



USE AND ADAPTATION OF

kNOwVAWdata Course Curriculum & Facilitator Guidebook

ANROWS



USE AND ADAPTATION OF

kNOwVAWdata Course Curriculum & Facilitator Guidebook

November 2020
Version 2

ANROWS



About kNOwVAWdata

In light of increasing demand for more accurate, reliable and comparable violence against women (VAW) prevalence data, the kNOwVAWdata initiative launched in 2016.

kNOwVAWdata builds on a long history of support from the Australian Department of Foreign Affairs and Trade and United Nations Population Fund (UNFPA) to countries conducting VAW prevalence studies throughout Asia and the Pacific. These efforts combined to form the kNOwVAWdata initiative, which provides technical support and capacity building, enabling countries to undertake VAW prevalence studies in an ethical and scientifically robust way.

The *kNOwVAWdata Course Curriculum* was developed collaboratively by UNFPA Asia and the Pacific Regional Office, the University of Melbourne, and Australia's National Research Organisation for Women's Safety, with the support of the Australian Government. The kNOwVAWdata course team will make available to interested parties the *Course Curriculum* and *Facilitator Guidebook* along with accompanying materials, developed for use in Asia and the Pacific. Doing so enables expansion of the global skillset for safe and ethical measurement of VAW. See kNOwVAWdata.com/register for more information.

The Australian Government, as sponsor of this programme and documentation, strongly recommends that potential facilitators/trainers undertake the original kNOwVAWdata training themselves before seeking to utilise the materials.

The purpose of this document

The *kNOwVAWdata Course Curriculum* and accompanying *Facilitator Guidebook* were developed as open-source materials for use by other facilitators and trainers. This document provides helpful guidance on using the materials, making adaptations for local contexts and acknowledging the course developers when using the kNOwVAWdata materials.

The kNOwVAWdata team and its partners request that those utilising the materials abide by the guidance provided in this document.

In the spirit of collaboration, the kNOwVAWdata course team welcomes receiving a copy of any adapted training materials, which we may share with other users, with reciprocal permissions and attributions.

The kNOwVAWdata team is seeking curriculum twinning partners to expand the global network of courses providing high-quality training standards for ethical measurement of violence against women.

For further information on the kNOwVAWdata course, curriculum and twinning partnerships, please contact the course co-convenors, Dr. Kristin Diemer (kdiemer@unimelb.edu.au) or Dr. Cathy Vaughan (c.vaughan@unimelb.edu.au).

For further information on the broader kNOwVAWdata initiative, please contact Dr. Henriette Jansen (hjansen@unfpa.org, henriette.jansen@gmail.com) or Sujata Tuladhar (stuladhar@unfpa.org).

Suggested citation:

Diemer, K., H.A.F.M. Jansen, C. Vaughan, J. Gardner (2020). Use and Adaptation of the kNOwVAWdata Course Curriculum and Facilitator Guidebook, kNOwVAWdata curriculum resources. University of Melbourne, Melbourne, Australia.

ISBN e-book: 978 0 7340 5599 6

Contents

About kNOwVAWdata	ii
The purpose of this document	ii
Key messages	iv
The kNOwVAWdata course	1
Course objectives.....	2
Intended course participants.....	2
Course structure	3
Course materials.....	5
Course facilitation skills and delivery requirements.....	6
Conditions of use	7
Insertion or modification of sessions.....	7
Removal of sessions.....	7
Changing the model of course delivery	8
Acknowledging use, replication and adaptation of the <i>kNOwVAWdata Curriculum</i>.....	9
Replicating the kNOwVAWdata course in another setting.....	10
Using the <i>kNOwVAWdata Curriculum</i> to deliver a short course or truncated training	11
Using sections of the <i>kNOwVAWdata Curriculum</i> for a different purpose.....	12
Joint capacity building.....	12
Understanding the acronym: kNOwVAWdata	13
Annex 1. Persons involved in the development of the <i>kNOwVAWdata Curriculum</i>.....	14
Annex 2. kNOwVAWdata partners, collaborators and sponsors.....	16

Key messages

- Comprehensive training is the most valuable investment to ensure robust and reliable measurement of violence against women.
- The *kNOwVAWdata Course Curriculum* is designed to meet international best practice standards on measuring violence against women by drawing from existing materials and resources developed by global experts with decades of experience.
- The kNOwVAWdata course aims to build the skills needed to safely and ethically gather robust and reliable data in difficult and sometimes dangerous conditions. These are skills that take time to learn and embed into practice.
- The recommended course structure includes delivery of all modules and sessions outlined to achieve full benefit and in-depth learning.
- The length and intensity of the kNOwVAWdata course reflects the seriousness and sensitivity of measuring violence against women and stresses the importance of a thorough grounding in the content.
- Full course participation ensures shared understandings of the concepts, issues and application. It also ensures survey leaders and implementers are fully informed of risks and risk management at all points of survey planning, implementation and reporting.
- Cross-culturally there are variations in how violence against women is understood and defined, which often affects measurement. Participating in the full course ensures consistency of understanding for optimal comparability.
- It is extremely valuable when individuals from the same country but different sectors—representing both producers and users of VAW data—participate in the kNOwVAWdata course together.
- The *kNOwVAWdata Course Curriculum* and *Facilitator Guidebook* can be used globally in many contexts. Minimal adaptation may be required.
- Facilitators of courses using the kNOwVAWdata materials must be highly skilled in active-participant learning and have experience in research on violence against women.
- Those using the *kNOwVAWdata Course Curriculum* and/or *Facilitator Guidebook* are requested to cite and acknowledge the collaborative development of these as outlined in this document, as well as authors of the other resources drawn from and cited in the kNOwVAWdata course materials.



2019 kNOwVAWdata course participants

© Dr Kristin Diemer

The kNOwVAWdata course

A hallmark of the kNOwVAWdata initiative is the partnership between the UNFPA Asia Pacific Regional Office (APRO), the Australian Department of Foreign Affairs and Trade (DFAT), the University of Melbourne, and Australia's National Research Organisation for Women's Safety (ANROWS). Under this partnership, UNFPA APRO and the University of Melbourne have collaboratively developed and piloted a standard 4-week curriculum for capacity building to measure the prevalence of VAW and improve data literacy. The curriculum development was informed by the experience of Dr. Henrica (Henriette) A.F.M. Jansen, who has provided training and technical assistance in measuring the prevalence of VAW for two decades and across more than 40 countries worldwide. Dr. Kristin Diemer and Associate Professor Cathy Vaughan have each brought two decades of specialist experience for measuring VAW through mixed-methods especially among hard to reach communities.

The curriculum draws from decades of existing materials and resources developed by global experts on the measurement and use of VAW prevalence data, much of which started with and is building on the *World Health Organization (WHO) Multi-country Study on Women's Health and Domestic Violence against Women*, a study that has set the standards that we still use today for the measurement of VAW prevalence. The resources used in the course are well documented and cited throughout the course materials.

The kNOwVAWdata course was piloted in 2018 with 24 participants from 10 countries. It was run as a full-fee paying course for the first time in 2019 with 43 participants from 11 countries.

The course is proving to be a success as evident in two independent evaluations. An evaluation of DFAT development assistance for ending VAW and girls found that the kNOwVAWdata initiative has contributed to building capacity for conducting prevalence studies, including capacity of national statistics offices and research organisations, and has enhanced the ability of countries to report on Sustainable Development Goal (SDG) indicators.¹

A separate independent evaluation of UNFPA's global work on gender-based violence and harmful practices found that: "kNOwVAWdata is addressing one of the most important tools for effective planning, services and advocacy to end violence against women—representative, reliable, comparable, and independent data on prevalence of interpersonal and intimate partner violence." It also found that the kNOwVAWdata initiative is a "concrete example of bridging across statistical offices, ministries of health, and the national gender mechanism." Indeed, maximum benefit occurs when participants from the same country representing a range of sectors undertake the kNOwVAWdata course together.²



¹ DFAT. Ending Violence Against Women and Girls: Evaluating a decade of Australia's development assistance, Office of Development Effectiveness, DFAT, Canberra, 2019. <https://www.dfat.gov.au/development/performance-assessment/aid-evaluation/strategic-evaluations/evawg>

² UNFPA Evaluation Office. Evaluation of UNFPA support to the prevention of, response to and elimination of gender-based violence and harmful practices (2012-2017). 2018. https://www.unfpa.org/sites/default/files/admin-resource/GBV_Report_FINAL_29_Nov.pdf

Course objectives

The kNOwVAWdata course was designed for use in the Asia and Pacific regions, however it can be adapted to the context of any region of the world.

The course aims to provide ongoing capacity building, mentoring and technical support for national and international institutions, researchers and programmers engaging in VAW prevalence data collection and use.

Specifically, the course supports learners to:

- Plan and/or conduct national VAW prevalence surveys safely, ethically and reliably, in line with international standards and in complex contexts;
- Appropriately analyse quantitative data sets;
- Understand the place and purpose of qualitative and administrative data to measure VAW;
- Increase data literacy (proper interpretation of data); and
- Enhance the utilisation of prevalence and other sources of VAW data to inform more effective, evidence-based programming and policies for the prevention of, and response to, VAW.

Intended course participants

This training is essential for anyone involved in conducting a prevalence survey on VAW and is valuable for any practitioners in this field. It is appropriate for experienced and less experienced researchers, statisticians from national statistics offices, staff from government ministries, women's support agencies, and partner agencies supporting research.

Even the most experienced researchers may not be aware of the additional safety and ethical issues faced when interviewing women currently experiencing, at risk of, or who have previously experienced violence. Collecting and analysing these data involves understanding the complexities of women's lives within their specific contexts, complexities that are often not apparent without understanding VAW. To prepare and conduct a survey that measures VAW to best practice standards, especially the prevalence of VAW, everyone involved must be aware of these issues and follow safety and ethical protocols.

Involving individuals from the same country but different organisations, representing both producers and users of the data, is extremely valuable. They can work collaboratively, for example by developing a survey protocol during the training, and their cooperation significantly increases capacity and shared learning. Similarly, involving both individuals who have never been involved in a survey and individuals who have, greatly improves learning outcomes. Through this model, people from organisations working on VAW programmes come together with generalist researchers, and together all parties can improve their capacity to measure VAW safely and ethically. Finally, including representatives from government and national statistics offices builds trust in the survey methodology and results. This type of collaboration further facilitates the implementation of ethical and safety recommendations and ensures confidence in results and analysis, which can increase data usage for policies and programmes.

Course structure

This course has been designed to the highest quality standards and will optimally be delivered face-to-face over four weeks, with one week dedicated to each learning module. It is recommended that the four weeks are divided into two blocks, each consisting of 10 sessions over two weeks, with a 4- to 8-week break between blocks. This allows participants time to manage the study workload and to work on assignments between the blocks. A sample course curriculum providing a full overview of sessions in each module can be downloaded from kNOwVAWdata.com or asiapacific.unfpa.org/kNOwVAWdata.

Course structure

Week 1 | Module 1 | 5 days

Introduction to key concepts, gender sensitisation, forms of data for researching violence against women, and data literacy

Week 2 | Module 2 | 5 days

Planning and implementing a survey to measure the prevalence of violence against women

BREAK | 4-8 weeks

Week 3 | Module 3 | 5 days

Analysing data and looking beyond prevalence surveys, other ways of measuring violence against women

Week 4 | Module 4 | 5 days

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

While the modules and order of the course sessions are suggested in the curriculum, delivery of the content should be driven by participants' needs. Sessions can be flexible, understanding that each group of participants brings a range of experiences, knowledge and training needs. Learning how to conduct prevalence surveys to measure VAW is central to the course and should not change, but emphasis on particular aspects may change as needed. For example, if participants are particularly interested in measuring VAW with disabilities, then a session may be more heavily dedicated to this. Depending on demand, the curriculum may be adapted to have a greater focus on administrative data or on measuring prevalence of violence in humanitarian settings.

The course combines lectures and exercises to facilitate practical application of the knowledge and skills learned. The *Facilitator Guidebook* encourages facilitators to draw from the experience of actual studies and course participants to illustrate real-life examples. A key component of the course is the application of knowledge through the development of individual or country research protocols. This starts on the first day and culminates in the presentation of the protocols at the end of the course. Participants are encouraged to work together in country groups to enhance peer-to-peer learning and develop a global community of practice.

Length of the course and benefits of the course structure

It is acknowledged that four weeks is a large amount of time for participants to spend undertaking a professional development course. In addition, as a face-to-face course, this means participants need to travel and will be away from their workplace for significant periods of time.

It is commonly asked whether individuals can selectively attend the modules that are most appropriate for their roles and learning. At this time, the kNOwVAWdata course can only be taken in its entirety. It is a condition of acceptance into the course that participants agree to participate in the full four weeks and obtain approval from their managers if necessary.

Participating in the whole course enables cross-learning between the topic areas. For example, training statisticians on gender sensitisation and knowledge translation is beneficial for ensuring resourcing of safety protocols, robust survey design and reporting in a format that is useful for stakeholders and policy makers.

Having a cohesive cohort starting and finishing together provides many benefits:

- Participants finish the course with a full appreciation of all elements of a study, assisting in knowledge exchange between research managers, fieldwork managers and teams, as well as policy makers, programme implementers and service providers. Training a team working across these areas in the same country helps to build local knowledge and better adapt the survey tools to the local context.
- There is a strong focus on peer-to-peer learning within the course. Participants with strengths in particular content areas can be involved in leading groups and sharing their experience for application in different contexts. Course participants have found a great deal of value in both using their knowledge to help others problem solve, and as learners, adapting lessons from other participants to their contexts.
- Individuals will have strengths in their topic areas, but it is rare that they will have applied their knowledge to measuring VAW. The curriculum supports learning to extend the application of their knowledge to the course content.
- Full course participation ensures shared understandings of the concepts, issues and application. It also ensures survey leaders and implementers are fully informed of risks and risk management at all points of survey planning, implementation and reporting.
- Cross-culturally there are variations in understanding and defining VAW, which often affects measurement. Participating in the full course ensures consistency for optimal comparability.

Modified, shorter versions of the course can be run for select groups of participants who can demonstrate an expert level of knowledge in specific areas that would typically be covered by the course, for example gender specialists. However, it is rare to find professionals with complete knowledge in any of the module areas that would enable them to support a survey or train country teams to undertake a survey. That said, this document provides guidance on how to use the course material to run modified courses or use the material for different purposes.

Online modules are currently being developed for anticipated release in 2021.

Course materials

The *kNOwVAWdata Course Curriculum, Facilitator Guidebook* and other course documents have been developed on an open-source basis for use by other facilitators and trainers. The kNOwVAWdata course team will make available to interested parties the updated *Course Curriculum, Facilitator Guidebook* and accompanying materials to expand the global skillset for safe and ethical measurement of VAW. Contact information can be found at the front of this document.

The kNOwVAWdata course documents and supporting materials

Course documents:

- Sample course curriculum (course overview)
- Full course curriculum
- *Facilitator Guidebook*
- PowerPoint presentations, exercises and worksheets
- List of resource materials

Supporting materials:

- kNOwVAWdata knowledge products
- World Health Organization (WHO) Ethical and Safety Recommendations for Research on Domestic Violence against Women
- WHO Multi-country Study current questionnaire and accompanying question-by-question explanation
- Manuals for survey interviewers and survey field supervisors
- Demographic and Health Survey (DHS) module to measure VAW, and documentation
- Template for a survey protocol
- SPSS Statistics software syntax files and instruction for analysis of data generated by the WHO Multi-country Study questionnaire
- Template for survey report and tables
- Examples of past survey adaptation
- Examples of past survey analysis and reporting
- Examples of integration of qualitative and quantitative data in reporting
- Examples of past survey knowledge translation products
- Key lessons learnt documents based on previous surveys



Dr Kristin Diemer,
kNOwVAWdata Course
Co-convenor, University of
Melbourne, and a participant
in the 2018 kNOwVAWdata
course

© Dr Henriette Jansen/
UNFPA Asia

Course facilitation skills and delivery requirements

Facilitators must be highly skilled in active participant learning and have experience in research on VAW. They should have thorough knowledge of the course curriculum and be capable of conducting the training to the same standard as the original design. If offering the full curriculum, ideally, they will have experience working directly with the course developers, have previously participated in the kNOwVAWdata course as a participant and/or have participated in the 'Training of Trainers' module, currently under development.

The *Facilitator Guidebook* includes a list of recommended skills for the facilitator delivering the session and provides full details of intended course delivery requirements. It clarifies which activities and questions are non-negotiable so that participants explore these areas in the level of depth that is required. It also provides recommendations and details on actions that need to be taken during the planning, implementation and conduct of a course on measuring women's experiences of violence to ensure the research does not harm respondents or put them at increased risk of violence. Tips and examples of appropriate exercises to meet the aims and objectives of each session are also provided in the *Facilitator Guidebook*.

This course relies on a high level of participant-driven content and places value on the experience participants bring with them. Facilitators are encouraged to build each session around peer-to-peer learning by sharing experiences and examples among participants in the course. This aspect cannot be documented in the curriculum as the range of participants in each cohort will be unknown until enrolment. Facilitators will need to be skilled at drawing out these experiences and tailoring sessions to the group while staying true to the aims and objectives of each module.



Dr. Henriette Jansen,
kNOwVAWdata Technical Lead
and Course Co-convenor,
UNFPA Asia Pacific Regional
Office

© Amanda Mustard/
UNFPA Asia

Conditions of use

In all cases, ethical and safe measurement practices are an essential component of the course, not only for the ethical conduct of research, but also for the quality and utility of the data and reporting generated. The recommended course structure includes delivery of all modules and sessions to achieve full benefit and in-depth learning.³

While recognising that some adaptation to local conditions will be necessary, any changes should be minimal and keep to the overarching programme intention. This will ensure that, as far as possible, the course retains integrity and results in well-trained researchers working with similar levels of attention to ethical and safety practices.

Examples of acceptable adaptation include:

- Contextualising examples and exercises for country or cultural relevance
- Expansion of sessions to meet participant cohort needs
- Change in delivery model, such as group exercises in place of individual ones or vice versa

Adaptation should be framed around tailoring the content to meet needs rather than removing or replacing sessions. Each change should be carefully considered to ensure the overall course aims and objectives will still be met. The curriculum development team is available to support adaptation, with contact details at the beginning of this document.

Insertion or modification of sessions

To include additional information or new sessions, look for complementary modules within the *kNOwVAWdata Curriculum* that may be expanded to incorporate the new content. It is important not to eliminate sessions to make room for new sessions without ensuring all original material can be included in some way.

Removal of sessions

While it is discouraged to remove sections of the course, this might occur when the course is being delivered to a group who are fully proficient in the content of that session, in the context of measuring VAW. Rather than removing a session, an abbreviated session is recommended, thereby ensuring all participants have a shared understanding and the course aims and objectives can still be met.

● ● ●

³ Based on many years of experience running short courses, workshops and trainings, we know that short workshops are shown to be (a) not sustainable and (b) superficial in content beyond sensitising participants on the important core principles of safely measuring violence against women. A substantial, in-depth course will better equip participants to apply their learning in the field.

Take particular care when considering modification of the skills training and practice sessions for experienced researchers. Experienced researchers who have not worked in the field measuring VAW may resist attending the full 4-week course and request a shorter workshop. The evidence shows that experienced interviewers without specialised VAW survey training achieve fewer interviews, have lower disclosure rates of violence, and respondents are less satisfied with the conduct of the interview as compared with previously inexperienced researchers who are comprehensively trained.⁴

Comprehensive training is the most valuable investment to ensure robust and reliable measures of VAW.

Changing the model of course delivery

The course model may be adapted to local conditions if there are reasons for offering the material over a different timeframe. For example, the course could be offered as a semester-long subject in a university; it could also be offered over four consecutive weeks; or alternating each week with a week-long break.

Changes to delivery model need to consider the cost and expense to participants, and optimal learning theory allowing participants to absorb the content and build skills for practical application.

Course developers especially advise against shortening the course when it is being used as a training tool to support implementation of an impending survey. If a shorter version is being considered because it is impossible to deliver a full 4-week course, organisers are requested to contact the course developers to discuss feasible options.

In addition, facilitators may wish to change the mode of delivery of some sessions. For example, in some contexts more group work is a better way of learning, and in other contexts, facilitators may need to use some online learning. Materials can be adapted to different modes of learning without losing the content.



⁴ Jansen, H.A.F.M., C. Watts, M. Ellsberg, L. Heise, and C. Garcia-Moreno (2004). Interviewer Training in the *WHO Multi-country Study on Women's Health and Domestic Violence*. *Violence Against Women*, vol. 10, No. 7, pp. 831-849. http://www.who.int/gender/documents/Interviewer_training.pdf.



Dr Cathy Vaughan (right), kNOwVAWdata Course Co-convenor (University of Melbourne), leads 2019 course participants in an interactive exercise

© Dr Henriette Jansen/
UNFPA Asia



2019 kNOwVAWdata Course participants

© Dr. Kristin Diemer

Acknowledging use, replication and adaptation of the *kNOwVAWdata Curriculum*

As indicated throughout this document, the curriculum development has been a collaborative effort and draws on freely available best practice guides. There are many excellent resources generously made available by people working to end VAW and girls; however, we have seen examples where these have been used without citation. We ask users of all materials to be diligent in referencing resources to recognise the efforts of those who have gone before us and to build stronger collaboration networks.

Users of the *kNOwVAWdata Course Curriculum*, *Facilitator Guidebook* and supporting materials are requested to cite and acknowledge the collaborative development of the documentation as suggested below. The course materials include attributions to the resources they draw from. The authors of those documents should be referenced whenever used in the context of kNOwVAWdata course-related materials.⁵

Use of all or parts of the *kNOwVAWdata Course Curriculum*, *Facilitator Guide* and other course documents such as PowerPoints, exercises and activities should include logos of the partner organisations. Original logos for consistent branding can be provided following the review and approval process by the kNOwVAWdata UNFPA/University of Melbourne team as described in the box below.

The *kNOwVAWdata Course Curriculum* and *Facilitator Guidebook* are living documents that will be updated as necessary. To obtain the latest version available, please register your interest through kNOwVAWdata.com/register.

● ● ●

⁵ Members of the kNOwVAWdata Technical Advisory Committee provided detailed feedback and are acknowledged in Annex 1, and their contributions are referenced where appropriate within the documentation. Technical Advisory Committee acknowledgements should extend to new uses of kNOwVAWdata course materials.

Suggested citations

Course Curriculum:

Diemer, K., H.A.F.M. Jansen, C. Vaughan (2019). kNOwVAWdata Course Curriculum V1. ANROWS, UNFPA, University of Melbourne. Melbourne, Australia.

Facilitator Guidebook:

Diemer, K., C. Vaughan, H.A.F.M. Jansen, J. Rowe (2020). kNOwVAWdata Facilitator Guidebook V1. ANROWS, UNFPA, University of Melbourne. Melbourne, Australia.

It is envisaged that the curriculum materials could be used in the following four ways:

1

Replicating the kNOwVAWdata course in another setting

When replicating the course, it is recommended to adapt and incorporate material that is relevant to the context and location where the course is being delivered, for example, course exercises. Regardless of adaptations made, the curriculum development team strongly encourages facilitators to retain all course modules and sections. Participants should also be required to attend all blocks. Members of the kNOwVAWdata team can offer support and advice on adaptation.

Replication of the kNOwVAWdata course using the full curriculum package with a minimum level of adaptation should use the following citation in all associated materials (handouts, presentation slides, participant manuals, etc.):

This course replicates the *kNOwVAWdata Curriculum* developed collaboratively by UNFPA, the University of Melbourne and ANROWS, with the support of the Australian Government. See kNOwVAWdata.com.

Replicated courses cannot be named the 'kNOwVAWdata course' unless reviewed and approved by the kNOwVAWdata UNFPA/University of Melbourne team.



2019 kNOwVAWdata course participants

© Dr Henriette Jansen/
UNFPA Asia

Approval process for UNFPA and University of Melbourne course endorsement and utilisation of the kNOwVAWdata branding (naming a course 'kNOwVAWdata')

Courses that replicate the full content and quality parameters of the *kNOwVAWdata Curriculum* are eligible for review by the kNOwVAWdata UNFPA/University of Melbourne team to receive endorsement and permissions for use of the kNOwVAWdata name and branding.

If the course is reviewed and approved by the kNOwVAWdata UNFPA/University of Melbourne team and offers the same content and quality as the original course, then it can be called a replication of the kNOwVAWdata course, or a twinning model. This review process is intended to maintain a high standard of course delivery associated with the programme name.

The benefits of seeking endorsement include raising confidence in the quality of the new course and increasing its profile through kNOwVAWdata global networks and co-branding. A list of reviewed and approved courses will be maintained on the kNOwVAWdata.com course website. Request a review at kNOwVAWdata.com/register.

The course materials are designed to be used by other entities. Courses that have not been reviewed and endorsed by the kNOwVAWdata UNFPA/University of Melbourne team can use the materials but cannot label or brand the course 'kNOwVAWdata' for quality control reasons.

While approved courses will be listed on the kNOwVAWdata.com website, the UNFPA/University of Melbourne course developer team take no responsibility for the quality of courses using the *kNOwVAWdata Curriculum* that we are not involved in delivering.

2

Using the *kNOwVAWdata Curriculum* to deliver a short course or truncated training

Those wishing to deliver a course comparable to the kNOwVAWdata course, but who do not want to fully replicate the course, should at a minimum incorporate the core themes of all four modules. This might be appropriate, for example, when delivering the course to staff from a women's agency working on VAW where less time is needed on gender sensitisation. In such cases, the *kNOwVAWdata Curriculum* should be acknowledged with:

This workshop/training/course uses components from the *kNOwVAWdata Curriculum* as developed collaboratively by UNFPA, the University of Melbourne and ANROWS, with the support of the Australian Government. It covers [all /or some] key concepts to strengthen capacity to ethically and safely collect and analyse scientifically rigorous data on the prevalence of violence against women. It incorporates sections from the core curriculum, including: [list which sections are used]. See kNOwVAWdata.com.

3

Using sections of the *kNOwVAWdata Curriculum* for a different purpose

Some segments of the curriculum may be used as stand-alone modules or short workshops. For example, the gender sensitisation materials can be used in many contexts; or the data analysis and reporting modules may be used in generalist data analysis courses to provide specialist skill development; or users may wish to use materials in a short course introducing the subject and content at a high level. Use of the *kNOwVAWdata* course materials for other purposes—for example training people to collect data about children’s experiences with violence—would require significant adaptation. It would only be appropriate to state the course has used components from the *kNOwVAWdata* course, but not that it ‘replicates’ the course.

Those wishing to incorporate sections of the curriculum into courses designed for a different purpose should acknowledge the *kNOwVAWdata Curriculum* with:

This workshop/training/course draws from the *kNOwVAWdata Curriculum* as developed collaboratively by UNFPA, the University of Melbourne and ANROWS, with the support of the Australian Government. The *kNOwVAWdata Curriculum* was developed for use in the Asia and Pacific region to strengthen capacity to ethically and safely collect and analyse scientifically rigorous data on prevalence of violence against women. This workshop/training/course incorporates sections from the core curriculum, including: [list which section are used]. See kNOwVAWdata.com.

4

Joint capacity building

Where appropriate, the *kNOwVAWdata* course may be delivered jointly by the University of Melbourne, UNFPA and other partners. Alternatively, elements of the course content may be co-delivered in a workshop, co-facilitated by the University of Melbourne and/or UNFPA, and other partners.

Where capacity building trainings or workshops are co-delivered by the University of Melbourne, UNFPA and other partners, the following principles will apply: i) The capacity building/training or workshop will be open to staff and key partners of co-facilitating agencies; ii) all branding, promotional material, media, social media and workshop reports will acknowledge the contributions and branding of all co-facilitating agencies; and iii) reporting to donors will acknowledge the collaboration and contribution of all co-facilitating agencies.



2019 kNOwVAWdata course participants

© Dr. Henriette Jansen/
UNFPA Asia

Understanding the acronym: kNOwVAWdata

The acronym and logo have been designed to convey a message of importance for ethically and respectfully measuring the prevalence of intimate partner violence against women. The acronym expresses that in order to implement policies, plans and programmes leading to no more violence against women (NO VAW), we need to KNOW the data.

The logo includes the face of a woman with a tear in her eye. She has a hand covering her mouth symbolising the secrecy and silence often surrounding intimate partner violence. Another hand is in the shape of a dove symbolising empowerment and the release she may experience when she is able to tell her story and be believed. Measuring VAW, using safe, robust and ethical methods, will allow women to speak about their experience, often for the very first time.



Annex 1.

Persons involved in the development of the *kNOwVAWdata Curriculum*

Core kNOwVAWdata course development team:

Dr. Henrica (Henriette) A.F.M. Jansen (UNFPA), Dr. Kristin Diemer (University of Melbourne), Dr. Cathy Vaughan (University of Melbourne), and Ms. Joanne Rowe (University of Melbourne)

kNOwVAWdata Technical Advisory Committee members (2016-2019)

	Technical Advisory Committee Member Name	Designation
1	Dr. Sunita Kishor	Director, The Demographic and Health Surveys (DHS) Program, ICF International
2	Mr. Sami Nevala	Head of Sector Statistics and Surveys, Freedoms and Justice Department, European Union Agency for Fundamental Rights, Vienna, Austria
3	Dr. Lara Fergus (2016-2017)	Director, Policy and Evaluation, Our Watch, Australia
4	Ms. Kim Henderson (as of June 2018)	Director, Policy and Evaluation, Our Watch, Australia
5	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)
6	Ms. Cai Cai	Chief, Gender Equality and Women's Empowerment Section, Social Development Division, UN Economic and Social Commission for Asia and the Pacific
7	Ms. Juncal Plazaola	Violence against Women Data Specialist, Ending Violence against Women Section, UN Women
8	Ms. Melissa Alvarado	Ending Violence against Women Manager, UN Women Regional Office for Asia and the Pacific
9	Mr. Papa Seck	Statistics Specialist, Research and Data Section, UN Women
10	Ms. Nguyen Thi Viet Nga	Senior Statistician, Department of Social and Environment Statistics, General Statistics Office (GSO), Viet Nam
11	Ms. Edwina Kotoisuva	Representative, Pacific Network Against Violence Against Women

	Technical Advisory Committee Member Name	Designation
12	Dr. Claudia Garcia-Moreno	Team Leader, Violence against Women, Department of Reproductive Health and Research, World Health Organization
13	Associate Prof. Janet Fanslow	Associate Professor, Social and Community Health, Population Health, Faculty of Medical and Health Sciences, University of Auckland, New Zealand
14	Ms. Helen McDermott (2016-2017)	Assistant Director, Department of Foreign Affairs and Trade, Gender Equality Section, Human Rights and Gender Equality Branch, Australia
15	Ms. Sharon McIvor (2018-2019)	Policy Officer, Gender, Violence and Security Section, Gender Equality Branch, Multilateral Policy Division, Department of Foreign Affairs and Trade, Australia
16	Ms. Jayne Harries (as of 2019)	Acting Director, Gender Equality Branch, Multilateral Policy Division, Department of Foreign Affairs and Trade, Australia
17	Ms. Riet Groenen (2016-2017)	Technical Advisor, UNFPA Pacific Sub-Regional Office
18	Ms. Upala Devi	Gender-Based Violence Advisor, UNFPA
19	Ms. Rachel Snow	Chief, Population and Development Branch, UNFPA
20	Ms. Mia Rimon	Regional Director, Melanesia, The Pacific Community
21	Ms. Ingrid FitzGerald (2016-2020)	Technical Adviser, Gender and Human Rights, UNFPA Asia and the Pacific Regional Office
22	Dr. Henrica A.F.M. (Henriette) Jansen	Technical Advisor, Violence against Women Research and Data; Technical Lead, kNOwVAWdata Initiative, UNFPA Asia and the Pacific Regional Office
23	Ms. Sujata Tuladhar	Gender-Based Violence Specialist, UNFPA Asia and the Pacific Regional Office

Annex 2.

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.



UNFPA Asia and the Pacific

United Nations Service Building,
Rajdamnern Nok Avenue,
Bangkok 10200, Thailand

Email: apro@unfpa.org

University of Melbourne

School of Health Sciences
School of Population and Global Health
Parkville, Victoria 3010, Australia

Email: TL-kNOwVAW@unimelb.edu.au

ANROWS

