to VAWG and encourage Leaders and Girl Guides to speak out against VAWG it is important that they understand what laws and resources exist to protect them and to assist other women and girls who experience violence.

One Girl Guide stated, “they taught us, but I don’t know in my country or community what to read out to.” It is important that National Trainers and Leaders include in their discussions and activities information about national and/or local laws and resources that exist to protect women and girls from discrimination and violence. Steps also need to be taken to empower girls to know who they can speak to if they experience violence or witness a violent situation. Identifying resources within local communities that can be easily contacted (e.g., hotlines) and/or accessed is extremely important. For instance, one group of Girl Guides in Portugal reported,

“We had the opportunity to talk with a leader of another Girl Guide who is a lawyer and she talked about it [VAWG] and showed us some statistics and laws, and we discussed that with her. And we prepared an activity about human rights and this part of gender equality.” (Girl Guides)

Because the Girl Guides Association of Portugal partnered with a local nongovernmental service provider to develop their Child Protection Policy, it appeared the **Girl Guides in Portugal were more aware or knowledgeable of the local resources/services available to women and girls who experience violence**, compared to Girl Guides from the other four in-depth case study countries.

Girl Guides in Portugal also learned they can talk to a school teacher, school psychologist, or school counselor. They also learned they can call a hotline or go to the police, and that there are rape and domestic violence laws. Girl Guides in Portugal recalled before the Voices against Violence Curriculum “we did not know there were laws, and if you beat someone you can be punished and spend many years in prison.

[We learned] there are rape laws and domestic violence laws. There is also APAV and they help people. You can call to them [APAV] and they advise what to do in certain situations” (Girl Guides). It was not apparent that Girl Guides in the other four in-depth case study countries had been given the same depth of information about the laws and resources in their countries and communities to prevent VAWG and that support VAWG survivors.

“We have APAV to support victims; not only women, but children who suffer abuse, and men. They keep in touch and help to solve their lives. Someone who doesn’t have the courage to go to the police they will go with them and they [the victims] can go to a safe house . . . When we started the Curriculum in our safe place there was a list of associations and hotline where we can ask for help.” (Girl Guides)



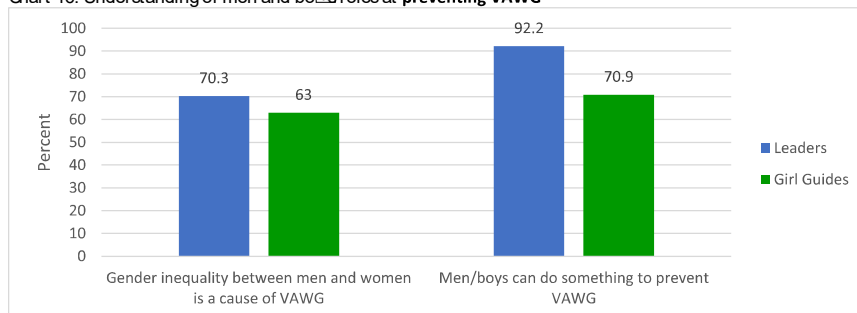
"It was a two-day workshop and it was not enough to know everything about violence. That is where you start to learn and grow your knowledge about it. I want to know, out of all the people that have abused, how many actually were punished? How many were let free? I want to know how serious the authorities and government take violence against women. It is like it happens and then you don't know if they get punished or let free?" (Girl Guides)

### 3.9.7. Understanding Men and Boys' Roles to Prevent VAWG

The KAP Surveys of Leaders and Girl Guides also measured understanding among Leaders and Girl Guides as to the role that men and boys can play in preventing VAWG. Chart 16 shows that **92.2% of Leaders and 70.9% of Girl Guides held the belief that men and boys can do something to prevent VAWG**. One Girl Guide maintained, "I don't get why they put the blame on girls; teach the boys not to do that. I am not allowed to wear short, shorts outside the house. Why can't they teach the boys not to bully? Why do we have to control ourselves when the boys should not be bullying the girls?" (Girl Guides)

It is notable that 100.0% of Girl Guides in Barbados and 96.8% in Portugal held the belief that men and boys can do something to prevent VAWG; whereas, only 73.7% of Girl Guides in Malaysia, 65.2% in Fiji, and 50.9% Rwanda understood that men and boys have a role to play in preventing VAWG (see Annex J). This means that as many as **1 out of 2 Girl Guides in Rwanda, 1 out of 3 in Fiji, and 1 out of 4 in Malaysia held the view that men and boys cannot do anything to prevent VAWG**.

Chart 16. Understanding of men and boys' roles at preventing VAWG



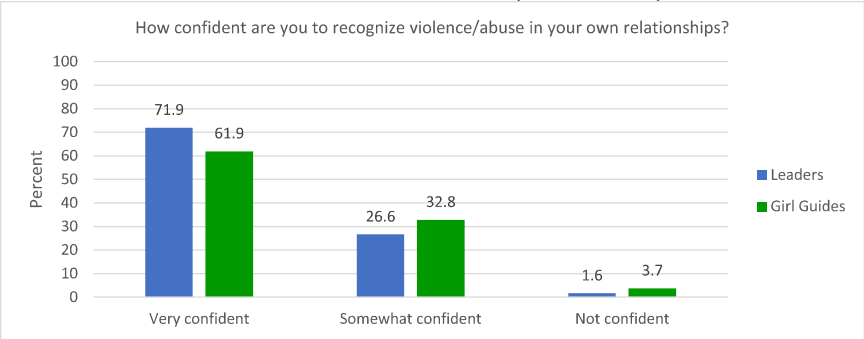
Note: Data presented is only for those respondents who agreed with the statements and some questions were reverse coded.  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

### 3.10. Ability to Recognize VAWG and Help VAWG Survivors

One of the main objectives of the Voices against Violence Programme is to increase the skills and capacities of youth to recognize and address VAWG, and to report instances of VAWG to trusted adults and assist VAWG survivors to seek help. The KAP Surveys of Leaders and Girl Guides measured how confident Leaders and Girl Guides were to recognize violence and abuse in their own relationships and to access support services or protection. They were also asked how confident they were to recognize violence and abuse in the relationships of family members and friends, and to advise and assist family and friends in accessing protection and support services.

**Ability to Recognize Violence in One's Own Relationships and Seek Help.** Chart 17 shows that **71.9% of Leaders and only 61.9% of Girl Guides were 'very confident' that they could recognize violence and abuse in their own relationships**; whereas, 1 out of 4 Leaders and 1 out of 3 Girl Guides were only 'somewhat confident' that they could recognize violence and abuse in their own relationships. Leaders in Fiji (100.0%) and Barbados (83.3%) were most likely to be 'very confident' that they could recognize violence and abuse in their own relationships, compared to 73.3% of Leaders in Portugal, 71.4% in Rwanda, and only 53.3% in Malaysia (see Annex K).

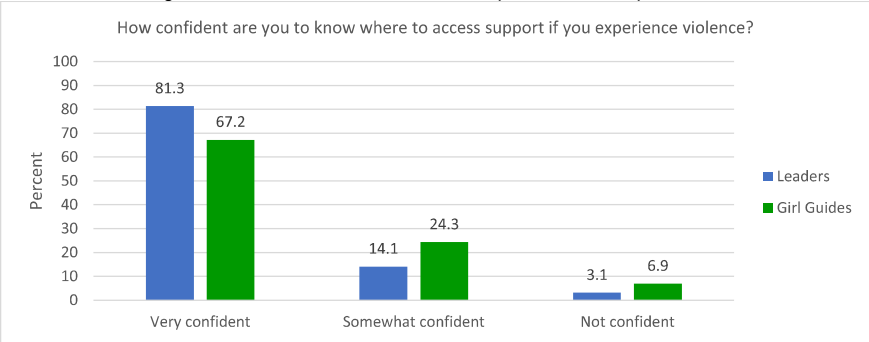
Chart 17. Ability recognize violence/abuse in one's own relationships and to seek help



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Chart 18 shows that **81.3% of Leaders and only 67.2% of Girl Guides** were 'very confident' that they would know where to access support if they experienced violence; whereas, 1 out of 4 Girl Guides and 14.1% of Leaders were only 'somewhat confident' that they would know where to access support if they experienced violence. Unlike being able to recognize violence and abuse in their own relationships, Leaders in Portugal (100.0%), Rwanda (95.0%), and Fiji (85.7%) were most likely to be 'very confident' that they would know where to access support if they experienced violence, compared to Leaders in Barbados (66.7%) and Malaysia (53.3%) (see Annex K).

Chart 18. Ability recognize violence/abuse one's own relationships and to seek help



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

It was Girl Guides in Rwanda (76.8%) and Portugal (74.2%) who were most likely to be 'very confident' that they could recognize abuse in their own relationships, compared to Girl Guides in Fiji (56.4%), Barbados (52.4%), and Malaysia (47.4%). Girl Guides in Rwanda (93.0%) and Portugal (77.4%) were also most likely to be 'very confident' that they know where to access support if they experience violence, compared to Girl Guides in Barbados (57.1%), Malaysia (49.1%), and Fiji (43.5%) (see Annex J).

These findings are likely grounded in the fact that the Girl Guides Association of Portugal focused on raising awareness among Leaders and Girl Guides as to the laws and resources to prevent VAWG and protect VAWG survivors, and ensuring a safe space in their units that Girl Guides could go to their Leaders for support and assistance with VAWG. The activities delivered to Girl Guides in Fiji

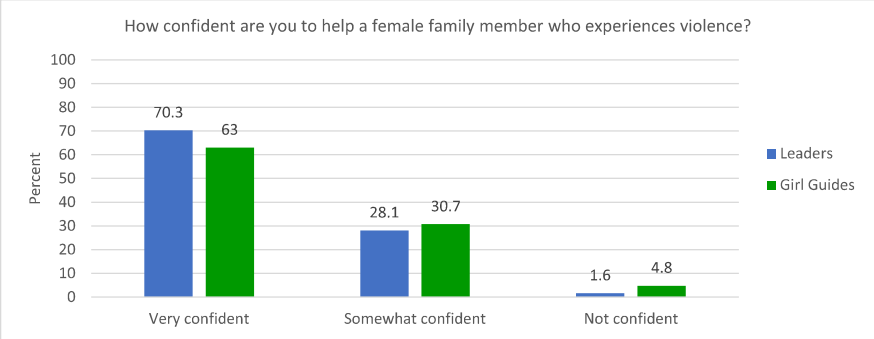
"I now know a lot more than I did, but there is still a lot more to learn and I know that ... I know how to speak about it [VAWG]. I have a lot more confidence now. Even if I know that if I faced with this situation [violence] I would not know how to react, but I know with my added knowledge I would know how to contact people and get other people involved." (Girl Guides)

and Malaysia did not focus heavily on the laws and resources to prevent VAWG or to support VAWG survivors, and it was not clear that Leaders took steps to create the same time of same spaces as the Girl Guides Association of Portugal. The Girl Guides Association of Barbados had yet to roll out the Voices against Violence Curriculum to Girl Guides, although some had participated in the Stop the Voice Campaign and a 1996 march against VAWG in Bridgetown that was sponsored by a local service provider that provide protection and support to VAWG survivors.

Ability to Support Female Family Members Who Experience Violence. In terms of supporting female family members who experience violence, Chart 19 shows that **70.3% of Leaders and 63.0% of Girl Guides were ‘very confident’ that they could help female family members who experience violence.** Leaders in Fiji (85.7%), Rwanda (81.0%), and Portugal (80.0%) were most likely to report they are ‘very confident’ that they would know how to help a family member if she experiences violence, compared to only 50.0% of Leaders in Barbados and 46.7% in Malaysia (see Annex K). Similarly, Girl Guides in Rwanda (82.1%), Fiji (78.3%), and Portugal (70.0%) were most likely to report they are ‘very confident’ that they would know how to help a female family member if she experiences violence, compared to only 52.4% of Girl Guides in Barbados and 40.4% in Malaysia (see Annex J).

“Before the Curriculum, if someone comes to me asking for help I would not say the right person and now I can advise . . . I can talk about it now and say something important to help . . . Beforehand, if someone asked me for help I would not know what to do, and now if I was asked for help now I would be able to help, but would not be able to do everything because I don’t have all the knowledge yet.” (Girl Guides)

**Chart 19. Ability to support female family members who experiences violence**



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

Still, however, more than 1 out of 4 Leaders and nearly 1 out of 3 Girl Guides were only ‘somewhat confident’ that they could help a female family member who experience violence; whereas, 4.8% of Girl Guides were ‘not confident’ that they could help a female family member who experiences violence. It is notable that 50.0% of Leaders in Barbados and 46.7% in Malaysia reported they were only ‘somewhat confident’ that they could help female family members who experience violence (see Annex K). Similarly, 1 out of 2 Girl Guides in Malaysia and 1 out of 3 Girl Guides in Barbados and Portugal were ‘somewhat confident’ to help a female family member if they were to experience violence (see Annex J). Two Girl Guide explained,

“It gave us more tools and most of us maybe didn’t know how to react if something was wrong and now we know how to talk to a friend. I saw a situation in school, a boyfriend was not good to my friend and before I did not see that. I was more alert to situations like that.” (Girl Guides)

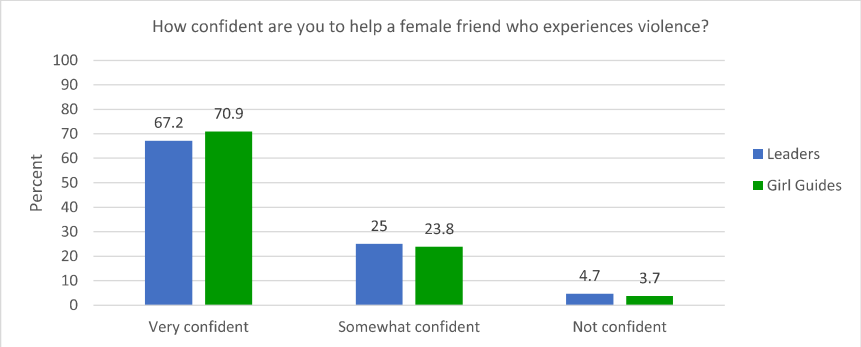
“I had a girl come to me to ask for help. I told her that she should talk to the school counselor and we tried to help her. It was her boyfriend trying to control her. She was able to end everything with him. He also learned. I tried to talk to him, telling him it is not good what you are doing, you are messing up her life. He was my friend and I talked to him in an assertive way. It was good. I became a voice for my female friend. I feel prepared to do that.” (Girl Guides)

Some 13.0% of Girl Guides in Fiji and 88% in Malaysia reported they were ‘not confident’ to help a female family member if she experiences violence (see Annex J). No Girl Guides in Portugal or Rwanda considered themselves ‘not confident.’

**Ability to Support Female Friends Who Experience Violence.** In terms of supporting female friends who experience violence, Chart 20 shows that 67.2% of Leaders and 70.9% of Girl Guides were ‘very confident’ that they could help a female friend who experiences violence; as many as 1 out of 4 Leaders and Girl Guides maintain they were only ‘somewhat confident’ to help a female friend who experiences violence. Only 4.7% of Leaders and 3.7% of Girl Guides were ‘not confident’ to help a female friend who experiences violence.

Leaders in Portugal (86.7%), Fiji (85.7%) and Rwanda (70.0%) were more likely to report they were ‘very confident’ that they could help a female friend if she experiences violence, compared to Leaders in Malaysia (50.0%) and Barbados (50.0%). In fact, as many as 1 out of 5 of 21.4% of Leaders in Malaysia reported they were ‘not confident’ that they could help a female friend if she experiences violence (see Annex K). Similarly, Girl Guides in Portugal (90.3%), Rwanda (89.1%), and Fiji (78.3%) were more likely to report they were ‘very confident’ that they could help a female friend if she experiences violence, compared to Girl Guides in Barbados (57.1%) and Malaysia (47.4%). Girl Guides in Malaysia (49.1%) and Barbados (33.3%) were more likely to report they are only ‘somewhat confident’ that they could help a female friend who experiences violence (see Annex J).

Chart 20. Ability to support female friends who experiences violence



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

**Ability to Safely Intervene in a Situation of VAWG.** Chart 21 reveals only 50.0% of Leaders and 39.2% of Girl Guides maintained they were ‘very confident’ that they could safely intervene if they saw a woman or girl being abused; as many as 42.2% of Leaders and 48.1% of Girl Guides reported they were only ‘somewhat confident’ that they could safely intervene if they saw a woman/girl being abused. Leaders in Fiji (85.7%) and Rwanda (75.0%) were more likely to report they were ‘very confident’ that they could safely intervene if they saw a woman or girl be abused, compared to only 40.0% of Leader in Portugal, 33.3% in Barbados, and 21.4% in Malaysia (see Annex K). Similarly, Girl Guides in Fiji (60.9%) and Rwanda (50.9%) were more likely to report they were ‘very confident’, and Girl Guides in Portugal (58.1%), Malaysia (54.4%), and Barbados (52.4%) were only ‘somewhat confident’ to safely intervene if they saw a woman/girl being abused (see Annex J).

Girl Guides who felt more confident to safely intervene expressed, “We are more attentive, if someone needs help we know how to deal with the situation. We know who to ask for help” (Girl Guides). **Knowing how to identify and respond to VAWG, and how to help VAWG survivors empowered many of the Leaders and Girl Guides** who were interviewed. It is notable that that 12.2% of Girl Guides reported they are ‘not confident’ to safely intervene if they see a woman or girl being abused, compared to only 4.7% of Leaders. It was Leaders

“It [the Voices against Violence Curriculum] was really important it gave us the tools. We knew violence happened, but no one told us how to react, and our leader told us. We know how to really help people. If we are walking in the street we know how to help, whether it is a boyfriend-girlfriend, boyfriend-boyfriend, or girlfriend-girlfriend [the LGBT community].” (Girl Guides)

(14.3%) and Girl Guides in Malaysia (24.6% or 1 out of 4) who were most likely to report they were ‘not confident’ to safely intervene (see Annexes J and K).

Chart 21. Ability to safely intervene if witnessing violence/abuse



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

3.11. Taking Action to Promote Gender Equality and EVAWG

The sixth and final activity in the Voices against Violence Curriculum is a taking action activity that focuses on increasing the skills and capacities of young people to develop community-led activities to prevent and address VAWG, and/or to lobby decision-makers for stronger commitments to eliminate and prevent VAWG. For many Girl Guide units this involved taking their lessons learned and knowledge gained from the Voices against Violence Curriculum back to their schools and classrooms and sharing their knowledge about gender equality and VAWG with their classmates or peers. In Malaysia, the Girl Guides Association is school-based so that meant “there will be more than 15 posters [about stop dating violence] in the schools; so, the awareness will be raised and it will change the perception of the Girl Guides. They will talk about dating violence.” (National Trainers)

Girls at one school in Portugal reported that after their classroom presentations on gender equality to their peers, some of their male classmates called them to play football. The girls maintained it was the taking action activity from the Voices against Violence Curriculum that helped to break down some of the gender barriers with their peers. Other Girl Guides felt that because of their take action activities their classmates “learned more about it [VAWG]” and understand that “they know that they can come to me if they need something.” (Girl Guides)

“My goal was to change my classmates’ minds because most of the guys there think men are better than women, and I don’t agree with that. They still don’t agree with me on that and I am still trying to change minds.” (Girl Guides)

Some National Trainers explained that most of the taking action activities Girl Guides engaged in were small scale (e.g., in classrooms or schools) and the “impact was small or not that profound” in terms of the number of people reached. National Trainers did not fully comprehend the impact the taking action activities actually had on the girls, including building their confidence and self-esteem to stand in front of their classmates or peer, and even the community to speak about gender equality and VAWG. Other National Trainers recognized the taking action activities that girls organized “worked on their self-confidence” because it required girls to explain the project to their teachers and to get approval to do their activities in the classrooms. There were a few school directors and teachers that were not open to using their classes or class time to allow the girls to do their planned activities. Some girls dealt with this by bringing their taking action activities to another school or teacher that was open to their project and willing to support them to speak out.

In Fiji, Malaysia, Portugal, and Rwanda there were Girl Guide units that developed taking action activities that were carried out in communities. For instance, the Girl Guides Association of Malaysia organized a series of campaign events called “Stop the Violence Roadshow” which engaged almost 2,000 participants and during which Girl Guides collected 1,040 pledges to “Stop the Violence”. Girl Guides also participated in a national event where they had a

booth and played the Wheel of Fortune game<sup>48</sup> with the public and talked about stopping violence. The Girl Guides Association of Malaysia were able to reach more than 1,000 people at this event. **In Portugal**, some Girl Guide units, particularly in Lisbon, organized community taking action activities. For instance, one activity involved the Girl Guides approaching people on the streets and having them write on a post-it what they think about VAWG. The Girl Guides took pride in the fact that they had the confidence to approach people walking down the street and speak to them about gender equality and VAWG. One girl explained, “We spoke to people with children and the children were listening to us” (Girl Guides).

Another Girl Guide group in Portugal reported organizing a community event to which they invited an organization that works with youth to speak. They also invited a psychologist and others in the community in an effort to encourage others to speak out against VAWG. As they explained, “We invited others in our community and talked about the violence that exists, and how we can help, and we should be more careful and attentive to the situation and just help them [victims of violence]” (Girl Guides). The Girl Guides Association of Portugal also designed a pamphlet that included information about the Voices Against Violence Programme, key concepts related to gender equality and VAWG, and information about community organizations that support VAWG survivors. Girls handed the pamphlets out in schools and in communities, along with Stop the Violence campaign bracelets.

The **Fiji Girl Guides Association** organized several different rallies and marches in 2017. This included the Kadavu Voices against Violence cluster rally which occurred in three different locations on different days. There was the Ravitaki cluster rally that involved four schools which gathered together at the Muani Village School, the Central cluster rally that consisted of four schools which gathered together at Namalata Central School, and the Nabukelevuira cluster rally that consisted of three schools which gathered together at Nabukelevu District. These rallies were organized to support Girl Guides to complete the last two Violence against Violence Curriculum activities called ‘Speak Out and Take Action.’ These last two activities are required for Girl Guides to earn the Voices against Violence badge. These three different cluster rallies engaged 205 guides, 140 scouts, 13 guide leaders, and 13 scout leaders. They all marched together around their school grounds and 21 guides delivered oratory speeches and poems based on the theme ‘Voices against Violence’. The guides also performed dances, songs, and skits/role plays on the theme. During the rallies, guides and scouts from the 11 schools also displayed posters, banners, and placards with stop the violence messages. The Girl Guides Association also organized three other rallies, including in Lautoka where they marched through the Lautoka City streets, Nadroga Province, and Naitasiri South Province. Together these three other rallies engaged 533 guides and 83 guide leaders who rallied together and marched to stop VAWG.

Desk review materials also revealed that in **India, Bharat Scouts and Guides**, the joint association of Girl Guides and Boy Scouts in India, National Trainers and Leaders organized a Peace March and Rally near India Gate in New Delhi following the first national five-day TOT for Leaders in December 2014, which involved 49 trainers from 11 states. Trainers from Odisha State then returned home to deliver a state-level training to more youth leaders which culminated in Girl Guides and Boy Scouts organizing a rally to “Stop the Violence” and marched to the city centre in Bhubaneswar carrying banners and posters and disseminating information on VAWG. Thirteen newspapers and two local television news channels covered the event and spoke with the participants.<sup>49</sup>

In some countries, Girl Guides also organized taking action activities around activities planned by UN Women for Orange Day and the 16 Days of Activism against Gender-Based Violence.,

“In Rwanda we have a week that is called 16 Days of Activism which is fighting against violence and we used that occasion to launch the campaign against violence in Gakenke . . . Before we got there, people were not aware of the types of violence and some were being violated without knowing it. After telling them, they became aware and said they were going to help them [Girl Guides] spread their voices against violence. Even some of the police said there are laws that protect them [women and girls] against violence.” (National Trainers)

**In Malaysia**, National Trainers asked girls to send in pictures and use the hash tag for Orange Day. In 2016, the UN Women Regional Office for Asia and the Pacific also asked the Girl Guides Association of Malaysia to have the Girl Guides participate in a writing competition; then published three of their writing as articles for Orange Day. In November 2017, the Girl Guides Association of Malaysia was planning to do something for the 16 Days of Activism against Gender-Based Violence, just not nationally.

Other Girl Guides took the lessons learned from the Voices against Violence Curriculum to other places, such as debate class, poetry competitions, theatre performances, and youth political groups where they shared information

and discussed issues with other youth and community groups. Across four of the five in-depth case study countries there were girls who expressed, “I want to do more.” (Girl Guides)

Desk review materials revealed in a small number of countries national and community-based campaigns designed and implemented by Girl Guides and Girl Scouts as part of the Voices against Violence Programme resulted in policy changes or had an influence on policy- or decision-makers. For instance, in 2014 and 2015, the Malawi Girl Guides Association participated in the campaign to revise the marriage bill, raising the legal age of marriage for girls from 15 to 18 years of age. This was a successful campaign and the Marriage, Divorce and Family Relations bill was passed in the Malawian Parliament in February 2015. The Malawi Girl Guides Association took part in the campaign after learning that there was a need for them to take action in changing some of the laws that affect girls and young women in Malawi. The Malawi Girl Guides Association was also running a bring back the girls to school campaign, in which they were working with community leaders and parents to inform them about the rights of the girl child, including the right to education. This campaign had the added benefit of helping to raise awareness to the negative effects of early child marriages and the effects of violence among girls forced into early marriage. In turn, some girls who dropped out of school due to early marriage were able to go back to school with the help of community leaders.

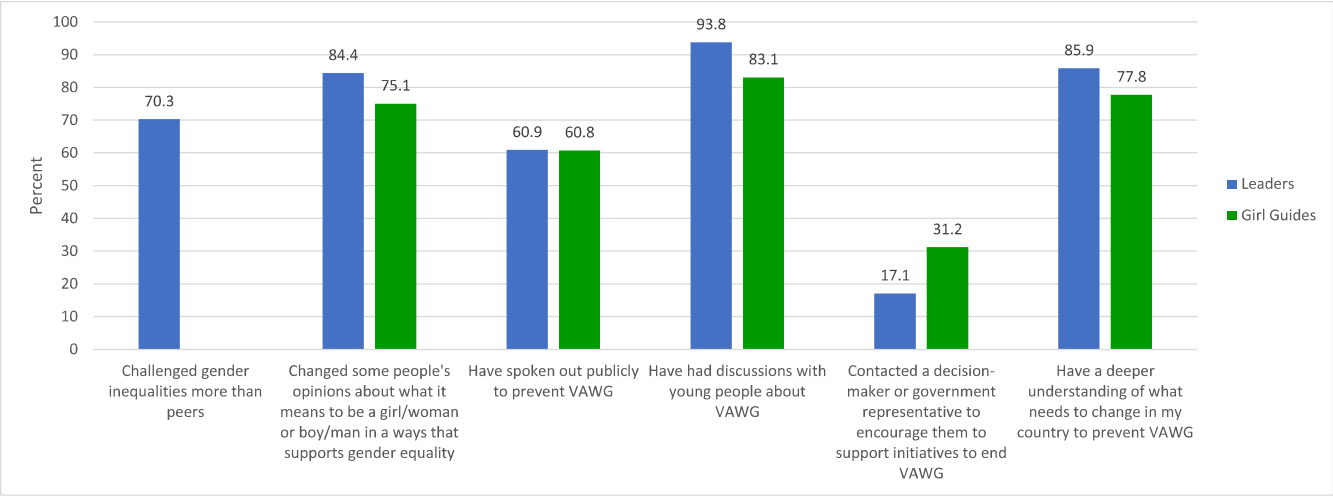
“I realize we know more than them [our peers], not only because of the Voices against Violence, but because of the Girl Guides. It made us realize it is important to have the Girl Guides here.” (Girl Guides)

The ability of Member Organizations to document take action activities such as these was hampered by weak reporting practices of numerous Member Organizations. In the programme’s reporting forms Member Organizations generally listed taking action activities with little explanation if any of the campaign, participation, and/or outcomes. Also, interviews with National Board members, Leaders, and Girl Guides during the evaluation revealed no apparent long-term effects of the taking action activities or community-based campaigns, beyond the impact it had on Girl Guides personally.

The KAP Surveys of Leaders and Girl Guides were designed to measure the degree to which Leaders and Girls reported taking action and speaking out to advocate for gender equality and EVAWG, and even to challenge gender inequalities. Chart 22 shows that **70.3% of Leaders reported they believe they have challenged gender inequalities more than their peers**; no Girl Guides were asked this question. Leaders in Portugal (93.3%) and Fiji (85.7%) were more likely to maintain they have challenged gender inequalities more than their peers, compared to Leaders in Rwanda (71.4%), Malaysia (58.3%), and Barbados (50.0%) (see Annex K).

In addition, 84.4% of Leaders and 75.1% of Girl Guides reported they **have changed some people’s opinions about what it means to be a girl/woman or boy/man in ways that support gender equality**. All Leaders in Fiji, Malaysia, and Portugal reported they changed some people’s opinions about what it means to be a girl/woman or boy/man in ways that support gender equality, compared to 85.7% of Leaders in Rwanda and only 20.0% of Leaders in Barbados (see Annex K). In comparison, Girl Guides in Portugal (96.8%), Rwanda (85.2%) and Malaysia (73.7%) were more likely than Girl Guides in Fiji (60.9%) and Barbados (47.6%) to report having changed someone people’s opinion about what it means to be a girl/woman or boy/man in a way that support gender equality (see Annex J).

Chart 22. Taking action to promote gender equality and end VAWG



Note: Girl Guides were not asked whether they challenged gender inequalities more than their peers  
Note: See Annex I for data presented in table format and Annexes J and K for country comparisons



Chart 22 also shows that **60.9% of Leaders and 60.8% of Girl Guides reported speaking out publicly to prevent VAWG**. All Leaders in Fiji and 80.0% of Leaders in Rwanda reported they spoke out publicly to prevent VAWG, however only 61.5% of Leaders in Malaysia, 46.7% in Portugal, and 20.0% in Barbados reported speaking out publicly to prevent VAWG (see Annex K). In comparison, Girl Guides in Rwanda (89.1%), Portugal (80.6%) and Fiji (69.6%) were more likely to report speaking out publicly to prevent VAWG than Girl Guides in Malaysia (41.8%) and Barbados (9.5%) (see Annex J).

Chart 22 also shows that **93.8% of Leaders and 83.1% of Girl Guides reported they had discussions with young people about VAWG**, and **17.1% of Leaders and 31.2% of Girl Guides reported they contacted a decision-maker or government representative to encourage them to support initiatives to end VAWG** in their countries. Girl Guides in Rwanda (64.2%) and Fiji (56.5%) were most likely to report contacting a decision-maker or government representative to encourage them to support initiative to end VAWG in their country (see Annex J).

Finally, Chart 22 shows that **85.9% of Leaders and 77.8% of Girl Guides maintained they have a deeper understanding of what needs to change in their country to prevent VAWG**. Leaders in Malaysia (71.4%) were least likely to report they have a deeper understanding of what needs to change in their country to prevent VAWG, compared to Leaders in Rwanda (85.7%), Barbados (100.0%), Fiji (100.0%), and Portugal (100.0%) (see Annex K). In comparison, 96.8% of Girl Guides in Portugal, 88.6% in Rwanda, 80.7% in Malaysia, and 78.3% in Fiji believed they had a deeper understanding of what needs to change to prevent VAWG in their countries, compared to 66.7% of Girl Guides in Barbados (see Annex J). This is because Girl Guides in Barbados had yet to participate or engage with the Voices against Violence Curriculum.

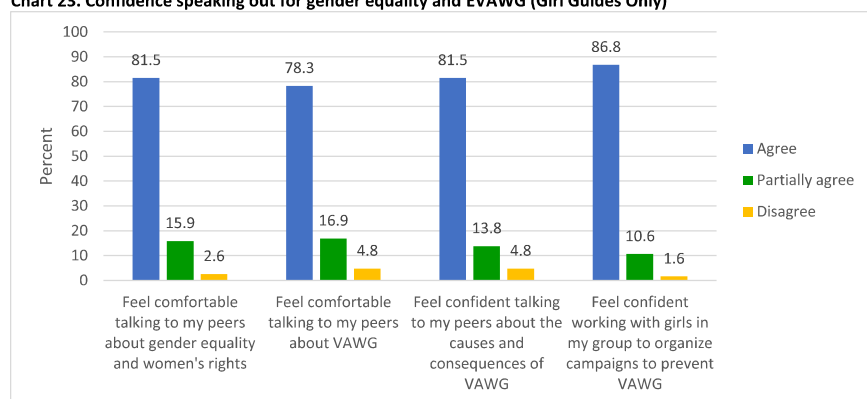
“I think they have become much more aware of what is going on, and confident, but not in this level to lobby or advocate . . . Now they know it is important.” (National Trainers)

Confidence Speaking Out for Gender Equality and EVAWG Chart 23 reveals how confident or comfortable Girl Guides feel when it comes to speaking out to promote gender equality and EVAWG. In particular, **81.5% of Girl Guides reported they feel ‘comfortable’ talking to their peers about gender equality and women’s rights**; only 15.9% of Girl Guides were ‘partially comfortable’. In addition, **78.3% of Girl Guides reported they feel ‘comfortable’ talking to their peers about VAWG**; only 16.9% of Girl Guides were ‘partially comfortable’. Finally, **81.5% of Girl Guides felt ‘confident’ talking to their peers about the causes and consequences of VAWG**; only 13.8% of Girl Guides were ‘partially confident’ speaking about the causes and consequences of VAWG with their peers. As it related to each of these questions, Girl Guides in Portugal and Rwanda were most likely to report being ‘comfortable’ and ‘confident’ to talk to their peers about gender equality, women’s rights, and VAWG (see Annex J).

“Before, I had some ability to talk about it but I was not convincing or able to change people’s minds and now I have better arguments and am able to achieve this goal . . . If before I told someone about this I didn’t speak things I know, but now I can speak and I know what I am saying . . . Before I didn’t have much confidence or ability to talk about the issue and now I have feel have more knowledge and ability to talk about this subject.” (Girl Guides)

Chart 23 shows that **86.8% of Girl Guides reported they are ‘confident’ working with girls in their group to organize campaigns to prevent VAWG**; only 10.6% of Girl Guides were ‘partially confident’. Again, Girl Guides in Portugal (96.8%) and Rwanda (93.0%) were more likely to report they are ‘confident’ working with girls in their group to organize campaigns to prevent VAWG, than Girl Guides in Malaysia (71.9%), Barbados (71.4%), and Fiji (65.2%) (see Annex J). As one girl explained, “It [the Voices against Violence Curriculum] gives us the confidence, increases our skills and courage . . . I am more comfortable talking about it in public, and there are a lot of people that are going to support me. I am at okay at speaking loud and clear” (Girl Guides).

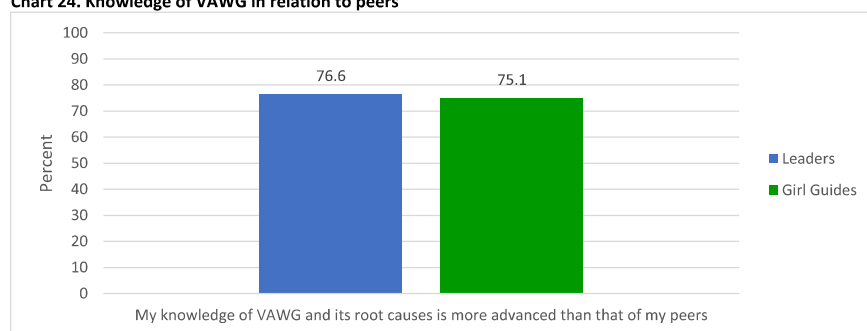
**Chart 23. Confidence speaking out for gender equality and EVAWG (Girl Guides Only)**



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

**Knowledge of VAWG in Relation to Peers.** Chart 24 shows that **76.6% of Leaders and 75.1% of Girl Guides felt that their knowledge of VAWG and its root causes were more advanced than that of their peers.** Girl Guides in Barbados (33.3%) were least likely to believe their knowledge of VAWG and its root causes were more advanced than their peers because they had yet to engage with the Voices against Violence Curriculum, compared to Girl Guides in Rwanda (89.3%), Portugal (81.7%), Fiji (78.3%) and Malaysia (71.4%) who participated in the Voices against Violence Programme (see Annex J).

**Chart 24. Knowledge of VAWG in relation to peers**



Note: See Annex I for data presented in table format and Annexes J and K for country comparisons

### 3.12. Impact and Effectiveness of the Voices against Violence Curriculum on Speaking out to EVAWG

Girl Guides were asked to rank on a 10-point scale (1=not confident to 10=very confident) how confident they were to speak out and advocate for gender equality and EVAWG in the before the Voices against Violence Curriculum. Next, Girl Guides were asked to rank how confident they were to speak out and advocate for gender equality and EVAWG at the time of the interview, after participating in the Voices against Violence Curriculum. Then, Girl Guides were asked to rank on a 10-point scale (1=not important to 10=very important) how important the Voices against Violence Curriculum was on increasing their confidence to speak out and advocate for gender equality and EVAWG.

Table 14 shows that **before the Voices against Violence Curriculum, Girl Guides reported on average a 5.2 on a 10-point scale that they were confident to speak out and advocate for gender equality and EVAWG. After the Voices against Violence Curriculum, Girl Guides reported on average an 8.7 on a 10-point scale that they were confident to speak out and advocate for gender equality and EVAWG.** This is a **3.5-point increase** on a 10-point scale of confidence from before to after the Voices against Violence Curriculum. When asked how important the Voices

against Violence Curriculum was on increasing their confidence to speak out and advocate for gender equality and EAWG, Girl Guides maintained the **Voices against Violence Curriculum was on average an 8.9 on a 10-point scale of importance.**

**Table 14. Girls Guides rating of the impact and effectiveness of the Curriculum on their ability to speak out**

Table 14: Girls' Guides Rating of the Impact and Effectiveness of the Curriculum on their ability to speak out		
Confidence in your ability to speak out and advocate for gender equality and EVAWG	Total Mean N=145	Point Change
Before Voices against Violence Curriculum	5.2	+3.5
After Voices against Violence Curriculum	8.7	
Importance of the Voices against Violence Curriculum on increasing their confidence to advocate for gender equality and EVAWG	8.9	

Note: Country differences can be found in Annex Tables

Analysis was conducted to explore differences across each of the five in-depth case study countries. Girl Guides in Portugal (+4.7), Rwanda (+4.3), and Fiji (+4.0) reported the largest point increase in confidence to speak out and advocate for gender equality and EAWG, while Girl Guides in Malaysia (+2.5) had the smallest point increase. Girl Guides in Malaysia had a smaller point increase because Girl Guides in Malaysia reported having higher levels of confidence speaking out and advocating for gender equality and EAWG in the year before the Voices against Violence Curriculum, compared to Girl Guides from the other three in-depth case study countries, as well as slightly lower levels of confidence after the Curriculum, compared to Girl Guides from the other three countries (see Annex J).

### 3.13. Opportunities to Speak Out About VAWG

Table 15 shows those places where Leaders and Girl Guides felt they have opportunities to speak out about VAWG. The **most common places Leaders felt they could speak out about VAWG was with friends (100.0%) and family (92.2%), with Girl Guides (85.9%) and Girl Guide Leaders (75.0%), in their schools (70.3%), with their husbands/boyfriends (65.6%), in their communities (65.6%) and workplaces (62.5%), and online or in social media (59.4%).** One Leader explained, "If we compare with people not exposed to the Programme, the discussion I have with my friends and at work they don't realize how important it is and what is going on." Fewer Leaders felt they could speak out about VAWG with community/government leaders (45.3%), in their church/temple (48.3%), at the national level (34.4%), and at an international level (31.3%).

**Table 15. Places where there are opportunities to speak out about VAWG**

Where you feel you have opportunities to speak out about VAWG?	Leaders N=64		Girl Guides N=189	
	n	%	n	%
With friends	64	100.0	171	90.5
With family	59	92.2	174	92.1
With Girl Guides	55	85.9	157	83.1
With Girl Guide Leaders	48	75.0	154	81.5
In my school	45	70.3	154	81.5
With my husband/boyfriend	42	65.6	117	61.9
In my community	42	65.6	97	51.3
In my workplace	40	62.5	32	16.9
Online/in social media	38	59.4	76	40.2
With community/government leaders	29	45.3	65	34.4
In my church/temple	28	48.3	79	41.8
At national level (in national papers or events)	22	34.4	56	29.6
At an international level	20	31.3	39	20.6

Note: See Annexes J and K for country comparisons

Similarly, the most comment places **Girl Guides felt they could speak out about VAWG was with family (92.1%) and friends (90.5%), with Girl Guides (83.1%) and Leaders (81.5%), and in their schools (61.9%).** Fewer Girl Guides felt they could speak out about VAWG in their communities (51.3%), in their church/temple (41.8%), online or in

social media (40.2%), with community/government leaders (34.4%), at the national level (29.6%), at an international level (20.6%), and in my workplace (16.9%).

3.14. Impact and Effectiveness of the Programme on Advocacy Abilities of Girl Guides

This evaluation attempted to measure the impact and effectiveness of the Voices against Violence Programme on advocacy abilities of Girls Guides. National Board members, National Trainers, and Leaders were all asked to rank on a 10-point scale how confident they were in the ability of Girl Guides in their country to advocate for gender equality and EVAWG, both before and after the Voices against Violence Programme. They were also asked how important was the Voices against Violence Programme on increasing the ability of Girl Guides to advocate for gender equality and EVAWG.

Table 16 shows that before the Voices against Violence Programme, **National Board members reported on average a 5.3 on a 10-point scale that they were confident in the ability of Girl Guides in their respective country to advocate for gender equality** (1=not confident to 10=very confident). In comparison, **National Trainers reported on average a 4.2 on a 10-point scale and Leaders reported on average a 3.4 on a 10-point scale** in the ability of Girl Guides in their respective countries to advocate for gender equality. National Board members, National Trainers, and Leaders had different levels of confidence because they saw the advocacy abilities of Girl Guides from different vantage points. In fact, National Trainers had a confidence ranking of 1.1-points lower than the National Board, whereas Leaders had a confidence ranking of 1.9-points lower than the National Board.

When asked about their confidence in the **ability of Girl Guides in their country to advocate for gender equality after the Voices against Violence Programme**, **National Board members reported on average an 8.9 on a 10-point scale**, while **National Trainers reported a 9.2 and Leaders reported a 7.4 on a 10-point scale**. Again, there were differences in levels of confidence between the National Board, National Trainers, and Leaders.

**National Trainers reported the largest point change of a 5.0-point increase on a 10-point scale in confidence in their abilities of Girl Guides in their respective countries to advocate for gender equality**; whereas **Leaders reported a 4.0-point increase and National Board members reported only a 3.6-point increase on a 10-point scale**. Bear in mind, National Board members had more confidence in the ability of Girl Guides in their respective countries to advocate for gender equality before the Voices against Violence Curriculum, compared to National Trainers and Leaders. In part, this is because **National Board members were more likely to recognize that advocating for gender equality has long been a mission of the Girl Guiding Movement**.

When asked how important the Voices against Violence Programme was on increasing the ability of Girl Guides in their country to advocate for gender equality, **National Board members maintained the Voices against Violence Programme was on average a 9.1 on a 10-point scale of importance**. Similarly, **National Trainers maintained the Voices against Violence Programme was on average a 9.3 on a 10-point scale of importance**; whereas, **Leaders maintained the Voices against Violence Programme was an 8.6 on a 10-point scale of importance**.

Table 16 also shows that **before the Voices against Violence Programme, National Board members reported on average a 4.5 on a 10-point scale their confidence in the ability of Girl Guides in their country to speak out to end VAWG**. In comparison, **National Trainers report on average a 3.9 and Leaders reported on average a 3.4 on a 10-point scale** their confidence in the ability of Girl Guides in their country to speak out to end VAWG. Leaders had a confidence rating of nearly 1-point lower than the National Board before the Voices against Violence Curriculum.

When asked about their **confidence in the ability of Girl Guides in their country to speak out to end VAWG after the Voices against Violence Curriculum**, **National Board members reported on average an 8.8 on a 10-point scale**, while **National Trainers reported a 9.3 and Leaders reported a 7.6 on a 10-point scale**. Leaders had a confidence rating of 1.2-points lower than the National Board and 1.7-points lower than National Trainers.

“When you read the Curriculum, it starts with the younger age and that is where other organisations fail because they start with adults; it is too late. We are raising a new generation. We are educating from a low level and start from an early age, and we really raise strong girls and women. We start at the bottom, so when you grow up you know things are different. We raise a new generation of girls that understand their rights and she is capable.” (National Board)

Table 16. Impact and importance of the Voices against Violence Programme on advocacy ability of Girl Guides						
	National Board		National Trainers		Leaders <sup>1</sup>	
	Total Mean	Point Change	Total Mean	Point Change	Total Mean	Point Change
Confidence in the ability of the Girl Guides in your country to advocate for gender equality						
Before the Voices against Violence Programme	5.3	+3.6	4.2	+5.0	3.4	+4.0
After the Voices against Violence Programme	8.9		9.2		7.4	
Importance of the Voices against Violence Programme on increasing the ability of Girl Guides in your country to advocate for gender equality to advocate for gender equality	9.1		9.3		8.6	
Confidence in ability of Girl Guides in your country to speak out to end VAWG						
Before the Voices against Violence Programme	4.5	+4.3	3.9	+5.4	3.4	+4.2
After the Voices against Violence Programme	8.8		9.3		7.6	
Importance of the Voices against Violence Curriculum on increasing the ability of Girl Guides in your country to advocate for EVAWG	8.9		9.1		8.7	

<sup>1</sup> Youth Leaders in Rwanda were not asked the full set of questions for Leaders because it was not made clear prior to the interview that they were Youth Leaders

Note: Country differences can be found in Annex K, L and M

**National Trainers reported the largest point change of a 5.4-point increase on a 10-point scale of confidence in the ability of Girl Guides in their respective countries to speak out and advocate for EVAWG. Whereas, National Board members reported a 4.3-point increase and Leaders reported a 4.2-point increase on a 10-point scale.**

When asked **how important the Voices against Violence Curriculum was on increasing the ability of Girl Guides in their country to advocate for EVAWG, National Board members maintained the Voices against Violence Programme was on average an 8.9 on a 10-point scale of importance.** In comparison, **National Trainers maintained the Voices against Violence Programme was on average a 9.1 on a 10-point scale and Leaders maintained it was on average an 8.7 on a 10-point scale of importance.** National Trainers were more likely to recognize the importance of the Voices against Violence Curriculum on increasing the ability of Girl Guides to speak out and advocate for gender equality and EVAWG because they had a deeper understanding of the Curriculum than National Board members and many of the Leaders.

### 3.15. Member Organizations Award the Voices Against Violence Badge

Girls who completed all six activities – Start, Think, Identify, Support, Speak Out, and Take Action – that make up the Voices against Violence Curriculum were supposed to receive the Voices against Violence badge. **Some Member Organizations faced challenges awarding the badges to Girl Guides,** mainly because of the cost of the badge. One National Board reported, “WAGGGS badges are expensive, nine to ten pounds a package of five. Badges are really expensive and the girls are demanding the badges.”

Other **Member Organizations had a difficult time keeping track of which Girl Guides completed all six activities.** For instance, the Girl Guides Associations of Rwanda, Malaysia, and Fiji had a difficult time determining which Girl Guides completed all six activities. This, in part, is because Leaders did not consistently or systematically record and report on the number and names of girls who participated in each of the activities from week-to-week or who participated in the take action activities that girls organized and participated in.

Although the **Voices against Violence Handbook included monitoring and evaluation tools that Member Organizations were to use to keep track of how many and which Girl Guides completed all six activities,** not all countries used the monitoring and evaluation tools. Nevertheless, WAGGGS reported **3,870 Voices against Violence badges were purchased to be distributed at country levels;** however, these were most likely distributed among Leaders. Since badges are not free, the number of badges is not a reliable measure of the number of Girl Guides and youth completing the Voices against Violence Curriculum; therefore, the number of badges awarded was removed as an indicator of project results.

“Maybe through reports, but I can’t say it is a very promising thing. We need a data base, it is a challenge for everything we do, monitoring and evaluation. When we started we designed the tools for the trainers; they trained pools of other trainers and each given reporting tools, but as the curriculum is rolled out we lose track. We can only organize events that happen at the national level, but at the grassroots level it is challenging.” (National Trainers)

**In Malaysia,** the Girl Guides Association awarded the Voices against Violence badge to Girl Guides who completed the two-day workshop and then went back to their schools and shared their ‘stop dating violence’ posters with their classmates or peers for their taking action activity. They also had to complete a reflection book and send it back to the National Trainers. The challenge was that National Trainers had a difficult time keeping track of which Girl Guides completed the taking action activity because Leaders did not always share this data and girls did not always submit their reflection books. **In Fiji,** the issues were similar, Leaders did not consistently or systematically keep track of the number or names of Girl Guides who completed the activities or participated in the rallies/marches to stop VAWG.

Among the five in-depth case study countries, the Girls Guides Association of Portugal was the most systematic and consistent when it came to using the monitoring and evaluation tools. As the National Trainers explained,

“After the training we sent the questionnaires and they [Leaders] tracked the numbers. The units would send the questionnaires to the district, and districts gathered and sent them to the national. We met twice a year with the organization and in meetings they [Leaders] had to bring and share the taking action. We thought it was important to share and for us to know.” (National Trainers)

### 3.16. Significance of the Voices Against Violence Badge to Girl Guides

Beyond assessing whether Member Organizations were able to award Voices against Violence badges to Girl Guides, Girl Guides were asked, ‘What would it mean to earn the Voices against Violence badge?’ Responses to this question were telling and are important to understand as they reveal the importance and impact of the Voices against Violence Curriculum on Girl Guides. Girl Guides responses to this question consistently revolved around issues of pride, achievement, and responsibility. This included being able “to show people we went through the Programme and we understand more [about gender equality and VAWG]” (Girl Guides). Other girls reported the badge shows “I know more about it [gender equality and VAWG] and I can voice out. Owning the badge is somewhat encouragement, and gives me more confidence.”

Girls also explained the badge shows that they are “part of the people that stand up for gender equality.” These same girls stated, “Before attending, I was trying to tell my friends about it [gender equality] and they were like what is that. For me, I feel that people take me seriously when I speak about it [gender equality]. I show them that I have the knowledge.”

Other girls explained, “When we look at the badge, it reminds us what we have done, the importance of it, and that we are able to help other people.” They went on to add, “the badge provides recognition that we made a difference.” In addition, girls maintained “the badge will help me remember the big challenge it was to talk to so many people.” For many girls, the badge also means that they “can help someone.”

“I think when I look at the badge I will be proud of myself because of the things I have done, and it will remind me I will not stop here and I will do more.” (Girl Guides)

“It would have a great importance because when we give the information to our peers we can save lives. We would feel proud because we gave the message . . . It means responsibility.” (Girl Guides)

Some Girl Guides felt the Voices against Violence badge “may [even] encourage others to attend [Girl Guiding activities]. They may feel like they want to be like you and they may get to know more about VAWG.” Another Girl Guide stated, “This one [badge] is super important to me because it is a thing I am really concerned about, and it makes me feel stronger about it. And, I know so much and it makes me remember how big the Association is [WAGGGS].”

Finally, a few girls recognized that the Voices against Violence Curriculum was supported by UN Women and “for the UN, it [the Voices against Violence badge] is a big thing.”

### 3.17. Monitoring and Evaluation Activities of Member Organizations

WAGGGS provided Member Organizations with monitoring and evaluation forms that enabled them to monitor the number of participants in the Voices against Violence Programme, and the taking action activities they undertook as part of the Programme. The Voices against Violence Handbooks also included surveys that could be used for pre-test and post-test assessments of Leaders and Girl Guides knowledge and attitudes toward gender equality and VAWG.

The desk review revealed the Voices against Violence Handbooks included a monitoring and evaluation (M&E) toolbox that included the M&E framework (referred to as the M&E map), M&E tools, and a checklist to support Member Organizations with roll-out of the Voices against Violence Programme and the required M&E activities. The M&E toolbox included:

- Pre- and post-national training questionnaires
- Pre- and post-training skills assessment
- National training event evaluation
- Progress reporting forms
- Roll-out plan template
- National training signup sheets
- Pre- and post-Voices against Violence questionnaires
- Advocacy activities check-in forms

Member Organizations were instructed to use the M&E toolbox and to send M&E data and information back to WAGGGS in the six-month and one-year progress reports. Unfortunately, not all Member Organizations utilized the M&E toolbox to effectively monitor or evaluate roll out of the Voices against Violence Curriculum, the impact of the Voices against Violence on Leaders and/or Girl Guides, and/or to document the taking action activities.

The desk review of progress reports from Member Organizations revealed significant variation in the degree to which they utilized the M&E toolbox and/or shared data and information in the progress reports to WAGGGS. There were significant inconsistencies across countries in the quality and quantity of M&E data and information shared by Member Organizations in the progress reports. This significant variation made it difficult to compare and contrast those during the desk review. The challenge Member Organizations faced with M&E was their limited capabilities at multiple levels to document, monitor, and evaluate. M&E was only as good as data and information was regularly collected and compiled by Leaders and then shared to the National Trainers. Some Member Organizations did not even submit regular progress reports.

“The challenge was monitoring how Girl Guides go back to their schools and deliver, we don't know. Girls were supposed to keep track and report on their learning, reflections, and activities related to the Voices against Violence Programme in a booklet and send their booklet back to the National Trainers in order to get their Voices against Violence badge.” (National Trainers)

The in-depth case study of five countries revealed only one Member Organization, the Girl Guides Association of Portugal systematically and effectively used the M&E toolbox, including the M&E framework and tools, to monitor the rollout of the Voices against Violence Curriculum to Leaders and Girl Guides and to assess the impact of the Programme. The Girl Guides Association of Portugal also documented the different units taking action activities and the number of badges awarded. The Girl Guides Association essentially transferred the M&E tools and reporting forms into an Excel spreadsheet that could be easily completed and shared. They relied upon their hierarchical structure of the organization to send the M&E data and information related to the Voices against Violence Programme from the Leaders to the District and Regional Commissioners, and up to the National Trainers and National Board.

The challenge Member Organizations appeared to face when it came to M&E was lack of understanding of M&E and lack of capacities to carry out regular M&E activities. Also, lack of time for many in the Member Organizations to complete activities related to the Voices against Violence Curriculum, as well as conduct the M&E. Member Organizations such as Fiji and Togo as an example who received support from UN agencies were able to carry out more systematic M&E, including pre- and post-Voices against Violence questionnaires, and document their activities



## 4. Conclusions and Recommendations

### 4.1. Conclusions

The objectives of this external evaluation were to assess the effectiveness and impact of the Voices against Violence Programme during the implementation period of 2014 to 2016, as well as the potential for sustainability of the Programme and results achieved. In general, this evaluation documented both quantitative and qualitative data evidence of:

- Changes in knowledge, awareness, and attitudes among National Trainers, Leaders, and Girl Guides toward gender equality and VAWG, including about laws and resources to address and prevent VAWG
- Acquisition of knowledge and skills for organizing and enacting community and advocacy actions that support gender equality and EAWG
- Development of partnerships with civil society groups, governmental and nongovernmental organizations, educational institutions, and others for delivering the Voices against Violence Curriculum
- Youth-led community and advocacy activities to address and prevent VAWG

In terms of achieving the expected outcomes and outputs of the Voice against Violence Programme, this evaluation came to conclusions which are presented in the sections below.

#### **Outcome 1: Increased engagement of youth in prevention of gender stereotypes, discrimination, and VAWG through peer education**

- **Output 1.1: National Trainers trained to deliver the curriculum to Leaders and communities**
- **Output 1.2: Youth are involved at the country level to implement the curriculum**

In terms of Outcome 1 and related Outputs 1.1 and 1.2, WAGGGS exceeded expectations. WAGGGS succeeded at training 35 Member Organizations to implement the Voices against Violence Programme. The most significant unexpected development was the expanded geographical reach of the Voices against Violence Programme due to expressed interest and commitment of Member Organisations to implement the curriculum. As previously mentioned, the Programme was initially set to reach 12 countries where the Girl Guiding and Girl Scouting Movement has a strong presence; however, the Programme was expanded to 35 countries by the end of 2016.

While expanding the Voices against Violence Programme to 35 countries was strategic, it meant there were fewer resources to dedicate to individual Member Organizations to support them with their roll-out plans. Nevertheless, the Programme's expansion helped to establish the Programme and improve buy-in for the Voices against Violence Curriculum within the Girl Guiding and Girl Scouting Movement and enhance sustainability. Although the UN Women-funded project of supporting the Voices against Violence Programme has concluded, WAGGGS plans to continue to roll out the curriculum among Member Organisations, and to reach greater number of girls and boys, and young women and men in the near future.<sup>50</sup>

Although the 182 National Trainers trained across the four ACTIVATE TOTs was slightly less than the target of 200 National Trainers, the 5,273 Leaders trained in their home countries to deliver the Voices against Violence Curriculum to Girl Guides and youth far exceeded the target of 3,000 Leaders. The total number of Girl Guides and youth who took part in the Voices against Violence Curriculum cannot be accurately determined since not all countries monitored and reported this data.

At the end of every ACTIVATE TOT, all countries produced an action plan; therefore, 35 national/local action plans were submitted by the National Trainers and enabled WAGGGS to work with their national/local counterparts to plan, implement and monitor progress. Findings generated from the five in-depth case study countries revealed each country took a different approach to implementing the Voices against Violence Curriculum and to monitoring progress. Also, each country was at different stages of implementation. Nevertheless, what the evaluation revealed was that the Voices against Violence Programme did effectively engage Member Organizations, including their

National Trainers, Leaders, and Girl Guides in the prevention of gender stereotypes, discrimination, and VAWG through peer education.



Although no longer an indicator of project results of the number of Girl Guides who completed the Voices against Violence Curriculum it should be noted that 3,870 Voices against Violence badges were purchased to be distributed at country levels. These, however, were most likely distributed among Leaders. Since badges are not free, the number of badges is not a reliable measure of the number of Girl Guides and youth completing the Voices against Violence Curriculum; therefore, the number of badges awarded was removed as an indicator of project results.

Another unexpected development was that although the Voices against Violence Programme was originally focused on empowering girls and young women in nine countries – Brazil, Chile, Costa Rica, India, Italy, Portugal, Rwanda, Tunisia and Togo – the curriculum has been delivered in co-educational environments or rolled out to co-educational schools. In these nine countries, the curriculum has been delivered to both girls and boys, and young women and young men, aged 5 – 25 years.<sup>51</sup>

Girl Guides who earned the Voices against Violence badge were proud of the badge because it reflected their achievements in terms of completing the Voices against Violence Curriculum, their level of knowledge and understanding of gender equality and VAWG, and their sense of confidence and responsibility to stand up for gender equality and to speak out and take action to EVAWG. Girl Guides maintained the badge also reflects the fact that they can help others, particularly their family, friends and peers who experience violence.

WAGGGS reports that demand for the Voices against Violence Programme continues to grow. In fact, Member Organisations from 15 other countries have expressed interest in rolling out the curriculum, including eight countries in the Europe region (Belgium, Czech Republic, Finland, Germany, Luxembourg, Liechtenstein, the Netherlands, and Spain), four countries in the Asia-Pacific region (Maldives, Pakistan, Singapore, and Taiwan), two countries in the Western Hemisphere region (Ecuador and Guyana) and one country in the Africa region (Uganda). The challenge has been that the present Programme is unable to support additional ACTIVATE TOTs for National Trainers; thus, WAGGGS is exploring possible ways to train National Trainers in these new countries. One idea is to link Leaders and National Trainers from new countries, with National Trainers who have been trained under the guise of the Voices against Violence Programme. WAGGGS is also exploring the possibility of making the ACTIVATE TOT available online for Member Organisations, with guidance on quality assurance and safe delivery of the curriculum.<sup>52</sup>

**Outcome 2: Increased knowledge and awareness of youth/participants on VAWG and its root causes, including gender stereotypes**

-  **Output 2.1: Increased awareness and knowledge on VAWG among National Trainers and Leaders trained to deliver the curriculum**
-  **Output 2.2: Improved attitudes among National Trainers, Leaders, and young people on VAWG and gender stereotypes/inequality**

In terms of Outcome 2 and related Outputs 2.1 and 2.2, WAGGGS and the Voices against Violence Curriculum succeeded at increasing knowledge and awareness of gender equality, VAWG and its root causes, and laws and resources to prevent VAWG. Data from the evaluation revealed the Voices against Violence Curriculum increased support for gender equality and confidence of National Trainers and Leaders to implement the Voices against Violence Programme and to deliver the Curriculum to Girl Guides. However, findings also revealed there is still more work that needs to be done to increase knowledge and awareness among Leaders and Girl Guides on VAWG and gender stereotypes/inequalities because cultural beliefs and norms that support gender inequalities and normalize VAWG take time to address and change.

WAGGGS used pre- and post-test training surveys to document the impact of the ACTIVATE TOTs on National Trainers. Based upon the surveys, WAGGGS documented that 98% of National Trainers who attended the regional ACTIVATE TOT workshops demonstrated a positive and increased understanding of gender roles, healthy relationships, and VAWG, as well as positive attitudes and increased awareness of what they can do to prevent VAWG.<sup>53</sup>

This evaluation also asked 18 National Trainers, 64 Leaders, and 189 Girl Guides to assess the impact and effectiveness of the Voices against Violence Programme and Curriculum on increasing their support for gender equality and knowledge of VAWG and its roots causes, and the laws and resources to prevent VAWG. National Trainers, Leaders, and Girl Guides alike reported significant increases in their support for gender equality and knowledge of VAWG and its root causes, and the laws and resources to prevent VAWG. They also reported the Voices against Violence Programme and Curriculum were very important when it came to increasing their support, knowledge, and understanding in each of these areas. In addition, both National Trainers and Leaders maintained the trainings they received on the Voices against Violence Curriculum gave them the confidence to teach the Voices against Violence Curriculum in their home countries. Whereas, Girl Guides reported the Voices against Violence Curriculum increased their confidence and abilities to speak out and advocate for gender equality and prevention of VAWG.

This evaluation found that 87.5% of Leaders surveyed reported feeling comfortable delivering trainings on gender equality and women's rights to girls in their units using the Voices against Violence Curriculum. In addition, 89.1% of Leaders felt comfortable delivering trainings on VAWG to girls in their units using the Voices against Violence Curriculum, and 87.5% of Leaders felt confident talking to girls in their units about the causes and consequences of VAWG. Also, 81.3% of Leaders felt confident working with girls in their units to organize campaigns to prevent VAWG. 75.0% of Leaders felt the TOT they received gave them the skills needed to create a safe place for girls in their units to discuss VAWG.

In terms of increasing knowledge and awareness of gender equality, this evaluation found that since participating in the Voices against Violence Programme, the majority of Leaders and Girl Guides were supportive of gender equality at birth, in education, in the family and home, and at work. However, when it comes to gender equality in families and households, attitudes and beliefs can be more difficult to challenge, particularly when family and household responsibilities are believed to be tied to biological differences between males and females, and not a reflection of gender role socialization. For many Girl Guides and Leaders, the concept of gender equality was introduced to them for the first time with the Voices against Violence Curriculum, but they maintained the Curriculum made them more aware and able to identify examples of gender inequality in their families, schools, communities, and society. They began to question why these gender inequalities were present and discussed ways to challenge gender inequalities and promote gender equality.

In terms of increasing knowledge and understanding of VAWG and its root causes, this evaluation found that Voices against Violence Curriculum increased knowledge and understanding of dating violence, domestic violence, and sexual violence against women and girls, as well as early and forced marriages of girls. In fact, 76.6% of Leaders and 75.1% of Girl Guides felt that their knowledge of VAWG and its root causes were more advanced than that of their peers.

Although a large proportion and often majority of Leaders and Girl Guides possessed knowledge and understanding of VAWG and its causes and consequences, there is still more work to do to help Leaders and Girl Guides understand VAWG, particularly in intimate relationships. Cultural beliefs that physical and sexual violence against women and girls in intimate relationships and family settings is normal still prevails among some respondents. In fact, there was a tendency among some Leaders and Girl Guides in some countries to engage in 'victim blaming' (i.e., when the victim of violence is held entirely or partially responsible or to blame for the harm they experienced). For instance, only 60.9% of Leaders and 39.7% of Girl Guides understood that if a young woman dresses in a way that shows off her body she is not responsible for any unwanted attention or violence experienced. In addition, 89.1% of Leaders and only 55.6% of Girl Guides held the belief that a woman should not be ashamed or embarrassed to talk to anyone if they experience violence in their marriage. Findings such as these demonstrate there is still a strong sentiment among Leaders and Girl Guides that women and girls are to blame if they experience sexual violence or sexual harassment, particularly if they do not conform to traditional norms and standards of dress and behaviours for girls and young women.

Advancing understanding that gender inequality is a cause of VAWG and VAWG is a human rights violation is central to the Voices against Violence Curriculum. This evaluation found that only 70.3% of Leaders and 63.0% of Girl Guides understood that gender inequalities between men and women are a cause of VAWG; yet, 95.3% of Leaders and 75.7% of Girl Guides recognized that VAWG is a human rights violation. It was also found that 95.3% of Leaders and 83.6% of Girl Guides maintained governments are responsible for ensuring laws exist to protect women and girls from all forms of violence. Similarly, 96.9% of Leaders and 84.7% of Girl Guides maintained governments are responsible for ensuring all laws do not discriminate against women and girls.



In terms of increasing knowledge and awareness of the laws and resources to prevent VAWG, in four of the five in-depth case study countries, Leaders and Girl Guides did not feel the Voices against Violence Curriculum did a very good job at teaching them about the laws and resources to prevent VAWG. This is a concern because as you raise awareness to VAWG and encourage Leaders and Girl Guides to speak out against VAWG it is important that they understand what laws and resources exist to protect them and to assist other women and girls who experience violence.

Another objective of the Voices against Violence Programme is to increase the skills and capacities of youth to recognize and address VAWG, and to report instances of VAWG to trusted adults and assist VAWG survivors to seek help. Findings reveal 71.9% of Leaders and only 61.9% of Girl Guides were ‘very confident’ that they could recognize violence and abuse in their own relationships, and 81.3% of Leaders and only 67.2% of Girl Guides were ‘very confident’ that they would know where to access support if they experienced violence.


In terms of supporting female family and friends who experience violence, 70.3% of Leaders and 63.0% of Girl Guides were ‘very confident’ that they could help female family members who experience violence, and 67.2% of Leaders and 70.9% of Girl Guides were ‘very confident’ that they could help a female friend who experiences violence. Yet, only 50.0% of Leaders and 39.2% of Girl Guides maintained they were ‘very confident’ that they could safely intervene if they saw a woman or girl being abused; as many as 42.2% of Leaders and 48.1% of Girl Guides reported they were only ‘somewhat confident’ that they could safely intervene if they saw a woman/girl being abused.

WAGGGS also identified several lessons learned. One of those lessons learned during programme implementation was that although there are multiple types of VAWG in most countries, Programme participants needed to focus only one or a couple types of VAWG, particularly those types of VAWG where participants could have the greatest impact with available resources and capacities. Given the geographic and cultural diversity across the 35 programme countries, each of the seven types of VAWG addressed in the curriculum—domestic violence, sexual harassment, sexual violence, dating violence, sexualisation of girls, female genital mutilation/cutting (FGM/C), early and forced marriage – were tackled through implementation of the Voices against Violence curriculum. For example, African countries such as Burkina Faso and Côte d’Ivoire decided to focus on FGM/C; whereas, countries such as Barbados and Grenada focused on domestic violence. Member Organisations in the USA looked closer at the objectification and sexualization of girls and women.<sup>54</sup>

**Outcome 3: Increased number of youth-led community activities to address and prevent VAWG**

-  **Output 3.1: Increased skills and capacity of youth to develop youth/community-led activities to prevent and address VAWG**
-  **Output 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to eliminate and prevent VAWG**

In terms of Outcome 3 and related Outputs 3.1 and 3.2, WAGGGS and the Voices against Violence Curriculum succeeded at increasing the number of youth-led community activities to address and prevent VAWG. As the quantitative and qualitative data revealed Girl Guide units took their lessons learned and knowledge gained from the Voices against Violence Curriculum back to their schools and classrooms and shared their knowledge about gender equality and VAWG with their classmates or peers.

Some National Trainers explained that most of the taking action activities Girl Guides engaged in were small scale (e.g., in classrooms or schools) and “~~impact was small or not that~~  profound” in terms of the number of people reached. National Trainers did not fully comprehend the impact the taking action activities actually had on the girls, including building their confidence and self-esteem to stand in front of their classmates or peers, and even the community to speak about gender equality and VAWG. Other National Trainers recognized the taking action activities that girls organized “~~worked on their self-confidence~~” because it required girls to explain the project to their teachers and to get approval to do their activities in the classrooms. There were a few school directors and teachers that were not open to using their classes or class time to allow the girls to do their planned activities. Some girls dealt with this by bringing their taking action activities to another school or teacher that was open to their project and willing to support them to speak out.

The evaluation measured the degree to which Leaders and Girls reported taking action and speaking out to advocate for gender equality and EAWG, and even to challenge gender inequalities. Findings revealed that 70.3% of Leaders felt they had challenged gender inequalities more than their peers, and 84.4% of Leaders and 75.1% of Girl Guides reported they changed some people's opinions about what it means to be a girl/woman or boy/man in ways that support gender equality. Moreover, 81.5% of Girl Guides reported they feel 'comfortable' talking to their peers about gender equality and women's rights.

In terms of VAWG, 60.9% of Leaders and 60.8% of Girl Guides reported speaking out publicly to prevent VAWG. More specifically, 93.8% of Leaders and 83.1% of Girl Guides reported they had discussions with young people about VAWG, and 17.1% of Leaders and 31.2% of Girl Guides reported contacting a decision-maker or government representative to encourage them to support EAWG initiatives in their countries. In addition, 85.9% of Leaders and 77.8% of Girl Guides maintained they have a deeper understanding of what needs to change in their country to prevent VAWG. Surprisingly, 78.3% of Girl Guides reported they feel 'comfortable' talking to their peers about VAWG, 81.5% Guides felt 'confident' talking to their peers about the causes and consequences of VAWG, and 86.8% of Girl Guides reported they are 'confident' working with girls in their group to organize campaigns to prevent VAWG.

This evaluation found that the Voices against Violence Curriculum was very important in terms of increasing Girl Guides confidence to speak out and advocate for gender equality and EAWG. Both Leaders and Girl Guides felt they have opportunities to speak out about VAWG with friends and family, with Girl Guides and Leaders, and in their schools and communities. Leaders also felt they have opportunities to speak out about VAWG in their workplaces and with their husbands/partners.

National Board members, National Trainers, and Leaders revealed the Voices against Violence Curriculum was very important and actually increased their confidence in the ability of Girl Guides in their respective countries to advocate for gender equality and to speak out to end VAWG.

"I was very impressed by the impact the Voices against Violence Programme had on National Trainers, Leaders, and Girl Guides knowledge and attitudes toward gender equality and VAWG, and their ability and willingness to stand up and speak out for gender equality and EAWG. This evaluation also allowed me to hear, see, and understand how the Girl Guiding and Girl Scouting Movement has shaped women and girls lives and influenced their decisions, including their abilities to lean in, lead, and speak out. When you exposed girls and young women to the Voices against Violence Curriculum it empowers them and develops their confidence and self-esteem at a higher level. Member Organizations need to continue to teach the Voices against Violence Curriculum to Girl Guides and Girl Scouts year-after-year and teach them the more advanced Curriculum as they age." (Evaluator)

#### 4.2. Recommendations

This evaluation revealed the Voices against Violence Programme has been very effective at providing young people with the tools and expertise to understand gender equality and VAWG, and has encouraged them to take action in their schools and local communities to promote gender equality and work towards prevention and elimination of VAWG. Given the strengths of Voices against Violence Programme and the way it was implemented by WAGGS and Member Organizations, the recommendations that follow are designed to guide continued implementation.

**Recommendation 1:** WAGGS should consider reviewing the application and selection process for Member Organizations and the members they send to the ACTIVATE TOT to be trainers.

Based upon the finding that not all Members Organizations and/or National Trainers were either hesitant or not fully committed to implementing the Voices against Violence Curriculum after attending the ACTIVATE, WAGGS should consider reviewing the application and selection process for Member Organizations. The review should include the application and selection processes to the process of inviting Member Organizations to participate in the ACTIVATE TOT, including communications related to the Voices against Violence Programme, what is expected of National Trainers both during the ACTIVATE TOT and when they return to their home countries, and the type of support that WAGGS can and cannot provide to Member Organizations. This review process may yield what more WAGGS can do to make Member Organizations and National Trainers feel more prepared to approach this topic in their Member Organizations when returning home to their countries.

**Recommendation 2:** WAGGGS should consider reviewing the training materials for the ACTIVATE TOT and strengthen and improve these materials based upon lessons learned from the past four ACTIVATE TOTs.

This evaluation found that many of the National Trainers felt confident to deliver trainings on the Voices against Violence Curriculum to Leaders when they returned home to their countries; however, not all National Trainers felt so confident to implement the Voices against Violence Programme in their Member Organizations. Some National Trainers felt the ACTIVATE TOT was too theoretical and did not provide them with the skills needed to train Leaders on how to implement the Voices against Violence Curriculum, or to choose and conduct activities with Girl Guides. Given these findings, WAGGGS should consider reviewing the training materials for the ACTIVATE TOT and strengthen and improve the training materials based upon lessons learned from the past four ACTIVATE TOTs. National Trainers very much enjoyed the sharing between countries that occurred at the ACTIVATE TOTs, however, they would have liked more time doing some of the activities in the Curriculum that Leaders would be doing with Girl Guides.

When reviewing the training materials for the ACTIVATE TOT, WAGGGS should explore how to further develop and enhance the advocacy component of the training, including teaching about the laws and resources to prevent VAWG. They should also provide Member Organizations with links to UN Women resources regarding the laws and resources to prevent VAWG by country.

**Recommendation 3:** WAGGGS should work to strengthen their M&E practices for the Voices against Violence Programme and explore ways to strengthen the support they provide to Member Organizations to conduct M&E

This evaluation found that quite a few Member Organizations struggled to fully and effectively utilize the M&E toolbox and to report on progress made to roll out the Voices against Violence Curriculum and to document the impact of the Curriculum through surveys/questionnaires, registration forms, reporting forms, and progress reports. In addition, WAGGGS did not have a clear process or system for compiling M&E data from each of the different implementing Member Organizations. This made the desk review for this evaluation difficult. There did not appear to be any problem with the M&E toolbox.

Given these findings, WAGGGS would benefit from taking time to strengthen their own M&E practices for the Voices against Violence Programme and explore ways to strengthen the support they provide to Member Organizations to conduct M&E or to assist Member Organizations to partner with other organizations/agencies to support their M&E efforts. WAGGGS would benefit from having the capacities to develop a system for compiling M&E data from each of the Member Organizations to more effectively review and analyze the M&E data. Trying to sort through the long list of separate documents from each of the Member Organizations, which are also significantly different, makes comparing the data and information for similarities and differences was difficult.

Given the fact that Member Organizations and/or National Trainers do not typically specialize in M&E, and M&E responsibilities typically translate down to the level of Leader and then on up to district and regional commissioners, and National Trainers the process of M&E can be complex. Member organizations that had capacities to do M&E and/or partnered with a UN agency that provided them with technical support to carry out M&E were more successful in utilizing the M&E toolbox.

WAGGGS should look at how M&E is covered in the training. Since M&E is such an important part of the Voices against Violence Programme and many Member Organizations lack the capacities needed to carry out M&E it would be good to allocate enough training time to M&E and gather information about the types of support or assistance Member Organizations think they will need to properly conduct M&E.

**Recommendation 4:** WAGGGS should develop a process for reviewing the training programmes that Member Organizations put together to ensure they are including sessions and discussions that challenge harmful myths and beliefs related to VAWG, including victim-blaming, and harmful traditional practices that affect girls within the society.

This evaluation found that although a large proportion and often majority of Leaders and Girl Guides possessed knowledge and understanding of VAWG and its causes and consequences, there is still more work to do to help Leaders and Girl Guides understand VAWG, particularly in intimate relationships. Cultural beliefs that physical and sexual violence against women and girls in intimate relationships and family settings is normal still prevailed among some respondents. In fact, there was a tendency among some Leaders and Girl Guides in some countries to engage in 'victim blaming' (i.e., when the victim of violence is held entirely or partially responsible or to blame for the harm they experienced). There is still a strong sentiment among Leaders and Girl Guides that women and girls are to blame if they experience sexual violence or sexual harassment, particularly if they do not conform to traditional norms and standards of dress and behaviours for girls and young women.

Given these findings, WAGGGS should develop a process for reviewing training plans and approaches that Member Organizations put together to ensure they include sessions and discussions that challenge harmful myths and beliefs about VAWG, in particular related to victim-blaming, and harmful traditional practices that affects girls and young women within their society.

**Recommendation 5:** WAGGGS needs to provide further support to Member Organizations to have a system in place to record the number of Girl Guides and non-Girl Guides (youth), including girls and boys, who take part in and completed the Voices against Violence Curriculum.

This evaluation found that Member Organizations had a difficult time keeping track of which Girl Guides and youth took part in and completed all six activities - Start, Think, Identify, Support, Speak Out, and Take Action – that make up the Voices against Violence Curriculum. The Voices against Violence Handbook includes M&E tools that Member Organizations are supposed to use to keep track of how many and which Girl Guides and non-Girl Guide youth (girls and boys) completed all six activities, however, not all countries used the M&E tools.

WAGGGS should consider inviting the National Trainers and Board Members from the Girl Guides of Portugal to offer practical training and guidance to other Member Organizations as to how they were able to effectively and efficiently use M&E tools for recording the number of Girl Guides and non-Girl Guides (youth) took part in and completed the Voices against Violence Curriculum, and how many were awarded the Voices against Violence Badge. Member Organizations would benefit from receiving first-hand experiences and lessons learned relating to record-keeping and using the M&E tools from a Member Organization, such as the Girl Guides of Portugal. It would also provide a forum for Member Organizations to discuss challenges faced recording the number of Girl Guides and youth who take part in and completed the Voices against Violence Curriculum and received badges, so that they can problem-solve together and come up with creative ways to improve data collection given the different country contexts. This can result in a new and improved guidance document and/or video that can be used by Member Organizations.

**Recommendation 6:** WAGGGS should consider providing the Voices against Violence badge free of charge or at a very low cost.

Since badges are not free, the number of badges distributed by Member Organizations was not a reliable measure of the number of Girl Guides and youth who completed the Voices against Violence Curriculum; therefore, the number of badges awarded was removed as an indicator of project results. Nevertheless, this evaluation found that the Voices against Violence Badge is very important and significant to Girl Guides, and Girl Guides who were awarded the badge were able to describe what that badge means to them and communicates to others (see Section 3.16).

Given these findings, WAGGGS should consider how to provide Voices against Violence badges free of charge or at a very low cost to Member Organizations who have participated in on the ACTIVATE TOT workshops. This would also enable WAGGGS to more effectively use the number of badges awarded to document the number of lives reached by the Voices against Violence Programme.

**Recommendation 7:** WAGGGS should explore how to communicate both during and after the ACTIVATE TOT that implementation of the Voices against Violence Curriculum should not be a one-off, but should be mainstreamed into their annual programme activities and curriculum.

This evaluation found that Member Organizations typically thought of the Voices against Violence Curriculum as a one-off programme. Member Organizations did not typically reflect upon the fact that there are four different

Handbooks/Curriculums, including early years (ages 5-7), younger years (ages 7-11), middle years (ages 12-16) and older years (ages 17-25). In addition, each Handbook has multiple activities that Leaders can choose from. This means that there is space and abilities for girls within each of the age groups to experience the Voices against Curriculum for more than one year, and over the course of many years from age 5 to 25 years.

Currently, Member Organizations are not thinking in this way, however, they should be. If WAGGGS and Member Organizations were thinking this way they would be able explore ways to consistently roll out the Voices against Violence Curriculum to girls consecutively over the years of development.

**Recommendation 8:** WAGGGS should continue capacity building for Member Organizations that have already attended the ACTIVATE TOT and have rolled out the Voices against Violence Programme in their countries, or have struggled to roll-out the Programme, and establish a community of practice where Member Organizations can learn from each other.

This evaluation found that Member Organizations faced capacity challenges rolling out the Voices against Violence Curriculum. Given this finding, Member Organizations would benefit from further capacity building so that they can more effectively implement the Voices against Violence Programme. WAGGGS should consider bringing Member Organizations together for more capacity building trainings related specifically to implementing the Programme and delivering the Curriculum, but also include the opportunity for Member Organizations to share and discuss the approaches taken, challenges faced and how they were overcome, and lessons learned implementing the Voices against Violence Programme and Curriculum. Based upon findings from the in-depth case study countries, Member Organizations such as the Girl Guides of Portugal can offer an example and guidance for successful roll-out of the Curriculum and utilization of the M&E tools to monitor and document progress. Other countries, such as Malaysia can offer insight into the approach they took to implement the Voices against Violence Programme in a multi-ethnic society with a unique dual justice system – secular laws (criminal and civil) and Sharia law – where sensitivity needs to be considered as to what types of VAWG the Curriculum would focus on. Member Organizations would benefit significantly from learning from each other at this stage of implementation, and discuss how to mainstream the Curriculum into the Curriculum Member Organizations teach to Girl Guides each year.



## Annex A: Evaluation Matrix

Annex Table 1. Evaluation Matrix			
Measures	Evaluation Approach	Key Informants	Type of Data
Goal: Prevention of VAWG through increased youth engagement and leadership	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Outcome 1: Increased engagement of youth in prevention of gender stereotypes, discrimination, and VAWG through peer education	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 1.1: Evidence of increased youth participation in advocacy of VAWG in programme countries	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Indicator 1.2: Number of programme countries where Voices against Violence curriculum is implemented	Desk review		Quantitative
Output 1.1: National Trainers trained to deliver the curriculum to Leaders and communities	Desk review In-depth case study	National Trainers	Qualitative and Quantitative
Indicator 1.1.1: Number of regional workshops conducted	Desk review		Quantitative
Indicator 1.1.2: Number of National Trainers trained to deliver the curriculum	Desk review		Quantitative
Output 1.2: Youth are involved at the country level to implement the curriculum	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 1.2.1: Number of programme countries where the curriculum is implemented	Desk review		Quantitative
Indicator 1.2.2: Number of Leaders trained on delivering the curriculum at the country level	Desk review		Quantitative
Indicator 1.2.3: Number and nature of national/local action plans for implementation of the curriculum	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Indicator 1.2.4: Number of Voices against Violence Badges awarded to participants at the country level	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Outcome 2: Increased knowledge and awareness of youth/participants on VAWG and its root causes, including gender stereotypes	Desk review In-depth case study	Leaders and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 2.1: Evidence of increased awareness and knowledge among National Trainers, Leaders, and youth recipients	Desk review In-depth case study		Qualitative and Quantitative
Output 2.1: Increased awareness and knowledge on VAWG among National Trainers and Leaders trained to deliver the curriculum	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 2.1.1: Evidence of increased awareness and knowledge among National Trainers and Leaders to identify various forms of VAWG, and about laws, tools, and resources to address and prevent VAWG	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Measures	Evaluation Approach	Key Informants	Type of Data

Output 2.2: Improved attitudes among National Trainers, Leaders, and young people on VAWG and gender stereotypes/inequality	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 2.2.1: Evidence of positive attitudes among National Trainers, Leaders, and participants of trainings about gender equality and VAWG	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Outcome 3: Increased number of youth-led community activities to address and prevent VAWG	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 3.1: Increased skills and capacity of youth to develop youth/community led project/campaigns to prevent and address VAWG	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Indicator 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to EVAWG	Desk review In-depth case study	National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Output 3.1: Increased skills and capacity of youth to develop youth/community-led activities to prevent and address VAWG	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 3.1.1: Number of Leaders trained to deliver the curriculum	Desk review		Quantitative
Indicator 3.1.2: Number of countries with national/local training action plans to prevent VAWG	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative and Quantitative
Indicator 3.1.3: Evidence of partnerships developed with civil society, government, educational institutions, and more for delivering the curriculum	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Indicator 3.1.4: Evidence of youth-led community activities led by young people to address and prevent VAWG	Desk review In-depth case study	National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts	Qualitative
Output 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to eliminate and prevent VAWG	Desk review In-depth case study	National Board, National Trainers, and Leaders	Qualitative and Quantitative
Indicator 3.2.1: Evidence of increased skills and knowledge for lobbying and advocacy among training participants	Desk review In-depth case study	National Board, National Trainers, and Leaders	Qualitative
Indicator 3.2.2: Number of National Trainers, Leaders, and young people trained in advocacy and lobbying	Desk review		Quantitative
Indicator 3.2.3: Number of National Trainers and Leaders who feel confident about undertaking lobbying and advocacy after the training	Desk review In-depth case study	National Board, National Trainers, and Leaders	Qualitative and Quantitative
Indicator 3.2.4: Evidence of increased lobbying and advocacy activities at local, community, and country levels	Desk review In-depth case study	National Board, National Trainers, and Leaders	Qualitative







## Annex B: Matrix of Interview Questions Related to Outcomes, Outputs and Indicators

Annex Table 2. Matrix of interview questions related to outputs and outcomes, and relevant indicators	
Outcomes, Outputs, and Indicators	Interview Questions
Outcome 1: Increased engagement of youth in prevention of gender stereotypes, discrimination, and VAWG through peer education	<p><b>National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>☐ Because of the Voices against Violence Programme, have youth engaged in activities the focus on prevention of gender stereotypes, discrimination, and/or VAWG?</li> <li>☐ What type of activities did youth engage in that focused on prevention of gender stereotypes, discrimination and/or VAWG? What was the impact of those activities? Was this one-off or ongoing activities?</li> <li>☐ Were there any ways you could have improved these activities?</li> <li>☐ What did you learn or take away from these activities?</li> <li>☐ What challenges did you have implementing activities focused on prevention of gender stereotypes, discrimination, and/or VAWG? Were you able to overcome those challenges? If yes, how? If no, why not?</li> </ul>
Indicator 1.1: Evidence of increased youth participation in advocacy of VAWG in programme countries	<p><b>National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>☐ Because of the Voices against Violence Programme, have youth engaged in efforts to raise awareness to VAWG within their schools or communities?</li> <li>☐ What type of awareness-raising activities did youth engage in? What impact did those awareness-raising activities have? Was this one-off or ongoing activities?</li> <li>☐ Were there any ways you could have improved these awareness-raising activities?</li> <li>☐ What did you learn or take away from these activities?</li> <li>☐ What challenges did you have implementing awareness-raising activities focused on VAWG? Were you able to overcome those challenges? If yes, how? If no, why not?</li> </ul>
Output 1.1: National Trainers trained to deliver the curriculum to Leaders and communities	<p><b>National Trainers:</b></p> <ul style="list-style-type: none"> <li>☐ What were the strengths of the ACTIVATE TOT?</li> <li>☐ What impact did the ACTIVATE TOT have on you?</li> <li>☐ Were there any ways or areas where you thought the ACTIVATE TOT could be improved?</li> <li>☐ What impact did the ACTIVATE TOT have on you? What did you learn or take away from the training? Did the training change your attitudes or behaviours?</li> <li>☐ How easy or difficult was it to come back from the ACTIVATE TOT and roll-out the Voices against Violence curriculum to Leaders?</li> <li>☐ On a scale of 1 to 10, how confident were you to deliver the training on the Voices against Violence curriculum to Leaders?</li> <li>☐ What challenges did you face at the country level rolling out the Voices against Violence curriculum to Leaders? Were you able to overcome those challenges? If yes, how? If no, why not?</li> </ul>

Outcomes, Outputs, and Indicators	Interview Questions
Output 1.2: Youth are involved at the country level to implement the curriculum	<p><b>National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>How are youth involved in implementing the Voices against Violence curriculum?</li> <li>What action plans and activities did youth undertake because of the Voices against Violence curriculum? What have they advocated for? To whom have they advocated? What was the impact of their advocacy activities to EVAWG?</li> <li>What challenges have youth faced at the country level implementing the Voices against Violence curriculum? Were they able to overcome those challenges? If yes, how? If no, why not?</li> </ul>
Indicator 1.2.3: Number and nature of national/local action plans for implementation of the curriculum	<p><b>National Board, National Trainers, Leaders, and Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>Because of the Voices against Violence Programme, have youth engaged in efforts to raise awareness to VAWG within their schools or communities?</li> <li>What type of awareness-raising activities did youth engage in? What impact did those awareness-raising activities have? Was this one-off or ongoing activities?</li> <li>Were there any ways you could have improved these awareness-raising activities?</li> <li>What did you learn or take away from these activities?</li> <li>What challenges did you have implementing awareness-raising activities focused on VAWG? Were you able to overcome those challenges? If yes, how? If no, why not?</li> </ul>
Indicator 1.2.4: Number of Voices against Violence Badges awarded to participants at the country level	<p><b>National Board, National Trainers, and Leaders:</b></p> <ul style="list-style-type: none"> <li>How did your organization record or keep track of the number of participants in the Programme?</li> <li>Did your organization give out or award the Voices against Violence Badges?</li> <li>If yes, how many Voices against Violence Badges were awarded in your country?</li> <li>How were decisions made about who was awarded the Voices against Violence Badge?</li> <li>Were there any obstacles to awarding the Voices against Violence Badge? If yes, what were the obstacles? Were you able to overcome those obstacles? If yes, how? If no, why not?</li> </ul> <p><b>Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>Did any of you receive the Voices against Violence Badge? If yes, for what?</li> </ul>
Outcome 2: Increased knowledge and awareness of youth/participants on VAWG and its root causes, including gender stereotypes	<p><b>Leaders and Girl Guides/Girl Scouts:</b></p> <ul style="list-style-type: none"> <li>On a scale of 1 to 10, how aware were you the different types of VAWG before you took part in the Voices against Violence curriculum?</li> <li>Today, on a scale of 1 to 10, how aware are you of the different type of VAWG?</li> <li>On a scale of 1 to 10, how knowledgeable were you of the root causes of VAWG before you took part in the Voices against Violence curriculum?</li> <li>Today, on a scale of 1 to 10, how knowledgeable are you the root causes of VAWG?</li> <li>What did you learn about VAWG? What did you learn about the causes of VAWG?</li> <li>On a scale of 1 to 10, how important has the Voices against Violence curriculum been in raising your knowledge and awareness of VAWG and its root causes?</li> </ul>

Outcomes, Outputs, and Indicators	Interview Questions
Output 2.1: Increased awareness and knowledge on VAWG among National Trainers and Leaders trained to deliver the curriculum	<p><u>National Trainers and Leaders:</u></p> <p><input type="checkbox"/> Think back to before you took part in the Voices against Violence curriculum. On a scale of 1 to 10, how aware were you the different types of VAWG?</p> <p><input type="checkbox"/> Now think about today. Today, on a scale of 1 to 10, how aware are you of the different type of VAWG?</p> <p><input type="checkbox"/> Think back to before you took part in the Voices against Violence curriculum. On a scale of 1 to 10, how knowledgeable were you of the root causes of VAWG?</p> <p><input type="checkbox"/> Now think about today. Today, on a scale of 1 to 10, how knowledgeable are you the root causes of VAWG?</p> <p><input type="checkbox"/> What did you learn about VAWG? What did you learn about the causes of violence against women and girls?</p> <p><input type="checkbox"/> On a scale of 1 to 10, how important has the Voices against Violence curriculum been in raising your knowledge and awareness of VAWG and its root causes?</p>
Indicator 2.1.1: Evidence of increased awareness and knowledge among National Trainers and Leaders to identify various forms of VAWG, and about laws, tools, and resources to address and prevent VAWG	<p><u>National Trainers and Leaders:</u></p> <p><input type="checkbox"/> Think back to before you took part in the Voices against Violence curriculum. On a scale of 1 to 10, how aware and knowledgeable were you of laws and resources to address and prevent VAWG?</p> <p><input type="checkbox"/> Now think about today. Today, on a scale of 1 to 10, how aware and knowledgeable are you of laws and resources to address and prevent VAWG?</p> <p><input type="checkbox"/> What did you learn about the laws and resources to prevent VAWG?</p> <p><input type="checkbox"/> On a scale of 1 to 10, how important has the Voices against Violence curriculum been in raising your awareness and knowledge of laws, tools, and resources to address and prevent VAWG?</p>
Output 2.2: Improved attitudes among National Trainers, Leaders, and young people on VAWG and gender stereotypes/inequality	<p><u>National Trainers, Leaders, and Girl Guides/Girl Scouts</u></p> <p><input type="checkbox"/> Think back to before you took part in the Voices against Violence curriculum. On a scale of 1 to 10, how supportive were you of gender equality?</p> <p><input type="checkbox"/> Now think about today. Today, on a scale of 1 to 10, how supportive are you of gender equality?</p> <p><input type="checkbox"/> Because of the Voices against Violence curriculum, in what ways have your attitudes about gender equality changed?</p> <p><input type="checkbox"/> Now when you see gender inequalities, what do you do?</p> <p><input type="checkbox"/> On a scale of 1 to 10, how important has the Voices against Violence curriculum been in improving your support for gender equality?</p>
Outcome 3: Increased number of youth-led community activities to address and prevent VAWG	See questions related to Indicator 3.1 and Indicator 3.2

Outcomes, Outputs, and Indicators	Interview Questions
Indicator 3.1: Increased skills and capacity of youth to develop youth/community led project/campaigns to prevent and address VAWG	<u>National Board, Leaders and Girl Guides/Girl Scouts:</u> <input type="checkbox"/> As part of the Voices against Violence Programme, what type of projects or campaigns has your troop/group led to prevent and address VAWG? <input type="checkbox"/> Were these projects or campaigns youth-led? <input type="checkbox"/> Did they involve the community? <input type="checkbox"/> What type of skills and capacities did Leaders and Girl Guides/Girl Scouts develop from the experience of leading these projects or campaigns to prevent and address VAWG?
Indicator 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to EVAWG	<u>National Board, Leaders and Girl Guides/Girl Scouts:</u> <input type="checkbox"/> As part of the Voices against Violence Programme, what type of efforts has your troop/group led to lobby decision-makers for stronger commitments to EVAWG? <input type="checkbox"/> What type of skills and capacities did Leaders and Girl Guides/Girl Scouts develop from the experience of leading lobbying decision-makers for strong commitment to EVAWG? <input type="checkbox"/> What were the outcomes or impact of these lobbying efforts?
Output 3.1: Increased skills and capacity of youth to develop youth/community-led activities to prevent and address VAWG	See questions related to Indicators 3.1.2 and 3.1.3.
Indicator 3.1.2: Number of countries with national/local training action plans to prevent VAWG	<u>National Board, National Trainers, Leaders:</u> <input type="checkbox"/> Does your country have a national/local training action plan to prevent VAWG? <input type="checkbox"/> Can you tell me about the national/local training action plan? <input type="checkbox"/> What have you accomplished in the action plan? <input type="checkbox"/> What challenges have you faced in terms of implementing that action plan? Were you able to overcome those challenges? If yes, how? If no, why not?
Indicator 3.1.3: Evidence of partnerships developed with civil society, government, educational institutions, and more for delivering the curriculum	<u>National Board, National Trainers, Leaders:</u> <input type="checkbox"/> To implement the Voices against Violence curriculum, have the Girl Guides/Girl Scouts formed any partnerships with civil society groups? The government? Educational institutions? Community leaders? Others? <input type="checkbox"/> Can you tell me more about those partnerships? <input type="checkbox"/> What have you accomplished in these partnerships? What have been the benefits of these partnerships? <input type="checkbox"/> What challenges have you faced in these partnerships? Were you able to overcome those challenges? If yes, how? If no, why not?
Indicator 3.1.4: Evidence of youth-led community activities led by young people to address and prevent VAWG	See questions in Indicator 3.1.

Outcomes, Outputs, and Indicators	Interview Questions
Output 3.2: Increased youth efforts to lobby decision-makers for stronger commitments to eliminate and prevent VAWG	See questions related to Indicators 3.2.1, 3.2.3., and 3.14.
Indicator 3.2.1: Evidence of increased skills and knowledge for lobbying and advocacy among training participants	<p><u>National Board, National Trainers, and Leaders:</u></p> <p> What type of increases have you see in the ability of National Trainers and Leaders to lobby and advocate decision-makers for stronger commitments to eliminate and prevent VAWG?</p>
Indicator 3.2.3: Number of National Trainers and Leaders who feel confident about undertaking lobbying and advocacy after the training	<p><u>National Board, National Trainers, and Leaders:</u></p> <p> Think back to before you took part in the Voices against Violence curriculum. On a scale of 1 to 10, how confident were you in your ability to lobby and advocate decision-makers for stronger commitments to eliminate and prevent VAWG?</p> <p> Now think about today. Today, on a scale of 1 to 10, how confident were you in your ability to lobby and advocate decision-makers for stronger commitments to eliminate and prevent VAWG?</p> <p> On a scale of 1 to 10, how important has the Voices against Violence curriculum been in increasing your confidence in your ability to lobby and advocate decision-makers for stronger commitments to eliminate and prevent VAWG?</p>
Indicator 3.2.4: Evidence of increased lobbying and advocacy activities at local, community, and country levels	<p><u>National Board, National Trainers, and Leaders:</u></p> <p> As a result of the Voices against Violence Programme, what type of lobbying and advocacy activities has your troop/group done at the local or community levels to eliminate and prevent VAWG?</p> <p> What type of lobbying and advocacy activities has your troop/group done at the national or country levels to eliminate and prevent VAWG?</p>

### Annex C: Focus Group/Interview Questions for National Board Members

1	Country:
2	City/District:
3	Date:
4	Number of participants:
5	Can you tell me about your Member Organization's involvement in the Voices against Violence Programme? From your perspective, what have been the benefits of the Voice against Violence Programme here in (country)?
6	<p>Because of the Voices against Violence Programme, have the Girl Guides/Girl Scouts in (country) been engaged in activities that focus on promoting gender equality and preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What type of activities have the Girl Guides/Girl Scouts been involved in because of the Voices against Violence Curriculum? Have those activities been in schools? In communities? Or elsewhere? What do you think has been the impact of those activities?</p>
7	<p>Because of the Voice against Violence Programme, have the Girl Guides/Girl Scouts been engaged in any lobbying or advocacy activities at the local/community or national levels to promote gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What about lobbying or advocacy activities related to preventing violence against women and girls in (country)?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the lobbying or advocacy initiatives they engaged in to promote gender equality and/or prevent violence against women and girls? What have they advocated for? To whom have they advocated? What was the impact of their advocacy activities? Were they able to bring about change in their (community/country) because of their advocacy?</p>
8	<p>As part of the Voices against Violence Programme, what type of campaigns have the Girl Guides/Girl Scouts organized or led to promote gender equality? To prevent violence against women and girls?</p> <p>Were those campaigns youth-led? What youth were involved?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Did they involve the community? How did they involve the community?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What was the impact of their campaigns? Were they able to bring about change as a result of the campaign?</p>



9	<p>As a result of the Voices against Violence curriculum, have the Girl Guides/Girl Scouts formed any partnerships with community leaders? With civil society groups? With the government? With the schools? With universities? With any other groups?</p> <p><input type="checkbox"/> Community leaders (1)</p> <p><input type="checkbox"/> Civil society groups (2)</p> <p><input type="checkbox"/> Government (3)</p> <p><input type="checkbox"/> Schools (4)</p> <p><input type="checkbox"/> Universities (5)</p> <p><input type="checkbox"/> Others (6), specify:</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me more about those partnerships? What have been the benefits of the partnerships? What have the Girl Guides/Girl Scouts accomplished through these partnerships? Have the Girl Guides/Girl Scouts faced any challenges in these partnerships? Were you able to overcome those challenges? If yes, how? If no, why not?</p>
10	<p>Think back to before you became involved in the Voices against Violence Programme. On a scale of 1 to 10, how confident were you in the ability of the Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Programme been in increasing the ability of the Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
11	<p>Think back to before you became involved in the Voices against Violence Programme. On a scale of 1 to 10, how confident were you in the ability of the Girl Guides/Girl Scouts in (country) to advocate for preventing violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of Girl Guides/Girl Scouts in (country) to advocate for preventing violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Programme been in increasing the ability of the Girl Guides/Girl Scouts in (country) to advocate for preventing violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>

12	<p>I am curious to know what sort of challenges the Girl Guides/Girl Scouts in (country) have faced in terms of implementing the Voices against Violence Programme and Curriculum?</p> <p>Have there been challenges implementing activities, such as lobbying, advocacy, or campaigns related to promoting gender equality or preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, what were those challenges?</p> <p>Were you able to overcome those challenges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
13	<p>Have you faced any resistance from parents, communities, or schools to the Voices against Violence Programme and Curriculum?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, who did you face resistance from? How were you able to address or overcome the resistance?</p>
14	<p>How has your organization recorded and kept track of the number of participants in the Voices against Violence Programme? How has your organization recorded and kept track of the activities your group of girls engaged in related to the Voices against Violence Programme?</p> <p>Did your organization give out or award girls with the Voices against Violence Badges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Do you know how many Voices against Violence Badges were awarded in your country?</p> <p><input type="checkbox"/> Yes (1), Number:</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>How were decisions made about who was awarded the Voices against Violence Badge?</p> <p>Were there any obstacles to awarding the Voices against Violence Badge?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, what were the obstacles?</p> <p>Were you able to overcome those obstacles?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>

15	<p>Do you know if your Member Organization has a national training action plan related to the Voices against Violence Programme?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the nation/local training action plan? Do you know what has been accomplished in the action plan? Do you know what challenges have been faced when it comes to implementing that action plan? Were you able to overcome those challenges? If yes, how? If no, why not?</p>
16	<p>I am curious if you have any thoughts on ways your organization could have improved its implementation of the Voices against Violence Programme in (country)?</p>
17	<p>What type of assistance or support have WAGGGS provided your organization to implement the Voices against Violence Programme? What more could WAGGGS have done to support or assist your organization to implement the Voices against Violence Programme?</p>

# Annex D: Interview Questions for National Trainers

1	Country:
2	City/District:
3	Date:
4	Number of participants:
5	I understand you participated in the ACTIVATE TOT. When did you participate in the ACTIVATE TOT? What did you like about the ACTIVATE TOT?
6	What impact did the ACTIVATE TOT have on your thinking about gender equality and violence against women and girls? What knowledge and/or skills did you gain from the ACTIVATE TOT?
7	<p>Did the ACTIVATE TOT change your attitudes or beliefs about gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p> <p>Did the training change your attitudes or beliefs about violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
8	<p>Think back to before you took part in the ACTIVATE TOT. On a scale of 1 to 10, how supportive were you of gender equality?</p> <p>Not supportive                      Somewhat supportive                      Very supportive</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how supportive are you of gender equality?</p> <p>Not supportive                      Somewhat supportive                      Very supportive</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important was the ACTIVATE TOT and Voices against Violence Programme on increasing your support for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>What did you learn about gender equality from the ACTIVATE TOT and the Voices against Violence Programme?</p>
9	<p>Think back to before you took part in the ACTIVATE TOT. On a scale of 1 to 10, how aware were you of violence against women and girls before you took part in the ACTIVATE TOT?</p> <p>Not aware                      Somewhat aware                      Very aware</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how aware are you of violence against women and girls and its root causes?</p> <p>Not aware                      Somewhat aware                      Very aware</p> <p>1      2      3      4      5      6      7      8      9      10</p>

	<p>Again, think back to before you took part in the ACVIATE TOT. On a scale of 1 to 10, how knowledgeable were you of the root causes of violence against women and girls before you took part in the ACTIVATE TOT?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1       2       3       4       5       6       7       8       9       10</p> <p>Now think about today. Today, on a scale of 1 to 10, how knowledgeable are you the root causes of violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1       2       3       4       5       6       7       8       9       10</p> <p>What did you learn about violence against women and girls from the ACTIVATE TOT and the Voices against Violence Programme?</p>
10	<p>On a scale of 1 to 10, how important was the ACTIVATE TOT and the Voices against Violence Programme was increasing your knowledge and awareness of violence against women and girls, including the root causes of such violence?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1       2       3       4       5       6       7       8       9       10</p>
11	<p>Again, think back to before you took part in the ACTIVATE TOT. On a scale of 1 to 10, how aware and knowledgeable were you of the laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1       2       3       4       5       6       7       8       9       10</p> <p>Now think about today. Today, on a scale of 1 to 10, how aware and knowledgeable are you of laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1       2       3       4       5       6       7       8       9       10</p> <p>What did you learn about laws and resources to prevent violence against women and girls?</p> <p>On a scale of 1 to 10, how important was the ACTIVATE TOT and the Voices against Violence Programme on raising your awareness and knowledge of laws and resources to prevent violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1       2       3       4       5       6       7       8       9       10</p>
12	<p>Are there any ways the ACTIVATE TOT could be improved?</p>
13	<p>How easy or difficult was it to come back from the ACTIVATE TOT and roll-out the Voices against Violence Curriculum to Leaders? Think back to when you came back from the ACTIVATE TOT. On a scale of 1 to 10, how confident were you back then, when you came back from the ACTIVATE TOT, in your ability to deliver the training on the Voices against Violence Curriculum to Leaders?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1       2       3       4       5       6       7       8       9       10</p> <p>What challenges did you face at the country level rolling out the Voices against Violence curriculum to Leaders? Were you able to overcome those challenges? If yes, how? If no, why not?</p>

14	<p>Do you know if your Member Organization has a national training action plan related to the Voices against Violence Programme?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the nation/local training action plan? Do you know what has been accomplished in the action plan? What challenges did you face when it came to developing the action plan? Were you able to overcome those challenges? If yes, how? If no, why not? What challenges did you face when it came to implementing the action plan? Were you able to overcome those challenges? If yes, how? If no, why not? Did you receive support from WAGGGS or anyone else to develop or implement the action plan? If so, who? What type of support?</p>
15	<p>From your perspective, what have been the benefits of the Voice against Violence Programme here in (country)?</p>
16	<p>Because of the Voices against Violence Programme, have the Girl Guides/Girl Scouts in (country) been engaged in activities that focus on promoting gender equality and preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What type of activities have the Girl Guides/Girl Scouts been involved in because of the Voices against Violence Curriculum? Have those activities been in schools? In communities? Or elsewhere? What do you think has been the impact of those activities?</p>
17	<p>Because of the Voice against Violence Programme, have the Girl Guides/Girl Scouts been engaged in any lobbying or advocacy activities at the local/community or national levels to promote gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What about lobbying or advocacy activities related to preventing violence against women and girls in (country)?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the lobbying or advocacy initiatives they engaged in to promote gender equality and/or prevent violence against women and girls? What have they advocated for? To whom have they advocated? What was the impact of their advocacy activities? Were they able to bring about change in their (community/country) because of their advocacy?</p>
18	<p>As part of the Voices against Violence Programme, what type of campaigns have the Girl Guides/Girl Scouts organized or led to promote gender equality? To prevent violence against women and girls?</p> <p>Were those campaigns youth-led? What youth were involved?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Did they involve the community? How did they involve the community?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p>

	<p>What was the impact of their campaigns? Were they able to bring about change as a result of the campaign?</p>
19	<p>As a result of the Voices against Violence curriculum, have the Girl Guides/Girl Scouts formed any partnerships with community leaders? With civil society groups? With the government? With the schools? With universities? With any other groups?</p> <p><input type="checkbox"/> Community leaders (1)</p> <p><input type="checkbox"/> Civil society groups (2)</p> <p><input type="checkbox"/> Government (3)</p> <p><input type="checkbox"/> Schools (4)</p> <p><input type="checkbox"/> Universities (5)</p> <p><input type="checkbox"/> Others (6), specify:</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me more about those partnerships? What have been the benefits of the partnerships? What have the Girl Guides/Girl Scouts accomplished through these partnerships? Have the Girl Guides/Girl Scouts faced any challenges in these partnerships? Were you able to overcome those challenges? If yes, how? If no, why not?</p>
20	<p>Again, think back to before you became involved in the Voices against Violence Programme and before you participated in the ACTIVATE TOT. On a scale of 1 to 10, how confident were you in the ability of the Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Programme been in increasing the ability of the Girl Guides/Girl Scouts in (country) to advocate for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
21	<p>Again, think back to before you became involved in the Voices against Violence Programme and before you participated in the ACTIVATE TOT. On a scale of 1 to 10, how confident were you in the ability of the Girl Guides/Girl Scouts in (country) to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of Girl Guides/Girl Scouts in (country) to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important was the Voices against Violence Programme in increasing the ability of the Girl Guides/Girl Scouts in (country) to advocate for stronger commitments to prevent violence against women and girls?</p>

	Not important 1      2      3      4      5      6      7      8      9      10 Very important
22	What type of increases have you see in the ability of Leaders to lobby and advocate for stronger commitments to prevent violence against women and girls?
23	<p>I am curious to know what sort of challenges the Girl Guides/Girl Scouts in (country) have faced in terms of implementing the Voices against Violence Programme and Curriculum? Have there been challenges implementing activities, such as lobbying, advocacy, or campaigns related to promoting gender equality or preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>If yes, what were those challenges?</p> <p>Were you able to overcome those challenges?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
24	<p>Have you faced any resistance from parents, communities, or schools to the Voices against Violence Programme and Curriculum?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>If yes, who did you face resistance from? How were you able to address or overcome the resistance?</p>
25	<p>How has your organization recorded and kept track of the number of participants in the Voices against Violence Programme? How has your organization recorded and kept track of the activities your group of girls engaged in related to the Voices against Violence Programme?</p> <p>Did your organization give out or award girls with the Voices against Violence Badges?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>Do you know how many Voices against Violence Badges were awarded in your country?</p> <p><input type="checkbox"/> Yes (1), Number:  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>How were decisions made about who was awarded the Voices against Violence Badge?</p> <p>Were there any obstacles to awarding the Voices against Violence Badge?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>If yes, what were the obstacles?</p> <p>Were you able to overcome those obstacles?</p> <p><input type="checkbox"/> Yes (1)  <input type="checkbox"/> No (2)  <input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>



26	<p>Were you responsible for reporting to WAGGGS on the progress the Girl Guides/Girl Scouts in your country were making to implement the national/local training and action plan?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If no, who was responsible?</p> <p>If yes, was the reporting process easy or did you face any challenges? Was there any support or guidance you needed when it came to reporting? Were you provided that support or guidance? From whom? What challenges did you face when it came to reporting on the activities and progress of the Girls Guides/Girl Scouts in your country?</p> <p>Did you participate in the Webinars organized by WAGGGS?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, what did you gain from participating in the Webinars? If no, why didn't you participate?</p>

### Annex E: Focus Group/Interview Questions for Leaders

1	Country:
2	City/District:
3	Date:
4	Number of participants:
5	I understand you were trained to teach the Voices against Violence Curriculum. When were you trained? What did you like about the training you received?
6	What impact did the Voices against Violence Curriculum have on your thinking about gender equality and violence against women and girls? What knowledge and/or skills did you gain from the Voices against Violence Curriculum?
7	<p>Did the Voices against Violence Curriculum change your attitudes or beliefs about gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p> <p>Did the training change your attitudes or beliefs about violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
8	<p>Think back to before you took part in the Voices against Violence Curriculum. On a scale of 1 to 10, how supportive were you of gender equality?</p> <p>Not supportive                      Somewhat supportive                      Very supportive</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how supportive are you of gender equality?</p> <p>Not supportive                      Somewhat supportive                      Very supportive</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum on increasing your support for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>What did you learn about gender equality from the Voices against Violence Curriculum?</p>
9	<p>Think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how aware were you of violence against women and girls before you took part in the Curriculum?</p> <p>Not aware                      Somewhat aware                      Very aware</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how aware are you of violence against women and girls and its root causes?</p> <p>Not aware                      Somewhat aware                      Very aware</p> <p>1      2      3      4      5      6      7      8      9      10</p>

	<p>Again, think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how knowledgeable were you of the root causes of violence against women and girls before you took part in the Curriculum?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how knowledgeable are you the root causes of violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>What did you learn about violence against women and girls from the Voice against Violence Curriculum?</p>
10	<p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum in raising your knowledge and awareness of violence against women and girls, including the root causes of such violence?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
11	<p>Again, think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how aware and knowledgeable were you of the laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how aware and knowledgeable are you of laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>What did you learn about laws and resources to prevent violence against women and girls?</p> <p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum in raising your awareness and knowledge of laws and resources to prevent violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
12	<p>Are there any ways the Voices against Violence Curriculum could be improved?</p>
13	<p>How easy or difficult was it to roll-out the Voices against Violence Curriculum to your group of girls? On a scale of 1 to 10, how confident were you in delivering the Curriculum to your group of girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>What challenges did you face teaching the Curriculum to your group of girls? Were you able to overcome those challenges? If yes, how? If no, why not?</p>

14	<p>Do you know if your Member Organization has a national training action plan related to the Voices against Violence Programme?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the nation/local training action plan? Do you know what has been accomplished in the action plan? What challenges did you face when it came to implementing the action plan? Were you able to overcome those challenges? If yes, how? If no, why not? Did you receive support from anyone to implement the action plan? If so, who? What type of support?</p>
15	<p>From your perspective, what have been the benefits of the Voice against Violence Curriculum for your group of girls?</p>
16	<p>Because of the Voices against Violence Curriculum, has your group of girls been engaged in activities that focus on promoting gender equality and preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What type of activities have your group of girls been involved in because of the Voices against Violence Curriculum? Have those activities been in schools? In communities? Or elsewhere? What do you think has been the impact of those activities? What did your group of girls learn or take away from those activities? Were there any ways you could have improved these activities? Did your group of girls face challenges implementing activities focused on promoting gender equality and preventing violence against women and girls? What challenges did they face? Were they able to overcome those challenges? If yes how? If no, why not?</p>
17	<p>Because of the Voice against Violence Curriculum, has your group of girls been engaged in any lobbying or advocacy activities at the local/community or national levels to promote gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What about lobbying or advocacy activities related to preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the lobbying or advocacy initiatives your group of girls engaged in to promote gender equality or to prevent violence against women and girls? What have they advocated for? To whom have they advocated? What was the impact of their advocacy activities? Were they able to bring about change in their (community/country) because of their advocacy? What did your group of girls learn or take away from those advocacy activities? Were there any ways you could have improved these advocacy activities? Did your group of girls face challenges implementing advocacy activities? What challenges did they face? Were they able to overcome those challenges? If yes how? If no, why not?</p>
18	<p>Because of the Voices against Violence Curriculum, did your group of girls' lobby decision-makers for stronger commitment to end violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me who they lobbied? What were they lobbying for? What was the impact of their lobbying activities? Were they able to bring about change in because of their lobbying activities? What did your group of girls learn or take away from lobbying decision-makers? Were there any ways you could have</p>

	<p>improved their lobbying efforts? Did your group of girls face challenges lobbying decision-makers? What challenges did they face? Were they able to overcome those challenges? If yes how? If no, why not?</p>
19	<p>Because of the Voices against Violence Curriculum, what type of campaigns has your group of girls organized or led to promote gender equality? To prevent violence against women and girls?</p> <p>Were those campaigns youth-led? What youth were involved?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Did they involve the community? How did they involve the community?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What was the impact of their campaigns? Were they able to bring about change as a result of the campaigns? What did your group of girls learn or take away from those campaigns? Were there any ways you could have improved these campaigns? Did your group of girls face challenges implementing the campaigns? What challenges did they face? Were they able to overcome those challenges? If yes how? If no, why not?</p>
20	<p>As a result of the Voices against Violence Curriculum, has your group of girls formed any partnerships with community leaders? With civil society groups? With the government? With the schools? With universities? With any other groups?</p> <p><input type="checkbox"/> Community leaders (1)</p> <p><input type="checkbox"/> Civil society groups (2)</p> <p><input type="checkbox"/> Government (3)</p> <p><input type="checkbox"/> Schools (4)</p> <p><input type="checkbox"/> Universities (5)</p> <p><input type="checkbox"/> Others (6), specify:</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me more about those partnerships? What have been the benefits of the partnerships? What has your group of girls accomplished through these partnerships? Did your group of girls face any challenges in these partnerships? Were you able to overcome those challenges? If yes, how? If no, why not?</p>
21	<p>Again, think back to before you became involved in the Voices against Violence Curriculum. On a scale of 1 to 10, how confident were you in the ability of your group of girls to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of your group of girls to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Curriculum been in increasing the ability of your group of girls to advocate for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>

22	<p>Again, think back to before you became involved in the Voices against Violence Curriculum. On a scale of 1 to 10, how confident were you in the ability of your group of girls to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in the ability of your group of girls to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Curriculum been in increasing the ability of your group of girls to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
23	<p>What type of increases have you see in the ability of your group of girls to lobby and advocate for stronger commitments to prevent violence against women and girls?</p>
24	<p>I am curious to know what sort of challenges your group of girls have faced in terms of implementing the Voices against Violence Curriculum?</p> <p>Have there been challenges implementing activities, such as lobbying, advocacy, or campaigns related to promoting gender equality or preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, what were those challenges?</p> <p>Were you able to overcome those challenges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
25	<p>Have you faced any resistance from parents, communities, or schools to the Voices against Violence Curriculum?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, who did you face resistance from? How were you able to address or overcome the resistance?</p>
26	<p>Do you know how the Girls Guides/Girls Scouts of (country) recorded and kept track of the number of girls in your group who participated in the Voices against Violence Curriculum? Do you know how they recorded and kept track of the activities your group of girls engaged in related to the Voices against Violence Curriculum?</p> <p>Did your group of girls receive the Voices against Violence Badges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p>

How were decisions made about who was awarded the Voices against Violence Badge?

Were there any obstacles to awarding the Voices against Violence Badge?

☐ Yes (1)

☐ No (2)

☐ Don't know (9)

If yes, what were the obstacles?

Were you able to overcome those obstacles?

☐ Yes (1)

☐ No (2)

☐ Don't know (9)

If yes, how? If no, why not?

## Annex F: Focus Group Questions for Girls Guides and Girl Scouts

1	Country:
2	City/District:
3	Date:
4	Number of participants:
5	I understand you have been learning from the Voices against Violence Curriculum. When did you start learning from the Voices against Violence Curriculum? What did you like about the Voices against Violence Curriculum?
6	What impact did the Voices against Violence Curriculum have on your thinking about gender equality and violence against women and girls? What knowledge and skills did you gain from the Voices against Violence Curriculum?
7	<p>Did the Voices against Violence Curriculum change your attitudes or beliefs about gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p> <p>Did the training change your attitudes or beliefs about violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
8	<p>Think back to before you took part in the Voices against Violence Curriculum. On a scale of 1 to 10, how supportive were you of gender equality?</p> <p style="text-align: center;">             Not supportive                      Somewhat supportive                      Very supportive              1       2       3       4       5       6       7       8       9       10           </p> <p>Now think about today. Today, on a scale of 1 to 10, how supportive are you of gender equality?</p> <p style="text-align: center;">             Not supportive                      Somewhat supportive                      Very supportive              1       2       3       4       5       6       7       8       9       10           </p> <p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum on increasing your support for gender equality?</p> <p style="text-align: center;">             Not important                      Somewhat important                      Very important              1       2       3       4       5       6       7       8       9       10           </p> <p>What did you learn about gender equality from the Voices against Violence Curriculum?</p>
9	<p>Think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how aware were you of violence against women and girls before you took part in the Curriculum?</p> <p style="text-align: center;">             Not aware                      Somewhat aware                      Very aware              1       2       3       4       5       6       7       8       9       10           </p> <p>Now think about today. Today, on a scale of 1 to 10, how aware are you of violence against women and girls and its root causes?</p> <p style="text-align: center;">             Not aware                      Somewhat aware                      Very aware              1       2       3       4       5       6       7       8       9       10           </p>



	<p>Again, think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how knowledgeable were you of the root causes of violence against women and girls before you took part in the Curriculum?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1        2        3        4        5        6        7        8        9        10</p> <p>Now think about today. Today, on a scale of 1 to 10, how knowledgeable are you the root causes of violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1        2        3        4        5        6        7        8        9        10</p> <p>What did you learn about violence against women and girls from the Voice against Violence Curriculum?</p>
10	<p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum in raising your knowledge and awareness of violence against women and girls, including the root causes of such violence?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1        2        3        4        5        6        7        8        9        10</p>
11	<p>Again, think back to before you took part in the Voice against Violence Curriculum. On a scale of 1 to 10, how aware and knowledgeable were you of the laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1        2        3        4        5        6        7        8        9        10</p> <p>Now think about today. Today, on a scale of 1 to 10, how aware and knowledgeable are you of laws and resources to prevent violence against women and girls?</p> <p>Not knowledgeable                      Somewhat knowledgeable                      Very knowledgeable</p> <p>1        2        3        4        5        6        7        8        9        10</p> <p>What did you learn about laws and resources to prevent violence against women and girls?</p> <p>On a scale of 1 to 10, how important was the Voices against Violence Curriculum in raising your awareness and knowledge of laws and resources to prevent violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1        2        3        4        5        6        7        8        9        10</p>
12	Are there any ways the Voices against Violence Curriculum could be improved?
13	From your perspective, what have been the benefits of the Voice against Violence Curriculum for you and other girls in your group?
14	<p>Because of the Voices against Violence Curriculum, have you or other girls in your group been engaged in activities that focus on promoting gender equality and preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What type of activities have you or other girls in your group been involved in because of the Voices against Violence Curriculum? Have those activities been in schools? In communities? Or elsewhere?</p> <p>What do you think has been the impact of those activities? What did you or other girls in your group</p>

	<p>learn or take away from those activities? Were there any ways you could have improved these activities? Did you or other girls in your group face challenges implementing activities focused on promoting gender equality and preventing violence against women and girls? What challenges did you face? Were you able to overcome those challenges? If yes how? If no, why not?</p>
15	<p>Because of the Voice against Violence Curriculum, have you or other girls in your group been engaged in any lobbying or advocacy activities at the local/community or national levels to promote gender equality?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What about lobbying or advocacy activities related to preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me about the lobbying or advocacy initiatives you or other girls in your group engaged in to promote gender equality or to prevent violence against women and girls? What did you advocate for? To whom did you advocate? What was the impact of your advocacy activities? Were you able to bring about change in their (community/country) because of your advocacy? What did you and other girls in your group take away from those advocacy activities? Were there any ways you could have improved these advocacy activities? Did you or other girls in your group face challenges implementing advocacy activities? What challenges did you face? Were you able to overcome those challenges? If yes how? If no, why not?</p>
16	<p>Because of the Voices against Violence Curriculum, did you or other girls in your group lobby decision-makers for stronger commitment to end violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me who you lobbied? What were you lobbying for? What was the impact of your lobbying activities? Were you able to bring about change because of your lobbying activities? What did you or other girls in your group learn or take away from lobbying decision-makers? Were there any ways you could have improved their lobbying efforts? Did you or other girls in your group face challenges lobbying decision-makers? What challenges did you face? Were you able to overcome those challenges? If yes how? If no, why not?</p>
17	<p>Because of the Voices against Violence Curriculum, what type of campaigns have you or other girls in your group organize to promote gender equality? To prevent violence against women and girls?</p> <p>Were those campaigns youth-led? What youth were involved?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Did they involve the community? How did they involve the community?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What was the impact of your campaigns? Were you able to bring about change as a result of the campaigns? What did you and other girls in your group learn or take away from those campaigns? Were there any ways you could have improved these campaigns? Did you or other girls in your group face challenges implementing the campaigns? What challenges did you face? Were you able to overcome those challenges? If yes how? If no, why not?</p>

18	<p>As a result of the Voices against Violence Curriculum, did you or other girls in your group formed partnerships with community leaders? With civil society groups? With the government? With the schools? With universities? With any other groups?</p> <p><input type="checkbox"/> Community leaders (1)</p> <p><input type="checkbox"/> Civil society groups (2)</p> <p><input type="checkbox"/> Government (3)</p> <p><input type="checkbox"/> Schools (4)</p> <p><input type="checkbox"/> Universities (5)</p> <p><input type="checkbox"/> Others (6), specify:</p> <p><input type="checkbox"/> Don't know (9)</p> <p>Can you tell me more about those partnerships? What have been the benefits of the partnerships? What did you accomplish through these partnerships? Did you girls face challenges in these partnerships? Were you able to overcome those challenges? If yes, how? If no, why not?</p>
19	<p>Again, think back to before you became involved in the Voices against Violence Curriculum. On a scale of 1 to 10, how confident were you in your ability to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in your ability to advocate for gender equality?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Curriculum been in increasing your ability to advocate for gender equality?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>
20	<p>Again, think back to before you became involved in the Voices against Violence Curriculum. On a scale of 1 to 10, how confident were you in your ability to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>Now think about today. Today, on a scale of 1 to 10, how confident are you in your ability to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not confident                      Somewhat confident                      Very confident</p> <p>1      2      3      4      5      6      7      8      9      10</p> <p>On a scale of 1 to 10, how important has the Voices against Violence Curriculum been in increasing the ability of your ability to advocate for stronger commitments to prevent violence against women and girls?</p> <p>Not important                      Somewhat important                      Very important</p> <p>1      2      3      4      5      6      7      8      9      10</p>

21	<p>What type of increases have you seen in your ability and the ability of other girls in your group to lobby and advocate for stronger commitments to prevent violence against women and girls?</p>
22	<p>I am curious to know what sort of challenges you and other girls in your group have faced in terms of implementing the Voices against Violence Curriculum? Have there been challenges implementing activities, such as lobbying, advocacy, or campaigns related to promoting gender equality or preventing violence against women and girls?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, what were those challenges?</p> <p>Were you able to overcome those challenges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, how? If no, why not?</p>
23	<p>Have you faced any resistance from parents, communities, or schools to the Voices against Violence Curriculum?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>If yes, who did you face resistance from?</p> <p>How were you able to address or overcome the resistance?</p>
24	<p>Did you or other girls in your group receive the Voices against Violence Badges?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (9)</p> <p>What did you receive the Voices against Violence Badge for?</p>

## Annex G: KAP Survey for Leaders and Youth/Young Leaders

### ABOUT THIS QUESTIONNAIRE

You participated in the Voice Against Violence Programme to promote gender equality and prevent violence against women and girls. We would like to find out more about what you think.

Some of these questions may make you think of something that has happened to you or to a close friend or relative in the past or now that you are worried about. Whatever it is you can come and talk to us.

There are no right or wrong answers to the questions in this questionnaire.

**THE QUESTIONNAIRE IS COMPLETELY ANONYMOUS.** This means: we don't ask your name and no one will know how you answered the questions.

### SECTION A – INFORMATION ABOUT YOU

2	Are you a Leader? <input type="checkbox"/> Yes <input type="checkbox"/> No Are you a Youth/Young Leader? <input type="checkbox"/> Yes <input type="checkbox"/> No
4	Have you participated in the Voice Against Violence Programme? <input type="checkbox"/> Yes <input type="checkbox"/> No
5	Have you been formally trained to teach the Voice Against Violence Curriculum? <input type="checkbox"/> Yes <input type="checkbox"/> No
6	Are you (please tick)? <input type="checkbox"/> Male <input type="checkbox"/> Female
7	What is your age? <input type="checkbox"/> 16-17 years <input type="checkbox"/> 18-24 years <input type="checkbox"/> 25-29 years <input type="checkbox"/> 30-39 years <input type="checkbox"/> 40-49 years <input type="checkbox"/> 50-59 years <input type="checkbox"/> 60+ years

Think about the statements below and circle your response if you agree, partially agree, or disagree with the statement. You can also respond do not know.

		Answer Options			
8	It is better to give birth to a boy than a girl.	Agree	Partially agree	Disagree	Do not know
9	It is more important to educate boys than girls.	Agree	Partially agree	Disagree	Do not know
10	It is less important to educate girls because when they marry they will stay at home and be responsible for housework.	Agree	Partially agree	Disagree	Do not know
11	It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is too difficult for girls.	Agree	Partially agree	Disagree	Do not know
12	It is OK for a girl to get married before 18 years of age as long as her parents agree or arrange the marriage.	Agree	Partially agree	Disagree	Do not know
13	Girls married before age 18 years are less likely to remain in school after they marry.	Agree	Partially agree	Disagree	Do not know

		<u>Answer Options</u>			
14	Girls married before age 18 years are more likely to experience violence from their husband and his family.	Agree	Partially agree	Disagree	Do not know
15	If a girl is pressured into having sex by her boyfriend it is <u>not</u> a violence.	Agree	Partially agree	Disagree	Do not know
16	If a girl is threatened by her boyfriend it is violence.	Agree	Partially agree	Disagree	Do not know
17	Women/girls who experience sexual violence are more likely to experience depression, sleep difficulties, eating disorders, emotional distress, and suicide attempts	Agree	Partially agree	Disagree	Do not know
18	Girls who experience sexual violence may drop out of school and become isolated from the community.	Agree	Partially agree	Disagree	Do not know
19	Violence against women/girls is a human rights violation.	Agree	Partially agree	Disagree	Do not know
20	Gender inequality between men and women is a cause of violence against women/girls.	Agree	Partially agree	Disagree	Do not know
21	Governments are responsible for ensuring laws exist to protect women/girls from <u>all</u> forms of violence.	Agree	Partially agree	Disagree	Do not know
22	Governments are responsible for ensuring <u>all</u> laws do not discriminate against women/girls.	Agree	Partially agree	Disagree	Do not know
23	Women should have the right to equal pay for doing the same work as men.	Agree	Partially agree	Disagree	Do not know
24	Women should have the right to choose who they marry and the number of children they want to have.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you agree, partially agree, or disagree with the following statements. You can also respond do not know.

		<u>Answer Options</u>			
25	Women are naturally better at housework than men, so women should be responsible for housework.	Agree	Partially agree	Disagree	Do not know
26	Women should be responsible for taking care of children and elderly family members, while men should be responsible for earning money.	Agree	Partially agree	Disagree	Do not know
27	It is fair for some jobs to be open <u>only</u> to men because women cannot do the job as well (such as being a police officer).	Agree	Partially agree	Disagree	Do not know
28	Because men work harder than women they need more time to rest at home.	Agree	Partially agree	Disagree	Do not know
29	Boys/men should take the lead and be in control in relationships.	Agree	Partially agree	Disagree	Do not know
30	A girl should marry the person her parents want her to.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you agree, partially agree or disagree with the following statements. You can also respond do not know.

		<u>Answer Options</u>			
31	It is normal and harmless for women/girls to be called sexual names in public.	Agree	Partially agree	Disagree	Do not know
32	Sexual images of women/girls in the media is harmful to women/girls.	Agree	Partially agree	Disagree	Do not know
33	Men/boys <u>cannot</u> do anything to prevent violence against women/girls.	Agree	Partially agree	Disagree	Do not know
34	If a young woman dresses in a way that shows off her body she is responsible for any unwanted attention or violence she experiences.	Agree	Partially agree	Disagree	Do not know
35	A woman cannot be raped by someone she has already had sex with or is married to.	Agree	Partially agree	Disagree	Do not know
36	If a young woman accepts gifts, grades, or money for sex she cannot be raped.	Agree	Partially agree	Disagree	Do not know
37	A woman should tolerate some violence in her marriage in order to keep her family together.	Agree	Partially agree	Disagree	Do not know
38	It is OK for a man to hit a woman that he is dating if he is angry and loses control.	Agree	Partially agree	Disagree	Do not know
39	A woman should be ashamed and embarrassed to talk to anyone if they experience violence in their marriage.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you think the statement is true, false or do not know.

		<u>Answer Options</u>	
40	My knowledge of violence against women/girls and its root causes is more advanced than that of my peers.	Yes	No
41	I have challenged gender inequalities more than my peers.	Yes	No
42	I have had discussions with young people about violence against women/girls.	Yes	No
43	I have changed some people's opinions about what it means to be a girl/woman or boy/man in a way that supports gender equality.	Yes	No
44	I have spoken out publicly to prevent violence against women/girls.	Yes	No
45	I contacted a decision-maker or government representative to encourage them to support initiatives to eliminate violence against women/girls in my country.	Yes	No
46	I have a deeper understanding of what needs to change in my country to prevent violence against women/girls.	Yes	No

Think about the statements below and circle your response if you agree, partially agree or disagree with the following statements.

		<u>Answer Options</u>		
51	I feel comfortable delivering trainings to girls in my group on violence against women/girls using the Voices against Violence Curriculum	Agree	Partially agree	Disagree
52	I feel comfortable delivering trainings to girls in my group about gender equality and women and girls' rights.	Agree	Partially agree	Disagree
53	I have the skills needed to create a safe space for girls in my group to discuss violence against women/girls.	Agree	Partially agree	Disagree
54	I feel confident that I can talk to girls in my group about the causes and consequences of violence against women/girls.	Agree	Partially agree	Disagree
55	I feel confident working with girls in my group to organize campaigns to prevent violence against women/girls	Agree	Partially agree	Disagree

Please answer the questions below on how confident you are about your ability to deal with the following and circle your response.

		<u>Answer Options</u>		
56	How confident are you that you can recognize abuse in your own relationships?	Very Confident	Partially Confident	Not Confident
57	How confident are you that you know where to access support if you experience violence?	Very Confident	Partially Confident	Not Confident
58	How confident are you that you know how to help a <u>female family member</u> if she experiences violence?	Very Confident	Partially Confident	Not Confident
59	How confident are you that you can help a <u>female friend</u> if she experiences violence?	Very Confident	Partially Confident	Not Confident
60	How confident are you that you can safely intervene if you see a women/girl being abused?	Very Confident	Partially Confident	Not Confident

Where do you feel you have opportunities to speak out about violence against women/girls? [ ☐ Tick all that apply]

<input type="checkbox"/> With my family	<input type="checkbox"/> With community/government leaders
<input type="checkbox"/> With my husband/boyfriend	<input type="checkbox"/> Online/in social media (e.g., on Facebook, Twitter)
<input type="checkbox"/> In my school	<input type="checkbox"/> With my friends
<input type="checkbox"/> In my workplace	<input type="checkbox"/> In my church
<input type="checkbox"/> In my community	<input type="checkbox"/> At a national level (e.g., in national papers or events)
<input type="checkbox"/> With other Girl Guide/Girl Scout Leaders	<input type="checkbox"/> At an international level (e.g., at an international event)
<input type="checkbox"/> With other Girl Guides/Girl Scouts	<input type="checkbox"/> Other (please specify) _____

Thank you for completing the questionnaire. Please fold this questionnaire in half and hand it back to the facilitator.



## Annex H: KAP Survey for Girl Guides/Girls Scouts

### ABOUT THIS QUESTIONNAIRE

You participated in the Voice Against Violence Programme to promote gender equality and prevent violence against women and girls. We would like to find out more about what you think.

Some of these questions may make you think of something that has happened to you or to a close friend or relative in the past or now that you are worried about. Whatever it is you can come and talk to us.

There are no right or wrong answers to the questions in this questionnaire.

**THE QUESTIONNAIRE IS COMPLETELY ANONYMOUS.** This means: we don't ask your name and no one will know how you answered the questions.

### SECTION A – INFORMATION ABOUT YOU

1	Are you a girl guide/girl scout? <input type="checkbox"/> Yes <input type="checkbox"/> No
2	Have you participated in the Voice Against Violence Programme? <input type="checkbox"/> Yes <input type="checkbox"/> No
3	Are you (please tick)? <input type="checkbox"/> Male <input type="checkbox"/> Female
4	What is your age? _____ years

Think about the statements below and **circle your response** if you agree, partially agree, or disagree with the statement. You can also respond do not know.

		Answer Options			
8	It is better to give birth to a boy than a girl.	Agree	Partially agree	Disagree	Do not know
9	It is more important to educate boys than girls.	Agree	Partially agree	Disagree	Do not know
10	It is less important to educate girls because when they marry they will stay at home and be responsible for housework.	Agree	Partially agree	Disagree	Do not know
11	It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is too difficult for girls.	Agree	Partially agree	Disagree	Do not know
12	It is OK for a girl to get married before 18 years of age as long as her parents agree or arrange the marriage.	Agree	Partially agree	Disagree	Do not know
13	Girls married before age 18 years are less likely to remain in school after they marry.	Agree	Partially agree	Disagree	Do not know
14	Girls married before age 18 years are more likely to experience violence from their husband and his family.	Agree	Partially agree	Disagree	Do not know

		<u>Answer Options</u>			
15	If a girl is pressured into having sex by her boyfriend it is <u>not</u> a violence.	Agree	Partially agree	Disagree	Do not know
16	If a girl is threatened by her boyfriend it is violence.	Agree	Partially agree	Disagree	Do not know
17	Women/girls who experience sexual violence are more likely to experience depression, sleep difficulties, eating disorders, emotional distress, and suicide attempts	Agree	Partially agree	Disagree	Do not know
18	Girls who experience sexual violence may drop out of school and become isolated from the community.	Agree	Partially agree	Disagree	Do not know
19	Violence against women/girls is a human rights violation.	Agree	Partially agree	Disagree	Do not know
20	Gender inequality between men and women is a cause of violence against women/girls.	Agree	Partially agree	Disagree	Do not know
21	Governments are responsible for ensuring laws exist to protect women/girls from <u>all</u> forms of violence.	Agree	Partially agree	Disagree	Do not know
22	Governments are responsible for ensuring <u>all</u> laws do not discriminate against women/girls.	Agree	Partially agree	Disagree	Do not know
23	Women should have the right to equal pay for doing the same work as men.	Agree	Partially agree	Disagree	Do not know
24	Women should have the right to choose who they marry and the number of children they want to have.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you agree, partially agree, or disagree with the following statements. You can also respond do not know.

		<u>Answer Options</u>			
25	Women are naturally better at housework than men, so women should be responsible for housework.	Agree	Partially agree	Disagree	Do not know
26	Women should be responsible for taking care of children and elderly family members, while men should be responsible for earning money.	Agree	Partially agree	Disagree	Do not know
27	It is fair for some jobs to be open <u>only</u> to men because women cannot do the job as well (such as being a police officer).	Agree	Partially agree	Disagree	Do not know
28	Because men work harder than women they need more time to rest at home.	Agree	Partially agree	Disagree	Do not know
29	Boys/men should take the lead and be in control in relationships.	Agree	Partially agree	Disagree	Do not know
30	A girl should marry the person her parents want her to.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you agree, partially agree or disagree with the following statements. You can also respond do not know.

		<u>Answer Options</u>			
31	It is normal and harmless for women/girls to be called sexual names in public.	Agree	Partially agree	Disagree	Do not know
32	Sexual images of women/girls in the media is harmful to women/girls.	Agree	Partially agree	Disagree	Do not know
33	Men/boys <u>cannot</u> do anything to prevent violence against women/girls.	Agree	Partially agree	Disagree	Do not know
34	If a young woman dresses in a way that shows off her body she is responsible for any unwanted attention or violence she experiences.	Agree	Partially agree	Disagree	Do not know
35	A woman cannot be raped by someone she has already had sex with or is married to.	Agree	Partially agree	Disagree	Do not know
36	If a young woman accepts gifts, grades, or money for sex she cannot be raped.	Agree	Partially agree	Disagree	Do not know
37	A woman should tolerate some violence in her marriage in order to keep her family together.	Agree	Partially agree	Disagree	Do not know
38	It is OK for a man to hit a woman that he is dating if he is angry and loses control.	Agree	Partially agree	Disagree	Do not know
39	A woman should be ashamed and embarrassed to talk to anyone if they experience violence in their marriage.	Agree	Partially agree	Disagree	Do not know

Think about the statements below and circle your response if you think the statement is true, false or do not know.

		<u>Answer Options</u>	
40	My knowledge of violence against women/girls and its root causes is more advanced than that of my peers.	Yes	No
41	I have challenged gender inequalities more than my peers.	Yes	No
42	I have had discussions with young people about violence against women/girls.	Yes	No
43	I have changed some people's opinions about what it means to be a girl/woman or boy/man in a way that supports gender equality.	Yes	No
44	I have spoken out publicly to prevent violence against women/girls.	Yes	No
45	I contacted a decision-maker or government representative to encourage them to support initiatives to eliminate violence against women/girls in my country.	Yes	No
46	I have a deeper understanding of what needs to change in my country to prevent violence against women/girls.	Yes	No

Think about the statements below and circle your response if you agree, partially agree or disagree with the following statements.

		<b>Answer Options</b>		
51	I feel comfortable talking to my peers about violence against women/girls.	Agree	Partially agree	Disagree
52	I feel comfortable talking to my peers about gender equality and women and girls' rights.	Agree	Partially agree	Disagree
54	I feel confident that I can talk to my peers about the causes and consequences of violence against women/girls.	Agree	Partially agree	Disagree
55	I feel confident working with girls in my group to organize campaigns to prevent violence against women/girls	Agree	Partially agree	Disagree

Please answer the questions below on how confident you are about your ability to deal with the following and circle your response.

		<b>Answer Options</b>		
56	How confident are you that you can recognize abuse in your own relationships?	Very Confident	Partially Confident	Not Confident
57	How confident are you that you know where to access support if you experience violence?	Very Confident	Partially Confident	Not Confident
58	How confident are you that you know how to help a <u>female family member</u> if she experiences violence?	Very Confident	Partially Confident	Not Confident
59	How confident are you that you can help a <u>female friend</u> if she experiences violence?	Very Confident	Partially Confident	Not Confident
60	How confident are you that you can safely intervene if you see a women/girl being abused?	Very Confident	Partially Confident	Not Confident

Where do you feel you have opportunities to speak out about violence against women/girls? [ ☐ Tick all that apply]

<input type="checkbox"/> With my family	<input type="checkbox"/> With community/government leaders
<input type="checkbox"/> With my husband/boyfriend	<input type="checkbox"/> Online/in social media (e.g., on Facebook, Twitter)
<input type="checkbox"/> In my school	<input type="checkbox"/> With my friends
<input type="checkbox"/> In my workplace	<input type="checkbox"/> In my church/temple
<input type="checkbox"/> In my community	<input type="checkbox"/> At a national level (e.g., in national papers or events)
<input type="checkbox"/> With other Girl Guide/Girl Scout Leaders	<input type="checkbox"/> At an international level (e.g., at an international event)
<input type="checkbox"/> With other Girl Guides/Girl Scouts	<input type="checkbox"/> Other (please specify) _____

Thank you for completing the questionnaire. Please fold this questionnaire in half and hand it back to the facilitator.

# ANNEX I: ANNEX TABLES FOR CHARTS IN THE REPORT

Annex Table 3. Leaders' confidence delivering the Voices against Violence Curriculum to girls		
I feel comfortable delivering trainings on VAWG to girls in my group using the Voices against Violence Curriculum	Leaders N=64	
	n	%
Agree	57	89.1
Partially agree	5	7.8
Disagree	2	3.1
I feel comfortable delivering trainings on gender equality and women's rights to girls in my group using the Voices against Violence Curriculum		
Agree	56	87.5
Partially agree	7	10.9
Disagree	1	1.6
I feel confident that I can talk to girls in my group about the causes and consequences of VAWG		
Agree	56	87.5
Partially agree	7	10.9
Disagree	1	1.6
I have the skills needed to create a safe space for girls in my group to discuss VAWG		
Agree	48	75.0
Partially agree	15	23.4
Disagree	0	0.0
I feel confident working with girls in my group to organize campaigns to prevent VAWG		
Agree	52	81.3
Partially agree	12	18.8
Disagree	0	0.0

Note: Country differences can be found in Annex K

Annex Table 4. Attitudes toward gender equality (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Support for gender equality at birth				
It is <u>not</u> better to give birth to a boy than a girl <sup>a</sup>	54	84.4	137	72.5
Support for gender equality in education				
It is <u>not</u> more important to educate boys than girls <sup>a</sup>	61	95.3	154	81.5
It is important to educate girls because when they marry they will stay at home and be responsible for housework <sup>a</sup>	63	98.4	168	88.9
It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is too difficult for girls	54	84.4	110	58.2
Support for gender equality in the family and household				
Women are <u>not</u> naturally better at housework than men, so women should <u>not</u> be responsible for housework <sup>a</sup>	48	75.0	89	47.1
Women should <u>not</u> be solely responsible for taking care of children and elder family members, while men should <u>not</u> be solely responsible for earning money <sup>a</sup>	49	76.6	117	61.9
Because men <u>do not</u> work harder than women they <u>do not</u> need more time to rest at home <sup>a</sup>	59	92.2	130	68.8
Support for gender equality in work				
It is <u>not</u> fair for some jobs to be open only to men because women can do the job just as well men (e.g., being a police officer) <sup>a</sup>	58	90.6	161	85.2
Women should have the right to equal pay for doing the same work as men	64	100.0	158	83.6

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 5. Knowledge and attitudes toward dating violence against women/girls (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
If a boy threatens to physically harm his girlfriend it is violence	59	92.2	176	93.1
It is <u>not</u> OK for a man to hit a woman that he is dating if he is angry and loses control <sup>a</sup>	62	96.9	176	93.1
If a girl is pressured into having sex by her boyfriend it is violence	55	85.9	140	74.1
Boys/men should <u>not</u> take the lead or be in control in relationships <sup>a</sup>	56	87.5	113	59.8

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 6. Knowledge and attitudes toward sexual violence against women/girls (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
<u>In the public and media</u>				
It is <u>neither</u> normal <u>nor</u> harmless for women/girls to be called sexual names in public <sup>a</sup>	62	96.9	161	85.2
If a young woman dresses in a way that shows off her body she is <u>not</u> responsible for any unwanted attention or violence she experiences <sup>a</sup>	39	60.9	75	39.7
Sexual images of women/girls in the media are harmful to women/girls	51	79.7	127	67.2
<u>In intimate relationships</u>				
A woman can be raped by someone she has already had sex with or to whom she is married <sup>a</sup>	52	81.3	106	56.1
If a young woman accepts gifts, grades or money for sex she can still be raped <sup>a</sup>	42	65.6	109	57.7

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 7. Knowledge of the impact of sexual violence on women/girls (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Women/girls who experience sexual violence are more likely to experience anxiety, emotional distress, and/or depression	59	92.2	162	85.7
Girls who experience sexual violence may drop out of school and become more isolated from the community	44	68.8	128	67.7

Note: Country differences can be found in Annexes J and K

Annex Table 8. Knowledge and understanding of early and forced marriage of girls (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
It is <u>not</u> OK for a girl to get married before 18 years of age as long as her parents agree or arrange the marriage <sup>a</sup>	58	90.6	144	76.2
Girls married before age 18 years are less likely to remain in school after they marry	41	64.1	83	43.9
Girls married before age 18 years are more likely to experience violence from their husband and his family	29	45.3	103	54.5
Women should have the right to choose who they marry and the number of children they want to have	64	100.0	163	86.2

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 9. Attitudes toward domestic violence against women (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
A woman should <u>not</u> tolerate violence in her marriage in order to keep her family together <sup>a</sup>	58	90.6	136	72.0
A woman should <u>not</u> be ashamed or embarrassed to talk to anyone if they experience violence in their marriage <sup>a</sup>	57	89.1	105	55.6

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 10. Understanding of VAWG as a human rights violation (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
VAWG is a human rights violation	61	95.3	143	75.7
Gender inequality between men and women is a cause of VAWG	45	70.3	119	63.0

Note: Country differences can be found in Annexes J and K

Annex Table 11. Men/boys roles in preventing VAWG (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Men/boys can do something to prevent VAWG <sup>a</sup>	59	92.2	134	70.9

<sup>a</sup> Item is reverse coded for analyses, compared to the way it was asked in the survey

Note: Country differences can be found in Annexes J and K

Annex Table 12. Knowledge of government obligations (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Governments are responsible for ensuring laws exist to protect women/girls from all forms of violence	61	95.3	158	83.6
Governments are responsible for ensuring all laws do not discriminate against women/girls	62	96.9	160	84.7

Note: Country differences can be found in Annexes J and K

Annex Table 13. Ability recognize violence in one's own relationships and to seek help (Leaders and Girl Guides)				
<u>How confident are you to recognize violence/abuse in your own relationships?</u>	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Very confident	46	71.9	117	61.9
Somewhat confident	17	26.6	62	32.8
Not confident	1	1.6	7	3.7
<u>How confident are you to know where to access support if you experience violence?</u>				
	n	%	n	%
Very confident	52	81.3	127	67.2
Somewhat confident	9	14.1	46	24.3
Not confident	2	3.1	13	6.9

Note: Country differences can be found in Annexes J and K





Annex Table 14. Ability to recognizing violence in others relationships and assist them (Leaders and Girl Guides)				
How confident are you to help a female family member if she experiences violence?	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Very confident	45	70.3	119	63.0
Somewhat confident	18	28.1	58	30.7
Not confident	1	1.6	9	4.8
How confident are you to help a female friend if she experiences violence?				
	n	%	n	%
Very confident	43	67.2	134	70.9
Somewhat confident	16	25.0	45	23.8
Not confident	3	4.7	7	3.7
How confident are you that you can safely intervene if you see a woman/girl being abused?				
	n	%	n	%
Very confident	32	50.0	74	39.2
Somewhat confident	27	42.2	91	48.1
Not confident	3	4.7	23	12.2

Note: Country differences can be found in Annexes J and

Annex Table 15. Taking action to promote gender equality and to EAWG (Leaders and Girl Guides)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
Challenged gender inequalities more than my peers	45	70.3		
Changed some people's opinions about what it means to be a girl/woman or boy/man in a way that supports gender equality	54	84.4	142	75.1
Have spoken out publicly to prevent VAWG	39	60.9	115	60.8
Have had discussions with young people about VAWG	60	93.8	157	83.1
Contacted a decision-maker or government representative to encourage them to support initiatives to end VAWG	11	17.2	59	31.2
Have a deeper understanding of what needs to change in my country to prevent VAWG	55	85.9	147	77.8

Note: Country differences can be found in Annexes J and K

Annex Table 16. Confidence speaking out for gender equality and EAWG (Leaders and Girl Guides)		
	Total Girl Guides N=189	
	n	%
Feel comfortable talking to my peers about gender equality and women's rights		
Agree	154	81.5
Partially agree	30	15.9
Disagree	5	2.6
Feel comfortable talking to my peers about VAWG		
Agree	148	78.3
Partially agree	32	16.9
Disagree	9	4.8
Feel confident talking to my peers about the causes and consequences of VAWG		
Agree	154	81.5
Partially agree	26	13.8
Disagree	9	4.8
Feel confident working with girls in my group to organize campaigns to prevent VAWG		
Agree	164	86.8
Partially agree	20	10.6
Disagree	3	1.6

Note: Country differences can be found in Annexes J and K

Annex Table 17. Taking action to promote gender equality and EVAWG (Girl Guides and Leaders)				
	Leaders N=64		Girl Guides N=189	
	n	%	n	%
My knowledge of VAWG and its root causes is more advanced than that of my peers	49	76.6	142	75.1

Note: Country differences can be found in Annexes J and K

Annex Table 18. Girl Guides' rating of the impact and importance of the Voices against Violence Curriculum on their knowledge, attitudes, and abilities (Girl Guide)									
	Girl Guides								
	Barbados Mean	Fiji Mean		Malaysia Mean		Portugal Mean		Rwanda Mean	
<u>Support for gender equality</u>									
Before the Voices against Violence Programme	NA	4.0	+5.5	7.2	+2.1	6.6	+3.0	3.2	+5.1
After Voices against Violence Programme	NA	9.5		9.3		9.6		8.3	
Importance of the VOICES AGAINST VIOLENCE Curriculum on increasing your support for gender equality	NA	9.7		9.2		9.6		8.5	
<u>Knowledge of VAWG and its root causes</u>									
Before Voices against Violence Programme	NA	5.1	+3.8	6.3	+2.7	5.4	+3.7	4.7	+3.9
After Voices against Violence Programme	NA	8.9		9.0		9.1		8.6	
Importance of the Voices against Violence Curriculum on increasing your knowledge of VAWG and its causes	NA	8.8		9.2		9.5		9.0	
<u>Knowledge of the laws and resources to prevent VAWG</u>									
Before Voices against Violence Programme	NA	5.5	+4.0	5.3	+2.6	4.3	+4.1	3.3	+6.1
After Voices against Violence Programme	NA	9.5		7.9		8.4		9.4	
Importance of the Voices against Violence Curriculum on increasing knowledge of the laws and resources to prevent VAWG	NA	8.2		8.2		8.8		8.7	
<u>Confidence in your ability to advocate for gender equality and prevention of VAWG</u>									
Before Voices against Violence Programme	NA	5.5	+4.0	5.8	+2.5	4.0	+4.7	5.4	+4.3
After Voices against Violence Programme	NA	9.5		8.3		8.7		9.7	
Importance of the Voices against Violence Curriculum on increasing your ability to advocate for gender equality	NA	8.9		8.9		9.3		8.2	

Annex Table 19. Girl Guides' attitudes toward gender equality for girls at birth and in education (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>It is better to give birth to a boy than a girl</u>										
Agree	0	0.0	2	8.7	9	15.8	0	0.0	4	7.5
Partially agree	3	14.3	10	43.5	7	12.3	0	0.0	14	26.4
Disagree (Correct Answer)	18	85.7	11	47.8	41	71.9	31	100.0	35	66.0
<u>It is more important to educate boys than girls</u>										
Agree	0	0.0	4	17.4	6	10.5	0	0.0	3	5.7
Partially agree	2	9.5	4	17.4	2	3.5	1	3.2	10	18.9
Disagree (Correct Answer)	19	90.5	15	65.2	49	86.0	30	96.8	40	75.5
<u>It is less important to educate girls because when they marry they will stay at home and be responsible for housework</u>										
Agree	0	0.0	4	17.4	2	3.5	0	0.0	2	3.8
Partially agree	0	0.0	3	13.0	4	7.0	0	0.0	4	7.5
Disagree (Correct Answer)	21	100.0	16	69.6	51	89.5	31	100.0	47	88.7
<u>It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is difficult for girls</u>										
Agree (Correct Answer)	16	76.2	13	56.5	30	53.6	23	76.7	27	50.0
Partially agree	0	0.0	3	13.0	10	17.9	1	3.3	3	5.6
Disagree	5	23.8	6	26.1	16	28.6	6	20.0	24	44.4

Annex Table 20. Girl Guides' attitudes toward gender equality in the family, household, and work (Girl Guides)										
<u>Women are naturally better at housework than men, so women should be responsible for housework</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Agree	1	4.8	12	52.2	6	10.9	1	3.2	28	51.9
Partially agree	4	19.0	6	26.1	27	49.1	2	6.5	8	14.8
Disagree (Correct Answer)	16	76.2	5	21.7	22	40.0	28	90.3	18	33.3
<u>Women should be responsible for taking care of children and elder family members, while men should be responsible for earning money</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	13	56.5	10	18.5	0	0.0	11	20.4
Partially agree	1	4.8	5	21.7	18	33.3	0	0.0	8	14.8
Disagree (Correct Answer)	20	95.2	5	21.7	26	48.1	31	100.0	35	64.8
<u>Because men work harder than women they need more time to rest at home</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	8	34.8	3	5.5	0	0.0	15	27.3
Partially agree	0	0.0	5	21.7	14	25.5	0	0.0	11	20.0
Disagree (Correct Answer)	21	100.0	10	43.5	38	69.1	31	100.0	29	52.7
<u>It is fair for some jobs to be open only to men because women cannot do the job as well (such as being a police officer)</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	1	4.3	2	3.6	0	0.0	2	3.6
Partially agree	1	4.8	2	8.7	11	20.0	1	3.2	4	7.3
Disagree (Correct Answer)	19	90.5	20	87.0	42	76.4	30	96.8	49	89.1
<u>Women should have the right to equal pay for doing the same work as men</u>										
	n	%	n	%	n	%	n	%	n	%
Agree (Correct Answer)	21	100.0	9	39.1	50	89.3	28	90.3	49	89.1
Partially agree	0	0.0	5	21.7	4	7.1	3	9.7	5	9.1
Disagree	0	0.0	9	39.1	2	3.6	0	0.0	1	1.8

Annex Table 21. Girl Guides' attitudes toward early and forced marriage (Girl Guides)										
<u>It is OK for a girl to get married before 18 years of age as long as her parents agree or arrange the marriage</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Agree	1	4.8	1	4.3	4	7.0	6	20.0	3	5.6
Partially agree	1	4.8	4	17.4	10	17.5	8	26.7	3	5.6
Disagree (Correct Answer)	17	81.0	18	78.3	43	75.4	16	53.3	48	88.9
<u>Girls married before age 18 years are less likely to remain in school after they marry</u>										
Agree (Correct Answer)	8	38.1	4	17.4	30	53.6	10	32.3	31	58.5
Partially agree	6	28.6	3	13.0	13	23.2	9	29.0	10	18.9
Disagree	59	23.8	16	69.6	13	23.2	12	38.7	12	22.6
<u>Girls married before age 18 years are more likely to experience violence from their husband and his family</u>										
Agree (Correct Answer)	5	23.8	14	60.9	27	47.4	8	25.8	47	85.5
Partially agree	4	19.0	5	21.7	19	33.3	12	38.7	3	5.5
Disagree	9	42.9	3	13.0	11	19.3	11	35.5	5	9.1
<u>Women should have the right to choose who they marry and the number of children they want to have</u>										
Agree (Correct Answer)	21	100.0	11	47.8	54	96.4	28	90.3	48	90.6
Partially agree	0	0.0	6	26.1	2	3.6	3	9.7	3	5.7
Disagree	0	0.0	6	26.1	0	0.0	0	0.0	2	3.8

Annex Table 22. Girl Guides' attitudes toward dating violence against women/girls (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>If a girl is pressured into having sex by her boyfriend it is not violence</u>										
Agree	2	9.5	1	4.3	4	7.0	0	0.0	28	51.9
Partially agree	1	4.8	1	4.3	1	1.8	1	3.3	6	11.1
Disagree (Correct Answer)	18	85.7	21	91.3	52	91.2	29	96.7	20	37.0
<u>If a boy threatens to physically harm his girlfriend it is violence</u>										
Agree (Correct Answer)	19	90.5	21	91.3	57	100.0	30	100.0	47	85.5
Partially agree	2	9.5	0	0.0	0	0.0	0	0.0	4	7.3
Disagree	0	0.0	1	4.3	0	0.0	0	0.0	4	7.3
<u>It is OK for a man to hit a woman that he is dating if he is angry and loses control</u>										
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	1.9
Partially agree	0	0.0	1	4.3	1	1.8	0	0.0	5	9.3
Disagree (Correct Answer)	20	95.2	22	95.7	55	96.5	31	100.0	48	88.9
<u>Boys/men should take the lead and be in control in relationship</u>										
Agree	1	4.8	13	56.5	17	30.4	2	6.5	13	23.6
Partially agree	3	14.3	2	8.7	14	25.0	1	3.2	8	14.5
Disagree (Correct Answer)	17	81.0	8	34.8	25	44.6	28	90.3	34	61.8

Annex Table 23. Girl Guides' understanding of the impacts of sexual violence on women/girls (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>Women/girls who experience sexual violence are more likely to experience anxiety, emotional distress, and/or depression</u>										
Agree (Correct Answer)	19	90.5	16	69.6	51	91.1	28	90.3	46	83.6
Partially agree	0	0.0	2	8.7	5	8.9	3	9.7	7	12.7
Disagree	0	0.0	5	21.7	0	0.0	0	0.0	2	3.6
<u>Girls who experience sexual violence may drop out of school and become more isolated from the community</u>										
Agree (Correct Answer)	15	71.4	16	69.6	35	62.5	21	67.7	41	74.5
Partially agree	4	19.0	3	13.0	14	25.0	3	9.7	3	5.5
Disagree	2	9.5	4	17.4	7	12.5	7	22.6	11	20.0

Annex Table 24. Girl Guides' understanding of VAWG as a human rights violation (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>Violence against women/girls is a human rights violation</u>										
Agree (Correct Answer)	14	66.7	13	56.5	38	69.1	29	93.5	47	87.0
Partially agree	1	4.8	1	4.3	5	9.1	2	6.5	3	5.6
Disagree	3	14.3	8	34.8	12	21.8	0	0.0	4	7.4
<u>Gender inequality between men and women is a cause of violence against women/girls</u>										
Agree (Correct Answer)	13	61.9	14	60.9	33	66.1	20	66.7	38	71.7
Partially agree	4	19.0	5	21.7	17	31.5	8	26.7	5	9.4
Disagree	0	0.0	3	13.0	4	7.4	2	6.7	10	18.9

Annex Table 25. Girl Guides' understanding of government obligations to EVAWG (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>Governments are responsible for ensuring laws exist to protect women/girls from all forms of violence</u>										
Agree (Correct Answer)	16	76.2	17	73.9	50	83.3	22	71.0	51	92.7
Partially agree	4	19.0	6	26.1	6	10.7	9	29.0	3	5.5
Disagree	1	4.8	0	0.0	0	0.0	0	0.0	1	1.8
<u>Governments are responsible for ensuring all laws do not discriminate against women/girls</u>										
Agree (Correct Answer)	17	81.0	18	78.3	46	82.1	25	80.6	52	96.3
Partially agree	2	9.5	1	4.3	6	10.7	6	19.4	2	3.7
Disagree	0	0.0	2	8.7	4	7.1	0	0.0	0	0.0



Annex Table 26. Girl Guides' attitudes toward sexual violence against women/girls (Girl Guides)										
<u>It is normal and harmless for women/girls to be called sexual names in public</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	4	17.4	3	5.4	0	0.0	2	3.7
Partially agree	1	4.8	1	4.3	1	1.8	0	0.0	2	3.7
Disagree (Correct Answer)	16	76.2	15	65.2	49	87.5	29	93.5	50	9.6
<u>Sexual images of women/girls in the media is harmful to women/girls</u>										
	n	%	n	%	n	%	n	%	n	%
Agree (Correct Answer)	15	71.4	13	56.5	44	78.6	19	61.3	36	63.2
Partially agree	4	19.0	3	13.0	5	8.9	4	12.9	3	5.3
Disagree	1	4.8	2	8.7	7	12.5	0	0.0	18	31.6
<u>If a young woman dresses in a way that shows off her body she is responsible for any unwanted attention or violence she experiences</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	6	28.6	14	60.9	16	28.1	6	19.4	22	39.3
Partially agree	3	14.3	2	8.7	19	33.3	2	6.5	9	16.1
Disagree (Correct Answer)	9	42.9	5	21.7	16	28.1	20	64.5	25	44.6
<u>A woman cannot be raped by someone she has already had sex with or with whom she is married</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	3	14.3	6	26.1	19	33.3	2	6.5	14	25.0
Partially agree	1	4.8	2	8.7	7	12.3	0	0.0	6	10.7
Disagree (Correct Answer)	14	66.7	8	34.8	22	38.6	26	83.9	36	64.3
<u>If a young woman accepts gifts, grades or money for sex she cannot be raped</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	1	4.8	3	13.0	11	19.3	3	9.7	18	31.6
Partially agree	1	4.8	1	4.3	5	8.8	2	6.5	6	10.5
Disagree (Correct Answer)	15	71.4	16	69.6	22	38.6	23	74.2	33	57.9

Annex Table 27. Girl Guides' attitudes toward domestic violence against women/girls (Girl Guides)										
<u>A woman should tolerate some violence in her marriage in order to keep her family together</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Agree	1	4.8	13	56.4	10	17.5	0	0.0	3	5.5
Partially agree	2	9.5	2	8.7	9	15.8	0	0.0	6	10.9
Disagree (Correct Answer)	15	71.4	8	34.8	36	63.2	31	100.0	46	83.6
<u>A woman should be ashamed and embarrassed to talk to anyone if they experience violence in their marriage</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	3	14.3	4	17.4	8	14.3	0	0.0	48	85.7
Partially agree	0	0.0	3	13.0	6	10.7	0	0.0	2	3.6
Disagree (Correct Answer)	18	85.7	11	47.8	39	69.6	31	100.0	6	10.7

Annex Table 28. Girl Guides' attitudes toward men's role in preventing VAWG (Girl Guides)										
<u>Men/boys cannot do anything to prevent VAWG</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	4	17.4	10	17.5	0	0.0	6	10.9
Partially agree	0	0.0	1	4.3	4	7.0	0	0.0	21	38.2
Disagree (Correct Answer)	19	100	15	65.2	42	73.7	30	96.8	28	50.9

Annex Table 29. Girl Guides' taking action to promote gender equality and to EVAWG (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
My knowledge of VAWG and its root causes is more advanced than that of my peers	7	33.3	18	78.3	40	71.4	27	81.7	50	89.3
I have had discussions with young people about VAWG	17	81.0	21	91.3	38	66.7	28	90.3	53	98.1
I have changed some people's opinions about what it means to be a girl/woman or boy/man in a way that supports gender equality	10	47.6	14	60.9	42	73.7	30	96.8	46	85.2
I have spoken out publicly to prevent VAWG	2	9.5	16	69.6	23	41.8	25	80.6	49	89.1
I contacted a decision-maker or government representative to encourage them to support initiatives to end VAWG in my country	0	0.0	13	56.5	9	15.8	3	9.7	34	64.2
I have a deeper understanding of what needs to change in my country to prevent VAWG	14	66.7	18	78.3	46	80.7	30	96.8	39	88.6

Annex Table 30. Girl Guides' level of confidence in speaking out about gender equality and EVAWG (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>I feel comfortable talking to my peers about VAWG</u>										
Agree	14	66.7	19	82.6	36	63.2	27	87.1	52	91.2
Partially agree	6	28.6	1	4.3	18	31.6	4	12.9	3	5.3
Disagree	1	4.8	3	13.0	3	5.3	0	0.0	2	3.5
<u>I feel comfortable talking to my peers about gender equality and women and girls' rights</u>										
Agree	14	66.7	16	68.6	40	70.2	29	93.5	55	96.5
Partially agree	6	28.6	5	21.7	15	26.3	2	6.5	2	3.5
Disagree	1	4.8	2	8.7	2	3.5	0	0.0	0	0.0
<u>I feel confident that I can talk to my peers about the causes and consequences of VAWG</u>										
Agree	15	71.4	15	65.2	41	71.9	30	96.8	53	93.0
Partially agree	5	23.8	3	13.0	18	31.6	4	12.9	3	5.3
Disagree	1	4.8	5	21.7	3	5.3	0	0.0	2	3.5
<u>I feel confident working with girls in my group to organize campaigns to prevent VAWG</u>										
Agree	14	66.7	19	82.6	47	82.5	29	93.5	55	98.2
Partially agree	6	28.6	1	4.3	10	17.5	2	6.5	1	1.8
Disagree	0	0.0	3	13.0	0	0.0	0	0.0	0	0.0

Annex Table 31. Girl Guides' confidence in recognizing violence in own relationships and to seek help (Girl Guides)										
	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
<u>How confident are you that you can recognize abuse in your own relationships?</u>										
Very confident	11	52.4	13	56.4	27	47.4	23	74.2	43	76.8
Partially confident	8	38.1	5	21.7	29	50.9	8	25.8	12	21.4
Not confident	0	0.0	5	21.7	1	1.8	0	0.0	1	1.8
<u>How confident are you that you know where to access support if you experience violence?</u>										
Very confident	12	57.1	10	43.5	28	49.1	24	77.4	53	93.0
Partially confident	6	28.6	7	30.4	23	40.4	7	22.6	3	5.3
Not confident	1	4.8	5	21.7	6	10.5	0	0.0	1	1.8

Annex Table 32. Girl Guides' confidence in recognizing violence in others relationships and to assist them (Girl Guides)										
<u>How confident are you that you know how to help a female family member if she experiences violence?</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
Very confident	11	52.4	18	78.3	23	40.4	21	70.0	46	82.1
Partially confident	8	38.1	2	8.7	29	50.9	9	30.0	10	17.9
Not confident	1	4.8	3	13.0	5	8.8	0	0.0	0	0.0
<u>How confident are you that you can help a female friend if she experiences violence?</u>										
	n	%	n	%	n	%	n	%	n	%
Very confident	12	57.1	18	78.3	27	47.4	28	90.3	49	89.1
Partially confident	7	33.3	1	4.3	28	49.1	3	9.7	6	10.6
Not confident	1	4.8	4	17.4	2	3.5	0	0.0	0	0.0
<u>How confident are you that you can safely intervene if you see a woman/girl being abused?</u>										
	n	%	n	%	n	%	n	%	n	%
Very confident	6	28.6	14	60.9	12	21.1	13	41.9	29	50.9
Partially confident	11	52.4	5	21.7	31	54.4	18	58.1	26	45.6
Not confident	3	14.3	4	17.4	14	24.6	0	0.0	2	3.5

Annex Table 33. Girl Guides' opportunities to speak out about VAWG and EVAWG (Girl Guides)										
<u>Where do you feel you have opportunities to speak out about VAWG?</u>	Barbados N=19		Fiji N=23		Malaysia N=57		Portugal N=31		Rwanda N=56	
	n	%	n	%	n	%	n	%	n	%
With my family	15	71.4	23	100.0	54	94.7	31	100.0	51	89.5
With my husband/boyfriend	11	52.4	4	17.4	16	28.1	8	25.8	33	57.9
In my school	11	52.4	20	87.0	46	80.7	26	83.9	51	89.5
In my workplace	5	23.8	8	34.8	1	1.8	1	3.2	17	29.8
In my community	10	47.6	18	78.3	12	21.1	10	32.3	47	82.5
With other Girl Guides/Girl Scouts Leaders	14	66.7	22	95.7	39	68.4	26	83.9	53	93.0
With other Girl Guides/Girl Scouts	16	76.2	18	78.3	43	75.4	30	96.8	50	87.7
With community/government leaders	3	14.3	10	43.5	7	12.3	4	12.9	41	71.9
Online/in social media	9	42.9	7	30.4	24	42.1	11	35.5	25	43.9
With my friends	20	95.2	21	91.3	52	91.2	28	90.3	50	87.7
In my church/temple	12	57.1	12	52.2	4	7.0	7	22.6	44	77.2
At national level (in national papers or events)	2	9.5	8	34.8	6	10.5	8	25.8	32	56.1
At an international level	2	9.5	8	34.8	4	7.0	6	16.1	20	35.1

ANNEX K: TABLES OF LEADERS SURVEY AND INTERVIEW DATA BY COUNTRY

Annex Table 34. Leaders' rating of the impact and importance of the Voices against Violence Curriculum on their knowledge, attitudes, and abilities (Leaders)										
	Barbados Mean		Fiji Mean		Malaysia Mean		Portugal Mean		Rwanda <sup>1</sup> Mean	
<u>Support for gender equality</u>										
Before Voices against Violence Programme	7.0	+2.0	5.3	+4.3	7.7	+1.3	7.0	+2.8	5.2	+4.0
After Voices against Violence Programme	9.0		9.6		9.0		9.8		9.2	
Importance of the Voices against Violence Curriculum on increasing your support for gender equality	9.6		9.3		9.3		9.7		9.6	
<u>Knowledge of VAWG and the causes of it</u>										
Before Voices against Violence Programme	6.8	+2.4	5.7	+3.4	6.2	+2.4	5.6	+3.7	5.0	+4.4
After Voices against Violence Programme	9.2		9.1		8.6		9.3		9.4	
Importance of the Voices against Violence Curriculum on increasing your knowledge of VAWG and the causes of it	9.4		9.3		8.6		9.6		9.6	
<u>Knowledge of the laws and resources to prevent VAWG</u>										
Before Voices against Violence Programme	4.6	+2.2	4.0	+3.7	5.1	+2.5	4.2	+4.3	4.9	+4.3
After Voices against Violence Programme	6.8		7.7		7.6		8.5		9.2	
Importance of the Voices against Violence Curriculum on increasing knowledge of the laws and resources to prevent VAWG	8.4		7.4		7.8		9.2		9.5	
<u>Confidence in your ability to deliver the Voices against Violence Curriculum to your group of girls</u>	7.8		8.0		8.3		8.1		NA	
<u>Confidence in ability of your group of girls to advocate for prevention of VAWG</u>										
Before Voices against Violence Programme	5.2	+0.7	2.1	+5.3	3.9	+3.2	3.1	+4.7	NA	NA
After Voices against Violence Programme	6.5		7.4		7.1		7.8		NA	
Importance of the Voices against Violence Curriculum on increasing the ability of your group of girls to advocate for stronger commitments to prevent VAWG	9.0		7.7		7.4		9.6		NA	
<u>Confidence in the ability of the Girl Guides in your country to advocate for gender equality</u>										
Before Voices against Violence Programme	5.0	+1.8	2.3	+5.6	4.4	+2.5	2.8	+6.8	NA	NA
After Voices against Violence Programme	6.8		7.9		6.9		8.0		NA	
Importance of the Voices against Violence Programme on increasing the ability of Girl Guides in your country to advocate for gender equality to advocate for gender equality	7.7		8.3		7.8		9.7		NA	

<sup>1</sup> In Rwanda, Youth Leaders were not asked the full set of questions for Leaders because it was not made clear prior to the interview that these with Youth Leaders

Annex Table 35. Leaders' attitudes toward gender equality at birth and in education (Leaders)

	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
<u>It is better to give birth to a boy than a girl</u>										
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	5.0
Partially agree	0	0.0	2	28.6	0	0.0	0	0.0	5	25.0
Disagree (Correct Answer)	6	100.0	5	71.4	15	100.0	14	100.0	14	70.0
<u>It is more important to educate boys than girls</u>										
Agree	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0
Partially agree	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0
Disagree (Correct Answer)	6	100.0	7	100.0	12	85.7	15	100.0	21	100.0
<u>It is less important to educate girls because when they marry they will stay at home and be responsible for housework</u>										
Agree	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree (Correct Answer)	6	100.0	7	100.0	14	93.3	15	100.0	21	100.0
<u>It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is difficult for girls</u>										
Agree (Correct Answer)	4	66.7	5	71.4	12	80.0	15	100.0	18	85.7
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	2	33.3	2	28.6	3	20.0	0	0.0	3	14.3

Annex Table 36. Leaders' attitudes toward gender equality in the family, household, and work (Leaders)										
<u>Women are naturally better at housework than men, so women should be responsible for housework</u>	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	2	9.5
Partially agree	1	16.7	2	28.6	7	46.7	0	0.0	4	19.0
Disagree (Correct Answer)	5	83.3	5	71.4	8	53.3	15	100.0	15	71.4
<u>Women should be responsible for taking care of children and elder family members, while men should be responsible for earning money</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Partially agree	1	16.7	2	28.6	7	46.7	0	0.0	5	23.8
Disagree (Correct Answer)	5	83.3	5	71.4	8	53.3	15	100.0	16	76.2
<u>Because men work harder than women they need more time to rest at home</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Partially agree	0	0.0	0	0.0	3	20.0	0	0.0	2	9.5
Disagree	6	100.0	7	100.0	12	80.0	15	100.0	19	90.5
<u>It is fair for some jobs to be open only to men because women cannot do the job as well (such as being a police officer)</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Partially agree	1	16.7	0	0.0	4	26.7	0	0.0	0	0.0
Disagree	5	83.3	7	100.0	11	73.3	15	100.0	20	100.0
<u>Women should have the right to equal pay for doing the same work as men</u>										
	n	%	n	%	n	%	n	%	n	%
Agree	6	100.0	7	100.0	15	100.0	15	100.0	21	100.0
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0



Annex Table 37. Leaders' attitudes toward early and forced marriage (Leaders)

It is OK for a girl to get married before 18 years of age as long as her parents agree or arrange the marriage	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Partially agree	1	16.7	1	14.3	3	20.0	1	6.7	0	0.0
Disagree	5	83.3	6	85.7	12	80.0	14	93.3	21	100.0
Girls married before age 18 years are less likely to remain in school after they marry										
Agree	1	16.7	3	42.9	10	66.7	10	66.7	16	76.2
Partially agree	4	66.7	3	42.9	4	26.7	4	26.7	3	14.3
Disagree	1	16.7	1	14.3	1	6.7	1	6.7	2	9.5
Girls married before age 18 years are more likely to experience violence from their husband and his family										
Agree	1	16.7	3	42.9	4	26.7	5	33.3	16	76.2
Partially agree	4	66.7	3	42.9	11	73.3	7	46.7	5	23.8
Disagree	1	16.7	1	14.3	0	0.0	3	20.0	0	0.0
Women should have the right to choose who they marry and the number of children they want to have										
Agree	6	100.0	7	100.0	15	100.0	15	100.0	21	100.0
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Annex Table 38. Leaders' attitudes toward dating violence against women/girls (Leaders)										
	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
<u>If a girl is pressured into having sex by her boyfriend it is not violence</u>										
Agree	1	16.7	0	0.0	0	0.0	0	0.0	2	9.5
Partially agree	0	0.0	0	0.0	1	6.7	0	0.0	5	23.8
Disagree	5	83.3	7	100.0	14	93.3	15	100.0	14	66.7
<u>If a boy threatens to physically harm his girlfriend it is violence</u>										
Agree	6	100.0	7	100.0	14	93.3	14	93.3	18	85.7
Partially agree	0	0.0	0	0.0	1	6.7	1	6.7	3	14.3
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<u>It is OK for a man to hit a woman that he is dating if he is angry and loses control</u>										
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	5.0
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	6	100.0	7	100.0	15	100.0	15	100.0	19	95.0
<u>Boys/men should take the lead and be in control in relationship</u>										
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
Partially agree	1	16.7	0	0.0	2	14.3	0	0.0	3	14.3
Disagree	5	83.3	7	100.0	12	85.7	15	100.0	17	81.0

Annex Table 39. Leaders' understanding of the impacts of sexual violence on women/girls (Leaders)										
	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
<u>Women/girls who experience sexual violence are more likely to experience anxiety, emotional distress, and/or depression</u>										
Agree	6	100.0	7	100.0	14	93.3	13	86.7	19	90.5
Partially agree	0	0.0	0	0.0	1	6.7	2	13.3	2	9.5
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<u>Girls who experience sexual violence may drop out of school and become more isolated from the community</u>										
Agree	3	50.0	6	85.7	9	60.0	10	66.7	16	76.2
Partially agree	3	50.0	1	14.3	6	40.0	4	26.7	4	19.0
Disagree	0	0.0	0	0.0	0	0.0	1	6.7	1	4.8

Annex Table 40. Leaders' understanding of VAWG as a human rights violation (Leaders)										
<u>Violence against women/girls is a human rights violation</u>	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	6	100.0	6	85.7	13	92.9	15	100.0	21	100.0
Partially agree	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0
Disagree	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
<u>Gender inequality between men and women is a cause of violence against women/girls</u>										
Agree	4	80.0	5	71.4	11	73.3	8	53.3	17	81.0
Partially agree	1	20.0	0	0.0	4	26.7	5	33.3	2	9.5
Disagree	0	0.0	2	28.6	0	0.0	2	13.3	2	9.5

Annex Table 41. Leaders' understanding of government obligations to EVAWG (Leaders)										
<u>Governments are responsible for ensuring laws exist to protection women/girls from all forms of violence</u>	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	5	83.3	7	100.0	13	86.7	15	100.0	21	100.0
Partially agree	0	0.0	1	16.7	2	13.3	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<u>Governments are responsible for ensuring all laws do not discriminate against women/girls</u>										
Agree	5	83.3	7	100.0	14	93.3	15	100.0	21	100.0
Partially agree	1	16.7	0	0.0	1	6.7	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Annex Table 42. Leaders' attitudes toward sexual violence against women/girls (Leaders)										
It is normal and harmless for women/girl to be called sexual names in public	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	1	16.7	0	0.0	1	6.7	0	0.0	0	0.0
Partially agree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	5	83.3	7	100.0	14	93.3	15	100.0	21	100.0
Sexual images of women/girls in the media is harmful to women/girls										
	n	%	n	%	n	%	n	%	n	%
Agree	6	100.0	5	71.4	12	80.0	10	66.7	10	90.0
Partially agree	0	0.0	0	0.0	3	20.0	5	33.3	1	5.0
Disagree	0	0.0	2	28.6	0	0.0	0	0.0	1	5.0
If a young woman dresses in a way that shows off her body she is responsible for ...										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	3	20.0	0	0.0	7	33.3
Partially agree	0	0.0	3	42.9	6	40.0	0	0.0	6	28.6
Disagree	6	100.0	4	57.1	6	40.0	15	100.0	8	38.1
A woman cannot be raped by someone she has already had sex with or is married to										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	1	6.7	1	6.7	6	28.6
Partially agree	0	0.0	1	14.3	2	13.3	0	0.0	1	4.8
Disagree	6	100.0	6	85.7	12	80.0	14	93.3	14	66.7
If a young woman accepts gifts, grades or money for sex she cannot be raped										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	3	21.4	1	6.7	7	35.0
Partially agree	0	0.0	0	0.0	3	21.4	0	0.0	6	30.0
Disagree	6	100.0	7	100.0	8	57.1	14	93.3	7	35.0

Annex Table 43. Leaders' attitudes toward domestic violence against women/girls (Leaders)										
A woman should tolerate some violence in their marriage in order to keep her family together	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
Partially agree	0	0.0	2	28.6	3	20.0	0	0.0	0	0.0
Disagree	6	100.0	5	71.4	12	80.0	15	100.0	20	95.2
A woman should be ashamed and embarrassed to talk to anyone if they experience violence in their marriage										
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	3	15.0
Partially agree	0	0.0	0	0.0	1	7.1	0	0.0	1	5.0
Disagree	6	100.0	7	100.0	13	92.9	15	100.0	16	80.0

Annex Table 44. Leaders' attitudes toward men's role in preventing VAWG (Leaders)										
Men/boys cannot do anything to prevent VAWG	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	0	0.0	0	0.0	0	0.0	0	0.0	1	5.0
Partially agree	0	0.0	0	0.0	1	6.7	0	0.0	2	10.0
Disagree	6	100.0	7	100.0	14	93.3	15	100.0	17	85.0

Annex Table 45. Leaders' taking action to promote gender equality and to EVAWG (Leaders)

	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
My knowledge of VAWG and its root causes is more advanced than that of my peers	4	80.0	5	71.4	13	86.7	12	80.0	15	71.4
I have challenged gender inequalities more than my peers	3	50.0	6	85.7	7	58.3	14	93.3	15	71.4
I have had discussions with young people about VAWG	6	100.0	7	100.0	14	93.3	15	100.0	18	90.0
I have changed some people's opinions about what it means to be a girl/woman or boy/man in a way that supports gender equality	1	20.0	7	100.0	13	100.0	15	100.0	18	85.7
I have spoken out publicly to prevent VAWG	1	20.0	7	100.0	8	61.5	7	46.7	16	80.0
I contacted a decision-maker or government representative to encourage them to support initiatives to EVAWG in my country	0	0.0	3	42.9	1	7.7	1	6.7	6	30.0
I have a deeper understanding of what needs to change in my country to prevent VAWG	6	100.0	6	100.0	10	71.4	15	100.0	18	85.7

Annex Table 46. Leaders' level of confidence in speaking out about gender equality and EVAWG (Leaders)										
<u>I feel comfortable delivering trainings to girls in my group on VAWG using the Voices against Violence Curriculum</u>	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Agree	3	50.0	7	100.0	14	93.3	14	93.3	19	90.5
Partially agree	3	50.0	0	0.0	1	6.7	1	6.7	0	0.0
Disagree					1	6.7	1	6.7	0	0.0
<u>I feel comfortable delivering trainings to girls in my group about gender equality and women and girls' rights</u>	0	0.0	0	0.0						
Agree	3	50.0	7	100.0	13	86.7	14	93.3	19	90.5
Partially agree	3	50.0	0	0.0	2	13.3	1	6.7	1	4.8
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
<u>I have the skills needed to create a safe space for girls in my group to discuss VAWG</u>										
Agree	4	66.7	6	85.7	7	46.7	14	93.3	17	85.0
Partially agree	2	33.3	1	14.3	8	53.3	1	6.7	3	15.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<u>I feel confident that I can talk to girls in my group about the causes and consequences of VAWG</u>										
Agree	5	83.3	7	100.0 1	12	80.0	12	80.0	20	95.2
Partially agree	1	16.7	0	0.0	3	20.0	3	20.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
<u>I feel confident working with girls in my group to organize campaigns to prevent VAWG</u>										
Agree	2	33.3	7	100.0	12	80.0	12	80.0	19	90.5
Partially agree	4	66.7	0	0.0	3	20.0	3	20.0	2	9.5
Disagree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Annex Table 47. Leaders' confidence in recognizing violence in own relationships and to seek help (Leaders)										
How confident are you that you can recognize abuse in your own relationships?	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Very confident	5	83.3	7	100.0	8	53.3	11	73.3	15	71.4
Partially confident	1	16.7	0	0.0	7	46.7	4	26.7	5	23.8
Not confident	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
How confident are you that you know where to access support if you experience violence?										
	n	%	n	%	n	%	n	%	n	%
Very confident	4	66.7	6	85.7	8	53.3	15	100.0	19	95.0
Partially confident	2	33.3	1	14.3	5	33.3	0	0.0	1	5.0
Not confident	0	0.0	0	0.0	2	13.3	0	0.0	0	0.0

Annex Table 48. Leaders' confidence in recognizing violence in others relationships and to assist them (Leaders)										
How confident are you that you know how to help a female family member if she experiences violence?	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
Very confident	3	50.0	6	85.7	7	46.7	12	80.0	17	81.0
Partially confident	3	50.0	1	14.3	7	46.7	3	20.0	4	19.0
Not confident	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0
How confident are you that you can help a female friend if she experiences violence?										
	n	%	n	%	n	%	n	%	n	%
Very confident	3	50.0	6	85.7	7	50.0	13	86.7	14	70.0
Partially confident	3	50.0	1	14.3	4	28.6	2	13.3	6	30.0
Not confident	0	0.0	0	0.0	3	21.4	0	0.0	0	0.0
How confident are you that you can safely intervene if you see a woman/girl being abused?										
	n	%	n	%	n	%	n	%	n	%
Very confident	2	33.3	6	85.7	3	21.4	6	40.0	15	75.0
Partially confident	4	66.7	1	14.3	9	64.3	9	60.0	4	20.0
Not confident	0	0.0	0	0.0	2	14.3	0	0.0	1	5.0



Annex Table 49. Leaders' opportunities to speak out about VAWG and EAWG (Leaders)										
Where do you feel you have opportunities to speak out about VAWG?	Barbados N=6		Fiji N=7		Malaysia N=14		Portugal N=15		Rwanda N=21	
	n	%	n	%	n	%	n	%	n	%
With my family	6	100.0	7	100.0	12	80.0	15	100.0	19	90.5
With my husband/boyfriend	2	33.3	7	100.0	5	33.3	11	73.3	17	81.0
In my school	3	50.0	7	100.0	9	60.0	9	60.0	17	81.0
In my workplace	4	66.7	7	100.0	13	86.7	5	33.3	11	52.4
In my community	3	50.0	7	100.0	6	40.0	8	53.3	18	85.7
With other Girl Guides/Girl Scouts Leaders	4	66.7	7	100.0	7	46.7	15	100.0	15	71.4
With other Girl Guides/Girl Scouts	4	66.7	7	100.0	12	80.0	14	93.3	18	85.7
With community/government leaders	0	0.0	5	71.4	4	26.7	4	26.7	16	76.2
Online/in social media	2	33.3	4	57.1	7	46.7	8	53.3	17	81.0
With my friends	6	100.0	7	100.0	15	100.0	15	100.0	21	100.0
In my church/temple	2	33.3	6	85.7	1	6.7	6	40.0	13	61.9
At national level (in national papers or events)	0	0.0	3	42.9	1	6.7	3	20.0	15	71.4
At an international level	1	16.7	2	28.6	3	20.0	3	20.0	1	52.4

ANNEX L: TABLES OF NATIONAL TRAINERS INTERVIEW DATA BY COUNTRY

Annex Table 50. National Trainers rating of the impact and importance of the Voices against Violence Curriculum on their knowledge, attitudes, and abilities										
	Barbados Mean		Fiji Mean		Malaysia Mean		Portugal Mean		Rwanda Mean	
<u>Support for gender equality</u>										
Before Voices against Violence Programme	9.3	+0.7	3.5	+5.8	4.5	+4.5	6.3	+2.4	3.0	+6.0
After Voices against Violence Programme	10.0		9.3		9.0		8.7		10.0	
Importance of the ACTIVATE TOT on increasing your support for gender equality	9.3		9.5		10		8.7		9.8	
<u>Knowledge of VAWG and the causes of it</u>										
Before Voices against Violence Programme	10.0	+0.0	4.8	+4.7	4.5	+4.5	3.7	+3.6	4.8	+5.2
After Voices against Violence Programme	10.0		9.5		9.0		7.3		10.0	
Importance of the ACTIVATE TOT on increasing your knowledge of VAWG and the causes of it	9.3		9.3		10.0		9.3		10.0	
<u>Knowledge of the laws and resources to prevent VAWG</u>										
Before Voices against Violence Programme	8.0	+1.0	3.5	+5.3	2.5	+6.0	2.3	+4.4	1.3	+7.7
After Voices against Violence Programme	9.0		8.8		8.5		6.7		9.0	
Importance of the ACTIVATE TOT on increasing your knowledge of the laws and resources to prevent VAWG	10.0		9.3		9.5		8.7		9.4	
Confidence in your ability to deliver the Voices against Violence Curriculum to Leaders when you came back from the ACTIVATE TOT	8.7		6.7		9.0		9.0		8.4	
<u>Confidence in ability of Girl Guides in your country to advocate for prevention of VAWG</u>										
Before Voices against Violence Programme	10.0	+0.0	4.2	+5.5	5.5	+4.5	3.0	+4.0	3.4	+5.6
After Voices against Violence Programme	10.0		9.7		10.0		7.7		9.0	
Importance of the Voices against Violence Curriculum on increasing the ability of your group of girls to advocate for stronger commitments to prevent VAWG	9.0		9.2		9.5		10.0		9.0	
<u>Confidence in the ability of the Girl Guides in your country to advocate for gender equality</u>										
Before Voices against Violence Programme	10.0	+0.0	3.3	+6.4	3.0	+6.0	4.0	+4.0	3.6	+6.0
After Voices against Violence Programme	10.0		9.7		9.0		8.0		9.6	
Importance of the Voices against Violence Programme on increasing the ability of Girl Guides in your country to advocate for gender equality to advocate for gender equality	10.0		9.3		10.0		7.7		9.0	

ANNEX M: TABLES OF NATIONAL BOARD INTERVIEW DATA BY COUNTRY

Annex Table 51. National Board rating of the impact and importance of the Voices against Violence Curriculum on their knowledge, attitudes, and abilities									
Confidence in ability of Girl Guides in your country to advocate for prevention of VAWG	Barbados Mean		Fiji Mean		Malaysia Mean		Portugal Mean		Rwanda Mean
Before Voices against Violence Programme	8.1	+0.8	3.7	+4.0	4.5	+3.8	7.5	+1.5	5.3
After Voices against Violence Programme	8.9		7.7		8.3		9.0		9.3
Importance of the Voices against Violence Curriculum on increasing the ability of your group of girls to advocate for stronger commitments to prevent VAWG	8.7		9.0		7.7		9.5		10.0
Confidence in the ability of the Girl Guides in your country to advocate for gender equality									
Before Voices against Violence Programme	6.7	+1.6	3.0	+5.0	3.8	+3.7	3.5	+5.5	6.3
After Voices against Violence Programme	8.3		8.0		7.5		9.0		10.0
Importance of the Voices against Violence Curriculum on increasing the ability of Girl Guides in your country to advocate for gender equality to advocate for gender equality	8.4		8.7		8.0		10.0		9.3

## Endnotes

- <sup>1</sup> UN General Assembly Resolution 48/104 Declaration on the Elimination of Violence Against Women, 1993
- <sup>2</sup> UN General Assembly, Declaration on the Elimination of Violence Against Women, 1993.
- <sup>3</sup> UN Statistics Division. The World's Women 2015: Trends and Statistics. Chapter 6: Violence Against Women. R
- <sup>4</sup> Physical violence consists of acts aimed at physically hurting the victim and includes, but is not limited to, pushing, grabbing, twisting the arm, pulling the hair, slapping, kicking, biting or hitting with the fist or object, trying to strangle or suffocate, burning or scalding on purpose, or attacking with some sort of weapon, gun or knife.
- <sup>5</sup> Sexual violence consists of any sort of harmful or unwanted sexual behaviour that is imposed on someone. It includes acts of abusive sexual contact, forced engagement in sexual acts, attempted or completed sexual acts with a woman without her consent, sexual harassment, verbal abuse and threats of a sexual nature, exposure, unwanted touching, and incest.
- <sup>6</sup> World Health Organization, London School of Hygiene and Tropical Medicine, and South African Medical Research Council (2013). *Global and Regional Estimates of Violence Against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence*. World Health Organization: Geneva Switzerland.
- <sup>7</sup> World Health Organization, London School of Hygiene and Tropical Medicine, and South African Medical Research Council, 2013.
- <sup>8</sup> UNODC, *Global Study on Homicide*, 2013, pp. 49-56
- <sup>9</sup> Summary Report. Key Results of the Regional Consultation on the SDG Baseline Publication: Evidence-based Policy Advocacy for Gender Equality and Localisation of the SDGs in Asia and the Pacific. 15-17 November 2016, Bangkok, Thailand.
- <sup>10</sup> UN General Assembly (2016). Intensification of efforts to eliminate all forms of violence against women and girls. Seventy-first session: Item 27 of the provisional agenda Advancement of Women.
- <sup>11</sup> UN General Assembly (2016). Intensification of efforts to eliminate all forms of violence against women and girls. Seventy-first session: Item 27 of the provisional agenda Advancement of Women.
- <sup>12</sup> UN Women is the UN entity dedicated to gender equality and the empowerment of women, including EVAWG.
- <sup>13</sup> WAGGGS is the world's largest voluntary movement dedicated to girls and young women, representing 10 million girls and young women from 146 countries in five regions: African, Arab, Asia Pacific, Europe, and the Western Hemisphere. For more than 100 years, Girl Guiding and Girl Scouting has transformed the lives of girls and young women worldwide by supporting and empowering them to achieve their fullest potential and become responsible citizens of the world. WAGGGS delivers innovative non-formal education programmes, leadership development, advocacy work and community action, and empowers girls and young women to develop the skills and confidence needed to make positive changes in their lives, communities, and countries.
- <sup>14</sup> Retrieved on 29 November 2017 from: <https://www.wagggs.org/en/what-we-do/stop-the-violence/>
- <sup>15</sup> Zonta International is an international service organisation headquartered in Oak Brook, IL, USA, with the mission of empowering women worldwide through service and advocacy. Zonta International advance the status of women and envisions a world in which women's rights are recognized as human rights and every woman is able to achieve her full potential, and to live a life free from violence. The Voices against Violence Programme is aligned with Zonta International's Strategies to End Violence Against Women (ZISVAW) programme objectives of promoting and protecting the women's human rights and reducing the incidences of VAWG.
- <sup>16</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>17</sup> The 20 pilot Member Organisations included: Bahamas, Burkina Faso, Costa Rica, Denmark, Democratic Republic of Congo, Finland, Kenya, Kuwait, Madagascar, Malawi, Malta, Mexico, Nepal, New Zealand, Nigeria, Philippines, Rwanda, South Africa, United Kingdom, and Yemen.
- <sup>18</sup> The two World Centres were Sangam World Centre, India and Cabana World Centre, Mexico.
- <sup>19</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>20</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>21</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>22</sup> WAGGGS Voices Against Violence Programme Framework
- <sup>23</sup> Glaser & Strauss, 1967.
- <sup>24</sup> Retrieved 5 January 2018 from: <https://www.wagggs.org/en/what-we-do/stop-the-violence/get-involved/learn/activate-events/>
- <sup>25</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>26</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>27</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>28</sup> UN Women (2017). *Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016*, ATLAS 80785.
- <sup>29</sup> WAGGGS reported the 182 National Trainers was only 9% less than the anticipated number of trained national leaders.
- <sup>30</sup> Participants were selected based upon pre-established criteria, with the main focus on those who were National Trainers within their Associations, who had a good level of working English, and who had a strong commitment to the principles of gender

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equality. Given the typical structure and ways of work of WAGGGS Member Organisations, the decision was to invite National Trainers because they would have support and standing in their Association to organise and deliver trainings in a national context.

<sup>33</sup> WAGGGS (2014). WAGGGS report on first ACTIVATE event, funded by Zonta International.

<sup>32</sup> WAGGGS and UN Women (2015). Second Regional Training Workshop for Voices against Violence Curriculum with the World Association of Girl Guides and Girl Scouts, 17-22 April 2015.

<sup>33</sup> The 3<sup>rd</sup> ACTIVATE TOT was originally aimed at only English-speaking countries, mainly situated within the Western Hemisphere; however, there was so much interest in the curriculum and commitment to implementing the Voices against Violence Programme from Spanish-speaking countries within the region that the event was opened up to include some Latin American countries.

<sup>34</sup> WAGGGS and UN Women (2015). Western Hemisphere Regional Training Workshop for Voices against Violence curriculum with the World Association of Girl Guides and Girl Scouts, 17-22 October 2015.

<sup>35</sup> WAGGGS and UN Women (2016). Francophone Africa Regional Training Workshop for Voices against Violence curriculum – World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women, 24-29 January 2016.

<sup>36</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>37</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>38</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>39</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>40</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>41</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>42</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>43</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>44</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>45</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>46</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>47</sup> Pre- and post-surveys conducted by some of the 35 Member Organizations did not include the same questions, so comparability across countries was limited. Given this reality, a KAP Survey for Leaders and Girl Guides was developed for this evaluation based upon the Voices against Violence Curriculum and administered to a sample of 189 Girl Guides and 69 Leaders across five countries.

<sup>48</sup> The Wheel of Fortune game is one of the Voices against Violence activities.

<sup>49</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>50</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>51</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>52</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>53</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.

<sup>54</sup> UN Women (2017). Voices against Violence, non-formal curriculum on ending violence against women and girls: Final Narrative Report to Zonta International, 2014-2016, ATLAS 80785.