

kNOwVAWdata Course

# Sample Course Schedule

A Four-Week Instructional Course for Capacity Building to Measure the Prevalence  
of Violence against Women and Improve Data Literacy



**kNOwVAWdata**  
measuring prevalence of violence  
against women in asia-pacific



## Outline

<b>Acknowledgements.....</b>	<b>2</b>
<b>Introduction .....</b>	<b>4</b>
<b>Module 1: Intro to key concepts and forms of data for researching violence against women .....</b>	<b>6</b>
Day 1: Welcome and introduction to key concepts.....	7
Day 2: Critical review of data sources on violence against women.....	9
Day 3: Beyond measuring violence against women .....	11
Day 4: Measuring the prevalence of violence against women .....	13
Day 5: Developing individually tailored country manuals (protocols).....	15
<b>Module 2: Planning and implementing a survey .....</b>	<b>17</b>
Day 6: Developing a country manual (continued).....	18
Day 7: The survey tool, country adaptation and mock interviews.....	20
Day 8: Building a research team.....	21
Day 9: The logistics of fieldwork.....	23
Day 10: Project management .....	25
<b>Learning during the break between Modules 2 and 3 .....</b>	<b>27</b>
<b>Module 3: Qualitative interviews and data management .....</b>	<b>28</b>
Day 11: Introduction to Block 2 .....	29
Day 12: Introduction to qualitative approaches to researching violence against women .....	31
Day 13: Data management .....	33
Day 14: Synthesising data.....	35
Day 15: Site visits: Local services supporting women living with violence.....	37
<b>Module 4: From data to action: Interpreting and reporting on violence against women for policy and practice .....</b>	<b>38</b>
Day 16: Consolidating learning from Week 3 .....	39
Day 17: Data interpretation, presentation and key messages .....	41
Day 18: From data to action: Opportunities for advocacy, managing backlash and resistance.....	43
Day 19: Flexible day for additional topics .....	45
Day 20: Workshopping country manuals, course review and looking forward .....	46
<b>kNOwVAWdata Technical Advisory Committee members (2016-2019) .....</b>	<b>48</b>
<b>kNOwVAWdata pilot course participants, 2018.....</b>	<b>49</b>
<b>kNOwVAWdata partners, collaborators and sponsors .....</b>	<b>50</b>

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UNFPA APRO, the University of Melbourne and ANROWS hope that this curriculum will be widely used and will serve as a key resource for capacity building to improve the measurement and use of violence against women prevalence data in the Asia-Pacific region and beyond.

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# Introduction

The kNOwVAWdata initiative is working to strengthen the capacity of government officials, researchers and regional and national institutions in Asia and the Pacific to ethically and safely collect and analyse scientifically rigorous data on prevalence of violence against women.

A hallmark of this flagship DFAT-UNFPA initiative is the partnership with the University of Melbourne and Australia's National Research Organisation for Women's Safety (ANROWS). Under this partnership, UNFPA and the University of Melbourne have developed and piloted a standard 4-week curriculum for capacity building to measure the prevalence of violence against women and improve data literacy.

This Sample Course Schedule was developed following the kNOwVAWdata pilot course in 2018, to provide an overview of the range of topics and sessions in the 4-week course. This document is intended to be a sample read in conjunction with the full Course Curriculum Guidebook. This Sample Course Schedule can be adapted to audience and location context and should be guided by the Course Curriculum Guidebook, ensuring all content is adequately covered.

The entire toolkit for the 4-week course includes:

- Sample Course Schedule (this document)
- Course Curriculum Guidebook
- Guide to Usage and Adaptation of the kNOwVAWdata Course
- Set of PowerPoint presentations
- List of other relevant resources

These are living documents and the content will be regularly updated.

The kNOwVAWdata course is designed to the highest quality standards and will be optimally delivered over four weeks, with one week dedicated to each learning module. We recommend that the four weeks are divided into two blocks, each block consisting of 10 sessions, with a 4-8 week break between weeks 2 and 3. This affords participants time to work on a country plan/research protocol for measuring violence against women in their country, which is then workshopped in the second block.

## Course schedule

<p><b>Week 1, Module 1:</b></p> <p>Introduction to key concepts and forms of data for researching violence against women</p>
<p><b>Week 2, Module 2:</b></p> <p>Planning and implementing a survey to measure the prevalence of violence against women</p>
<p><b><i>BREAK (4-8 weeks)</i></b></p>
<p><b>Week 3, Module 3:</b></p> <p>Qualitative interviews and data management</p>
<p><b>Week 4, Module 4:</b></p> <p>From data to action: Interpreting and reporting on violence against women for policy and practice</p>

## More Information:

Website: [knowvawdata.com/course](http://knowvawdata.com/course)

Email: [knowvaw-program@unimelb.edu.au](mailto:knowvaw-program@unimelb.edu.au), [knowvawdata@unfpa.org](mailto:knowvawdata@unfpa.org)

## Module 1: Introduction to key concepts and forms of data for researching violence against women

Upon completion of the first week of face-to-face teaching, participants should:

- ❖ Understand the terminology and concepts around gender and gender-based violence
- ❖ Understand the causes and consequences of violence against women
- ❖ Be fully informed of the violence against women data indicators and history of their development
- ❖ Be aware of the appropriate survey methodologies to measure violence against women
- ❖ Identify and critically reflect on their own country data on violence against women



## Day 1: Welcome and introduction to key concepts: What is gender and gender-based violence, the extent of the problem of violence against women, causes and consequences

Day 1: Time	Content
9.00 – 9.15	<b>1.1 Opening and welcome to kNOwVAWdata course</b> <i>Session goal:</i> To officially open the kNOwVAWdata course and establish housekeeping.
9.15 – 10.45	<b>1.2.1 Expectations and introductions to one another and to the course</b> <i>Session goal:</i> To provide an overview of the course structure, overall aim and learning objectives; to get to know other participants and the facilitators involved in the course; and to identify course expectations. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Know more about other participants, the course and the facilitators</li> </ul>
10.45 – 11.15	<i>Break</i>
11.15 – 12.30	<b>1.2.2 Introductions to the course, continued</b> <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Introduce the University of Melbourne's online Learning Management System (LMS)</li> <li>❖ Conduct knowledge baseline assessment</li> </ul>
12.30 – 1.30	<i>Lunch</i>
1.30 – 2.30	<b>1.3 Thinking about gender and gender inequality</b> <i>Session goal:</i> To facilitate participants' reflection upon, and discussion about, the relationship between sex, gender and gender inequality. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Articulate the difference between 'sex' and 'gender'</li> <li>❖ Describe the concepts of gender roles and norms, gender power, and intersectionality</li> <li>❖ Discuss the causes and consequences of gender inequality</li> </ul>

**2.30 – 3.00      1.4 Terminology around violence against women**

*Session goal:*

To establish a common understanding of key terminology relating to violence against women.

*Session objectives:*

- ❖ Understand key terminology relating to violence against women and how it is used
- ❖ Understand the differences in terminology relating to violence against women across different country contexts
- ❖ Consider ways that intimate partners may be defined
- ❖ Articulate and appropriately apply correct terminology in different scenarios

**3.00 – 3.15**

*Break*

**3.15 – 4.45**

**1.5 Gender and violence against women**

*Session goal:*

To establish what is meant by violence against women and the relationship between gender inequality and violence against women.

*Session objectives:*

- ❖ Define violence against women
- ❖ Identify different types of violence women may experience over the life course
- ❖ Recognise the relationship between gender inequality and violence against women

**4.45 – 5.00**

**1.6 Questions and reflections on Day 1**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 2: Critical review of data sources on violence against women: Your own country data and what it tells you (or does not tell you!)

Day 2: Time	Content
9.00 – 9.25	<b>2.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 1 and to answer any questions from participants.
9.25 – 10.45	<b>2.2 Consequences of violence against women</b> <i>Session goal:</i> To explore the consequences of violence against women. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Describe the health consequences of violence against women including physical, emotional and psychological impacts</li> <li>❖ Outline the economic consequences including the impact on women themselves, their families, wider community and national economy</li> <li>❖ Identify other social and community consequences of violence against women including impacts on education, employment, social participation, and need for support service provision</li> <li>❖ Describe the short-term and long-term consequences of violence</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>2.3 Measuring violence against women: An international perspective</b> <i>Session goal:</i> To identify what is measured in relation to violence against women; to define terms relevant to the measurement of violence against women; and to outline what is known about the prevalence of violence against women. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Describe indicators used to measure the achievement of gender equality, empowerment of women, and specifically to track progress in eliminating violence against women</li> <li>❖ Define terms and parameters used in the measurement of violence against women</li> <li>❖ Identify behaviours that are recorded as violence against women</li> <li>❖ Describe prevalence of violence against women (globally, regionally, nationally) and what is and is not captured by prevalence estimates</li> <li>❖ Understand how prevalence data can be used to report on Sustainable Development Goals 5, 11 and 16, and what the SDGs do and do not tell us about violence against women</li> </ul>
12.45 – 1.45	Lunch

<b>1.45 – 3.00</b>	<p><b>2.4.1 Measuring violence against women: Administrative and other national data sets</b></p> <p><i>Session goal:</i></p> <p>Building on session 2.3, to foster participants’ ability to consider ways of measuring violence against women with administrative and other national data sets.</p> <p><i>Session objectives:</i></p> <ul style="list-style-type: none"> <li>❖ Understand what can be known from administrative and other national data sets and identify opportunities for using these data sets</li> <li>❖ Understand the appropriate use of administrative data and limitations</li> <li>❖ Understand the difference between measuring prevalence of violence and reports of violence</li> <li>❖ Ability to identify some local and national data sets on violence against women from participants' own countries</li> <li>❖ Ability to consider participants’ own national data in relation to regional and global data</li> <li>❖ Understand ways of initiating data collection and recording information</li> <li>❖ Understand analysis of administrative data</li> </ul>
<b>3.00 – 3.30</b>	<i>Break</i>
<b>3.30 – 4.45</b>	<p><b>2.4.2 Measuring violence against women: Administrative and other national data sets, continued</b></p>
<b>4.45 – 5.00</b>	<p><b>2.5 Questions and reflections on Day 2</b></p> <p><i>Session goal:</i></p> <p>To facilitate participants’ reflections on the day, emphasising their own learning.</p>

## Day 3: Beyond measuring violence against women: Additional measures, data literacy and country reporting examples

Day 3: Time	Content
9.00 – 9.15	<b>3.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 2 and to answer any questions from participants.
9.15 – 10.45	<b>3.2 Measuring violence against women: Administrative and other national data sets, continued</b> <i>Session goal:</i> To reinforce the purpose of administrative data sets, including use and opportunities, and advantages and disadvantages, through continued mapping exercises and regional examples.
10.45 – 11.15	<i>Break</i>
11.15 – 12.45	<b>3.3 Measuring violence against women: Gap analysis</b> <i>Session goal:</i> Building on sessions 2.3, 2.4.1, 2.4.2 & 3.2, to introduce participants to gaps in knowledge and evidence about violence against women. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the core elements of measuring violence against women including populations, forms of violence, frequency, severity and impact</li> <li>❖ Understand the limitations of survey data versus administrative datasets including data set population, missing information, access limitations, data not collected, questions not asked, and untrained data collection staff</li> <li>❖ Understand the difficulty in measuring some forms of violence</li> <li>❖ Understand the challenges in measuring change over time</li> <li>❖ Understand the groups of people not easily included in most forms of data collection</li> </ul>
12.45 – 1.45	<i>Lunch</i>

**1.45 – 3.00**

### **3.4 Data literacy: UN and SDG indicators on violence against women**

#### *Session goal:*

To introduce participants to the challenges of interpreting data to measure the UN and SDG indicators.

#### *Session objectives:*

- ❖ Understand the United Nations indicators
- ❖ Understand the limitations of reporting prevalence data, especially how 'true' the picture is
- ❖ Understand how to calculate prevalence rates
- ❖ Understand the factors influencing the comparability and accuracy of survey data measuring violence against women, including: collection tools, techniques such as training, sample inclusion criteria, sample selection methodology and placement of questions, etc.

**3.00 – 3.30**

*Break*

**3.30 – 4.45**

### **3.5 Country examples of data reporting**

#### *Session goal:*

To enable participants to provide examples and engage in discussion about the different ways in which participating countries (i.e. countries represented by the course participants) collect and report on data to measure violence against women.

#### *Session objectives:*

- ❖ Participants present information about their national data collection efforts and the challenges faced in both collecting and reporting
- ❖ Understand the measurement challenges faced in other country contexts
- ❖ Engage in critical reflection discussions to consider ways of improving measurement and reporting of different forms of violence against women data
- ❖ Participants consider their own national data in relation to regional and global data

**4.45 – 5.00**

### **3.6 Questions and reflections on Day 3**

#### *Session goal:*

To facilitate participants' reflections on the day, with a focus on their own learning.

## Day 4: Measuring the prevalence of violence against women

Day 4: Time	Content
9.00 – 9.15	<b>4.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 3 and to answer any questions from participants.
9.15 – 10.45	<b>4.2 Sampling strategies</b> <i>Session goal:</i> To critically inform about sampling strategies to ensure best prevalence measures are obtained. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand what a sampling strategy and a sampling frame are</li> <li>❖ Understand the alternatives for defining a study population for measuring violence against women, their advantages and limitations (e.g. defined sampling frames such as women working in the health sector, or a list of women generated from voting lists)</li> <li>❖ Understand a range of sampling strategies</li> <li>❖ Understand the representativeness, underreporting and sampling bias (including populations excluded from most sampling frames, e.g. persons living in institutional settings, group households, domestic workers)</li> <li>❖ Understand how the sampling will affect weighting the data</li> <li>❖ Understand best practice sampling and modifications for real world situations</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>4.3 Ethical and safety guidelines for conducting violence against women prevalence surveys</b> <i>Session goal:</i> To ensure participants understand the appropriate safety and ethical protocols for violence against women prevalence surveys. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the safety issues for both field staff and respondents</li> <li>❖ Be familiar with the protocols for conducting safe interviews</li> <li>❖ Understand that research into violence against women can be an intervention</li> <li>❖ Understand the importance of confidentiality</li> <li>❖ Be aware of the WHO Ethical and Safety Recommendations for research on violence against women</li> <li>❖ Understand how confidentiality and safety has implications for sampling</li> <li>❖ Understand the implications of emerging technologies such as GPS enabled smart phones and tablets</li> </ul>

<b>12.45 – 1.45</b>	<i>Lunch</i>
<b>1.45 – 3.00</b>	<b>4.4 Flexible session: The University of Melbourne online Learning Management System, and miscellaneous</b>
*Note: This is a flexible session to be determined based on participant needs	<ul style="list-style-type: none"> <li>❖ Extend exercises or discussion from earlier in the day</li> <li>❖ Spend time on the University of Melbourne online Learning Management System</li> <li>❖ Administration &amp; logistics</li> </ul>
<b>3.00 – 3.30</b>	<i>Break</i>
<b>3.30 – 4.30</b>	<b>4.5 Methodologies to measure the prevalence of violence against women</b>
	<i>Session goal:</i>
	To inform participants of the different methods for measuring the prevalence of violence against women.
	<i>Session objectives:</i>
	<ul style="list-style-type: none"> <li>❖ Understand why population surveys are the preferred method to measure prevalence of violence against women</li> <li>❖ Understand the different violence against women survey methodologies and their history of evolution (e.g. surveys on other topics that add in questions on violence against women vs. dedicated violence against women surveys)</li> <li>❖ Be aware of the different ways that violence against women can be measured (definitions of violence, inclusive study populations, definitions of intimate partners)</li> <li>❖ Be aware of the complexity of comparing national data between countries</li> <li>❖ Possibilities and limitations for cross-country comparison</li> <li>❖ Understand the options for long-term monitoring of trends</li> </ul>
<b>4.30 – 5.00</b>	<b>4.6 Questions and reflections on Day 4</b>
	<i>Session goal:</i>
	To facilitate participants' reflections on the day, with emphasis on their own learning.



## Day 5: Developing individually tailored country manuals (protocols) to measure violence against women among participating countries

*Note: Days 5 & 6 are interactive sessions to develop tailored national research strategies and accompanying country manuals to measure violence against women*

Day 5: Time	Content
9.00 – 9.15	<p><b>5.1 Questions and recap</b></p> <p><i>Session goal:</i></p> <p>To reflect upon what was learnt on Day 4 and to answer any questions from participants.</p>
9.15 – 10.45	<p><b>5.2 Developing a country manual (1): Generating the research question</b></p> <p><i>Session goal:</i></p> <p>To develop an understanding of framing research questions on violence against women and consider ways of answering the questions in participants' country contexts.</p> <p>[Invite participants to co-present this session depending on experience and expertise.]</p> <p><i>Session objectives:</i></p> <ul style="list-style-type: none"> <li>❖ Be introduced to the concept of developing a research question by taking into account other research available in participants' countries</li> <li>❖ Begin to have an understanding of the benefits of creating a 'manual' and national research strategy for measuring violence against women in participants' countries</li> <li>❖ Consider the questions being asked and why?</li> <li>❖ Consider what is already known? Who has this data?</li> <li>❖ Consider how a violence against women prevalence survey will link into other gender equality and violence against women research initiatives more broadly</li> <li>❖ Who should 'buy-in' be obtained from in participants' research? (Developing research collaborations and generating strategic support)</li> <li>❖ Consider examples of international partnerships</li> <li>❖ Be introduced to literature, research reviews and searches</li> </ul>
10.45 – 11.15	Break

**11.15 – 12.45 5.3 Developing a country manual (2): Research methodologies and selecting a research approach**

*Session goal:*

To develop an understanding of the different types of research required to answer different research questions.

*Session objectives:*

- ❖ Be introduced to the different methodologies and types of research to answer different research questions (e.g. quantitative survey, interviews, focus groups, administrative reporting data)
- ❖ Understand key concepts in quantitative and qualitative research, approaches to research design and their strengths and limitations
- ❖ Be able to choose a research approach/design to fit the intended research question
- ❖ Understand the conditions required to accommodate different forms of research and the conditions under which different methods are applied
- ❖ Understand the role of pre-testing and piloting, including qualitative feedback

**12.45 – 1.45**

*Lunch*

**1.45 – 3.00**

**5.4 Case study: Planning research (country presentations)**

*Session goal:*

To develop an understanding of the experience of planning a prevalence study.

*Session objectives:*

- ❖ Understand the types of research required to answer different research questions (e.g. quantitative survey, interviews, focus groups, administrative reporting data)
- ❖ Choose a research approach/design to fit the intended research question
- ❖ Understand the conditions required to accommodate different forms of research and the conditions under which different methods are applied

**3.00 – 3.30**

*Break*

**3.30 – 4.45**

**5.5 Developing a country manual (3): Reviewing the research plan**

*Session goal:*

Participants spend time reviewing and working on their country manuals after considering the case study in the previous session.

**4.45 – 5.00**

**5.6 Questions and reflections on Day 5 & evaluation of Week 1**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

*End of Week 1 evaluation*

## Module 2: Planning and implementing a survey to measure the prevalence of violence against women

Upon completion of Week 2 of the face-to-face teaching, participants should be:

- ❖ Well advanced on developing their country manuals
- ❖ Practiced in conducting mock interviews as either an interviewer or respondent
- ❖ Fully informed of the safety and ethical considerations of conducting studies on violence against women
- ❖ Familiar with the logistics of fieldwork and interviewer training
- ❖ Familiar with project and budget management, quality control, timelines and timeliness of a survey
- ❖ Aware of the challenges in measuring violence against women

## Day 6: Developing a country manual to measure violence against women among participating countries (continued)

*Note: Days 5 & 6 are interactive sessions to develop tailored national research strategies and accompanying country manuals to measure violence against women*

Day 6: Time	Content
9.00 – 9.15	<p><b>6.1 Questions, recap and introduction to week 2: A focus on conducting prevalence surveys</b></p> <p><i>Session goal:</i></p> <p>To reflect upon what was learnt on Day 5 and Week 1, and to answer any questions from participants.</p>
9.15 – 10.45	<p><b>6.2 Developing a country manual (4): A research protocol &amp; review of study objectives</b></p> <p><i>Session goal:</i></p> <p>To consider the elements required to construct a research protocol.</p> <p><i>Session objectives:</i></p> <ul style="list-style-type: none"> <li>❖ Understand the importance of a research protocol</li> <li>❖ Familiarity with the different prevalence survey models</li> <li>❖ Commence preparation of a research protocol for participants' national contexts</li> <li>❖ Identify partnerships and safe models of survey information sharing</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<p><b>6.3 Developing a country manual (5): The logistics of research</b></p> <p><i>Session goal:</i></p> <p>To identify the logistical needs of the research design and process.</p> <p><i>Session objectives:</i></p> <ul style="list-style-type: none"> <li>❖ Understand the practical considerations required for conducting research on violence against women in participants' contexts <ul style="list-style-type: none"> <li>○ National permissions</li> <li>○ Local permissions</li> <li>○ Ethics processes</li> </ul> </li> <li>❖ Understand the requirements for a comprehensive national research team</li> <li>❖ Consider budget and timelines</li> <li>❖ Identify local resources and support</li> </ul>
12.45 – 1.45	Lunch

**1.45 – 2.45      6.4 Developing a country manual (6): Reporting data to inform policy and practice**

*Session goal:*

To identify the key stakeholders the research is meant to inform and influence.

*Session objectives:*

- ❖ Consider a variety of audiences for the analysis and report (survey results)
  - Local and national: policy makers, service providers, responders to violence, victims, perpetrators
  - Regional and global partners
- ❖ Consider which stakeholders will need to be engaged, first to conduct the research, and second to translate research into action
- ❖ Understand the SDG reporting processes

**2.45 – 3.15      Break**

**3.15 – 4.30      6.5 Developing a country manual (7): Communicating your messages**

*Session goal:*

To outline a dissemination and communications strategy.

*Session objectives:*

- ❖ Identify opportunities for disseminating and communicating research findings
- ❖ Consider national protocols for reporting the data
- ❖ Understand requirements for launching and releasing reports
- ❖ Understand the importance of gaining local stakeholder support to communicate the research
- ❖ Understand the budget required for national dissemination
- ❖ Draft a strategy to ensure national cooperation to release the data

**4.30 – 5.00      6.6 Questions and reflections on Day 6**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 7: The survey tool, country adaptation and mock interviews

Day 7: Time	Content
9.00 – 9.15	<b>7.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 6 and to answer any questions from participants.
9.15 – 10.45	<b>7.2 WHO, DHS, FRA, UNECE and other questionnaires: Country adaptation and translation</b> <i>Session goal:</i> To consider the most common questionnaires used, possible adaptations and issues to consider for translation. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand questionnaire adaptation</li> <li>❖ Be aware of the most commonly requested questionnaire adaptations and how these can be accommodated</li> <li>❖ Understand which adaptations are appropriate and which are not</li> <li>❖ Understand the challenges of translating questions and how to ensure appropriate translations are made</li> </ul>
10.45 – 11.15	<i>Break</i>
11.15 – 12.45	<b>7.3 Mock interview trial</b> <i>Session goal:</i> This interactive session will allow participants to trial a questionnaire and receive feedback from their course colleagues. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Practice an interview as the respondent, the interviewer and the observer</li> </ul>
12.45 – 1.45	<i>Lunch</i>
1.45 – 4.00	<b>7.4 Mock interview trial, continued</b>
4.00 – 4.30	<i>Break</i>
4.30 – 5.00	<b>7.5 Questions and reflections on Day 7</b> <i>Session goal:</i> To facilitate participants' reflection on the day, emphasising their own learning.

## Day 8: Building a research team

Day 8: Time	Content
9.00 – 9.15	<b>8.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 7 and to answer any questions from participants.
9.15 – 10.45	<b>8.2 Building a successful research team</b> <i>Session goal:</i> To become aware of the optimal composition of a research team. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the different skill sets required to conduct a violence against women prevalence survey</li> <li>❖ Understand the importance of appropriate selection and training of team members</li> <li>❖ Understand the need to build relationships with local service support organisations prior to surveying an area</li> <li>❖ Understand the role(s) of stakeholder groups</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>8.3 Enumerator and interviewer recruitment and training</b> <i>Session goal:</i> To demonstrate the requirements and responsibilities of the enumerator and interviewer roles. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the enumerator role</li> <li>❖ Understand issues specific to measuring violence against women and challenges this may bring national statistics offices</li> <li>❖ Identify whether there is a need to recruit interviewers specifically for this study (vs. using NSO trained interviewers)</li> <li>❖ Understand ways of managing the survey team and keeping the survey topic confidential</li> </ul>
12.45 – 1.45	Lunch

#### **1.45 – 2.45      8.4 Interviewer and field staff recruitment and training**

*Session goal:*

To explore specific interviewer training needs, building on the previous session.

*Session objectives:*

- ❖ Review a model training schedule
- ❖ Understand ways of building a team, rather than a collection of individual interviewers
- ❖ Understand the relationship between interviewer training and data quality
  
- ❖ Understand the informed consent process between interviewer and selected research participant/interviewee
- ❖ Understand appropriate and safe ways for interviewers to maximise participation and disclosure

**2.45 – 3.15**

*Break*

**3.15 – 4.30**

#### **8.5 Support plan for the research team**

*Session goal:*

To emphasise the importance of ensuring the research team members are supported emotionally and psychologically.

*Session objectives:*

- ❖ Understand the need to support team members as they listen to women's stories and potentially come to terms with their own experiences of violence
- ❖ Learn about tools for supporting interviewers
- ❖ Understand the role of debriefing sessions

**4.30 – 5.00**

#### **8.6 Questions and reflections on Day 8**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.



## Day 9: The logistics of fieldwork

Day 9: Time	Content
9.00 – 9.15	<b>9.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 8 and to answer any questions from participants.
9.15 – 10.45	<b>9.2 The field plan &amp; fieldwork safety</b> <i>Session goal:</i> To build on the previous session and consider the activities involved in conducting fieldwork on violence against women. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the fieldwork positions and role descriptions</li> <li>❖ Be aware of issues important to negotiating access to communities and households</li> <li>❖ Understand the issues and protocols for safely and confidentially managing data collection – paper and digital</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>9.3 Field work supervision and editing</b> <i>Session goal:</i> This session will introduce participants to the different elements of fieldwork supervision to ensure quality data. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand ways of managing the fieldwork team</li> <li>❖ Understand the role of field coordinators or directors and relationships with supervisors and field editors</li> <li>❖ Understand the process for observing interviews, questionnaire checks and quality control</li> <li>❖ Be prepared for additional and specifically tailored supervisor and field editing training</li> </ul>
12.45 – 1.45	Lunch
1.45 – 3.00	<b>9.4 Managing data quality in the field</b> <i>Session goal:</i> Building on previous sessions, to introduce participants to the different elements of fieldwork supervision to ensure quality data. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Be aware of the way team composition and dynamics may affect data quality</li> <li>❖ Understand the tension between quality of interviews and quantity</li> <li>❖ Understand the importance of time management to support data checks, observation and supervision</li> </ul>

**3.00 – 3.30**

*Break*

**3.30 – 4.45**

**9.5 Exploring questionnaire formats: Computer assisted or tablet (CAPI), paper, combined model (CASI)**

*Session goal:*

To inform participants about the necessary considerations when evaluating paper-based and electronic questionnaire formats.

*Session objectives:*

- ❖ Understand CAPI, paper-based and CASI methods of data collection
- ❖ Understand the advantages and disadvantages of paper-based and digital data collection
- ❖ Consider cost and time implications for different models
- ❖ Understand the process of monitoring and managing each model
- ❖ Considerations for testing and piloting both survey formats

**4.45 – 5.00**

**9.6 Questions and reflections on Day 9**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 10: Project management

Day 10: Time	Content
9.00 – 9.30	<b>10.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 9 and to answer any questions from participants.
9.30 – 10.45	<b>10.2 Project management and timelines</b> <i>Session goal:</i> To ensure participants are aware of the elements of an effective project management plan and have a realistic understanding of timelines for completing violence against women surveys. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Appreciate the complex process of planning and managing a national prevalence survey</li> <li>❖ Understand the national permissions required before implementing the survey and the time required for sign-off</li> <li>❖ Anticipate which project points are most likely to take more time</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>10.3 Budget, quality control and timelines</b> <i>Session goal:</i> Building on the previous session, to highlight important considerations regarding budget, quality issues and timeline planning. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Know the general costs associated with running a national prevalence survey</li> <li>❖ Be aware of the project points where timelines are most at risk</li> <li>❖ Be aware of the system points where quality is more at risk</li> </ul>
12.45 – 1.45	Lunch

**1.45 – 3.00      10.4 End of Block 1 (Modules 1 & 2): Planning of activities between face-to-face teaching**

*Session goal:*

To set learning objectives and tasks during the break before commencement of Module 3, part of the second block of the course.

*Session objectives:*

- ❖ Have a good understanding of the tasks that must be done on participants' individual country manuals while they are in their home countries before reconvening for Module 3
- ❖ Match with a mentor and commence the mentoring relationship
- ❖ Understand and have access to the University of Melbourne online Learning Management System
- ❖ Post-Block 1 knowledge assessment

**3.00 – 3.30      Break**

**3.30 – 5.00      10.5 Questions and reflections on Day 10 and the first two weeks (Modules 1 & 2)**

*Session goal:*

To facilitate participants' reflections on the day, as well as Modules 1 & 2 as a whole, emphasising their own learning.

*End of Week 2 evaluation*

## Learning during the break between Modules 2 and 3

Between the two blocks of face-to-face teaching (Modules 2 and 3), participants will have the opportunity to participate in some online learning activities via the University of Melbourne's Learning Management System (LMS). Two to three webinars will be conducted to bring participants together and discuss progress and address questions on the country manuals. Active engagement with LMS is facilitated through the discussion board, webinars and announcements in preparation for membership in an ongoing Community of Practice after the completion of the kNOwVAWdata course.

Participants should be working on their country manuals and building stakeholder relationships in preparation for reporting back at the beginning of Block 2.

## Module 3: Qualitative interviews and data management

Upon completion of the third week of face-to-face teaching, participants should:

- ❖ Have a good draft of their country manuals prepared
- ❖ Be familiar with forms of qualitative research and appropriate analysis
- ❖ Be familiar with ways of reporting on administrative data sets and population surveys
- ❖ See the benefits of having multiple types and sources of data to better understand the issues around measuring national prevalence of violence against women
- ❖ Be aware of the processes for managing survey data and data quality

## Day 11: Introduction to Block 2

Day 11: Time	Content
9.00 – 9.30	<b>11.1 Welcome to Week 3 of the kNOwVAWdata course</b> <i>Session goal:</i> Housekeeping and orientation to Block 2.
9.30 – 10.45	<b>11.2 Participant feedback and establishing expectations for Block 2</b> <i>Session goal:</i> To reflect upon the experiences of participants over the break, answer any questions and establish participant learning expectations for Block 2. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Ability to describe the second block's aim and learning objectives</li> <li>❖ Pre-Block 2 knowledge assessment</li> </ul>
10.45 – 11.15	<i>Break</i>
11.15 – 12.45	<b>11.3 Review of progress on development of country manuals</b> <i>Session goal:</i> To workshop feedback on country manuals in country groups and identify any outstanding tasks and/or mentoring support needed through a review of content, comparing different individual countries' models of management, funding, partnerships, stakeholders and additional data sources. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Review country manual content (e.g. country models of management, funding, partnerships, stakeholders, and additional data sources)</li> <li>❖ Identify any outstanding tasks and/or mentoring support needed</li> <li>❖ Recognize areas of progress</li> </ul>
12.45 – 1.45	<i>Lunch</i>
1.45 – 3.00	<b>11.4 Flexible session</b> <p>*Note: This is a flexible session for a guest speaker or other group needs</p> Content to be determined based on discussions in previous sessions; some options include: <ul style="list-style-type: none"> <li>❖ Extend exercises or discussion on review of country manuals</li> <li>❖ Spend time on the University of Melbourne's online Learning Management System</li> <li>❖ Administration and logistics</li> <li>❖ Guest speaker session</li> </ul>
3.00 – 3.15	<i>Break</i>

**3.15 – 4.45      11.5 Review of progress on development of country manuals: Participant presentations**

*Session goal:*

To enable participants to understand the complexity of preparing for and conducting prevalence surveys.

Participants will be in different stages and have different country contexts. Sharing 'real life' examples will assist participants' consideration of their own situations more comprehensively.

*Session objectives:*

- ❖ Identify any outstanding tasks and/or mentoring support needed
- ❖ Explain the development and methodology of participants' approaches to measuring violence against women prevalence in their countries
- ❖ Develop a critical understanding of alternative models to accommodate different contexts when surveying prevalence of violence against women

**4.45 – 5.00      11.6 Questions and reflections on Day 11**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.



## Day 12: Introduction to qualitative approaches to researching violence against women

Day 12: Time	Content
9.00 – 9.15	<b>12.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 11 and to answer any questions from participants.
9.15 – 10.45	<b>12.2 Introduction to qualitative research for violence against women</b> <i>Session goal:</i> This session will introduce participants to the foundations and principles of qualitative methodology. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Describe the foundations (ontology and epistemology) and key principles (e.g. constructivism, reflexivity, triangulation) of qualitative research</li> <li>❖ Understand what qualitative research is and how it is different from quantitative methods</li> <li>❖ Understand the role of qualitative research in understanding women's experiences of violence</li> <li>❖ Understand the application of qualitative research in association with quantitative strategies for measuring violence against women</li> <li>❖ Understand the role of pre-testing and piloting, including qualitative feedback</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45	<b>12.3 Qualitative methods commonly used in researching violence against women</b> <i>Session goal:</i> To introduce participants to a range of qualitative research methods used in research on violence against women. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Be aware of the strengths and limitations of commonly used qualitative research tools, including in-depth interviews, focus group discussions, participatory tools</li> <li>❖ Describe approaches to qualitative sampling</li> <li>❖ Identify some of the ethical considerations specific to a qualitative approach to researching violence against women</li> </ul>
12.45 – 1.45	Lunch

## **1.45 – 3.00      12.4 Developing tools for use in qualitative research**

*Session goal:*

To provide participants with an overview of how to develop tools for collecting qualitative data.

*Session objectives:*

- ❖ Identify what kinds of questions will generate useful qualitative data
- ❖ Describe what kinds of questions might 'shut down' an interview
- ❖ Formulate a question/theme guide for in-depth interviews and focus group discussions

## **3.00 – 3.30**

*Break*

## **3.30 – 4.45      12.5 Conducting in-depth, qualitative mock interviews**

*Session goal:*

To provide participants with an opportunity to practice interview skills through mock interviews with each other, using the question guides developed in the last session.

*Session objectives:*

- ❖ Identify features of an effective qualitative interview
- ❖ Identify individuals' strengths in conducting interviews, as well as skills to work on and develop
- ❖ Provide constructive feedback to peers on their question guides and qualitative interviews

## **4.45 – 5.00      12.6 Questions and reflections on Day 12**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 13: Data management

Day 13: Time	Content
9.00 – 9.15	<b>13.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 12 and to answer any questions from participants. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Discuss work plans and country manuals (protocols)</li> </ul>
9.15 – 10.45 *Note: This is a flexible session for a guest speaker or other group needs	<b>13.2 Flexible session (e.g. example of working on prevalence surveys in particular countries)</b> <i>Session goal:</i> Sharing 'real life' examples of negotiating collaboration with stakeholders, implementing field work, analysis, reporting and exchanging knowledge.
10.45 – 11.15	Break
11.15 – 12.45	<b>13.3 Managing survey data</b> <i>Session goal:</i> To expose participants to the process of taking a questionnaire from field through to analysis. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the steps involved in managing data entry, and cleaning and processing data in preparation for analysis</li> <li>❖ Understand the range of staff and skills required for good data management</li> <li>❖ Understand the measures that can be put in place to manage and monitor data quality</li> <li>❖ Be aware of options for managing user access to data (e.g. protocols for providing de-identified data sets to researchers)</li> </ul>
12.45 – 1.45	Lunch

**1.45 – 3.00**

### **13.4 Analysing and interpreting survey data**

*Session goal:*

To provide an overview of data analysis and accurate interpretation.

*Session objectives:*

- ❖ Understand the steps involved in checking data quality
- ❖ Understand the importance of taking a 'first look' at data to make decisions about data handling
- ❖ Become familiar with reading simple frequencies and crosstabulations
- ❖ Understand how to interpret results

**3.00 – 3.15**

*Break*

**3.15 – 4.30**

### **13.5 Computation of the UN and SDG indicators for violence against women**

*Session goal:*

To summarise development of a codebook and an analysis plan for violence against women data indicators.

*Session objectives:*

- ❖ Be familiar with a codebook
- ❖ Understand the principles of an analysis plan

**4.30 – 6.30**

### **13.6 Optional evening session: violence against women data and running SPSS syntax (computer lab)**

*Session goal:*

To review and practice using SPSS syntax with a sample violence against women survey dataset.

## Day 14: Synthesising data

Day 14: Time	Content
9.00 – 9.15	<b>14.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 13 and to answer any questions from participants.
9.15 – 10.45	<b>14.2 Analysing administrative data sets</b> <i>Session goal:</i> To review the most commonly used administrative data sets to record violence against women and consider the information they provide. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the information that can be derived from administrative data sets</li> <li>❖ Understand how and why administrative data sets underreport violence against women</li> <li>❖ Understand the strengths and limitations of reporting from administrative data sets vs. prevalence surveys</li> <li>❖ Consider relevant violence against women indicators that may be monitored by sector</li> </ul>
10.45 – 11.15	<i>Break</i>
11.15 – 12.45	<b>14.3 Synthesising different types of data</b> <i>Session goal:</i> To introduce ways of bringing quantitative and qualitative data together for complementary reporting. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the benefits of combining quantitative and qualitative analysis</li> <li>❖ Understand analysis through triangulation of data from different sources</li> <li>❖ Understand ways of communicating a message and telling a story using multiple forms of data and analysis</li> <li>❖ Understand the complexity in and opportunities for building national databases on violence against women</li> </ul>
12.45 – 1.45	<i>Lunch</i>

## 1.45 – 3.00      14.4 Inclusive prevalence studies

### *Session goal:*

To explore strategies to ensure that measurement of violence against women is inclusive of all women in the community, with a focus on women with disabilities and migrant and refugee women.

### *Session objectives:*

- ❖ Be familiar with specific, additional forms of violence experienced by women with disabilities, and women who are migrants, refugees or trafficked
- ❖ Understand the challenges in measuring violence against women with disabilities, as well as migrant, refugee and trafficked women
- ❖ Be familiar with strategies for including all women in national prevalence studies, including disaggregation of data
- ❖ Be familiar with the quality control parameters to enable appropriate disaggregation of data

## 3.00 – 3.30

### *Break*

## 3.30 – 4.30

### 14.5 Guest speaker session (Example: survivor advocate)

\*Note: This is a flexible guest speaker session

Example: As a survivor of violence now working as an advocate for other women, this speaker will discuss how women living with violence might feel or respond to being interviewed for a prevalence survey.

### *Session objectives:*

- ❖ Learn the story of a woman living with violence
- ❖ Be aware of the importance of privacy and confidentiality when surveying survivors of violence against women
- ❖ Have increased confidence for interviewing a woman about her experience of violence

## 4.30 – 5.00

### 14.6 Debriefing, questions and reflections on Day 14

### *Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 15: Site visits: Local services supporting women living with violence

Day 15: Time	Content
<b>8.30 – 4:30</b>	<b>15.1 Site visit</b>  <i>Session goal:</i> To visit and converse with organisations working with women who are victims of violence, men who are perpetrators of violence, and organisations working with data on violence, response or prevention programs.  <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Have exposure to services focusing on prevention and response to violence against women</li> <li>❖ Ability to connect research and data on violence against women to front-line service provision</li> </ul>
*Note: Site visit locations are selected based on participants' identified interests	
<b>4:30 – 5:00</b>	<b>15.2 Debriefing, questions and reflections on Week 3, Module 3</b>  <i>Session goal:</i> To facilitate reflections on Week 3 learning and offer an opportunity for questions.

## Module 4: From data to action: Interpreting and reporting on violence against women for policy and practice

Upon completion of the final week of face-to-face teaching, participants should:

- ❖ Understand the audience for the report and be able to plan the messages appropriately
- ❖ Consider the valuable role stakeholders can play when shaping messages
- ❖ Be able to interpret simple data tables and graphs
- ❖ Be familiar with different ways of presenting data to generate a message
- ❖ Be prepared to respond to backlash and resistance



## Day 16: Consolidating learning from Week 3

Day 16: Time	Content
9.00 – 9.15	<b>16.1 Questions and recap on Days 14 and 15, consolidate learnings from Week 3</b> <i>Session goal:</i> To reflect upon what was learnt on Days 14 and 15 and to answer any questions from participants.
9.15 – 10.45	<b>16.2 Review and discussion of site visits</b> <i>Session goal:</i> To allow time for participants to report back on what they learnt from the site visits and what could be valuable for their context. Participants to share with the group experiences from different locations. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Ability to consider value-added content to country manuals</li> <li>❖ Identification of potential relationships with external organisations for advocacy and policy planning</li> <li>❖ Consideration of external organisations' use of prevalence and other forms of data</li> </ul>
10.45 – 11.15	<i>Break</i>
11.15 – 1.00	<b>16.3 Parallel sessions: Researcher and gender bias when working in the field of violence against women</b> <i>*Note: This is a flexible session for a guest speaker or other group needs</i> <b>For men:</b> What it means to be a man working in the field to reduce violence against women <b>For women:</b> Brainstorm services/resource providers and related NGOs in participants' countries working with survivors of violence against women. Consider risk management strategies, safety planning and effective referrals.
1.00 – 2.00	<i>Lunch</i>

**2.00 – 3.00**

### **16.4.1 Parallel sessions: Participants choose one**

Note: Participants should choose a session based on self-assessment of learning needs, including the type of data management and data interpretation skills most relevant to their future practice.

#### **Practical: Data analysis**

*Session goal:*

Hands-on session for participants to practice running real data through an analysis package (SPSS computer lab session, building on Session 13.6).

*Session objectives:*

- ❖ Have basic familiarity with viewing a dataset in an analysis software
- ❖ Be familiar with reading and adjusting sample syntax files
- ❖ Be familiar with SPSS syntax to generate some of the violence against women indicators, based on a simple pre-prepared file
- ❖ Be familiar with running simple frequencies on the data

#### **Telling a story: Data interpretation**

*Session goal:*

Hands-on session for participants to work with different data tables already prepared, and practice interpreting the information to tell a story.

*Session objectives:*

- ❖ Have increased confidence and skills in bringing multiple data sources together to tell a comprehensive data story

**3.00 – 3.30**

*Break*

**3.30 – 4.45**

### **16.4.2 Parallel sessions, continued**

**4.45 – 5.00**

### **16.5 Debriefing, questions and reflections on Day 16**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 17: Data interpretation, presentation and key messages

Day 17: Time	Content
9.00 – 9.15	<b>17.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt in Day 16 and to answer any questions from participants.
9.15 – 10.45	<b>17.2 Data interpretation and considering your audience</b> <i>Session goal:</i> To explore the audiences for participants' data, considering both key supportive stakeholders and opposition. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Understand the importance of considering audiences from the beginning of survey design through to reporting to maximise involvement and minimise backlash</li> <li>❖ Be aware of who will use the data and for what purposes</li> <li>❖ Be aware of reporting timelines and other policy strategies impacting violence against women measurement programmes</li> <li>❖ Understand the role of stakeholders to ensure use of statistical data on violence against women</li> <li>❖ Be aware of ways in which a survey on violence against women is in itself a social action</li> <li>❖ Understand different ways of releasing information in sensitive ways to avoid opposition</li> </ul>
10.45 – 11.15	Break
11.15 – 12.45 *Note: This is a flexible guest speaker session	<b>17.3 Flexible session [e.g. Local guidance on conducting a prevalence survey, delivered by a representative of Australian Personal Safety Survey (PSS)]</b> <i>Example session goal:</i> To explore the ongoing development of running a prevalence survey in Australia and ways to convey effective key messages, considering both supportive stakeholders and opposition. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Have a brief overview of the Australian prevalence survey – the Personal Safety Survey</li> <li>❖ Understand different audiences and key stakeholder engagement tactics for this survey</li> <li>❖ Understand examples of dissemination tactics for consideration in participants' own survey planning</li> </ul> Guest facilitators (e.g. Australian Bureau of Statistics)
12.45 – 1.45	Lunch

**1.45 – 3.00      17.4 Analysing qualitative data and communicating findings**

*Session goal:*

This session introduces different approaches to analysing qualitative data and presenting and effectively communicating qualitative findings.

*Session objectives:*

- ❖ Recognise that there are different approaches to analysis of qualitative data
- ❖ List the steps in undertaking thematic analysis of qualitative data
- ❖ Outline how and why you would code an interview transcript
- ❖ Describe different approaches to presenting qualitative data to different audiences

**3.00 – 3.30**

*Break*

**3.30 – 4.45**

**17.5 Building coalitions for change**

*Session goal:*

This session will consider how to identify, engage and collaborate with relevant networks to use research on violence against women to prevent and respond to the violence.

*Session objectives:*

- ❖ Ability to identify local networks to use the data and advocate for change
- ❖ Identify key collaborators and champions
- ❖ Identify potential opponents
- ❖ Understand ways to leverage these groups in positive ways

**4.45 – 5.00**

**17.6 Questions and reflections on Day 17**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

## Day 18: From data to action: Opportunities for advocacy, managing backlash and resistance

Day 18: Time	Content
9.00 – 9.30	<p><b>18.1 Questions and recap</b></p> <p><i>Session goal:</i></p> <p>To reflect upon what was learnt in Day 17 and to answer any questions from participants.</p>
9.30 – 10.45	<p><b>18.2 Country examples for communicating results and managing resistance, misinterpretation and backlash</b></p> <p><i>Session goal:</i></p> <p>For participating countries to share their experience of communicating results from previous prevalence surveys.</p> <p>This will be an interactive session of participants presenting back to the group.</p>
10.45 – 11.15	<i>Break</i>
11.15 – 12.30	<p><b>18.3 Communications plans and messaging</b></p> <p><i>Session goal:</i></p> <p>To create a communications plan, and practice presenting findings from research to an audience.</p> <p><i>Session objectives:</i></p> <ul style="list-style-type: none"> <li>❖ Be familiar with what a communications plan looks like</li> <li>❖ Understand the benefits of having a communications plan in place at the time of releasing the results</li> <li>❖ Draft a communications plan and consider ways to manage backlash</li> </ul> <p><u>Note:</u> The Australian National Research Organisation for Women’s Safety (ANROWS) led the development and delivery of content under 18.3 and 18.5, sharing their expertise in knowledge translation. Facilitation for this session is provided by ANROWS.</p>
12.30 – 1.30	<i>Lunch</i>

**1.30 – 3.00**

\*Note: This is a flexible guest speaker session

## **18.4 Publication and publicity: Planning a media strategy and effective messaging**

*Session goal:*

To understand what to consider when planning a media strategy. Learning from real examples.

*Session objectives:*

- ❖ Be familiar with what a media strategy looks like
- ❖ Understand the benefits and challenges of working with the media when releasing results
- ❖ Understand the ethical use of images and emotive text when working with the media

Guest facilitators

**3.00 – 3.15**

*Break*

**3.15 – 4.45**

## **18.5 Managing resistance, misinterpretation and backlash**

*Session goal:*

To understand how to manage resistance, misinterpretation and backlash from research findings.

*Session objectives:*

- ❖ Understand how to develop communications plans for different stakeholder groups and the media
- ❖ Understand what is meant by 'responsible reporting' of violence against women
- ❖ Understand how to manage backlash against research findings

Guest facilitator (e.g. from ANROWS)

**4.45 – 5.00**

## **18.6 Questions and reflections on Day 18**

*Session goal:*

To facilitate participants' reflections on the day, emphasising their own learning.

Day 19: Flexible day for additional topics applicable to specific audiences, contexts, or for deepening of topics already covered

Day 19: Time	Content
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**Some example topics for consideration:**

- ❖ Administrative data systems
- ❖ Data collection in humanitarian or post-conflict settings
- ❖ Data collection on other, emerging types of violence
- ❖ More extensive statistical data analysis (coding, using weights)
- ❖ Violence against children, violence against elderly women
- ❖ Studies on violence with men
- ❖ Proposal writing for donors
- ❖ Report writing, storytelling, use of infographics

## Day 20: Workshopping country manuals, course review and looking forward

Day 20: Time	Content
9.00 – 9.15	<b>20.1 Questions and recap</b> <i>Session goal:</i> To reflect upon what was learnt on Day 18 and to answer any questions from participants.
9.15 – 9.45	<b>20.2 Post-course quiz/knowledge assessment</b>
9.45 – 12.30	<b>20.3 Workshopping country manuals (1)</b> <i>Session goal:</i> To allow time for country groups to consolidate what they have learnt and present their country manuals. We will spend the first session answering questions and problem solving, allowing time for countries to work on their manual. The country manuals are living documents and should be changed and modified as required by the survey and policy context. While we do not expect the manual to be finished at this stage, it should include all the critical sections and elements. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Ability for participants to review their own country manuals and identify gaps</li> <li>❖ Ability for participants to present a 10-minute overview of their manuals to the group and identify how it is unique and how issues specific to their country contexts compare with other examples discussed throughout the course</li> </ul>
12.30 – 1.30	<i>Lunch</i>
1:30 – 2.30	<b>20.3 Workshopping country manuals (2)</b>
2:30 – 3.00	<b>20.4 Planning for the future</b> <i>Session goal:</i> For participants to reflect on where they are now and what still needs to be considered for the future delivery of a prevalence survey in their countries. <i>Session objectives:</i> <ul style="list-style-type: none"> <li>❖ Describe where the gaps in planning are</li> <li>❖ Prepare an overview of the issues to be addressed and the direction to go when participants return home</li> </ul>
3.00 – 3.30	<i>Break</i>



### **3.30 – 4.45      20.5 Dissemination**

*Session goal:*

To outline examples of prevalence study report formats and structures, as well as broader dissemination strategies.

*Session objectives:*

- ❖ Be equipped with different examples of how to structure and present prevalence survey findings
- ❖ Understand different considerations for developing a dissemination strategy
- ❖ Consider opportunities to engage victim/survivor groups in report writing and dissemination
- ❖ Consider ways of communicating with survey respondents

### **4.45 – 5.00      20.6 Official close of the kNOwVAWdata course, Block 2**

*Session goal:*

Feedback on knowledge assessment

Evaluation

Hand out certificates of completion.

## kNOwVAWdata Technical Advisory Committee members (2016-2019)

	<b>Name</b>	<b>Designation</b>
<b>1</b>	Dr. Sunita Kishor	Director, The Demographic and Health Surveys (DHS) Program, ICF International
<b>2</b>	Mr. Sami Nevala	Head of Sector Statistics and Surveys, Freedoms and Justice Department, European Union Agency for Fundamental Rights, Vienna, Austria
<b>3</b>	Dr. Lara Fergus (2016-2017)	Director, Policy and Evaluation, Our Watch, Australia
<b>4</b>	Ms. Kim Henderson (as of June 2018)	Director, Policy and Evaluation, Our Watch, Australia
<b>5</b>	Ms. Francesca Grum	Chief, Social and Housing Statistics Section, Demographic and Social Statistics Branch, Statistics Division, United Nations Department of Economic and Social Affairs (UNDESA)
<b>6</b>	Ms. Cai Cai	Chief, Gender Equality and Women's Empowerment Section, Social Development Division, UN Economic and Social Commission for Asia and the Pacific
<b>7</b>	Ms. Juncal Plazaola	Violence against Women Data Specialist, Ending Violence against Women Section, UN Women
<b>8</b>	Ms. Melissa Alvarado	EVAW Manager, UN Women Regional Office for Asia and the Pacific
<b>9</b>	Mr. Papa Seck	Statistics Specialist, Research and Data Section, UN Women
<b>10</b>	Ms. Nguyen Thi Viet Nga	Senior Statistician, Department of Social and Environment Statistics General Statistics Office (GSO), Vietnam
<b>11</b>	Ms. Edwina Kotoisuva	Representative, Pacific Network Against Violence Against Women
<b>12</b>	Dr. Claudia Garcia-Moreno	Team Leader, Violence against Women, Department of Reproductive Health and Research World Health Organization (WHO)
<b>13</b>	Associate Prof. Janet Fanslow	Associate Professor, Social and Community Health, Population Health, Faculty of Medical and Health Sciences, University of Auckland, New Zealand
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<b>16</b>	Ms. Riet Groenen (2016-2017)	Technical Advisor, UNFPA Pacific Sub-Regional Office
<b>17</b>	Ms. Upala Devi	Gender-Based Violence Advisor, UNFPA
<b>18</b>	Ms. Rachel Snow	Chief, Population and Development Branch, UNFPA
<b>19</b>	Ms. Mia Rimon	Regional Director, Melanesia, The Pacific Community
<b>20</b>	Ms. Ingrid Fitzgerald	Technical Adviser Gender and Human Rights, UNFPA Asia and the Pacific Regional Office
<b>21</b>	Dr. Henrica A.F.M. (Henriette) Jansen	Technical Advisor Violence against Women Research and Data; Technical lead kNOwVAWdata, UNFPA Asia and the Pacific Regional Office
<b>22</b>	Ms. Sujata Tuladhar	Gender-Based Violence Specialist, UNFPA Asia and the Pacific Regional Office

## kNOwVAWdata pilot course participants, 2018

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2	Ms. Nguyen Thi Viet Nga	Senior statistician, General Statistics Office	Viet Nam
3	Ms. Rathnayaka Pathirammehelage Mineka Subhashini	Statistician, Sample Surveys Division Department of Census and Statistics, Sri Lanka	Sri Lanka
4	Ms. Delgodage Virajika Gawri Delgoda	Statistical Officer, Department of Census and Statistics	Sri Lanka
5	Ms. Sharika Cooray	Programme and Policy Analyst - Women's Rights & Gender, UNFPA Sri Lanka	Sri Lanka
6	Ms. Noppawan Buengchaiyaphoom	Social Development Worker, Department of Women's Affairs and Family Development, Ministry of Social Development and Human Security	Thailand
7	Ms. Budsara Sabgaroon	Senior Statistician, Statistical Forecasting Bureau, Social Statistics Analysis Section, National Statistical Office of Thailand	Thailand
8	Ms. Kullanit Nitiwanrangkul	Once-Stop Crisis Centre	Thailand
9	Dr. Danukrit Kalampakorn	Director, One Stop Crisis Center, Police General Hospital	Thailand
10	Mr. Dikot Pramdoni Harahapi	Adviser for policy research and data on population and development, UNFPA Indonesia	Indonesia
11	Ms. Evi Oktavia	Head of Social Vulnerability, BPS Statistics Indonesia	Indonesia
12	Mr. They Kheam	Director of Department, Dept. of Demographic Statistics Census and Survey, National Institute of Statistics (NIS)	Cambodia
13	Ms. Saliha Ramay	Programme Analyst on Gender, UNFPA Pakistan	Pakistan
14	Ms. Syeda Rabia Zafar	Associate Fellow, National Institute for Population Studies	Pakistan
15	Mr. Nasir Jamal	Sr. Joint Secretary, Ministry of Statistics	Pakistan
16	Mr. Deenanath Lamsal	Director Central Bureau of Statistics	Nepal
17	Ms. Josephine Avila	University of San Carlos - Office of Population Studies Foundation	Philippines
18	Ms. Meiji Centeno	Philippine Statistics Authority	Philippines
19	Mr. Phonexay Sithirajvongsa	National Programme Officer, M&E UNFPA Lao	Lao PDR
20	Ms. Lanieta Vakadewabuka	Independent Consultant	Fiji
21	Ms. Heather Brown	Independent Consultant	Australia
22	Ms. Clare Hoenig	Intern, UNFPA	US/Australia

## kNOwVAWdata partners, collaborators and sponsors

We work together with many partners and collaborators. These include our Technical Advisory Committee members and others who have given input to the kNOwVAWdata course and/or whose materials have been used in this course, guest contributors and formal partners. This page contains the logos of partners and collaborators who have consented to their use in the kNOwVAWdata course materials, to-date.

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