

# How to design projects to end violence against women and girls

.....  
a step-by-step guide to taking action  
.....

**PRACTICAL  
TOOLS AND  
ADVICE DESIGNED  
ESPECIALLY FOR  
THE PACIFIC!**



UN Women is the UN organisation dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment and; making gender central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

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# Acknowledgments

Our sincere thanks to the following individuals and organisations that made the development of this Toolkit possible:

**Project Donors:** Australian Government, National Committee of UN Women Australia and National Committee of UN Women Aotearoa New Zealand.

**UN Women Ending Violence against Women Team:** Melissa Alvarado, Tupou Vere, Israela Abrahamson, Dominique Maidment, Bessie Maruia, Titan Toakai, Atenasi Wasuka, Kepreen Ve'etutu, Shabina Khan, Taina Williams, Luisa Vodonaivalu, Felicity Rorke, Roshika Deo.

**Contributions:** Maha Muna, Katarina Tofinga, Alvina Erakali, Erana Aliklik, Olivia Owen.

**Project Management:** Kiri Dicker & Alison Barclay of Think Out Loud International.

**Design and Illustration:** Anthia Mirawidya of Think Out Loud International.

**Field Testing:** Thanks to all those who provided feedback on the draft Toolkit during the field-testing workshop as part of the 2014 Knowledge and Learning Exchange for grantees of UN Women's Pacific Regional Ending Violence against Women Facility Fund project.

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The information in this Toolkit is not designed to replace expert advice on any topic covered. While every care has been taken to ensure the information is accurate at the time of publication, UN Women takes no responsibility for any errors or omissions.

**Reference:** UN Women (2015). How to Design Projects to End Violence Against Women and Girls. A step-by-step guide to taking action. UN Women Pacific Multi-Country Office. Suva, Fiji.



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# About this Toolkit

Violence against women and girls in the Pacific region is a serious and complex issue requiring urgent action. After years of advocacy by women's rights organisations and civil society organisations, Pacific Island governments have begun to adopt laws and policies to address this issue. However, governments and civil society organisations continue to face a number of barriers, including access to funding and resources, as well as a need for capacity building in key areas of project design and implementation. Despite these challenges, there is an abundance of energy and passion among the women and men of the Pacific to take action to end violence against women and create a safe and prosperous future for their region.

The Toolkit was commissioned by the UN Women Pacific Regional Ending Violence against Women Facility Fund (Pacific Fund) in response to requests by stakeholders for practical, user-friendly materials and resources that would help them design and implement successful projects to end violence against women. The Pacific Fund offers a range of financial and technical support to organisations across the region that are working to end violence against women and girls using a gender analysis and human rights based approach. The experiences of these organisations have informed the development of this Toolkit and ensured that it is relevant to the unique contexts and situations in which they work.

This Toolkit brings together information, resources and practical activities to help Pacific Islanders apply a gendered analysis to the issue of violence against women and to design and implement effective and sustainable projects. It can be used for new projects or to integrate a gender analysis and human rights based approach to existing projects aiming to end violence against women.

# How to use this Toolkit

This Toolkit has been designed for individuals and groups that are actively working to end violence against women in their communities.

Some of the groups that will find this Toolkit useful include:

- national, provincial and local governments
- civil society organisations
- police
- faith based organisations
- social workers/welfare officers
- health service providers
- community leaders
- women's organisations
- foreign governments and donors
- policy makers
- youth groups and organisations
- teachers
- legal practitioners
- media
- sporting clubs.

The Toolkit can be used to support projects of all types and sizes, from small community level projects to complex multi-year initiatives. The information and activities in this Toolkit can be used on their own or together as a step-by-step guide to project design.

## WORD LIST

Check the word lists throughout this document for plain English definitions of some of the more complicated words used in this Toolkit.

### TIP



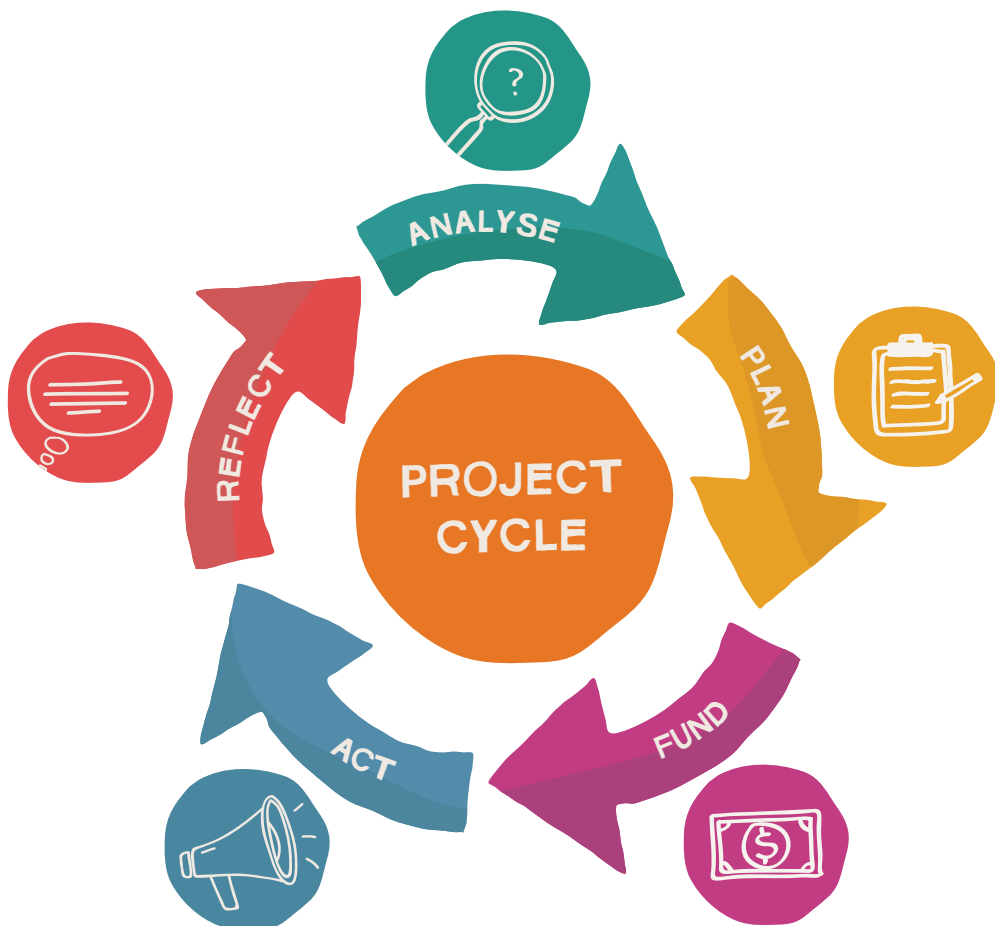
Look for these handy hints and tips to help you plan your project!

## The project cycle

The Toolkit has five sections. Each section contains information, tools and activities that relate to a stage of the project cycle.

Different organisations will need to spend different amounts of time at each stage of the project cycle. For example, if funding is already secured for the project, an organisation may be able to skip the 'funding' section of the Toolkit altogether.

Start by reading the Toolkit from beginning to end. Once you are familiar with everything in it, you can refer to the individual sections as you need them.



### RESOURCE



You'll find more detailed information on each topic in the resources listed here!

# Meet Moana!



TIP



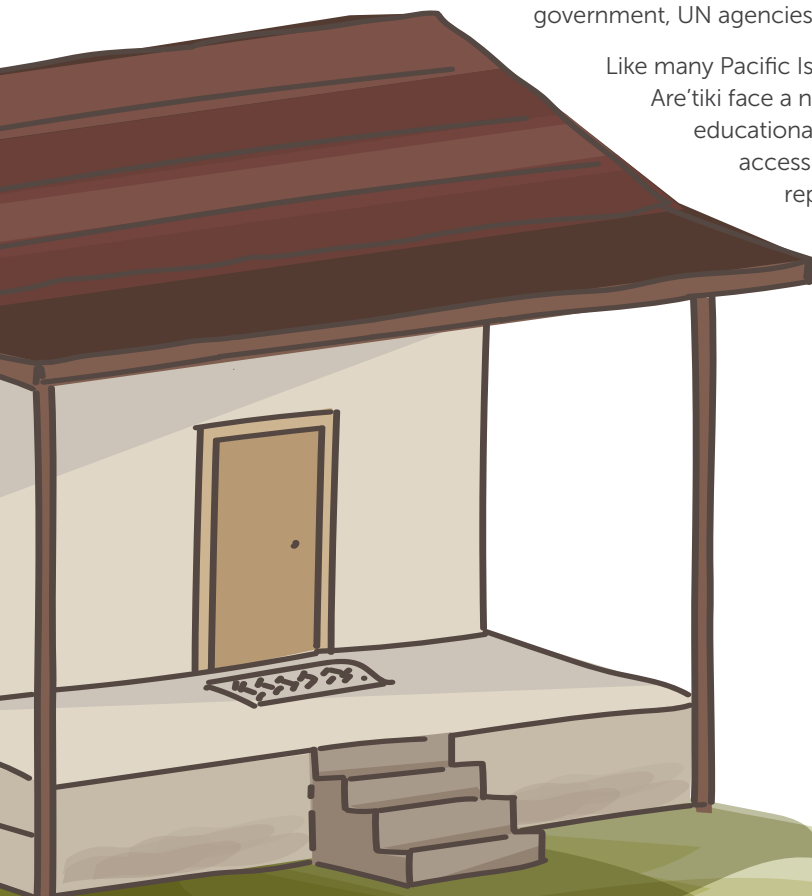
Moana is the Programme Officer at the Are'tiki Women's Association, a small, non-government organisation that provides a range of services to support women and girls in the Are'tiki community.

The Association is governed by a Board of Directors and employs around six full time staff members who deliver a number of programmes using funding from different areas of government, UN agencies and foreign donors.

Like many Pacific Island towns and villages, women in Are'tiki face a number of challenges, including fewer educational and economic opportunities, limited access to reproductive health services, poor representation in decision-making and high rates of violence.

Recently, there have been rumours going around that a young woman in Are'tiki was raped by her boyfriend. A group of young women from the local school have approached Moana and told her that this is not the first time this kind of thing has happened, but no one ever talks about it.

Follow Moana's story as she uses this Toolkit to help design a project to promote safe and respectful relationships between young people in her community.

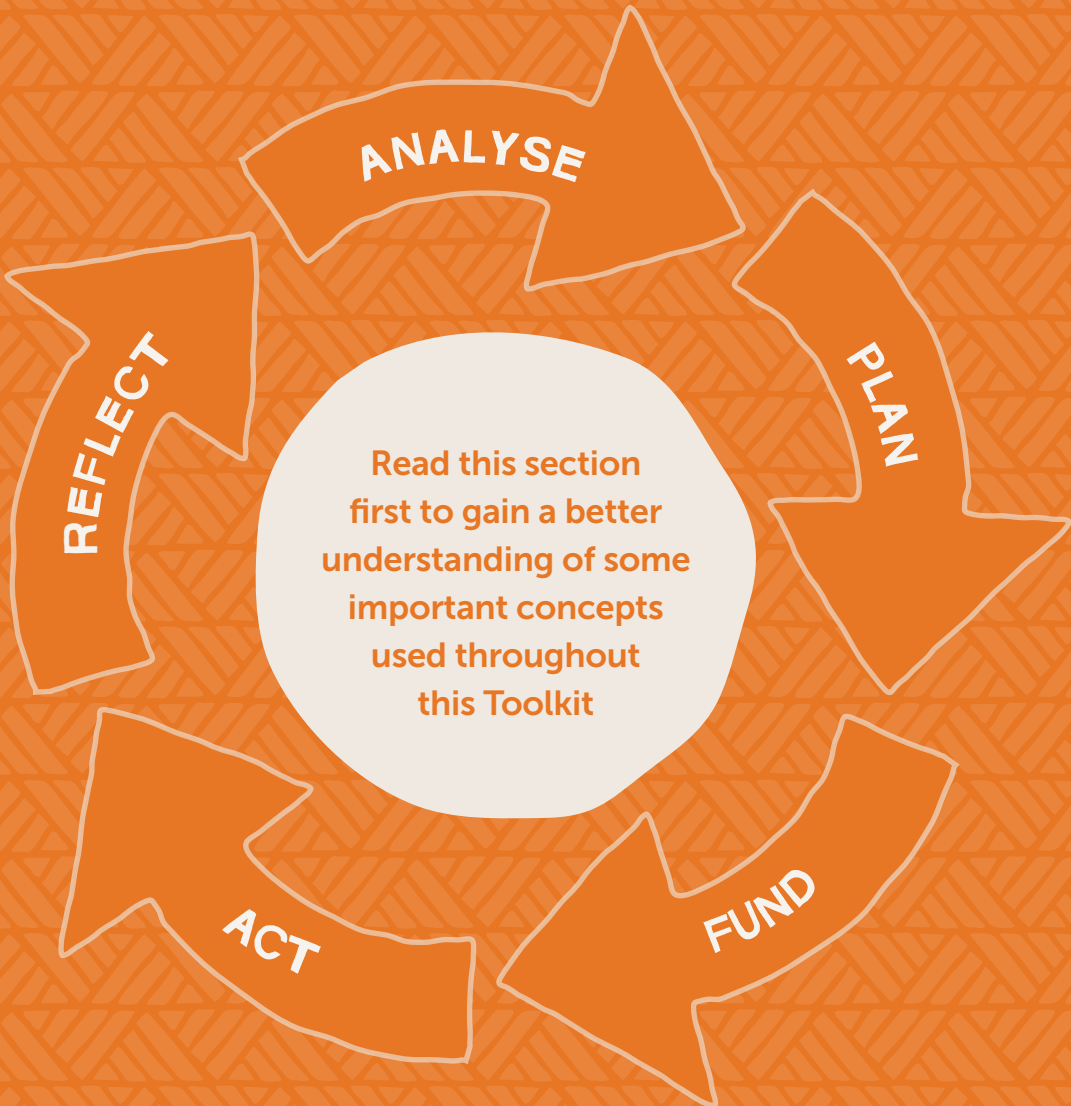


*I'll be popping up throughout the Toolkit and letting you know how I am progressing with our project!*





# INTRODUCTION





## Sex and gender

This section introduces some important concepts that will be used throughout the toolkit.

### Sex

Sex = male, female

Sex refers to a person's physical characteristics that make them male or female. These are traits we are born with and cannot control. There are several indicators of sex, including internal and external sex organs, chromosomes and hormones. It is possible for a person to be born with sex indicators that do not fall clearly into either category (people with sex indicators like this are known as **intersex**).

#### Sex characteristics:

- are determined at birth
- usually can't be changed
- are consistent all over the world
- are the same now as they were in the past

### Gender

Gender = masculine, feminine

Gender describes characteristics that a society or culture defines as masculine or feminine. Gender is an idea constructed by society, often influenced by culture and religion.

Gender changes over time and is expressed differently in different contexts. We are not born with our gender, but learn it from a young age from people around us, including our families, our peers and the media. Ideas about gender influence our beliefs and opinions about what it means to be a man or a woman. These ideas can influence the allocation of resources in a society, and social frameworks such as laws.

#### Gender characteristics:

- are constructed by society
- change over time and between contexts
- are different in different parts of the world
- are influenced by culture and religion

#### WORD LIST

##### Sex

The biological and physical characteristics that males and females are born with.

##### Intersex

A person born with internal/external sex organs, chromosomes and/or hormones that do not fall clearly into male or female categories.

##### Gender

The behaviours and attributes that society considers appropriate or acceptable for women and men.

#### TIP



Sex differences are the things we are born with. Gender roles are influenced by the attitudes, beliefs and behaviours of the people around us.



## Masculinity and femininity

Gender behaviours and characteristics are sometimes referred to as **masculinity** and **femininity**. **Feminine** traits are ways of being that society usually associates with being female, while **masculine** traits are ways of being that society usually associates with being male.

## Gender identity

A person's **gender identity** is their internal concept of themselves as a man, a woman, both, or neither. This feeling may or may not match the sex they were assigned at birth (e.g. the sex listed on their birth certificate).

Examples of gender identity

- Often, a person's gender identity matches the sex they were assigned at birth. For example, a person who was assigned the sex 'female' at birth and who has a gender identity as a woman.
- A person may have been assigned the sex 'male' at birth because of their external genitals, but have an internal sense of identity as a woman. This person may choose to live her life as a woman even though she was assigned 'male' as her sex at birth. (This person is a **transgender** woman).
- Many societies recognise more than two genders, with people who fall outside the categories of 'man' and 'woman' described as **third gender** people.

## Sexual orientation

**Sexual orientation** means an individual's physical and/or emotional attraction to the same and/or opposite sex.

**Homosexual** means attraction to people of the same sex (**gay** refers to men who are attracted to men, while **lesbian** refers to women who are attracted to women). **Heterosexual** means attraction to people of the opposite sex (either a man who is attracted to women, or a woman who is attracted to men). **Bisexual** people are attracted to both men and women.

A person's sexual orientation is different from their gender identity or expression.

### WORD LIST

#### Masculinity/masculine

The traits that society considers appropriate and acceptable for men.

#### Femininity/feminine

The traits that society considers appropriate and acceptable for women.

#### Gender identity

A person's internal idea of themselves as a man, a woman, or both, or neither.

#### Homosexual

Attracted to people of the same sex.

#### Heterosexual

Attracted to the people of the opposite sex.

#### Bisexual

Attracted to people of either sex.

#### LGBTQI

Short for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex: an umbrella term for different sexual orientations and gender identities.

#### Queer

A person who identifies as queer feels that their gender identity and/or sexual orientation falls outside accepted gender and sexual norms.

#### Gender roles

The roles (including jobs, responsibilities and activities undertaken) that society considers acceptable for men and women.

### TIP



Everyone has the right to express their gender however they choose and without fear of violence or discrimination!



## Gender Roles

Over time, gendered behaviours and characteristics (including masculine and feminine traits) become specific roles that a particular society considers acceptable for men and women to perform. These are known as gender roles. Gender roles help us form our identity, the way we express ourselves and relate to others. Like all gender characteristics, they are determined by social, cultural, political and economic factors; therefore they change over time and between contexts.

### Examples of traditional masculine gender roles:

- Making all of the important decisions
- Resolving arguments or disputes by force, if necessary
- Earning enough money for the family to survive
- Taking risks and learning by 'doing'.

### Examples of traditional feminine gender roles:

- Letting others make the important decisions
- Preventing arguments and disputes and 'keeping the peace'
- Ensuring that the household functions effectively
- Avoiding risks and learning by watching.

Gender roles are important because they ensure that everyone has a part to play in the family and community. However they can also be harmful, for example when gender roles limit women's and men's choices and opportunities in life and place less or more value on men's and women's roles in society. In reality, not everyone fits neatly into traditional gender roles. Some men comfortably exhibit more feminine traits, and some women exhibit what are considered masculine traits.

### Examples of when gender roles can be harmful:

- The belief that women should not challenge male authority may mean that their perspectives are not heard on issues that affect them.
- The belief that it is okay for men to take risks (like driving fast and using drugs and alcohol) may result in them hurting themselves or others.
- The expectation that women should not dress, speak or behave in a way that attracts sexual attention from men may mean that they are blamed if they are assaulted.
- The belief that gender identity and sex must match leads to increased risk of violence for people whose gender identity differs from their biological sex.

Gender roles can harm both men and women, but women are more likely to have their choices and opportunities limited by their gender roles.

## RESOURCE



**Title:** The Change-Makers: A Young Activist's Guide to Ending Violence Against Women and Girls

**Author:** UNiTE Campaign Asia Pacific

**Link:** <http://asiapacific.unwomen.org/en/digital-library/publications/2014/9/the-changemaker>



## Power

Power is the ability to achieve and influence change, through decision-making or allocation of resources. A person's power or access to power changes depending on context: a person may have power in one context but be powerless in another. For example, a woman working as a manager has power at work, but could be powerless at home.

## Gender equality

**Gender equality** means that women and men are of equal value and deserve the same rights, choices and opportunities. However, currently, instead of being equal, women have less power and fewer resources than men. This is called **gender inequality**.

Gender is one of the key determining factors of power in society, community, family and workplace. Other factors include race, class, age and sexual orientation.

Examples of gender inequality:

- In most countries, women's work is more likely to be unpaid or to be paid at a lower wage and have poorer conditions than men's work.
- In some families, parents prioritise their son's education over their daughter's, which means that girls are less likely to complete their schooling and get a good job.
- Women are much less likely than men to be elected into parliament at all levels. In fact, the Pacific region has fewer women in parliament than any region in the world.
- In some regions of the Pacific, women are less likely than men to have land rights. Even when women do have land rights, they are often excluded from decisions about how their land is used.

Gender inequality is the root cause of violence against women.

As a result of gender inequality and harmful gender roles:

- women are more likely to experience all kinds of violence;
- men are more likely to perpetrate violence against women and men;
- communities are more likely to accept violence against women as a normal part of life.

### WORD LIST

#### Power

The ability to achieve or influence change.

#### Gender equality

The belief that women and men are of equal value and are entitled to the same rights, choices and opportunities.

#### Gender inequality

The unequal distribution of power and resources between women and men in society resulting from women being less valued in society than men.

### TIP



Gender equality is not the belief that men and women must act, dress and behave the same! It is simply the belief that they are of equal value and deserve the same rights and opportunities.



## Intersectionality

People experience discrimination on the basis of a number of factors, such as their gender, race, ability and sexual orientation. The term **intersectionality** refers to the ways that these different forms of oppression and discrimination interact to reinforce each other and create multiple inequalities.

For example, a woman with a disability is more likely to experience violence because of the inequality she experiences as a result of her gender and disability. Additionally, her experience of inequality (and of violence) will be unique and cannot simply be understood in terms of being female and having a disability without acknowledging the way that these two things reinforce each other.

## Gender Analysis

This Toolkit approaches the issue of violence against women using a **gender analysis**.

A gender analysis is a process of looking at how things impact women and men differently. This can be applied to many things, including life events, issues, media stories, laws and policies, projects, programmes and services.

The goal of undertaking a gender analysis is to address inequality and ensure equal outcomes for men and women.

There is no one way of performing a gender analysis, rather a gender analysis is a set of processes used to assess and deepen understanding about:

- the differences in the lives of women and men;
- their participation in social, political and economic life;
- the way that policies, programmes and services impact differently on their lives.

### WORD LIST

#### Intersectionality

When different forms of oppression and discrimination interact to reinforce each other.

#### Gender analysis

A process of examining how things impact women and men differently.



### Gender Analysis

Look out for this symbol throughout the toolkit for information on how to apply a gender analysis at different stages of your project

## RESOURCE



**Title:** Gender Works Toolkit: We're Stronger Together

**Author:** Oxfam UK

**Link:** <http://policy-practice.oxfam.org.uk/publications/genderworks-toolkit-189820>



Organisations can use gender analysis to:

- ensure maximum and equal participation by women and men in programmes and services;
- better target policies, programmes and services to the different needs of men and women;
- support gender diversity in organisations, workplaces and other institutions;
- analyse the effectiveness of policy, programme and service outcomes.

A gender analysis of violence against women is a process of examining women's and men's unique experiences of violence and how it affects them differently. It also looks at the different ways that gender, gender inequality and power, influence violence against women.

Some of the questions you may ask during a gender analysis of a violence against women programme or service include:

- What are the barriers that may prevent or enable men/women from participating in this program/service?
- What roles do men and women typically play in the delivery of the programme/service (including as staff, participants and volunteers)?
- What are some of the key considerations in ensuring women's safety from violence while participating in the programme/service?
- How are decisions made about the delivery of the programme/service? Are decisions made by men or women or both?
- Who is more likely to benefit, both financially and socially, from the programme/service?



*“ In Are'tiki, women do all the work in the home. Even when they have a paid job, they are still expected to do all of the housework while the men relax in the evening. This is an example of gender inequality. ”*

#### TIP



When explaining gender inequality and human rights to others, use examples that are relevant to their everyday lives.





## Human rights

**Human rights** are the basic freedoms and protections that we are all entitled to, regardless of our ethnicity, sex, age, social status, religious beliefs, sexuality, marital status or anything else. These rights are all connected to one another and are 'indivisible' (they cannot be divided). If one human right is abused, it is very likely that other rights are also affected. If the enjoyment of one human right is improved, it will help to improve the enjoyment of other rights as well.

Even though all of us are entitled to human rights, many people across the world have their rights abused. **Violence against women is one of the most common and persistent forms of human rights abuses.** A human rights based approach recognises that women and girls have equal human rights to men and boys and that violence against women is a violation of these rights.

Human rights are outlined in a number of international treaties developed by the **United Nations** and agreed to by its Member States.

The main document that United Nations uses to define human rights is called the Universal Declaration of Human Rights. This document sets out the basic rights that all of us are entitled to.

Some of the human rights listed in the Universal Declaration of Human Rights that can be abused when women and girls experience violence include:

- The right to life, liberty and personal security (Article 3).
- The right to freedom from slavery or servitude (Article 4).
- The right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment (Article 5).
- The right not to be subjected to arbitrary interference with their privacy, family, home or correspondence (Article 12).
- The right to own property (Article 17).
- The right to freedom of opinion and expression (Article 19).
- The right to an adequate standard of living (Article 25).
- The right to an education (Article 26).

### WORD LIST

#### Human rights

The basic freedoms and protections that all human beings are entitled to.

#### United Nations (UN)

An international organisation of countries established in 1945 to promote world peace. Key priorities of the UN include upholding human rights globally, facilitating sustainable development and providing humanitarian assistance.

### RESOURCE



**Title:** The Universal Declaration of Human Rights

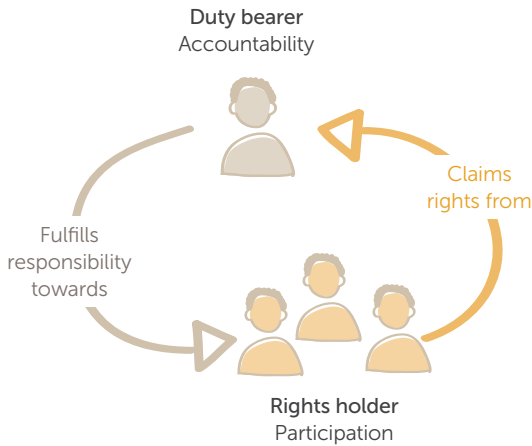
**Author:** United Nations

**Link:** [www.un.org/en/documents/udhr/index.shtml](http://www.un.org/en/documents/udhr/index.shtml)



## Rights holders and duty bearers

When using a human rights based approach to ending violence against women, people are classified into one of two groups:



### Rights holders

Rights holders are all of the people who are entitled to human rights. Each and every one of us is entitled to human rights; this means we are all rights holders.

It doesn't matter who you are, whether you are male or female, where you come from or the choices you make in your life. We are all born equal with human rights and no one is allowed to take those rights away from us.

### Duty bearers

Duty bearers are the organisations and institutions that are responsible for protecting people's human rights. When it comes to human rights, it is a country's government (also referred to as 'the State') that is ultimately responsible for ensuring that their citizens are able to claim their rights. This is the responsibility a country accepts when its leaders sign one of the many international human rights agreements developed by the United Nations.

Examples of duty bearers:

- government departments
- police
- schools
- health and social services
- courts
- prisons
- other government agencies

### WORD LIST

#### Rights holders

All of the people who are entitled to human rights (i.e. everyone).

#### Duty bearers

The institutions (such as police, schools, hospitals) that are responsible for protecting people's human rights.

### TIP



Countries that are members of the United Nations are referred to in international agreements as 'States' or 'Member States'.



### When it comes to protecting human rights, duty bearers must:

#### Respect

human rights, by not doing anything that will stop people enjoying the human rights they are entitled to.

#### Fulfill

human rights, by taking active steps to ensure that every person is able to claim the human rights they are entitled to.

#### Protect

human rights, by not allowing anyone else to do anything that will take away another person's human rights, and punishing those who do.

### Working with rights holders and duty bearers

Projects that use a human rights based approach will be doing two main things: ensuring rights holders are better able to claim their rights, and making sure duty bearers are held accountable to their obligations to respect, fulfill and protect human rights.

#### Examples of working with rights holders:

- Helping people to understand their rights and how they can seek help.
- Providing essential services, such as crisis housing and support to survivors of violence.
- Implementing public campaigns that encourage a zero tolerance attitude to violence against women.
- Delivering programmes that develop women's skills to reduce their vulnerability to violence or help them leave violent relationships.
- Delivering programmes to young people that prevent violence by teaching the skills for safe and respectful relationships.

#### Examples of working with duty bearers:

- Training duty bearers/service providers to respond sensitively to the needs, and uphold the rights, of survivors of violence against women.
- Campaigning for the ratification, or monitoring the implementation, of an international human rights treaty or agreement.
- Advocating for the integration of the principles of an international human rights treaty into domestic law or policy.
- Contributing to a government report or shadow report regarding a human rights treaty or agreement.
- Influencing the decisions of government and political leaders to take action to uphold human rights.
- Speaking out when a country breaches their international human rights obligations.

## RESOURCE



**Title:** Know Your Rights

**Author:** Regional Rights Resource Team (RRRT)

**Link:** [www.youtube.com/RRRTpacific](http://www.youtube.com/RRRTpacific)



## International agreements and mechanisms to end violence against women

In addition to the Universal Declaration of Human Rights, there are a number of global agreements developed by the United Nations and signed by Member States to address the issue of violence against women. These include:

### **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979)**

CEDAW was the first United Nations document to mention gender equality as a human rights issue. In 2000, an optional protocol was added to CEDAW that allows the United Nations to legally prosecute states for failing to protect women's human rights. Each government must regularly report to the CEDAW Committee, explaining what actions have been taken to end discrimination against women. Non-governmental organisations may present their own reports (Shadow Reports), giving their views on the situation of women and actions taken. These Shadow Reports are sent to the CEDAW Committee, which asks questions or requests explanations from the government delegations.

### **Declaration on the Elimination of Violence Against Women (1993)**

The Declaration on the Elimination of Violence Against Women is the most significant international instrument that directly mentions violence against women as an abuse of human rights.

### **Beijing Platform for Action (1995)**

The Beijing Platform for Action aims to promote the advancement of women and remove barriers to their participation in all aspects of public and private life by empowering women. The platform for action calls for state parties to take direct action to address a range of continuing barriers to women's equality, including violence against women.

#### **Post 2015: Sustainable Development Goals (SDGs)**

The successor goals to the Millennium Development Goals will be the SDGs. After a comprehensive process of consultation, 17 goals have been proposed, including number 5: Achieve gender equality and empower all women and girls. The goals will be presented to Member States at a summit in September 2015, and, if adopted, will focus attention and resources on issues including ending violence against women. The goals will run for 15 years, until 2030.



#### **TIP**



When it was written, CEDAW did not include a specific Article regarding Violence Against Women, however, in 1992 the CEDAW Committee developed General Recommendation 19, which makes specific recommendations for Member States.



### **Commission on the Status of Women (CSW) 57: Agreed Conclusions (2013)**

In 2013, the annual CSW focused on the issue of violence against women. Every UN Member State has agreed to the conclusions, which provide a road map to end violence against women through research, policies, legislation and programmes to prevent and respond to violence against women, as well as monitoring.

### **Millennium Development Goals (2000)**

In 2000, the United Nations agreed on eight Millennium Development Goals (MDGs) to be achieved by 2015. The third MDG, 'promote gender equality and empower women', directly addresses the issue of violence against women, including the use of violence against women as a weapon of war.

### **UN Security Council Women, Peace and Security Policy Framework**

In October 2000, the UN Security Council passed Resolution 1325 to acknowledge the special needs of women and girls during conflict and post-conflict settings. This resolution required parties in a conflict situation to respect women's rights and to support their participation in negotiations and in post-conflict reconstruction. The UN Security Council has since adopted further resolutions, all of which work to promote and protect the rights of women in conflict and post-conflict situations.

### **UN Convention on the Rights of Peoples with Disabilities (2008)**

Women with disabilities are at a higher risk of experiencing violence from their partners, families and caregivers. Article 16 of the UN Convention on the Rights of Peoples with Disabilities upholds the rights of people with disabilities to live free from exploitation, violence and abuse.

### **Universal Periodic Review (UPR)**

Every country must participate in the UPR. In this process, three reports are submitted (by the government of the country under review; by various UN agencies; and a summary of information provided by NGOs). Based on these reports, any member state can raise concerns, ask questions, and give recommendations to the state under review. The state must publicly *accept* or *note* every recommendation, and accepting the recommendation is a public commitment to take action. States under review have the opportunity to explain what actions they have taken to fulfil their human rights obligations, such as addressing violence against women.

## **RESOURCE**



**Title:** A Guide to Using CEDAW for NGOs

**Author:** International Women's Rights Action Watch Asia Pacific

**Link:** [www.iwraw-ap.org/cedaw/using-cedaw/for-ngos/](http://www.iwraw-ap.org/cedaw/using-cedaw/for-ngos/)



## Regional agreements to end violence against women

In addition to the international agreements just outlined, there are a number of regional agreements, developed specifically for the Pacific region, that make commitments to address violence against women. These include:

### **Revised Pacific Platform For Action on Advancement of Women and Gender Equality (2005-2015)**

The Revised Pacific Platform For Action is a regional charter developed and agreed to by representatives from all Pacific Island countries and territories. The document was initially developed and endorsed in 1994 and formed the basis of the Pacific region's contribution to the Beijing Platform for Action the following year. The document was then revised and re-affirmed in 2004. The Pacific Platform for Action offers targets and indicators on women's rights and gender equality, including ending violence against women, and is a reference for developing national gender equality policies and supporting the integration of gender concerns in a broad range of sectors.

### **The Pacific Leaders Gender Equality Declaration (2012)**

The Pacific Leaders Gender Equality Declaration was unanimously endorsed by member countries during the 43rd meeting of the Pacific Islands Forum, which took place in the Cook Islands from 28-30 August 2012. It brought new determination and invigorated commitment to efforts to lift the status of women in the Pacific and empower them to be active participants in economic, political and social life. The declaration made a number of specific commitments to ending violence against women, including to:

- Progressively implement a package of essential services (protection, health, counselling, legal) for women and girls who are survivors of violence.
- Enact and implement legislation regarding sexual and gender based violence to protect women from violence and impose appropriate penalties for perpetrators of violence.

### **Pacific Regional Action Plan on Women, Peace and Security (2012-2015)**

The Regional Action Plan provides a broad framework at the regional level to assist Pacific Island countries and territories to accelerate implementation of existing international, regional and national commitments on women, peace and security. This includes enhancing women and young women's leadership in conflict prevention and peace building, mainstreaming gender in security policy-making, and ensuring women's and girls' human rights are protected in humanitarian crises, transitional contexts and post-conflict situations. It also sets out a regional mechanism that will support regional and national efforts.

#### TIP



Start by finding out which international conventions and agreements regarding violence against women your country has ratified.



## Human rights-based approach

This Toolkit approaches the issue of violence against women using a **human rights-based approach**.

A human rights-based approach and gender analysis work together to make sure that the rights of women and girls are considered at all levels of the project cycle.

Like a gender analysis, there are many ways of using a human rights-based approach. A variety of processes are used to ensure that rights holders are better able to claim their rights and that duty bearers are held accountable to their obligations to protect, respect and fulfill human rights.

Some of the questions you may ask when using a human rights-based approach to ending violence against women include:

- What do international human rights conventions and agreements have to say about this issue/situation?
- Are these agreements being upheld or are Member States in breach of their obligations?
- How can our project contribute to advancing these commitments?
- Are the laws, policies and interventions in the country consistent with international human rights standards?
- Are there mechanisms in place to ensure that community members, particularly those participating in the project, can be involved in the design of the project?
- Are the specific needs of vulnerable and marginalised groups being considered and addressed? How is the participation of these groups being ensured?
- Does the programme/project/service use language that is empowering and describes women as active citizens, capable of participating in their own lives (rather than as victims)?

On the following pages we have included some practical tools to help you implement a human rights-based approach in your project.

### WORD LIST

#### Human rights-based approach

A way of working that acknowledges and upholds people's human rights.

### RESOURCE



**Title:** Revised Pacific Platform For Action on Advancement of Women and Gender Equality 2005 – 2015

**Author:** Secretariat of the Pacific Community (SPC)

**Link:** [www.pacificwomen.org/resources/reports/revised-pacific-platform/](http://www.pacificwomen.org/resources/reports/revised-pacific-platform/)



## Human rights-based approach checklist

|  A human rights-based approach:  |  Not a human rights-based approach:  |
|---|---|
|  Maintains that gender inequality is the root cause of violence against women.                         |  Does not mention gender inequality when explaining the causes of violence against women.                                |
|  Clearly states that violence against women is a violation of their human rights.                      |  Says that violence against women is acceptable in certain circumstances, cultures or religions.                         |
|  Holds perpetrators accountable for committing violence against women.                                 |  Claims that women are responsible for the violence that is committed against them.                                      |
|  Aims to challenge and change the attitudes and behaviours that allow violence against women to occur. |  Deals with the consequences of violence without addressing the underlying attitudes and behaviours that cause it.       |
|  Places the needs and rights of survivors of violence at the centre of the project design.             |  Does not consult with or consider the experiences of survivors of violence in the project design.                       |
|  Holds duty bearers (including governments) accountable for protecting people's human rights.        |  Makes women responsible for protecting themselves against violence.   |
|  Builds the capacity of individuals, organisations and communities to end violence against women.    |  Takes action on behalf of individuals or communities without building their own capacity to act.                      |
|  Addresses barriers that prevent women from accessing services for violence against women.           |  Does nothing to address existing barriers, or creates additional barriers that prevent women from accessing services. |

### TIP



A human rights based approach can be applied and strengthened at all stages of the project cycle.





## The PANEL approach

Use these five key principles to implementing a human rights-based approach in your project or organisation:

**P**articipation

**A**ccountability

**N**on-discrimination

**E**mpowerment

**L**inkages

### Participation

In a human rights-based approach, the people who will be reached by your project are given the right to participate in decisions about the project.

**Examples of participation include:**

- Consulting with stakeholders, including survivors of violence against women, at all stages of the project.
- Providing opportunities for project beneficiaries to become staff and volunteers in the project, where appropriate.
- Ensuring that survivors of violence are included in decision-making roles within the project, such as on selection panels and committees.

### WORD LIST

#### Participation

Being actively involved and included in an activity, process or decision.

“ Many women in Aretiki see violence as a normal part of their lives. I don't think they realise that we all have the right to feel safe and live free from violence. ”



### RESOURCE



**Title:** A Human Rights-Based Approach to Programming: Practical Information and Training Materials

**Author:** UNFPA and the Harvard School of Public Health

**Link:** [www.unfpa.org/resources/human-rights-based-approach-programming](http://www.unfpa.org/resources/human-rights-based-approach-programming)



## Accountability

In a human rights based approach, organisations use fair, ethical and **transparent** processes and take responsibility for the decisions they make.

### Examples of **accountability** include:

- Having written policies and procedures in place that outline how important decisions will be made and actions taken.
- Making sure key documents relating to the project, such as financial statements, annual reports and outcomes of recruitment, are made available if requested.
- Developing a process for dealing with complaints and ensuring that all complaints are considered and responded to as quickly as possible.

## Non-discrimination

In a human rights-based approach, organisations must ensure that everyone has equal access to their project, while paying special attention to the needs of **vulnerable** and marginalised individuals or groups.

It is important to consider the needs of vulnerable and marginalised individuals and groups because they face extra **discrimination** and are at higher risk of having their human rights abused (often in violent ways). See page 38 for some examples of vulnerable and marginalised women who may be at higher risk of experiencing violence.

### Examples of **non-discrimination** include:

- Developing specific strategies to identify and engage vulnerable groups in the community.
- Adapting projects, programmes and services to meet the specific needs of vulnerable groups of women.
- Encouraging vulnerable groups to appoint a representative **to advocate** for them in decision-making relating to the project.

## WORD LIST

### Transparent

When the actions and decisions are shared or available on request.

### Accountability

Taking responsibility for actions and decisions.

### Discrimination

Unfair treatment of a person or group because of their age, sex, disability, social status, skin colour, sexuality or other things.

### Vulnerable

An individual or group that is at risk of having their human rights abused, that is known to face discrimination, or which faces extra barriers to participating in projects or accessing basic services.

### To advocate

To speak out and stand up for a cause, including the rights of vulnerable and disadvantaged groups.

## TIP



The PANEL approach is one of the tools you can use to make sure your project is adopting a human rights-based approach to ending violence against women.



## Empowerment

In a human rights-based approach, the project uses the principles of **empowerment** to ensure that rights holders are better able to claim their rights and duty bearers are better able to meet their obligations after the project has concluded. It achieves this through **building the capacity** of rights holders and duty bearers through knowledge sharing, skills building and awareness raising.

### Examples of empowerment include:

- Ensuring that all staff and volunteers of the project understand how to apply a gender analysis and human rights based approach to the issue of violence against women.
- Developing and delivering training for stakeholders on human rights, gender and violence against women.
- Raising public awareness of human rights and violence against women.

## Linkages

In a human rights-based approach, the project identifies exactly which human rights are being abused and who the rights holders and duty bearers are. Projects should also make **linkages** to specific international human rights agreements.

### Examples of linkages include:

- The project's goal and objectives seek to help women and girls claim their human rights.
- The project contributes towards the goals and objectives of the country's laws, national action plan and policies for ending violence against women.
- The project mentions relevant international human rights agreements and outlines how it will contribute to achieving them.

## WORD LIST

### Empowerment

A process that increases the ability of individuals or communities to make choices about their lives and act in their own best interests.

### Building capacity

A process of increasing people's knowledge and abilities so they are more able to achieve the outcomes they want for themselves.

### Linkage

A connection or relationship between two things.

## RESOURCE



**Title:** Adopting a human rights-based approach

**Author:** UN Women

**Link:** [www.endvawnow.org/en/articles/304-adopting-a-human-rights-based-approach.html](http://www.endvawnow.org/en/articles/304-adopting-a-human-rights-based-approach.html)



## The 10 principles of good project design

This Toolkit will assist you to design projects that fulfill UN Women's 10 principles of effective project design to end violence against women. At the end of each section you'll find a checklist to help you implement these principles in each stage of the project cycle.

### 1 Adopt a human rights-based approach

Projects aimed at ending violence against women should be designed and implemented with the understanding that women and girls have equal human rights and that violence against women is a violation of these human rights.

### 2 Apply a gender analysis

Projects aimed at ending violence against women should recognise that gender inequality is the root cause of violence against women and challenge and change the beliefs, attitudes and behaviours that allow it to continue.

### 3 Use a survivor centred approach

Projects aimed at ending violence against women should talk with survivors of violence and take into account the experiences of women and girls throughout the project cycle.

### 4 Follow ethical guidelines

Ethics are the morals and values that determine how people choose the correct action to take. Projects aimed at ending violence against women should follow ethical standards that respect and protect women's rights to safety, dignity and privacy.

### 5 Be culturally aware

Cultural and religious beliefs can have a big say over the way individuals and groups behave. Projects aimed at ending violence against women using a human rights based approach should aim to challenge and change cultural beliefs and practices that violate the human rights of women and girls.

#### TIP



Conduct a review of your organisation's current projects to check whether they follow the 10 principles of good project design.



## 6 Adapt to different situations

Projects aimed at ending violence against women should be adapted to the situation or community where the violence is happening. Specific strategies should be developed to address different types of violence and the unique experiences of the women who are experiencing it.

## 7 Be inclusive

Projects aimed at ending violence against women should identify and address the specific needs of different groups of women, including those who may be more vulnerable to violence.

## 8 Operate within an ecological model

Projects aimed at ending violence against women should be informed by the ecological model, which explains how a variety of factors at the individual, family, community and societal levels can increase or decrease a woman's risk of experiencing violence. More information about the ecological model can be found on page 43.

## 9 Work in partnership

Projects aimed at ending violence against women should involve partnerships between different stakeholders, such as government, civil society, community and faith based organisations, academic and research institutions.

## 10 Draw on existing evidence

Projects aimed at ending violence against women should be based on evidence and take into account existing research on what has worked and what has not worked in the past.

## RESOURCE



**Title:** From Principles to Practice: Implementing the Human Rights Based Approach in Community Organisations

**Author:** Victorian Human Rights Commission (Australia)

**Link:** [www.victorianhumanrightscommission.com/www/files/FromPrincipletoPractice.pdf](http://www.victorianhumanrightscommission.com/www/files/FromPrincipletoPractice.pdf)

# STEP 1: ANALYSE



## Goal

Gain a deeper understanding of the issue of violence against women and the specific context and needs of your community.

## Objectives

- 1 Understand the root cause of violence against women.
- 2 Identify different ways to end violence against women.
- 3 Consider the specific context of your country.
- 4 Conduct a community needs assessment.
- 5 Consult with key stakeholders.



# 1 Understand the root cause of violence against women

## Gender-based violence

Violence against women is gender-based because it is caused by an imbalance in power between women and men and narrow beliefs and expectations about how women and men should behave.

## Suffering to women

The overwhelming majority of gender-based violence is perpetrated by men against women. It is possible for men to experience violence from women, but it is much less common.

## What is violence against women?

### Violence against women is:

*any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women... whether occurring in public or in private life.*

UN General Assembly, 1993

## Physical, sexual and psychological harm

Violence against women can take many forms, including physical abuse, sexual abuse and psychological or emotional abuse.

## Occurring in public or in private life

All types of violence against women are unacceptable and must be stopped. It doesn't matter if they occur in the home or in a public place.

### TIP



By using a gender analysis your staff will improve their understanding of the root causes of violence against women.



## Forms of violence against women

There are many different forms of violence against women, including:

### Physical abuse

- punching
- slapping
- kicking
- torture
- tying someone up
- denying women with disabilities their mobility/assistive devices
- withholding medication
- burning
- choking
- pushing someone down stairs
- dragging a woman by her hair
- stalking (following a woman around without permission)

### Sexual abuse

- rape (within or outside marriage)
- unwanted touching
- forced penetration by an object
- pressuring women into any kind of sexual activity
- making unwanted sexual comments
- forcing someone to watch pornography
- sexual humiliation
- selling women into sexual slavery

#### TIP



New forms of violence against women are constantly emerging. Even if it isn't listed here, it might still be a form of violence against women.





## Verbal abuse

- yelling or screaming at someone
- making hurtful or humiliating jokes
- excessive and unfair judgment and criticism
- spreading rumours
- blaming a woman for something she hasn't done
- making unwanted comments in public (catcalling)

## Social abuse

- excessive possessiveness or control over someone's behaviour
- threatening to harm a woman, her children, family or pets
- threatening to expose a woman's secrets
- threatening to have a woman's children taken away
- threatening to commit suicide to stop a woman from leaving
- telling a woman she is ugly or unlovable
- stopping a woman from seeing her friends and family
- intentionally embarrassing a woman in public
- telling a woman what she can and can't wear

## Economic/financial abuse

- preventing a woman from finding employment
- forcing a woman to quit her job
- controlling a woman's finances
- withholding money for essential items, such as food, water and medical treatment
- forcing a woman to work to pay back 'debt'

## Spiritual abuse

- using someone's religious or spiritual beliefs to manipulate them
- preventing someone from practising their religious or spiritual beliefs
- ridiculing someone's religious or spiritual beliefs
- forcing the children to be raised in a faith that the partner has not agreed to

### RESOURCE



**Title:** World Report on Violence and Health (2002)

**Author:** World Health Organization (WHO)

**Link:** [www.who.int/violence\\_injury\\_prevention/violence/world\\_report](http://www.who.int/violence_injury_prevention/violence/world_report)



## Some cultural and religious practices

- child marriage
- female genital mutilation (not widely practised in the Pacific)
- making women prove their virginity
- accusations of witchcraft and sorcery
- using religion as a way to keep a woman in a subordinate position
- traditional practices such as bride price and compensation can be forms of violence against women if they are used to commit, justify or not take action on violence against women

## Technological violence

- using social media, text messages or emails to harass, threaten, intimidate or humiliate a woman
- accessing someone's phone, email or social media accounts without their permission
- excessive monitoring of a person's emails, text messages or social media accounts (including telling them who they can and can't contact)
- sharing sexual or violent images (with or without consent) by email, social media or mobile phones

*“ I have realised that many young women in Are'tiki do not know that being forced into sex by their boyfriends is wrong. I have told them that it is a form of violence and is against their human rights! ”*



### TIP



In many cases, when a woman experiences violence in a relationship, she will experience multiple forms of violence.

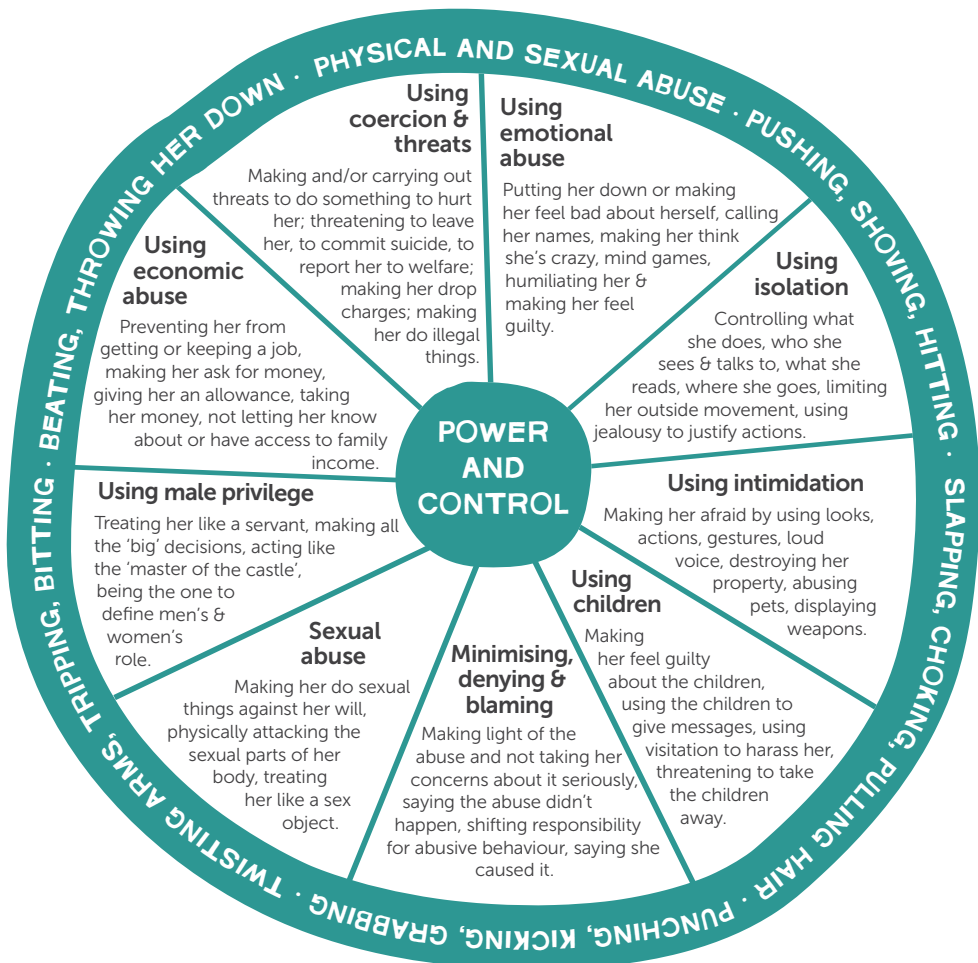


## The Duluth Power and Control Wheel

The Duluth Power and Control Wheel was developed in the USA in 1984 in close consultation with women who had experienced violence. It is now used around the world to explain the different types of violence against women.

The Power and Control Wheel demonstrates how all types of violence against women are an abuse of **power and control**.

In many cases, women will experience more than one type of violence listed in the Power and Control Wheel in a violent relationship.



### RESOURCE



**Title:** Duluth Power and Control Wheel

**Author:** Domestic Abuse Invention Project

**Link:** [www.theduluthmodel.org/training/wheels.html](http://www.theduluthmodel.org/training/wheels.html)



## Who perpetrates violence against women?

The majority of gender based violence is perpetrated by men against women.

It is possible for women to commit violence against other women and for women to commit violence against men, however, these types of violence are not as common and the consequences are usually not as severe.

This Toolkit focuses on ending men's violence against women because it is the most common and serious form of violence in the Pacific region. For example:

- In Samoa, 17.4% of women and only 3% of men experience sexual violence.
- In Solomon Islands, 92% of women who experienced domestic violence said they had never initiated violence against their partner.
- In Kiribati, as many as 75% of women who experienced violence never fought back.

Violence against women happens in many different situations:

### Intimate partner violence (IPV)

The most common form of violence against women occurs between two people who are in a relationship. This includes people who are:

- married (either a 'church' or custom marriage);
- living together but not yet married;
- in a 'dating' relationship (including young people);
- having a secret relationship (affair).

Intimate partner violence can also happen between people who have previously been in any of these kinds of relationships, even if it has ended. Many women report that they have experienced violence from an ex-partner.

### TIP



Intimate partner violence (IPV) is sometimes referred to as 'domestic violence', but it is important to remember that not everyone experiencing intimate partner violence lives with their partner.



### Family violence

All forms of violence perpetrated or caused by a family member or in-law, such as a woman's father, brother, uncle or members of her partner's family. It also includes gender-based violence committed against girls and boys.

### Domestic violence

Domestic violence against women includes both violence from an intimate partner (including a husband, boyfriend or partner) and violence from other members of the women's family or her partner's family.

### Non-partner violence

Women can also experience violence from people they are not related to or from total strangers. For example, women may experience violence:

- in public places, such as parks, streets and markets;
- inside institutions, such as schools, children's homes and facilities for people with disabilities;
- in the workplace;
- as a 'weapon of war' used during war, conflict or tribal fighting.

All of these types of violence against women are just as serious, regardless of whether they occur in the home or in a public place.

## RESOURCE



**Title:** Stepping Stones Toolkit

**Author:** Foundation of the Peoples of the South Pacific International (FSPi)

**Link:** [www.fspi.org.fj/index.php/regional-health-projects/rh1002-steppingstones](http://www.fspi.org.fj/index.php/regional-health-projects/rh1002-steppingstones)



## Who experiences violence against women?

Violence against women can happen to any woman, whatever her age, ethnicity, marital status, sexual orientation, or socio-economic class.

However, research has shown that some groups of women are more at risk of experiencing violence than others. These groups include:

### Women living with HIV

A woman may often experience violence, abuse and neglect from her partner, family members and strangers when she discloses her **HIV** status. For example, she may be forced to leave the home, have her children taken away from her or be denied essential medication.

### Young women

Young women are at a very high risk of experiencing violence, especially sexual violence, as it is during this age when they often begin having sexual relationships. For example, a young woman may be forced or coerced into having sex before she is ready or denied the right to use condoms or contraception, thereby increasing her chances of unwanted pregnancy or contracting a sexually transmitted infection (STI).

### Sex workers

**Sex workers** are often perceived as deserving of physical and sexual violence because of the nature of their work. For example, they may be raped, denied payment or forced to have sex without a condom. They may also experience violence and neglect from their partners and family members because of their work. Violence against female sex workers is often unreported, especially if they are operating illegally. Trafficking (selling) women into sexual slavery is also a form of violence against women.

#### WORD LIST

##### **HIV**

A virus that weakens a person's immune system and if left untreated can result in AIDS.

##### **Sex worker**

Can refer to someone who earns an income by selling sex (on the street or through brothels) or who exchanges sex for things such as gifts, food or transport.

#### TIP



Make sure that you engage and consult with these different groups of women before you design a programme to help them.



## LGBTQI women

Violence against women can also occur within same sex relationships. **LGBTQI** women may be abused or neglected by their partners and families when they disclose their sexuality or be raped in the belief that it will 'cure' them of homosexuality.

## Women with disabilities

Women with disabilities are at a very high risk of experiencing violence by their partners, family members or carers. For example, a woman may be denied medication or medical devices, have her care needs neglected or be physically or sexually abused. Many women with disabilities are unable to speak out against violence because they are financially and physically dependent on the person who is committing the violence.

## Domestic workers

Domestic workers are at high risk of experiencing violence, as they work within the home and often lack the labour protections that other workers enjoy. Domestic workers are at especially high risk if they are immigrants or have been trafficked, as they face extra barriers to seeking help. For example, they may not understand local languages, may not know where to go to seek help, or may be afraid of contact with the authorities because of their immigration status.

## Displaced women

Women who are migrants or who have been displaced due to war, conflict or disasters are at greater risk of all kinds of violence. Women and girls living in refugee camps are often very vulnerable to violence and some may resort to sex work in exchange for money, food or shelter.

Working with these groups of women often requires specific strategies that take into account their unique situations and experiences of violence.

### WORD LIST

#### **LGBTQI**

Short for 'lesbian, gay, bisexual, transgender, queer, intersex'. See pages 11-13 for more information.

### RESOURCE



**Title:** Ending Violence Against Women and Girls: Evidence, Data and Knowledge in Pacific Island Countries (2011)

**Author:** UN Women Fiji Multi-Country Office

**Link:** [asiapacific.unwomen.org/en/digital-library/publications/2011/7/ending-violence-against-women-and-girls](https://asiapacific.unwomen.org/en/digital-library/publications/2011/7/ending-violence-against-women-and-girls)



### Myths about violence against women

Myths are ideas and beliefs that are not true and can be misleading. Some of the most common myths about violence against women include:

| MYTH  | FACT  |
|---|---|
| Forcing your wife or girlfriend to have sex isn't rape.     | Using force to have sex with your wife, girlfriend or any other woman is rape. Being married does not give a man the right to rape or beat his wife. It is illegal in many countries in the Pacific and around the world. |
| He doesn't hit her, so it isn't really domestic violence.   | Violence against women is not only physical. Sexual and emotional violence are also very common and can cause great harm and lead to death.   |
| Did you see what she was wearing?<br>She was asking for it! | Violence against women is never provoked, invited or deserved by a woman. Everyone has the right to live safe and free from violence, regardless of who they are, what they say, what they do or what they wear.          |
| It can't be that bad if she hasn't left.                    | There are many reasons why women find it difficult to leave violent relationships. They may fear for their life, have nowhere else to go or be financially or physically dependent on the person abusing them.            |
| Violence is caused by drugs and alcohol.                    | While it is true that the risk of violence increases with drug and alcohol use, this is not the cause of violence. The root cause of violence against women is gender inequality.   |

#### TIP



One of the most powerful and simple ways to take action is by speaking out and challenging myths about violence against women.





| MYTH  | FACT   |
|---|--|
| Men are just naturally violent.   | Perpetrators of violence against women are mostly men, but there is no evidence that men are born violent.   |
| Violence against women is normal in some cultures and religions.              | Culture and religion are often used as an excuse for violence against women, but the fact is all women have the right to live free from violence and abuse, regardless of their culture or religion. |
| We shouldn't interfere with what happens in the home. It is a private matter. | Everyone needs to take action in ending violence against women and girls regardless of whether it happens in the home, the street, the workplace or anywhere else.                                   |
| Violence only happens to poor and uneducated women.                           | Violence against women can affect anyone. It doesn't matter if you are rich, poor, educated or uneducated.   |
| Women are also violent towards men!   | Research has shown that most violence against women is committed by men. Violence committed against men by women is not very common and the consequences not often very severe.                      |

## RESOURCE



**Title:** Virtual Knowledge Centre to End Violence Against Women and Girls

**Author:** UN Women

**Link:** [www.endvawnow.org](http://www.endvawnow.org)



## What causes violence against women?

There are many things that are said to cause violence against women, however, it is important to remember that:

### The root cause of violence against women is gender inequality.

Violence against women exists because of the unequal distribution of power and resources between men and women and the belief that men are more valuable and important than women.

Gender inequality leads to violence against women in a number of ways. For example:

- Gender inequality and discrimination against women reinforces unequal power relations between women and men. When women have low **status** in their relationships and in society, men may choose to enforce and enact their power over women through violence.
- Gender roles and **social norms** can promote tolerance or acceptance of violence. Women and girls learn to accept violence, or not to recognise that what they experience is violence. Men and boys learn that using violence is part of what it means to 'be a man'.
- Unequal gender roles and social norms may be enforced through violence. In Pacific cultures, women are often seen as upholders of traditional values and culture and may face violence if they do not conform to traditional roles. Boys and men may also face violence if they do not conform to social norms about masculinity.

Men's use of violence against women also reinforces gender inequality, creating a vicious circle. The only way to end violence against women is to achieve gender equality.

Even though violence is the result of gender inequality, it is not inevitable. Not all men choose to use violence to enforce their power. For men who do choose to use violence, this is their choice and their responsibility, even if they claim that the violence was a reaction to a woman's behavior. Violence is never the fault or the responsibility of the victim/ survivor.

#### WORD LIST

##### Status

A person's value in relation to other people, as defined by a society.

##### Social Norm

Socially accepted behaviours for men and women.

#### TIP



Gender inequality is the root cause of violence against women, however, it can be triggered by a variety of risk factors.



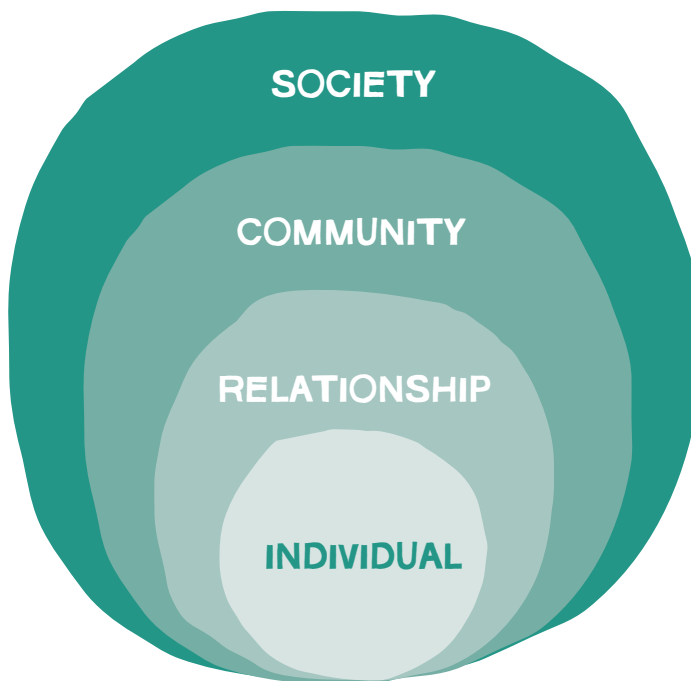
## What are the risk factors for violence against women?

The Ecological Model of violence against women explains how certain **risk factors** and **protective factors** at the individual, family, community, and societal level can increase or decrease a woman's risk of experiencing violence.

Projects aimed at ending violence against women should try to reduce or eliminate risk factors and strengthen protective factors.

At the same time, projects should aim to achieve gender equality by challenging and changing the beliefs and expectations that restrict women's freedoms, choices and opportunities.

The Ecological Model



### WORD LIST

#### Risk factors

Things that increase the likelihood that a woman will experience violence or that a man will perpetrate violence against women.

#### Protective factors

Things that decrease the likelihood that a woman will experience violence or that a man will perpetrate violence against women.

### RESOURCE



**Title:** UN Multi Country Study on Men and Violence in Asia and the Pacific

**Author:** Partners 4 Prevention

**Link:** [www.partners4prevention.org/node/515](http://www.partners4prevention.org/node/515)



The following things are known risk factors that increase the likelihood that violence against women will occur. The more risk factors a person experiences, the higher their chances of experiencing violence will be. However, just because someone experiences one or even several of these risk factors, does not necessarily mean they will experience or perpetrate violence.

| INDIVIDUAL  | RELATIONSHIP   | COMMUNITY  | SOCIETY   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• alcohol abuse</li> <li>• drug abuse</li> <li>• witnessing or experiencing violence as a child</li> <li>• being orphaned as a child (parents passing away)</li> <li>• poor education</li> <li>• negative attitudes towards women</li> <li>• having a disability</li> <li>• being displaced because of conflict or disaster</li> </ul> | <ul style="list-style-type: none"> <li>• living with or marrying into a family where violence is common</li> <li>• being forced into marriage</li> <li>• a woman marrying or dating a man who is much older</li> <li>• financial stress</li> <li>• losing virginity at a young age</li> <li>• obvious unequal balance of power in the relationship (e.g. wife is disabled and husband is not)</li> </ul> | <ul style="list-style-type: none"> <li>• high levels of unemployment</li> <li>• high population density</li> <li>• lack of awareness about the causes and impacts of violence against women</li> <li>• transient communities</li> <li>• lack of customary protections to punish offenders and protect women</li> <li>• unsafe public places</li> <li>• lack of support and services for women experiencing violence</li> </ul> | <ul style="list-style-type: none"> <li>• poverty</li> <li>• gender inequality</li> <li>• poor social security</li> <li>• narrowly defined gender roles for women and men</li> <li>• weak legal and justice system</li> <li>• harmful traditional, cultural or religious practices</li> <li>• conflict or post-conflict</li> <li>• prejudices against vulnerable groups</li> </ul> |

**TIP**


Violence against women is a huge burden to a country's economy due to lost productivity and increased costs of services.



## What are the consequences of violence against women?

Violence against women has many serious and negative impacts on individuals, families, communities and entire countries. These include:

### Individuals:

- death
- suicide
- physical injuries
- low self esteem and feelings of shame
- chronic health problems (e.g. skin conditions, digestive problems)
- mental illness (e.g. depression and anxiety)
- reduced social, educational and economic opportunities
- unwanted pregnancy
- increased risk of still birth.
- increased risk of STIs (including HIV)

### Families:

- breakdown of the family unit
- abuse and neglect of children
- creates a cycle of family violence

### Communities:

- become dependent on services
- gain a negative reputation for being violent
- disrupts community cohesion and wellbeing

### Countries:

- economic losses as a result of lost productivity (women unable to work)
- increased cost of medical, justice and support services
- hinders a country's poverty reduction efforts
- poor reputation, affecting business and tourism
- intergenerational trauma

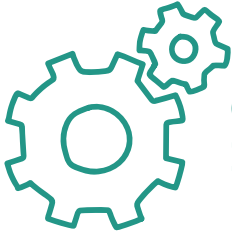
### RESOURCE



**Title:** The Costs of Violence

**Author:** UN Women (2013)

**Link:** [www.pacificwomen.org/resources/research/the-costs-of-violence/](http://www.pacificwomen.org/resources/research/the-costs-of-violence/)



## Group Activity: Problem Tree

### Overview:

This activity will help you gain a deeper understanding of the underlying causes and risk factors that influence violence against women in the community you are working.

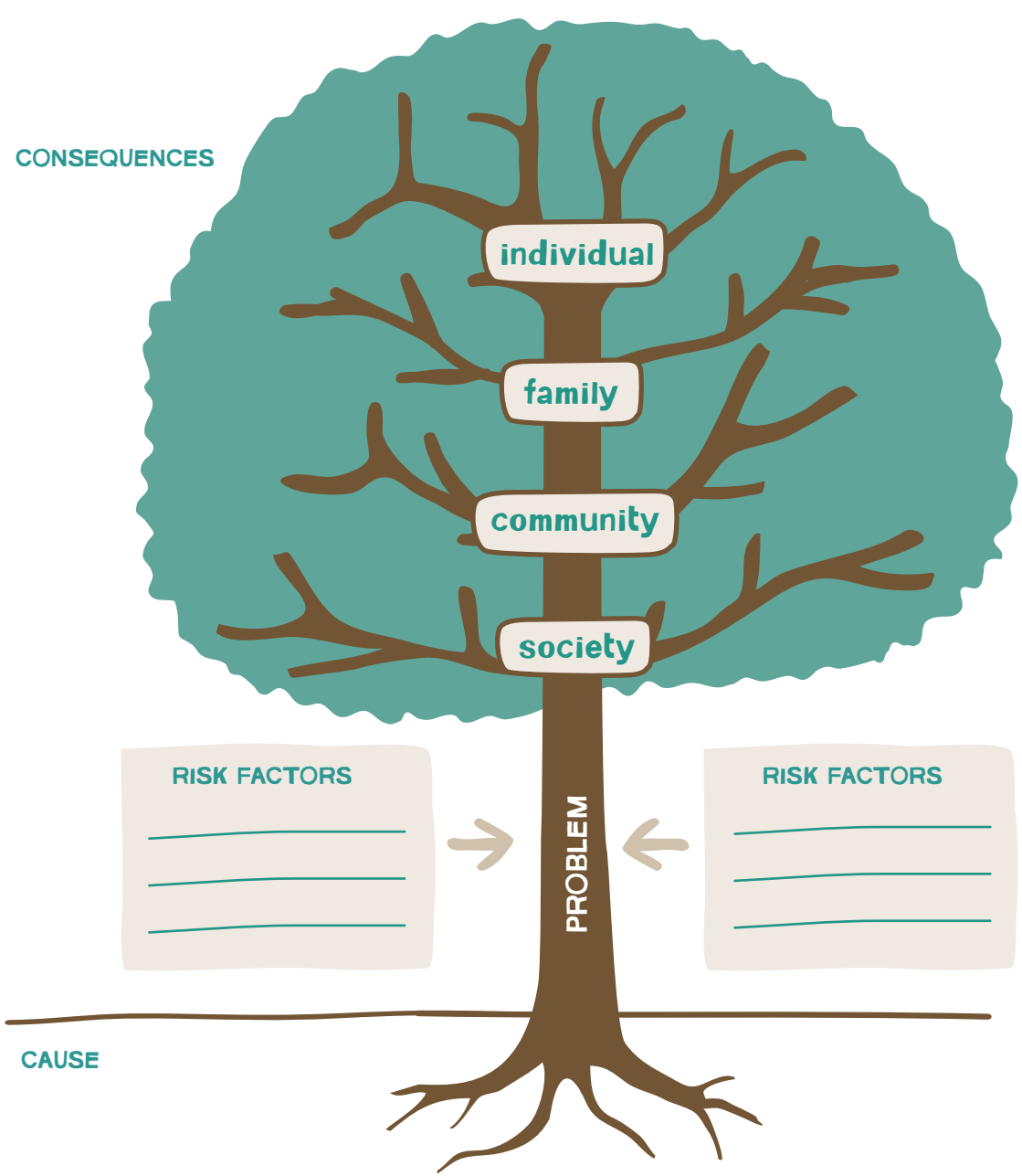
**Time: 60 minutes**

### Materials:

- A whiteboard, butcher's paper/newsprint
- Coloured markers

### Instructions:

1. Draw a tree on a whiteboard, or piece of butcher's paper/newsprint, as shown in the example on the next page.
2. As a group, agree on the form of violence against women that you want to discuss in more detail. Write the problem inside the trunk of the tree, as shown.
3. Start by discussing the consequences (impact) of this problem. Separate your responses into the consequences for the individual, family, community and society (country). Record them on the diagram, as shown. See page 45 for some examples.
4. Next, discuss the risk factors that you think might relate to the problem you have chosen. Risk factors are the things that increase the likelihood that the problem will occur (these are different to the root causes). Record them on the diagram. See page 44 for some examples of risk factors.
5. Finally, discuss the ways in which gender inequality is the root cause of the problem you have chosen. In what ways does the unequal distribution of power and resources between men and women impact the problem you have chosen?
6. As a group, revisit the risk factors you have listed and think of ways you can reduce these risk factors or prevent them from happening. This is your list of protective factors – those things that will decrease the likelihood of the problem occurring.
7. Repeat the activity for each problem you want to explore, paying attention to how the problems, risk factors, causes and consequences are interconnected.



**Gender Inequality!!**



## 2

## Identify different ways to end violence against women

There are many different ways to end violence against women and each of them is as important as the others. In this section of the Toolkit we examine three priority areas.

### Priority area 1: Primary prevention

Primary prevention projects aim to stop violence against women from happening before it starts. Primary prevention is the most effective yet the most difficult way to end violence against women because it aims to challenge and change the attitudes and behaviours that allow violence against women to occur.

Examples of primary prevention projects include:

- Education programmes with children and young people that encourage gender equality and respectful relationships.
- Raising public awareness through communication and advocacy campaigns that promote a zero tolerance attitude to violence against women.
- Engaging men and boys to achieve gender equality and end violence against women.
- Empowering women through leadership development and increased participation in decision-making at all levels, including in the home, in the workplace and within governments.
- Programmes that develop women's livelihood skills so they can earn an income and achieve financial independence.

**TIP**

Primary prevention projects are most effective when working with children and young people, as this is when we begin developing our attitudes and beliefs about how women and men should behave.





### Primary prevention checklist

Use this quick checklist to find out if your project is using a primary prevention approach to ending violence against women:



Does the project aim to challenge and change the attitudes and behaviours that enable violence against women to occur?



Is the project implemented before the first signs of violence are evident?



Does the project reduce or eliminate the underlying factors that place people at risk of using or experiencing violence?



Does the project actively promote gender equality and respectful relationships between women and men?

If you answered **YES** to **all** of these questions then chances are your project fits into the primary prevention category.

### Engaging men and boys in ending violence against women

In recent years, there has been increasing recognition of the importance of engaging men and boys to achieve gender equality and end violence against women.

While this is undoubtedly an important area of work, it also carries a risk of diverting attention and resources away from women towards men, and thereby continuing the cycle of gender inequality that results in violence against women.

In order to avoid this, efforts to engage men in ending violence against women **must**:

- acknowledge that the majority of violence is perpetrated by men against women and that gender inequality is the root cause of violence against women;
- transform harmful gender roles and promote non violent forms of masculinity;
- be rooted in the principles of feminism, gender equality and human rights and be accountable to survivors of violence and the women's organisations that have been fighting to end violence for decades;
- not detract funding and resources from existing work with women (i.e. it must seek new funding and additional resources).

### RESOURCE



**Title:** Principles of Prevention (POP): Online Training

**Author:** Veto Violence (USA)

**Link:** <http://vetoviolence.cdc.gov/>



## Priority area 2: Increasing the access of women survivors to quality services

One of the most important ways to address violence against women is by providing information, services, support and advocacy to women who are experiencing violence. Some organisations also provide counselling to men who use violence against women, or children who have witnessed or experienced violence against women.

Examples of services include:

- Establishing safe houses for women who are escaping violence.
- Providing counselling, information, support and advocacy for women who have experienced violence.
- Behavioural change programmes for men.
- Providing legal literacy training for women.
- Providing health and medical services that address the immediate physical and psychological injuries resulting from violence.
- Building the capacity of 'first responders' such as police, social workers and nurses to respond effectively to cases of violence against women.
- Establishing or improving systems to assist survivors, in areas such as policing, health, social welfare and justice, including guidelines for responders.
- Projects that make existing services and programmes more accessible to certain groups (e.g. people with disabilities, young women).
- Projects that ensure services for women and girls in humanitarian settings.

### TIP



Sadly, many women who experience violence never receive formal support. When establishing a new service for survivors of violence, it is important to think carefully about the barriers that might prevent a woman from being able to access it.



## Best practice standards

Best practice standards ensure that survivors of violence receive high quality and effective support services. Most types of services will have their own best practice standards that have been developed through years of research and practice. It is important that you do your research to see if the type of service that your project is working on already has established best practice guidelines that you can adapt to your context.

Here are some examples of best practice standards that apply to all types of services:

- **Safety:** Services are provided in an environment that is safe for women and their children. Safety of staff members is also prioritised.
- **Respect:** Women are treated with dignity and respect and their human rights are recognised and upheld.
- **Access:** Services are accessible to all groups of women who need them (e.g. women with disabilities, young women, lesbian women).
- **Confidentiality:** Policies and procedures exist to ensure that information provided by women is kept strictly confidential at all times.
- **Coordination:** Service providers cooperate and collaborate with each other to ensure that women receive the best possible service.
- **Accountability:** Organisations invest in the professional development of their staff so women receive a quality service from skilled workers.
- **Commitment:** A culture of zero tolerance towards violence against women is embedded across the entire organisation and staff members demonstrate a personal commitment to non-violence.
- **Advocacy:** Women affected by violence are provided with appropriate advocacy to realise their rights.

### RESOURCE



**Title:** Training Manual for Improving Quality Services for Victims of Domestic Violence (2008)

**Author:** Women Against Violence Europe (WAVE)

**Link:** [www.wave-network.org/content/improve-quality-services-victims-safety](http://www.wave-network.org/content/improve-quality-services-victims-safety)



## Priority area 3: Advocating and lobbying for policy development and legislative change

Developing and reforming **policies** and **legislation** to prevent, respond to and punish all forms of violence against women is essential to ending violence against women in the long term.

Examples of advocating and lobbying for policy development and legislative change:

- Introducing or reforming legislation or policies, such as national action plans (NAPs), including ensuring that survivors of violence are consulted in the process.
- Conducting audits of organisational policies to ensure they meet best practice guidelines.
- Ensuring that the legal and justice systems correctly interpret and apply legislation and policy in the interests of women.
- Influencing international agreements developed by the United Nations by attending conferences and forums at a national, regional and international level.

### WORD LIST

#### Policy

A written agreement about how governments, institutions and organisations will respond to a particular issue.

#### Legislation

Laws made by the government by passing an Act in parliament.

### TIP



You can usually obtain a copy of your country's national policy and action plan by contacting the relevant government department.



## Policy development

A policy is a written agreement about how an organisation or institution will respond to a particular issue, such as violence against women. Influencing policies can be an effective way of ending violence against women by ensuring a coordinated, evidence-based and adequately funded approach.

Your project may involve developing new policies (where a policy does not currently exist) or advocating for change to existing policies that are out of date or ineffective.

Your project may be involved in influencing policies at a number of levels, including:

### Within an organisation:

For example, your project may involve formulating or changing the way your own organisation approaches the issue of violence against women or gender equality.

### Within government (or a government institution):

For example, your project may involve influencing government policies or action plans on violence against women at a local, provincial or national level.

### Within the United Nations system:

For example, your project may involve contributing to the formulation or review of international human rights frameworks, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), or the Convention on the Rights of Persons with Disabilities (CRPD). Your project may contribute to one of the reports that form the basis of the Universal Periodic Review (UPR) of human rights in your country.

## RESOURCE



**Title:** CEDAW Implementation and Reporting: A Training Tool for Pacific Island Countries

**Author:** UN Women

**Link:** Part 1: [www.youtube.com/watch?v=wQgVby2mHr8](http://www.youtube.com/watch?v=wQgVby2mHr8)  
Part 2: [www.youtube.com/watch?v=P\\_HDB7mB7IE](http://www.youtube.com/watch?v=P_HDB7mB7IE)



## Legislative change

Legislation refers to laws made by the government, which normally occurs by passing an Act in parliament.

The main methods of influencing legislation to end violence against women and girls are:

- drafting legislation;
- reforming legislation (including advocating for new laws);
- implementing legislation;
- monitoring legislation.

Depending on the nature and scope of your organisation, you may be designing a project that includes one or more of these methods.

UN Women has developed seven guiding principles for developing legislation to end violence against women:

- 1 Ensure that the legislation has a well-defined goal.
- 2 Consult with key stakeholders.
- 3 Ensure that the legislation is evidence-based.
- 4 Ensure that the legislation is based on international and regional human rights frameworks.
- 5 Legislation should be based on specific guiding principles.
- 6 Legislation should contain specific implementation mechanisms.
- 7 Legislation should provide safety, aid and empowerment through criminal and civil provisions which include a broad range of remedies and reparations.

### RESOURCE



**Title:** Legislation should be based on specific guiding principles (article)

**Author:** UN Women

**Link:** <http://www.endvawnow.org/en/articles/7-legislation-should-be-based-on-specific-guiding-principles.html>



## 3 Consider the specific context of your country

Before you begin designing a project to end violence against women, it is important to first review any available research, legislation and policy that relates to violence against women in your country. By doing this, you will ensure that your project is part of a larger, coordinated and evidence-based response to end violence against women.

There are three main areas that you should consider when analysing the specific context of the country you are working in.

### 1. Legislation

Each Pacific Island country will have a variety of legislation at an international, national and provincial level that is relevant to ending violence against women. This includes:

- Obligations under international human rights law, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Convention of the Rights of the Child (CRC) or the Convention on the Rights of Persons with Disabilities (CRPD).
- A country's Constitution.
- Laws that criminalise specific acts, such as a Penal or Criminal Code.
- Laws that prevent and respond to discrimination against women (such as a Sex Discrimination Act).
- Any laws that relate to the provision or regulation of government services for women experiencing violence, including policing, legal aid or health services.

In many Pacific Island countries, the legislation required to effectively prevent and respond to violence against women does not exist, or is inadequate and in need of reform. In some cases, the legislation that exists may not be implemented effectively by those responsible for doing so.

#### RESOURCE



**Title:** Handbook for Legislation on Violence against Women

**Author:** UN Women

**Link:** [www.unwomen.org/en/digital-library/publications/2012/12/handbook-for-legislation-on-violence-against-women](http://www.unwomen.org/en/digital-library/publications/2012/12/handbook-for-legislation-on-violence-against-women)



## 2. Policy

In addition to relevant legislation, each Pacific Island country will also have a variety of policy commitments at an international, national and provincial level that are relevant to ending violence against women. These include:

- Commitments made at international and regional events, such as international human rights summits and ministerial conferences.
- National action plans and policies on ending violence against women.
- Policies that relate to the provision or regulation of government services for women experiencing violence, including education, information, support and advocacy services.

It is important that your project is aligned with the goals and objectives of your country's broader policy commitments to end violence against women. This will ensure that it is part of a larger, coordinated response by a variety of different stakeholders.

If the policy required to effectively prevent and respond to violence against women does not exist, is inadequate or is not being implemented correctly, you should consider partnering with other organisations to advocate for the development and implementation of more effective policies to end violence against women.

*“ In our community, the police seem to think that domestic violence only happens between married couples. This doesn't help our young women, who are usually in dating relationships. I have made a note to see what our country's legislation says about this issue. ”*



### TIP



Just because a policy is developed, doesn't mean it is necessarily being implemented correctly. Government must be held accountable for implementing the policies they develop to end violence against women.





### National action plans

Each country will have a slightly different policy approach to ending violence against women, depending on its specific context, however, one thing that all Pacific Island countries should be working towards is the development of a **national action plan (NAP)** to end violence against women.

The requirement to adopt and implement NAPs to address violence against women is set out in a number of international and regional human rights instruments. The adoption and implementation of NAPs to address violence against women is one of the five key outcomes that the UN Secretary-General's UNiTE Campaign aims to have achieved in all countries by 2015.

NAPs are comprehensive action plans that set out a country's long-term strategy to ending violence against women. If developed and implemented correctly, NAPs can be a very powerful way to ensure a coordinated and adequately funded approach to ending violence against women.

### WORD LIST

#### National action plan (NAP)

A comprehensive action plan that sets out a country's long-term strategy to end violence against women.

#### Research

Reliable information and facts about a specific topic. In this case, information about the extent of violence against women, including how many women experience it and how often.

## 3. Research

Before you begin designing your project, it is important that you understand what the evidence says about the nature and scope of violence against women in your country. Projects that are evidence-based are more effective because they respond to specific issues and risk factors present in your country.

Some Pacific Island countries have a lot of **research** available on the issue of violence against women, while others have no reliable information. It is important to remember that some research studies are more accurate and reliable than others.

### RESOURCE



**Title:** Handbook for National Action Plans on Violence Against Women (2011)

**Author:** UN Women

**Link:** [www.un.org/womenwatch/daw/vaw/handbook-for-nap-on-vaw.pdf](http://www.un.org/womenwatch/daw/vaw/handbook-for-nap-on-vaw.pdf)



Here are some things to look for in a reliable research study:

- ✓ Was it conducted by a well-known and reliable organisation, such as a university or research institution?
- ✓ Was it conducted recently? If not, are you confident that the findings are still relevant in today's context?
- ✓ Was the **sample size** large enough for the results of the research to be meaningful?
- ✓ Are the people in the research study representative of the group you are working with? For example, research conducted on urban dwellers may not be relevant for people living in rural areas.
- ✓ Did the research use a reliable **methodology**, carried out by qualified people?

## Family Health and Safety Studies

The most reliable information on the prevalence of violence against women comes from research that uses the methodology approved by the World Health Organization (WHO). This methodology has been developed by experts and tested over time in a number of countries around the world.

In the Pacific, research studies using the WHO methodology are often referred to as **Family Health and Safety Studies**. These studies are time consuming and expensive to conduct, so not every Pacific Island country has one.

At the time of writing, Family Health and Safety Studies had been completed in Cook Islands, Federated States of Micronesia, Kiribati, Marshall Islands, Nauru, Palau, Samoa, Solomon Islands and Vanuatu.

You can access these and other violence against women research studies at the Pacific Women website [www.pacificwomen.org](http://www.pacificwomen.org).

## WORD LIST

### Sample size

The total number of people interviewed or surveyed as part of the research. The larger the sample size, the more reliable the research.

### Methodology

The system or process used to collect the information in the research. Individual interviews, focus groups and surveys are all examples of different research methodologies.

### Family Health and Safety Studies

Reliable research studies that show the rate of violence against women and the different risk factors in Pacific Island countries.

## TIP



Research studies that use the WHO methodology are generally accepted as an accurate and reliable source of information about rates of violence against women.



## 4

# Conduct a community needs assessment

A community needs assessment is a process of talking to people in your **community** and using the information to inform the design of your project. A community needs assessment will help you gain a deeper understanding of the unique **needs** and **assets** of the community you are working in.

Some of the things that should be included in a needs assessment are:

- A detailed description of the community or group you are working with, including available **demographic** data.
- Information about the types and extent of violence against women in the community and the associated risk factors.
- Details of other organisations that are delivering programmes and services in the community.
- An analysis of community assets and strengths that the community already has and how they can be used to address the problem at hand.
- An analysis of community needs, gathered through consultation with community members and key stakeholders.

The results of your community needs assessment should be written down and used to inform the design of your project.

## WORD LIST

### Community

A group of people who share needs, behaviours and attitudes or a physical space such as a village or city suburb.

### Needs

The knowledge, skills and resources that your community needs to address a particular problem, but does not have.

### Assets

The knowledge, skills and resources that your community already has to address a particular problem.

### Demographic

Information relating to the structure of a population. Includes key characteristics of the community and the people who live there.

## RESOURCE



**Title:** Mapping Assets in Your Community

**Author:** Brighter Futures Together

**Link:** [www.brighterfuturestogether.co.uk/brighter-futures-together-toolkit/map-assets-in-your-community/](http://www.brighterfuturestogether.co.uk/brighter-futures-together-toolkit/map-assets-in-your-community/)



## Community needs assessment diagram

This diagram can help you map needs and assets in your community. It provides a guide for the sort of information that you should include in a community needs assessment. Additional information can be added or removed depending on the context of your community.



### TIP



Although they may not realise it, communities often already have many of the skills, knowledge and resources they need to end violence against women.



When conducting your community needs assessment the following questions may be useful to help you to gain a deeper understanding of the needs and assets of the community.

## 1. People

- How would you describe the people who live in the community?
- Is the population **stable** or **transient**?
- Who are the community leaders? (include cultural leaders, faith leaders, political leaders and other influential people)

## 2. Cultural identity

- What are the community and its people known for?
- Is there **cultural diversity**, or is there only one cultural group?
- Is there **unity** or fighting and disagreements between different groups?

## 3. Groups

- What official groups exist in the community? (e.g. churches, women's groups or political parties)
- Do any unofficial social groups exist? (e.g. criminal gangs, youth groups, cultural groups or sporting clubs)
- What organisations are operating in the community and what programmes and services do they provide?

## 4. Locations

- What are the popular meeting places for different groups?
- Are some parts of the community poorer than others?
- Are there places where violence against women is known to happen?

## 5. Employment and industry

- Is there a high rate of unemployment in the community?
- How else do people earn an income? (e.g. informal trading or markets)
- Are there any major industries operating near the community? (e.g. mines, ports or farms)

### WORD LIST

#### Stable population

A place where the same families have lived for a long time.

#### Transient population

A place where new people come and go frequently. Urban areas, settlements or communities based around industries such as mining are more likely to be transient.

#### Cultural diversity

When there is a mixture of people from different backgrounds.

#### Unity

Harmony or agreement between different groups.

### RESOURCE



**Title:** Assessing community needs and resources

**Author:** Community Tool Box

**Link:** <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>



## 6. Information

- How is information spread throughout the community?
- What are the most popular forms of media? (e.g. newspapers, television, radio)
- Where do people go to find out what is happening in the community?

## 7. Support services

- What services exist to provide support to women experiencing violence?
- What barriers do women face in accessing existing services?
- Are there any services that are needed but don't currently exist?

## 8. Specific issues

- What types of violence against women are most common in the community?
- Which groups of women are being affected?
- What are some of the specific risk factors that exist within the community?



### Gender analysis

Men and women have different experiences, needs and priorities, which will influence the way that they participate in your project. Applying a gender analysis during your community needs assessment will help you collect information about these differences and understand how a person's gender affects their access to and control over knowledge, resources, opportunities and decision-making.

To apply a gender analysis to your community needs assessment, you should include the following questions:

- What are the different roles and responsibilities of women and men?
- What do women and men need in order to improve their current situation?
- Who has access to what services?
- Who has access to and controls what resources?
- Who decides on the use of resources?
- How are women and men involved in community decision-making processes and structures, such as local government bodies and village development committees?

### TIP



When conducting your community needs assessment, make sure you investigate how men and women experience all of these things differently.



## 5

# Consult with key stakeholders

**Consultation** is an important part of any project. Consulting with **stakeholders** as part of your project design will:

- make your project more relevant and effective;
- increase awareness about your project in the community;
- give people the opportunity to influence your project design;
- contribute to better partnerships with other organisations;
- avoid unnecessary duplication of work.

### You should consult with:

- individuals, families and groups who will be impacted by your project (especially women);
- women's organisations and family support centre staff;
- people who are responsible for making decisions in the community, such as faith leaders and traditional leaders;
- organisations and groups who are already working in the community, including NGOs, churches, schools and health services;
- representatives from local, provincial and national governments.

This section includes a number of methods that you can use to consult with key stakeholders about your project.

It is important that every person who conducts consultations for your project is properly trained to perform their role. People conducting consultations should:

- have a thorough and accurate understanding of violence against women using a gender analysis;
- understand how to respond appropriately if someone says that they are experiencing or using violence, including knowing how to make a referral to a service that can help them;
- be committed to ensuring the highest standards of **confidentiality** at all times and be aware of the organisation's confidentiality policy.

### WORD LIST

#### Consultation

A process of listening to the ideas, opinions and perspectives of individuals, groups and organisations in the community.

#### Stakeholders

The individuals, groups and organisations that have an interest in, or will be impacted by, your project.

#### Confidentiality

Making sure that when necessary, sensitive information is kept private.

### RESOURCE



**Title:** Youth Consultation Toolkit

**Author:** South Australian Government (Australia)

**Link:** [www.officeforyouth.sa.gov.au/resources/toolkit](http://www.officeforyouth.sa.gov.au/resources/toolkit)



## DO NO HARM

One of the guiding principles of addressing violence against women is that we 'do no harm'. This means that we must be careful to not create further trauma or risk to people who have experienced violence and abuse.

You should never ask women about their personal experiences of violence unless you have been properly trained to perform this role. In some cases, encouraging women to speak about the violence may be harmful; for example, it may trigger traumatic memories or cause them to experience more violence if the perpetrator discovers they have been talking about it.

When conducting consultations about violence against women, people may disclose to you that they have or are experiencing or perpetrating violence. This can happen even if you do not ask them about it directly.

Disclosures must be handled with great care and respect and you should be prepared in advance to offer support and/or to make a referral to an organisation that can provide assistance. It is also important that you have the necessary procedures in place to ensure that all information is treated with the highest level of confidentiality.

Before undertaking any consultation, read the resources on ethical and safety standards provided in this Toolkit.

If you are unsure, do not proceed until you have asked for advice.

### TIP



Respect people's privacy at all times! Let the people you are consulting with know who will have access to their information and how it will be used. Give people the option to provide their information anonymously.





# Consultation methods

## Individual interview

Individual interviews are a common way of consulting with people about your project. They will allow you to gain a detailed insight into the behaviours, experiences and ideas of people who will be impacted by your project.

### Hints and tips for conducting individual interviews:

- If possible, conduct interviews in teams of two, so that one person can take notes while the other can do the talking.
- Prepare a list of questions that you want to ask during the interview, but keep the conversation open and let the person speak freely. People often share the most useful information when they can speak freely.
- Ask the question “Why?” frequently. It encourages people to express the underlying reasons for their behaviour, beliefs and attitudes.

## Focus group

Focus groups are interviews conducted with small groups of around 4 to 8 people. They are a good way of consulting with several people at once and bringing together people with diverse beliefs, experiences and ideas.

### Hints and tips for conducting focus groups:

- It is often not possible to ensure that members of the focus group will keep information they hear to themselves, so inform the group that they should not share information about themselves or other people that is sensitive, private or confidential.
- Arrange the focus group at a time and place that is accessible to participants. Ensure that transport, refreshments and childcare are provided, if required.
- Be aware of power imbalances that might prevent some group members from having a voice. If you think this might happen, arrange separate discussions for different groups (e.g. a focus group only for women or only for young people).
- Use games and activities to make your focus group fun and engaging.

## RESOURCE



**Title:** Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women (2001)

**Author:** World Health Organization

**Link:** [www.who.int/gender/violence/womenfirtseng.pdf](http://www.who.int/gender/violence/womenfirtseng.pdf)



## Observation

Immersing yourself in the daily reality of the people who will participate in your project can be a powerful way of gathering evidence. By listening and observing, instead of just talking, you can discover new and unexpected insights that can influence the design of your project.

### Hints and tips for conducting an observation:

- Ask a person, family or organisation if you can spend a day observing and participating in their daily routines.
- Observation can also be useful to get a better understanding of the safety issues for women and girls in public places, like a market, park or school. **Never use observation in private situations where there is violence occurring.**
- Aim to 'blend in' instead of stand out. Standing together as a group or wearing clothing branded with your organisation's logo can create a power imbalance between you and the people you are observing.

## Survey

Conducting a survey can be a good way of capturing the opinions of a large number of people. If you are only surveying a small group of people, individual interviews and focus groups are a better option.

### Hints and tips for conducting surveys:

- Surveys can be very risky. **Never survey women about their personal experiences of violence unless you have received adequate training in this role.** Experience has shown that surveying women about their experiences of violence can increase the risk of violence, both for the person being surveyed and the person conducting the survey.
- Keep your survey short. People will be more likely to complete it if they can do so quickly and easily.
- Questions that require people to 'tick a box' or rate their response on a scale usually get more responses than questions that require people to write a detailed response.
- Keep your survey anonymous. People are more likely to tell the truth if they are sure their information will be kept private.

*I am going to ask a group of young women if I can spend some time with them after school. Observing how the young women and men in Are'tiki socialise together could help me to design a better project.*



### TIP



If you do not have the necessary skills and resources to conduct ethical consultations, consider collaborating with an organisation that does.



## ANALYSE Checklist

Before you move onto the next stage, use this checklist to make sure that you completed the following key tasks:

- Does your project team have an accurate understanding of the root causes of violence against women?
- Does your project team understand the ecological model of violence against women and the risk and protective factors that exist within your community?
- Has your project team discussed the different ways of ending violence against women and agreed on the most effective contribution they can make?
- Is your project team aware of any legislation at an international, national or provincial level that relates directly to your project?
- Is your project team aware of any policy commitments your country has made at an international, national or provincial level that relate directly to your project?
- Has your project team reviewed a broad range of research relevant to your project, including the latest prevalence data on violence against women in your country or community?
- Has your project team completed a community needs assessment that identifies the specific issues and risk factors that are present in your community?
- Has your project team consulted with key stakeholders in your community, including community leaders and representatives of other organisations?
- Does your project team understand the principle of 'do no harm' as outlined on page 64 of this Toolkit, and are they sure they are acting ethically when consulting with survivors of violence?

**If you answered 'no' to any of these questions, consider spending more time on this section of the Toolkit and arrange further training for your project team if needed.**

# STEP 2: PLAN



## Goal

Design an effective project with a clear plan to end violence against women in your community.

## Objectives

- 1 Develop a goal and decide on measurable outcomes.
- 2 Select project frameworks.
- 3 Create a work plan.
- 4 Develop a monitoring and evaluation plan.
- 5 Build partnerships with other organisations.



# 1 Develop a goal and decide on measurable outcomes

## Develop a goal

The first step in project planning is to develop your **goal**.

A goal is a short statement that describes what you want your project to achieve in the long term. Your goal sets the overall vision for your project.

When developing your project goal, allow your team to 'dream big' and imagine the change your project might contribute to. Focus on what you want to achieve, not only on what you think you can achieve.

## Decide on measurable outcomes

The next step is to develop your project **outcomes**.

Your outcomes are the changes you expect will occur if your project goal is met. They are specific statements that explain how things will be different as a result of your project.

Unlike your project goal, your project outcomes must be realistic and achievable, as the success of your project will be measured against them.

### WORD LIST

#### Goal

A short statement that describes the final outcome your project aims to contribute towards.

#### Outcome

A specific and measurable change that will be evident as a result of your project.

### TIP



Your project should have only one goal, but it can have several outcomes.



## GET S-M-A-R-T!

When you are setting objectives for your project, make sure they are:

**Specific**



Your outcomes should refer to specific changes that will take place.

**Measurable**



Your outcomes should be expressed in a way that can be measured.

**Achievable**



Your outcomes must be realistic and able to be achieved with the resources and timeframe available.

**Relevant**



Your outcomes must relate to the overall goal and the problem at hand.


**Time-bound**



Your outcomes should specify a timeframe in which the outcome will be noticeable.



**Example of an outcome that is *not* SMART:**

Young women will be safer in their relationships. 

This outcome does not specify a timeframe and cannot easily be measured.



**Example of an outcome that is SMART:**

Time-bound

Achievable

Specific

By the end of the project, the number of young women who report feeling safe in their relationships will have increased.

Relevant

Measurable

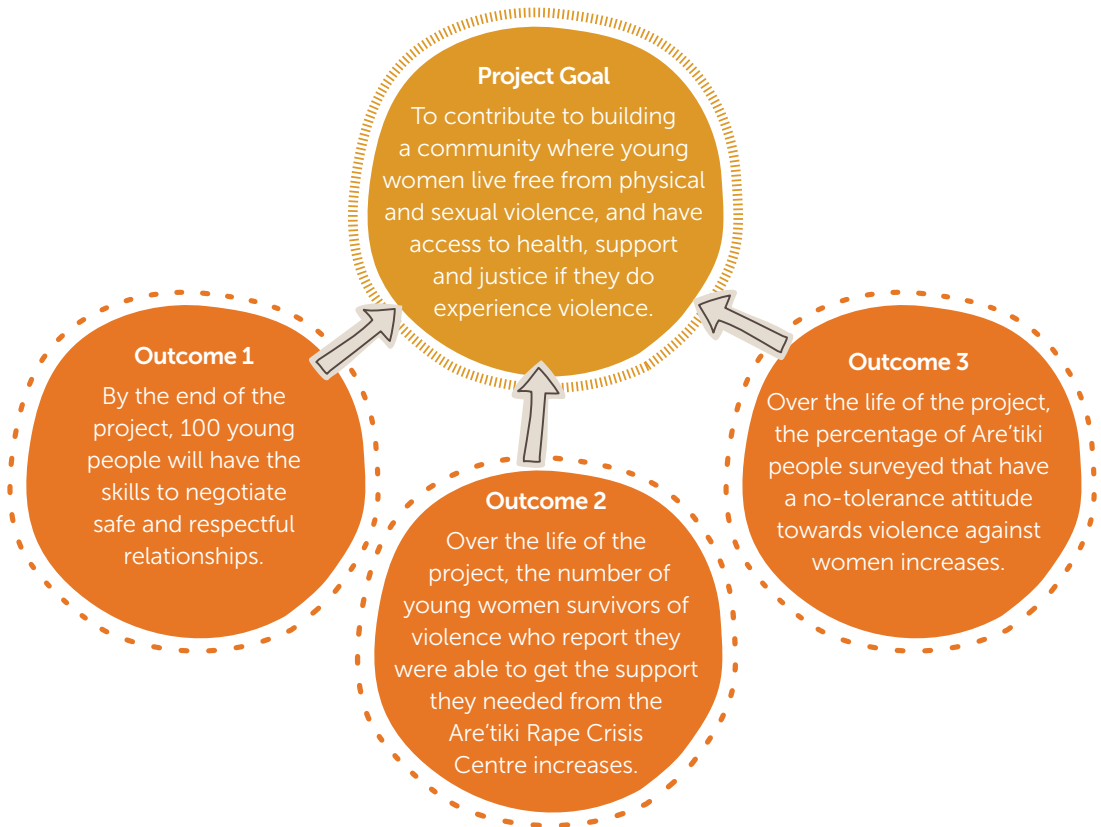
### TIP



Taking the time to decide on SMART outcomes in the planning phase will result in a more effective project!



## Goal and outcomes for the 'Safe and Respectful Relationships' project



Together we created the project goal and measurable outcomes using the SMART method!  
Can you identify how they are SMART?

### RESOURCE



**Title:** Tip Sheet: Writing Measurable Objectives (2010)

**Author:** Victorian Health Promotion Authority (VicHealth)

**Link:** [www.health.vic.gov.au/regions/southern/downloads/Tip-sheet-writing-measurable-objectives.pdf](http://www.health.vic.gov.au/regions/southern/downloads/Tip-sheet-writing-measurable-objectives.pdf)



## 2

## Select project frameworks

Project frameworks increase understanding of a project's goals and outcomes by laying out the different parts of the project and showing the steps that need to be taken to achieve the project goal. Project frameworks also show the relationships between each step and the internal and external factors that can affect the project's success.

There are many types of project frameworks. The right frameworks for you will depend on the size and scope of your project, and you may need to explore a number of different project frameworks before you decide on which ones you will use.

This Toolkit introduces you to two of the most common project frameworks: conceptual frameworks (particularly theory of change) and logical frameworks.

**TIP**

You may choose to use several different frameworks throughout the life of the project as you discover different ways of project planning.





## Conceptual frameworks

A conceptual framework is a diagram that identifies and illustrates the relationships between all of the factors that may influence a project and the successful achievement of its goal and objectives. Conceptual frameworks are useful for explaining how the project will create change.

One type of conceptual framework is a **theory of change**.

A theory of change:

- defines the steps necessary to bring about change;
- clarifies the logical order of the steps that are needed for the change to happen;
- includes assumptions (often supported by research) that have been made about the problem and how it can be changed;
- describes the exact contribution a project will make to achieve the change that needs to happen.

Unlike a logical framework, a theory of change emphasises what the project wants to achieve, rather than what it is already doing.

There is no single way of developing a theory of change, however, it should be a framework that clearly explains the current reality in the community you are working in, the change that needs to happen and the exact contribution your project will make towards achieving that change.

A theory of change is most effective when developed during the PLAN stage, however it is also possible to develop a theory of change for an existing project.

### WORD LIST

#### Theory of change

A project's model of change, stating the overall goal of the project and all of the things that must change in order for that goal to be realised.

### RESOURCE



**Title:** Theory of Change Online Community

**Author:** Act Knowledge

**Link:** [www.theoryofchange.org](http://www.theoryofchange.org)



## Group Activity: Force Field

### Overview:

This activity will help you get started in proposing a theory of change for your project by exploring the things that you think will influence your project goal.

**Time:** 2 hours

### Materials:

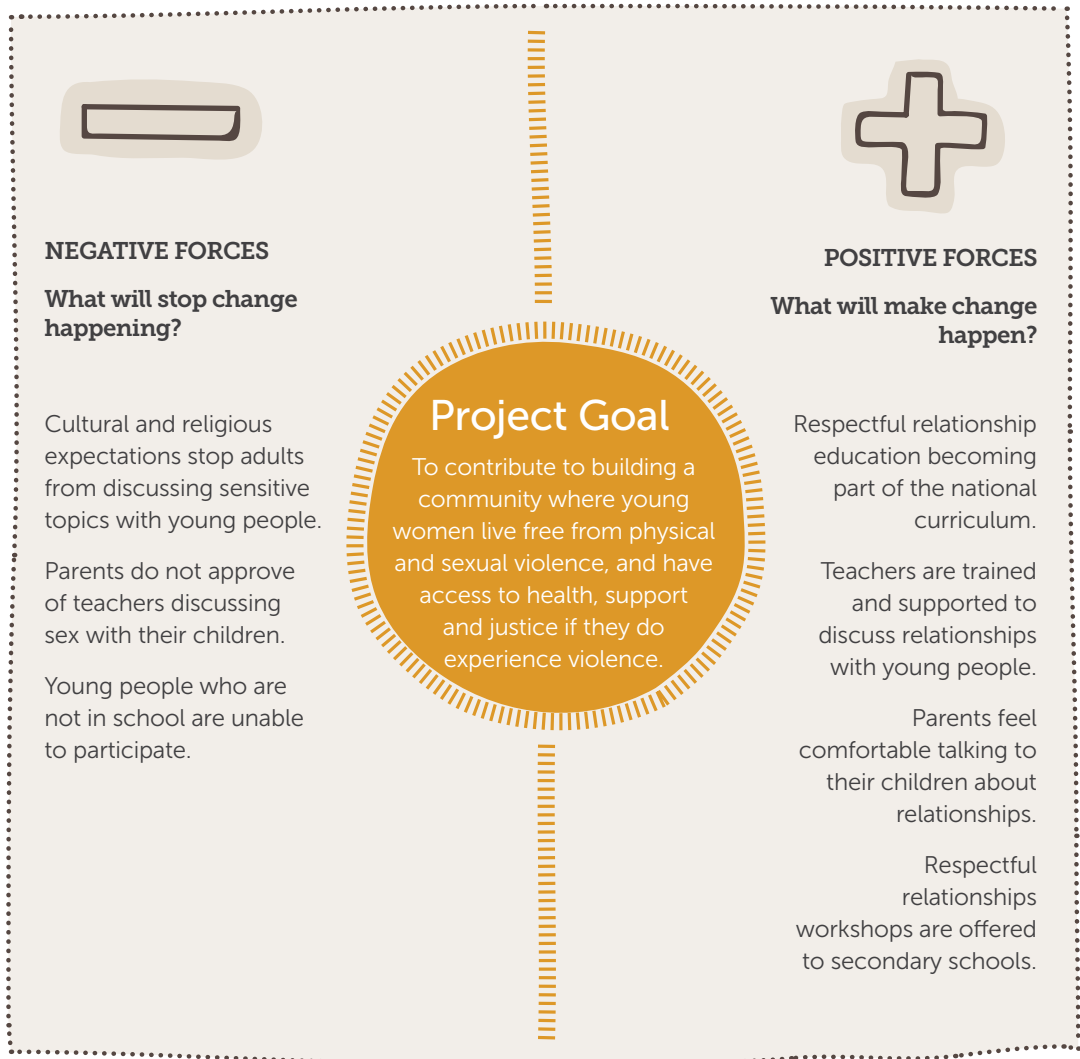
- A whiteboard or butcher's paper/newsprint

### Instructions:

1. In your group, agree on an overall goal for your project. Write the goal of your project in the centre of the diagram, as shown.
2. Start by brainstorming all of the **positive forces** for change. These are the things that need to happen in order for your goal to be reached. Record them on the right side of the diagram.
3. Next, brainstorm all of the **negative forces** for change. These are things that are preventing your goal from being reached. Record them on the left side of the diagram.
4. If the list is very large, ask each group member to choose one or two of the positive or negative forces that they think are **most important** in achieving the stated goal.
5. Repeat the process until you are left with a smaller number of positive or negative forces that the group agrees are most likely to influence whether your goal is achieved.



## Example





## Develop your theory of change

Now that you have a deeper understanding of the external factors that can influence the success of your project, follow the steps below to develop a theory of change for your project.

### 1 State your goal

By this stage you should have a clear statement on what you want to achieve. ●.....→



refer to goal setting on page 69

This will form the centre of your theory of change. ●.....→



read more about theory of change on page 73

### 2 Summarise the current situation

Now that you have agreed on what you want your project to achieve in the future, it is helpful to compare this to the current reality in the community you are working in. By doing this, you will gain a better understanding of the size of the challenge you are facing. If possible, try to find evidence to support your claims. ●.....→



refer to objectives 3 (page 55) and 4 (page 59) from the ANALYSE section of the Toolkit

### 3 Explain the risk factors making the problem worse

All of the problems we face in our community are influenced and impacted by a number of different factors. These are the things that will influence whether or not it will be possible to reach your project goal. It might be helpful to go back to the results of the Problem Tree activity and the Force Field activity. ●.....→



look at the results of the Problem Tree activity on page 46 and Force Field activity on page 74

### 4 Describe the change that needs to happen

State what you think needs to happen in order for the positive change to take place. Select the 3 or 4 most important things that need to change. It might be helpful to go back to your answers in the Force Field activity and the results of your consultation with stakeholders. Don't worry if you are not completely sure about what needs to happen at this stage. You can come back to your theory of change and make changes as needed. ●.....→



look at the answers in the Force Field activity on page 74 and the results of your consultation with stakeholders on page 63

### 5 State the exact contribution your project will make

Describe exactly, in specific and practical terms, what your project will do to create the change you want to see. Of course, no single project will create all of the change required to end violence against women, so it is important to specify the exact contribution your project will make.

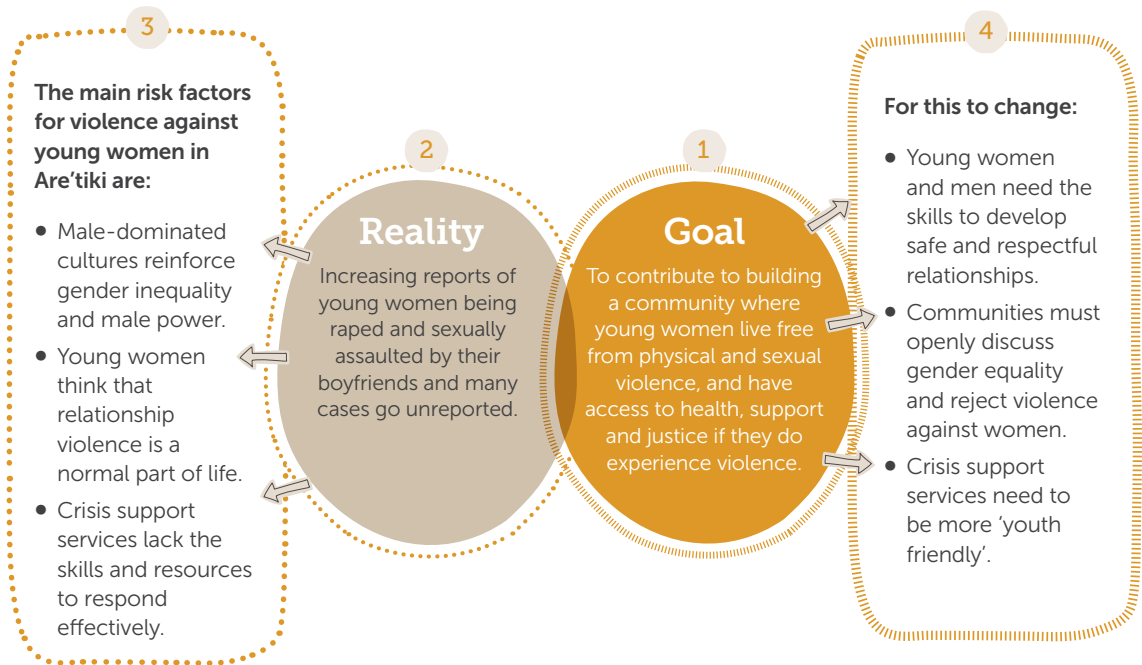
#### TIP



You may hear about a way of developing a theory of change that is different to this one. That's okay! Use the methods and processes that you understand the most.



## Example of a theory of change for the Are'tiki 'Safe and Respectful Relationships' project



**5**

The 'Safe and Respectful Relationships' project will help achieve change by delivering respectful relationships curriculum in three local secondary schools, implementing a community awareness campaign about violence against young women and supporting the local rape crisis centre to be more accessible to young women.

### RESOURCE



**Title:** Theory of Change: The Basics

**Author:** Dr. Dana Taplin and Dr. Helène Clark (2012)

**Link:** [www.theoryofchange.org/library/publications/](http://www.theoryofchange.org/library/publications/)



## Logical frameworks

**Logical frameworks** (or 'log frames' for short) are used in project planning to demonstrate a relationship between the day-to-day activities that you will undertake as part of your project and the results that they will achieve in the short, medium and long term.

Logical frameworks are useful because they help you to show a relationship between the resources, activities and outcomes of a project.

Logical frameworks provide the foundation for creating project budgets, work plans and monitoring and evaluation plans as they clearly set out what needs to happen in order for the project to be successful.

The process of developing a logical framework can be really helpful for the project team to become clear about how and why the project is being implemented. When developing your logical framework, you will need to decide on the following:

- What resources – financial, human and material – will we need? (**inputs**)
- What activities are we going to undertake? (**activities**)
- What do we expect will be the immediate result of these activities? (**outputs**)
- What do we expect the outcomes of the project will be? (**outcomes**)
- What do we expect the long-term impact of the project to be? (**impact**)

### WORD LIST

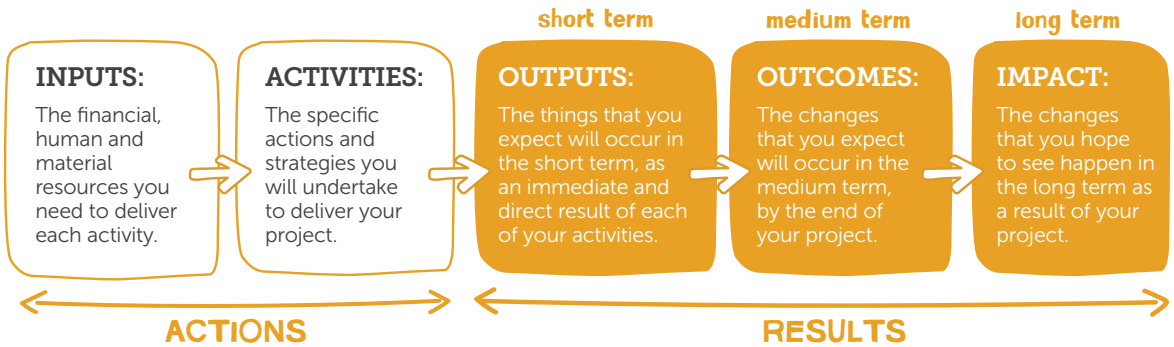
#### **Logical framework**

A table that shows the relationship between inputs, activities, outputs, outcomes and impact.

### TIP



If you have access to the Internet, search the words 'image logic model' for some examples of different project frameworks.



Remember the SMART approach!

- Specific** → Your outcomes should refer to specific changes that will take place.
- Measurable** → Your outcomes should be expressed in a way that can be measured.
- Achievable** → Your outcomes must be realistic and able to be achieved with the resources and timeframe available.
- Relevant** → Your outcomes must relate to the overall goal and the problem at hand.
- Time-bound** → Your outcomes should specify a timeframe in which the outcome will be noticeable.

## RESOURCE



**Title:** A Guide for Developing a Logical Framework

**Author:** Centre for International Development and Training

**Link:** [www.hedon.info/docs/logical\\_framework-CentreForInternationalDevelopmentAndTraining.pdf](http://www.hedon.info/docs/logical_framework-CentreForInternationalDevelopmentAndTraining.pdf)



## Example of a logical framework for the Are'tiki 'Safe and Respectful Relationships' project

| INPUT   | ACTIVITIES   | OUTPUTS  | OUTCOMES  | IMPACT   |
|---|--|--|---|--|
| <p><b>Financial resources</b></p> <p>Refer to budget</p>  | Design and deliver a respectful relationships curriculum for 3 secondary schools in Are'tiki.  | By the end of the project, 100 young people in 3 secondary schools participate in the respectful relationships training programme.   | By the end of the project, 100 young people have increased skills to negotiate safe and respectful relationships.   |  |
| <p><b>Human resources</b></p> <p>1 full time Project Officer</p> <p>1 full time Project Assistant</p> <p>Young women volunteers</p> <p>Partner organisations</p>                    | Implement an information campaign to raise awareness among young women about where they can get support if they experience violence. | By the end of the first reporting period, 1000 posters and information flyers are designed by young people and distributed to inform young women where they can get support if they experience violence.   | By the end of the project, an increased number of young women know where they can go for support if they experience violence (as compared with baseline). | Young people are more respectful of each other and show concern for each other's safety.     |
| <p><b>Material resources</b></p> <p>Respectful relationships training manual</p> <p>Training handouts</p> <p>Posters</p> <p>Colour markers</p> <p>Stationery</p> <p>Photocopier</p> | Support the Are'tiki Rape Crisis Centre in becoming more accessible for young women.   | By the end of the second reporting period, a group of young women complete an audit of the Are'tiki Rape Crisis Centre's policies and procedures and make recommendations to the Centre's Board for how the service can become more accessible to young women. | By the end of the project, the Board of Directors implements recommendations to make Are'tiki Rape Crisis Centre more accessible to young women.          | Young women are confident and able to access support services when they experience violence. |

### TIP



If you are still confused about how to develop a log frame for your project, ask to see one that has been developed by another organisation doing similar work to yours.





## 3 Create a work plan

Work plans set out the specific activities, timeframes and resources required to deliver your project. Developing a work plan will help keep your project on track to achieve the outcomes that you identified in your logical framework.

Your work plan should contain the following information:

- The specific activities required to achieve each of your project outcomes.
- The person or people who are responsible for leading each activity.
- The timeframe in which each activity will be completed.
- The material, financial and human resources required for each activity.
- Any other relevant information, including the location and the target audience of each activity.

Most donors will want to see a copy of your work plan included in your funding application.

*“ A work plan is a really handy tool for making sure that everybody understands their roles and that we have all the resources we need. ”*



### RESOURCE



**Title:** Developing Action Plans







**Author:** Community Tool Box

**Link:** <http://ctb.ku.edu/en/developing-strategic-and-action-plans>



## Example of a work plan for the Are'tiki 'Safe and Respectful Relationships' project

**Outcome 1:** By the end of the project, 100 young people will have the skills to negotiate safe and respectful relationships.

| ACTIVITY  | PEOPLE RESPONSIBLE   | START DATE                 | END DATE                 | RESOURCES   | OTHER INFORMATION   | COMPLETE  |
|---|--|----------------------------|--------------------------|---|---|---|
| <i>The specific actions that need to be completed to achieve your outcome</i> | <i>The people responsible for leading and assisting the completion of the activity</i> | <i>Activity start date</i> | <i>Activity end date</i> | <i>The human, financial and material resources needed to complete each activity</i> | <i>Include any other relevant information, such as the location of each activity</i>          |    |
| Establish project committee   | Project Officer and Executive Director   | Mid January                | Mid February             | Meeting venue   | Advisory Group will be made up of representatives from partner organisations and young people |    |
| Develop partnership agreement with schools                                    | Executive Director   | Mid January                | End January              | None required   |   |   |
| Design workshop training plan   | Project Officer with advice from Advisory Group members                                | Early February             | End February             | Internet<br>Photocopier<br>Printer  |   |  |
| Train peer facilitators to deliver curriculum                                 | Project Officer with advice from Advisory Group members                                | Mid March                  | End April                | Training venue<br>Catering  |   |  |
| Deliver curriculum  | Project Officer, Executive Director and youth volunteers                               | Early May                  | End July                 | Training venue<br>Catering<br>Stationery  |   |  |

### TIP



Your work plan is likely to change during the course of your project. Keep it as an electronic document so you can change it as needed.



## 4

## Develop a monitoring and evaluation plan

Monitoring and evaluating your project is very important because it will help you understand whether or not, and to what extent, your project has been effective in achieving its goals. Many people make the mistake of leaving monitoring and evaluation until the end of a project, but to be effective, monitoring and evaluation must be considered during the PLAN stage.

**Monitoring and evaluation appears as an objective twice in this Toolkit.** Here in the PLAN stage you are given an overview of monitoring and evaluation so you can start thinking about how you will monitor and evaluate your project. In REFLECT you will look specifically at each section of a monitoring and evaluation plan and learn how to develop evaluation questions and indicators and choose evaluation methods.

**Evaluation** involves collecting, analysing and using information to measure the overall results and impact of your project. There are many different types of evaluation. This Toolkit focuses on impact evaluation, which is used to measure the overall results, impact and effectiveness of your project. Impact evaluation is usually conducted after your project has ended.

**Monitoring** is a type of evaluation that is used during the project implementation period. The most common type of monitoring is process monitoring, which involves regularly collecting and analysing information to assess whether the project is performing as planned.

There are two main differences between monitoring and evaluation. Firstly, evaluation seeks to measure the overall impact of the project, while monitoring is the process of regularly checking in with the project to see what is working and what is not.

### WORD LIST

**Evaluation**

A process of collecting and analysing information to measure the overall results and impact.

**Monitoring**

A process of regularly collecting and analysing information throughout the project to assess whether the project is performing as planned.

### RESOURCE



**Title:** Programming Essentials: Monitoring and Evaluation

**Author:** UN Women

**Link:** <http://www.endvawnow.org/en/modules/view/14-programming-essentials-monitoring-evaluation.html#14>



Secondly, evaluation is most commonly at the end of a project (although some larger projects may choose to undertake a 'mid-term evaluation'), while monitoring is done continually throughout the project implementation.

Even though they are different, the methods and processes that you will use to monitor and evaluate your project are often the same.

## Why monitor and evaluate?

- To make sure that your project is on track to achieving its goals.
- To capture whether or not your project has made an impact on ending violence against women.
- To find out what parts of your project are working and what parts need to be changed.
- To record how many people have benefited from the project and how they have been impacted.
- To build evidence to show donors the impact your project is having in order to encourage further funding and support.

## Developing your monitoring and evaluation plan

A monitoring and evaluation plan will help you figure out what activities you need to monitor and evaluate, how you will carry out the monitoring and evaluation (methods), who is responsible, when the monitoring and evaluation activities will take place (timing), what resources are required and where they are committed.

## Applying a gender analysis to monitoring and evaluation

In the Introduction you learned that a gender analysis is a process of looking at how things impact women and men differently. To ensure that your project meets the needs of women and men a gender analysis should be applied to monitoring and evaluation. Turn to page 140 for more information on how to apply a gender analysis to your monitoring and evaluation plan.

The information and tools you will need to develop your monitoring and evaluation plan are in the REFLECT section.

### TIP



Monitoring is only useful if the information collected is used to make improvements to the project along the way.



## 5 Build partnerships with other organisations

Working in partnership with other organisations to design and deliver your project can have a number of benefits:

- By **sharing knowledge**, skills and ideas, organisations can better understand the problem and develop more effective solutions.
- By **discussing experiences** and lessons learned, organisations can avoid repeating the mistakes of others.
- By **combining resources**, organisations can save money and make better use of what is already available.
- By **communicating openly**, organisations can appreciate each other's challenges, opportunities and priorities.

*I think my project will be more effective if I develop a formal relationship with Aretiki Rape Crisis Centre. I will also need to work closely with the local schools.*



### RESOURCE



**Title:** Bridging Gaps: From Good Intentions to Good Cooperation (2006)

**Author:** Women Against Violence Europe (WAVE)

**Link:** [www.wave-network.org/content/wave-manuals](http://www.wave-network.org/content/wave-manuals)



## Here are some examples of organisations you might consider working in partnership with

- **Domestic violence services** – such as safe houses, rape crisis centres, counselling and advocacy services.
- **Youth services** – such as local youth groups and national and provincial youth councils.
- **Advocacy groups** – such as LGBTQI and disabled people's organisations.
- **Traditional leaders** – including elders, chiefs and custom groups.
- **Health services** – such as clinics, hospitals and sexual health services.
- **Government** – including elected representatives and government departments at local, provincial and national levels.
- **Faith-based groups** – including churches and religious organisations.
- **Sporting clubs** – including sports teams and sporting associations.
- **Private sector** – including local and foreign businesses and private sector representative bodies.
- **Educational institutions** – such as schools, universities and residential colleges.
- **Law and justice agencies** – such as police, legal services and the court system.
- **Media outlets** – such as television and radio stations, newspapers and websites.

### TIP







A good partnership is much like any successful relationship – it requires commitment, respect, honesty and equality.



## What does a good partnership look like?








### GOOD

-  Partners make an equal contribution of time, resources or funding.
-  Partners discuss all major decisions as a group and reach agreement about how to move forward.
-  Partners communicate openly and notify each other early of any challenges and barriers that may impact the project.
-  Partners acknowledge each other's contribution and support.
-  Partners establish a working group to guide and monitor the partnership.



### BAD

-  One partner does all the work while others do not contribute.
-  One partner makes major decisions without consulting the others.
-  Partners withhold information that is important to the success of the project because they are worried about being judged negatively.
-  One partner takes all the credit for the project's successes or avoids taking responsibility for the project's failures.
-  No one takes responsibility for monitoring the partnership.

### RESOURCE



**Title:** Creating and Maintaining Partnerships

**Author:** Community Tool Box

**Link:** <http://ctb.ku.edu/en/creating-and-maintaining-partnerships>



## Example of a partnership agreement for the 'Safe and Respectful Relationships' project

### 1. Introduction

This is a partnership agreement between the Are'tiki Women's Association and the Are'tiki Rape Crisis Centre for the delivery of the 'Safe and Respectful Relationships' project.

This partnership agreement details the way partner organisations will work together to deliver the project. It is not intended to be a formal legal agreement or replace any legal rights or obligations of its signatories.

### 2. Project Goal and Objectives

The 'Safe and Respectful Relationships' project aims to contribute to building a community where young women live free from physical and sexual violence by delivering respectful relationships education in schools, raising awareness of services for young women experiencing violence, and increasing young women's access to sexual assault services.

### 3. Responsibilities of Partners

*[Insert the specific roles, responsibilities and contributions of each partner.]*

### 4. Governance

*[Insert details of how decisions regarding the project will be made. If there is an advisory group, include who will be on it and how often it will meet.]*

### 5. Financial Management

*[Insert details of project funding, including which organisations will receive funding and what the reporting requirements will be.]*

### 6. Communications

*[Insert details of how partners will be acknowledged in project communications and who has the rights to use information, photos and film produced through the project.]*

### 7. Signatures

We agree to the terms and conditions as outlined in this agreement:

On behalf of the Are'tiki Women's Association

\_\_\_\_\_ [name and position of representative] \_\_\_\_\_ [date]

On behalf of the Are'tiki Rape Crisis Centre

\_\_\_\_\_ [name and position of representative] \_\_\_\_\_ [date]

#### TIP



Developing a formal partnership agreement will help partners agree on a shared vision and reduce the likelihood of conflict and disagreement.





## PLAN Checklist

Before you move onto the next stage, use this checklist to make sure that you completed the following key tasks:

- Does your project have a clear goal and one or more SMART outcomes?
- Has your project team discussed and agreed on the best frameworks (i.e. conceptual, logical or both) to use for your project?
- If you are using a theory of change, does it clearly state the change that needs to happen and the exact contribution your project will make?
- If you are using a logical framework, are your project's outputs, outcomes and impacts SMART?
- Have you developed a work plan that clearly sets out the specific activities, timeframes and resources required to deliver your project?
- Has your project team developed a monitoring and evaluation plan to measure the success of your project (note: tools and processes for developing a monitoring and evaluation plan are located in the REFLECT section of this Toolkit).
- Has your project team explored partnerships with other organisations that are working towards the same goal?
- Have you developed partnership agreements with your project partners where necessary?

**If you answered 'no' to any of these questions, consider spending more time on this section of the Toolkit and arrange further training for your project team if needed.**

# STEP 3: FUND



## Goal

Develop a budget for your project and successfully apply for grants and funding from donors.

## Objectives

- Write a comprehensive and realistic budget.
- Explore grants and funding opportunities.
- Write a successful funding application.
- Develop a good relationship with your donor.



# 1 Write a comprehensive and realistic budget

A **budget** is an estimate of how much money you will need to deliver your project.

The amount of money that you will need will depend on the size and scope of your project. Some projects will require a lot of money over several years, while others can be delivered using the existing skills, knowledge and resources available.

## WORD LIST

### Budget

A written document that provides an estimate of how much money you will need to deliver your project.



NOT ENOUGH MONEY



JUST RIGHT



TOO MUCH MONEY

Start by making a list of all of the things you think you will need to deliver your project. Use the budget planning checklist on the following page to help.

## TIP



The skills required to manage a household budget are the same skills required to develop a budget for your project.



## Budget planning checklist

Consider the following costs in your project budget.

### Project costs

*Note: The project costs will depend on the type of project being implemented. Examples include:*

- Catering and venue hire for workshops and training.
- Travel costs (including allowances for staff while travelling).
- Accommodation costs (if staff are required to stay overnight to deliver the project).
- Other items required to implement the project.

### Staff and Volunteers

- Recruitment costs such as advertising of vacant positions.
- Salaries of project staff (including tax, allowances and benefits).
- Allowances for volunteers.
- Training and professional development for staff and volunteers.
- Consultant or adviser fees (if required).

### TIP



You may refer to a previous project's budget in order to estimate costs, however, make sure you consider whether any items have increased in cost during that time.



### Communications

- Costs associated with 'launching' the project.
- Costs associated with promoting the project (e.g. newspaper and radio advertisements).
- Website design and development.
- Design of logos, posters, flyers, t-shirts.

### Equipment

- Office equipment such as computers, desks, printers.
- Purchase, installation and maintenance of computer software.
- Specific equipment or other items required for the project.
- Vehicles (including maintenance and fuel).
- Insurance (including travel, asset and vehicle insurance).

### Administration

- Legal costs (including cost of financial audits if required).
- Stationery (including printing).
- Shipping and freight.

### Research, Monitoring and Evaluation

- Costs of conducting research needs assessments, baseline studies and/or consultations.
- Costs of conducting an independent project evaluation (if required).

## RESOURCE



**Title:** Budgeting Toolkit

**Author:** Civicus

**Link:** [www.civicus.org/view/media/Budgeting.pdf](http://www.civicus.org/view/media/Budgeting.pdf)



## Group Activity: Heads, Hearts, Hands

### Overview:

This activity will help you uncover the existing knowledge, skills and resources in your team.

**Time:** 60 minutes

### Materials:

- 3 pieces of butcher's paper/newsprint
- Colourful sticky notes
- Markers

### Instructions:

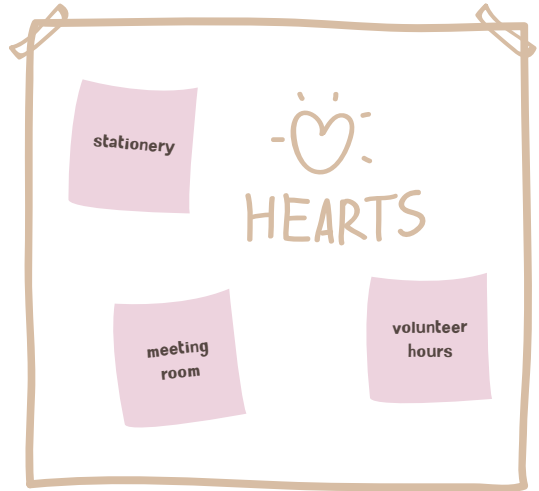
1. Place the 3 pieces of butcher's paper/newsprint around the room.
2. Write the words HEADS, HEARTS or HANDS in large print at the top of each piece of paper (one word on each piece of paper).
3. Ask each group member to think of three things they can contribute to the project with their Heads, Hearts or Hands.

**Heads:** is a contribution of **knowledge** or technical advice on a particular aspect of the project.

**Hearts:** is a donation or loan of a specific item or **resource** to help deliver the project, such as a photocopier, meeting room, or computer.

**Hands:** is a contribution of a **skill** needed to help deliver the project, such as writing a media release or running a workshop.

4. Ask group members to write their contributions on the sticky notes (one word on each note) and stick them on the butcher's paper/newsprint.
5. Consider these contributions when developing your project budget.



“ One of our partners offered to print all of our posters and brochures for us, in return for including their logo. That will save us a lot of money! ”





## 10 Tips for developing a budget

### 1 Don't guess!

Get at least two or more quotes for each item in your budget to make sure you are making an accurate estimate and getting value for money.

### 2 Expect the unexpected

If the donor permits it, consider including a **contingency** budget of around 2-5% of the total project budget to cover any unexpected costs that may come up.

### 3 Include administration costs

It is essential that your organisation budgets for the costs of administering and delivering the project. Between 10 and 15% of your total project budget is usually recommended. Check to see if the donor provides any guidelines or limitations about what percentage of the overall budget can be allocated to **administration**.

### 4 Include monitoring and evaluation costs

Monitoring and evaluation cost money so it is essential that you include these costs in your budget. Around 10% of your total project budget is usually recommended. Check to see if the donor provides any guidelines or limitations about what percentage of the overall budget can be allocated to monitoring and evaluation.

### 5 Account for inflation

As the cost of living rises, so does the cost of the things you need to deliver your project. If your project spans multiple years, it is important to account for this in your budget.

#### WORD LIST

##### Contingency

A plan for a future event that may or may not happen.

##### Administration

The costs that your organisation will incur while delivering your project, such as office rental, staff supervision, photocopying and stationery.

##### Inflation

The rise in the costs of goods and services in an economy over time. Inflation rates vary from country to country.

#### TIP



You can find out the latest currency exchange and inflation rates by checking online or contacting your local bank.





## 6 Don't forget in-kind contributions

These are the things that can be given, loaned or exchanged to help deliver your project, such as the free use of a venue to hold a workshop. Use the group activity on page 94 to see what **in-kind contributions** can be made.

## 7 Consider the currency of reporting

Some donors will expect you to prepare your budget in at least two different currencies. Be aware that currency values are constantly changing, which means that you could end up with slightly more or less money than you expect.

## 8 Be flexible

It is normal for your budget to change once you begin delivering your project. Donors will usually accept small changes to your budget that do not affect the overall scope of the project, but it's important to notify them first.

## 9 Double-check everything

Donors need to be accountable for the money they give so they need to know exactly how it will be spent. Ask an independent person to check your budget for accuracy before it is submitted.

## 10 Monitor your budget

Unfortunately many projects fail because an organisation simply runs out of money to complete the tasks they have set. Avoid this mistake by monitoring your budget throughout your project and adapting it as required.

### WORD LIST

#### **In-kind contribution**

The things that are donated or loaned to your organisation to help deliver your project.

### RESOURCE



**Title:** Establishing a Budget

**Author:** UN Women

**Link:** [www.endvawnow.org/en/articles/1344-establishing-a-budget.html](http://www.endvawnow.org/en/articles/1344-establishing-a-budget.html)



## 2

## Explore grants and funding opportunities

The following organisations and agencies regularly provide grants and other funding for Pacific Island organisations working to end violence against women. Check their websites regularly for current opportunities.

| Donor                                     | Name of Grant   | Details   |
|---|---|---|
| <b>UN Women Fiji Multi-Country Office</b> | Pacific Regional Ending Violence Against Women Facility Fund (Pacific Fund) | The Pacific Fund provides small grants for governments and non-government organisations (NGOs) working to end violence against women in the Pacific region. Successful grantees also receive a package of support, including training and capacity building from UN Women's in-country staff. |
| <b>UN Women</b>                           | UN Trust Fund to End Violence Against Women (UN Trust Fund)                 | Established by UN General Assembly resolution 50/166 in 1996 and administered by UN Women on behalf of the UN system, the UN Trust Fund provides funding to NGOs, governments and UN country teams addressing violence against women and girls in all its forms.                              |
| <b>Global Fund for Women</b>              | Various   | Global Fund for Women invests in women's groups that advance the human rights of women and girls by providing grants to women-led groups for operating and project expenses.  |
| <b>Mama Cash</b>                          | Various   | Mama Cash provides grants to women's, girls' and trans-gender rights organisations around the world, with priority given to emerging, small or not formally registered organisations that demonstrate innovative approaches to achieving gender equality.                                     |

## TIP



You should also enquire directly with your own country's government agencies to see if they can provide grants and funding for your project.



| Eligibility   | Amount  | Link   |
|---|---|--|
| Governments and NGOs in Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu.           | \$10,000 to \$100,000 USD                     | <a href="http://asiapacific.unwomen.org">http://asiapacific.unwomen.org</a>  |
| Governments, NGOs and UN agencies in all Pacific Island countries are eligible.                                       | \$300,000 to \$1 million USD over 2-3 years   | <a href="http://www.unwomen.org/en/trust-funds/un-trust-fund-to-end-violence-against-women">www.unwomen.org/en/trust-funds/un-trust-fund-to-end-violence-against-women</a> |
| Women-led groups, projects and organisations in all Pacific Island countries (excluding US territories) are eligible. | \$5,000 to \$30,000 USD                       | <a href="http://www.globalfundforwomen.org">www.globalfundforwomen.org</a>   |
| Women-led groups, projects and organisations in most Pacific Island countries are eligible.                           | €5,000-€50,000 per year, maximum of two years | <a href="http://www.mamacash.org">www.mamacash.org</a>   |

## RESOURCE



**Title:** Pacific Women Interactive Map

**Author:** Pacific Women Shaping Pacific Development (Australian Government)

**Link:** <http://map.pacificwomen.org>



| Donor                                  | Name of Grant                    | Details   |
|--|----------------------------------|---|
| <b>FRIDA – The Young Feminist Fund</b> | Various                          | FRIDA supports projects led by young feminists around the world with small grants and opportunities to network with similar organisations and capacity building support intended to strengthen the participation and leadership of young feminist activists globally. |
| <b>The Asia Foundation</b>             | Various                          | The Asia Foundation undertakes grant making with organisations delivering projects within its areas of programming interest, which include women's empowerment.   |
| <b>MATCH International</b>             | MATCH International Women's Fund | The MATCH International Women's Fund is Canada's only social innovation fund for women. It funds women's rights organisations around the world to make lasting changes in the lives of women and girls.   |
| <b>Australian Government</b>           | Various                          | The Australian Government is a key donor in the Pacific region. It provides a variety of funding opportunities for projects aimed at ending violence against women, including through the Pacific Women Shaping Pacific Development initiative.                       |
| <b>Government of Canada</b>            | Canada Fund                      | The Canada Fund provides financial support for small-scale local initiatives. The priority areas of the fund include the participation of women in development, especially in decision-making roles.  |
| <b>European Union (EU)</b>             | Various                          | The European Union supports civil society organisations in the Pacific region through a range of funding opportunities, many of which are implemented in partnership with the Pacific Islands Forum Secretariat.  |

**TIP**


The donor will want to make sure your organisation has sufficient financial and governance systems in place before they sign a funding contract.



| Eligibility  | Amount                  | Link   |
|--|-------------------------|--|
| Projects led by young women in most Pacific Island countries are eligible.         | \$1,000 and \$5,000 USD | <a href="http://www.youngfeministfund.org">www.youngfeministfund.org</a>   |
| Most Pacific Island countries are eligible.  | Various                 | <a href="http://asiafoundation.org/about/grant-guidelines.php">http://asiafoundation.org/about/grant-guidelines.php</a>  |
| Most Pacific Island countries. Only women-led organisations/projects are eligible. | Various                 | <a href="http://matchinternational.org">http://matchinternational.org</a>  |
| Most Pacific Island countries are eligible.  | Various                 | <a href="http://aid.dfat.gov.au">http://aid.dfat.gov.au</a><br><a href="http://www.pacificwomen.org">www.pacificwomen.org</a><br>or enquire at the Australian High Commission in your country. |
| Most Pacific Island countries are eligible.  | Various                 | Applications for the Canada Fund are available at the Canadian High Commission in your country.  |
| Various  | Various                 | Enquire with your country's EU delegate.   |

## RESOURCE



Many funding opportunities are advertised on PACWIN – the Pacific Women's Information Network email list. To join the list, send an email to [join-pacwin@lyris.spc.int](mailto:join-pacwin@lyris.spc.int)

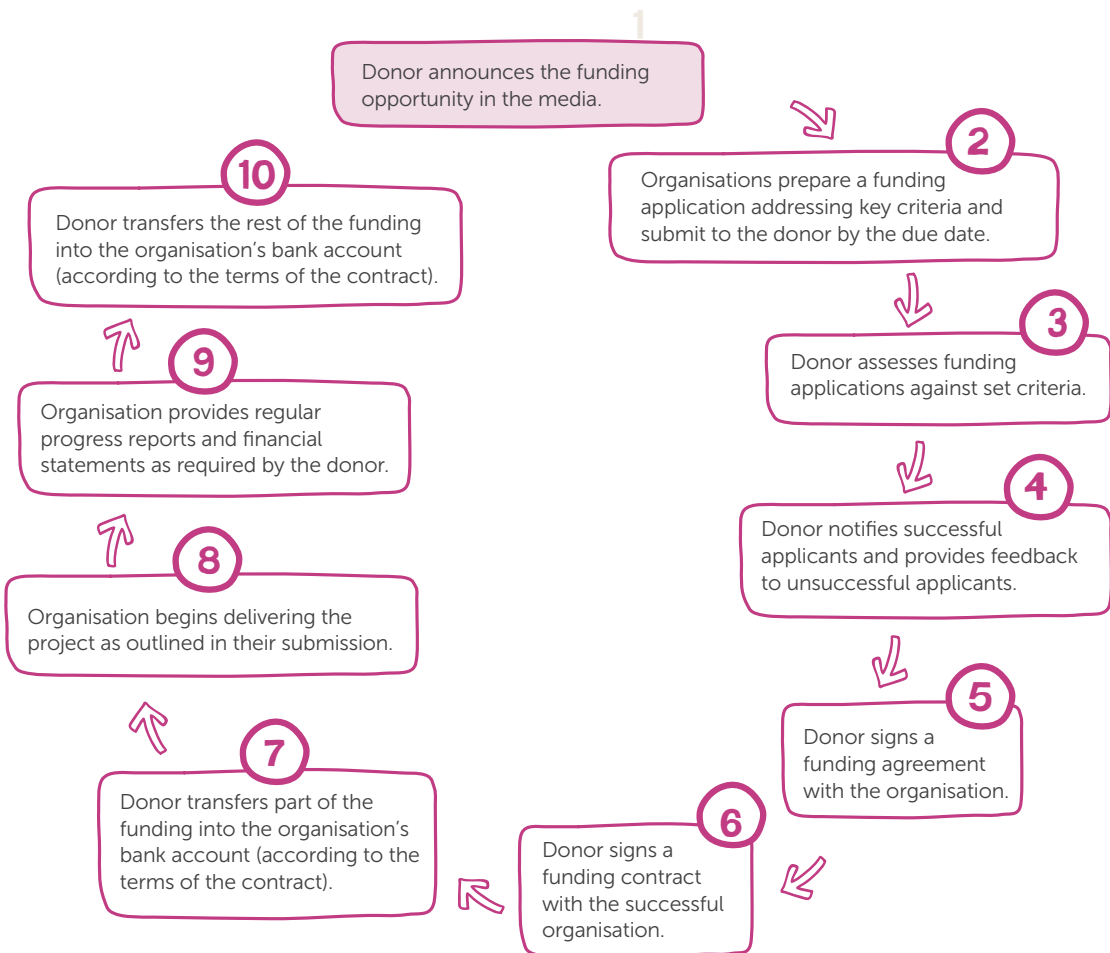


## 3 Write a successful funding application

### The funding cycle

The most common way that organisations receive funding to deliver a project is by making a written application to a donor.

The diagram below demonstrates the stages in a funding process.



#### TIP



Your funding application is the first impression that the donor will have of your project. If your application is hastily written with a lot of mistakes the donor might think that your project is poorly planned.



## Types of donors

### Overseas governments

The majority of funding to end violence against women comes from the aid and development budgets of governments overseas. In some countries, **embassies** and **consulates** also provide small grants for projects.

### Non-government organisations (NGOs)

NGOs also regularly provide funding for projects to end violence against women. This money usually comes from individuals who have made personal donations or from foreign governments who have asked NGOs to administer funding on their behalf.

### United Nations (UN) agencies and donors

The UN and its many agencies, including UN Women, are some of the biggest **donors** for projects to end violence against women. This money comes from a combination of personal donations, fundraising efforts and financial contributions from Member States.

### National governments

As the capacity of governments across the Pacific increases, some are beginning to allocate money from their national budgets to end violence against women. In some countries, members of parliament also make donations directly to community groups.

### Private sector

In recent years, many businesses and corporations in the private sector have begun funding community projects. Some businesses, such as banks, mining companies and professional firms have established small grants programmes as a way of 'giving back' to the community.

## WORD LIST

### Donor

A government or organisation that provides funding for development projects. Also called a 'funder'.

### A non-government organisation (NGO)

An organisation that is not part of a government and is not a business. NGOs may be funded by governments or other donors.

### Embassy/consulate

The official headquarters or office of a country in another country.

## RESOURCE



**Title:** Grant Management & Donor Relations: Financial Management Training Module

**Author:** The Asia Foundation (2008)

**Link:** <http://asiafoundation.org/publications/pdf/497>



## Types of funding

### Donation

A donation is an amount of money given to a project by a member of the public, or a group. Donations are usually given on a one-off basis, although sometimes they are ongoing.

### Grant

A grant is money given to an organisation by a donor, usually for a specific project. Grants are usually awarded following an application process, depending on the amount of money being offered. Organisations usually have to sign a **funding contract** and provide regular **financial and narrative** reports outlining the progress and impact of the grant.

### Recurrent funding

Recurrent funding is an ongoing amount of money that is given to a project by a donor over a number of years. A project usually needs to be well established and independently evaluated before it receives recurrent funding.

### Core funding

Core funding is given to an organisation, not for a specific project, but for the essential costs necessary to keep it running. This includes things such as staff salaries, equipment, office rental and other expenses.

### Fundraising

Many organisations in the Pacific raise funds through organising fundraising events, such as family fun days, trivia nights, dinners and performances. Funds raised through these events are not usually enough to run an entire project, however, they may be used for one-off purchases such as new office equipment or upgrades to facilities. See page 107 for some tips on fundraising.

## WORD LIST

### Funding contract

A written agreement that is signed by the donor and the organisation receiving the funding, which sets out the terms and conditions of the funding, including how much money is given and what the money can be used for.

### Financial report

A written document that outlines exactly how a grant or donation has been spent. Also known as an acquittal.

### Narrative report

A written report that outlines the impact that the project has on the community and the progress that has been achieved towards its goals and objectives.



### Where else does funding come from?

Grants and donations are an important source of funding, but they are not always sustainable in the long term. Where possible, organisations are encouraged to generate their own income by running profit-making businesses, such as canteens, gift shops, clothing stores, or by renting office or meeting room space. This income can be used to cover the operating expenses of the organisation.

## TIP



Your application is more likely to be successful if it is aligned with the donor's aims and objectives. This information is usually available in the funding application or on the donor's website.





## 10 tips for writing a successful funding application

### 1 Read the guidance notes

Most donors provide guidance notes to help you prepare your funding application. Unfortunately donors have to reject a large number of applications because the form has not been completed correctly or the organisation has not read the guidance notes – don't let this be you!

### 2 Have a clear plan

Don't be tempted to apply for funding before you have a clear project plan. Projects that are designed quickly or designed simply to make use of available funding are less likely to succeed and can be a waste of staff time.

### 3 Pay attention to detail

Ask someone to proofread your application before it is submitted to make sure it is clear and there are no spelling mistakes.

### 4 Keep it short and simple

Donors often read many funding applications in a single day, so avoid writing too much or using technical language. If a maximum word limit is specified for each section of the application, make sure you do not exceed it.

### 5 Do your maths

An accurate and detailed project budget is essential if your application is to be successful. Ask someone to check over your budget before you submit your application to make sure it all adds up.

### 6 Use pictures

Consider using graphs, tables, pictures and photos in your funding application as this can make it easier to summarise complex information.

### 7 Ask for feedback

Unsuccessful applications can be disappointing, but make sure you ask for feedback. This will improve your chances of being successful next time.

### 8 Be realistic

It is important to be realistic about the capacity of your organisation to deliver a project. Organisations that apply for more funding than they can realistically manage may have their application rejected or put themselves at risk of developing a poor reputation for managing funds.

### 9 Give credit

Most donors expect you to acknowledge their funding. You can do this by thanking the donor agency during speeches or displaying their logo on your reports, posters and signs. It is common for the funding contract to include specific instructions about how the donor would like to be acknowledged.

### 10 Mix and match

Relying on a single source of funding for all your funding is very risky. Political and policy changes could mean the funding priorities of a donor may change suddenly. To be safe, you should apply for funding from a variety of sources.

## RESOURCE



**Title:** Writing a Grant Application

**Author:** Community Toolbox

**Link:** <http://ctb.ku.edu/en/writing-grant-application>



## The CROP process

Trying using the CROP process to help you write your funding application.

### Context



The context refers to how your project fits in the 'bigger picture'. For example, where does your project fit at a local, national, regional or global level? What is the current situation in the country and/or community you are delivering the project?

### Relevance



The relevance refers to the relationship between your project and other things. For example, is the project relevant to the donor's own objectives? What are the national, regional or international commitments that your country's government has made to address the issue and how does your project help achieve them?

### Objectives



The objectives refer to the overall purpose or reason for doing the project. For example, what does your project aim to achieve in the short, medium and long term?

### Process



The process describes how you will go about achieving your objectives. For example, what are the strategies and activities that your organisation or group will implement to achieve the project goals?



*We have finished our project budget and the Are'tiki Women's Association has applied to the UN Women Pacific Fund for a small grant to start the Are'tiki 'Safe and Respectful Relationships' project. Fingers crossed!*



### TIP



Before you start, read the entire funding application from beginning to end so you know what is expected of you.



## 10 tips for for effective fundraising

### 1 Work as a team

Think about developing a committee for your fundraising event and delegate responsibilities to different team members to reduce the workload.

### 2 Write a budget

The most important thing in any fundraising event is that you make more money than you spend organising the event. Write a budget for your event and make sure you stick to it.

### 3 Be creative

It's tempting to try the same old fundraising ideas over and over again. While these can be effective, also consider trying something new that no-one else has done before.

### 4 Keep costs low

Ideally you will spend as little as possible organising the event so that you make as much profit as possible. Where possible, ask people to donate items and volunteer their time.

### 5 Spread the word

The more people who attend your event, the more money you will raise. Use your own personal and professional networks to promote the event and advertise the event in your local newspaper or on radio.

### 6 Tell people why

People want to know exactly where their money is going and why. Consider giving examples of exactly how their donation will be used.

### 7 Set a target

Set a fundraising target that is ambitious, but achievable! Publicise your target and your progress towards achieving it. People are most likely to give if they know you are close to reaching your target.

### 8 Seek matched funding

Try asking a local member of parliament, businessperson or other notable community member to match the money you raise dollar for dollar.

### 9 Beware of donor fatigue!

Donor fatigue happens when people get tired of donating to the same cause over and over again. It's better to organise a few big events every year than lots of small ones.

### 10 Say thanks

Don't forget to thank your supporters, especially your volunteers who helped organise the event. Don't forget to update everyone on how well your event went and how much was raised.

## RESOURCE



**Title:** Fundraising for Change: A Practical Guide for Women's Rights Organisations

**Author:** Global Fund for Women

**Link:** [www.globalfundforwomen.org/storage/images/stories/downloads/Handbook2007.pdf](http://www.globalfundforwomen.org/storage/images/stories/downloads/Handbook2007.pdf)



**FUN RUN**

**BOOK SALE** WRISTBANDS

SILENT AUCTION **LADIES' LUNCH**

MOVIE NIGHT **TRIVIA NIGHT**

COMPETITIONS

**RAFFLE**

SELLING CLOTHING

# FUNDRAISING IDEAS

BINGO GALA DINNER

**FAMILY FUN DAY** COMEDY NIGHT

**COLLECTION BOXES**

DRESS UP DAYS KARAOKE NIGHT

CAKE SALE TALENT SHOW

**CRAFT MARKET**

DISCO OR DANCE

**SPORTS DAYS**

PHOTO COMPETITION

**CAR WASH**

## TIP



Think of all of the things that other people have done... and consider doing something different!

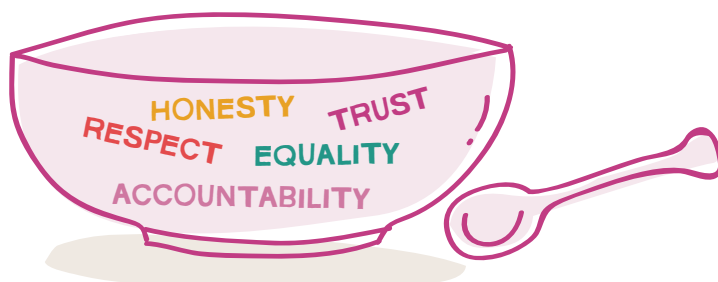


## 4

## Develop a good relationship with your donor

Now that you have successfully applied for a grant or other funding, it is essential you build a good relationship with your donor.

### Ingredients of a good donor relationship...



### Why is a good donor relationship important?

- ✓ It makes it easier for you to communicate effectively with your donor and to ask for their support if needed.
- ✓ It can reduce delays in the payment of your grant (if reports are submitted on time).
- ✓ It will build your reputation as a reliable, capable and trusted organisation.
- ✓ It increases the chance that you will receive further grants and funding in the future.

### WORD LIST

#### Accountability

Being able to openly and honestly explain how key decisions, including the use of funds, are made and who was responsible for making them.

### RESOURCE



**Title:** Financial management essentials: A handbook for NGOs

**Author:** Management Accounting for NGOs (MANGO)

**Link:** [www.mango.org.uk/guide/coursehandbook](http://www.mango.org.uk/guide/coursehandbook)



Building a good relationship with your donor does not have to be difficult! Here are five simple steps to follow:

### 1 Respond to communications

Make sure you respond to phone calls, emails and letters from your donor in a timely manner. If you are busy or you need more time to consider your response, let them know when you expect to get back to them.

### 2 Submit reports on time

One of the things that frustrates donors the most is when organisations do not submit their financial and narrative reports on time. This can delay payment of funds and cause great inconvenience to the donor.

### 3 Admit mistakes

Everyone understands that sometimes things go wrong. This is a normal part of delivering any project. Most mistakes can be fixed easily if the donor knows about them early on. Trying to hide mistakes may only make things worse.

### 4 Acknowledge support

It is respectful to acknowledge your donor for the support they have provided. This includes thanking them in speeches and, where appropriate, displaying their logo on flyers, banners and other communications related to the project they have funded.

### 5 Never misuse funds

Sadly, corruption is a reality in many countries, including in the Pacific region. Never use donor funding for something for which it was not intended.

#### TIP



If possible, schedule regular meetings with your project donor in person or over the telephone.



## FUND Checklist

Before you move onto the next stage, use this checklist to make sure that you completed the following key tasks:

- Has your project team developed a comprehensive and realistic budget that includes everything you'll need to implement your project?
- Has your project team discussed how they can make the most of available resources by sharing, borrowing or exchanging items with other organisations (in-kind contributions)?
- Has your project team asked an independent person to double-check the figures in your budget to make sure they add up correctly?
- Has your project team investigated the different types of donors that are offering grants to end violence against women in your country?
- Has your project team fully read the guidance notes to make sure you are eligible for the funding opportunity?
- Has your project team fully and carefully completed the funding application form and attached all the information requested by the donor?
- If the funding application was unsuccessful, has your project team asked for feedback to improve your chances of being successful next time?
- Does your organisation have a plan to ensure that the project is sustainably funded, especially if one source of funding suddenly ends?
- Has your project team explored the possibility of raising funds through fundraising events?

**If you answered 'no' to any of these questions, consider spending more time on this section of the Toolkit and arrange further training for your project team if needed.**

# STEP 4: ACT



## Goal

Implement your project according to plan.

## Objectives

- 1 Collect baseline data.
- 2 Implement your project.
- 3 Use the media to promote your project.





# 1 Collect baseline data

**Baseline data** is collected before you start implementing a project. The baseline should provide information about the current situation of violence in the community and what is currently being done about it, including information about available services for survivors of violence and their accessibility.

This baseline information will be used during the life of the project, particularly at the end of the project, as a standard against which you will measure whether your project is achieving or has achieved its desired impact.

In some cases, the baseline data you need will already exist, because other organisations and government departments have already collected it. In this case you will need to collect the data that is relevant to your project, and bring it together into a single document.

Sometimes there will not be any existing baseline data that is relevant to your project, or it will be incomplete or of poor quality. In this case you will need to conduct your own research to collect baseline data.

## WORD LIST

### Baseline

A word used to describe the situation at the beginning of a project, before it has been implemented.

### Data

Information, including stories, facts and statistics, that can be used for research purposes.

“  
Today I'm feeling sick - I don't normally feel this way. How I 'normally' feel is an example of a baseline.  
”



## RESOURCE



**Title:** Chapter 3: Assessing Community Needs & Resources

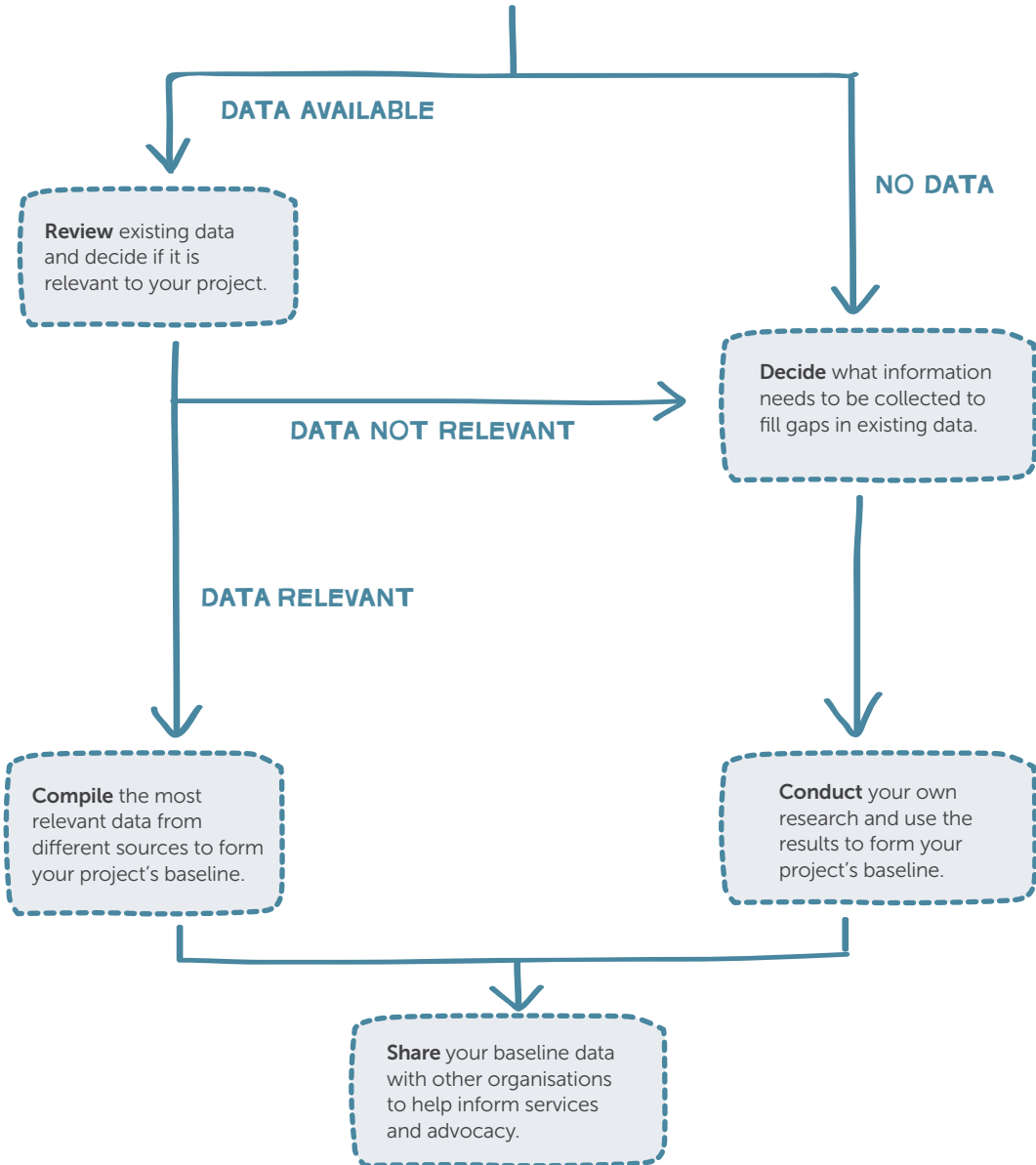
**Author:** Community Tool Box

**Link:** <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/developing-baseline-measures/main>



## START HERE

**Enquire** online and with other organisations and government departments to find out what existing data on violence against women is available.



### TIP



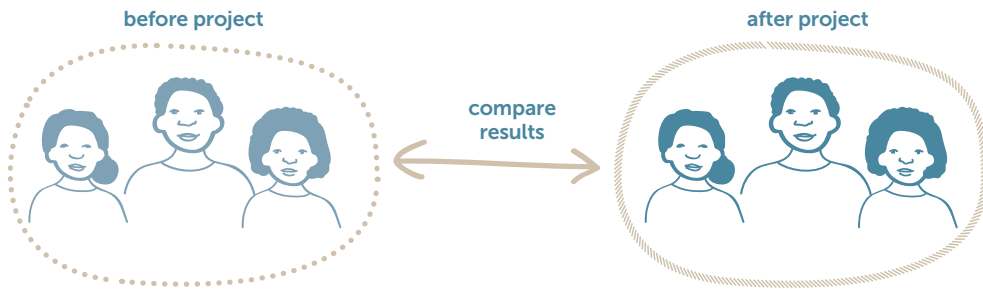
The 'before and after' method is the simplest and most common way of using baseline data for small organisations.



There are two main ways of using baseline data:

### Before and after

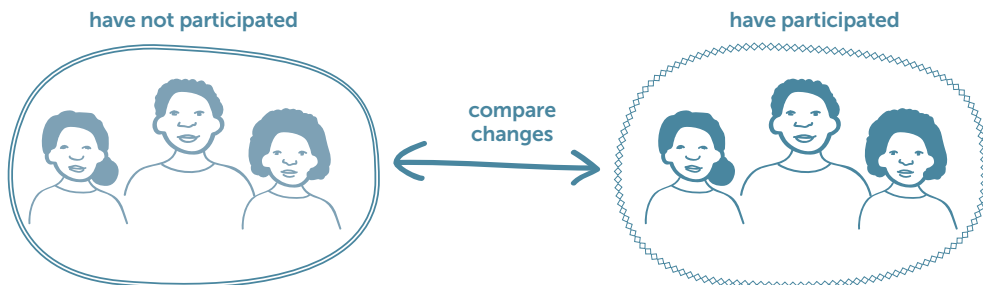
This method involves collecting information about the community, group or individuals you are working with before and after your project is implemented and comparing the results in order to determine whether any changes have occurred.



### With and without

This method involves collecting information about a community, group or individuals who have and have not participated in or been impacted by your project, and then comparing the results to determine whether any changes have occurred.

The methods you use to collect your baseline data should be the same as those you use to monitor and evaluate your project. See page 132-4 for examples of research methods.



## RESOURCE



**Title:** Virtual Knowledge Centre to End Violence Against Women: Baseline Studies

**Author:** UN Women

**Link:** [www.endvawnow.org/en/articles/1652-overview.html](http://www.endvawnow.org/en/articles/1652-overview.html)



## Issues to consider when conducting a baseline study

- If your project is working in more than one community, it is important to remember that baseline data may be available for some communities but not others.
- If quantitative data (statistics) are not available or cannot be collected, there are a range of qualitative methods, such as focus groups and one-on-one interviews, that can be used to establish baselines. The REFLECT section provides more information on these methods.
- Some organisations, especially smaller organisations without research expertise, may find it difficult to conduct a thorough and accurate baseline study on their own. If this is the case, organisations should consider working in partnership with a research institute (such as a university) or another organisation that is experienced in conducting research.



*I contacted the local health department and they told me that they have recently finished a large study into rates of violence against women in Are'tiki. I should be able to use this information to help me form a baseline for my project. They even showed interest in becoming one of our partners!*



### TIP



It's possible that things have changed since you developed your original work plan. Now is the time to revisit the plan and amend it if needed.



## 2 Implement your project

In each section of this Toolkit you have been given a range of practical activities and tools to help you design and plan your project to end violence against women.

Now it's time to implement your work plan and start delivering your project!

As you are implementing your project refer back to this checklist to make sure you are putting everything you have learned into practice.

### Expect the unexpected!

Don't worry if your project doesn't go exactly as planned. The most important thing to remember is that **things change**.

If there are any problems with your project, it is essential that you let your donor know and make a plan to get things back on track as quickly as possible.

### Project implementation checklist

- |  |  |
|--|--|
| <input type="checkbox"/> Are you providing ongoing training and development opportunities to ensure that project staff and volunteers have an accurate understanding of the issue of violence against women? | <input type="checkbox"/> Are you observing ethical guidelines and the 'do no harm' principle (see page 64)?  |
| <input type="checkbox"/> Are you keeping up-to-date with any new research (either in your country or elsewhere in the region) that may be relevant to your project?  | <input type="checkbox"/> Are you communicating openly and honestly with your project partners and abiding by the terms of your partnership agreement?                  |
| <input type="checkbox"/> Are you staying informed of any new policy or legislation that may be relevant to your project?   | <input type="checkbox"/> Are you following your monitoring and evaluation plan?  |
| <input type="checkbox"/> Are you continuing to consult with community members and key stakeholders on an ongoing basis?  | <input type="checkbox"/> Are you using the information you are collecting through your monitoring activities to make improvements to your project?                     |
|  | <input type="checkbox"/> Are you keeping copies of all your receipts, payment slips, bank statements and other financial information that is relevant to your project? |

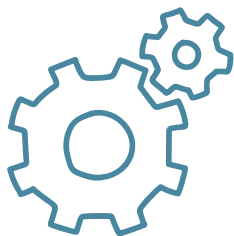
### RESOURCE



**Title:** Creating Change Community Action Toolkits

**Author:** New Zealand Government

**Link:** [www.areyouok.org.nz/resources/free-resources/community-action-toolkit/](http://www.areyouok.org.nz/resources/free-resources/community-action-toolkit/)



## Group Activity: Making a Timeline

### Overview:

Use this activity to map out the key milestones and events of your project and the people who are responsible for completing them.

### Materials:

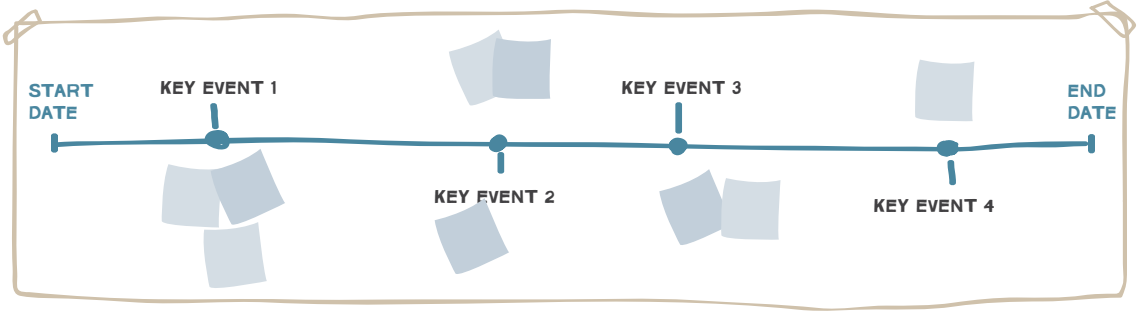
- Butcher's paper/newsprint
- Sticky notes or small pieces of paper
- Stickers in different colours
- Markers

### Instructions:

1. Put the butcher's paper/newsprint on the wall or floor.
2. Create a timeline by writing the start date of your project at one end of the butcher's paper/newsprint and the end date at the other end.
3. As a group, discuss all of the key events and desired outcomes in the delivery of your project. Place them along the timeline in the order of the date they need to be completed.
4. Give each member of your project team a different colour sticker. If you don't have stickers, you can get each member of your project team to write their name on several small pieces of paper.
5. Ask each group member to place their sticker, or name, next to the key events and desired outcomes that they are responsible for leading or contributing to.
6. Revisit the timeline regularly, marking off events and milestones that have been achieved and adding new ones as required.



*Last week a donor told me that when we meet our deadlines, including submitting reports on time, it shows them that we are an organisation that can implement a project well.*





## 3

## Use the media to promote your project

The media refers to all of the different ways of communicating a message to the general public. Examples of different types of media include:

- 1 Broadcast media**  
Including television, radio and film
- 2 Print media**  
Including newspapers and magazines
- 3 Traditional media**  
Including theatre, song, dance and art
- 4 Social media**  
Including Facebook and Twitter
- 5 Online media**  
Including websites, blogs and podcasts

The media is an important way of spreading the word about your project throughout the community. Effective use of the media can:

- increase the number of people who participate in your project
- raise public awareness of the issue you are trying to address
- communicate the impact of your project to the community
- ensure that people understand the goals and objectives of your project
- give your programme and organisation good standing in the community
- attract funding and donations to your project or organisation.

**TIP**

Contact your local radio station and ask if they can sponsor a community service announcement for your project during peak listening hours.





## Developing a communications plan

A good way of keeping track of how you will communicate your project through the media is by developing a communications plan.

A communications plan is a written document that includes details about the type and frequency of your communication activities and the audience you want to reach.

Examples of communication activities include:

- **media releases** sent to newspapers, television and radio stations;
- interviews and stories for news, television and radio;
- newsletters, posters and brochures about your organisation or project;
- speeches and presentations at conferences and workshops;
- research articles published by your organisation;
- your organisation's website;
- social media, such as Facebook and Twitter.

Your communications plan should include the following things:

- ✓ The overall goal of your project communication.
- ✓ Your **key messages**. These are the main things you want your audience to know about your project or issue.
- ✓ An analysis of your audience(s) and their communication preferences and needs.
- ✓ The methods that you will use to communicate your message (e.g. radio interviews, media releases, social media).
- ✓ Targets or measures for your communication activities (e.g. number of 'likes' on your Facebook page or number of media releases per month).
- ✓ A folder that contains all your stories and examples of your communications that can be shared with your partners and donors.

### WORD LIST

#### Media release

A short written document that informs the media of an event or story that you want them to publish.

#### Key messages

A small number of short, simple statements that summarise the main things that you want people to know about your project.

### RESOURCE



**Title:** Chapter 34: Media Advocacy

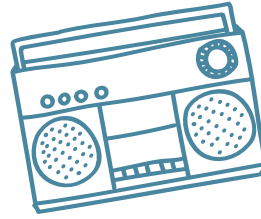
**Author:** Community Toolbox

**Links:** <http://ctb.ku.edu/en/table-of-contents/advocacy/media-advocacy>  
<http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/press-releases/main>



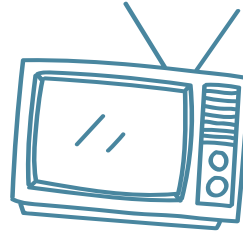
### Tips for radio

- Radio is a cheap and effective way of reaching a large number of people, especially in rural areas.
- Radio interviews are usually recorded live, so don't say anything that you might later regret!
- Speak slowly and clearly and don't forget to take regular pauses.
- Write down a few key points and repeat them several times throughout the interview.



### Tips for television

- Be aware of your personal presentation. You are representing your organisation and project, so it is important to look professional.
- Be prepared. You might not get long to have your say, so ask the interviewer to provide the questions in advance.
- Ensure that the interview takes place free from distractions and noise.



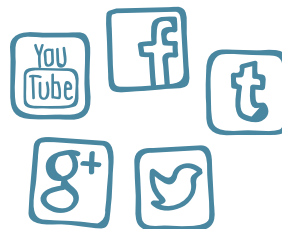
### Tips for newspapers

- Learn how to write a good media release. A sample media release is provided on the following page.
- Be aware of the deadline for media releases and submission of content to ensure your story is published.
- Develop a good relationship with your local journalist. Let them know that you are willing to be a contact person on certain issues, such as violence against women.



### Tips for social media

- New types of social media emerge on a regular basis. Start by choosing one or two forms of social media and use them consistently.
- Social media works by developing a 'following' of people who are interested in hearing what you have to say. Spend time developing your following so your messages reach a large audience.
- Connect your social media accounts together so you only need to send your message once.





## Example media release for the 'Safe and Respectful Relationships' project

**THE ARE'TIKI  
WOMEN'S  
ASSOCIATION**  
PH: 8755641  
**ARE'TIKI**

### MEDIA RELEASE

<date>

Your headline should be short and catchy.

#### NEW PROGRAMME FOR ARE'TIKI YOUTH

The Are'tiki Women's Association has announced a new partnership with local schools to deliver respectful relationships education to young men and women.

Always include your main point in the first sentence.

Violence against women is a serious problem in the Are'tiki community, with research showing that over 60% of women will experience physical or sexual violence in their lifetime.

Using research to back up your information can be an effective way of highlighting the issue.

This issue also affects young women, with local services reporting that young women regularly seek support because they have been raped or sexually assaulted.

Until now, young people in Are'tiki have not had the opportunity to discuss the issue of relationships in schools, with many people believing that other subjects, like maths and science, are more important. The new programme will go for eight weeks and include a variety of topics to help young people develop safe and respectful relationships with their peers.

Include 1 or 2 quotes from important people in the community or your organisation's Director or President.

Local Member of Parliament for Are'tiki, the Hon. Fred Lowani, welcomed the new program as an important step forward in addressing the issue of violence against women. *"Violence against women is unacceptable and must be stopped. This new programme will provide much needed education for our local youth to help turn this situation around"*, said Mr Lowani.

Make sure you include the name and contact details of someone in your organisation.

President of the Are'tiki Women's Centre, Ms Juliana Patai, thanked all of the people who supported the development of this new program. *"I would especially like to thank the UN Women Pacific Fund, who provided the funds needed to deliver this project"*, she said.

Don't forget to thank your donors and other supporters!

For media interviews or further information, please contact Programmes Officer, Ms. Moana Kaitui on 8755641.



Here are some of the ways that other Pacific organisations have been working towards ending violence against women with support from UN Women's Pacific Fund.

**Priority Area 1:**  
Primary prevention

**Priority Area 2:**  
Increasing the access of women survivors to quality services

**Priority Area 3:**  
Advocacy and lobbying for policy development and legislative change

## PAPUA NEW GUINEA (PNG)



**Eastern Highlands Family Voice** has mobilised partners in the Eastern Highlands Province of PNG to petition the PNG government on ending violence against women and girls.

**Angau Memorial Hospital Family Support Center** provides post-rape care to survivors of sexual violence, including emergency contraception; post-exposure prophylaxis (PEP) to prevent HIV infection; and support to manage other sexually transmitted infections (STIs).

The **Seeds Theater Group** uses drama to educate people in PNG's urban settlements about violence against women, gender equality and human rights.

## FIJI



The **Fiji National Council of Youth** works with young male rugby players to influence and change violent attitudes and behaviour.

The **Rainbow Women's Network** supports LGBTQI women who are survivors of violence to receive health care, personal care, housing, education, employment and financial support.

## TONGA



**Ma'afafine mo e Famili** has lobbied parliamentarians in Tonga to successfully pass the *Family Protection Act 2013*.

The **Talitha Project** lobbied the Ministry of Education to change its policy to allow pregnant girls to remain in school.



## SAMOA



The **Samoa Victim Support Group** has a telephone hotline that offers support to survivors of violence by trained counsellors.

The **Samoa Victim Support Group** has mobilised villages in rural Samoa to form Response Teams, which provide support to survivors of violence needing protection, shelter and referrals.

## SOLOMON ISLANDS



### **Correctional Services of Solomon Islands**

has implemented programmes with male prisoners aimed at addressing masculinity and men's roles in ending violence against women.

The **Family Support Centre** offers specialised legal assistance to survivors of violence.

## KIRIBATI



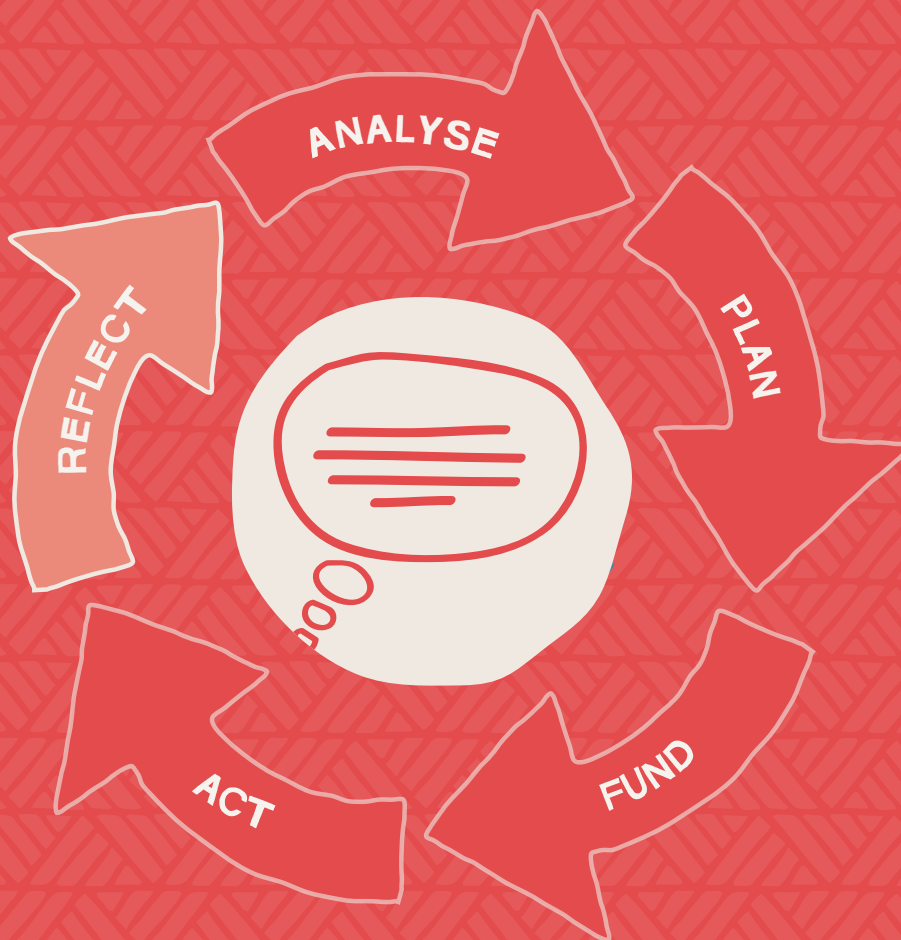
**Toa Matoa** is advocating with parliamentarians for increased recognition of the rights of people with disabilities and raising awareness of the violence faced by women with disabilities.

## VANUATU



The **Vanuatu Christian Council** is strengthening the prevention of gender-based violence advocacy within the churches in Vanuatu.

# STEP 5: REFLECT



## Goal

Monitor your project to make sure it stays on track, and evaluate whether your project met its desired outcomes.

## Objectives

- 1 Develop your monitoring and evaluation plan.
- 2 Apply a gender analysis to monitoring and evaluation.
- 3 Conduct a final evaluation.



# 1 Develop your monitoring and evaluation plan

In the PLAN stage you learned that **monitoring** and **evaluation** are important parts of project planning. In REFLECT you will learn how to complete your project's monitoring and evaluation plan using an easy step-by-step process.

You can monitor or evaluate almost every aspect of your project, including your inputs, activities, outputs, outcomes and impact. The complexity and scope of your project's monitoring and evaluation plan will depend on a number of different factors, such as the size of your project and the requirements of your donor.

To complete your monitoring and evaluation plan you need to be able to answer the following key questions:

- 1 **What do you want to know?**
- 2 **What information will you need?**
- 3 **Where will you get the information from?**

The following section will take you through each step of developing a monitoring and evaluation plan.

## WORD LIST

### Monitoring

A process of regularly collecting and analysing information throughout the duration of the project to assess whether the project is performing as planned.

### Evaluation

A process of collecting and analysing information to measure the overall results and impact of your project, usually undertaken towards the end of a project.



“Creating a monitoring and evaluation plan seemed complicated at first, but when we broke it down into parts, it was much easier than we expected.”

## TIP



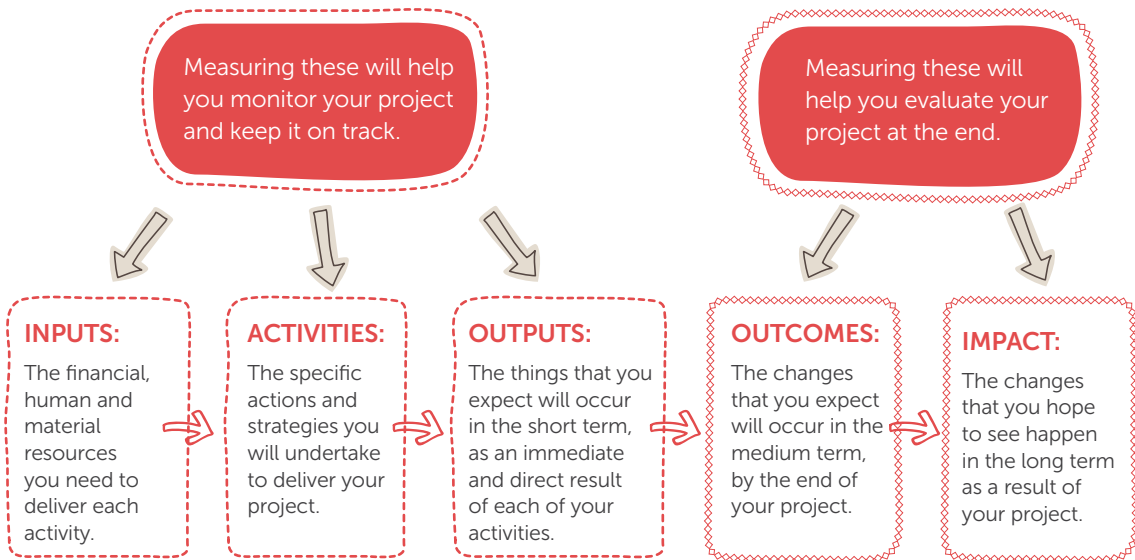
Monitoring is a type of evaluation that typically occurs throughout the duration of a project to assess what is actually happening in order to compare it with what was planned.



## Step 1: Decide what you are measuring

Measuring your inputs, activities and outputs is useful in helping you monitor your project during the implementation period, while measuring your project's outcomes and impact is useful in helping you evaluate your project at the end.

Start by revisiting your logical framework and decide which part of your project you need to monitor or evaluate.



### TIP



Remember to review your funding contract as it may specify information that the donor requires you to collect about your project.





## Step 2: Formulate monitoring and evaluation questions

Monitoring and evaluation questions help you to gather the information that will tell you whether your project has been successful and effective.

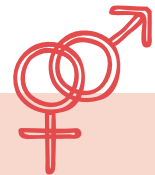
Formulating monitoring and evaluation questions will help you make sure that you only collect information that tells you what you need to know about your project and don't waste time and resources collecting information that you don't need.

Start by revisiting your logical framework that you developed during the PLAN stage and ask yourself:

“What questions will tell us whether we have achieved this?”

Examples of monitoring and evaluation questions for the 'Safe and Respectful Relationships' project:

- ✓ How many women/men were reached by the project?
- ✓ Did the participants' knowledge increase as a result of the training? Were there differences for women and men?
- ✓ Have there been any changes to participants' relationships as a result of the intervention? Are there differences for women and men?
- ✓ What were the specific outcomes for women and men?
- ✓ Were participants satisfied with the quality of the training?
- ✓ Is the programme, service or organisation more accessible to young women after the service review was completed?
- ✓ What, if any, has been the impact on gender equality in Are'tiki?



Monitoring and evaluation questions should be gender sensitive. This means they should seek to reveal any differences in how women and men experienced the project and whether or not they experienced different outcomes.

### RESOURCE



**Title:** Evaluation Toolbox

**Author:** National Centre for Sustainability (Australia)

**Link:** [www.evaluationtoolbox.net.au](http://www.evaluationtoolbox.net.au)



## Step 3: Design monitoring and evaluation indicators

**Indicators** are the measurements that answer your evaluation questions. They are simple measures that can tell us what is changing in conditions and trends at the community, family and individual levels as the result of our project intervention. Indicators help us assess whether we are progressing towards our goal or not.

In designing your indicators there are a few questions that you need to think about:

- What information do we need so we can assess whether we are progressing towards our goal?
- What sources of that information are available to us?
- What are some ways and methods could we use to collect that information?
- How reliable will that information be and will it appear credible to others?
- Do we have the resources to collect and analyse the information?

With these questions in mind, remember that a good monitoring and evaluation indicator is:

- Specific:** → It is written in clear terms that everyone understands.
- Measurable:** → It is expressed in a way that can be easily measured.
- Achievable:** → The information required to measure it is easily available.
- Realistic:** → It is an accurate measure of the objective.
- Timely:** → It includes a timeframe for when the change will happen.

### WORD LIST

#### Indicators

Simple measures that show what is changing in conditions and trends at the community, family and individual levels as the result of a project.

### TIP



As a guide, you should try to design at least one indicator for each of your project's outputs and outcomes, but you can have more if needed.



Examples of gender sensitive indicators include:

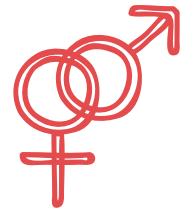
- the number of women/men requesting the pamphlet that your organisation distributes;
- the number of cases of violence against women reported to the police;
- the percentage of women/men at training who report increased skills to negotiate safe and respectful relationships;
- the percentage of young women in the community who report feeling safer in their relationships;
- the percentage of women/men in the community who have adopted a zero tolerance attitude to violence against women;
- the number of young women in the village who have accessed domestic violence counselling services;
- the percentage of women who report feeling more positive about their position as women in their community;
- a survivor's personal experience of participating in the project.

### IMPORTANT:



An increase in the number of cases of violence reported to the police could mean an increase in violence (bad) but it could also mean an increase in reporting (good). If you choose to use this indicator, make sure you use further data to explain the reason for the change.

In order to determine if there were any differences in how women and men experienced the project and whether or not they experienced different outcomes, you need to make sure your indicators are gender sensitive.



'Gender sensitive indicators' is a term that is used to refer to any of the following:

- Sex disaggregated indicators – indicators that result in data that shows the responses for women and the responses for men separately (sex disaggregated data).
- Indicators designed specifically for women or men based on differences in gender roles and responsibilities, and access to power, resources and opportunities.
- Indicators used to measure any change in relationships between women and men, and gender equality as a result of the project.

Once you have collected gender sensitive data, make sure you separate the results for women and men and explore any differences between them.

## RESOURCE



**Title:** Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators (2008)

**Author:** USAID (USA)

**Link:** [www.cpc.unc.edu/measure/publications/pdf/ms-08-30.pdf](http://www.cpc.unc.edu/measure/publications/pdf/ms-08-30.pdf)



## Step 4: Select monitoring and evaluation methods

There are many different methods you can use to monitor and evaluate the process and impact of your project. You should always choose a method, or a group of methods, that suit the size and scope of your project.

Most monitoring and evaluation methods can be grouped into two categories: **quantitative** methods and **qualitative** methods. Where possible, it is recommended that you use a combination of both of these methods in your monitoring and evaluation plan – this is known as a **mixed method** approach.

This Toolkit gives you some examples of both quantitative and qualitative methods you can use to monitor and evaluate your project. Refer to page 65–66 in ANALYSE for some hints and tips on using these methods.

### Qualitative methods

Here are some popular methods for collecting qualitative data. You may use one or more of these methods in your project's monitoring and evaluation plan. Your organisation may also have some other methods it uses to collect qualitative data.

#### Individual interviews

Individuals who have been impacted by your project could be interviewed to give you a detailed understanding of how their behaviours, experiences and ideas have changed as the result of your project. It is good for getting in-depth feedback but can be time consuming and may require some skill on the part of the interviewer, such as asking the right questions, not forcing answers, making the interviewees comfortable to tell their stories, being sensitive and maintaining confidentiality.

#### WORD LIST

##### Quantitative

A measure of change that is expressed in numbers or percentages.

##### Qualitative

A measure of change that is expressed in people's stories or experiences.

##### Mixed methods

A process of using a combination of quantitative and qualitative methods.



*I have decided to use a mixed method approach by using a combination of individual interviews and a short survey in my monitoring and evaluation plan.*

#### TIP



Keep it simple! Only choose monitoring and evaluation methods that your staff and volunteers have the skills and resources to implement and analyse.



### Focus groups

Focus groups are interviews conducted with small groups of people. Focus groups are a good way of exploring a topic in-depth and for evaluating the experiences of a group of people who have attended training or used a service. However, they are not always suitable for collecting confidential or sensitive information. Those conducting focus group discussions will require some skill in facilitating groups.

### Stories of change

Stories of change document the individual experience of a person or group that has participated in or has been impacted by your project. They are usually recorded on film or tape and transcribed, collated and analysed after. Stories of change are an effective method for capturing a large amount of information about a single person, although they can be time consuming to prepare.

### Reflective journals

A reflective journal can be given to people who are participating in a programme over a long period of time. This method can provide deep insight into the impact of the programme at an individual level, however, these results are not easily generalised.

### Observation

Immersing yourself in the daily reality of the people who will participate in your project can be a powerful way of gathering evidence. By listening and observing, instead of just talking, you can discover new and unexpected insights that can be included in the design of your project. For example, observation can be a useful way to get a better understanding of the safety issues for women and girls in public places like a market, park or school. Never use observation in private situations where there is violence occurring.

## RESOURCE



**Title:** Monitoring and Evaluation Toolkit

**Author:** CIVICUS

**Link:** [www.civicus.org/view/media/Monitoring%20and%20Evaluation.pdf](http://www.civicus.org/view/media/Monitoring%20and%20Evaluation.pdf)



## Quantitative methods

Here are some popular methods for collecting quantitative data. You may use one or more of these methods in your project's monitoring and evaluation plan. Your organisation may also have some other methods it uses to collect quantitative data.

### Surveys

A survey is a list of questions used to gather information about individuals. Surveys are useful when you need to gather information from a large number of people, however, the downside is that the information they capture is not in-depth.

Surveys can be used to determine whether a person's knowledge, skills, behaviours or attitudes on a particular issue have changed. It is important to remember that increased change in knowledge, skills, behaviours and attitudes takes time and may happen many months or years after the project has concluded.

A follow-up survey can show how participants have used what they learned from taking part in your project. Questions should centre around how engagement in your project has impacted participants' work or personal lives. It's best to do such a survey around 2-6 months after the activity – close enough that it is still fresh in their minds, but still allowing time for follow-through.

### Review of official statistics

Most countries collect regular data about their citizens through their Census. This includes information such as their age, family composition, health and education status. Other agencies regularly conduct research on issues relevant to violence against women, which can be very useful to your project.

### Review of service data

Most governments and NGOs collect data on the people who use their services. Examples of this include school attendance records, health clinic records and police statistics.

#### TIP



Don't forget that the information you collect is only useful if you use it to inform future programming and organisational learning.



## DO NO HARM

In ANALYSE you learned about the principle of 'do no harm'.

It is also important that you follow the principle of 'do no harm' when monitoring and evaluating your project, to ensure that you do not create further trauma or risk to people who have experienced violence.

Regardless of what method of monitoring or evaluation you choose it is your responsibility to:

- Follow ethical standards that respect and protect women's right to safety, dignity and privacy.
- Use a survivor-centred approach; this is one that prioritises the needs and experiences of women survivors of violence throughout the project cycle.
- Follow (or establish, if they do not already exist) policy and procedures that ensure all information is treated with the highest level of confidentiality.
- Ensure all people conducting consultations:
  - have a thorough and accurate understanding of violence against women and gender analysis;
  - understand how to respond appropriately if someone says they are experiencing or using violence, including knowing how to make a referral to a service that can help them;
  - are aware of the organisation's confidentiality policy and are committed to ensuring the standards of confidentiality.

**If you are not sure, do not proceed until you have asked for advice.**

### RESOURCE



**Title:** Ethical Considerations for Researching Violence Against Women

**Author:** PATH

**Link:** [www.path.org/publications/files/GBV\\_rvaw\\_ch2.pdf](http://www.path.org/publications/files/GBV_rvaw_ch2.pdf)



## Example of a monitoring and evaluation plan for the 'Safe and Respectful Relationships' project

| Focus area   | What are you monitoring/evaluating?      | Evaluation question   | Indicators   | Data collection method   | When   | Support needed  |
|--|--|---|--|--|--|---|
| <i>The area of your project you want to monitor or evaluate.</i> | <i>Are you monitoring or evaluating?</i> | <i>What do you want to know?</i>  | <i>What information do you need to answer your questions?</i>  | <i>Where will you get this information from?</i>   | <i>When will you collect the information?</i>                                    | <i>What support is needed and who can support you?</i>                  |
| <b>Respectful relationships curriculum</b>                       | Output                                   | Were the outputs delivered as expected?   | # of schools visited<br># of young women who participated in the project<br># of young men who participated in the project   | Review of training records   | Ongoing recording of numbers<br><br>Collate at end of project (final evaluation) | N/A   |
| <b>Respectful relationships curriculum</b>                       | Outcome                                  | What was the quality of the curriculum?<br>What was the impact of the intervention on the participants? | % of women/men participants that rate the curriculum as good or excellent<br><br>% of young women/young men participants who report an increase in their skills to negotiate safe and respectful relationships after completing the curriculum | Post-training survey. Ask participants to rate the training on a scale from 'very poor' to 'excellent'<br><br>Post-training survey. Ask participants to rate their skills after training compared to before they participated in the project | At the end of training   | SOLS Training Institute to provide assistance with designing the survey |

### TIP



If you are still confused about how to develop a monitoring and evaluation plan for your project, ask to see one that has been developed by an organisation doing similar work to yours.





| Focus area                          | What are you monitoring/evaluating? | Evaluation question   | Indicators  | Data collection method            | When                              | Support needed |
|-------------------------------------|-------------------------------------|---|---|-----------------------------------|-----------------------------------|----------------|
| Respectful relationships curriculum | Outcome                             | Has the project reduced the risk of young women experiencing violence in their relationships? | <p>% of young women/young men participants who report more respectful communication in their relationship at the end of the project</p> <p>% of young women who report feeling safer in their relationship at the end of the project</p> <p>% of young men who report a no-tolerance attitude to violence against women at the end of the project</p> | Individual interviews with survey | End of project (final evaluation) | N/A            |

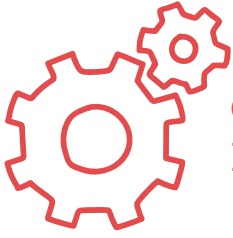
## RESOURCE



**Title:** Toolkit on Gender Equality Results and Indicators

**Author:** Asian Development Bank (ADB)

**Link:** [www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf](http://www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf)



## Group Activity: Evaluation Dartboard

### Overview

This activity can be a fun and engaging way of seeking feedback on a training, workshop or other event.

**Time: 30 minutes**

### Materials:

- Butcher's paper/newsprint or a whiteboard
- Sticky notes in at least four different colours (if you don't have sticky notes you can use ordinary paper with sticky tape or blu tac).
- Markers or pens

### Instructions:

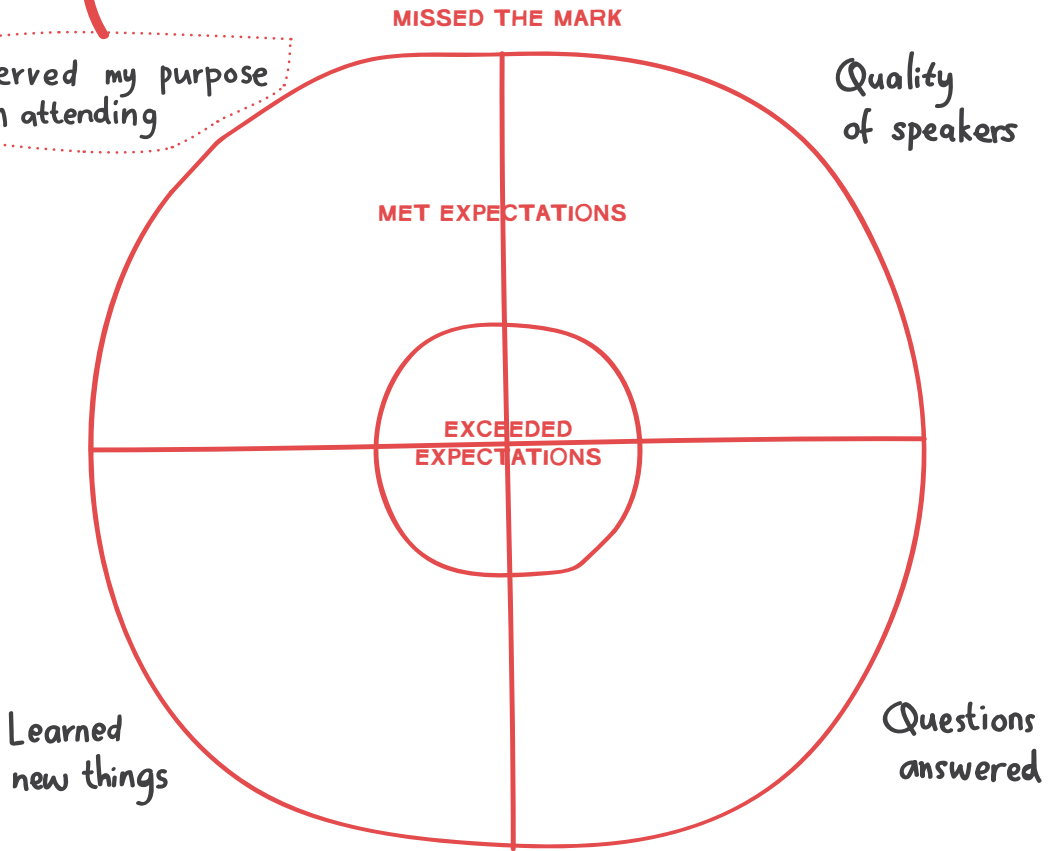
1. Draw the diagram shown here onto a piece of butcher's paper/newsprint or a whiteboard.
2. Give each participant four sticky notes, one of each colour. Inform them that each colour represents a different area of the project that you are requesting feedback about. You can use the four areas suggested here or make your own.
3. Ask participants to write their comments about each area of the project on their sticky notes. They may choose to give their name or keep their comments anonymous.
4. Tell participants to place their sticky notes on the diagram, according to whether they thought the project 'missed the mark' (was unsatisfactory) or met or exceeded their expectations.
5. Once participants have left the room, discuss the responses among your team and record them as part of your project evaluation.



You can replace these with anything you want to measure



Served my purpose in attending



MISSED THE MARK

Quality of speakers

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Learned new things

Questions answered



## 2

## Apply a gender analysis to monitoring and evaluation

In ANALYSE you learned how to apply a gender analysis to your community needs assessment and in PLAN you learned how to collect gender sensitive data. In REFLECT you will learn how to apply a gender analysis to monitoring and evaluation.

Applying a gender analysis to monitoring and evaluation involves asking yourself the following questions:

### Project team

- Does the project team have the capacity to identify and address gender issues? If not, how can staff build their capacity?
- Are there male and female data collectors and have they received gender sensitivity training?

**TIP**

Power imbalances can have a big impact on group participation and may prevent certain people, especially women, from speaking out. In these situations, separating groups by gender, age or other characteristics may be appropriate.



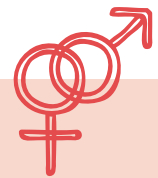
### Monitoring and evaluation activities

- Have we considered how gender inequality might affect women's participation in the monitoring and evaluation activities? For example, are women able to speak up about sensitive issues like violence against women in front of men, or do we need to have separate focus groups for women and men?
- Have we considered how women's and men's roles and responsibilities may impact their ability to participate in the monitoring and evaluation activities? For example, what time of day are women and men most likely to be available?

### Data analysis

- If both women and men participated in the project, did we reach even numbers of both? If not, were there any barriers to participation?
- If both women and men participated in the project, were there any variations in their outcomes? What factors could explain these variations.
- Did the project have an impact on gender equality in the wider community?

You should also consider conducting a gender audit. A gender audit is a self-assessment of how well the project addressed the different needs and experiences of women and men and whether the project had any impact on gender equality. This assessment should be informed by the data collected during monitoring and evaluation of the project.



### RESOURCE



**Title:** Empowerment and Evaluation Toolkit (2011)

**Author:** Ohio Domestic Violence Network (USA)

**Link:** [www.odvn.org/prevention/empowerment-toolkit.html](http://www.odvn.org/prevention/empowerment-toolkit.html)



## 3

## Conduct a final evaluation

The final evaluation is conducted near the end of the project life cycle. Its main purpose is to determine how effective the project has been in achieving its objectives. Your final evaluation should seek to answer the following questions:

- Were the activities implemented as planned? Why/why not?
- How many people were impacted by your project?
- How inclusive has the project been in reaching different groups of the population?
- To what extent were the desired outcomes achieved?
- What were the major factors influencing the achievement or non-achievement of the desired outcomes?
- How relevant was the project to:
  - the needs of the target groups, human rights and gender equality?
  - international norms and conventions, such as the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and Millennium Development Goals?
  - your country's national policies and legislation and relevant national action plans?
- What has happened as a result of the project? Include, positive and negative, and intended and unintended changes.
- Are the project benefits **sustainable**?

Refer back to your monitoring and evaluation plan and make sure that your plan will capture all of this information. You can easily add in extra questions and indicators if needed.

Some donors will require you to conduct an **independent evaluation** of your project as a condition of funding. An independent evaluation must be conducted by someone who has had no involvement in the design or delivery of the project, so they are able to give an impartial opinion on whether or not the project has achieved desired outcomes.

### WORD LIST

#### Sustainable

When the benefits continue after the project has finished.

#### Independent evaluation

An evaluation conducted by someone who has had no involvement in the design or delivery of the project.

### TIP



If you intend on conducting an independent evaluation of your project, make sure you budget for the additional costs (e.g. consultant's fees) in your project budget.



## REFLECT Checklist


Before you continue, use this checklist to make sure that you completed the following key tasks:

- Have you developed monitoring and evaluation questions to guide your monitoring and evaluation?
- Has your project team developed SMART monitoring and evaluation indicators to measure the success of your project?
- Do the evaluation indicators developed by your project team capture the unique experiences of men and women?
- Did the project evaluation capture sex disaggregated data (i.e. data that measures the experiences of men and women separately)?
- Has your project team sent the outcomes of the final evaluation to your donor, partners and other stakeholders?
- Has your project team discussed how the project design can be adapted and improved based on the outcomes of the evaluation?
- Has your project team discussed how the lessons learned through the project can be used to influence policy and legislation?
- Has your project team considered opportunities to publicise the outcomes of the project, through conference presentations, journal articles or the media?

**If you answered 'no' to any of these questions, consider spending more time on this section of the Toolkit and arrange further training for your project team if needed.**







12 months after our project started, young women in Are'tiki have reported feeling safer and more respected in their relationships. We are now preparing to expand our project to other areas so that we can reach as many people as possible.



## Congratulations!

You have reached the end of the project cycle! We hope that you have learned some new information and techniques for using a human rights based approach to design more effective and sustainable projects to end violence against women.

Of course, this does not mean that your work is complete. The most important thing to remember is that good project design is a constant cycle of analysing, planning, funding, acting and reflecting.

### If your project is continuing...

- Schedule a final meeting with all of your partners and key stakeholders to review the evaluation and discuss what you have learned from your project.
- Prepare all necessary financial and narrative reports for your donor.
- Make changes to your project design documents, including your theory of change, goal and objectives, and logical framework, to reflect the findings of your evaluation.
- Consider how your project can reach more people; for example, by expanding it to other areas.
- Develop a new project budget and seek further funding from donors.
- Consider sharing what you have learned throughout your project by writing a case study or research paper, or presenting at a conference.

### If your project is ending...

There are many reasons why your project might end. It may be a one-off event, your funding may have run out, or the project may have come to a natural conclusion.

Here are some things to remember before you finalise your project:

- Schedule a final meeting with all of your partners and key stakeholders to review the evaluation and discuss what you have learned from your project.
- Revisit your theory of change and make any necessary changes based on the outcome of your evaluation.
- Advise all service users and project participants where they can go for ongoing information and support.
- Prepare a media release to tell the public that the project is ending and the results that it achieved.
- Prepare any final reports and submit to your donor.
- Thank all your donors, stakeholders, supporters, staff and volunteers for the contributions they have made.



Use this toolkit to:

**ANALYSE**

**PLAN**

**FUND**

**ACT**

**REFLECT**

on your project to  
end violence against  
women and girls

UN Women Fiji Multi-Country Office  
Level 3, Kadavu House  
Victoria Parade  
Suva, Fiji

[asiapacific.unwomen.org](http://asiapacific.unwomen.org)  
[facebook.com/unwomenpacific](https://facebook.com/unwomenpacific)  
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