



# Final Evaluation Report: Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific (2017-2021)





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The Stepping Up programme provided regional support to eliminate violence against women and girls in Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam as well as allocating programmatic funding in Timor-Leste and Viet Nam.

This evaluation was commissioned by UN Women and conducted by Opcit Research from 26 April to 20 August 2021.

Authors: Katie McCracken, Dr. Ana FitzSimons, Dr. Chloe Gott, Dr. Dorottya Hoor, Dr. Ailsa Winton, Hoa Nguyen Adam and Diogo Ferreira.



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Cover photo: University students during 16 Days of Activism 2017, Photo: Mahtabul Hakim/UN Women

# ACRONYMS

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ASEAN	Association of Southeast Asian Nations
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DFAT	Department of Foreign Affairs and Trade (Government of Australia)
SDGs	Sustainable Development Goals
UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
UNODC	United Nations Office on Drugs and Crime
USD	United States dollars
WHO	World Health Organization





Photo: UN Women/Younghwa Choi

# EXECUTIVE SUMMARY

# EXECUTIVE SUMMARY

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## OVERVIEW OF THE PROGRAMME

### Evaluation purpose, objectives and intended audience

High levels of violence against women and girls persist in Asia and the Pacific, including intimate partner violence, child marriage and forced marriage, dowry-related violence, street harassment, and cyberviolence. At a structural level, while progress has been made in advancing legislation, policies and national action plans on ending violence against women, a lack of access to justice and survivor-centred support systems remains. This is compounded at the community and individual levels by the prevalence of patriarchal social and cultural norms that uphold high levels of gender-based inequality, oppression and violence.

The “Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific” programme was implemented by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) between 2017 and 2021. It aimed to contribute to the promotion of transformative social norms, attitudes and behaviours to prevent violence against women; support an enabling legislative and policy environment for ending violence; and strengthen high-quality preventative and responsive essential services.

Stepping Up was funded with USD 2 million from Australia’s Department of Foreign Affairs and Trade (DFAT) and the Republic of Korea. It was managed by the Ending Violence Against Women Unit in UN Women’s Regional Office for Asia and the Pacific. The programme provided support to UN Women country offices in Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam as well as funding community interventions in Timor-Leste and Viet Nam.

The programme’s regional work focused on strengthening and promoting the use of regionally and nationally specific evidence and guidance, including through funding new studies and adapting existing global and regional resources to the regional and national levels. Stepping Up also worked to provide technical assistance, build effective networks, and deliver training and capacity building for regional and national policymakers and other key actors to play effective roles in ending violence.

Within Timor-Leste and Viet Nam, UN Women’s regional and country offices worked with education authorities and schools to pilot the Connect with Respect project. The project aimed to prevent violence in schools by providing guidance and training for school staff and a structured curriculum for students in early secondary school, covering key topics relating to gender equality, gender-based violence, healthy relationships and help-seeking behaviours.

In Viet Nam, Stepping Up funded continuation of a pre-existing Community Mobilization project in Da Nang into its next phase. This was implemented by the Da Nang Women’s Union (a quasi-governmental organization termed a “mass organization” in Viet Nam). The project was inspired by but differed in some respects from the SASA! Community Mobilization methodology developed in Uganda. It worked to address harmful social norms and build capacity to end violence among community members and leaders through regular club meetings, training, events and campaigns.

### Evaluation methodology

The evaluation methodology employed a theory of change approach, informed by complexity theory, the ecological model of social change and outcome harvesting methods. All aspects of the evaluation were conducted through a gender-sensitive and human rights-based lens, including the evaluation design, data collection and analysis, and reporting. The methodology was grounded in an understanding of systemic gendered power imbalances and gendered roles and normative expectations. It took a participatory and utilization-focused approach and disaggregated data by sex where possible.

Methods included a desk review of existing relevant evidence on violence against women in the region, secondary analysis of internal programme literature and evidence, a consultation workshop with UN Women’s regional and country office staff, and in-depth interviews with two regional office staff, five country office staff, seven external regional stakeholders (from other UN organizations, implementing partners and donor



organizations), 10 external stakeholders in Timor-Leste (from the UN Women country office, government departments and schools participating in Connect with Respect) and 13 external stakeholders in Viet Nam (from the Da Nang Women’s Union, government departments and Community Mobilization clubs). In total, 37 interviewees (23 women and 14 men) took place.

Given COVID-19 related restrictions and following the guidance of local partners, the evaluation management group and evaluation team agreed to scale back fieldwork. Findings therefore rely on analysis of primary data collected from a smaller-than-planned and non-representative sample of interviewees, and on secondary analysis of data provided by the programme. Interview data were triangulated across respondents and with data from programme documentation as far as possible but external participants had often interacted with different parts of Stepping Up. The evaluation would have benefitted from stronger evaluative outcome data: outcome data collected by the programme throughout its duration had several limitations. These included data gaps for some programme elements (for example, outcomes of much of the regional work to deliver training and capacity building) and quality-compromised data for others (for example, non-comparable baseline and endline surveys for Connect with Respect).

## Main findings and lessons learned

### RELEVANCE

The Stepping Up programme is highly relevant to several gender equality and women’s rights agreements and commitments calling for coordinated efforts to end violence against women through both appropriate responses to violence and effective prevention approaches. Such efforts include national action plans on gender-based violence in several countries in the region; regional and international instruments such as the 2015 Association of Southeast Asian Nations (ASEAN) Regional Plan of Action on the Elimination of Violence Against Women; the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Convention on the Rights of the Child; Sustainable Development Goal (SDG) 5 and the Beijing Platform for Action. There was good evidence from interviews across respondent groups as well as national policy documents that Stepping Up responded to diverse needs and priorities across a relatively wide range of beneficiary and stakeholder groups, including the needs of policymakers for technical expertise and guidance on ending violence against women, and communities’ needs for awareness raising, normative transformation and capacity building to end violence.

### COHERENCE

There is strong evidence of a high level of coherence between Stepping Up and other UN frameworks and programmes for ending violence against women. There is particularly strong synergy between Stepping Up and UN Women’s theory of change for ending violence against women, the “building blocks” identified by UN Women as enabling change across the three pillars of its work (normative, coordination and operational), the RESPECT Framework, the Essential Services Package and the current Spotlight Initiative Joint Programme between the United Nations and the European Union.

Stepping Up entailed joint work and coordination with other UN organizations to deliver key programme activities. These entities included UNiTE<sup>1</sup> on the roll-out of the Essential Services Package, the World Health Organization (WHO) on the roll-out of the RESPECT Framework, the United Nations Development Programme (UNDP) and the United Nations Office on Drugs and Crime (UNODC) on the Trial of Rape study, and the United Nations Children’s Fund (UNICEF) and United Nations Population Fund (UNFPA) on a series of studies on ending violence against women and children. There is some evidence of synergy and alignment between Stepping Up’s work and programmes with external non-UN partners. Additionally, Stepping Up regional and national staff worked with national governments to align activities and approaches to ending violence against women, building networks and relationships with government departments and officials, and contributing to the development and delivery of national action plans on gender-based violence.

### EFFECTIVENESS

There was good evidence that the programme made useful contributions to progress on key intended outcomes. Stepping Up increased the availability of relevant evidence and guidance through funding and publishing research and reports. It also provided training and capacity building for regional and national decision makers to apply new evidence and guidance in decision-making at the legal, policy and institutional levels. At the community level, interviews and programme documentation indicated that the programme increased knowledge and capacity to provide appropriate services by training service providers, and fostered attitudinal, behavioural and normative change. In particular, interviews and internal surveys suggested increased support for gender equality, more equitable and less patriarchal views of gender roles, a reduction in violence-supporting attitudes and increased willingness to speak out against violence.

<sup>1</sup> UNiTE is a key joint UN mechanism supporting regional coordination and joint initiatives on ending violence against women. UN Women co-chairs UNiTE with UNFPA.

## EFFICIENCY

The evaluation found indicative qualitative evidence of the likelihood that strategic decision-making and resource allocation contributed to efficiencies in the programme. Strategic, flexible management of the budget enabled Stepping Up regional funding to be used responsively as opportunities arose. Timor-Leste and Viet Nam were strategically selected for additional support on the basis that having a UN Women country office presence and established relationships with key partners would support efficiencies in implementation. Previous programming to end violence against women in these countries provided some foundations for Stepping Up's work. For example, the Community Mobilization project in Viet Nam was a continuation of a pre-existing project and benefitted from having been already approved and set up. In Timor-Leste, UN Women's previous support to the Ministry of Education and exploration of school-based prevention interventions facilitated approval of the Connect with Respect roll-out. More comprehensive outcome data collection throughout the duration of the programme might have enhanced the ability of its leadership to assess and reflect on achievements and make ongoing evidence-informed refinements and improvements.

## SUSTAINABILITY

Community stakeholders interviewed for this evaluation – both intended beneficiaries and implementing partners – described a notable shift in their capacities to contribute to social change to end violence against women. Overall, external regional and national stakeholder interviewees from both UN and donor organizations described the benefit of having access to expertise on violence against women within the UN Women regional and national offices, and the value of resources that were published or jointly funded by Stepping Up. They did not tend to describe the programme as having had an impact on their own skills and capacities.

This contrasts with national stakeholders from Bangladesh, India and Nepal who engaged in training provided by Stepping Up on the RESPECT Framework. An internal survey conducted by Stepping Up of participants in this training found that they felt they had improved their skills and knowledge. Similarly, there was some evidence of improved skills and knowledge at the community level among project beneficiaries and, in Viet Nam, for the implementing partner for the Community Mobilization project (the Da Nang Women's Union).

Connect with Respect is now being scaled up by national partners in both Timor-Leste and Viet Nam, and government authorities and UN Women have worked to

adapt and incorporate it into the national curriculum in both countries. In Viet Nam, in particular, interviewees from UN Women, the implementing partner and the Government agreed that national and local government authorities had a very strong degree of ownership of both Connect with Respect and the Community Mobilization project, and would lead on scaling these up. A Connect with Respect Reference Group is currently being established using funds from the European Union to maintain support at the national and regional levels for Connect with Respect activities.

## GENDER EQUALITY AND HUMAN RIGHTS

Transforming social norms was a key intended outcome of the programme. The evaluation found evidence that it did contribute to progress towards this goal. Evaluation interviews suggested the Da Nang Community Mobilization work supported attitudinal and behavioural changes among community leaders and members, and resulted in some shifts in gendered norms and expectations, including an increased willingness and confidence to speak out against violence. Findings on Connect with Respect, from evaluation interviews and the programme's internal surveys, provided indicative evidence lower levels of support for violence and better relationships among girls and boys at school post-intervention.

The Da Nang Community Mobilization project deliberately enlisted and engaged with male-dominated power structures, in part because the Da Nang Women's Union at first struggled to interest men in the project. The project's strategy for engaging the wider community in ending violence against women and encouraging social norm change also aimed to encourage men to promote prevention activities. After the Da Nang Women's Union faced initial difficulties in recruiting men, the project engaged the male-dominated Farmers' Union to aid recruitment. While programme staff described this less as a pragmatic compromise and more in terms of a strategic win in building partnerships to achieve progress, the evaluation was not able to assess fully the implications (including potential drawbacks) of this approach, in part because country stakeholders were roundly positive about the programme, tending not to identify challenges or risks. Interviewees from the community intervention projects discussed positive changes in their own, their colleagues' and their families' attitudes and practices regarding gender equality and gender-based violence. They also provided evidence of successful engagement in policy advocacy work in this space. These changes, which demonstrate work across macro, meso and micro levels, suggest alignment with a positive human rights agenda.

## LESSONS LEARNED

Key factors enabling the programme to make positive contributions to change were: coherence in work across the regional, national and community levels; a strong grounding in ecological models of violence prevention and response; scaffolding and building upon previous achievements while remaining flexible and tailoring approaches to the context; proactive, well-informed, strategic leadership and decision-making; a commitment to partnerships and collaboration with partners; and flexibility and support from donors and authorizing bodies. Other important overall lessons include that evidence on “what works” in the region is still limited (particularly on prevention and compared to other regions such as Africa): there remains a need for well-funded monitoring and evaluation of ongoing and future programming, as well as capacity building for collection and analysis of data on violence against women and girls among government and civil society stakeholders. Overall, prevention of violence against women and girls requires considerable investments of time, resources and technical support. Given the economies of scale of regional programming as well as UN Women’s reach in Asia and the Pacific, large-scale, multi-year and multi-country initiatives may be more successful in responding to needs within the region.

## Main recommendations

The evaluation team’s key recommendations to UN Women are based on the conclusions of this evaluation and consultation with the evaluation management group and the evaluation reference group.

**RECOMMENDATION 1:** While retaining a multi-year, multi-country scale, and an ecological programming lens, increase funding within programming to end violence against women and girls in Asia and the Pacific specifically for evidence-informed community-level interventions with a focus on transforming social norms. Not only has much recent community-level work been disrupted due to COVID-19, but preventative work will be particularly vulnerable as national budgets are stretched by the pandemic response and recovery. Building on the encouraging results of the community-level Stepping Up interventions, in future programming UN Women should seek to increase funding for evidence-informed community-level interventions with a focus on transforming social norms. It should situate this within a broader programme of work that also addresses the policy sphere.

**RECOMMENDATION 2:** Strengthen and adequately fund programme monitoring, evaluation and learning, taking full advantage of opportunities to build the relatively limited evidence base on “what works” in ending violence against women in Asia and the Pacific. Sufficient funding and time should be allocated to enable robust and meaningful evaluation that allows programmes to demonstrate impact and contribute to the evidence base on effective systems and practice. UN Women programme leads and managers should ensure quantitative impact analyses are complemented with exploratory and interpretive qualitative methods to further understanding of more subjective aspects of social change. Programme leads should build in periodic “learning sessions” for programme staff to reflect on and consider ways to refine programmes by applying key lessons from ongoing monitoring and evaluation.

**RECOMMENDATION 3:** While continuing to build on and develop networks of social actors to advance programming to end violence against women and girls, increase efforts to ensure the full inclusion of marginalized groups. Building on the principles of the ecological model, dynamic networks involving a range of actors could be developed to advance knowledge sharing and joint learning, increase public awareness, and create opportunities for preventing and eliminating violence against women and girls in Asia and the Pacific. UN Women’s future programming should refocus on engaging not only those at the grass roots but, within that, those groups who are most marginalized, excluded and discriminated against.

**RECOMMENDATION 4:** In future capacity building to end violence against women and girls, focus on building technical capacity to embed fully the evidence-based approaches introduced by Stepping Up within national systems, and on building data skills among national actors. While Stepping Up introduced regional adaptations of the Essential Services Package and RESPECT Framework, the emphasis should now shift to building national capacity to embed these frameworks. Further, there is a continuing need for capacity building among national stakeholders for collection and analysis of data on violence against women and girls, particularly administrative and cost data. UN Women programme leads and managers should prioritize capacity building for government, institutional and civil society actors in these areas.



**RECOMMENDATION 5:** Continue to support scaling up Connect with Respect in Timor-Leste and Viet Nam but strengthen evaluation of its outcomes. For future monitoring and evaluation of Connect with Respect in both countries, we recommend that UN Women advocate for conducting comparative analysis that gathers outcomes and demographic data from an intervention group and a comparison group, both before and after a programme, with the same individuals and schools included at each time point, to allow for robust impact analysis. Given the difficulty in assessing sensitive and nuanced topics through surveys alone, conducting qualitative interviews with students and teachers before and after the programme would be valuable to better



Photo: UN Women/Ali Najam and Asif Ali





Photo: UN Women/Nguyen Van Dung

# 1

## The context of the programme and evaluation

# 1. THE CONTEXT OF THE PROGRAMME AND EVALUATION

Evidence indicates persistently high levels of violence against women and girls in the region supported by Stepping Up. According to WHO data, in South-East Asia, 33 per cent of ever-partnered women have experienced physical and/or sexual intimate partner violence at some point in their lives, compared to a global average of 27 per cent. Subregional variation in lifetime intimate partner violence is particularly marked in the Western Pacific, with figures ranging from a low of 14 per cent in the Philippines to a regional and global high of 53 per cent in Kiribati. Timor-Leste records the second highest rate in South-East Asia at 38 per cent.<sup>2</sup>

While violence affects women and girls across the world, different layers of people's identities – such as their socioeconomic status, indigeneity, ethnicity, ability, sexual orientation, gender identity, HIV status, minority status, age and so on – affect how they are discriminated against and their experiences of violence. Violence against women and girls can be exacerbated within certain settings, such as rural and remote communities, and where gender inequality and gendered oppression intersect with other forms of disadvantage and discrimination. There are limited data for South-East Asia on differences in vulnerability across identity, but the available studies emphasize the importance of these differences. For example, the *Triple Jeopardy*<sup>3</sup> study in Cambodia found that, compared to women without disabilities, women with disabilities were not only more likely to experience all forms of intimate partner and non-partner sexual violence but also high rates of emotional and physical violence and controlling behaviour by other (non-partner) family members.<sup>4</sup>

A serious violation of human rights, violence against women and girls has a devastating impact not only on survivors, harming their health, well-being and autonomy, but also on children, wider communities and whole societies. The economic costs are particularly well documented in Viet Nam, where a 2013 report for UN Women found that the direct costs of intimate partner violence represented 21 per cent of women's monthly income and survivors earned 35 per cent less than women who are not abused. Total direct and indirect costs due to violence against women represented nearly 1.41 per cent of Viet Nam's gross domestic product in 2010.<sup>5</sup>

A recent landmark follow-up study on violence against women in Viet Nam found that women experiencing physical or sexual violence in the past 12 months spent, on average, a quarter of their annual income on costs that were a direct result of the violence (for example, costs of health care or refuge).<sup>6</sup> They were also likely to earn 30.8 per cent less than women not experiencing violence. Overall, the study estimated a productivity loss worth 1.81 per cent of 2018 gross domestic product due to lifetime experience of physical or sexual violence among ever married/partnered women aged 15 to 64.

The study did find, however, some tentative, if slow, signs of progress, including a decrease in most forms of violence by intimate partners. In 2019, 32 per cent of women reported experiencing physical and/or sexual violence by a partner, down from 34.4 per cent in 2010, while 27.3 per cent reported experiencing controlling behaviour from a partner, down from 33.3 per cent in 2010.<sup>7</sup> An exception to this downward trend was the percentage of women reporting ever having experienced sexual violence by partners and non-partners, which rose

2 WHO 2018.

3 Astbury and Walji 2013.

4 Ibid.

5 Duvvury, Carney and Minh 2012.

6 Ministry of Labour, Invalids and Social Affairs (Government of Viet Nam), General Statistics Office and UNFPA 2020.

7 Ibid.



significantly between 2010 and 2020 from 9.9 to 13.3 per cent, and from 2.3 to 9 per cent, respectively. While the explanation for this is not certain, the authors noted that the rise may be attributable to more women being willing and able to disclose this type of violence. This may in turn suggest a context of changing social norms. The analysis also found that younger women experienced less violence. It suggested that younger women and those with more formal education may have more equitable attitudes and be less likely to agree with harmful gender norms or view violence as acceptable.

In Timor-Leste, the 2016 Demographic and Health Survey found that 29 per cent of women aged 15 to 49 had experienced physical violence in the previous 12 months.<sup>8</sup> This compares to 29.6 per in the 2010 Demographic and Health Survey, suggesting levels of gender-based violence had remained relatively stable.<sup>9</sup> The 2010 survey found that 38 per cent of women aged 15 to 49 had experienced physical violence in their lifetimes, but the 2016 Nabilan Health and Life Experience Baseline Study reported a much higher rate of 59 per cent.<sup>10</sup> Timor-Leste has established a gender-based violence referral system at the national and municipality level comprising relevant government and non-governmental organizations. It aims to prevent gender-based violence and ensure victims receive necessary protection. A 2010 Judicial System Monitoring Programme report found increases over time in the number of court cases and engagement with victim support services for domestic violence and other forms of violence against women in all areas of Timor-Leste.<sup>11</sup> Further research is required to ascertain whether this trend has continued, and to understand whether it represents an increase in prevalence, or increased willingness to seek assistance and/or improvements in the judicial response to violence against women.

Governments in the region are increasingly advancing legislation, policies and national action plans on ending violence against women. ASEAN adopted the ASEAN Regional Plan of Action on the Elimination of Violence Against Women in 2015, demonstrating high-level political commitment to tackling the issue.<sup>12</sup> The SDGs have a dedicated target on ending violence against women under Goal 5, which aims to achieve gender equality, including by addressing the root causes of gender inequality. More

recently, the WHO and UN Women, with other UN, government and multilateral partners, developed the “RESPECT Women: Preventing Violence Against Women framework”.<sup>13</sup> Aimed primarily at policymakers, the RESPECT framework contains action-oriented steps that enable policymakers and health implementers to design, plan, implement, monitor and evaluate interventions and programmes using seven strategies to prevent violence. A more detailed implementation package was recently launched.<sup>14</sup> UN Women’s “Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific” programme aimed to contribute to these efforts.



Photo: UN Women/Younghwa Choi

8 General Directorate of Statistics, Ministry of Finance (Government of Timor-Leste) and ICF 2018.

9 National Statistics Director (Government of Timor-Leste) and ICF Macro 2010.

10 The Asia Foundation and Nabilan 2016.

11 Judicial System Monitoring Programme 2010.

12 ASEAN 2015.

13 WHO 2019.

14 UN Women and WHO 2020.



Photo: UN Women/Niels den Hollander

# 2

## The Stepping Up programme



# 2. THE STEPPING UP PROGRAMME

As part of its work to end violence against women and girls, UN Women implemented the programme “Leveraging Technical Tools, Evidence and Community Engagement to Advance the Implementation of Laws and Provision of Services to Women Experiencing Violence in South-East Asia” from 2011 to 2013 (Phase 1) in Indonesia, Lao People’s Democratic Republic, Timor-Leste and Viet Nam, with funding from Australia’s DFAT. The programme contributed to monitoring the implementation of national laws and action plans on eliminating violence against women and girls and to costing the provision of essential services for survivors. The programme also focused on community mobilization for social change, and on generating and sharing evidence to leverage increased investment and service improvement. An evaluation recommended furthering the work in Phase 2 through finalizing, scaling up and further evaluating the methods, tools and approaches developed in Phase 1.<sup>15</sup>

The Phase 2 programme, “Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific”, was originally intended to carry this work forward with a focus on fostering an enabling legislative and policy environment, positive transformation in normative attitudes and behaviours, and investment in quality services. These original intentions were ultimately scaled back and Stepping Up was implemented with a lower budget than first planned. The programme continued to deliver regional elements alongside interventions in Timor-Leste and Viet Nam.

## 2.1 Programme scope and activities

Stepping Up was delivered over four years from 2017 to 2021, operating with a reduced budget of USD 2 million (a quarter of the originally envisaged budget of USD 8 million).<sup>16</sup> The programme funded interventions in Timor-

Leste and Viet Nam as well as delivering work at the regional level and support to UN Women country offices in Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam. Key activities are outlined below. A more detailed list of activities and outputs, compiled from annual donor reports, is in Annex 7.

At the regional level, Stepping Up supported initiatives to:

- Develop research, resources, tools and strategies for the region and individual countries on violence against women and girls, and promote use of these among global, regional, national and community stakeholders.
- Organize and participate in events such as webinars, conferences, commemorative events, and other information-sharing, awareness-raising and capacity-building events.
- Deliver capacity-building training and support for regional and national actors, including governments, authorities, services and civil society organizations, such as through support to implement the Essential Services Package.
- Partner with and build regional and national partnerships and networks to strengthen advocacy on ending violence.
- Provide technical support and expertise to regional and national stakeholders, particularly on prevention of violence.

In Timor-Leste and Viet Nam, Stepping Up also provided funding and technical support to two community interventions seeking to promote gender equality and address violence against women at the individual, school, family and community levels:

- Connect with Respect: This school-based violence prevention intervention was piloted in Timor-Leste (in Dili and Liquica) and in four provinces of Viet Nam (Da Nang city, Ha Giang, Ha Noi and Ho Chi Minh City).

<sup>15</sup> Ernst and Young 2016.

<sup>16</sup> Stepping Up was originally envisioned as a large-scale programme with a budget of at least USD 8-10 million. Funding of USD 2 million was allocated for the programme so only a portion of the intended scope and scale was undertaken.

- **SASA!-inspired Community Mobilization:** In collaboration with the Da Nang Women’s Union, UN Women piloted the Community Mobilization intervention in Da Nang across Phase 1 (leveraging technical tools, evidence and community engagement) and Phases 2 to 4 (Stepping Up). The project was inspired by the Ugandan SASA! model but included a strand on engaging male advocates in the prevention of violence against women and girls, which worked with younger and older men to build gender-equitable attitudes, form healthy relationship skills, transform harmful masculinities and support male advocacy for violence prevention in communities.<sup>17</sup>

## 2.2

### Programme stakeholders and beneficiaries

Stepping Up was managed by the Ending Violence Against Women Unit in UN Women’s regional office in Bangkok, which provided oversight and support to the two country offices that received programmatic funding: Timor-Leste and Viet Nam. The programme was funded through donor contributions from DFAT and the Republic of Korea’s Ministry of Gender Equality and Family. The Prevention Collaborative was a key implementing partner. It was contracted to provide technical assistance on violence prevention approaches in six UN Women country offices (Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam) as well as other offices in the region, some of which received limited technical support on request. The programme also commissioned the original authors of Connect with Respect at the University of Melbourne to support and advise on implementation.

Stepping Up collaborated with other partners such as the Equality Institute and Our Watch in Australia, and UN entities including UNDP, the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNFPA, UNICEF, UNODC and WHO to deliver activities and outputs. Intergovernmental (ASEAN) and national and local government stakeholders were engaged to press for change in the legislative and institutional environment and facilitate delivery of programme activities. The Da Nang Women’s Union was a key partner in delivering community-based work in Da Nang, Viet Nam, while school leadership and education ministries

<sup>17</sup> This strand on masculinities and male engagement was informed by evidence on drivers of violence against women and developed using the frameworks from the Partners for Prevention UN joint programme. Stepping Up was linked with the joint programme in the first year until that programme closed in 2018. Partners for Prevention was funded by DFAT and involved UN Women, UNFPA, UNDP and UN Volunteers.

facilitated implementation of Connect with Respect in Timor-Leste and Viet Nam. The project’s intended beneficiaries were women and girls affected by violence and their families, young people in schools and their families, whole communities including men, regional and national policymakers, local policymakers and administrators, community organizations and actors at the intergovernmental level (including within UN organizations and ASEAN).

## 2.3

### Programme aims

The programme originally had three overarching aims:

1. Transformative social norms, attitudes and behaviours are promoted at the community and individual levels to prevent violence against women.
2. An enabling legislative and policy environment in line with international standards on ending violence against women and other forms of discrimination is in place and translated into action.
3. Increased investment in quality essential services, in line with global guidelines and informed by new evidence on the economic costs and impact of violence against women.

When the scope of the programme was revised, donors and UN Women agreed that it would primarily focus on promoting transformative social norms.

## 2.4

### Stepping Up theories of change

This section sets out the evaluation’s theory of change for the overall Stepping Up programme, as well as theories of change for the Connect with Respect and Community Mobilization elements. Each theory of change was developed by the evaluation and helps explain the programme, how it worked and what it achieved, based on triangulated analysis and synthesis of evaluation findings. Prior to the evaluation, UN Women developed its own very high-level theory of change for Stepping Up (presented in Figure 1) and provided this to the evaluation team through the evaluation Terms of Reference (see Annex 1). It briefly summarizes outcomes that would need to be achieved (lines 1, 2 and 3) for the programme to realize its goal (line 4) and why those outcomes would be expected to contribute to the goal (line 5). As described in Annex 2, this evaluation used evaluation data to build a theory that expresses how the programme actually worked and

what it achieved in much greater detail. The key constructs in the evaluation’s three theories of change are: outcomes, outputs, activities, inputs, mechanisms, assumptions and context.

**Figure 1: Original Stepping Up theory of change created by UN Women**

**The overall goal of the “Stepping Up” programme is that women and girls live free from violence in Asia and the Pacific.** The theory of change initially developed for this goal is: (1) If an enabling legislative and policy environment in line with international standards on ending violence against women and girls, including ending impunity and other forms of discrimination, is in place and translated into action; (2) if transformative social norms, attitudes and behaviours are promoted at community and individual levels to prevent violence against women and girls; (3) and if decision makers across sectors are committed to invest in essential services informed by global guidelines and evidence on the costs of violence against women and girls and its response; (4) then women and girls will live free from violence against women and girls in Asia and the Pacific; (5) because violence is being prevented before it happens or re-occurs, and those experiencing violence receive quality services to recover and rebuild their lives.

Source: *Terms of Reference for the evaluation (Annex 1).*

### THE STEPPING UP THEORY OF CHANGE

The figure below sets out the overall theory of change for the Stepping Up programme. It is based on analysis of relevant programme documentation and interviews with stakeholders in the regional and country offices as well as external stakeholders in Timor-Leste and Viet Nam

**Figure 2: Stepping Up theory of change**

OVERALL GOAL	WOMEN AND GIRLS LIVE FREE FROM VIOLENCE IN ASIA AND THE PACIFIC		
<b>Outcomes</b> (Evidence of some positive changes to short-term intended outcomes)	<b>Theory of change outcome 1: Enabling environment</b>	<b>Theory of change outcome 2: Normative, attitudinal and behavioural change at the individual and community levels</b>	<b>Theory of change outcome 3: Access to essential services</b>
	<ul style="list-style-type: none"> <li>Shorter-term intentions: regional and national decision makers access relevant, high-quality evidence and guidance, and use this to inform their decision-making</li> <li>Longer-term intentions: laws, policies, funding, programming and institutionalized practices on ending violence against women are based on evidence and international human rights standards; high institutional capacity to uphold gender equality and women’s rights</li> </ul>	<ul style="list-style-type: none"> <li>Shorter-term intentions: reduced violent behaviour and normative acceptance of violence; more people act to prevent violence; more survivors seek and access support</li> <li>Longer-term intentions: violence-free families, schools and communities</li> </ul>	<ul style="list-style-type: none"> <li>Shorter-term intentions: national decision makers access relevant, high-quality evidence and guidelines, and make more evidence-based decisions on service design, funding and delivery; local services provide better, more survivor-centred and more integrated services</li> <li>Longer-term intentions: women access and benefit from high-quality services</li> </ul>

Outputs at regional, national and community levels	Regional	National	Community
Activities at regional, national and community levels	<ul style="list-style-type: none"> <li>• Studies, briefs and guidance</li> <li>• Events, intercountry visits and meetings, training and learning sessions (attended by regional actors from the United Nations, ASEAN, intergovernmental institutions and international non-governmental organizations)</li> </ul>	<ul style="list-style-type: none"> <li>• National resources (e.g., national plans, strategies, research), in line with global and regional evidence and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Communications outputs</li> <li>• Men's club and parenting club sessions</li> <li>• Connect with Respect training sessions for school staff and classes for students</li> </ul>
Inputs	<ul style="list-style-type: none"> <li>• Strengthening and promoting use of region-specific resources (evidence and guidelines)</li> <li>• Providing technical assistance, network building and capacity building with regional actors</li> </ul>		
Mechanisms	<ul style="list-style-type: none"> <li>• Strengthening and promoting use of national resources including adaptation of regional and global resources to the national level</li> <li>• Providing technical assistance, including co-developing and implementing violence prevention and response strategies and programmes</li> <li>• Building action-oriented networks and capacities of national actors</li> <li>• Events, meetings, training and learning sessions (attended by national actors from government, other authorities, services and civil society)</li> </ul>		
Mechanisms	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Staff skills and expertise</li> <li>• Social networks, trusted partnerships and connections among UN staff and stakeholders</li> <li>• Skills, expertise and social networks of project delivery agents and partners</li> </ul>		
Mechanisms	<ul style="list-style-type: none"> <li>• Buy-in from partners and authorizing agencies (national governments) facilitates implementation of the programme</li> <li>• Production of resources and provision of training increases knowledge, capacities and commitment to ending violence amongst stakeholders</li> <li>• Building social and professional networks around a common purpose (such as changing social norms or improving essential services) provides individuals with support and momentum to enact changes</li> </ul>		



<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• Context-sensitive adaptation of evidence and guidance, coupled with awareness raising and capacity building to use evidence and guidance among national and regional stakeholders, will result in stakeholders using evidence and guidance to inform decision-making on laws, policies, funding and services</li> <li>• Connect with Respect and SASA!-inspired Community Mobilization will be effective models in these country contexts for awareness raising and capacity building, which will in turn reduce violent behaviour and the normative acceptance of violence</li> <li>• Using a multilayered approach comprising prevention- and response-focused regional, national and community-level work will enable different strands of work to build on and strengthen each other</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>• High rates of violence against women and girls</li> <li>• Normative context enables violence against women and girls (social norms that support and uphold violence are prevalent)</li> <li>• Paucity of region-specific evidence on preventing and responding to violence against women and girls</li> <li>• Limited understanding of prevention among key political and institutional actors</li> <li>• Inadequate funding for preventing and responding to violence against women and girls</li> <li>• Impact of COVID-19 pandemic on funding and programming</li> </ul>

### THE CONNECT WITH RESPECT THEORY OF CHANGE

The figure below sets out the theory of change for Connect with Respect as it was implemented in Timor-Leste and Viet Nam. It is based on an analysis of relevant programme documentation and interviews with stakeholders in the regional office, Timor-Leste and Viet Nam.

**Figure 3: Connect with Respect theory of change**

OVERALL GOAL	SCHOOLS SUPPORT CHILDREN, THEIR FAMILIES AND THEIR COMMUNITIES TO LIVE FREE FROM VIOLENCE
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Better understanding of the benefits of healthy relationships and respectful communication and interaction, and the harms of violence (knowledge)</li> <li>• Higher commitment to being respectful and non-violent (attitudes/values)</li> <li>• More respectful behaviour, positive communication and avoidance of violence (behaviours), including, among teachers, non-violent, non-fear-based, more participatory, less didactic teaching and discipline techniques</li> <li>• Greater understanding of sources of support if violence is experienced or witnessed and more help-seeking behaviour</li> <li>• Thus, development of better relationships – among students, between students and staff, and between students/staff and their families/communities</li> <li>• Students better supported in school and in a better environment for overall learning and development</li> <li>• Medium-term: integration of Connect with Respect (or Connect with Respect principles) into national curricula and teacher training</li> <li>• Longer-term intended outcome: violence-free schools and communities</li> </ul>

<b>Outputs</b>	<ul style="list-style-type: none"> <li>• School staff trained in Connect with Respect</li> <li>• School students taught Connect with Respect curriculum (topics: gender and equality, gender equality and positive role models, awareness of gender-based violence, a focus on school-related gender-based violence, communications skills for respectful relationships, skills for people who witness violence, and help-seeking and peer support skills)</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Development and adaptation of training and curriculum to country context</li> <li>• Liaison with government and education authorities and school staff to authorize and organize implementation of training and teaching</li> <li>• Delivery of training sessions to school staff (and stakeholders)</li> <li>• Delivery of curriculum to school students</li> <li>• Delivery of reflection and learning sessions with UN, civil society and development partners</li> <li>• Liaison with education ministries and authorities on integrating Connect with Respect into national curricula and teacher training</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Connect with Respect curriculum developed by UNESCO, UNICEF, United Nations Girls' Education Initiative, UN Women and Plan International</li> <li>• University of Melbourne commissioned by Stepping Up to deliver technical support: training on the Connect with Respect model and support for monitoring and evaluation</li> <li>• Time of regional office in oversight role</li> <li>• Time of country office staff in formalizing partnerships, gaining authorizations, organizing the pilot, taking part in training and delivering learning sessions</li> <li>• Time of country office staff in delivering training to students (in Timor-Leste only)</li> <li>• Time provided by stakeholders, including government authorities and school staff, in facilitating, approving, organizing and attending training, teaching the curriculum and engaging in learning sessions</li> </ul>
<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>• Buy-in from education ministries, local education authorities and school leaders facilitates introduction of the approach</li> <li>• Training influences knowledge/values/behaviours, in trained staff and students, through sensitization processes</li> <li>• Trained staff then influence students and the broader school environment through their Connect with Respect-informed teaching</li> <li>• Trained students then influence their peers and broader social networks</li> </ul>

<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• Training sessions will be effective in influencing knowledge/values/behaviours in trained staff and students (rests on further assumptions that sensitization can influence behaviours in the long term, the dosage of the intervention is sufficient, and that teachers and staff will be increasingly amenable to using participatory methods)</li> <li>• Connect with Respect-influenced knowledge/values/behaviour changes will support development of more positive relationships between trainees and others</li> <li>• Changes to trained staff's knowledge/values/behaviours will be sufficient for them from then on to influence positively all students they teach – and the broader school environment</li> <li>• Changes to trained students' knowledge/values/behaviours after training will be sufficient for them from then on to influence positively their peers, families and communities – i.e., overall assumptions of strong effects of a) training upon trained people and b) trained people upon their networks and environments</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>• School environment where many children do not feel safe and experience violence in and on the way to and from school</li> <li>• Violence and fear used by teaching staff against students</li> <li>• Gender-based violence and violence among children not always a high political priority</li> <li>• Political will for implementing Connect with Respect shown by some school and government actors</li> </ul>

#### THE COMMUNITY MOBILIZATION THEORY OF CHANGE

The figure below sets out the theory of change for the Community Mobilization project implemented in Viet Nam. It is based on an analysis of relevant programme documentation and interviews with stakeholders in the regional office and Viet Nam.

**Figure 4: Community Mobilization project theory of change**

OVERALL GOAL	COMMUNITY MEMBERS ARE EMPOWERED TO LIVE FREE FROM VIOLENCE
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Reduction in violence and normative acceptance of violence among community members and leaders based on improved knowledge and skills and more equitable attitudes</li> <li>• More agents of change within communities: more community members speak out against and take action to prevent violence against women and girls</li> <li>• Longer-term intended outcome: violence-free communities</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Communications outputs</li> <li>• Events, meetings, training and club sessions attended by community members and leaders</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Communications campaigns (including public parades, community theatre performances, an Ao Dai show, awards ceremonies, leaflets and bus posters)</li> <li>• Events, meetings, training sessions and clubs provided for community members and leaders (aiming to raise awareness and build capacity and skills for preventing and responding to violence against women)</li> </ul>

<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Stepping Up funding to the Da Nang Women's Union (implementing partner)</li> <li>• Time of regional office staff in oversight and technical assistance role</li> <li>• Time of country office staff, including to liaise with the Da Nang Women's Union</li> </ul>
<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>• Building relationships, networks and common purpose to end violence among community members and leaders</li> <li>• Creating and seizing opportunities for activities to engage community members and leaders</li> <li>• Utilizing local resources and tailoring approaches to local needs and circumstances</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• A SASA!-inspired model, based on incremental stages of change, will be applicable and effective in Da Nang</li> <li>• Adaptations of the model, including men's clubs, will be effective in Da Nang</li> <li>• Traditional male-dominated hierarchies and elites can and should be engaged as allies in action to end violence against women and gender inequality</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>• High levels of gender-based violence and acceptance of violence within communities</li> <li>• Authorization and support required from the Communist Party of Viet Nam and local authorities to implement any activities</li> <li>• Deeply embedded traditional male-dominated hierarchies</li> <li>• Gender-based violence not always a high political priority</li> <li>• Political will for ending violence against women shown by some government actors</li> </ul>

» Information was collected, analysed, reported and interpreted accurately and impartially.





Photo: UN Women/ Nguyen Van Xuan

# 3

Evaluation purpose,  
objectives, scope,  
criteria and questions

# 3. EVALUATION

## PURPOSE, OBJECTIVES, SCOPE, CRITERIA AND QUESTIONS

### 3.1

#### Evaluation purpose

This evaluation was commissioned at the end of the Stepping Up programme to provide a “summative evaluation” of impact, outcomes and outputs. Summative evaluations look back at what has occurred over a given time to describe, explain and understand impacts and outcomes. In particular, the evaluation sought to identify and understand regional, national and community-level achievements, to inform decision-making and learning for the next phases of the programme. It was intended to provide insights into which elements of Stepping Up could be scaled up or adopted in future programmes and why. The evaluation also aimed to identify where anticipated or desired changes did not occur and why.

The main users of the evaluation, as set out in the Terms of Reference, are the UN Women country offices in Asia and the Pacific, the UN Women Regional Office for Asia and the Pacific, and the governments of Australia and the Republic of Korea as donors. Primary users also include implementing and supporting partners such as the Da Nang Women’s Union, ministries of education in countries where the programme funded activities, ministries focused on gender equality and ending violence against women and girls, UNESCO, Child Fund and Plan International. Secondary users include government stakeholders, national and regional civil society organizations, UN gender thematic groups, UN Women offices globally, research institutions, UN organizations, and other relevant regional and national development partners.

### 3.2

#### Evaluation objectives

The specific objectives of the evaluation were to:

- Assess the relevance and coherence of UN Women’s contribution to activities and interventions at the regional, national and community levels; its alignment with national, regional and international agreements and gender equality commitments; and whether the programme has met the needs of targeted stakeholders in specific settings.
- Assess the effectiveness and efficiency of activities and interventions at the regional, national and community levels in progressing towards the key programme outcomes.
- Assess how and why change has occurred (or not) and the implications for future programming with similar aims of contributing to transformational change in gender equality and preventing and responding to violence against women and girls.
- Assess the sustainability of activities and interventions.
- Assess the extent to which a human rights-based and gender-responsive approach was integrated in design and implementation, and reached the most marginalized groups.
- Identify challenges and lessons learned, success stories, good practices and examples of innovations that support violence prevention and response.
- Provide clear, actionable recommendations for UN Women interventions.



The evaluation set out to address evaluation criteria developed by the Organisation for Economic Co-operation and Development’s Development Assistance Committee: relevance, coherence, effectiveness, efficiency and sustainability. It assessed the programme against an additional criterion of gender equality and human rights.

### 3.3 Evaluation scope

This end-of-programme summative evaluation was carried out between 26 April and 20 August 2021. It assessed the overall programme period for Stepping Up, from 2017 to 2021.

It had two main components:

1. A high-level analysis of the overarching regional programme (including support delivered by the regional office to develop strategies and build knowledge and capacity more broadly, and to assist the country offices in Timor-Leste and Viet Nam). Data collection to explore project-level impacts was conducted only in Timor-Leste and Viet Nam. Interviews with respondents from regional offices concerned Timor-Leste and Viet Nam as well as activities in other countries in the region.
2. Case studies of Stepping Up-funded community interventions in Timor-Leste and Viet Nam that aimed to achieve change at the individual, family, community and institutional levels.

### 3.4 Evaluation criteria and questions

The following questions, aligned with the evaluation criteria, were developed in consultation with UN Women stakeholders involved in managing and delivering the programme.

**Table 1: Overall evaluation questions, by evaluation criteria**

RELEVANCE
<ul style="list-style-type: none"> <li>• To what extent is the programme relevant to national, regional and international agreements and gender equality commitments?</li> <li>• To what extent is the programme relevant to needs and priorities as defined by beneficiaries and stakeholders?</li> </ul>

#### COHERENCE

- To what extent is the programme coherent with the efforts of the UN system and partners in ending violence against women?

#### EFFECTIVENESS

- What outcomes did the programme contribute to?
- What major factors influenced the achievement or non-achievement of results (the key enablers of and barriers to programme effectiveness)?
- To what extent did different strands of work at the regional, national and community levels influence each other?

#### EFFICIENCY

- To what extent were resources allocated strategically to achieve results?
- To what extent did the programme have sufficient ongoing monitoring and evaluation to apply learning and adjust programming throughout its duration?

#### SUSTAINABILITY

- To what extent did the programme build the capacities of partners on violence prevention and response?
- What is the extent of the ownership of the programme and approaches by partners, and can the programme approach be replicated or scaled up by national and regional partners?

#### UPHOLDING AND PROMOTING GENDER EQUALITY AND HUMAN RIGHTS

- Does the programme consider and meet gender-differentiated needs?
- Has the programme contributed to transforming harmful gender norms, roles and relations (including unequal gendered power dynamics)?
- Does the programme consider power imbalances to ensure interventions reach those who are most marginalized, excluded or discriminated against?



Photo: UNDP/Somlith Khounpaseuth

# 4 Evaluation methodology

# 4. EVALUATION METHODOLOGY

## 4.1 Summary of methodological framework

The evaluation applied a theory of change approach, informed by complexity theory and the ecological model of social change, and deployed outcome harvesting methods. A detailed overview of the methodological approach is in Annex 2. All aspects of the evaluation were conducted through a gender-sensitive and human rights-based lens, including the evaluation design, data collection and analysis, and reporting. The rationale for the evaluation was to understand the outcomes, if any, of activities delivered with Stepping Up funding, how these were achieved, and what can be learned for future programming.<sup>18</sup> A participatory, utilization-focused methodology was applied to produce useful and useable evidence for future decision-making by UN Women, other organizations, researchers and policymakers. This approach helped to:

- Understand why activities were implemented (intentions and objectives).
- Observe outcomes that can reasonably be attributed to the project activities.
- Identify enablers of and barriers to good outcomes.
- Assemble primary data and existing evidence about the results of specific activities.
- Describe which activities, values, approaches and techniques should be encouraged in future programming.

## 4.2 Methods

Table 2 presents a high-level summary of evaluation methods. Table 3 details sample sizes for each interviewee group. A more detailed summary of fieldwork, ethics procedures and engagement with the evaluation reference

<sup>18</sup> The purpose of the evaluation was not to address the question of whether the intended programme theory of change was implemented or had impact as anticipated, because the programme was scaled back and operated with reduced funding, compared to original intentions.

and management groups is in Annex 3. Programme documentation consulted is in Annex 4. Annex 5 presents a more detailed list of stakeholder interviewees, including their roles and organizations.

**Table 2: Methods in sum**

Activity	Purpose
Review of existing relevant evidence	Develop the evaluation's conceptual framework and understand the programme's context
Review of programme literature and evidence	Develop the evaluation's conceptual framework and gather evaluation data
Consultation workshop with regional office and country office staff	Develop the evaluation parameters (questions and participants)
Interviews	Gather evaluation data

**Table 3: Interviewee sample sizes**

Interviewee group	Sample size
Regional office Stepping Up staff	2
Timor-Leste country office Stepping Up staff	2
Viet Nam country office Stepping Up staff	3
External regional stakeholders from:	7
• Other UN organizations	
• Partners commissioned by Stepping Up	
• Donor organizations	

Interviewee group	Sample size
<b>External stakeholders in Timor-Leste:</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• UN Women country office staff</li> <li>• Timor-Leste government actors</li> <li>• Teachers and head teachers who participated in Connect with Respect</li> </ul>	
<b>External stakeholders in Viet Nam from:</b>	<b>13</b>
<ul style="list-style-type: none"> <li>• Da Nang Women's Union (implementing partner)</li> <li>• Government departments</li> <li>• Community Mobilization club participants</li> </ul>	
<b>Total number of interviewees</b>	<b>37</b>
<b>Total number of women interviewees</b>	<b>23</b>
<b>Total number of men interviewees</b>	<b>14</b>

### 4.3 Limitations

Given COVID-19 related restrictions, including social distancing requirements and school closures, and following the guidance of local partners, the evaluation management group and evaluation team agreed during the inception phase to scale back fieldwork. This had been expected to be extensive, particularly with intended beneficiaries of community interventions. As a result, the evaluation gathered less primary evidence directly from beneficiaries on outcomes and experiences than intended. A short time frame for data collection and analysis was further compressed while decisions to restructure the evaluation were taken.

Findings therefore rely on analysis of primary data collected from a smaller-than-planned and non-representative sample of interviewees, and on secondary analysis of data provided by the programme. The original evaluation proposal suggested a sample size including eight national and regional stakeholders; 30 project implementation staff working to deliver Connect with Respect, SASA! and male advocate clubs; and around 160 school pupils and staff. It was originally intended that most respondents would be included in focus groups and workshops. Instead, 37 respondents were interviewed on a one-to-one basis, which enabled more in-depth discussions. The outcome harvesting approach retained its relevance in assessing

effectiveness, given that this methodology can be carried out with a small number of respondents.

External participants and particularly regional stakeholders had often interacted with different aspects of Stepping Up. This limited possibilities for triangulating multiple perspectives on particular parts of the programme, although interview data were triangulated across respondents and with data from programme literature and evidence as far as possible. Implementing partners and stakeholders interviewed in both Timor-Leste and Viet Nam tended to be overwhelmingly positive about the programme, with limited reflection (including when asked directly) on what might have been done better in hindsight. The evaluation team notes there may be perceived and actual benefits to “desirable responding” for these respondents.

Extensive monitoring data were captured in donor reports on the activities and outputs of the regional work and Community Mobilization work in Viet Nam (provided in Annexes 7 and 8, respectively). Evaluative outcomes data collected by the programme throughout its duration were more limited. For example, while an end-of-course survey of participants in the RESPECT Framework training was conducted, the programme did not carry out a follow-up evaluation (of this or other training) to assess whether and how participants are applying learning in their work. Data on the outcomes of the Essential Services Package roll-outs and various other training courses and capacity-building activities were not collected by the programme.

The limitations of surveys conducted for Connect with Respect are outlined in more detail within the case studies but key limitations were: limited comparability between the baseline and endline samples in both countries (different samples at baseline and endline, with no longitudinal analysis, and some differences in questions asked at baseline and endline); limited comparability between countries (some differences across countries in questions asked); and no information provided on the response rate or sampling bias.

The programme provided the evaluation with copies of and links to a range of public-facing communications materials. These were treated as evidence of Stepping Up's communications outputs and public engagements, and as illustrative examples of programme achievements. Some of these materials illustrated individual instances of positive outcomes or ‘impact stories’, but limitations to their quality as evaluative outcome data were set by uncertainty over sampling methods used to recruit individuals who told their success stories, and over the editing and production processes used to create the materials.





Photo: UN Women/Ali Najam and Asif Ali

# 5 Findings

# 5. FINDINGS

## 5.1

### Relevance

#### RELEVANCE OF THE PROGRAMME TO NATIONAL, REGIONAL AND INTERNATIONAL AGREEMENTS AND GENDER EQUALITY COMMITMENTS

**Key finding 1: Stepping Up is highly relevant to several gender equality and women’s rights agreements and commitments calling for coordinated efforts to end violence against women. It has played a role in informing the development of national policies and action plans to address violence against women and gender equality.**

The Stepping Up programme was highly relevant to several gender equality and women’s rights agreements and commitments, including:

- ASEAN Regional Plan of Action on the Elimination of Violence Against Women, adopted in November 2015
- CEDAW, ratified by all ASEAN member States
- Convention on the Rights of the Child, ratified by all ASEAN member States
- SDG 5 on gender equality
- Declaration on the Elimination of Violence against Women (Vienna Declaration)
- Beijing Declaration and Platform for Action

Each of these instruments calls for coordinated efforts to end violence against women through both appropriate responses to violence and effective prevention approaches.

The ASEAN Regional Plan of Action emphasizes the importance of regional strategies and effective partnerships, taking a strong human-rights and evidence-based approach, and strengthening prevention work, all of which are reflected in the Stepping Up programme. In particular, guidelines and workshops on collecting and using data on violence against women were developed with ASEAN at the request of member countries and delivered as a joint UN Women and ASEAN product in 2020.<sup>19</sup> The plan also recognizes that violence against women can be “committed using information and communications technology (ICT) such as online harassment, abuse, bullying, stalking and distribution of denigrating images”. Stepping Up’s production of a report

on online violence against women in Asia in 2020 clearly responded to this recognition.<sup>20</sup>

CEDAW, adopted in 1979 and ratified by 189 States parties, provides an international bill of rights for women, covering a range of issues pertaining to civil, political and legal rights. The Stepping Up programme is highly relevant to several aspects of this instrument, particularly some of the General Recommendations on violence against women. For example, General Recommendation No. 19 from 1992, a historic recommendation that clearly framed violence against women as a form and manifestation of gender-based discrimination, states that: “States parties should take appropriate and effective measures to overcome all forms of gender-based violence, whether by public or private act”. This was updated in 2017, through General Recommendation No. 35, which elaborates the gender-based nature of this form of violence and recognizes, among other things, “the need to change social norms and stereotypes that support violence, in the context of a resurgence of narratives threatening the concept of gender equality in the name of culture, tradition or religion”. Shifting social norms and stereotypes is a key focus of Stepping Up, and particularly the community interventions (Connect with Respect and the Community Mobilization project).

The Convention on the Rights of the Child is an international human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children. As a programme with a strong emphasis on preventing violence against young people and providing a prevention framework in education contexts (through Connect with Respect), Stepping Up is strongly relevant to the Convention. In particular, Stepping Up is clearly aligned with Article 19, which reads: “States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation.” Article 28 emphasizes that: “States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.” There was a strong focus in Connect with Respect on changing the ways in which teachers engage with disciplinary procedures, with the aim of preventing violence from teachers towards students in schools.

19 UN Women and Australian Aid 2020.

20 UN Women 2020b.



SDG 5 aims to achieve gender equality and empower all women and girls by addressing the root causes of gender inequality. It includes a dedicated target on ending violence against women, so Stepping Up's strong focus on both preventing and addressing violence against women and girls, as well as shifting social norms and attitudes around gender equality, makes it highly relevant for this instrument.

The Declaration on the Elimination of Violence against Women articulates "the urgent need for the universal application to women of the rights and principles with regard to equality, security, liberty, integrity and dignity of all human beings". The Declaration also encourages States to "consider the possibility of developing national plans of action to promote the protection of women against any form of violence". This is evident in the Stepping Up programme, which is focused not only on prevention at the community level but also on the development of national and regional action plans to address violence against women and girls.

The Beijing Declaration and Platform for Action seeks "to advance the goals of equality, development, and peace for all women everywhere in the interest of all humanity". It identifies 12 critical areas of concern. Through its violence prevention and education frameworks, the Stepping Up programme is relevant to the area of concern on violence against women.

In addition, Stepping Up was relevant to national laws and policies in Timor-Leste and Viet Nam. For example, Timor-Leste has a National Action Plan on Addressing Gender Based Violence, a Domestic Violence Law and a National Child Protection Policy. The Ministry of Education has a policy of zero tolerance to violence in learning. In Viet Nam, the Law on Gender Equality was passed in 2006, prohibiting all forms of gender discrimination and gender-based violence, followed in 2007 by the Law on Domestic Violence Prevention and Control, developed in collaboration with the Ministry of Health and with support from WHO.

Stepping Up played a role in informing development of some national policies and action plans to address violence against women and gender equality. For example, in Timor-Leste, the National Action Plan on Gender-Based Violence (2017-2021) includes commitments to work with UN Women on developing multisector implementation in line with the UN Essential Services Package and to support the implementation of Connect with Respect as part of a pillar on prevention.<sup>21</sup>

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21 Secretariat of State for the Support and Socio-economic Promotion of Women 2017.

## RELEVANCE OF THE PROGRAMME TO THE NEEDS AND PRIORITIES OF BENEFICIARIES AND STAKEHOLDERS

**Key finding 2: Stepping Up has responded to diverse needs and priorities across a relatively wide range of beneficiary and stakeholder groups. Donors identified the clear focus on prevention as well as response as a strength of the programme. Those involved in delivering interventions viewed the programme as relevant to the need for social change at the individual and community levels to address violence against women and the normative attitudes and practices that underpin it.**

Beneficiaries and stakeholders interviewed for this evaluation came from quite diverse contexts (regional and national UN staff, external stakeholders from donor organizations, national and local government representatives, implementing partners, school staff and community members). There were interesting patterns of similarities and differences among respondent groups' self-defined needs and priorities. Demographic data on respondent groups in internal studies and reports are limited, however.

Interviewees from donor organizations, national governments and local authorities tended to talk in relatively broad, high-level terms about the need for policies and programmes to promote gender equality and address gender-based violence, and for this to be informed by collaboration with and input from experts on gender equality and gender-based violence. In this sense, Stepping Up was viewed by these respondents as providing a valuable resource – not only for intervention funding but also for technical expertise – to support progress towards fulfilling political commitments in these areas. Donors expressed a particular interest in funding and testing more prevention-focused approaches, so the clear focus of Stepping Up on prevention (as well as response) was viewed as a strength. Interviewees within Timor-Leste and Viet Nam who were more closely involved in delivering interventions tended to describe how Stepping Up contributed to meeting the need for social change at the individual and community levels and, in particular, the need to change violence-supporting attitudes, behaviours and normative expectations.

School staff trained on Connect with Respect in Timor-Leste (five teachers and head teachers from three schools) and community members in Community Mobilization groups in Viet Nam (10 participants, evenly balanced in terms of gender and rural or urban settings) who were interviewed for the evaluation tended, on the other hand, to talk more about their own needs for capacity building to avoid and guard against violence and abuse, and to promote positive relationships within their own networks. In both contexts, Stepping Up community interventions

were clearly described by these participants as helping them meet these needs. As one teacher in Timor-Leste stated, “I was one teacher who always used violence to scare the students. That one week totally changed my behaviour and taught me how to teach students with love, with passion, without using any violence”. A head teacher at another school noted, “before we attended this training and learned new things, sometimes myself and other teachers didn’t really show respect to the students, especially if they needed help, many times we didn’t serve them or consider them”.

A key implication of the findings from baseline surveys conducted prior to implementation of Connect with Respect in Timor-Leste and Viet Nam is that there was an urgent need for an intervention to address high levels of normative acceptance of violence among school students. For example, 86 per cent of girls and 85 per cent of boys in Timor-Leste (out of 38 girls and 34 boys who responded to the survey), and 33.8 per cent of girls and 34.9 per cent of boys in Viet Nam (out of 730 girls and 727 boys) said they agreed that it is appropriate for a husband to beat his wife when she ignores their children. In endline surveys, the majority of children reported that they had found Connect with Respect useful (77 per cent of boys and 97 per cent of girls in Timor-Leste) or relevant (65 per cent of boys and 80 per cent of girls in Viet Nam). These findings support the view that Connect with Respect represented a very relevant response to a clearly identified need for intervention with school students to address violence against women and the normative attitudes and practices that underpin it.

Stepping Up can therefore be viewed as responding to diverse needs and priorities across a relatively wide range of beneficiary and stakeholder groups.

## 5.2 Coherence

### COHERENCE WITH THE EFFORTS OF THE UN SYSTEM AND PARTNERS IN ENDING VIOLENCE AGAINST WOMEN

**Key finding 3:** There was a high level of coherence between Stepping Up and other UN frameworks and programmes on ending violence against women, and consistent joint working and coordination in partnership with other UN organizations to deliver key programme activities. There was also some evidence of synergy and alignment between Stepping Up’s work and programmes with external non-UN partners.

Evidence showed clearly that the Stepping Up programme was coherent with broader efforts by the UN system to end violence against women. Tables 4 and 5 indicate the

programme aligned well with the outcomes within UN Women’s theory of change for ending violence against women and with the “building blocks” identified by UN Women as enabling change across the three pillars of its work. Further, the regional roll-outs of RESPECT and the Essential Services Package provide clear examples of how Stepping Up not only aligned with but also built on existing UN resources and approaches, and worked to adapt these to regional and national contexts. Activities were conducted jointly with other UN organizations, including UNDP, UNFPA, UNODC and WHO. The studies on ending violence against women and children in Cambodia, Papua New Guinea, the Philippines and Viet Nam – based on collaboration among the Asia and the Pacific offices of UNICEF, UNFPA and UN Women – can be viewed as bolstering and advocating further coherence across traditionally more siloed systems to address violence against women and violence against children.



Photo: UN Women/Kate Davidson

**Table 4: Coherence with UN Women’s theory of change for ending violence against women**

Theory of change outcome	Purpose
<p><b>Outcome 1:</b></p> <p>An enabling legislative and policy environment in line with international standards on ending violence against women and girls and other forms of discrimination is in place and translated into action.</p>	<ul style="list-style-type: none"> <li>• Creation and adaptation of research and guidance for regional and national contexts, and engagement with regional and national stakeholders to promote their use (including <i>A Resource Book on Intimate Partner Violence for United Nations Staff in Asia</i>, 2019; <i>the Ending Violence is Our Business report</i>, 2019; <i>the Online Violence Against Women in Asia report</i>, 2020; <i>the Trial of Rape report</i>, 2017; and the ending violence against women and children reports from Cambodia, Papua New Guinea, the Philippines and Viet Nam, all published in 2020).</li> <li>• Delivery of the pilot regional roll-out of the RESPECT Framework with government, civil society and UN partners in Bangladesh, India and Nepal (jointly with WHO).</li> <li>• Delivery of the regional roll-out of the Essential Services Package (jointly with UNFPA, WHO, UNODC and UNDP).</li> <li>• Delivery of a seminar series for donors to raise awareness of how to fund programmes that can prevent violence against women and girls.</li> </ul>
<p><b>Outcome 2:</b></p> <p>Favourable social norms, attitudes and behaviours are promoted at community and individual levels to prevent violence against women and girls.</p>	<ul style="list-style-type: none"> <li>• Delivery of the Da Nang Community Mobilization work to build capacity and raise awareness among community leaders and members, including through public-facing communications, campaigning and advocacy work (in partnership with the Da Nang Women’s Union).</li> <li>• Delivery of Connect with Respect to promote favourable attitudes, behaviours and norms within school communities (in partnership with schools and education authorities).</li> <li>• Engagement with regional and national stakeholders (through events, training and network-building) to promote favourable attitudes, behaviours and norms.</li> </ul>
<p><b>Outcome 3:</b></p> <p>Women and girls who experience violence can use available, accessible and quality essential services so the impacts of violence are addressed, and perpetrators are held accountable.</p>	<ul style="list-style-type: none"> <li>• Delivery of the regional roll-out of the Essential Services Package, including training national policymakers and local service delivery staff.</li> <li>• Delivery of the Da Nang Community Mobilization work to build capacity and raise awareness among local administrators and service delivery staff.</li> </ul>

**Table 5: Coherence with UN Women’s “building blocks” to enable change**

Building blocks	Purpose
<p><b>Normative: the supporting architecture</b></p> <ul style="list-style-type: none"> <li>• Political context</li> <li>• Legislative and policy framework</li> <li>• Institutional framework</li> <li>• Financial framework</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and adaptation of research and guidance for regional and national contexts, and engagement with regional and national stakeholders to promote their use in informing political decision-making and developments in legislative, policy and institutional frameworks.</li> <li>• Delivery of the pilot regional roll-out of the RESPECT Framework with government, civil society and UN partners in Bangladesh, India and Nepal (jointly with WHO).</li> <li>• Delivery of the regional roll-out of the Essential Services Package (jointly with UNFPA, WHO, UNODC and UNDP).</li> <li>• Delivery of a seminar series for donors to raise awareness of how to fund programmes that can prevent violence against women and girls.</li> </ul>
<p><b>Coordination: the actors involved</b></p> <ul style="list-style-type: none"> <li>• Leadership and advocacy</li> <li>• Partnerships and networks</li> <li>• Mobilization and capacity of national actors</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of the Da Nang Community Mobilization work to build capacity and raise awareness among community leaders and members.</li> <li>• Engagement with regional and national stakeholders (through events, training and network-building) to build capacity, raise awareness and promote favourable attitudes, behaviours and norms.</li> <li>• Mobilization of action-oriented networks (for example, UN Women convenes and co-chairs the Regional UNiTE to End Violence Against Women Working Group to plan joint actions and build strategies).</li> <li>• Contracting of partners (for example, the Prevention Collaborative and University of Melbourne) to provide technical assistance and expertise to UN Women and its partners.</li> </ul>
<p><b>Operational: the processes and products guiding implementation</b></p> <ul style="list-style-type: none"> <li>• Mobilization and capacity of subnational actors</li> <li>• Planning and design of interventions</li> <li>• Implementation of interventions</li> <li>• Data collection and sharing, monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of the Da Nang Community Mobilization work to build capacity and raise awareness among community leaders and members, including through public-facing communications, campaigning and advocacy work.</li> <li>• Delivery of Connect with Respect to train and build capacity among school staff and students.</li> <li>• Creation and promotion of research relevant to regional and national contexts.</li> <li>• Collection of baseline and endline data for Connect with Respect.</li> <li>• ASEAN Regional Guidelines on Violence Against Women and Girls Data Collection and Use and workshops.</li> </ul>



There is some evidence of synergy and alignment between Stepping Up's work and programmes with external non-UN partners. Connect with Respect in Timor-Leste is currently being taken forward by the Spotlight Initiative Joint Programme between the United Nations and European Union (with a plan to roll it out across 15 schools) and also by a joint programme on ending violence against women and girls by the United Nations and the Korea International Cooperation Agency (which intends to support a roll-out to another set of schools). Government and educational authorities in both Timor-Leste and Viet Nam are working to integrate aspects of Connect with Respect into national curricula and teacher training, indicating strong coherence between this intervention and national government agendas on both education and violence prevention.

### 5.3 Effectiveness

#### OUTCOMES THE PROGRAMME CONTRIBUTED TO

**Key finding 4:** Through the Essential Services Package and the RESPECT Framework roll-outs, the programme contributed to the development of an enabling legislative and policy environment at the regional and national levels, in line with international standards on ending violence against women and gender discrimination, and contributed to promoting accessible and quality essential services for women and girls who experience violence.

#### THE RESPECT FRAMEWORK ROLL-OUT

The Stepping UP programme worked with the Prevention Collaborative, WHO and UN Women country offices to roll out the "RESPECT Women: Preventing Violence Against Women Framework" in Bangladesh, India and Nepal. Building on "a framework to underpin action to prevent violence against women", RESPECT was developed by WHO and UN Women in 2019. It presents seven key strategies for reducing violence against women: strengthening relationship skills, empowering women, ensuring services, reducing poverty, making environments safe, preventing child and adolescent abuse, and transforming attitudes, beliefs and norms. An implementation package was published online in 2020, with the aim of providing support to enable policymakers and practitioners to develop evidence-based, ethical and effective programming to prevent violence against women and girls. It provides materials including guidance, promising practices, and links to resources and tools for

the design, implementation, monitoring and evaluation of violence against women prevention programmes under each of the RESPECT strategies.

One part of Stepping Up's work with the Prevention Collaborative focused on supporting the roll-out of the RESPECT Framework in Bangladesh, India and Nepal through the creation and delivery of a 10-week online course to develop capacity for implementation. The 56 participants included national policymakers, stakeholders from the justice sector and police, social workers, and representatives from civil society and UN organizations. Stepping Up and Prevention Collaborative interviewees for this evaluation said that this supported development of understanding and skills for implementation and helped forge cross-country professional networks that may enable participants to continue supporting and learning from each other.

A summary of the results of internal participant surveys conducted pre- and post-course were shared with the evaluation team. These show that 50 of the 56 participants completed at least six sessions despite COVID-19, which made attendance and completion difficult. Of the 50 stakeholders, 42 were women and only eight were men, reflecting the gender balance of people in gender-focused roles in government ministries and civil society organizations, but also suggesting there may be room for further engagement with men to mainstream violence prevention and RESPECT strategies across all relevant agencies. The survey results showed that self-ratings of knowledge and skills improved (although exact figures were not available to the evaluation). Participants' definitions of preventing violence against women also improved, with an increase in the proportion of stakeholders referring to preventing violence before it occurs and addressing root causes of violence, when asked to define the term. This approach to rolling out RESPECT, with a multi-country online course engaging stakeholders from a range of relevant sectors, is now being replicated in other regions, which offers opportunities for further, more comprehensive evaluation (including more in-depth assessments of whether cohorts are applying learning or have further learning needs).

#### THE ESSENTIAL SERVICES PACKAGE ROLL-OUT

The United Nations Joint Global Programme on Essential Services for Women and Girls Subject to Violence is a partnership involving UN Women, UNFPA, WHO, UNDP and UNODC. It aims to improve access to quality multisectoral essential services for women and girls who have experienced gender-based violence. The Essential Services Package identifies essential services across the health, social services, police and justice sectors,



Photo: UN Women/Nguyen Duc Hieu

providing guidelines for their delivery, coordination and governance, with a focus on low- and middle-income countries. Regional staff of the Stepping Up programme participated in the UNiTE working group to support the roll-out of this package.<sup>22</sup> This included assisting with translations of the package into local languages and developing adaptations at the country level. The latter involved mapping and analysing national capacity for and gaps in service delivery. Regional staff in the UNiTE working group collaborated to deliver regional workshops with multisectoral stakeholders to develop a common approach and build professional support networks. The working group also sent delegations to national conventions to support capacity building for implementation of the Essential Services Package at the national level.

22 The Asia-Pacific UNiTE Working Group, co-chaired by UN Women and UNFPA, aims to support ending violence against women and girls as integral to the regional implementation of SDG 5. It provides a forum for information sharing and inter-agency coordination and supports regional/subregional initiatives in specific areas that require coordinated efforts by multiple agencies. For further information, see <https://asiapacific.unwomen.org/en/focus-areas/end-violence-against-women/unite-asia-pacific>.

UN Women and external stakeholder interviewees involved in the roll-out stated that this strand of Stepping Up's work contributed to improving knowledge and strengthening capacity at the national level for implementation of the Essential Services Package. For example, according to a UN Women regional office respondent, following the roll-out, several countries requested support from UN Women and other UN organizations to organize national meetings on the package. At the regional level, governments in the Pacific islands made a joint commitment to roll out a multisectoral approach to gender-based violence. UN Women interviewees suggested that, at the national level, the roll-out served as a strong basis for further programming to address violence. In particular, the mapping and analysis of service capacity and gaps reportedly aided the development of country-level proposals to engage in the Spotlight Initiative.

**Key finding 5: The production and publication of research and guidance for regional and national contexts has contributed to an enabling legislative and policy environment and to the promotion of accessible and quality services, particularly for the prosecution of sexual crimes. A key strength of the programme was adapting existing evidence-based or evidence-informed global and regional frameworks and resources to regional and national contexts.**

#### **BUILDING EVIDENCE AND CAPACITY ON PREVENTION AND RESPONSE**

The Stepping Up programme consistently had a clear focus on improving the relevant evidence base to support capacity-building on prevention and response, and inform effective policy and programming to end violence against women. In particular, UN Women stakeholders demonstrated commitment to building on international evidence and bolstering its relevance and accessibility by gathering evidence within the region, and adapting global and regional guidelines and resources to the regional, national and local contexts.

A strong example of this is *Making Progress in Prevention Possible*, launched by UN Women's Asia and the Pacific Office in 2021.<sup>23</sup> Stepping Up regional staff worked with The Equality Institute to adapt *Counting on Change: A Guide to Prevention Monitoring* (a monitoring and evaluation tool for prevention of violence against women and girls in Australia) to the region. This document provides a

23 Available at: <https://asiapacific.unwomen.org/en/digital-library/publications/2021/07/making-progress-in-prevention-possible>

monitoring framework for prevention and offers guidance to policymakers and practitioners on building a relevant, evidence-based prevention framework grounded in intersectional and whole-of-population approaches. The publication also presents guidance on monitoring and evaluating change in the short, medium and long term. The monitoring framework is purposefully aligned with, and complements, three key global and regional frameworks for tackling violence against women and girls: the SDG indicators, the RESPECT Framework and implementation package, and Counting on, Change. While it is too early to assess direct outcomes of this work given the very recent launch (during the evaluation period), the intention is to raise awareness and capacity to invest in and deliver effective approaches to ending violence against women, including efforts to transform norms and attitudes.

Stepping Up regional staff also collaborated with the regional access to justice team in the UN Women regional office and Global Rights for Women to develop regionally specific **resources and training to support improvements in the prosecution of sexual and gender-based violence**. Funding and technical resources were pooled to develop a training module informed by existing resources such as the *UNODC Handbook on Effective Prosecution Responses to Violence Against Women and Girls* (2014) and the more recent *Trial of Rape* (2017) study. Interviewees from the regional office teams on ending violence against women and access to justice worked together on this effort and suggested it was an effective collaboration. The access to justice team brought legal expertise that complemented the expertise of Stepping Up staff on victim-centred approaches and the experience of women through the justice journey. The collaboration was cited as a strong example of work that transcended siloed approaches within different teams and aimed to tackle violence against women more holistically.

The **Trial of Rape** study (2017), a joint endeavour of UN Women, UNDP and UNODC, is an attrition study of women seeking justice following sexual violence in Thailand and Viet Nam. The study was cited by a range of regional stakeholders (both internal and external to Stepping Up) as a key output of the programme, one that contributed to progress towards outcomes.<sup>24</sup> In particular, it was viewed as a major contribution to regionally specific evidence, setting out and explaining the drivers of weaknesses in case management and prosecution practices. Stakeholders interviewed for this evaluation highlighted that as a robust

24 Available at: <https://asiapacific.unwomen.org/en/digital-library/publications/2017/09/the-trial-of-rape>.

knowledge product, it facilitated knowledge sharing and awareness raising about issues in prosecution, enabling more effective advocacy for improvement by UN and national stakeholders based on evidence and “without blaming”.

Four studies on **ending violence against women and children** in Cambodia, Papua New Guinea, the Philippines and Viet Nam, all published in 2020, and a regional synthesis report published in 2021, represent a significant achievement of the programme in transcending traditional siloes between professionals and systems working on violence against women and violence against children.<sup>25</sup> The studies, a joint collaboration among the Asia and the Pacific offices of UNICEF, UNFPA and UN Women, contribute to country-level evidence on national agendas and priorities; relevant government structures, policy and legislation; access to justice; response and support services; prevention programming; and integration of services to address violence against women and against children in more joined-up, holistic ways. Further integration is a key recommendation of the studies. Interviewees highlighted that the publications had improved evidence for advocacy for integrated services and programmes.

A further interesting example of the programme’s efforts to strengthen regionally specific resources concerns the **Ending Violence Is Our Business** (2019) report.<sup>26</sup> This was originally intended to be a study on costs to businesses of violence against women in a country within the region (building on previous UN cost studies from other regions), which would have involved recruiting businesses to take part. This proved too difficult, with programme staff reporting they were unable to find businesses willing to take part. They attributed this to a lack of understanding and prioritization of violence against women as a workplace issue and fears about investigating it. This suggests the need for further work to reframe violence as a public – not private – concern. Nonetheless, the programme worked flexibly to produce case studies of practices by businesses across the region to address intimate partner violence experienced by their employees, with the aim of demonstrating how workplaces can help end violence.

25 These reports are available at: <https://asiapacific.unwomen.org/en/digital-library/publications/2020/12/ending-violence-against-women-and-children-in-east-asia-and-pacific>.

26 Available at: <https://asiapacific.unwomen.org/en/digital-library/publications/2019/10/workplace-responses-to-intimate-partner-violence>.

The table below shows Google Analytics data for various UN Women webpages that host resources produced by Stepping Up, showing the total number of downloads up to August 2021. The data do not reveal the ultimate uses or impact of the publications but do provide an indication of how widely resources were disseminated.

**Table 6: Key product downloads**

Publication Title	Month/year uploaded	Total downloads up to August 2021
<a href="#">Ending Violence Is our Business</a>	November 2019	197
<a href="#">Trial of Rape social media cards</a>	January 2019	90
<a href="#">Trial of Rape (full report, low resolution)</a>	June 2017	283
<a href="#">Trial of Rape Vietnamese version low resolution</a>	October 2017	24
<a href="#">Trial of Rape Thai version low resolution</a>	October 2018	63
<a href="#">Trial of Rape infographics Viet Nam</a>	July 2019	8
<a href="#">Trial of Rape infographics Thailand</a>	November 2018	32
<a href="#">Making Progress in Prevention Possible</a>	July 2021	62
<a href="#">Online Violence Against Women and Girls in Asia</a>	December 2020	229
<a href="#">Violence against women/violence against children study Cambodia</a>	December 2020	17
<a href="#">Violence against women/violence against children study Papua New Guinea</a>	December 2020	11
<a href="#">Violence against women/violence against children study Philippines</a>	December 2020	17
<a href="#">Violence against women/violence against children study Viet Nam</a>	December 2020	16
<a href="#">Violence against women/violence against children regional report</a>	July 2021	18
<a href="#">ASEAN Violence Against Women and Girls Data Guidelines, English</a>	April 2018	441
<a href="#">ASEAN Violence Against Women and Girls Data Guidelines, Vietnamese</a>	April 2018	16
<a href="#">ASEAN Violence Against Women and Girls Data Guidelines, Bahasa Indonesia</a>	April 2018	24
<a href="#">Resource Book on Intimate Partner Violence for UN Staff in Asia</a>	October 2019	116



**Key finding 6:** Through engagement with regional and national stakeholders in events, training and networking, as well as through community-level interventions, the programme contributed to the promotion of social norms, attitudes and behaviours at the community and individual levels to prevent violence against women and girls, but there remains far to go.

### CONNECT WITH RESPECT

Connect with Respect is a programme to prevent violence in schools. It provides guidance for teachers and school leadership on key issues related to preventing school-related gender-based violence. It also offers a structured teaching programme for teachers working with students in early secondary school, covering seven key topic areas. These are: gender and equality; gender equality and positive role-models; awareness of gender-based violence; a focus on school-related gender-based violence; communications skills for respectful relationships; skills for people who witness violence; and help-seeking and peer support skills. Connect with Respect was implemented differently in the two countries, with implementation happening at a larger scale in Viet Nam. More in-depth discussion of evaluation findings on these pilots is set out in the case study sections of this report, in Annexes 10 and 11. Some key findings on the outcomes of the approach are summarized as follows.

Evidence available to and collected by this evaluation suggested that Connect with Respect contributed to a range of positive outcomes in both Timor-Leste and Viet Nam. Evidence came from internal surveys conducted at baseline and endline (see Tables 10 and 11 in the case studies) and interviews for this evaluation. They provided indicative evidence that following Connect with Respect, students and teachers are better able to avoid violence.<sup>27</sup> While the survey samples at baseline and endline were not fully comparable either within or across countries, and the evaluation team therefore urges caution in the interpretation of their results (see further discussion of methodological issues with the internal surveys in the case studies), the indicative evidence they provide suggests that, following Connect with Respect, in Timor-Leste both boys and girls felt safer in school, going to and from school, and at home. Worryingly, however, boys' reports of experiencing recent violence from teachers remained at a high level, and girls reported an increase. There appeared to be decreases in the number of boys who agreed that "boys and girls should be treated equally at school" and in the number of boys agreeing that "men and women should be treated equally at home". The number of girls agreeing with these two statements increased, however.

27 The University of Melbourne has also produced unpublished analysis on Connect with Respect in both countries, based on internal UN Women documents.

**Key finding 7:** While there was a lower level of support for "wife-beating" among students in Timor-Leste following Connect with Respect, substantial proportions of students still felt "wife-beating" was acceptable and had experienced recent violence from teachers. Comparable data were not available for Viet Nam.

Some more egalitarian attitudes among boys and girls were reported at the endline, including higher support for "equal treatment" at school and home. While perceived acceptability of "wife-beating" was lower at endline, a substantial proportion of students still felt it was acceptable under certain circumstances, such as when a wife "disobeys a husband's wish" – demonstrating that, while there has been progress, there is still much farther to go in changing social norms and attitudes supporting violence against women and girls. In Viet Nam, the survey asked students about feelings of safety and views on gender equality and gender-based violence only at baseline; without follow-up results it is not possible to assess any differences following Connect with Respect. Both the baseline and endline surveys asked students about their views on relationships among students. Compared to baseline, a higher proportion of students at endline felt boys treated girls with respect and that girls treated boys with respect.

Five teaching staff in Timor-Leste interviewed for this evaluation who had received the Connect with Respect training provided further indicative qualitative evidence of positive outcomes, unanimously reporting perceptions of better communications skills, improved relationships and a reduction in overall violence among their students. Some teachers also talked about changes in themselves as a direct result of the training. They felt they had improved their own self-regulation and communications skills, avoided using violence against their students and moved from didactic models of teaching towards more participatory teaching methods.

In Viet Nam, an internal survey reported that most teachers (87.5 per cent) felt better able to help students experiencing gender-based violence. Yet almost 1 in 10 (9.4 per cent) reported that Connect with Respect resulted in no change to their understanding of gender-based violence. UN and government stakeholders also generally expressed a perception that the programme should help bring about these outcomes but were clear they had less oversight of outcomes at the school level. While it was not possible to interview teaching staff or students in Viet Nam, UN and government stakeholders similarly reported their views that the project had helped to address social norms and attitudes and reduce violence, but again, these stakeholders had a more distant viewpoint.

## SASA!-INSPIRED COMMUNITY MOBILIZATION AND MEN'S ADVOCATE CLUBS

Stepping Up funded and supported the Da Nang Women's Union to implement a Community Mobilization project, inspired by the Ugandan SASA! Model but with the addition of activities specifically to engage men. The project engaged community members and leaders in regular clubs (men's advocate clubs and parenting clubs), training, events and public awareness-raising campaigns to promote gender equality and end violence against women. Robust analysis of the outcomes of this work in Viet Nam is hampered by the lack of monitoring outcome data gathered by the programme. While the SASA! implementation model follows a rapid assessment approach at the end of different phases of implementation, due to the COVID-19 pandemic and restrictions on data collection, evaluation data from the last phase were not available. There is good evidence, however, of extensive outputs (see Annex 8).

Interviewees for this evaluation, including partners and government representatives involved in approving and implementing these activities, unanimously reported extremely positive perceptions of the outcomes. The evaluation team also interviewed two facilitators of clubs (one women and one man) and eight beneficiaries (four women and four men in parenting clubs and men's clubs, two each from rural areas and two from urban areas).

**Key finding 8: There was evidence that the Community Mobilization work contributed to increased support for gender equality and greater willingness to contribute to housework among men, and increased the social acceptability of women engaging in social activities outside the home.**

Almost all interviewees indicated that there had been a reduction in violence due to the project, though most respondents acknowledged that there was still violence between partners and family members within the community. Several participants discussed changes in their own attitudes, reporting increased support for gender equality and feeling better able to speak out against violence. Changing gender roles were also highlighted, with some respondents noting men's increased willingness to contribute to housework and the wider social acceptability of women engaging in social activities outside the home. Facilitators and implementing partners noted that the project had helped them develop their own capacities to speak out and organize against violence within their communities. These interviewees also noted that, through building social networks with a common purpose, the Community Mobilization project had enabled them to develop more confidence



Photo: UN Women/Henriette Bioerge

that in speaking out against violence, they would be supported within their communities. Interview data for this evaluation suggest that the Community Mobilization work in Viet Nam contributed to positive outcomes among both male and female community members, across rural and urban settings. The data indicate positive changes in attitudes, behaviours and the capacity to safeguard against violence within their families and communities.

## INFLUENCE BETWEEN DIFFERENT STRANDS OF WORK AT THE REGIONAL, NATIONAL AND COMMUNITY LEVELS

**Key finding 9: Taking a joined-up approach, based on an ecological view of the causes of violence and an equally holistic view of the need to address those causes simultaneously at the macro, meso and micro levels, was important in facilitating programme achievements.**

There was clear evidence of strands of work at the regional, national and community levels influencing each other. Overall, the programme took a joined-up approach to make progress towards outcomes, based on an ecological view of the causes of violence and an equally holistic view of the need to address those causes simultaneously at the macro, meso and micro levels. While the programme's

mission was, as a result, expansive, an ecological paradigm focusing on prevention as well as response enabled the programme to maintain coherence and consistency. Different elements of the programme pulled together to support change at the individual, community, school and policy levels. The clearest example of bottom-up influence concerns Connect with Respect in Viet Nam. Starting off as a schools-based pilot, it coincided with action within the Government to develop the national secondary school curriculum. Stepping Up and government stakeholders described action at the national level, by the Government and in collaboration with UN Women, to integrate Connect with Respect topics on gender equality and gender-based violence into the national curriculum and teacher training. This was possible, according to interviewees, due to pre-existing relationships and a degree of trust between UN Women and educational authorities, and also because Connect with Respect provided a model suited to the Government's education agenda.

In Timor-Leste, country office staff reported that work is ongoing with the education ministry and school administrators to embed Connect with Respect into the national curriculum, again demonstrating an ecological approach that pursues change for young people and their schools and communities through marrying community-level work with work at the governmental and institutional levels. As discussed above, there was clear evidence of a consistent effort among regional and national UN Women staff involved in delivering Stepping Up to use global and regional resources to influence national and subnational work. The regional roll-outs of the Essential Services Package and RESPECT Framework are strong examples of work spanning global, regional, national and community levels. Development of regionally specific resources was complemented by training/seminar courses engaging national actors to support the development of capacity to implement common approaches that are appropriately tailored to national contexts.

### **MAJOR FACTORS INFLUENCING THE ACHIEVEMENT OR NON-ACHIEVEMENT OF RESULTS (KEY ENABLERS OF AND BARRIERS TO PROGRAMME EFFECTIVENESS)**

**Key finding 10: As well as expected cultural, legislative and institutional challenges, barriers to programme effectiveness included a paucity of specific evidence and guidelines for the region, a lack of knowledge among key actors and the particular challenges related to COVID-19.**

The Stepping Up programme operated under challenging circumstances. Some challenges constituted central barriers to programme effectiveness. As the literature reviewed above shows, Asia and the Pacific has high

rates of violence against women. Interviewees from across interviewee groups consistently emphasized that the programme began in a context of widespread attitudes accepting and condoning violence against women, coupled with gaps and deficits in the legal and institutional frameworks for addressing violence. Data from Connect with Respect baseline surveys in Timor-Leste and Viet Nam demonstrated high levels of acceptance among schoolchildren of men's violence towards their wives and of teachers' violence towards students. Regional stakeholders interviewed for the evaluation highlighted the paucity of evidence and guidelines specific to Asia and the Pacific on violence against women in general and prevention approaches in particular. Building, adapting and using relevant evidence was therefore a key aim and achievement of the programme.

These stakeholders and others in the case study countries of Timor-Leste and Viet Nam consistently described a lack of knowledge and focus among key actors, from UN organizations to national government actors and local service providers, on preventative approaches to addressing violence against women. Thus, another key aim was to advocate for the importance of prevention and improve understanding of the effectiveness of different prevention strategies.

The challenges COVID-19 posed were also significant. While regional and global evidence shows that rates of domestic violence increased during the pandemic, restrictions and lockdowns limited and delayed programme activities.<sup>28</sup> UN Women interviewees involved in the delivery of Stepping Up noted that the unpredictability of the pandemic's progress and government responses hampered planning, while the funding and capacity of several key stakeholders, including authorities and service providers, were diverted to crisis responses. Restrictions on face-to-face interaction contributed to delays to, or cancellations of, planned work. These pressures on funding and capacity are unlikely to abate for some time as strategies shift from response to recovery.

**Key finding 11: The key factors enabling programme effectiveness centred around coherence, flexibility, adaptability, collaboration and effective strategic leadership.**

Based on evidence from interviews with internal and external stakeholders at the regional, national and local levels, as well as analysis of programme documentation, the evaluation has identified the following enablers of programme effectiveness:

28 UN Women 2020c.

- **Coherence:** The “golden thread” of the ecological model and effective prevention and response across the macro, meso and micro levels enabled a complex and multifaceted programme to maintain coherence and clarity of purpose.
- **Flexibility in programme planning and implementation:** Flexibility in plans and activities enabled the programme both to respond to and create opportunities in an agile and strategic manner.
- **Scaffolding:** The focus on building on and expanding existing resources and evidence enabled the programme to leverage previous achievements and learning at the UN level to support its own work. Work at the regional, national and local levels to achieve changes for individuals, schools, communities and policy was also mutually reinforcing.
- **Tailoring:** Adapting key global/regional resources and evidence to national/local contexts similarly bolstered effectiveness and efficiency, enabling the programme to benefit from existing work while increasing its relevance, applicability and accessibility within national and local contexts.
- **Proactive, well-informed, consistent and strategic leadership and decision-making:** Programme leadership that was proactive in creating opportunities, informed by and in line with relevant evidence and frameworks on ending violence against women and girls, focused on a clear and consistent vision, and able to prioritize strategic aims and activities was cited by several respondents as a key influence supporting progress towards positive outcomes.
- **Collaboration with partners:** An important strength of the programme was a commitment to collaboration with partners with relevant, complementary expertise, for example, in prevention and in the legal aspects of prosecution, which enabled the programme to draw on and benefit from the strengths of external actors as well as its own staff.
- **Flexibility and support from donors and authorizing bodies:** The willingness of donors and authorizing bodies such as national education authorities to fund and facilitate key elements of the programme enabled new approaches to be piloted and assessed.

## 5.4

### Efficiency

#### STRATEGIC ALLOCATION OF RESOURCES TO ACHIEVE RESULTS

**Key finding 12: There was indicative qualitative evidence of the likelihood that strategic decision-making and resource allocation contributed to programme efficiencies.**

While the evaluation was never intended to provide a cost benefit analysis or other form of financial assessment, it did find indicative qualitative evidence of the likelihood that strategic decision-making and resource allocation contributed to programme efficiencies. Stepping Up regional staff emphasized that Timor-Leste and Viet Nam were selected to receive additional country-level support based on a number of strategic considerations, including, crucially, a UN Women country office presence (to ensure capacity to support community projects) and established relationships with key partners (to facilitate necessary agreements and buy-in). Further, the SASA!-inspired Community Mobilization work had been in place since Phase 1 of the programme. Stepping Up staff viewed it as a promising approach worth continuing into the next stages.

This provides indicative evidence that planning and implementation of community-level interventions were likely more efficient compared to starting in places where UN Women has no office presence and less established relationships and contextual understanding. Stepping Up regional staff and a regional partner noted that strategic use of flexibility in the budget enabled Stepping Up regional funding to be used responsively as opportunities arose. Supporting evidence for this view includes the seminar series for donors, through which programme staff and partners sought to increase the profile of prevention work and build political will among donors to fund it, among other aims. This activity was not planned from the start but programme staff reportedly identified a need for awareness-raising among donors and made the decision to use Stepping Up capacity to contribute to this, leveraging their existing networks including Stepping Up donors to identify invitees to the series. That the budget had this flexibility enabled the targeting of expenditure based on emerging needs and opportunities.



## MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME DURATION

**Key finding 13: Understanding of the different types of data and the capacity to collect and use data on violence against women and girls remain low among national actors in the region, and widespread misconceptions around administrative and costing data persist.**

Programme staff noted that while high-quality data are essential for effective prevention and response work, in particular, to identify data trends and relate these to changes in policy and practice, understanding of different types of data and the capacity to collect and use data on violence against women and girls remain low among national actors in the region, including government and civil society actors. While more countries are showing interest in improved data collection and use, and there is some familiarity with prevalence data, widespread misconceptions around administrative and costing data persist.

**Key finding 14: Efficiency could have been improved by strengthening processes for monitoring and evaluation, and for reflecting on and applying lessons from evidence in ongoing programming.**

As also discussed in the evaluation limitations section above, Stepping Up's internal data collection on programme outcomes was limited in various ways. While an array of training and capacity-building activities were carried out, little information on outcomes was collected. In the case of the RESPECT training course, while there was an end-of-course survey, there was no follow-up evaluation to assess whether and how participants are applying learning in their work. Other trainings and activities – particularly at the regional level – had even more limited (or no) outcome information, particularly on how learning might have been put into practice. This limited the ability of the programme to engage in reflection and learning, based on evidence about what worked well and what might be improved.

While some outcome data were collected on the Community Mobilization project in Viet Nam, reports were in Vietnamese and not translated into English, and so could not be read by all Stepping Up regional office staff and other regional stakeholders. This may be viewed as a missed opportunity to reflect on findings about ongoing implementation and outcomes, which might potentially have informed iterative decision-making and adjustments to work between the regional and country office staff and implementing partners. Limitations and

design weaknesses in the Connect with Respect survey limited the ability to analyse the impact of the project over time and compare this across countries, which would have been useful for demonstrating effectiveness and sharing learning.

## 5.5 Sustainability

### CAPACITY BUILDING AMONG PARTNERS ON VIOLENCE PREVENTION AND RESPONSE

**Key finding 15: Regional and national stakeholders from UN, government and donor organizations valued access to UN Women expertise and resources through the programme but did not tend to describe the programme as having had an impact on their own skills and capacities.**

External regional and national stakeholders described the benefits of access to expertise on violence against women within the UN Women regional and country offices, and to resources published or jointly funded by Stepping Up (such as the violence against women and children studies, and the *Trial of Rape* report). Most of these interviewees did not describe the programme as having had an impact on their own knowledge, skills and capacity, however. Given that our samples were non-representative and monitoring of skills and knowledge was not in place, this should not be interpreted as evidence that the programme did not contribute to increased knowledge and skills among these groups – only that the evaluation did not find evidence that it did.

**Key finding 16: Community stakeholders described a notable shift in their own capacities to contribute to social change to end violence against women.**

Interviewed community stakeholders – both intended beneficiaries and implementing partners – described a notable shift in their own capacities to contribute to social change to end violence against women. As explored in more detail elsewhere, school staff in Timor-Leste involved in the Connect with Respect pilot were overwhelmingly positive about the programme's impact on trained teachers' ability to prevent and respond to violence within the school context. Some interviewees in Timor-Leste also suggested, however, that there would be benefits to bringing in expert consultants to deliver the training and curriculum. This indicates a lack of confidence in existing capacity for delivery, particularly expertise required

for effective teaching on gender equality and violence prevention. Country office staff also reflected on the need to increase expertise in gender equality within the country.

In Viet Nam, interviewees participating in the Community Mobilization project were similarly overwhelmingly positive. Male and female members and facilitators of clubs as well as representatives of the Da Nang Women's Union reported that their own knowledge, skills and capacity grew through participation in meetings, training and activities such as campaigning. As one respondent explained, "Da Nang Women's Union also contributed to this change. We mobilize the community and advocate to leaders for change. We also empowered ourselves which I found was very important". Specific examples of how these skills and capacities were deployed include the delivery of a stakeholder workshop to explore findings of a survey about safety in the city. This led to a local directive committing city authorities to developing ways to make the city safer for women and girls. The directive provided a legal basis for the Women's Union to continue its role in shaping safer city policies, and was supported by mass mobilization meetings and conferences.

#### **OWNERSHIP OF THE PROGRAMME AND APPROACHES BY NATIONAL AND REGIONAL PARTNERS, REPLICATION AND SCALING UP**

**Key finding 17: A strong level of national ownership is evident for Connect with Respect, with the model now being scaled up in Timor-Leste and integrated into the national educational curriculum in Viet Nam.**

On ownership of Stepping Up approaches, data available for this evaluation allow us to comment only on the extent of local and national ownership of the country-level interventions, and not on ownership among partner organizations at the regional level. In Timor-Leste, government respondents expressed a desire to continue working with UN Women and partners to scale up Connect with Respect, indicating commitment to the project but also recognition of the need for ongoing support. In Viet Nam, interviewees from UN Women, the implementing partner and Government agreed that national and local government authorities had a very strong degree of ownership over both Connect with Respect and the Community Mobilization work. That the implementing partner in Da Nang, the Da Nang Women's Union, is a quasi-governmental organization may have strengthened this ownership.

**Key finding 18: There was some concern that ownership and control of projects by authorities in Viet Nam has been so strong that fidelity to UN Women's transformative aims could not be guaranteed. The evidence suggests that while elements of the programme will be sustained they may not continue in the same forms.**

UN Women interviewees from the regional and country offices expressed some concern that ownership and control of projects by authorities in Viet Nam has been so strong that fidelity to UN Women's transformative aims could not be guaranteed. The necessary trade-off to ensure local ownership is UN Women's diminished influence. Nonetheless, the model is expanding to other cities; the male advocate clubs are now being adopted within Ho Chi Minh City. The evidence suggests that while elements of the programme will be sustained they may not continue in the same forms. Connect with Respect is being scaled up by national partners in both Timor-Leste and Viet Nam. In Timor-Leste, plans are currently in place to roll it out to 15 schools under the Spotlight Initiative, in partnership with the Government. In Viet Nam, work is underway between government and UN Women stakeholders to adapt and incorporate Connect with Respect into the national curriculum. This represents a significant achievement and provides a degree of confidence that training and teaching on gender-based violence and gender equality will be embedded within the national education system.



Photo: UN Women/Christina Yiannakis

## 5.6

### Upholding and promoting gender equality and human rights

#### TRANSFORMING HARMFUL GENDER NORMS, ROLES AND RELATIONS

**Key finding 19:** The Community Mobilization work and Connect with Respect both supported attitudinal and behavioural changes and some changes to gendered norms and expectations. Worrying results remained at endline, however, including some continued support for “wife-beating” among students and some teachers reporting no impact on their understanding of gender-based violence.

Transforming social norms that support and uphold violence against women and girls was a key intended outcome of the programme. As discussed further in relation to programme effectiveness and within the case studies, the evaluation found evidence that the programme did contribute to progress towards this goal. Delivery of the Da Nang Community Mobilization work was described by stakeholders, including beneficiaries, as supporting attitudinal and behavioural changes among community leaders and members, and also as resulting in some changes to gendered norms and expectations. Several participants noted increased support for gender equality and feeling better able to speak out against violence, while some described men’s increased willingness to contribute to housework and greater social acceptability of women engaging in social activities outside the home.

Surveys for Connect with Respect on gender norms surrounding the social acceptance of violence against women and girls and the unequal treatment of men and women at home and in school generally showed lower levels of support for violence post-intervention (though some support remained). They also provided some evidence of better relationships between girls and boys at school. Survey limitations mean we cannot confidently describe these differences as the result of the project, however. The surveys showed a mixed awareness of gender equality among students with some inconsistent results suggesting a need for further qualitative evaluation to understand how students think about equality and violence. While teachers interviewed in Timor-Leste described a shift towards less violent pedagogical approaches, about 1 in 10 teachers participating in the internal survey in Viet Nam reported that Connect with Respect had no impact on their understanding of gender-based violence (see Annex 11 for detailed survey results).



Photo: UN Women/Pathumporn Thongking

#### UPHOLDING GENDER EQUALITY AND FACTORING IN POWER IMBALANCES TO ENSURE INTERVENTIONS REACH THOSE WHO ARE MOST MARGINALIZED, EXCLUDED OR DISCRIMINATED AGAINST

Existing evidence is clear on the need for violence prevention approaches to work across all levels of society’s ecology – micro (e.g., individual behaviours and attitudes), meso (e.g., families, communities, schools) and macro (e.g., laws, service infrastructure and funding) – to meet gender-differentiated needs in violence prevention and response. Stepping Up responds to and aligns well with this body of evidence, working at each of these levels. Evidence is also clear on the need for gender-based violence prevention to empower the most marginalized and avoid relying on or bolstering oppressive power structures. Stepping Up staff from the regional office emphasized in interviews that the programme was committed to taking an intersectional approach and engaging the most marginalized but this was discussed less by country-level programme staff.

Intersectionality does figure in some key outputs of the programme, for example, the Making Progress in Prevention Possible monitoring framework for violence



prevention in the region, which explicitly aims to encourage an intersectional and whole-of-population approach to tackling violence. Stepping Up regional office staff also described how work funded by Stepping Up was now being taken forward through other programmes, including to address violence against women and girls in migrant communities.

While some outcome data collected by the programme were disaggregated by sex (for example, most data from the Connect with Respect surveys in Timor-Leste), other outcome data were not sex-disaggregated (for example, most data from the Connect with Respect surveys in Viet Nam, data from the Community Mobilization internal studies in Viet Nam, and end-of-course data from the regional RESPECT training course, although the gender balance of participants was stated in monitoring records for the training).

**Key finding 20: There was strategic reliance on engagement with men perceived by programme staff as moral allies with high standing within their communities, including Communist Party leaders, in the implementation of the programme at the community-level in Viet Nam. Recording of reflections among Stepping Up staff on the implications this may have had for the transformative potential of the programme could have been more systematic. Overall, there were insufficient demographic and disaggregated data available to the evaluation to determine the extent to which the community-level work in Viet Nam reached and affected those who are most marginalized.**

Regional stakeholders expressed some concern that a focus on “respect” and “community harmony” should not lead to the silencing of women and girls experiencing violence. Further, they had a concern about the programme’s stance towards traditional hierarchies and specifically whether this might result in making compromises that would undermine the transformative potential of the project. Interviews in Timor-Leste and Viet Nam suggested, however, that the thrust of the programme was towards

breaking taboos on discussion of violence and abuse. Participants of Connect with Respect in Timor-Leste and the Community Mobilization project in Viet Nam generally described trends towards increasing social acceptability of women and girls speaking out about violence, not towards increasing silence.

The Community Mobilization model in Viet Nam was quite explicitly reliant on engagement with men perceived by programme staff as moral allies with high standing within their communities, including middle-aged and older Communist Party leaders and other community leaders. These men were viewed as being able to raise the profile of the project and facilitate recruitment to clubs and other activities as well as to “influence” others. In interviews for this evaluation, community leaders expressed strong commitment to ending violence against women. The project also deliberately enlisted and engaged with male-dominated organizations, in part because the Da Nang Women’s Union first struggled to interest men in the project. (These initial difficulties were attributed by country office staff to the Women’s Union’s “mandate of representing and defending the legal and legitimate rights and interest of women in the city”.) To address this issue, an unexpected development in the programme was that it engaged the support of the male-dominated Farmers’ Union and Youth Union to aid recruitment.

The evaluation was not able to assess fully the benefits and drawbacks of this approach (country stakeholders were roundly positive about the programme, tending not to identify potential challenges or risks) but programme staff described it less as a pragmatic compromise and more in terms of a strategic win in building partnerships to achieve progress. The evaluation found that recording reflections among Stepping Up staff on the implications for the transformative potential of the programme could have been more systematic. This could have included, for example, systematically recording reflections on any potential compromises to reaching and centring the most marginalized or discriminated against groups within interventions to end violence against women.





Photo: UN Women/Caitlin Clifford

# 6 Conclusions and lessons learned

# 6. CONCLUSIONS AND LESSONS LEARNED

Conclusions based on findings and key lessons learned from the evaluation are set out below.

## 6.1 Conclusions

### RELEVANCE

**Conclusion 1: Stepping Up's relevance to diverse needs and priorities across wide-ranging stakeholder groups was a strength that both helped the programme garner necessary support for implementation and should, in turn, support gains to be sustained as elements such as Connect with Respect are taken forward by national actors. (Based on key findings 1, 2, 9, 11 and 17.)**

Stepping Up responded to calls within regional and national agreements for coordinated efforts to end violence against women and contributed to the development of national plans (1). At a more granular level, it also responded to the diverse needs and priorities of a wide range of stakeholder groups. For example, government stakeholders tended to value access to technical and policy expertise, while implementing partners, school staff and community members generally valued the programme's contribution to awareness raising and capacity building to end violence (2). Stepping Up's relevance to these diverse needs at different levels enabled it to gain the wide support base necessary for implementation of programme elements (9, 11). A clear example of this is Connect with Respect, where planning, authorization and delivery required support from education ministries, local education authorities, school leaders and school teaching staff. The programme supported government ministries in developing education policy and directly provided training to school staff on teaching the Connect with Respect curriculum. To the extent that the Connect with Respect project continues to be seen by stakeholders across these groups as an effective way of meeting their various needs in relation to school reform, this is likely to help sustain buy-in to the approach during the future roll-out (17).

### COHERENCE

**Conclusion 2: Stepping Up's coherence with existing UN frameworks, in particular its work on the Essential Services Package and the RESPECT Framework, enabled it to draw on the UN system's previous achievements. This work was very fundamentally enhanced by commitment to developing tailored adaptations of existing global and regional frameworks and resources to suit specific regional and national contexts. (Based on key findings 3, 4, 5 and 11.)**

There was good evidence of a high level of coherence between Stepping Up and other UN frameworks and programmes for ending violence against women, and consistent joint working and coordination in partnership with other UN organizations to deliver key programme activities (3). This coordinated, multi-agency approach underpinned key work strands such as the roll-outs of the Essential Services Package and the RESPECT Framework, through which the programme contributed to the development of an enabling legislative and policy environment in line with international standards, and to promoting accessible and quality essential services for women and girls who experience violence (4). Rather than rigidly applying these pre-existing global frameworks, however, the programme sought to adapt them to regional and national contexts, and to provide stakeholders with training in using the adapted frameworks, which – by increasing contextual applicability and useability – proved to be a key strength of the programme (5 and 11). This element is worth continuing in future programming on ending violence against women and girls in Asia and the Pacific to ensure adapted frameworks are embedded within national systems. It is an approach worth replicating in programming in other regions.

## EFFECTIVENESS

**Conclusion 3: Working through an ecological lens not only to promote a coordinated response to violence against women and girls but also to address multiple interrelated causes of violence simultaneously at the macro, meso and micro levels was crucial to Stepping Up's effectiveness in achieving its goals. This is an approach worth expanding and testing further. (Based on key findings 4, 5, 6, 8, 9, 11 and 16.)**

Stepping Up made effective contributions to achieving goals that included normative, attitudinal and behavioural changes at the community and individual levels, and a more enabling legislative and policy environment for preventing violence against women and girls and providing essential services (4, 5, 6, 8 and 16). A key conclusion from the evaluation is that particularly for prevention work but also for work to improve responses to violence, taking a joined-up approach, based on an ecological view of the causes of violence and an equally holistic view of the need to address those causes simultaneously at the macro, meso and micro levels, is an important facilitator of success (9 and 11). This is worth replicating and testing further. Importantly, different elements of the programme pulled together to support changes at the individual, community, institutional and policy levels – and changes at these levels were often mutually reinforcing. For example, Connect with Respect required work not only at the individual level to train teachers but also at the institutional level to garner support from school leadership and at the governmental level to gain authorization for the pilots and eventually embed Connect with Respect within national curricula. While the programme's mission was complex and multifaceted, it was the "golden thread" of the ecological paradigm that enabled a clear, coherent and consistent vision to be maintained.

## EFFICIENCY

**Conclusion 4: Better practices in monitoring, evaluation and learning throughout the duration of programming would enhance opportunities not only to contribute to the evidence base but also to assess and reflect on achievements and make ongoing evidence-informed programme refinements to improve efficiency and effectiveness. (Based on key findings 7, 14 and 20.)**

There is a clear need, as UN Women takes forward work to end violence against women and girls in the region, to strengthen processes for monitoring and evaluation, and for reflecting on and applying lessons from the evidence in ongoing programming (14). While there was a focus on developing and funding research in the region, monitoring and evaluation of Stepping Up programme activities and

outcomes was much more limited. There was a particular need to improve collection and expert analysis of more comprehensive outcome data, disaggregated by sex and demographic factors, to better understand the reach and impact of the programme (20). This might have enhanced the ability of the programme to assess, reflect on and demonstrate achievements, and to make iterative evidence-informed refinements and improvements to the ongoing work.

Modelling best practices in evidence-based decision-making might also bolster UN Women's reputational capital as it advocates at the regional and national levels for the effective use of evidence to inform approaches to ending violence against women and girls. While programme staff were overwhelmingly positive about programme outcomes, some findings demonstrated that there is much further to go in promoting gender equality and addressing violence. Thus, there was somewhat of a mismatch between how Stepping Up staff described the impact of the programme and other more mixed data included in the evaluation, such as the Connect with Respect survey data (7). There could have been more systematic recording of reflections among staff on blockages, challenges, limitations, gaps and failures to maximize opportunities to draw out lessons from more difficult experiences, which would be of use to other programmes.

## SUSTAINABILITY

**Conclusion 5: There are high levels of "ownership" among national actors in terms of continuing development of some aspects of the programme, such as Connect with Respect, but some gaps remain in skills and capacities required to ensure Stepping Up's achievements are not only sustained but improved upon. Supporting development of these skills and capacities would be a useful focus for future programming. (Based on key findings 13, 17 and 19.)**

There is a strong level of national ownership of Connect with Respect in particular, with the model now being scaled up in Timor-Leste and integrated into the national curriculum by national partners in Viet Nam (17). This buy-in was helped by a good fit between government priorities for educational reform and the Connect with Respect model, among other factors, but there is also strong support for continuing implementation among school staff – indicating that multi-level supportive scaffolding for the approach is in place. While there is indicative evidence that Connect with Respect in both Timor-Leste and Viet Nam supported attitudinal and behavioural change, data from school staff also clearly convey there is more to do in



developing capacity within schools to teach the curriculum and develop whole-school approaches to ending violence (19). Aside from Connect with Respect, further capacity gaps remain among national governmental and civil society actors in collecting and using data on violence against women and girls, and particularly administrative and costing data (13). Capacity building in these areas would be a valuable focus for future programming in the region.

## GENDER EQUALITY AND HUMAN RIGHTS

**Conclusion 6: While community interventions supported attitudinal and behavioural change, and some changes to gendered norms and normative expectations, worrying results remained at endline, indicating much progress towards gender equality must still be made at the community level. (Based on key findings 6, 7, 8, 16 and 19.)**

A key achievement of the programme was its contribution to the promotion of social norms, attitudes and behaviours at community and individual levels to prevent violence against women and girls (6). Specifically, the Community Mobilization project contributed to increased support for gender equality, men's greater willingness to contribute to housework and higher social acceptability of women engaging in social activities outside the home (8). Stakeholders described a notable shift in their own capacities to contribute to social change to end violence against women (16). Evidence for Connect with Respect generally showed lower levels of support for violence post-intervention (in Timor-Leste) and provided some evidence of better relationships among girls and boys at school (in Viet Nam) (7). Nonetheless, there was also clear evidence from community-level interventions of persisting inequalities and harmful norms, behaviours and attitudes (7, 19). While COVID-19 disrupted much of Stepping Up's community-level work, these findings suggest it will be crucial for future programming to increase efforts focused on community-level interventions that aim to transform social norms.

**Conclusion 7: While engagement with traditional hierarchies can support achievement of programmatic aims, where these hierarchies are heavily relied upon there is a need to capture learning from reflexive examination of the consequences and implications this has for programming and its transformative potential. (Based on key finding 20.)**

Programming to end gender-based violence should empower the most marginalized and avoid relying on or bolstering oppressive power structures. Any focus on

“respect” and “community harmony” should not lead to the silencing of women and girls experiencing violence. While Stepping Up contributed to increasing the social acceptability of women and girls speaking out about violence, some elements of the programme clearly relied heavily on men of perceived high social status and male-dominated power structures (key finding 20).

While these alliances were framed in wholly positive terms by programme staff in interviews, as strategically valuable partnerships to achieve progress, the evaluation would have been better able to draw out relevant lessons for programming on violence against women and girls in similarly hierarchical and patriarchal contexts had there been more systematic recording of critical reflections on the implications of this approach – including whether and how it required pragmatic compromises. Relatedly, there is a need to improve data collection to enable analysis of intended beneficiaries' experiences and outcomes disaggregated by demographic factors. This would help to identify any differences in whether and how programming engages with and impacts more and less marginalized populations (20).

## 6.2 Lessons learned

### THE VALUE OF EXPERT MONITORING, EVALUATION AND LEARNING

A strong monitoring and evaluation strand should be central to any programme to ensure learning can be fully captured and shared. This requires adequate funding but also evaluative expertise. A key lesson learned from this evaluation is that where programme teams do not have sufficient internal expertise on monitoring and evaluation, they would benefit from engaging expert evaluators at the design stage to advise on appropriate evaluation designs and what ongoing data collection would be necessary for robust impact evaluation. The pilots of Connect with Respect, for example, would likely have lent themselves to more robust impact analysis at a similar cost. This would have allowed the statistical significance of any observed changes to be tested, and helped to build evidence and support effective decision-making among governments, UN organizations, donors and other parties. Programmes working on ending violence against women and girls in Asia and the Pacific have a significant opportunity to make weighty contributions to the still relatively limited evidence base in the region.



### THE VALUE OF PROGRAMMING THROUGH AN ECOLOGICAL LENS

A key lesson learned is that ending violence against women and girls – a problem as persistent as it is brutal – requires tackling the issue from all sides. This, of course, implies an inherently complex and multifaceted mission. But there is an effective way of bringing together the array of work required under one clear and accessible vision: programming through an ecological lens. Work on individual attitudes and behaviours matters but needs to be complemented by work on how institutions treat violence. Work on social norms is vital but laws count too. The ecological model provides a framework that clarifies how multiple, interrelated factors – across the individual, meso and macro levels – contribute to continuing violence and so need to be addressed simultaneously if progress in one area is not to be thwarted by stalling in another. It is vital for programming aiming to end violence against women to recognize and address the multiple drivers of violence. Stepping Up demonstrates this can be done coherently and effectively when the ecological model is used to underpin programming.

### THE VALUE OF LONG-TERM, LARGE-SCALE PROGRAMMING

Improving prevention of and responses to violence against women and girls requires considerable investments of time, resources and technical support to shape approaches that fully use cutting edge knowledge to lead promising new practices. While countries in Asia and the Pacific are showing growing interest in the provision of quality coordinated services for violence survivors, there are significant gaps in national capacity and financial resources to provide essential services responding to survivors' multiple needs. Particularly within patriarchal contexts, achieving the normative change required to prevent violence requires sustaining efforts over years. But there is a risk of currently limited funding for this work declining further as countries respond to and recover from COVID-19.

Stepping Up allowed economies of scale, such as through regionally tailored training sessions on evidence-based approaches and frameworks that could be delivered efficiently to participants from multiple countries. Since initiatives involving multiple countries across multiple years are more likely to offer these economies, they may provide UN Women with the best chance of success in responding to the support requests of ASEAN and its member States and other countries in the region.

### THE VALUE OF BUILDING AND SHARING TAILORED GUIDANCE AND RESOURCES

A key lesson learned is that the effectiveness and longer-term sustainability of programming and evidence-informed approaches to ending violence against women and girls depend on ensuring that actions and decisions by national and regional actors cohere with evidence and guidelines, and that evidence and guidelines cohere with and are relevant to country and regional contexts. Having existing global and regional resources and guidance and adapting these to country contexts allowed Stepping Up staff to help advance national commitments to international norms and standards.

Guidance produced by UN Women was viewed as having an immediate impact and return on investment. Stepping Up regional office staff noted, for example, that students and faculty in Thai universities immediately used a campus violence handbook to advocate for anti-sexual harassment policies, which helped frame new university policies. The adaptation of the existing Connect with Respect educational resources to the context in Viet Nam was cited by programme staff as an effective way to build buy-in and interest relatively quickly among community leaders. In Timor-Leste, interviewees for this evaluation noted that further resources, including adaptable lesson plans aligned with Connect with Respect, would be welcome.



Photo: UN Women/Caitlin Clifford





Photo: UN Women/Praveen Rao Kaliga

# 7 Recommendations



# 7. RECOMMENDATIONS

The evaluation team's key recommendations are set out below. As requested by the Evaluation Management Group, all recommendations are targeted to UN Women. They are based on the findings and conclusions of this evaluation and were presented to the Evaluation Management Group and the Evaluation Reference Group and refined in light of their feedback. The level of priority of each action point is denoted by a high, medium or low priority ranking, and the conclusions on which they are based are also indicated.

**Recommendation 1: While retaining a multi-year, multi-country scale, and an ecological programming lens, increase funding within programming to end violence against women and girls in Asia and the Pacific specifically for evidence-informed community-level interventions with a focus on transforming social norms. (Priority: High. Based on Conclusions 1, 3 and 6.)**

Programming to end violence against women should take a joined-up, holistic approach, working to address individual and normative attitudes and behaviours, strengthen service provision and create an enabling legislative and funding environment. Given the scale of this challenge, large-scale, multi-year and multi-country initiatives informed by the ecological model are well-placed to help meet the region's strategic needs. They should form the basis of UN Women's programme proposals to donors. Within this ecological frame, however, there is also a need to shift increasing focus onto community-level interventions aimed at supporting prevention by addressing social norms. Not only has much recent community-level work been disrupted due to COVID-19, but preventative interventions will be particularly vulnerable (compared to, for example, essential responsive services) as national budgets are stretched by the pandemic response and recovery. Building on the encouraging results of the community-level Stepping Up-funded interventions, UN Women should seek increased funding for evidence-informed community-level interventions with a focus on transforming social

norms. It should situate this within a broader programme of work that also addresses the policy sphere.

**Recommendation 2: Strengthen and adequately fund programme monitoring, evaluation and learning, taking full advantage of opportunities to build the relatively limited evidence base on "what works" in ending violence against women in Asia and the Pacific. (Priority: High. Based on Conclusions 4 and 7.)**

Sufficient funding and time should be allocated to enable robust and meaningful evaluation. UN Women should consistently highlight the benefits of evaluation (including in demonstrating impact and furthering understanding of effective practice) in negotiations with donors. UN Women programme leads and managers should engage expert evaluators at the design stage to advise on the most appropriate evaluation designs and on data collection protocols for a robust impact evaluation where possible. Particularly on complex areas of social and normative change in general and violence against women in particular, qualitative methods should be included in monitoring and evaluation to further understanding of subjective views, attitudes and values. UN Women programme leads and managers should ensure quantitative analyses are complemented with exploratory and interpretive qualitative methods. Programme leads should build in periodic "learning sessions" (for example, workshops) for programme staff to reflect on and consider ways to refine programmes by applying key lessons from ongoing monitoring and evaluation.

**Recommendation 3: While continuing to build on and develop networks of social actors to advance programming on ending violence against women and girls, increase efforts to ensure the full inclusion of marginalized groups. (Priority: High. Based on Conclusions 4 and 7.)**

Building on the principles of the ecological model, developing dynamic networks between a range of actors has the potential to contribute to knowledge sharing and joint learning, increase public awareness, and create opportunities over time for preventing and eliminating

violence against women and girls in Asia and the Pacific. While engaging advocates and allies with power and status was a key focus of Stepping Up, UN Women's future programming should refocus on ways of achieving its emancipatory potential through engaging not just with those at the grass roots but, within that, those groups who are most marginalized, excluded and discriminated against, including based on socioeconomic status, indigeneity, ethnicity, ability, sexual orientation, gender identity, HIV status, minority status and age.

**Recommendation 4: In future capacity building to end violence against women and girls, focus on building technical capacity to embed fully the evidence-based approaches introduced by Stepping Up within national systems, and on building data skills among national actors. (Priority: Medium. Based on Conclusions 2 and 5.)**

While Stepping Up introduced regionally tailored adaptations of the Essential Services Package and RESPECT Framework, the emphasis going forward should shift to supporting countries to embed these frameworks fully within their national systems. UN Women programming in other regions should also replicate, as a standard programme practice, the adaptation of existing evidence-based global and regional frameworks to national contexts. Further, there is a continuing need for capacity building among national stakeholders for the collection and analysis of data on violence against women and girls, particularly administrative and cost data. Given the reporting requirements of SDG 5, further engagement on these topics is needed to solidify learning and reach a wider audience of data collectors, users and analysts. UN Women programme leads and managers should therefore prioritize capacity building for government and civil society actors in these areas.

**Recommendation 5: Continue to support scaling up Connect with Respect in Timor-Leste and Viet Nam but strengthen evaluation of its outcomes. (Priority: Medium. Based on Conclusions 3 and 5.)**

For future monitoring and evaluation of Connect with Respect in both countries, we recommend that UN Women advocate for conducting comparative analysis that gathers outcomes and demographic data from an intervention group and a comparison group, both before and after a programme, with the same individuals and schools included at each time point, to allow for robust comparative impact analysis. Given the difficulty in assessing sensitive and nuanced topics through surveys alone, conducting qualitative interviews with students and teachers before and after the programme would be

of value to better understand experiences, outcomes and factors affecting positive change.

At the operational level, as UN Women supports scaling up the project in Timor-Leste, it should consider that regular follow-up training may be helpful, given that trained staff were keen not only for others to benefit from training, but also to consolidate and enhance their own knowledge and skills in ending violence. Consultation with school staff on the details of implementation will be needed to identify a process that all can participate in (for example, if it takes place within or outside normal school hours, and whether teachers should be trained to deliver the curriculum to students or expert consultants brought in). The provision of written teaching guides and materials should be expanded, particularly adaptable lesson plans in the Tetum language. In Viet Nam, UN Women should advocate for implementing partners to improve and expand teacher training on the teaching of sensitive material.



Photo: UN Women/Fitria Rifki





Photo: UN Women/Vera Kusuma Wardani

# ANNEXES

# ANNEX 1: EVALUATION TERMS OF REFERENCE

## TERMS OF REFERENCE (TOR)

### CONDUCT THE FINAL EVALUATION OF “STEPPING UP SOLUTIONS TO ELIMINATE VIOLENCE AGAINST WOMEN AND GIRLS IN ASIA AND THE PACIFIC (2017-2020)”

For the UN Women Regional Office for Asia and the Pacific

#### 1. BACKGROUND - UN WOMEN AND THE STEPPING UP SOLUTIONS PROGRAMME

Grounded in the vision of equality enshrined in the Charter of the United Nations (UN), UN Women works for the elimination of discrimination against women and girls, the empowerment of women, and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action, and peace and security. Placing women’s rights at the centre of all its efforts, UN Women leads and coordinates the efforts of the UN system to ensure that commitments on gender equality and gender mainstreaming translate into action throughout the world.

**Violence against women and girls (VAWG) is a widespread violation of human rights worldwide, globally affecting around one in three women in their lifetime.** VAWG is firmly grounded in unequal power relations between women and men and reinforced by discriminatory and gender-biased attitudes, norms and practices that both contribute to such violations and allow them to continue unchallenged. VAWG impedes human development and has serious negative consequences, ranging from multiple immediate to long-term physical, sexual and psychological impacts, which often prevent women and girls from fully participating in society. In addition, it carries tremendous economic costs at all levels, from the individual and the household to the wider community and society at large.

Regional evidence suggests that **VAWG is widespread throughout Asia and the Pacific, though with significant**

**variations across countries.** For example, in several Pacific countries rates of VAWG are as high as two in three women experiencing violence in their lifetime. Available data indicates that the lifetime prevalence of physical and/or sexual intimate partner violence (IPV) among ever-partnered women is 38% in South East Asia and 25% in the Western Pacific region. The lifetime prevalence of non-partner sexual violence (NPSV) among women is 5% in South-East Asia and 7% in the Western Pacific. Research shows that exposure to violence is high among 15-19-year-olds, indicating that the experience of violence often starts early in women’s relationships.<sup>29</sup>

With growing awareness of the magnitude of the problem, change is happening. **Governments in the region are increasingly advancing legislation, policies and National Action Plans (NAPs) on ending violence against women (EVAW).** The Association of Southeast Asian Nations (ASEAN) also adopted an ASEAN Regional Plan of Action on the Elimination of Violence against Women in November 2015, ensuring high-level political commitment to tackle the issue. The Sustainable Development Goals (SDGs) mark a new era, with a dedicated target on ending VAW as part of SDG goal 5- a transformative, standalone gender equality goal that goes to the heart of addressing the root causes of gender equality. More recently, the World Health Organization (WHO) and UN Women, together with other UN, government and multilateral partners, have developed *RESPECT women: preventing violence against women – a framework aimed primarily at policy-makers.* The RESPECT framework contains a set of action-oriented steps that enable policymakers and health implementers to design, plan, implement, monitor and evaluate interventions and programmes using seven strategies to prevent VAWG.

UN Women has contributed to these efforts through its implementation of the **“Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific”** programme, which is being rolled out between 2017 and 2021 as a regional initiative. The programme

29 [Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and Non-partner sexual violence](#) 2013, WHO. P.16

focuses on the prevention of VAWG, data and evidence building, and strengthening the provision of services for VAWG survivors. UN Women is seeking the services of a team of evaluation consultants to conduct an end of programme evaluation of “Stepping Up”, with the purpose of documenting outcomes and achievements and to generate learning and knowledge about how and why change occurred.

### Description of the Program

The “Stepping Up” programme (2017-2020) draws upon the significant results of the Phase 1 Programme “*Leveraging Technical Tools, Evidence and Community Engagement to Advance the Implementation of Laws and Provision of Services to Women Experiencing Violence in South-East Asia,*” with funding support from the Australian Department of Foreign Affairs and Trade (DFAT) (2013-2016). This programme produced research and programmatic evidence on the costs of solutions to address violence against women (VAW) and new ways to monitor the implementation of laws and national action plans on VAW, and initiated promising community and school-based prevention initiatives.

The “Stepping Up” programme was designed then to carry forward and build upon learning from the earlier “Technical Tools” programme which established evidence and promising practices, particularly regarding prevention and social norms change for VAW. It was originally envisioned as a large scale programme, with a budget of at least \$8-10 million USD for the implementation of the full programme. However, funding was allocated for just a portion of the project as originally envisioned, and therefore a portion of the overall scope and scale was undertaken. The project was eventually funded for approximately \$2 million USD.

The programme is managed by the Ending Violence against Women unit in the regional office of Asia and the Pacific based in Bangkok which provides oversight and support to two country offices where programmatic funding has been allocated; Timor-Leste and Viet Nam.

**The “Stepping Up” programme aims to build on and further expand the evidence generated under Phase I by:**

- deepening research and evaluation across sectors and interventions;
- increasing accountability and institutional capacities at regional and national level to implement policy commitments and invest in quality essential services;

- determining which prevention approaches hold the most promise for social norms change; and
- more systematically integrating VAW prevention and response programming into key thematic areas, including education, economic empowerment, finance and planning, with a view to affecting the most transformative change.

**The overall goal of the “Stepping Up” programme is that women and girls live free from violence in Asia and the Pacific.** The Theory of Change (ToC) initially developed for this goal is: If (1) an enabling legislative and policy environment in line with international standards on ending VAWG, including ending impunity and other forms of discrimination, is in place and translated into action; (2) if transformative social norms, attitudes and behaviours are promoted at community and individual levels to prevent VAWG; (3) and if decision-makers across sectors are committed to invest in essential services informed by global guidelines and evidence on the costs of VAWG and its response; then (4) women and girls will live free from violence against women and girls in Asia-Pacific; because (5) violence is being prevented before it happens or re-occurs, and those experiencing violence receive quality services to recover and rebuild their lives.

In order to achieve the above, **the programme focused on three distinct and mutually reinforcing outcomes**, as outlined below, with a full logframe developed with corresponding outcome and output indicators to measure results.

1. An enabling legislative and policy environment in line with international standards on EAW and other forms of discrimination is in place and translated into action.
2. Transformative social norms, attitudes and behaviours are promoted at community and individual levels to prevent VAWG.
3. Increased investment in quality essential services, in line with global guidelines and informed by new evidence on the economic costs and impact of VAWG.

**\*Although these three outcomes have guided programme investment and implementation, it should be noted that funding was not obtained for the full programme as it was envisioned when developing the ToC and logframe. Consequently, a select group of outputs have been given priority, and not all outputs have been delivered as part of the “Stepping Up” programme. The main donors for**



this project are the Government of Australia, and the Republic of Korea.

Under the three programme outcomes, “Stepping Up” is supporting activities and interventions at both the regional and national levels. At the regional level, “Stepping Up” is supporting a number of initiatives to build institutional capacity to implement legislation to end VAWG and other forms of discrimination; build evidence on the costs of VAWG and its response, and on linkages between violence and women’s economic participation and empowerment; and engage and support regional organisations, including the Association of Southeast Asian Nations (ASEAN), to affect change at the regional/sub-regional level and to strengthen regional advocacy for country-level implementation of regional policy commitments.

At the national level, “Stepping Up” is focusing its support on a number of community mobilisation interventions implemented in Timor-Leste and Vietnam where there was both interest and capacity to pursue prevention approaches, and UN Women Country Offices had strong relationships with government and community partners. These include:

- **Connect with Respect:** The Connect with Respect (CWR) programme is a school-based violence prevention intervention that is being piloted and rolled out in Dili, Timor-Leste, and Da Nang City, Vietnam. CWR aims to prevent VAWG among lower secondary school students through a targeted curriculum that enables schools and teachers to talk about respect for women, healthy and respectful relationships, and preventing VAWG.
- **Male Advocate Clubs:** Implemented in Da Nang City, Vietnam, Male Advocate Clubs work with younger and older men to build gender-equitable attitudes, form healthy relationship skills, transform harmful masculinities and engage men to become male advocates for violence prevention in their communities. The implementation of Male Advocate Clubs begun during the Phase 1 programme “Leveraging Technical Tools, Evidence and Community Engagement” and has been continued into “Stepping Up”.
- **SASA!:** In collaboration with Da Nang Women’s Union, UN Women has been piloting a community mobilisation model inspired by SASA!, with the four phases (START, AWARENESS, SUPPORT, ACTION) cutting across Phase 1 (Leveraging Technical Tools, Evidence and Community Engagement) and Phase 2 (Stepping Up).<sup>30</sup>

<sup>30</sup> **SASA!** is a community mobilisation approach developed by Raising Voices to prevent violence against women and HIV.

These interventions are being complemented with additional national-level work in various country contexts, including: the provision of technical assistance in violence prevention approaches in six UN Women country offices (Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam), alongside The Prevention Collaborative; technical support in multi-sector service response to VAWG in Papua New Guinea in partnership with UNFPA; the development of guidance on costing VAWG, contributing to the collection of data on the costs of VAWG and/or services in eight countries; and a range of other activities.

## 2 . OBJECTIVE OF THE ASSIGNMENT

Given that the full programme was not delivered as originally envisaged, the purpose of the assignment is not to test the ToC or evaluate the outcomes and outputs according to corresponding indicators in the programme’s logframe. Rather, **the purpose of this end-of-programme summative evaluation** is to assess the regional-, national- and community-level achievements of “Stepping Up” and to feed into learning and decision making for the next phase of the programme and gain knowledge about how and why change occurred (or didn’t occur). The findings of this evaluation will inform a regional strategy for UN Women on prevention of VAW, which has recently been developed.

**The knowledge generated from the evaluation is expected to lead to recommendations** to help UN Women learn about: what has worked well in the design and roll out of a regional-level violence prevention and response programme; which approaches should be adopted in future programmes and why; and whether and how programme components can be scaled up. The knowledge generated from the evaluation will assist national- and local-level partners to learn about how to strengthen and expand community-level social norms and mobilisation interventions for VAWG prevention. The evaluation findings will also be shared with other relevant stakeholders to inform their strategies for VAWG prevention and response.

**The primary users of this evaluation include:** UN Women Country Offices in Asia and the Pacific, the UN Women Regional Office for Asia and the Pacific (ROAP), the Government of Australia, the Government of the Republic of Korea, and partners (e.g. Da Nang Women’s Union, ministries of education as well as those focused on gender equality and ending VAWG, UNESCO (partner on Connect with Respect curriculum) Child Fund and Plan



International). **Secondary users of the evaluation include:** government stakeholders, national and regional civil society organisations (CSOs), the UN Gender Thematic Groups, UN Women offices globally, research institutions, UN agencies and other relevant regional and national development partners.

**The specific objectives of the evaluation are to:**

- Assess the relevance and coherence of UN Women’s contribution to activities and interventions at regional, national and community levels, its alignment with national, regional and international agreements and gender equality commitments, and whether the programme has met the needs of targeted stakeholders in specific settings.
- Assess the effectiveness and efficiency of activities and interventions at regional, national and community levels in progressing towards the key programme outcomes.
- Assess how and why change has occurred (or not), and the implications for future programming with similar aims, contributing to transformational change in gender equality and VAWG prevention and response.
- Assess the sustainability of activities and interventions.
- Assess the extent to which a human rights based and gender responsive approach was integrated in design and implementation, and reaching the most marginalized groups.
- Identify challenges and lessons learned, success stories, good practices and examples of innovations that support violence prevention and response.
- Provide clear, actionable recommendations with respect to the UN Women interventions.

**Key evaluation questions include:**

**Coherence**

- To what extent is the programme coherent with the efforts of UN system/partner efforts in EVAW?

**Relevance**

- To what extent is the programme relevant to the needs and priorities as defined by beneficiaries and stakeholders?

- To what extent is the program relevant to the national, regional and international agreements and gender equality commitments?

**Effectiveness**

- What outcomes (positive or negative, direct or indirect, intended or unintended) did the programme produce, and how and why did these occur? What were the major factors influencing the achievement or non-achievement of results?
- What is the impact of layering multiple community-level violence prevention and response interventions? To what extent was the targeted population impacted – changes in attitudes and behaviors, and to the extent possible, any linkages between programme efforts and changes in prevalence of violence reported within the communities targeted?
- How effective was the programme in being flexible and responsive to strategic opportunities, and to what extent did this approach contribute to achieving results?
- What are the lessons learned from developing key partnerships for violence prevention, and how can this be replicated?
- To what extent did community-level interventions influence policy-level change at the national and regional levels?

**Efficiency**

- To what extent have resources (investments, human resources, time, expertise) been allocated strategically to achieve results?
- To what extent were investments used to leverage broader change?
- How did programme management and monitoring operate between regional and country level implementation, and what were the efficiencies?

## Sustainability

- To what extent did the programme develop and build the capacities of partners on violence prevention and response, and what is the extent of the ownership of the programme and approaches by partners?
- Are the programme outcomes and achievements likely to be durable?
- Can the programme approach be replicated or scaled up by national and regional partners, and if so how?

In responding to the objectives and questions outlined above, **the evaluation should take into consideration the various limitations framing the programme design and implementation**, including: funding restrictions on the full programme implementation; the programme duration; the political and environmental constraints; and the impact of the COVID-19 pandemic. The evaluation should also acknowledge the varying scope of distinct programme activities and interventions and **deploy the evaluation questions accordingly** (e.g. the needs and priorities of beneficiaries and stakeholders, and thus the relevance of the programme, will vary according to the scope of distinct regional-, national- and community-level activities and interventions).

## 3. SCOPE OF WORK

The assignment is to conduct an end of programme summative evaluation that covers the overall programme period for “Stepping Up” (2017-2020), with some elements stretching back to phase 1 “Leveraging Technical Tools, Evidence and Community Engagement” (2013-2016). The thematic coverage of the evaluation should be guided by the programme’s three primary outcomes while taking an outcome harvesting approach.

It is expected that the evaluation will consist of two main components:

1. A high-level analysis of the overarching regional programme (i.e. the design and programme management aspects and technical assistance provided from the regional level to support countries on specific areas/requests as well as on regional strategies and knowledge building- this includes specific support for prevention in India and Nepal);
2. Targeted, in-depth case studies of community mobilisation interventions in Timor-Leste and Viet Nam.

In-depth case studies in Timor-Leste and Viet Nam should be designed according to the programmatic, budget and geographical parameters and scope of community mobilisation interventions as outlined below.

- In Timor-Leste, CWR is being implemented in three pre-secondary schools located in Dili.
- In Viet Nam, CWR is being implemented in eight lower secondary schools (with seven control schools) across seven provinces, including Hoa Binh, Ha Giang, Cao Bang, Bac Kan, Hanoi, Da Nang and Ho Chi Minh City.
- In Viet Nam, SASA! and Male Advocate Clubs are being implemented in 11 communes and wards in two districts of Da Nang province, including Hoa Cuong Bac, Hoa Cuong Nam, Binh Thuan, Thach Thang and Hai Chau 2 (Hai Chau district); and Hoa Phong, Hoa Khuong, Hoa Tien, Hoa Nhon, Hoa Chau, Hoa Bac, Hoa Khuong (Hoa Vang District).

In Viet Nam, given the crossover of community mobilisation activities in Da Nang province, UN Women envisages a targeted case study in this region, although evaluators may propose additional primary data collection in other provinces if within the thematic and budgetary scope of the evaluation.

The evaluation is not an impact evaluation and will not aim to rigorously measure impacts, outcomes and outputs as outlined in the programme’s logframe. There are currently existing impact evaluations underway to test the impact of some of the community mobilisation interventions, including CWR. Consequently, the “Stepping Up” evaluation will not duplicate these efforts but, rather, will **draw from and consolidate existing learning data, and build on this by documenting stories of change across the programme through a combination of secondary data review and collection of primary data at regional, national and community levels.**

### 1. Design the evaluation

The evaluation will be based on **gender and human rights principles, as defined in the UN Women Evaluation Policy**. The evaluation will be conducted in accordance with [UN Women Evaluation Handbook](#) and UNEG [Norms, Standards, Ethical Guidelines, Code of Conduct for Evaluations](#) and [Integrating Human Rights and Gender Equality in Evaluations in the UN System](#).

In order to achieve the purpose and objectives of the evaluation, and understand both the results of “Stepping Up” at the regional, national and community levels, and how and why the programme achieved these results, **evaluators should adopt a gender-responsive evaluation approach that applies mixed-methods** (quantitative and qualitative data collection methods and analytical approaches) to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate. The gender-responsive approach should take into consideration the following overarching approaches:

- **Utilisation focused** – driven by the priorities and needs of the intended users, with a strong focus on participation of users throughout the evaluation process.
- **Feminist** – addressing and examining opportunities to reverse gender inequities that lead to social injustice and prioritising women’s experience and voices, including women from discriminated and marginalised groups.

In order to adopt these evaluation approaches, **UN Women recommends using a theory-driven approach** in the design of the evaluation. Theory-based approaches aim to address not just the question of what works in a programme or intervention, but also why and how it works (or does not work). Theory-based approaches are often grounded in the analysis of the pathways to change outlined in a programme or intervention Theory of Change (ToC).

Given the limitations in the “Stepping Up” implementation given there was only a partial implementation of the project and its ToC, and a subsequent flexible and strategic approach to investing in activities and interventions, **UN Women recommends the use of an Outcome Harvesting approach**, which is one type of theory-based approach. This approach deviates away from measuring progress towards predetermined outcomes (i.e. such as those outlined in a ToC) and collects evidence on what has been achieved or what has changed and works backwards to identify whether a programme or intervention has contributed to the change identified, and how. Outcome harvesting is particularly suitable in evaluations of programmes such as “Stepping Up”, which are focused on social change and are thus complex, dynamic and flexible.

Outcome harvesting is a participatory approach that allows evaluators to identify, verify and seek to understand outcomes that have occurred as a result of a programme when the relationship between programme development and impact is unknown or not fully understood. Outcomes may constitute changes in actions, relationships,

policies and practice, among a range of stakeholders, including UN Women staff and offices, governments, implementing partners, civil society organisations (CSOs) and beneficiaries.

Evaluators may suggest other theory-based approaches (such as Contribution Analysis or Realist Evaluation) if considered appropriate to achieving the purpose and objectives of the evaluation. In cases where such approaches are recommended, proposals should clearly articulate the rationale for doing so.

The **evaluation will include the following key phases:**

1. **Inception** – The inception phase will involve: inception meetings and consultations with UN Women; a desk review of relevant programme documents; stakeholder mapping and interviews with selected key stakeholders to further understand the evaluation scope; the design of the evaluation methodology; and present the approach in an inception workshop to the Evaluation Reference Group and incorporate feedback into the inception report.
2. **Conduct** – The conduct phase will comprise mixed-methods data collection, analysis and synthesis, including of secondary and primary data sources. Depending on local contexts, field visits will be requested when circumstances allow (such as related to COVID-19 restrictions)- otherwise, remote interviews and data collection can be considered.
3. **Reporting** – The reporting phase will involve the presentation of preliminary findings to UN Women and the Evaluation Reference Group, and the development of draft and final reports.

The supplier (evaluation organization) will design the methodology that include **a variety of mixed methods to be proposed by the evaluation organization**. The **organization should outline their approach to the following**.

- A document review, including documents, logical frameworks, annual and progress reports, stories of change, secondary data, field information, institutional information systems, disaggregated data, baseline and endline survey data, analysis and reports.
- Human rights based stakeholder analysis: identifying the key duty bearers and rights holders directly involved or affected by the programme initiatives. Possibilities include beneficiaries, field staff, funders, experts, government officials and community groups.

- [Gender responsive data collection methods and analysis at two levels](#): (1) at the regional programme level, which may include key informant interviews and focus group discussions with UN Women staff, regional-level implementing partners, donors and VAWG prevention and response experts, and (2) at the national and community levels through targeted case studies in Timor-Leste and Vietnam, which may include key informant interviews and focus group discussions with implementing partners, field staff, site visits and observation, most significant change stories, and video narratives.
- [Participatory tools](#) for engagement and consultation with stakeholder groups and a plan for inclusion of women, individuals, men and boys who participated in the program and groups who are marginalized and/or discriminated against.
- [An ethics protocol](#) on how protection of participants and respect for confidentiality will be guaranteed. The protocol will draw from UN Women and WHO's brief on [Violence against women and girls data collection during COVID-19](#) and WHO's [Researching violence against women: a practical guide for researchers and activists](#).
- [A risk assessment plan](#) that outlines potential risks to the design, implementation and completion of the evaluation, with a particular focus on conducting the evaluation during the COVID-19 pandemic, and mitigating actions, including possible alternatives for data collection methods (i.e. in-person vs remote).
- [A sampling framework](#) including the regions and populations to be represented, a rationale for selection, limitations in the sample, and specification of how the sampling framework will address the diversity of stakeholders in the programme.
- [Measures to ensure data quality, reliability and validity](#) of data collection tools and methods and their responsiveness to gender equality and human rights. For example, the limitations of the sample (representativeness) should be stated clearly, power dynamics, and the data should be triangulated (cross-checked against other sources) to help ensure robust results.

The evaluation organization is expected to consult with the evaluation reference group during the evaluation process. The evaluation reference group (ERG) is made up of 6-8 people and represent the diverse range of

stakeholders from CSOs, UN, government, and donor. The participation of stakeholders in the ERG are to ensure the voices of stakeholders are heard and respond to the evaluation process, each providing their perspective based on their involvement and engagement in the project. [UN Women's ERG](#) template can be utilised for the stakeholder participation.

**Specifically, the firm will conduct the following tasks:**

### 1. Inception report, desk review and presentation to the Evaluation Reference Group (ERG)

- UN Women will provide criteria against which the inception report will be reviewed. The inception report should detail the firm's understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should also include a comprehensive stakeholder analysis, an evaluation matrix, data collection tools, ethical protocol, proposed schedule of tasks, activities and deliverables. The inception report should also contain a description of the country-based fieldwork in Timor-Leste and Viet Nam.

### 2. Data collection, analysis and synthesis

- Coordinate with UN Women regional office and country offices in Viet Nam and Timor-Leste to collect data, analyze and synthesize the data
- Field visits maybe required (but this will depend on the context of COVID and travel restrictions/guidelines).

### 3. Preliminary findings and presentation

- The firm will share initial findings and recommendations with the Evaluation Reference Group prior to the development of the first draft report to validate findings.

### 4. Draft and final report

- A first draft report and final report no more than 40 pages, with the report structure expected to follow the UN Women GERAAS criteria. All feedback received by UN Women and the ERG should be transparently tracked and responded to by the evaluation team. The full case studies should be included in the annexes.



#### 4. EXPECTED DELIVERABLES & TIMEFRAME

No	Deliverables	Tasks/Activities	Target dates	Payment (%)
1	Inception report, desk review, and presentation to ERG (i.e. recording of presentation, power point slides)	<ul style="list-style-type: none"> <li>Develop the inception report that details the firm's understanding of what is being evaluated and why, included the proposed methods, sources of data, data collection procedures. and business model landscaping</li> <li>Include a comprehensive stakeholder analysis, an evaluation matrix, data collection tools, ethical protocol, proposed schedule of tasks, activities and deliverables in the inception report.</li> <li>Conduct a desk review</li> <li>Prepare and conduct a presentation to the ERG</li> <li>Submit the inception report for review and finalize the inception report based on the feedback from the ERG and UN Women.</li> </ul>	March 2021	25%
2	Data collection, analysis and synthesis	<ul style="list-style-type: none"> <li>Coordinate with UN Women's regional office and country offices in Viet Nam and Timor-Leste to collect the data, analyze and synthesize the data.</li> <li>Conduct field visits (if possible to collect the data, but will depend on the context with COVID).</li> </ul>	April 2021	25%
3	Preliminary findings and presentation (i.e. power point presentation)	<ul style="list-style-type: none"> <li>Share the initial findings and recommendations with the Evaluation Reference group before developing the first draft report to validate the findings.</li> </ul>	May 2021	25%
4	Draft and final report (40 pages max)	<ul style="list-style-type: none"> <li>A first draft report and final report no more than 40 pages, with the report structure expected to follow the UN Women GERAAS criteria.</li> <li>All feedback received by UN Women and the ERG should be transparently tracked and responded to by the evaluation team. The full case</li> </ul>	15 May 2021	25%

## TIMEFRAME AND LOCATION

The contract will cover a period of 4 months (March 2021 to May 2021). The contractor will be home-based, liaising with the Ending Violence against Women team, UN Women in Bangkok and country offices in Viet Nam and Timor-Leste. The firm will work closely with the UN Women staff and management structure as per table below.

Actors and accountability	Roles and Responsibilities
Deputy Regional Director	Final approval of all products issued by the Regional Office; support coordination and synergy with other UN Women evaluations underway at ROAP
Ending Violence against Women Research and Programme Development Officer	Focal point to connect the evaluation firm or team with the proper stakeholders, partners and contacts, facilitating and providing support where necessary such as providing documents.
Regional Evaluation Specialist	Reviews the quality of evaluation products providing feedback and assuring quality prior to finalization.
Evaluation Reference Group	Provides feedback and guides the process of the evaluation and helps with the validation of the findings.
Viet Nam and Timor-Leste Country Offices (Program Officers/ Coordinators)	Provide logistical and coordination support to evaluation team for data collection, analysis, and field visits
UN Women ROAP	Organize a learning session to disseminate the final findings

## 5. QUALIFICATIONS OF THE ORGANIZATION

The Consulting Firm hired must fulfill the following requirements:

- Officially registered legal entity with a valid registration
- Minimum of 7 years of relevant experience with a demonstrable ability in data collection on VAWG, evaluation designs, including theory-based

evaluation, and qualitative and quantitative methods and analysis

- Familiarity with UN system is an asset
- Experience in conducting evaluations for UN agencies is an advantage
- Strong network experience in Asia
- Publication or co-authorship of knowledge-products related to VAWG

The team composition is expected to have at **minimum one senior staff/team leader leading the assignment with at least 2 persons to support the assignment who can speak the national language(s) in the two country offices in Viet Nam and Timor-Leste.** The assignment lead must have strong evaluation knowledge and design skills. The firm should clearly detail roles and responsibilities of all members in the team, and the number of days each member shall work. CVs of all team members should be attached, with at least 2 references. Samples of previous work should be included, including a previous evaluation report on a similar or related programme conducted by the team leader.

### Qualifications of Senior Expert/ Team Leader

- Master's Degree in social sciences, evaluation, development studies, gender, management or related fields;
- A minimum of 7 years of experience in conducting programme evaluations, with at least 5 years of experience of work on gender, and specifically violence against women and girls (VAWG);
- Demonstrable skills and knowledge of evaluation designs, including theory-based evaluation, and qualitative and quantitative methods and analysis;
- Demonstrated experience in data collection on VAWG.
- Fluency in English, with the ability to produce well written reports demonstrating analytical ability and communication skills;
- Excellent understanding of and commitment to UN Women's mandate;
- Previous experience of working with the UN, with experience of the Asia-Pacific Region, particularly Timor-Leste and/or Viet Nam, is a distinct advantage;
- Display of integrity, by modelling the UN's values and ethical standards;
- Cultural, gender, religion, race, nationality and age sensitivity and adaptability are required.

### Qualifications of team members

- At least a Bachelor's Degree in social sciences, evaluation, development studies, gender, management or related fields and preferably a Master's degree (or equivalent professional experience will also be considered), with demonstrable strong evaluation experience;
- At least 3-5 years' experience participating in programme evaluations, including gender-responsive evaluations. Experience evaluating VAWG prevention and/or response programme is desirable; and skillset in data collection on VAWG is high desirable;
- Excellent knowledge and experience in human rights based approach and gender analysis;
- Previous experience of working with the UN, with experience working in Timor-Leste or Viet Nam required (depending on country level);
- Display of integrity, by modelling the UN's values and ethical standards;
- Fluency in the national language(s) where the evaluation will be conducted in the two targeted country offices; Viet Nam and Timor-Leste.
- Cultural, gender, religion, race, nationality and age sensitivity and adaptability are required.

### 6. COMMUNICATION AND REPORTING OBLIGATIONS

The service provider will report to the EAW Regional Programme Manager.

### 7. ROLES AND RESPONSIBILITIES OF THE PARTIES

UN Women will provide technical guidance and coordination with key collaborators for the study. The service provider shall be required to bear all the related costs and work independently to successfully achieve the end results.

The service provider will be responsible for the following costs:

- Professional fees must be quoted in the lumpsum amount per deliverable. The lumpsum amount must be detailed on how the professional fee of each team member is calculated.
- Indirect costs such as printing, stationeries, communications in relation to the scope of work of services must be included in the financial proposal.

- Travel costs for technical team members of service providers: all envisaged travel costs such as most direct and most economic local travel, living allowance, terminal expenses, etc. must be included in the financial proposal. In the case of unforeseeable travel, payment of travel costs including tickets, lodging and terminal expenses shall be agreed upon, between UN Women and Service provider, prior to travel and will be reimbursed upon Contract Amendment.
- Logistics arrangement for operating hotlines, trainings for staff, volunteers and interpreters, etc.
- All costs related to the development of the report including logistics arrangements for data collection, field visits, interviews, etc.
- All costs related to quality assurance, data entry, data cleaning and data processing.

### 8. SUBMISSION OF APPLICATION

- Updated CVs for the team members
- Company profile
- Company registration
- Technical Proposal
- Names of three former clients for reference checks
- Sample of previous work undertaken
- Financial proposal/quotation with breakdown of budget lines **as per required deliverables**. The quotation shall specify a lump sum amount breaking down the professional fee for each deliverable, travel and other related cost.



# ANNEX 2:

# METHODOLOGICAL

# FRAMEWORKS

Our methodology used a theory of change approach to evaluation, informed by complexity theory and the ecological model of social change, and deployed outcome harvesting methods. All aspects of the evaluation were conducted through a gender-sensitive and human rights-based lens, including the evaluation design, data collection and analysis, and reporting.

The rationale for this summative evaluation was to understand the outcomes, if any, of the activities delivered as a result of Stepping Up funding, how these were achieved, and what can be learned for future programming.<sup>31</sup> We used a participatory, utilization-focused methodology to produce useable evidence to inform future decision-making by UN Women and other organizations, researchers and policymakers.

This approach helped to:

- Understand why activities were implemented (intentions and objectives).
- Observe outcomes that can reasonably be attributed to the project activities.
- Identify enablers of and barriers to good outcomes.
- Assemble evidence from both primary data and existing evidence on the results of specific activities.
- Describe which activities, values, approaches and techniques should be encouraged in future programming.
- Take account of complexity in the wider system, which may affect achievement of desired outcomes.

31 The purpose of the evaluation was not to address the question of whether the intended programme theory of change was implemented or had impact as anticipated because the programme was scaled back and operated with reduced funding compared to original intentions.

## Theory of change

This evaluation used a theory-based approach drawing on models of social complexity and ecological models of social change to explain how and why observed changes happened. Theory-based evaluation can play a vital role in supporting better policy and programming development, implementation and evaluation, and enable a high degree of rigour in examining and interrogating evidence and assumptions of causal links between expected and actual inputs, activities, outputs and outcomes.<sup>32-33-34-35</sup> It provides a theoretical framework on which to base process evaluation that unpacks the so-called “black box” (or unknowns) of complex interventions, explains how outcomes were achieved, and identifies enablers and barriers. By requiring engagement with the existing evidence base as well as transparency on what is unknown or uncertain, theory-based evaluation can promote more realistic and plausible programming. By requiring explicit expression of assumptions and contiguous context, our approach also enhances understanding of the dynamics of the complex system in which the programme operates.

We used a theory of change approach that does not consider such theories to be ex ante static logframes against which to benchmark progress but instead centres on dynamic and adaptive “live” theories (see Table 7). Our theory of change approach enabled us to describe what actually occurred (rather than setting out what was intended at the start of the programme, much of which was not delivered as expected due to the programme receiving less funding than originally envisioned).

This approach was well suited to meeting the Terms of Reference for this evaluation (see Annex 1), which state that as “the full programme was not delivered as originally

32 Rogers 2014.

33 Jackson 2013.

34 Thornton et al. 2017.

35 Rolfe 2019.

envisaged, the purpose of the assignment is not to test the [theory of change] or evaluate the outcomes and outputs according to corresponding indicators in the programme’s logframe”, but instead to assess achievements and feed into learning.

This approach meant that the theory of change was built throughout the evaluation period based on analysis of evidence collected.

**Table 7: Ex ante versus ex post theories of change**

	Ex ante, static theory of change	Ex post, live theory of change
Function	Describes a sequence of activities and outcomes that are expected to occur because of the programme.  Explains how an intervention is expected to produce its results.	Describes the sequence of activities and outcomes that actually occurred due to the programme.  Explains how the intervention produced its results.
Suitability for this evaluation	Not suitable, as the purpose of this evaluation is not to test against original intentions, as many of these were not delivered due to a reduced budget and scope from the originally planned programme.	Suitable, as the purpose of this evaluation is, inter alia, to assess achievements and how they were reached.

## Complexity-informed

Stepping Up is designed to encourage social change and, therefore, operates in and responds to complex dynamics and systems: those of culture, organizations, politics and economics. To understand how the programme interacted with these complex systems, our evaluation approach deployed elements of complexity theory. This theory encourages us to understand how complex systems, such as social norms and culture, evolve and adapt. Our evaluation is complexity informed in that we are interested in identifying how the programme responded to its operating environment, challenges and opportunities. Characteristics of complex systems and their changes may include:<sup>36,37,38</sup>

- Non-linear causal chains between activities and outputs or outcomes.
- Adaptive responses on the part of system components or actors.
- Path dependencies and future unknowns.
- Emergent system properties and outcomes (including those not predicted in advance).
- Feedback loops in which results influence processes.
- Tipping points or other moments of transformation.

36 Zazueta, Le and Bahramalian 2020.

37 Moore and Evans 2017.

38 Maini, Mounier-Jack and Borghi 2018.

This is particularly applicable to evaluating Stepping Up, given the challenges it faced and the changes it made throughout the implementation period.

## Ecological model of social change

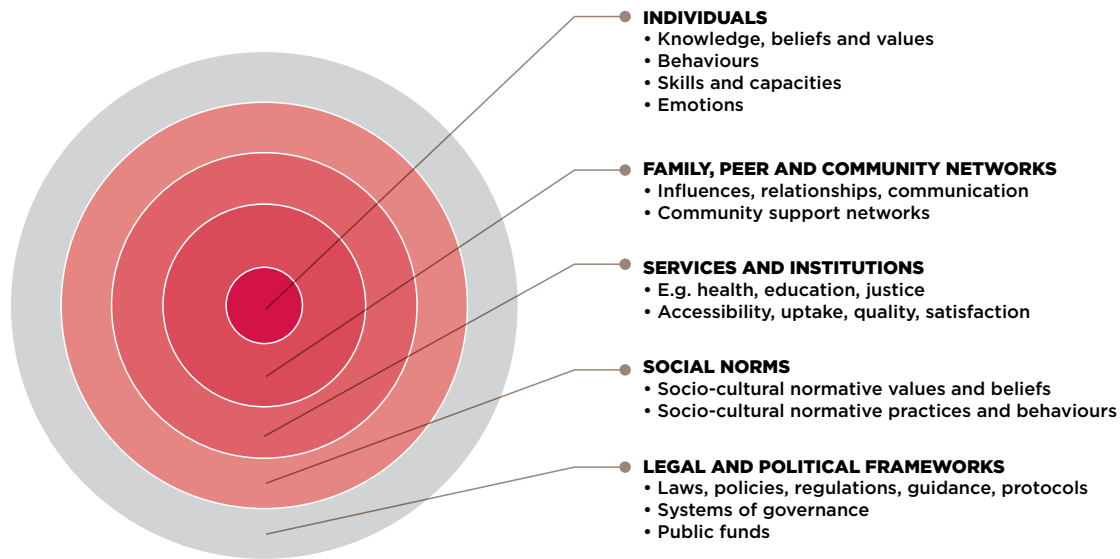
In addition to being informed by models of social complexity, our approach was strongly underpinned by the ecological model of social change.<sup>39,40</sup> This approach enabled us to capture and analyse individual level changes (such as to beliefs, attitudes and practices), meso-level changes (such as at the level of the family, school, community, religious congregation and so on), and macro-level changes (such as to legal and policy frameworks, and national service infrastructure, funding and protocols). This was of vital importance, given that violence against women and girls is affected by interrelated factors operating at each of these levels.

The focus of Stepping Up on fostering an enabling legislative and policy environment, transformative social norms and behaviours and increased investment in quality essential services lent itself to evaluation informed by an ecological lens.

39 Serpa and Ferreira 2019.

40 Fischer-Kowalski and Rotmans 2009.

Figure 5: The ecological model of social change



Source: Opcit Research.

## Outcome harvesting

Outcome harvesting is a participatory, utilization-focused approach to evaluation.<sup>41,42</sup> It collects (or “harvests”) evidence of what has changed (“outcomes”) and then works backwards to determine whether and how an intervention has contributed to these changes.

Evidence collected through interviews and programme documentation was analysed to develop the useful, actionable useable questions listed in Table 1; identify key stakeholders (including “change agents” and “social actors”) from and about whom we gathered evidence; and yield evidence-based answers to useable questions, including “outcome descriptions”.

Outcome harvesting is particularly useful in evaluating complex and/or changing programmes working in complex and/or changing contexts, such as the Stepping Up Programme, because it produces useable questions and outcome descriptions through consultations with those delivering the project.

41 Wilson-Grau 2018.

42 Wilson-Grau and Britt 2012.

## Gender-sensitive and human rights-based

All of our work is conducted on the basis of a firm feminist commitment to gender equality and human rights. It is grounded in our expertise in and continual interrogation of the empirical and theoretical evidence base and policy landscape.

All aspects of the evaluation and reporting were conducted through a gender-sensitive and human rights-based lens, including the evaluation design, data collection, analysis and reporting. A key aim throughout the process was to understand how gender responsive and gender transformative the programme was.<sup>43</sup> To this end, our data collection and analysis considered how the programme addressed gender-differentiated needs, of men, boys, women and girls, and the extent to which it contributed to changes in norms, cultural values, power structures and the roots of inequalities and discrimination.

A theory of change approach informed by complexity theory and the ecological model of social change enabled us to capture evidence across these levels (individual needs, social norms and the structural contexts that affect them) and interrogate the relationships among them.

43 UN Women 2020a.

Figure 6: Key terms in outcome harvesting

<b>The harvester:</b>	The person responsible for leading the outcome harvesting process, who facilitates and supports participation, data collection and analysis (e.g., Opcit Research).	<b>Useable questions:</b>	Questions that guide the outcome harvest because answers to them will be especially useful to harvest users.
<b>Harvest users:</b>	The individuals or organizations that require findings to make decisions or take action. They should be engaged throughout the process of designing and implementing the outcome harvest (e.g., UN Women and other evaluation users).	<b>Outcome description:</b>	A three-part description with sufficient specificity to enable the harvest user to take action – describing: <ul style="list-style-type: none"> <li>• The change: what changed, who changed it, when and where it took place.</li> <li>• The contribution: how the change agent contributed to that outcome.</li> <li>• The significance: why the change is significant and matters to the harvest user.</li> </ul>
<b>Change agents:</b>	The individuals or organizations that influence an outcome (e.g., country offices and delivery partners).		
<b>Social actors:</b>	The individuals, groups, communities, organizations or institutions that change as a result of a change agent intervention.		

Figure 7: Key stages of outcome harvesting



Additionally, outcome harvesting is a particularly participatory method, which enables participants to define what is important to them in terms of useable questions and outcomes. While the approach encourages data collection from a diverse range of stakeholders,

including project beneficiaries and those who may be marginalized, COVID-19 restrictions limited data collection with community beneficiaries. We set out our sample characteristics in Table 3.



## Critical interpretive synthesis

Analytical techniques were informed by critical interpretive synthesis, which enables reflexive theory-building based on the synthesis and critique of qualitative and quantitative forms of evidence.<sup>44-45</sup> This approach was particularly well-suited to our purposes, given our intention to integrate different forms of evidence while assessing the strengths and weaknesses of evidence used.

Evidence from different sources was triangulated as far as possible to capture complexities and identify gaps and analysed to generate descriptive and explanatory themes. Findings were developed through an iterative process of data analysis and theory building. All analysis was conducted through a rights-based lens, cognizant of the right of all to live free from violence.

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44 Dixon-Woods et al. 2005.

45 Dixon-Woods et al. 2006.

# ANNEX 3: FURTHER INFORMATION ON FIELDWORK, ETHICS, EVALUATION MANAGEMENT AND THE EVALUATION MATRIX

## Fieldwork

The evaluation originally planned to conduct much more extensive fieldwork, including substantial consultations with intended beneficiaries of Stepping Up-funded community-level interventions in Timor-Leste and Viet Nam. The evaluation activities summarized in Table 2 were agreed with UN Women during the inception phase of the evaluation, due to barriers to fieldwork outlined in the limitations section. Ultimately, as many interviewees were consulted as was possible within the fieldwork period agreed by the UN Women Evaluation Management Group and within the limitations. This allowed the inclusion of viewpoints on different aspects of the programme. No part of our total purposive sample was representative of any wider population group and the sample should not be viewed as probabilistic.

UN Women regional and country office staff facilitated and coordinated interviews, providing contact details for and in some cases setting up interviews between the evaluation team and interviewees. Evaluation interviewees were purposively selected by UN Women based on their involvement in delivering parts of the programme, with representation of those involved in regional and country work strands, or who closely collaborated with the programme. Stakeholders from other UN organizations, national governments and local partners were represented, at the regional and country levels.

In-depth, semi-structured, one-to-one interviews (or, in two cases, dyad and triad interviews) were conducted either by online conferencing software or telephone, with most interviews lasting between 45 minutes and one hour. In line with our methodology (a theory of change approach, informed by complexity theory and

the ecological model of social change, and deploying outcome harvesting techniques), the overarching purpose of most interviews was to explore experiences and views on programme (or parts thereof) aims, activities, outputs, outcomes, enablers of and barriers to positive outcomes, and lessons learned. Using narrative research techniques, researchers asked participants questions on a range of themes to prompt focused yet flexible discussion.

## Ethics

All research methods and processes were subject to internal research ethics procedures, including standards on doing no harm and providing a positive experience of participation, adult safeguarding procedures, data protection, privacy and confidentiality, equality and diversity (including gender equality and human rights), cultural awareness, and health and safety.

Each fieldwork tool (the fieldwork protocol, participant information sheet and interview guides) was created by a senior member of the Opcit Research team and reviewed by another senior team member, following which the two agreed on any necessary amendments. An external academic consultant then reviewed each tool and agreed on any necessary amendments with the Opcit Research team. The participant information sheet and interview guides were agreed with the UN Women Evaluation Management Group.

All participants were provided with full information about the evaluation and what participation would involve before informed consent to participate was sought. This included information about the voluntary nature of participation, their right to withdraw, anonymity, confidentiality and

the limits of confidentiality (namely, the research team would share necessary information with an appropriate person should they become aware that either a participant or someone else is at risk of harm) and contact details should they have further questions or comments for the evaluation team.

Consultation with the evaluation reference and management groups

The evaluation reference group consisted of representatives of Stepping Up donors and partners from the Department of Foreign Affairs and Trade of the Government of Australia, the Korean Women’s Development Institute in the Republic of Korea, the Prevention Collaborative, WHO and Fundasaun Alola, a women’s civil society organization in Timor-Leste.

The role of this group was to provide feedback on the inception and draft report and build ownership of the evaluation. The evaluation team consulted these representatives through a workshop during the inception phase, presented and discussed emerging findings with them towards the end of the evaluation period, and shared the evaluation inception report and final evaluation report with them for comment.

The UN evaluation management group consisted of staff from the UN Women Regional Office for Asia and the Pacific, the Ending Violence Against Women Regional Programme Manager (who was also the programme lead for Stepping Up), the Ending Violence Against Women team’s Evaluation Manager, the Deputy Regional Director, the Regional Evaluation Specialist and Ending Violence Against Women Programme Staff. This group facilitated various aspects of the evaluation, including co-development of an agreement on alternative methods during the inception stage, enabling access to interviewees and supporting arrangement of fieldwork, and providing feedback and signing off on deliverables (the inception and final reports, and presentations of plans and findings).

### Evaluation matrix

Table 8 provides an evaluation matrix, setting out the key indicators, sources of evidence and data collection methods used for the evaluation.

**Table 8: Evaluation matrix**

	Indicators	Sources of evidence	Data collection methods
<b>Criterion: Coherence</b>	Existing evidence/frameworks in use by the programme	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff)</li> <li>Programme documents</li> <li>Existing evaluations</li> </ul>	Interviews  Review of existing evidence and programme documentation
<b>Criterion: Relevance</b>	Fit between self-defined needs of beneficiaries and stakeholders, and programme activities and observed outcomes  Stepping Up activities respond to and work to fulfil gender-differentiated needs  Stepping Up activities uphold commitments to human rights	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff and beneficiaries)</li> <li>Programme documents</li> <li>Existing evaluations/ data</li> </ul>	Interviews  Review of existing evidence and programme documentation
<b>Criterion: Effectiveness</b>	Contributions to intended outcomes can be plausibly attributed to Stepping Up activities  Evidence/reports of unforeseen opportunities being created/taken	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff and beneficiaries)</li> <li>Programme documents</li> <li>Existing evaluations/ data</li> </ul>	Interviews  Review of existing evidence and programme documentation

	Indicators	Sources of evidence	Data collection methods
<b>Criterion: Efficiency</b>	<p>Good practices in programme and budget management</p> <p>Good use of monitoring and evaluation and reflection on learning to refine programme activities and priorities</p>	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff)</li> <li>Programme documents</li> </ul>	<p>Interviews</p> <p>Review of programme documentation</p>
<b>Criterion: Sustainability</b>	<p>Partners have increased capacity and will to continue work, plausibly linked to programme activities</p> <p>Partners demonstrate buy-in and leadership of the Stepping Up approach</p> <p>Future funding plans in place</p> <p>Enabling environment in place</p>	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff)</li> <li>Programme documents</li> <li>Existing evaluations</li> </ul>	<p>Interviews</p> <p>Review of existing evidence and programme documentation</p>
<b>Criterion: Upholding and promoting gender equality and human rights</b>	<p>Stepping Up activities and materials demonstrate awareness of gender-differentiated needs</p> <p>Outcomes at the meso and macro levels indicate the programme has met gender-differentiated needs</p> <p>Outcomes at the meso and macro levels (see evolving list of “outcomes of interest” above) indicate improvements to gender norms, roles and relations due to programme activities</p> <p>Evidence of Stepping Up’s efforts to identify and engage most marginalized</p> <p>Marginalized groups engaged in project activities</p>	<ul style="list-style-type: none"> <li>Stakeholders (regional and national staff)</li> <li>Programme documents</li> </ul>	<p>Interviews</p> <p>Review of programme documentation</p>



# ANNEX 4: LISTS OF PROGRAMME DOCUMENTATION AND COMMUNICATIONS MATERIALS

## Key programme documentation presented to the evaluation team

Key programme documentation used to assess Stepping Up against the evaluation criteria are listed below.

### REGIONAL DOCUMENTATION:

- Stepping Up yearly donor reports (detailing outputs and summarizing challenges and lessons learned).
- Published reports and resources produced or jointly funded by Stepping Up and by Phase 1 (pre-Stepping Up): A Resource Book on Intimate Partner Violence for United Nations Staff in Asia, 2019; Ending Violence is Our Business, 2019; Online Violence Against Women in Asia, 2020; Trial of Rape, 2017; ending violence against women and children reports from Cambodia, Papua New Guinea, the Philippines and Viet Nam, 2020; and a regional synthesis paper on ending violence against women and children, 2021.

### TIMOR-LESTE CONNECT WITH RESPECT DOCUMENTATION:

- Report on baseline survey findings
- Report on endline survey findings
- Midterm “reflections” on implementation
- Short summary of reflections by school staff
- Connect with Respect tools and materials (course outline, etc.)

### VIET NAM CONNECT WITH RESPECT DOCUMENTATION:

- Report on baseline and endline survey findings
- Six student and five school staff impact stories (describing impacts on the 11 individuals)
- Implementation progress reports (summarizing numbers of participants and expenditure)

### VIETNAM COMMUNITY MOBILIZATION DOCUMENTATION:

- Survey reports
- Yearly SASA! donor reports (detailing outputs)
- Impact stories
- SASA! tools and materials (training outlines)

## Communications materials

Communications materials produced by Stepping Up were also reviewed by the evaluation. The web articles and videos in the links below were treated as evidence of Stepping Up’s communications outputs and as illustrative examples of programme achievements, but limitations to their quality as evaluative outcomes data were set by uncertainty over sampling methods used to recruit the individuals who told their success stories, and over the editing and production processes used to create the materials.

- [Making violence against women in Viet Nam a man’s issue](#)
- [Photo Essay: “I’m ashamed to say I hit her once, but I’ve reformed.”](#)
- [“Now I am aware that violence is not the way to educate others, but through respect.”](#)
- Project Report: Community Mobilization in Prevention of Violence against Women and Girls in Da Nang 2017-2020.
- Towards A Safe City For Women and Girls in Da Nang, video: <https://www.facebook.com/unwomenvietnam/posts/1827824517387096>

Further communications materials – web articles describing Stepping Up events – were also provided and show a range of campaign activities, learning sessions and public engagement sessions. Links are below.

- [Engaging ASEAN youth in gender initiatives](#)
- [ASEAN Regional Strategic Planning Workshop](#)
- #DontTellMeHowToDress Exhibition ([Bangkok](#), [Manila](#), [article](#))
- E.Quality Talks
  - » [Event](#)
  - » [More event info](#)
  - » [Article](#)
  - » [Sia Watcharapon Kukaewkasem's story](#)
  - » [Chitsanupong Nithiwana's story](#)
  - » [Nana Wipaphan Wongsawang's story](#)
  - » [Busayapa Srisompong's story](#)
  - » [Cindy Sirinya Bishop's story](#)
  - » [Closing events for Partners for Prevention joint programme](#)
- [Vagina Monologues](#), UN Conference Center
- [HeForShe University Tour](#), Bangkok:
  - » [Programme overview](#)
  - » [Thai University Students Shape Campuses to be More Equal with the HeForShe University tour](#)
- [Asia-Pacific Regional Review of the 25<sup>th</sup> Anniversary of the Beijing Declaration and Platform for Action: Beijing+25 Review](#)
- [Human Library \(programme overview\)](#)
- [Event March 2020](#)
- Webinar: [Gender-Based Violence and Social Protection in COVID-19 and Beyond – Evidence & Emerging Practice](#)
- Webinar: [Social Protection and Violence Against Women and Girls in the Indo Pacific Region: Responding to COVID-19](#)
- TikTok Challenge
  - » [#HeForSheAtHome Challenge](#)
  - » [#IAmGenerationEquality challenge](#)

- » [Generation Equality Asia Pacific Design Challenge](#) (this challenge to prevent violence against Women in Asia and the Pacific was listed as one of the [UN Best Innovations in 2020](#))
- » [UN Women and World Design Organization team up](#)
- » [Young designers and experts imagine innovative solutions to prevent violence against women in Asia and the Pacific](#)
- » [WDO website with report](#)
- [COVID-19 and Violence Against Women: The evidence behind the talk \(report, press release\)](#)
- [Webinars](#) of the Prevention Collaborative
- [UN Women regional office webinar on social norms change](#)
- [Engaging ASEAN youth in gender initiatives](#)
- [Asia-Pacific Regional Review of the 25<sup>th</sup> Anniversary of the Beijing Declaration and Platform for Action](#)
- [Multisectoral workshop on criminal justice processes on the protection of women](#)

## All programme documentation provided to the evaluation

A full list of all documentation provided to the evaluation is set out below.

### 1. PROPOSAL AND AGREEMENTS

- Third-Party Cost-Sharing Arrangement between the DFAT and the UN Women for Stepping-Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific DFAT Arrangement Number 73159/4 (signed by UN Women's Regional Office for Asia and the Pacific and DFAT in Feb 2017)
- Project Document: Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific (2017-2020)
- Official Letters on Amendment to the Third-Party Cost-Sharing Agreement (signed by UN Women and DFAT in June 2018)
- Concept Note for Amendment: School-based prevention of violence against women and girls (2018-2020)

## 2. ANNUAL PROGRESS REPORTS

### 1) 2017-2018

- Cover letter to DFAT
- First Annual Progress Report to the Government of Australia (2017-2018)
- Annex A: In Brief
- Annex B: Advancing Solutions to Eliminate Violence Against Women and Girls in ASEAN (2018-2021)
- Annex C: Executive Summary: End-line survey of the project: Community Mobilization in prevention of violence against women and girls in Da Nang, Viet Nam

### 2) 2018-2019

- Cover letter to DFAT
- Second Annual Progress Report to the Government of Australia and Government of the Republic of Korea (2017-2020)
- Annex A: Advancing Solutions to Eliminate Violence Against Women and Girls in ASEAN (2018-2021)
- Annex B: ASEAN Youth's Initiative Summary
- Annex C: Project Brief: Connect with Respect (school-based prevention of violence against women and girls)
- Annex E: Concept Note for Amendment: School-based prevention of violence against women and girls (2018-2020)
- Annex F: Concept Note for the Republic of Korea: Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific

### 3) 2019-2020

- Cover letter to DFAT
- Third Annual Progress Report to the Governments of Australia and the Republic of Korea
- Annex A: PowerPoint Presentation of Baseline Survey Results in Timor-Leste: Initial Analysis of Findings from Student Baseline Survey: Connect with Respect Monitoring and Evaluation (2019)
- Annex B: PowerPoint Presentation on Endline Survey results in Timor-Leste: Initial Analysis of Findings from Student Baseline Survey: Connect with Respect Monitoring and Evaluation (2019)

## 3. TIMOR-LESTE RELATED DOCUMENTS/INFORMATION

### 1) Report, presentation, article and video related to Connect with Respect

- Presentation on Connect with Respect: Addressing School-Related Gender Based Violence (June 2019)
- Presentation to School, Connect with Respect: Addressing School-Related Gender Based Violence (May 2019)
- Presentation on Initial Mapping and Analysis of Gender-Based Violence/Ending Violence Against Women and Girls Programmes in Timor-Leste and UN Gender-Based Violence/Ending Violence Against Women and Girls Programmes Programming (January 2021)
- Report on the 5-day Connect with Respect training workshop (Dili, March 2019)
- Reflection on Changes (September 2019)
- Report to the National Parliament Regarding Implementation of the National Action Plan Against Gender-Based Violence, Secretary of State for Equality and Inclusion (2019)
- Presentation on Post Training Report to MoE and Schools (March 2019) – *written in local language*
- MTR Report on Connect with Respect (September 2019) – *written in local language*
- List of articles on Connect with Respect
- List of videos on Connect with Respect

### 2) Meeting minutes and MOU with the Ministry of Education in Timor-Leste

- Minutes of Meeting with Minister of Education, H.E. Sra. Dulce de Jesus Soares (17 February 2020)
- MOU with Ministry of Education, Youth and Sport and UN Women (June 2020)

### 3) Documents related to Connect with Respect – Timor-Leste Adaptation

- Connect with Respect Roll-Out Plan (February 2019)
- Connect with Respect: Adaptation Final in English – Part 2 (2019)
- Connect with Respect: Adaptation Final in English – Part 2 (2020)

- Appendices for Connect with Respect: Adaptation Final in English
- Connect with Respect: Adaptation Final in local language – Part 2 (2020) – suggested version
- Connect with Respect: Part 4 Parents Connecting with Respect Program (2020-2021 version)
- Consultation Agenda: Parents Connecting with Respect Programme (December 2020)
- UN Women East Timor Parenting Consultancy Report

#### 4) Others

- List of key article, products and events
- Email information on the timeline of work in Timor-Leste under Stepping Up
- Attendance list: National Consultation on Strengthening Implementation of the National Action Plan on Gender Based Violence (Hotel Timor, 15 January 2019)
- Attendance list: Diskusaun Grupu Foku Konaba Oinsa Hametin Esforsu Hodi Prevene No Responde Ba Violensia Bazeia Ba Jeneru (VIP Conference Room, Eskritorio Municipiu Baucau, 16 January 2019)
- Distribution list of flash disk to National Action Plan on Gender-Based Violence workshop participants (government, civil society, international non-governmental organizations)
- Attendance list: Prevention Collaborative Workshop (24 February 2020)
- List of stakeholders for consultation on the Stepping Up evaluation

#### 4. VIET NAM RELATED DOCUMENTS/INFORMATION

##### 1) Reports of the Viet Nam Project (Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City)

- Report on Activities of Quarter 3-2017: Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City (Phase 2)
- Final Report (2017): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City (Phase 2)

- Activity Report (2017): Launching and Planning Ceremony of Asia-Pacific Region Project “Strengthening Measures to End Violence Against Women and Girls” and the Viet Nam Component: “Community Mobilization in Prevention of Violence Against Women and Girls” in the Period of 2017-2020
- Progress Report (2017): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang city in 2017-2020
- Progress Report Q1&2 (2018): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q2&3 (2018): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q4 (2018): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q1 (2019): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q2 (2019): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q3 (2019): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Progress Report Q4 (2019): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Template for Quarterly Progress Report Q1 (2020): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Template for Quarterly Progress Report Q2&3 (2020): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Template for Quarterly Progress Report Q4 (2020): Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang City in 2017-2020
- Template for Quarterly Progress Report Q2 (2020): Mobilizing Communities to Prevent Violence Against Women and Girls in Da Nang city, Building a Safe-non-violence City for Women and Girls
- Template for Quarterly Progress Report Q3 (2020): Community Mobilization in Preventing Violence Against Women and Girls in Da Nang City, Building a Safe City Without Violence against Women and Girls



- Template for Quarterly Progress Report Q4 (2020): Community Mobilization in Preventing Violence Against Women and Girls in Da Nang City, Building a Safe City Without Violence against Women and Girls
- Template for Quarterly Progress Report Q1 (2021): Mobilizing Communities to Prevent Violence Against Women and Girls in Da Nang City, Building a Safe City Without Violence Against Women and Girls
- Progress Report Q1 (December 2018–January 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)

#### Adapted Connect with Respect Toolkit

- Summary of adjustments to Connect with Respect documents
- Bang Tong Hop Dieuchinh TL Connect with Respect – *written in Vietnamese*
- Bo Cong Cu Connect with Respect (final) – *written in Vietnamese*

## 2) SASAI endline survey reports, Viet Nam

- Data consolidation for endline evaluation
- Final Report: Endline survey of the Project
- Annexes of Final Endline Survey: Annexes 1-6
- BC tom tat khao sat, danh gia – Endline Awareness Phase in Viet Nam (written in Vietnamese)
- Executive Summary: Endline Survey of the Project: Community Mobilization in Prevention of Violence Against Women and Girls in Da Nang, Viet Nam
- Executive Summary: Qualitative Endline Study of the Male Advocate Club
- PowerPoint presentation: Changing Harmful Norms: Example of Da Nang, Viet Nam (August 2017)
- The Ripple Effect: Sharing Promising Practices, Innovations and Evidence on Ending Violence Against Women and Girls in Southeast Asia, UN Women (2016)

#### Baseline

- PowerPoint presentation (English): Baseline Survey Report: “Connect with Respect” (CwR) Program: Prevention of Gender-Based Violence Among Lower Secondary School Students Aged 11-14
- PowerPoint presentation (Vietnamese): *same as above*
- Summary Report (English): Baseline Survey of the “Connect with Respect” (CwR) Programme
- Summary Report (Vietnamese): *same as above*

## 3) Connect with Respect (progress reports, toolkit, baseline, endline, partners report)

### Progress reports

- Report on Project Progress Q3-4 (May 2019–January 2020): Supervision of experimental teaching, seminars on sharing experiences, discussing solutions, and surveying outputs for the toolkit on building respectful and equal relationships at school in four localities, namely Hanoi and Ho Chi Minh City, Da Nang and Ha Giang
- Progress Report Q2 (March–May 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)
- Progress Report Q2 (2nd version, March–June 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)

#### Endline

- Endline Report of the Programme “Connect with Respect” (English)
- PowerPoint presentation: Report on the Pilot Program Endline Assessment: Connect with Respect (English)

#### Partner’s reports

- Report on Project Progress Q3-4 (May 2019–January 2020): Supervision of experimental teaching, seminars on sharing experiences, discussing solutions, and surveying outputs for the toolkit on building respectful and equal relationships at schools in four localities, namely Hanoi and Ho Chi Minh City, Da Nang and Ha Giang
- Progress Report Q2 (March–May 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)

- Progress Report Q2 (second version, March–June 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)
- Progress Report Q1 (December 2018–January 2019): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)
- Template for Quarterly Report Q3 (2020): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)
- Template for Quarterly Report Q1&2 (2020): Strengthening capacity of educational institution for the prevention and response to school-related gender-based violence (2018-2020)
- Community stories (photo Impact stories)
- UNiTE Working Group (2019): [A Resource Book on Intimate Partner Violence for United Nations Staff in Asia](#) (updated 2020)
- Presentation material on *A Resource Book on Intimate Partner Violence for UN Staff in Asia*
- UN Women (2019): [Ending Violence is Our Business: Workplace Response to Intimate Partner Violence in Asia and the Pacific](#) (Full Report)
- UN Women (2019): [Ending Violence is Our Business: Workplace Response to Intimate Partner Violence in Asia and the Pacific](#) (Summary)
- UN Women (2019): [Online Violence Against Women in Asia: A multi-country study](#)
- UNFPA, UNICEF and UN Women (2020): [Ending Violence against women and children study in Cambodia: Opportunities and Challenges for Collaborative and Integrative Approaches](#)
- UNFPA, UNICEF and UN Women (2020): [Ending Violence against women and children study in Papua New Guinea: Opportunities and Challenges for Collaborative and Integrative Approaches](#)
- UNFPA, UNICEF and UN Women (2020): [Ending Violence against women and children study in the Philippines: Opportunities and Challenges for Collaborative and Integrative Approaches](#)
- UNFPA, UNICEF and UN Women (2020): [Ending Violence against women and children study in Viet Nam: Opportunities and Challenges for Collaborative and Integrative Approaches](#)
- UNFPA, UNICEF and UN Women (2020): [Ending Violence against Women and Children in Asia and the Pacific: Opportunities and Challenges for Collaborative and Integrative Approaches, Regional Report](#)
- UN Women (2021): [Making Progress in Prevention Possible – A monitoring framework for the prevention of violence against women and girls in the Asia-Pacific region](#) (full version)
- UN Women (2021): [Making Progress in Prevention Possible – A monitoring framework for the prevention of violence against women and girls in the Asia-Pacific region](#) (summary version)

#### 4) Publications in Viet Nam (all documents in Vietnamese only):

- SASA! Communication Product Type 1
- SASA! Communication Product Type 2
- SASA! Communication Product Type 3
- SASA! Communication Product Type 4
- SASA! Communication Product Type 5
- SASA! Communication Product Type 6

#### 5. KEY FINAL PRODUCTS

- UNODC (2017): [Resource Book for Trainers on Effective Prosecution Response to Violence Against Women and Girls](#)
- UN Women, UNDP, UNODC and UNiTE Working Group (2017): [Trial of Rape: Understanding the criminal justice system response to sexual violence in Thailand and Viet Nam](#) (complete version)
- UN Women, UNDP, UNODC and UNiTE Working Group (2017): [Trial of Rape: Understanding the criminal justice system response to sexual violence in Thailand and Viet Nam](#), UN Women, UNODC, UNDP (infographics)
- UN Women, UNDP, UNODC and UNiTE Working Group (2017): [Trial of Rape: Understanding the criminal justice system response to sexual violence in Thailand and Viet Nam](#) (summary)

# ANNEX 5: STAKEHOLDERS INTERVIEWED FOR THIS EVALUATION

## Internal interviewees

UN Women Regional Office	Ending Violence Against Women Programme Manager
UN Women Regional Office	Deputy Regional Director
UN Women Timor-Leste Country Office	Former Head of Office
UN Women Timor-Leste Country Office	Former Prevention Officer
UN Women Viet Nam Country Office	Programme Analyst
UN Women Viet Nam Country Office	UN Women Representative
UN Women Viet Nam Country Office	Programme Specialist

## External interviewees

Regional	UNICEF Regional Child Protection Specialist
Regional	UNFPA Regional Office, Technical Specialist in Gender Based Violence
Regional	DFAT
Regional	DFAT
Regional	The Equality Institute
Regional	Prevention Collaborative
Regional	University of Melbourne
Timor-Leste	Prevention Officer, UN Women
Timor-Leste	Ending Violence Against Women Programme Analyst, UN Women
Timor-Leste	Programme Specialist, UN Women

## External interviewees

Timor-Leste	Gender Focal Point, Ministry of Education, Youth and Sport
Timor-Leste	National Director of Education for Planning and Inclusion
Timor-Leste	Connect with Respect Participant, School Principal
Timor-Leste	Connect with Respect Participant, School Principal
Timor-Leste	Connect with Respect Participant, School Principal
Timor-Leste	Connect with Respect Participant, Teacher
Timor-Leste	Connect with Respect Participant, Teacher
Viet Nam	Chairperson, Da Nang Women's Union, Project Manager of Da Nang Community Mobilization
Viet Nam	Officer, Da Nang Women's Union, Focal Point in Da Nang
Viet Nam	Principal Specialist, Department of Political Education and Student Affairs, Ministry of Education and Training, Focal Point for Connect with Respect Project
Viet Nam	Community Mobilization Facilitator
Viet Nam	Community Mobilization Facilitator
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant
Viet Nam	Community Mobilization Participant



# ANNEX 6: EVALUATION TOOLS

## INFORMATION SHEET



### Evaluation of Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific (2017-2020)

#### Information Sheet

Dear Colleague,

As you may be aware, Opcit Research is conducting an independent evaluation of the Stepping Up Programme. We are keen to look back at the programmes' successes and learn how and why these were achieved, as well as learn what could have been done better or what did not work so well. The evaluation is not an assessment or a test of any organization's or individual's work – we primarily want to capture good practice so that others working to prevent domestic abuse may learn from your experiences and views. The evaluation has been commissioned by UN Women.

A report of our findings will be published by UN Women but no individual will be named or identifiable in the report.

As part of the evaluation, we would really like to talk to you, during an open-ended and confidential conversation. We would like to ask for your views on what are the most important changes that have occurred during the programme. These changes can be changes to individuals, groups of individuals, organizations or even laws and policies. We will ask for your views about why the changes have occurred, what caused them, as well as what may have hindered positive changes from occurring.

There is no need to prepare for the interview except to consider a little in advance what are, for you personally, the most important and relevant types of outcomes. These can relate to anything you think is relevant and may be "soft" outcomes such as emotional or attitudinal changes or "hard" outcomes like changes in policy or practice.

The conversation will take between 45 minutes to 1 hour and will be conducted via Zoom or telephone, if you agree. We will ask for your consent to record the conversation for the purpose of data analysis. The recording will be encrypted, stored securely and destroyed within 6 months (by December 2021).

**The interview is entirely voluntary. You declining to take part will have no bearing on the outcome of the evaluation or on anything else connected with your work.** However, we really hope that you agree to take part, as your views will be extremely useful to us.

The conversation will be confidential in that you will not be named in any of the research outputs and we will only share the transcript of the conversation between my team members at Opcit Research and not outside. So we hope that you will be open and frank with us. The only reason for which we would suspend confidentiality would be if you disclosed to us that you or someone else was at risk of harm, in which case we would need to tell someone and would discuss with you how we would proceed.

If you agree to take part, a colleague of mine will be in touch to provide you with further details and make arrangements.  
If you would like any further information at all, please do not hesitate to contact me or one of my colleagues.

Sincerely

Katie

Katie McCracken, Director, Opcit Research

[katiem@opcitresearch.com](mailto:katiem@opcitresearch.com) +44(0) 2079935987

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## INTERVIEW GUIDE

\*Opcit Research

Stepping Up Final Evaluation

Interview script for stakeholders

### Interview information:

**Duration:** 45 minutes to 1 hour.

**Location:** video call or telephone.

Name of respondent:	
Date of interview:	
Name of researcher:	

### Consent:

- 1) Confirm that the participant has received the Information Sheet detailing the purpose of the research and terms of confidentiality. [Consent gained verbally.]
- 2) Let the participant know that if they have any comments, questions or concerns about the evaluation, they can contact Katie McCracken, Opcit Research Director, at the email address and telephone number included in the Information Sheet.
- 3) Read out: *“Do you confirm that you have been provided with adequate information about the purpose of this research?”* [Consent gained verbally.]

- 4) Read out: *“You will not be identifiable in any of the research outputs resulting from this conversation or any others conducted as part of this research. This means your name, personal data and any other identifying information will not be included. What you say will, in this sense, remain confidential. However, if we become aware, as a result of what you tell us during the conversation, of someone being at risk of harm we may be obliged to share that information with the appropriate authorities. We will tell you if this is the case. Please confirm that you understand and accept these conditions.”* [Consent gained verbally.]
- 5) Read out: *“This interview is entirely voluntary and you may stop it any point. We will do everything we can to ensure the interview is positive and interesting for you and not cause you any distress. If it does cause any distress, we can of course stop the interview and we can also discuss what further action or support you may need.”*
- 6) Read out: *“For the purpose of data analysis, we would like to record this conversation. The recording would only be shared within the Opcit Research team, and would be encrypted, stored securely and destroyed within 6 months (by December 2021). Please confirm that you understand and accept this.”* [Consent gained verbally.]
- 7) Please ask the participant to confirm they: understand all of the above and freely give their consent to this interview. [Consent gained verbally.]

## Interview questions:

### 1) ABOUT THE RESPONDENT (<1min)

- Can you tell me a little bit about your job role?

### 2) STEPPING UP (5min)

- What do you understand the main aims of Stepping Up to be?
- What was your role in relation to Stepping Up? What did you do with the programme?
- What were the aims of that work?

### 3) OUTCOMES (20-25min)

I'd like to ask you about whether you think Stepping Up helped bring about any changes. (It is completely fine if you do not know, or if you do not think there have been any changes!)

Did you observe any changes brought about by Stepping Up for:

- Yourself? (Prompts: gained knowledge, skills, networks, resources)
- Your organization or colleagues?
- Other organizations you work with?
- Government actors (e.g., politicians/administrators) or agencies? (Prompts: at the local or national levels)
- Policies? (Prompts: at the local or national levels)
- Communities? (Probe different groups: children, women, men, and local community leaders/activists)
- Anyone else, or any other organization?

#### For each:

If no, why do you think that is?

If so:

- Can you describe the change? (From what, to what?)
- Is the change you mention significant, in your view? If so, why?

- What did Stepping Up do overall to contribute to the change? What specific activities were important? (*Probe ground level interventions and also regional level support, advice, evidence*)
- Did your organization also contribute to this change? If so how – what specific activities were important?
- What contextual factors (i.e., outside the Stepping Up programme) either helped or hindered the change? (*Prompt: for example, were there any changes in the law, or in the policies or processes of schools or community organizations?*)

Were there any undesirable changes or outcomes of Stepping Up? (*Probe: What are the changes, to whom/what, what caused them, were they un/expected?*)

Were there any other interesting or important changes connected to Stepping Up that we haven't discussed?

#### 4) LESSONS (10-15min)

I'd like to ask about any important lessons learned from the experience with Stepping Up.

Do you have a view on whether Stepping Up's regional-level activities and national-level activities connect and work together? (*Prompt: e.g., influencing policy, sharing evidence*)

- If so, how?
- What were the key challenges faced by Stepping Up?
- How did the programme respond to these?
- Was there anything else the programme could have done, or anything you think in hindsight it could have done better to overcome these challenges?

Is there anything else you think in hindsight Stepping Up could have done differently or better?

What else do you think needs to be in place for Stepping Up's goals to be achieved?

Are there any other lessons or insights you think are important for programmes aiming to end violence against women and girls?



# ANNEX 7: STEPPING UP REGIONAL ACTIVITIES AND OUTPUTS

Records of Stepping Up's regional activities and outputs were provided to the evaluation team through annual donor reports. Key outputs and activities from these reports are listed below.

## 2017/2018

UN Women's regional office collaborated with UNODC and the Thailand Institute of Justice to develop the *Resource Book for Trainers on Effective Prosecution Responses to Violence Against Women and Girls*. The Resource Book is a valuable tool to train front-line prosecutors in prosecuting cases involving violence against women, with a specific focus on intimate partner violence and sexual violence. The resource book was finalized in May 2017 and is available online.

A joint study by UN Women, UNDP and UNODC looking into how criminal justice systems respond to cases of sexual violence was launched on 27 November 2017, as part of the 16 Days of Activism Against Gender-Based Violence. The *Trial of Rape: Understanding the criminal justice system response to sexual violence in Thailand and Viet Nam* provides insights to understand where, how and why attrition happens, and to identify a concrete set of recommendations and entry points for change. The study focuses on Thailand and Viet Nam, but the findings are applicable to many countries. This study provides some concrete recommendations for enhancing the rule of law and strengthening the administration of justice.

A three-day multidisciplinary meeting on the Essential Services Package for essential justice and policing services was held on 28-30 June 2017 in Bangkok, Thailand. This was attended by 36 justice actors from 12 countries as part of the Regional Meeting on Multisectoral Services to Respond to Gender-Based Violence Against Women and Girls in Asia and the Pacific organized by four UN entities. This session highlighted the barriers women face to accessing justice and the critical role and duty of the police and justice sectors to provide survivor-centred quality services and ensure women's access to justice. The sessions provided justice service providers with practical

guidance on how to boost their capacity and to develop concrete follow-up action.

The Asia and the Pacific regional commemoration of the International Day for Ending Violence Against Women was held at Chulalongkorn University on 27 November 2017. This venue was chosen to include youth, civil society, United Nations agencies, members of the diplomatic community and the public in the UNiTE Campaign and the 16 Days of Activism Against Gender-Based Violence. As part of the commemoration, 50 university students participated in the Change-Makers training for young activists to end violence. The "UNiTE Campaign Toolkit for Schools and Universities Orange Your Schools/Campus" was introduced. It provides practical guidance on how to engage in ending violence against women and girls and sexual harassment in schools and campuses.

UN Women's regional office shared knowledge resources during the 8<sup>th</sup> University Scholars Leadership Symposium which took place from 1-7 August 2017. It was attended by 1,000 university students from around the world. This opportunity was used to share toolkits for young people to advocate to end violence against women and girls, including the Change-Makers and UNiTE toolkits for schools and universities. Over 200 participants attended a session presented by UN Women on the role of youth in ending violence. The session was very dynamic, giving voice to many participants who shared their personal stories and engagement.

UN Women's regional office supported the regional Partners for Prevention programme as a core member of both its Steering Committee and Technical Advisory Group, and knowledge and research material developed accordingly has facilitated learning on prevention of violence in this region and beyond.

Under the Secretary-General's UNiTE to End Violence Against Women Campaign Regional Working Group, UN Women's regional office organized an online discussion on violence prevention tools and good practices in measuring social norm change. Lessons learned from an Australian prevention programme (Our Watch) in different settings (workplaces, sports, education) and measurement of

change in social norms was discussed with over 30 specialists on gender and violence against women and girls from UN organizations and UN Women staff in the region.

Through the Stepping Up initiative, UN Women supported the United Nations Joint Global Programme on the Essential Services Package for Women and Girls Subject to Violence. As a result, seven countries have actively put the package into action, and nine have indicated keen interest to roll it out. Workshops contributed to the capacities of 380 participants to use the package to deliver quality services.

UNFPA's regional office, UN Women's regional office, UNODC's headquarters and the WHO Western Pacific Regional Office jointly organized the second Regional Meeting on Multisectoral Services to Respond to Gender-Based Violence Against Women and Girls in Asia and the Pacific on 28-30 June 2017 in Bangkok, Thailand. The three-day regional meeting aimed to strengthen the multisectoral response to violence in the context of the Global Plan of Action on Violence Against Women and Girls and the Essential Services Package for Women and Girls Subject to Violence. It received tremendous positive feedback for modelling a multisector approach to the provision of essential services. Over 130 participants from health, justice, police and social affairs of 12 countries (Afghanistan, Bangladesh, Bhutan, India, Indonesia, Maldives, Myanmar, Nepal, Pakistan, Sri Lanka, Thailand and Timor-Leste) participated. The regional workshop brought together key stakeholders from different essential services sectors and civil society and created momentum to replicate the regional workshop at the national level in Lao People's Democratic Republic, Mongolia and Timor-Leste. National workshops in Lao People's Democratic Republic and Timor-Leste were supported by UN Women's regional office.

## 2018/2019

UN Women partnered with ASEAN institutions and UN organizations to begin developing an ASEAN regional campaign to prevent and respond to violence against women workers and human trafficking in ASEAN.

Learning and results from prevention programmes were shared to increase understanding of what is effective to prevent violence against women and girls, in recognition of prevention as essential to the success of collective efforts to effectively reduce violence. This requires building the knowledge and capacity of the UN Women workforce and that of strategic partners.

UN Women's regional office supported the closing event of the Partners for Prevention Programme to share achievements and lessons learned with 40 regional and national policymakers, development partners, programme experts, civil society members and researchers, and to discuss the way forward.

UN Women's regional office organized a [webinar](#) on 7 March 2018 to discuss social norms change and lessons learned from a widely known Australian prevention organization (Our Watch) in different settings (workplaces, sports, education), as well as how social norms change can be measured. It was attended by over 30 specialists on gender and violence against women and girls from UN organizations and UN Women staff in the region.

UN Women's regional office organized a second webinar with the Director of the "What Works to Prevent Violence" global programme, Professor Rachel Jewkes, on 5 November 2018. The webinar provided an overview of global evidence on what is effective to prevent violence against women. The webinar was attended by 50 people (25 people online and 25 people in person) from UN Women, UNFPA, UNICEF, the Food and Agriculture Organization and other UN organizations.

From 14-16 November 2018, 40 participants from UN Women country offices in the region and two non-governmental organizations (Our Watch and the Community for Understanding Scale-Up) met in Bangkok to develop a road map for prevention programming in the region. The meeting was supported by core funds and the Blueprint to Prevent Violence Against Women and Girls global programme (funded by DFAT). Participants discussed needs and opportunities to support prevention in this region and the role of UN Women. A road map to guide prevention field work in the region was developed.

Many of the 145 young people from ASEAN and China who participated in the Change-Makers dialogues are now putting new knowledge and skills to use in communities and schools in their countries and have reached over 1,400 people. Discussions with young people about their priorities and challenges have informed UN Women initiatives on youth engagement to prevent violence.

UN Women's regional, China and Viet Nam offices supported the [Gender Dialogue: Engaging ASEAN Youth in Gender Initiatives](#) workshop from 6-10 October 2018 in Hanoi, Viet Nam, to empower 25 young people from 10 ASEAN member States to become advocates to end violence against women. The sessions used the peer education toolkit, Change-Makers, developed by UN Women in 2016 and utilized since with youth from around the region.

The Asia-Pacific regional offices of UNICEF, UNFPA and UN Women partnered to undertake *The Violence Complex: Intersections between Violence Against Women and Violence Against Children* study. It explores how violence against children and violence against women intersect, and how policies, action plans, programmes, services or prevention approaches can take an integrative approach to address these intersections.

## 2019/2020

Alongside Prevention Collaborative, the project provided technical assistance for regional and national prevention approaches in Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam country offices.

The project hosted webinars for over 250 participants to create shifts in project design and strategies with partners, bringing attention to areas such as women's economic empowerment and violence; prevention and violence against LGBTIQ populations; the new [RESPECT Women: Prevention Framework](#) led by WHO and UN Women; trauma-informed programming; engaging men and boys in prevention; and gender-responsive positive parenting.

UN Women provided technical support and facilitated the "Meeting on Multisectoral Services Response to Violence Against Women and Girls in Papua New Guinea" together with UNFPA. It developed the capacities of 60 service providers to implement the Essential Services Package. In addition, a desk review was completed in support of a midterm review of the ASEAN Regional Plan of Action on Ending Violence Against Women.

The project released a collection of case studies on workplace responses to intimate partner violence entitled [Ending Violence Is Our Business](#). It was launched in Thailand and Australia. Since it was uploaded in November 2019, it has been downloaded 197 times. In addition, capacity development on data on violence against women and girls was supported with the dissemination and translation of the [ASEAN Violence Against Women and Girls Data Guidelines](#), which include information on costs. The publication has been downloaded 441 times since it was uploaded in April 2018.

UN Women and UNFPA, as co-chairs of the UNiTE Working Group, organized various awareness-raising events:

- The UN Special Rapporteur on Violence Against Women was invited to join the CSO Forum on 25 November in Bangkok, held in advance of the Beijing +25 Review meeting, to hear from advocates in this region and share key messages.

- A session with the media on 26 November in Bangkok discussed trends and messages (i.e., marital rape, data, lack of national action plans on violence against women and girls).
- Dialogues were held from 27–29 November at the United Nations Conference Centre, Bangkok, with the UN Special Rapporteur and ASEAN representatives from four countries.
- Other meetings were held with a wide range of UN organizations.

On 24 March 2019, the study findings from *Trial of Rape: Understanding the criminal justice system response to sexual violence in Thailand and Viet Nam* were presented at the Victim Support Asia conference in Seoul, Republic of Korea. The conference gathered about 100 victim support and advocacy experts and practitioners from across Asia. Participants, ranging from victim advocates to police and prosecutors, actively engaged in dialogue on the study findings, which highlighted the need to transform current approaches to sexual violence that are not centred on the experiences of survivors and women.

Building on the Essential Services Package, UN Women started to develop a survivor-centred and trauma-informed training manual for prosecutors, to counter the current lack of available materials. The training materials developed were adapted to the context in Asia and the Pacific and piloted in selected countries. The selection of the pilot country was dependent on readiness and based on the needs of the country. This was a joint initiative with UN Women's access to justice programme.

UN women created a new partnership with the [Prevention Collaborative](#), designed to build the knowledge and capacity of UN Women's workforce and strategic partners in this area. This partnership also deepened UN Women's work on prevention of violence in the region, including through the development of a regional strategy and provision of technical assistance to country offices in their prevention programming.

UN Women started offering focused technical assistance to support regional and national prevention approaches in six UN Women country offices: in Afghanistan, Bangladesh, India, Nepal, Timor-Leste and Viet Nam. In collaboration with the Prevention Collaborative, UN Women advanced dialogue with partners at the country and regional levels to bring about shifts in project design and strategies with UN Women partners, drawing attention to areas such as women's economic empowerment and violence against women and girls; prevention and violence against LGBTIQ populations; the new RESPECT Framework led by WHO and UN Women; a focus in Timor-Leste on trauma-informed prevention and response programming; and engaging

men and boys in prevention and gender-responsive positive parenting.

With the Prevention Collaborative, UN Women organized two webinars in January 2020 on [Violence against Women Prevention: The Latest Evidence Part 1](#) and [Part 2](#). The webinars were recorded and shared across the region with UN Women country offices and partners. The Prevention Collaborative featured the webinars on their [website](#). Over 100 people were reached through the regional webinars, which were designed to deepen understanding of the latest evidence from leading global experts on the prevention of violence.

The programme began to develop a regional prevention strategy and coordinate with UN Women offices in the Pacific and the Pacific Partnership to End Violence Against Women and Girls programme to align prevention strategies. Planning began for the roll-out of the [RESPECT Women: Prevention Framework](#) and implementation guidelines.

## 2020/2021

- Workshops on data on violence against women were held jointly with Safe and Fair in 2020.
- Violence against women/violence against children studies were released, with four country studies at the end of 2020 and a regional synthesis in 2021.
- Messaging on violence against women/violence against children.
- RESPECT roll-out in South Asia (Bangladesh, India and Nepal) with the Prevention Collaborative.
- Development of a UN Women regional strategy on prevention and a prevention strategy for India, both with support from the Prevention Collaborative.
- Technical support from the Prevention Collaborative to the UN Women regional and country offices and partners, e.g., support to Bangladesh to develop a behaviour change communications strategy with two civil society partners through step-by-step guidance.
- Webinars with the Prevention Collaborative for the regional and country offices:
  - » On 16 April 2020, Dr. Lori Heise conducted a webinar on the links between women's economic empowerment and ending violence against women. Over 60 people joined for a deeper discussion and understanding of these issues, including evidence of how cash transfers reduce intimate partner violence.
  - » An internal webinar on the intersections of violence, cash transfers and social protection with technical experts, Dr. Amber Peterman and Dr. Tia Palermo, was instrumental in providing technical support and knowledge on how to better design and implement cash transfer programmes taking ending violence against women into consideration. Over 30 staff participated.
  - » In Timor-Leste, from April to June 2020, in partnership with Prevention Collaborative, UN Women organized three webinars on violence against women and girls with disabilities, facilitation for prevention and messaging for prevention. Over 50 people participated.
  - » In Nepal UN Women's regional and country offices co-organized a webinar called "LGBTIQ Activism in the Asia-Pacific Region: The Impact of COVID-19 and the Role of International Actors". It featured speakers and activists from across the region. Topics included intersections between violence against LGBTIQ communities and COVID-19. Over 80 people attended.
- Other webinars:
  - » In August 2020, Melissa Alvarado, Ending Violence Against Women Programme Manager, presented at a webinar that explored the potential role of social protection to respond to the "shadow pandemic" of violence against women and girls during COVID-19 in the Indo-Pacific region. The webinar presented emerging evidence, practitioner perspectives, and examples of emerging practical innovations from programming, within the context of social protection approaches and experiences in addressing intimate partner violence. It pinpointed key opportunities and actionable recommendations for actors working on social protection responses to COVID-19 in the Indo-Pacific region and at the intersection of long-term and emergency (humanitarian) situations.
  - » Building on the first webinar, in September 2020, Melissa Alvarado presented at a webinar that provided an in-depth look at the role of social protection in responding to gender-based violence during COVID-19, including what is known about the role of social protection measures and their impact on gender-based violence, the role that social protection policies and programmes can play in the current crisis, and the potential role of social protection and gender equality practitioners in minimizing risks and maximizing the preventative potential of social protection. 251 people participated.



- » UN Women facilitated webinars and meetings to share emerging insights and best practices in relation to ending violence against women and COVID-19 more broadly.
- Completion of a regional prevention strategy (UN Women internal) as well as a prevention strategy in India (UN Women India internal) with support from the Prevention Collaborative.
- Completion of the prosecutor training package in partnership with Global Rights for Women.
- Completion and launch event of the monitoring tool developed by the Equality Institute.
- UN Women supported the midterm review of the implementation of the ASEAN Regional Plan of Action for Ending Violence Against Women. UN Women provided financial and technical support to facilitate the review process and consolidate inputs from ASEAN member States and drafted the midterm review report. This support was initially provided through the Stepping Up Programme but has since moved to the Safe and Fair portfolio. UN Women's Regional Manager for Ending Violence Against Women continues to provide guidance to this workstream since this is managed overall by the unit.
- Stepping Up evaluation.
- #HeForSheAtHome campaign.
- Shadow pandemic video.
- Support to the #ThereIsHelp Campaign in collaboration with Twitter provided the numbers of shelters in eight countries (India, Indonesia, Malaysia, the Philippines, the Republic of Korea, Singapore, Thailand and Viet Nam) translated into local languages.
- Big data study: *COVID-19 and Violence Against Women: The evidence behind the talk* (report, press release).
- Design challenge with the World Design Organization: Collaboration to explore new approaches to ending violence against women by identifying human-centric, solution-based initiatives that could be implemented in the region.

# ANNEX 8: VIET NAM

## COMMUNITY MOBILIZATION

### ACTIVITIES AND OUTPUTS

Records of Community Mobilization activities and outputs were provided to the evaluation team through the programme's annual donor reports and are listed below.

All activities contribute to Outcome 2 of the Stepping Up Programme, on transformative social norms, attitudes and behaviours promoted at the community and individual levels to prevent violence against women and girls.

#### 2017

From April 2017 until the end of December 2017, 1,929 people participated in and benefited from the project, including 1,111 women and 916 men.

**AIM: COMMUNITY AWARENESS OF THE ROOT CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN AND GIRLS AND THE BENEFITS OF A COMMUNITY WITHOUT VIOLENCE ENHANCED.**

#### Establishment of male advocate clubs

- On 25 May 2017, the project established two male advocate clubs in the Hoa Khuong commune and Hoa Cuong Bac ward, attended by 85 people (75 men and 10 women).
- In November 2017, the project established eight further male advocate clubs in two project districts, with 306 members (269 men and 37 women).

#### Maintenance of parent clubs and male advocate clubs

- Maintenance of the operation of the core club (combining members of the male advocate clubs and parent clubs) in the Hoa Cuong Bac ward and Hoa Phong commune, and the parent club of the Hoa Khuong commune.
- Each club had one event each month from July to December 2017 to provide club members with support, knowledge and skills to better organize their family life.

- In total, 1,280 people took part (480 men and 700 women).

#### Community events

- The “Family – Love, Respect and Sharing” festival was held on 28 June, attended by 300 people (112 men and 188 women).

**AIM: BUILDING CAPACITY OF THE PROJECT MANAGEMENT BOARD, COMMITTEES FOR THE ADVANCEMENT OF WOMEN, LOCAL AUTHORITIES, SERVICE PROVIDERS AND LOCAL CORE ACTIVISTS ON THE PREVENTION OF/ RESPONSE TO VIOLENCE AGAINST WOMEN AND GIRLS.**

#### Training session on prevention knowledge and skills in running club activities

- A two-day training session for members of male advocate clubs and parent clubs was held on 11-12 July 2017, attended by 30 people (21 men and 9 women).
- A three-day training session was held on 4-6 December 2017, attended by 40 people (26 men and 14 women).

#### Training on the guidelines of SASA! tools for the project staff and core facilitators

- A three-day training course on “Community Mobilization in Prevention of Violence Against Women and Girls – Phase 2: Awareness” was held on 8-10 May 2017, attended by 40 people (17 men and 23 women). They included representatives from the Department of Culture and Sports, the Da Nang Farmers’ Union and the University of Da Nang, along with staff from the Da Nang Women’s Union and the women’s unions of two project districts and three project wards, and core facilitators of parent clubs and male advocate clubs. The sessions provided trainees with a general introduction to SASA!

### Training course on gender budgeting

- A one-day course on gender budgeting was held for members of the Committee for the Advancement of Women of Da Nang city, social and political groups such as the Farmers' Union and Youth Union, and the Da Nang Women's Union. This was attended by 30 people (5 men and 25 women).

### AIM: DEVELOPMENT OF COMMUNICATIONS MATERIALS ON PREVENTION OF VIOLENCE AGAINST WOMEN AND GIRLS.

#### Develop and print communications materials for clubs

- 60 sets of communications materials in six categories were designed and printed to raise club members' awareness of prevention.

#### Public communications event linked to the 16 Days of Activism Against Gender-Based Violence

- The launch ceremony for the city-level Action Month for Gender Equality and Gender-based Violence Prevention in 2017 was held in Da Nang on 25 August 2017. This was attended by 500 people (200 men, 300 women). After the ceremony, a bus parade to raise awareness of gender equality took place.

### AIM: ENDING VIOLENCE AGAINST WOMEN AND GIRLS CONSIDERED A PUBLIC PRIORITY AND POPULAR TOPIC IN LOCAL MEDIA.

#### Talk show on gender equality

- A talk show on gender equality in the media was organized, attended by 52 people (11 men and 41 women). This was designed to evaluate media coverage of gender equality, prevention of domestic violence and prevention of gender-based violence. The donor reports also suggested that the talk show helped strengthen connections with journalists and collaborators to create accurate communication around guidelines relating to gender equality.

## 2018

The project focused on two components: community Mobilization in changing social norms, attitudes and behaviours to prevent violence against women and girls, and engagement of men

### AIM: COMMUNITY MOBILIZATION INSPIRED BY SASA!

#### Training on the State Budget Law – Regulations on Gender Equality

- Funded by UN Women Viet Nam, a training course was held for 36 participants from the People's Council and Da Nang Women's Union (20 men and 16 women). This was intended to improve the capacity of members at all levels of Da Nang Committees for the Advancement of Women.

#### Establish a writing competition on "Gender equality and preventing violence against women and girls 2018"

- In celebration of the National Revolutionary Press Day, the Da Nang Women's Union held a press meeting to introduce the chain of activities on National Family Day 2018 as well as launching the writing contest "Gender Equality, Violence Prevention for Women and Girls".
- Over three months (from 15 June 2018 to 30 October 2018), the Da Nang Women's Union received over 70 articles (40 of which were from union members at all levels, and 30 from local journalists and people not living in Da Nang city).

### AIM: LOCAL ACTIVITIES TO MOBILIZE PEOPLE TO PREVENT VIOLENCE AGAINST WOMEN AND GIRLS.

#### Maintain monthly meetings on selected topics of core clubs in the community

- Immediately after signing the supplementary LOA the core clubs proceeded with work. However, only two clubs in Hoa Cuong Bac ward and one club in Hoa Phong commune organized activities, due to other seasonal work commitments. In total, there were 163 participants (85 men and 78 women).
- Between October and December, six core clubs with 215 members (94 men and 121 women) were maintained regularly in three wards and communes with the third phase seeing an 85 per cent participation rate. In the fourth quarter, 12 activities were held.

#### Community communications event to respond to the 16 Days of Activism Against Gender-Based Violence

- Responding to the Action Month for Gender Equality and Gender-based Violence Prevention and the global 16 Days of Activism to End Gender-Based Violence, the Da Nang Women's Union held a ceremony in response to the Action Month with the theme "Breakfast with Males" and an awards ceremony for the contest on

“Gender Equality, Violence Prevention for Women and Girls”.

- The event mobilized more than 200 delegates (about two thirds were men). These included leaders and representatives from: the People’s Committee; the Division of Labour, Invalids and Social Affairs; the Culture and Sports Department; the women’s unions of several districts; the women’s unions of 56 communes/wards; management boards and members of core clubs; men and parents in communes/wards in Hai Chau and Hoa Vang districts; award-winning individuals of the “Gender Equality, Violence Prevention for Women and Girls” Contest in 2018; and reporters from press agencies in the city.

#### **Hold regular meetings to support the progress of the club’s core groups**

- Two regular meetings were organized to support the progress of the club’s core groups, attended by 101 people (37 women and 64 men), including project management staff, people’s committees of the communes/wards and the core guides of the men’s clubs.

#### **Support the core guides to maintain the regular activities of the men’s clubs in eight communes/wards**

- Throughout the year, the clubs conducted activities, ensuring the number and percentage of participants remained over 70 per cent.
- In the past, 10 clubs with a total of 300 members have conducted 30-day activities, ensuring a participation rate of over 70 per cent. A number of clubs such as Hoa Tien, Hoa Nhon, Hoa Chau and Hoa Bac have nearly completed their chain of activities, preparing for the planning phase of implementing communications initiatives for the community. However, because some clubs such as Hoa Cuong Nam and Binh Thuan are still behind schedule due to conditions like unfavourable weather, the project management board and the management boards of these clubs will work together to speed up activities, ensuring timely completion of the programme according to the plan.

#### **Training course for core guides of the pioneer men’s clubs to prevent violence against women and girls**

- A two-day training course was held from 25-26 May, for the women’s union, people’s committee and the leaders and core guides of the pioneer men’s clubs. This was attended by 40 students (25 men and 15 women).

- The training was intended to equip attendees with knowledge about prevention of violence as well as skills in running club activities.

#### **AIM: IMPROVE THE CAPACITY OF CORE FACILITATORS, LEADERS OF THE LOCALITIES AND THE MANAGEMENT BOARD OF THE PROJECT**

#### **4.2 Training skills for working with violence victims and perpetrators.**

- A two-day training course was held from 7-8 June, attended by 40 learners (17 men and 23 women).

### **2019**

#### **AIM: MEDIA SENSITIVITY AND ADVOCACY FOR BETTER POLICIES TO PREVENT VIOLENCE AGAINST WOMEN AND REPLICATE THE MODEL**

#### **Consulting workshop with stakeholders on initial findings of the Safe City Survey Project**

- A one-day workshop took place on 23 July 2019, attended by 70 people (27 men and 43 women). This approached topics such as the prevention of violence in Da Nang city; improving public transport to ensure the safety of women and children; the assessment of the current situation of domestic violence in Da Nang and proposed solutions; the impact of social networks on preventing violence against women and girls; the current situation of school violence and bullying in Da Nang and proposed solutions; the effectiveness of the model of men’s clubs in taking a pioneer role in preventing violence against women and girls; skills education programmes for students in schools; and comments on draft criteria for developing Da Nang into a safe and non-violent city for women and girls.

#### **AIM: COMMUNICATIONS MATERIALS TO RAISE AWARENESS OF THE PREVENTION OF VIOLENCE AGAINST WOMEN AND GIRLS**

#### **Print and distribute a set of communications materials on prevention in 2019**

- 160 sets of materials were printed and distributed (including 80 sets in 2017 and 80 sets in 2018)



## **AIM: LOCAL ACTIVITIES ON COMMUNITY MOBILIZATION TO PREVENT VIOLENCE AGAINST WOMEN AND GIRLS**

### **Maintain monthly meetings on selected topics of core clubs in the community**

- 6 core clubs with 215 members (94 men, 121 women) in three wards and communes that have had Phase 4 activities.
- In Phase 4, there were four core clubs and two parent clubs, delivering five lessons, which started in May 2019.
- Among 10 male advocate clubs established in 2017, two clubs in Hoa Cuong Nam and Binh Thuan wards encountered some local difficulties such as club leader changes and characteristics of local professional work that led to a delay in organizing activities compared to other clubs. However, as of 10 January 2020, these two clubs had completed 16 activities.

### **Supporting communications initiatives of the core community groups and male advocate clubs**

- Responding to the month of action for gender equality and gender-based violence prevention in 2019, in this phase, eight clubs organized eight activities involving community communications initiatives. These were a diverse range of events focused on ending violence.

### **Support the core guides to maintain the regular activities of the 10 pioneer men's clubs**

- In the first five months of 2019, several clubs, including Hoa Tien, Hoa Nhon, Hoa Chau and Hoa Bac, completed their chain of activities, preparing for the planning phase of implementing communications initiatives for the community.
- Since some clubs, such as Hoa Cuong Nam and Binh Thuan, are still behind schedule, the project management board and the management boards of these clubs will work together to speed up activities towards ensuring timely completion of the programme.

## **AIM: IMPROVE THE CAPACITY OF CORE FACILITATORS AND LEADERS OF LOCALITIES AND THE MANAGEMENT BOARD OF THE PROJECT**

### **Training on “Mobilizing Communities to Prevent Violence Against Women and Girls in Da Nang 2019”**

- A two-day training was held on 25-26 March for 40 attendees (25 men and 15 women) to provide access to knowledge and skills on preventing violence against women and girls and following the SASA! approach

### **Training – raising awareness and safety for women**

- one-day training course was held on 27 June 2019, attended by 85 people (one man, 85 women). This included staff from the Da Nang women's union from various districts.

## **2020/2021**

### **AIM: MOBILIZING COMMUNITIES TO PREVENT VIOLENCE AGAINST WOMEN AND GIRLS IN DA NANG**

#### **Organize annual meetings of community clubs**

- One meeting was held in July 2020, attended by 65 people (39 men and 26 women). At this meeting, participants evaluated the club's past community communications initiatives and discussed and shared the clubs' advantages and disadvantages in planning and implementing communications initiatives.
- One meeting was held on 16 December 2020, attended by 65 people (39 men and 26 women). At this meeting, participants reported on and evaluated the project's performance in 2020; and evaluated the activities of clubs, as well as discussing the support of the City Women's Union for clubs in 2020.

#### **Support selected clubs to implement communications initiatives on prevention of violence against women and girls**

#### **Organize a consultation workshop on the clubs' plans to implement initiatives**

- This took place on 18 December 2020 and was attended by 118 people (30 men and 88 women).
- Seven communications initiatives in the community on prevention of violence against women and girls:
  - Parade to communicate prevention of violence against women and girls (30 men and 20 women).
  - Community dialogue to propagate awareness of the prevention of violence against women and girls (10 men and 90 women).
  - Folk exchange on prevention of violence against women and girls (33 men and 67 women).
  - Ao Dai show with communications messages about prevention of violence against women and girls (46 men and 54 women).
  - Exchange through community theatre on prevention of violence against women and girls (18 men and 52 women).

- Seminar on gender equality and prevention of violence against women and girls (12 men and 58 women).
- A drawing contest on prevention of violence against women and girls (52 men, 48 women).

**Organize a competition day (gala day) for initiating communications materials conducted by the selected clubs**

- The initiative festival was integrated into the programme “Orange – Light and Action” in response to the Action Month for Gender Equality and Gender-based Violence Prevention and the global campaign for solidarity to end violence against women 2020.

**Develop communications materials on prevention of violence against women and girls**

**A book on preventing violence against women and girls was developed with contents on:**

- Brief introduction to the project and the process of establishing 16 clubs.
- Images of activities of the Women’s Union and grass-roots level clubs: training, conferences, media events.
- Images of communications products for the prevention of violence against women and girls: bus decals, media pictures and panels of clubs.
- 150 copies of the book will be printed and distributed to grass-roots women’s unions and clubs as a useful reference for future communications activities.

# ANNEX 9: TIMOR-LESTE

## ACTIVITIES AND OUTPUTS

### Timeline of work in Timor-Leste under Stepping Up

#### UN WOMEN TIMOR-LESTE WHOLE-SCHOOL APPROACHES TO PREVENT GENDER-BASED VIOLENCE

**2012-2016:** Timor-Leste's First National Action Plan on Gender-Based Violence includes a prevention pillar with one output on education-related interventions. UN Women supports plan monitoring, coordination and evaluation via the State Secretariat for Equality and Inclusion.

**2013-2014:** UN Women conducts a scoping study on whole-school approaches with the Association of Men against Violence, a non-governmental organization. It affirms interest in and the value of investing in whole-school approaches. UN Women provides reference materials and technical reviews/inputs on the Basic Education Social Science curriculum to integrate content promoting gender equality, including related to respectful relationships.

**2015-2016:** Pilot design and roll-out of sessions promoting respectful relationships with pre-secondary schools (sessions for students, teachers and parents/community members) with the local non-governmental organization Fundasaun Alola, in collaboration with the Ministry of Education, Youth and Sport.

**2016-2017:** UN Women supports the Civil Service Commission to develop and launch the Guidelines for Addressing Sexual Harassment in the Civil Service (which includes education personnel).

**2017-2021:** The Second National Action Plan on Gender-Based Violence is developed and launched by the State Secretariat for Equality and Inclusion, with support from UN Women, among other partners. Reference to whole-school approaches for prevention of gender-based violence is retained under the prevention pillar. UN Women supports implementation of the pillar along with monitoring, coordination and evaluation.

**September to December 2018:** The Connect with Respect team is established and Connect with Respect materials are translated. An overview on preventing violence against women is developed.

**January 2019:** Consultations take place with the Ministry of Education, Youth and Sport to select schools for Connect with Respect pilots.

**March 2019:** Training of Connect with Respect facilitators by the University of Melbourne.

**April to December 2019:** Pilot roll-out of Connect with Respect sessions in three schools (two are pre-secondary and one is secondary).

Included:

1. Introductory session involving selected students, their parents, teachers and school directors.
2. Pre-test (for students with parental consent).
3. 18 extracurricular sessions held weekly (for two hours). The sessions covered seven topics including: gender and equality, gender equality and positive role models, awareness of gender-based violence, school-related gender-based violence, communications skills for respect-based relationships, skills for people who witness violence, and help-seeking and peer support skills.

**August 2019:** Mid-year reflection held with teachers, school directors and Ministry of Education personnel.

**November 2019:** Yearend closing event, showcasing teacher, student and school learning, involving students, their parents, teachers, school directors, service providers and community leaders.

**December 2019:** Post-tests completed and submitted to the University of Melbourne.

**January 2020:** Presentation to the Minister of Education, Youth and Sport on the results of the pilot intervention and handover of translated materials on Connect with Respect. This affirmed Ministry support for expansion of Connect with Respect under the European Union and UN Spotlight Initiative (2020-2022).

**February 2020:** Training and workshops with key partners (government, civil society and United Nations) on evidence in whole-school approaches and positive gender-equitable parenting practices. Facilitated by the Prevention Collaborative.

**March to July 2020:** Plans for rolling out a second round of sessions stalled due to COVID-19. Finalization of Connect with Respect adaptations, including a monitoring and evaluation framework, sessions in Tetum, and consultations on and mapping of parenting interventions in Timor-Leste.

**June 2020:** Signing of an MoU with the Ministry of Education, Youth and Sport for promoting gender equality and respectful relationships for school-based prevention of gender-based violence.

**September 2020:** Partnership with the University of Melbourne re-established to support adaptations for expanded roll-out of Connect with Respect, including options for remote delivery considering COVID-19 restrictions.

**August to December 2020:** Positive, gender-equitable parenting sessions developed and validated with civil society groups, the Ministry of Education and the State Secretariat for Equality and Inclusion.

**January to March 2021:** Preparations for teacher training (planned for March 2021 but stalled due to a surge in COVID-19 and restrictions on movement).



# ANNEX 10: CASE STUDY OF CONNECT WITH RESPECT IN TIMOR-LESTE

Findings on Connect with Respect – a research-informed education programme to prevent violence against women and girls in Timor-Leste – are based on secondary analysis of project documentation and data (including baseline and endline surveys that University of Melbourne consultants helped national consultants to complete) and interviews for this evaluation with key stakeholders at UN Women, the Education Ministry and school staff (teachers and head teachers) who received Connect with Respect training.

## Implementation

UN Women commissioned the University of Melbourne to support the implementation of the Connect with Respect pilot in Timor-Leste. Consultants from the university sent a delegation to train six school staff (teachers and head teachers) to deliver the Connect with Respect curriculum to students. Ultimately, due to concerns about capacity and skills, these teachers did not deliver the curriculum to students themselves. It was instead delivered by UN Women country office staff. Teachers did, however, discuss in interviews how the course had influenced their teaching. Thirty students from the three schools attended an extracurricular 16-week Connect with Respect course, through which they were taught the curriculum by UN Women country office staff responsible for the Stepping Up programme.

UN Women country office staff interviewed for this evaluation noted that the design of the pilot as an extracurricular course in a non-classroom setting was intended to reinforce gender equality messages with practical exercises and space for students outside the classroom and normal teaching methods, which tend to be didactic and non-participatory (for example, in the style of lectures).

After Stepping Up, the pilot is now being taken forward and expanded, with Connect with Respect being rolled out to 15 schools in Timor-Leste under the Spotlight Initiative. Talks between UN Women and the Education Ministry are taking place on integrating Connect with Respect into the national curriculum.

Connect with Respect was originally intended as a “whole-school” approach to be coupled with parenting classes to address violence within families and promote respectful relationships at home and at school. While these broader elements did not feature strongly in the Stepping Up-funded pilot, country office staff reported expectations that they would figure more heavily as the model is expanded in Timor-Leste.

Delays in the approval of Timor-Leste’s state budget until early 2019 limited the availability of the Ministry of Education, Youth and Sport to engage with the Connect with Respect initiative and led to delays in the project. Several UN, government and school staff interviewees noted that school staff had limited time to engage in the Connect with Respect curriculum given their primary responsibilities at school.

UN Women country office staff also described how the public school system is in the early stages of using participatory and interactive approaches to teaching (with didactic pedagogical styles more prevalent). They noted that while participatory approaches require time to embed, the interactive nature of Connect with Respect was largely met with positive responses by educators.

## School staff views of the project

Five schoolteachers and head teachers who had received Connect with Respect training were interviewed for this evaluation.

These staff had consistently positive views of the impact of the project on both staff and students. The main outcomes they identified were:

- Improved understanding of the benefits of respect and respectful communication and interaction, and the harms of violence among trained staff and students.
- Personal attitudinal change, among some staff interviewees, in the form of greater commitment to being respectful and non-violent in their own personal and professional life.
- More respectful behaviour, positive communication, and avoidance of violence among trained staff and students.
- Among some teachers, a shift towards non-violent, non-fear-based, more participatory, less didactic teaching and discipline techniques.
- Greater personal understanding of how to respond if students seek support for experiencing or witnessing violence.
- Development of better relationships between students and staff.

One teacher described the project having had a particularly profound influence on their teaching and relationships with students:

*“In children, huge changes I can observe. Before I attended training, students used to be afraid and avoid me. An important change I can see and feel is, before when I teach I used screaming and beating to make them scared. Now, I communicate, they can approach me, they’re not afraid of me, because I use good communication with them. I’m really happy with this.”*

## Internal survey methodology and limitations

In 2019, a baseline data survey in Timor-Leste was conducted to illuminate students’ understanding of how to prevent and respond to school-related gender-based violence before starting the Connect with Respect project. The survey was distributed to 72 students from three schools (34 males and 38 females). Students were asked to give responses based on their experiences at home, on the way to and from school, and at school. Students were initially presented with a plain language statement with a summary of Connect with Respect. Consent to participate in the survey was requested from the student, a parent/guardian and the school principal. Students were then asked to complete the survey. After 18 sessions of Connect with Respect were delivered to students, 47 students (17 males and 30 females) from the same three schools were then asked to complete an endline survey. The thematic areas analysed were feelings of safety, gender-equitable attitudes, violence-supporting attitudes, witnessing sexual violence and help-seeking.

These surveys did not identify and track individual students. Further, the student samples at the beginning and end of the Connect with Respect intervention differed, meaning that some students who completed the baseline survey did not complete the endline survey. Therefore, analysis of individual changes in attitudes is not possible. The analysis is necessarily limited to understanding differences between the baseline and endline groups, rather than ascribing “change”.

Comparing the programme’s Connect with Respect surveys in Timor-Leste with those conducted in Viet Nam, the Timor-Leste sample sizes were significantly smaller, and teachers do not appear to have been surveyed as they were in Viet Nam. The survey in Viet Nam seemed to have covered a greater range of topics, including students’ reactions to behaviour related to gender-based violence as well as more questions on their behaviour towards others.

**Table 10: Timor-Leste Connect with Respect internal survey results**

Question	Baseline (percentage)		Endline (percentage)	
	Girls	Boys	Girls	Boys
<b>Safety in and outside school</b>				
Feel “safe” or “very safe” at school	84	62	90 (+6)	65 (+3)
Feel “safe” or “very safe” to and from school	74	38	80 (+6)	41 (+3)
Feel “safe” or “very safe” at home	76	35	90 (+14)	53 (+18)
Experienced violence from teachers in past month	66	88	73 (+7)	88 (=)

Question	Baseline (percentage)		Endline (percentage)	
	Girls	Boys	Girls	Boys
<b>Views on gender equality and gender-based violence</b>				
Men and women should be treated equally at home	77	94	- 100	- 82
Boys and girls should be treated equally at school	94	82	- 95	- 62
Men and women should do equal chores at home	47	79	96 (+49)	94 (+15)
Husband beating wife is appropriate when woman goes out without telling husband	87	82	12 (-75)	30 (-52)
Husband beating wife is appropriate when wife ignores their children	86	85	40 (-46)	41 (-44)
Husband beating wife is appropriate when wife disobeys his wish	57	62	53 (-4)	53 (-9)
Husband beating wife is appropriate when wife argues with him	46	59	40 (-6)	35 (-24)
<b>Views on Connect with Respect</b>				
Connect with Respect lessons “mostly” or “always” useful	-	-	97	77
Connect with Respect lessons improved relationships with classmates	-	-	87	76
Enjoyed Connect with Respect lessons	-	-	100	94

### Students’ feelings of safety

In the baseline survey, the overall percentages of students who reported feeling safe at school, on the way to and from school and at home were worryingly low, particularly for male students. Given the importance of schools in providing a safe environment to support healthy child development, socialization and education, the percentages of students who reported feeling safe at school were particularly concerning: 2 in 5 boys felt unsafe at school compared to 1 in 5 girls. It is important to note that all students felt safer at school than at home or on the way to school.

The baseline survey found that girls consistently reported feeling more safe than boys: 84 per cent of girls and 62 per cent of boys reported feeling “safe” or “very safe” at school; 74 per cent of girls and 38 per cent of boys reported feeling “safe” or “very safe” on the way to and from school; and 76 per cent of girls and 35 per cent of boys reported feeling “safe” or “very safe” at home.

More students in the endline survey than in the baseline survey reported feeling safe. In the endline survey, 90 per cent of girls and 65 per cent of boys reported feeling “safe” or “very safe” at school; 80 per cent of girls and 41 per cent of boys reported feeling “safe” or “very safe” on the way to and from school; and 90 per cent of girls and 53 per cent of boys reported feeling “safe” or “very safe” at home. While these higher numbers are to be welcomed, many children were still, at endline, not able to answer that they feel safe.

The surveys produced worrying findings on teacher violence. The baseline and endline surveys found that more boys reported experiencing violence from teachers than girls. At baseline, 88.2 per cent of boys reported being hit by a teacher in the past month compared to 65.8 per cent of girls. At the endline, the figure for boys reporting experiencing violence from teachers remained the same (88.2 per cent), while concerningly for girls this figure increased from 65.8 per cent to 73.3 per cent. The fact that boys were more likely to experience violence from teachers at school might suggest that they were also more likely to have this modelled as a behavioural norm.

### Students’ attitudes towards gender equality

The students were asked questions about their attitudes towards gender equality. The results show notable differences in normative expectations among boys and girls in relation to gender roles. This may suggest the need for programming that accounts for these differences, focusing on male students’ attitudes to girls’ education and girls’ attitudes to their roles at home.

In both the baseline and endline surveys, the majority of students agreed that men and women should be treated equally both at home and at school. Interestingly, in the baseline survey, a higher percentage (94 per cent) of male students believed men and women should be treated equally at home than female students (77 per cent). This was reversed at school – 82 per cent of male students and 94 per cent of female students thought men and women

should be treated equally in this context. However, there is no further detail on what students meant by this; further qualitative investigation would be required. For example, further consultation might enquire as to whether girls think they should have more or less power than boys at school or home.

Also concerning, boys in the endline survey were less likely to state that they believe men and women should be treated equally both at home and school. A greater percentage of girls in the endline survey reported belief in gender equality: almost 100 per cent of female respondents said that women should be treated equally at school and home. In the baseline survey, less than half (47 per cent) of female respondents thought that men and women should do equal chores at home compared to 4 in 5 boys (79 per cent). However, in the endline survey, these figures changed to 94 per cent of boys and 96 per cent of girls.

There were some notable inconsistencies with this data, which suggest the need for further qualitative investigation to draw out how students understand ideas around equality and gender. For example, in the baseline survey, 94 per cent of male students said men and women should be treated equally at home, but only 79 per cent of them thought they should do equal chores, suggesting questions remain around the meanings they ascribe to the term “equal”. The evidence continues this theme: When we compare the percentage of male students who believe men and women should be treated equally at home with the percentage who think there are circumstances under which it is acceptable for a husband to beat his wife, there is a disconnect. This may suggest that while many male students might profess to believe in equal treatment, when asked less abstract questions about the acceptability of specific behaviours linked to gender-based violence, this is not the case. We caution that more work needs to be done to investigate how students understand gender equality in these contexts.

### Students' violence-supporting attitudes

Students were asked if there were instances in which they thought it was appropriate for husbands to beat their wives. The findings were concerning, particularly in the baseline survey, suggesting that many students saw violence as a normal and acceptable response to behaviour that does not accord with patriarchal conceptions of gender roles and normative expectations regarding oppressive restrictions on women's freedom.

For example, in the baseline survey, 82 per cent of male students and 87 per cent of female students thought violence was appropriate if a wife goes out without telling

her husband; 85 per cent of male students and 86 per cent of female students cited “ignoring the children” as an appropriate reason for men to use violence against women. These results are consistent with findings from surveys that have used the same or similar items to measure adults' attitudes to violence against women in Timor-Leste (Taft and Watson, 2013)

In the endline survey, all respondents were notably less supportive of violence, although the figures were at times still worryingly high. For example, 30 per cent of male students and 12 per cent of female students thought violence was appropriate if a wife goes out without telling her husband; 41 per cent of male students and 40 per cent of female students cited “ignoring the children” as an appropriate reason for violence.

### Sharing sexual images

From the results of the baseline survey, it appears that both sending and viewing sexual images was very common. Male students were much more likely to report being sent or shown pictures depicting sex than female students. Almost half (47.1 per cent) of all male students reported that other male students had sent or shown them sexual images more than once in the last month, and 32.4 per cent reported that female students had sent or shown them images. Only 5.4 per cent of female students reported being sent sexual images by other female students, while 8.1 per cent reported they had been sent similar images by male students. No data were provided on this in the endline survey report.

### Seeking help for gender-based violence

In terms of gender-based violence in schools, all children should know where to go if they or others are experiencing harm. In the baseline survey, most students reported they would know how to seek help if either they or others they knew needed it, with girls slightly more likely to report knowing how to do this than boys. In the baseline survey, 84 per cent of female students and 79 per cent of male students said that they would seek help if they were personally affected by gender-based violence; 84 per cent of female students and 76 per cent of male students thought they knew how to get help for somebody else affected by it. At endline, a smaller percentage of boys said that they knew how to seek help for others or would seek help for themselves. Without further qualitative enquiry, the reason for this is unclear. It cannot be ruled out that the difference is due to differences in samples between the baseline and endline surveys.



## Students' feedback on Connect with Respect

In the endline survey, 97 per cent of girls and 77 per cent of boys said that they “mostly” or “always” found the Connect with Respect lessons useful; 87 per cent of girls and 76 per cent of boys agreed that doing the Connect with Respect lessons improved relationships with their classmates; 100 per cent of girls and 94 per cent of boys responded that they enjoyed the Connect with Respect lessons. All students surveyed for the endline report agreed that schools should teach about the prevention of gender-based violence.

## Survey conclusions

The baseline data survey produced some interesting and concerning findings, particularly around students' feelings of safety at home and school, which were at a worryingly low level, especially for male students. The survey showed a mixed awareness of gender equality among the students surveyed, with some inconsistent results suggesting a need for greater qualitative evaluation in this area to understand how students think about equality and violence. While a high percentage of students reported thinking that men and women should be treated equally, this was not reflected in their views around the distribution of household tasks or the appropriateness of violence against women in the home. While a fairly high proportion of students reported feeling able to seek help when experiencing violence, there is evidently still room to improve this to ensure all students know how and feel able to seek help when needed.

The results of the endline survey show some more encouraging data. For example, there were lower violence-supporting attitudes among students surveyed at the endline compared to the baseline, and more students thought that men and women should do equal chores at home. However, concerningly, attitudes supporting gender equality were at times lower in the endline survey, and the share of girls reporting experiencing violence from teachers increased. Students were highly positive about their experience with Connect with Respect and believed the programme should be taught in the future and in other schools.

Overall, the findings of the baseline survey show a clear need for a programme such as Connect with Respect to address violence in schools and engage with students' normative expectations of gender roles. Interview findings also suggested strong support for the continuation and scaling up of the programme. Country office staff noted, in relation to intentions to strengthen the “whole-school” aspects of the original Connect with Respect model, that while parenting sessions were only developed in late 2020 and engagement with school administration around environmental and institutional responses to violence stalled due to COVID-19, these elements should figure more strongly in future roll-outs of Connect with Respect in Timor-Leste.

# ANNEX 11: CASE STUDY OF CONNECT WITH RESPECT IN VIET NAM

While the evaluation was originally intended to gather data directly from school staff and students involved in the Connect with Respect pilot in Viet Nam, during the inception stage Stepping Up staff decided that this would not be possible due to COVID-19 related restrictions and school closures. Our analysis therefore relies on, firstly, an internal evaluation report setting out findings from internal baseline and endline surveys and endline interviews and focus groups conducted by the project and made available to the evaluation, and secondly, our interviews with UN Women and government stakeholders involved in organizing and approving the pilot.

## Implementation

Within the support programme for gender-based violence prevention for students in schools, UN Women collaborated with the Ministry of Education and Training of Viet Nam to pilot the programme “Connect with Respect: Preventing Gender-Based Violence in Schools for Lower Secondary School (LSS) Students aged 11-14” using the Connect with Respect toolkit. School staff and other stakeholders were trained in the approach (though total numbers were not available to the evaluation); 1,025 students (including 530 girls and 495 boys) have now been taught the curriculum.

Implementing partner and stakeholder views of the project

Stakeholders interviewed for this evaluation (including UN Women country office and Viet Nam government stakeholders) consistently reported extremely positive views of the impact of the project, though some acknowledged they did not have a direct view of outcomes for school staff and students. Nonetheless, interviewees emphasized that Connect with Respect had helped to bring about change in violence-supporting social norms and attitudes, build capacity among community leaders and other members to prevent and respond to violence when it occurs, and thereby to reduce violence within communities. These views are, to some extent, supported

by the findings of the internal surveys and interviews (secondary analysis of which is set out below).

An important, unintended but welcome outcome of the Connect with Respect strand of work in Viet Nam, as described by Stepping Up and government stakeholders, is that action is now being taken at the national level, by the Government and in collaboration with UN Women, to integrate Connect with Respect topics on gender equality and gender-based violence into the national curriculum and teacher training. This was possible, according to interviewees, due to pre-existing working relationships and a degree of trust between UN Women and educational authorities, and also because Connect with Respect provided a model that was viewed as well-suited to the Government’s education agenda.

## Internal study methodology and limitations

To evaluate the effectiveness of this programme in Viet Nam, in 2020 a group of national consultants conducted an assessment at five schools where Connect with Respect was implemented, in four cities and provinces, with the support of UN Women. The final report used quantitative and qualitative methods, including a questionnaire survey, in-depth interviews and focus group discussions. The assessment was conducted from 26 May to 2 June 2020.

The questionnaire was completed by 542 students and 32 managers and teachers. The consultants also conducted in-depth interviews with 16 people: one teacher and one student from each school, and one representative from the Department of Political Education and Student Affairs at the Ministry of Education and Training. Each interview lasted approximately 45 to 60 minutes. Each school also held a group discussion for students and teachers. Each group comprised 6 to 8 participants, excluding moderators. All interviews and focus group discussions were moderated by consultants, and all information recorded and transcribed.

The findings were then compared with data from a baseline survey of a comparator group of students and teachers in eight schools that had been expected to pilot the Connect with Respect programme and seven control schools in seven provinces and cities. The baseline survey of these 15 lower secondary schools was conducted from 20 February to 2 March 2019 in seven provinces and cities. In total, 1,628 people took part: 1,448 students in grade 6 (727 males, 730 females and 1 other) and 180 teachers (of whom 45 had participated in Connect with Respect training while 135 had not). The average age of students participating in the baseline survey was 11.9 (standard deviation: 0.43) and most teachers were aged 22 to 45 years (accounting for 83.7 per cent).

The primary limitation for analysis of the baseline and endline reports is that they do not directly compare data from the same sources. For example, significantly more students from a broader range of schools were surveyed for the baseline report than the endline report, and the reports did not ensure they surveyed the same students in the same schools. This therefore undermines the direct comparability of the data and makes statistical analysis of the impact of Connect with Respect more difficult.

While the interviews and focus groups gave teachers and students the chance to talk directly about the changes they experienced after using the toolkit, given the relatively small sample size, it is difficult to draw strong conclusions.

In addition, the main findings of the report only reflect the basic perceptions and self-assessment of teachers, students and some stakeholders on the Connect with Respect programme. As with all surveys, respondents may not feel encouraged to provide accurate, honest answers.

In particular, students may feel motivated to provide “correct” answers demonstrating positive change after using the Connect with Respect tool even if this had not taken place.

It was apparent that many students are still uncomfortable talking about sensitive content such as gender-based violence, sexual violence, equality or safety in schools, which can lead to a lack of open information sharing. This may result in underreporting of particular attitudes. Some students still struggled to discuss these topics in a group setting.

Other factors might have caused a change in attitudes beyond the Connect with Respect programme, such as wider engagement with the topic of gender-based violence elsewhere, media influence or family life.

As we have been unable to collect data from teachers and students ourselves, we are relying on this secondary data for analysis of the outcomes of Connect with Respect. As a result, we are unable to comment on the response rate or engage with any bias in who responded to the survey or took part in the interviews. Almost all quotations used from interviews and focus groups in the endline report demonstrate positive outcomes, and negative or unexpected outcomes are not explored within this document. It seems unlikely that there were no outcomes of this type; therefore, it can be assumed that either they were not brought up in the focus group or they were not included in the report. Moving forward, it may be useful to focus on negative or unexpected outcomes in evaluation of the project.

**Table 11: Viet Nam Connect with Respect internal survey results**

Question	Baseline (percentage)		Endline (percentage)	
	Girls	Boys	Girls	Boys
<b>Safety in and outside school</b>				
Feel “safe” or “very safe” at school	51.3 [not broken down by gender]		-	-
Feel “safe” or “very safe” on the way to school	39.9			
Feel “safe” or “very safe” at home	74.7			
Experienced violence from teachers in past month [Never]	78.7			
<b>Views on gender equality and gender-based violence</b>				
Men and women should be treated equally at home	87.1	81.4	-	-
Boys and girls should be treated equally at school	89.4	85.1	-	-
Males and females should do equal chores at home	71.4	60.4	-	-

Question	Baseline (percentage)		Endline (percentage)	
	Girls	Boys	Girls	Boys
Husband beating wife is appropriate when woman goes out without telling husband	11.4	15.1	-	-
Husband beating wife is appropriate when wife ignores their children	33.8	34.9	-	-
<b>Views on relationships between students</b>				
Boys in my class treat girls with respect [most of the time or always]	25.9		38 (+12.1)	
Boys in my class treat other boys with respect [most of the time or always]	59.4		62.7 (+3.3)	
Girls in my class treat boys with respect [most of the time or always]	31.2		41.3 (+10.1)	
Girls in my class treat other girls with respect [most of the time or always]	66.6		70.4 (+3.8)	
In the past week, how often did you hear boys make sexual comments about girls? [Never]	0		54.2	
In the past week, how often did you hear boys make sexual comments about girls? [Every day]	0		4.2	
In the past week, how often did you hear girls make sexual comments about boys? [Never]	0		69.4	
In the past week, how often did you hear girls make sexual comments about boys? [Every day]	0		3.3	
In the past month, have you performed any sex-related acts to people of the opposite sex without their consent? [Never]	0		95	
In the past month, have you performed any sex-related acts to people of the opposite sex without their consent? [Every day]	0		0.9	
<b>Views on Connect with Respect</b>				
Connect with Respect lessons “relevant” or “very relevant”	-	-	80	65

### Students’ views on respect towards others

There was a slight difference in responses to the statement, “The boys in my class treat girls with ‘respect’ after engaging with Connect with Respect.” Before the programme, the most common responses were “seldom” (31.4 per cent) and “sometimes” (30.7 per cent); after the programme, the most common responses were “sometimes” (33 per cent) and “often” (26.2 per cent).

Group discussions in the intervention group provided examples of positive change in students’ behaviour after engaging with Connect with Respect content. One student

stated: “After learning this tool, I feel that the boys have changed because they no longer tease girls for sensitive things. Moreover, no violence cases between boys and girls happen in the class.”

Other students agreed: “After learning, many students have changed mentally or acted more thoughtfully before saying and doing things.” “Previously, the boys often became close to each other and then said some offensive words, but after learning, students treat each other with respect.”



## Students' comments related to gender-based violence

Students were asked, "In the past week, how often did you hear boys make sexual comments about girls?" None of the students surveyed for the baseline report answered "never"; in the endline survey, this went up to 54.2 per cent. However, the frequency of the response "every day" was also higher in the endline report, from 0 per cent to 4.2 per cent. While this was briefly mentioned in the report, there was no discussion of why this might be. It is possible that students were better able to identify sexual comments after engaging with Connect with Respect or felt more able to report them. However, firm conclusions on this cannot be drawn.

## Students' behaviours related to gender-based violence

There was a significant change in the frequency of students reporting they had committed acts of gender-based violence in the endline report. For example, students were asked, "In the past month, have you performed any sex-related acts to people of the opposite sex without their consent (e.g., touching, kissing or other sex-related acts)?" The most common response in the baseline report was "once" (88.3 per cent) with no students selecting "never". In the endline survey, most students selected "never" (95 per cent).

In response to the question, "During the past week, have you made fun of same-sex friends?", the rates of students reporting "once" changed from 59.3 per cent in the baseline report to 14.4 per cent in the endline report; those reporting "a few times" stayed mostly stable at 20.1 per cent in the endline report compared to 20.7 per cent in the baseline report; and the rate reporting "most days" changed from 20.6 per cent in the baseline report to 4.2 per cent in the endline report. Comparing the results between the baseline and endline reports, the frequency of student-reported acts of gender-based violence appears to have changed substantially, which suggests that the behaviour of students has changed positively. However, it is not possible to make a definitive statement on this, given that the reports are not comparing responses from exactly the same students.

## Students' ability to seek help

Students in the endline survey reported increased understanding of how to seek help when affected by gender-based violence. The survey asked, "Do you know

how to seek help for people affected by gender-based violence?" In the baseline report, the rate reporting "yes" was 44.9 per cent; in the endline report this was 64.2 per cent. The rate reporting "no" changed from 16.7 per cent in the baseline report to 6.6 per cent in the endline report; the rate reporting "not sure" changed from 38.4 per cent to 29 per cent.

When asked directly about their behaviour, with the question, "Do you seek help if you are affected by gender-based violence at school?", 65.5 per cent of those surveyed in the baseline report answered "yes". This increased to 70.5 per cent in the endline report.

## Teachers' views of students' awareness

As part of the survey distributed to teachers, they were asked for their views on changes in students' awareness and understanding of issues relating to gender-based violence. The survey asked teachers to assess students' awareness/understanding of gender and sex, gender equality and human rights, gender-based violence, school-related violence and types of violence in schools. The options were, "no change", "few changes", "many changes" and "so many changes".

Across all of these factors, the most reported selection by teachers was "many changes". For "awareness/understanding of gender and sex" this was 71.9 per cent; for "awareness of gender equality and human rights" this was 68.8 per cent; for "understanding of gender-based violence" this was 59.4 per cent; for "understanding of school-related violence" this was 71.9 per cent; and for "identification of types of violence in schools" this was 75 per cent.

No teachers reported that students had undergone "no change" in their awareness and understanding of these topics.

## Teachers' views of their own awareness

Teachers were also asked to assess the change in their own awareness/understanding of gender and sex, gender equality and human rights, gender-based violence, school-related violence and types of violence in schools. The options were, "no change", "few changes", "many changes" and "so many changes". The most frequently selected response was "many changes" with regard to these topics. The highest number of teachers (87.5 per cent) reported experiencing "many changes" in awareness on "how to help students when they suffer from gender-based violence". However, a few teachers reported "no

change” with regard to “understanding of gender-based violence” (9.4 per cent) and “awareness of gender equality and human rights” (6.3 per cent).

Notably, 100 per cent of teachers said that it was necessary to continue teaching Connect with Respect.

## Factors influencing Connect with Respect teaching

Teachers were asked about the factors that influenced Connect with Respect teaching in schools, such as school administrators’ support and advocacy, the total duration and timing of the piloted Connect with Respect programme in their school, professional qualifications/technical knowledge of teachers (knowledge of the Connect with Respect programme and skills for organizing class activities), facilities/infrastructure (classrooms, materials, finance) and the collaborative attitude of students. Responses were “not at all”, “somewhat”, “so”, “a lot”, “extremely a lot”. The most common response was that all these factors influenced the delivery of Connect with Respect “a lot”, with this response being selected by over 40 per cent of teachers for all factors except one. The most common response on the influence of “time to pilot the programme” was “so”. For each factor, 3.1 to 9.4 per cent of teachers reported that it had no influence at all on their delivery of Connect with Respect.

Teachers also reported on factors that influenced their delivery of the training during in-depth interviews, particularly around time constraints, discussed further in the next section. In gathering information about the programme’s duration, a male teacher in Ho Chi Minh City stated that, “For each 45-minute class meeting, I could integrate an about 20 to 25-minute activity. The time limited contents for each topic, so I could not add more topic each training session.” The comment suggests that a longer duration for the programme would have allowed teachers to cover a greater number of topics.

Other teachers spoke about the influence of time, location and number of students in the class, topics that were reiterated when they were asked to assess difficulties in delivering the training. They also highlighted the significance of the topic itself: “The sensitivity is that when students are at puberty age, some are curious and some turn out to be a little shy and hesitant to speak up their ideas and express their actual feelings.” Another noted, “During the lesson, many students did not want to talk about the contents they felt sensitive. After learning the tool, students seemed to have better communications skills. They exchanged their thoughts and ideas about the topics that they were interested in. Moreover, they were more active to look for help from many sources to answer their questions.”

## Difficulties affecting teaching

Difficulties commonly reported by teachers during the programme included insufficient time for teaching, lack of training, discomfort with using active methods, lack of enthusiasm for the work, too many students in the class, lack of help from colleagues, being overloaded with other jobs and students’ lack of interest.

Almost half (40.6 per cent) of teachers reported experiencing difficulties around the time they had to teach the programme and 43.8 per cent thought the class sizes were too large. The impact of time constraints was also highlighted as a key factor in interviews, and some teachers suggested there was not enough time to teach Connect with Respect content. For example, a male teacher in Ho Chi Minh City noted, “I think about time to teach. Because I only integrated the training contents in school activities, but I did not have a separate lesson to teach the tool.” A female teacher in Da Nang stressed that, “The most difficulty was allocating time because apart from the time of teaching the tool, there were also school tasks. Teaching a crowded class with more than 40 students and 44 students on average, I don’t have time for extra activities outside the curriculum.”

Just over 25 per cent of the surveyed teachers reported that they did not feel adequately trained to deliver the work. The difficulty in teaching sensitive material was further emphasized in the interviews. A female teacher at Chien Pho lower-secondary school in Ha Giang stated, “My difficulty was talking about sexual violence. It was a bit sensitive when teaching to children because they were shy and shame; however, this issue is very important to be provided to them.” It is crucial that teachers delivering Connect with Respect feel both confident in teaching material and are provided with necessary skills to reach a level of competence. This may suggest a need for further training.

## Conclusions and lessons learned

The final internal report for the Connect with Respect programme in Viet Nam found that students reported increased awareness of the seven topics in the Connect with Respect tool. In addition, students’ behaviours related to gender-based violence reportedly improved. The largest changes indicated by students were around committing non-consensual sexual acts towards the opposite sex. Teachers noted greater student awareness of these topics as well as their own increased awareness around the topics addressed by Connect with Respect. About 1 in 10 teachers, however, reported that it had no impact

on their understanding of gender-based violence. There appears to be an overlap between factors that influence the delivery of the programme and the difficulties reported by teachers, particularly around time constraints, the sensitive nature of the material and the difficulties of engaging students around it, and the value of training in delivering the programme.

# ANNEX 12: CASE STUDY OF THE COMMUNITY MOBILIZATION PROJECT IN VIET NAM

The Da Nang Women’s Union implemented a SASA!-inspired Community Mobilization project that included an additional component on engaging men developed by a previous joint regional programme, Partners for Prevention. The Community Mobilization project engaged community members and leaders in regular clubs (men’s advocate clubs and parenting clubs), training, events and public awareness-raising campaigns to promote gender equality and end violence against women.

Outputs from this project are listed in Annex 8. These demonstrate a consistent focus on engaging men perceived by programme staff as moral allies with high standing within their communities, including middle-aged and older Communist Party leaders and other community members. Capacity-building and awareness-raising activities had the overall aim of bringing about change in community social norms and reducing the normative acceptability of violence.

Key findings from evaluation interviews with the implementing partner, local government partners, club facilitators and club members are discussed below, with a focus on interviewees’ views of changes in outcomes. The club facilitator interviewees included one woman and one man, and the eight other club members interviewed included four women and four men involved in parenting clubs and men’s clubs, with two of each gender from rural areas and two from urban areas.

Following a discussion of interview findings, we present secondary analysis of two internal reports produced by Stepping Up on the Community Mobilization project. These discussed findings from internal surveys and community dialogues conducted in 2017 and 2018.

## Changes in levels of respect for women

All implementing partner interviewees stated that, in their view, a majority of the women they work with felt respected and valued by their partners.

One female participant spoke about women being more confident and able to report sexual harassment when it does happen. Another female respondent said that people are more aware of women’s role within the community, particularly in terms of rights, finance and culture.

## Changes in understanding and levels of violence

While almost all participants spoke about a reduction in violence as a result of the project, most respondents acknowledged that there was still violence between partners and family members within the community. Five respondents spoke about domestic violence still existing at a rate of about 20-30 per cent, having dropped from around 70-80 per cent.

Respondents from implementing partner agencies distinguished between different forms of violence, including domestic, emotional, physical, online, economic and sexual violence. Several respondents directly linked involvement in the club activities with greater understanding of different forms of violence, for example, saying: “regular club activities helped members become aware of other types of violence such as emotional, sexual, and economic violence. Previously we only understood about physical violence”; “many people learned about violence and understanding the causes of violence”; “before, I only knew about domestic violence, husband beat his wife, now I understand that there are many types of violence and the causes of violence like in the project documents”.

At times these distinctions still seemed blurry. For example, one respondent said that there was “no more physical violence” but spoke about domestic violence existing at about 30 per cent, without giving more details about what the latter entailed.

This was not the only assertion that there was little or no more physical violence; half of the respondents made this claim. Several respondents spoke about the

prevalence of economic violence, especially with regards to unemployment caused by the coronavirus pandemic. One participant stated that she believed this was the primary form of violence in the community at the moment. Sexual violence was mentioned infrequently, and one participant described it as “very difficult to discover”, suggesting that this might be something people in the community are still unwilling to discuss openly.

Only one respondent said he was unsure about the levels of community and family violence, and suggested more research was needed to determine this.

### Changes in social pressure on men

Despite this reported reduction in community violence, all respondents agreed that there was still a significant amount of social pressure on men to use violence, with two respondents putting this figure as high as 80-90 per cent, and one respondent as low as 30-40 per cent. Again, this was linked by one participant to the economic pressures brought about by the pandemic, the increase in unemployment and people staying at home.

All respondents stated that they had spoken out about domestic violence and gender equality with friends and colleagues, and all described having positive interactions around this. One participant stated that as a result of these discussions and the wider project, people had changed their behaviour “significantly”.

### Changes in personal attitudes

Respondents discussed the impact that participating in the programme had for themselves, with all respondents describing a shift in attitudes as a result. Often this revolved around a change in attitudes towards gender roles. For example, one participant stated that previously, he “used to believe in the notion that men do not participate in housework, men take care of the house as breadwinners, and women take care of the kitchen, now changing housework and kitchen is a common thing for men too”. One woman discussed how previously, she did not let her son wash the dishes, but “now that’s changed, boys need to do housework like girls”.

Another described himself as someone who “lived more happily [and] loved more” after taking part. One woman described how previously she had been “the teacher with short-tempered, imposing, did not care about the ability and potential of the children, difficult to control anger,

after project training I changed a lot, now I discuss with my children like friends. My friends also saw me change a lot. I still go to the community to tell them about my change stories nowadays.”

### Changes in community attitudes

As well as changes in their own personal attitudes, respondents also discussed changes they witnessed in their communities. Again, this frequently revolved around stereotypes regarding gender. One respondent noted, “The change in the community was mostly a change of stereotypes, for example, a girl who was harassed, some said because of her revealing clothes, people blamed the person being harassed, after analysis, men had no right to harass. Realizing not to offend their dignity, not to harass women, no longer blame the victim.”

The project also provided communities with tools for better communication, allowing them to pass along knowledge and create links with many local authorities’ departments such as women’s unions and farmers’ unions. After training, club members and core members returned to their communities to train others in what they had learned, which several respondents emphasized as being particularly effective and valuable. One said, “I had the opportunity to work with the other members to spread change in the community.”

One respondent stated that, “previously, community activities lacked vitality and participation, now the club does better participations, has good materials, warm-up activities, game songs, creative interventions and then go to real cases to apply and practice. Club activities helped participants get to know each other, be more active.”

Overall, respondents stressed the way that the programme provided communities with the practical tools, enthusiasm and relevant knowledge to challenge violence against women as a group, rather than simply as individuals. As one respondent stated, “the community has used a common voice to...criticize acts of violence.”

### Changes in women’s behaviour

Respondents also noted significant changes in the behaviour of women, which centred around increased participation in activities, as well as more confidence to speak out against violence and discrimination.



Several respondents emphasized that after engaging with the programme, women felt more able to speak out about their problems and about violence, which has led to greater engagement in many aspects of community life. For example, one participant said that, “With the project, many women dare to speak up, raise their hands to speak, and participate in social activities.” Another commented, “After the project, women participated in social activities more actively and boldly. Most women became more confident after participating in training to raise awareness [and] advocate.”

One participant stressed that this increase in confidence was due to a reduction in fear of retribution from men, while another stated that women “are no longer silent about violence because of the mental harm to everyone in the family, causing great damage later”.

There was repeated emphasis on the ways in which the programme had opened possibilities for women, such as education and working, alongside “deciding to have children, more stable economic development, and better women’s roles”. This respondent made a clear link between the economic context, reproductive health provision and levels of violence, echoing previous discussions around the impact of the coronavirus pandemic. She stated, “In the past, women rarely worked, now they can study and go to work to participate in the economy, so they can decide to have children. The economy determines whether there is violence or not, having many children is prone to violence, beatings and violence due to deprivation.”

## Changes in men’s behaviour

Specific changes to men’s behaviour were also discussed, again often around changing awareness of gender roles. As one respondent said, “The old view that a wife must respect her husband has changed to an equal husband and wife. Women are allowed to participate in activities outside the family.”

Another respondent stated, “the big change in the project is that the men’s side has changed a lot. Many men in the community join the Pioneer Men’s Club. Previously, women had to do all the housework, now there are men going to the market to help women with housework. Thanks to the project, many habits and customs have been eliminated, towards a society without violence.”

Again, clear links were made between economic freedom, household life and violence, suggesting that participants felt that shifting attitudes on the former two would positively impact the latter.

## Conclusions and lessons learned

In sum, while all interviewees reported that most women felt respected and valued by their partners, and almost all credited the project with reducing violence, most also acknowledged that there was still violence between partners and family members within the community. All agreed there was still significant social pressure on men to use violence. Interviewees described how their attitudes towards gender roles had changed to become more equitable, and that they had spoken out about domestic violence and gender equality with friends and colleagues. Several respondents emphasized that women felt more able to speak out about their problems and about violence, and to participate in social activities outside the home.

In terms of lessons learned, several respondents stressed the need for more funding, especially for activities and travel, as well as providing a venue for the clubs to meet in. One respondent found materials “difficult to understand due to poor translation”.

There was a strong focus on the importance of building capacity and skills for all involved, so they could create enthusiasm within their communities for club activities. One participant stressed that “orientation and training of instructors right from the start is essential”. In particular, training around sensitive topics was important, as these were frequently difficult to convey, resulting in members feeling uncomfortable discussing them. There was also a desire for more practical skills for dealing with violence in the community as well as an emphasis on the importance of non-judgmental training and work. One woman stated that “mediators need to be trained in non-judgment and empathy for dealing with violence in the community”.

Several respondents discussed the need for a deep and sustained intervention, beyond just a pilot phase. As one woman said, “the project needs to continue in a longer term as the attitude toward women is still partial and not sustained.” They stressed that while there had been useful results, these would not continue without longer-term projects.

Some respondents indicated that, despite policy changes, national action plans and various actions by the Government at the national level, including the Action Month for Gender Equality and Gender-based Violence Prevention, prevention of violence against women and girls had not yet become a major issue on a national scale. It was still perceived by some to be a rural problem. Several respondents stressed that this perception needed to change, and people should understand that violence can

happen anywhere to anyone, regardless of location and socioeconomic status. This perspective extended into a desire for greater involvement from government agencies and the police. Several respondents felt these entities were not invested in anti-violence work and sometimes hindered the work of the clubs.

Participants discussed the need for more work focused on young people, as most people engaged with club activities were older. Finally, several respondents highlighted the need to engage more with men who are harder to reach as “there were many men who were difficult to change in the project... Most of the difficult cases on men who do not participate in housework, men do not take care of the household, men do not take care of the kitchen, men who drink a lot, husbands do not allow their wives to participate in society.” They emphasized that more training needed to focus on how to engage with men like this as they frequently were uninterested in participating in the project. UN Women country office staff confirmed these men were “not a focus” of the intervention since it aimed to reach men in the community to create a critical mass of allies. Alternative models of engagement may need to be piloted and tested for harder to reach men.

### Internal studies: community dialogues

Internal study reports on the Community Mobilization project for 2017 and 2018 were provided to the evaluation team for secondary analysis. In both 2017 and 2018, the programme conducted interviews with three main groups across three communes: 48 women in communities, 48 men in communities and 24 members of the parents club. The 10 questions asked during these interviews aimed to explore participants views on violence against women and children, and the impact this had on the family and the wider community. In line with the SASA! Methodology, the questions differed in the two years, so it is not possible to make direct comparisons of attitudinal change within the various groups.

Questions asked in 2017 to assess Phase 2 of the programme explicitly focused on root causes of violence against women and girls:

1. Is it normal for men to have the right to impose and control their wives? Why yes or why not?
2. What type/type of violence do women experience/ suffer in our community?
3. What are the consequences of violence against women? Consequences for men? For children? For family? For the community?

4. Is the family stronger when a man uses violence to discipline his wife? Why there? Why not?
5. Should women tolerate violence to preserve family happiness? Why there? Why not?
6. Can a woman refuse her partner/lover/husband if she doesn't want to have sex? Why there? Why not?
7. Do you consider violence against women unjust? Why there? Why not?
8. To what extent do you feel you have to hold the roles that society expects of you as a woman/man?
9. Is it a good idea for women and men to balance the power in their relationship? What are the benefits/ disadvantages of this?
10. What happens when the community is silent about violence against women and girls?

The data from the 2017 interviews is analysed in more detail than that of the 2018 report, with statistics given. Participants seemed to show a high level of awareness of violence against women and girls. For example, in response to the question, “Is it normal for men to have the right to impose and control their wives?”, the proportion answering no across the various groups and communes was consistently above 85 per cent, with most groups over 90 per cent.

All groups showed a strong understanding of the impact of violence against women and girls on women, communities and children. However, there were some concerning results. For example, when asked, “Should women tolerate violence to preserve family happiness?”, a large proportion of respondents across all three groups answered “yes” (as high as 87.5 per cent for one of the women's groups). In addition, 6.25 per cent of women in Hoa Phong believed that violence against women could be justified, although 100 per cent of men interviewed said that violence against women is unjust.

In general, the group that consistently showed the greatest awareness of the impacts of violence against women and girls was the parents clubs.

Questions asked in 2018 to assess Phase 3 of the programme explicitly focused on support needed by individuals and communities:

1. What kind of support does an individual need to balance the power in their relationship?
2. To what extent do community members feel they have to uphold the roles that society expects of men or women?

3. How do people in the community respond to men using violence?
4. How do people in the community respond to women experiencing violence?
5. How do people in the community support men and women who are trying to balance the power in their relationship?
6. How do people in the community explain the benefits of balancing power in relationships?
7. What practical suggestions would you give to men who want to practice non-violent behaviours?
8. What kind of support exists in the community for women experiencing violence?
9. Do you support men and/or women to speak out about strength and violence in our community?
10. To what extent are people in our community who talk about power and violence supported? How?

The 2018 report suggested overall high levels of awareness around violence against women and girls among all three groups. For example, in response to the question of responding to men using violence, the report claimed:

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*“The members of the community, especially the core club members, oppose the use of violence by men and confirm that they will participate in support by reporting to the authorities and local authorities to deal with it... they strongly condemn the outrage that men use violence against women and consider it an act of lack of culture, lack of awareness, disrespect and violation law.”*

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In discussing views on women experiencing violence, the report stated extremely positive outcomes:

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*“The members of the community, especially the core club members participating in the interviews, are no longer indifferent to violence against women, but they speak up for women, support them and report it to authorities and authorities.”*

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It also provides direct quotations from participants. For example, one participant discussed how they think community members would respond to violence against women:

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*“When detecting women experiencing violence, they try their best to help and support, requesting the government and mass organizations to intervene, protect the rights of victims of violence, advise women to speak up when experiencing violence.”*

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In both reports, for 2017 and 2018, the key challenges for the work of the clubs were discussed. It was felt that some members contributed unevenly, which was in part due to other time commitments. Participants from one commune in particular felt there should be a greater focus on getting young people involved. There was also a feeling that more training was needed across the clubs, as well as more time invested in designing, editing and printing more appropriate communications materials.

The evaluation team cautions that the internal report produced by Stepping Up provides overwhelmingly positive quotations and analysis, with no mention of whether there were any participants who responded to questions in a different way or reported less positive outcomes. It would be useful to investigate instances where knowledge about violence against women and girls was less strong or where there was any diversity in attitudes. Without access to the raw interview data, this is not possible. Interview data from those involved in community-level activity, however, did suggest positive changes in attitudes, knowledge and behaviour that corroborate the insights provided by the internal reports. For example, one community respondent reported that her skills and knowledge in identifying and addressing violence against women and girls had improved, leading to a “big positive change in me and my colleagues. We applied this change to both our family and workplace.”

### Internal studies: survey

In both 2017 and 2018, a survey was conducted by people directly advising on and implementing the project’s activities. In 2017, 314 people were surveyed, and in 2018, 245 people were surveyed. In both years, most respondents came from the members of the core clubs as well as a small percentage from the wider community, described as people from “large public areas” and “small public areas”. No information is given on how respondents were selected.

In 2017, the survey asked 10 questions:

1. Is violence against women normal in relationships?
2. Can a woman refuse her husband/partner/lover if she doesn't want to have sex?
3. Does men using violence to discipline their wives make the family stronger?
4. Is violence against women and girls mainly caused by an imbalance of power?
5. Should women tolerate violence to preserve family happiness?
6. Does a man have a good reason to hit his partner if she doesn't do the housework to his liking?
7. Is violence against women and girls a matter of public concern?
8. Do you mean that women are at fault when violence happens to them?
9. Is the balance of power in a relationship beneficial for both men and women?
10. Are men doing housework laughed at?

Some of the questions asked in the 2017 survey are then asked in the 2018 interviews. However, due to the radically different sample size, and the nature of the different forms of data collection, it is not possible to make comparisons to see attitudinal change.

The survey shows some concerning results with regard to attitudes around violence against women and girls, particularly for the people surveyed in "large public areas". For example, 30 per cent of people in this group believed that violence against women was normal in relationships, and 40 per cent thought a woman should not refuse her partner if he wants sex. Thirty-five per cent of people in large public areas and 30 per cent of people in small public areas thought it was acceptable for a man to hit his wife if she did not do housework to his liking. Twenty-five per cent of people in large public areas and 20 per cent of people in small public areas thought women were to blame for violence against them.

These figures were usually much lower for people surveyed from the clubs, suggesting that awareness around violence against women and girls is higher for those participating in the group activities than the wider community. For

example, only 8.8 per cent of club members thought violence against women was normal in a relationship, 10.56 per cent believed violence was acceptable if women did not do housework correctly and 12.2 per cent thought women were at fault for violence. These figures are still too high, however, showing the need for change among members of these groups remains. The figure of club members who believed women should not be able to refuse sex was also very high, at 32.4 per cent.

In 2018, the survey asked five questions:

- To what extent do you feel you can reach women experiencing violence?
- To what extent do you feel you can tell men to use violence is not okay?
- To what extent do you feel you can tell others about the benefits of non-violence?
- The extent to which you feel able to engage with others is fostering a balanced relationship of strength between men and women?
- To what extent do you feel you can behave differently from the way people expect you to do as a man/woman?

Overall, the responses to these questions showed more positive attitudes towards issues surrounding violence against women and girls than in the previous year although these questions focused on significantly different issues than the 2017 survey, owing to the structure of the SASA! monitoring methodology, so comparison is difficult.

Over 80 per cent of all participants reported feeling able to reach women experiencing violence, to tell men that violence is not acceptable and to tell others about the benefits of non-violence. Over 70 per cent of all participants felt able to engage with others in fostering a balanced relationship of strength between men and women as well as behaving differently.

Again, these numbers were consistently about 10 per cent higher for participants who were club members. For example, 92.7 per cent of club members reported feeling able to reach women experiencing violence.

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**In 2000, 189 Member States adopted the Millennium Declaration, outlining a global vision for eradicating poverty eradication, fostering peace and security, protecting the environment, and achieving human rights and democracy.**

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