



 *Raising Voices*

ANNUAL REPORT 2018

WORKING TO
PREVENT VIOLENCE
AGAINST
WOMEN AND CHILDREN...

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EXECUTIVE SUMMARY

IN 2018, RAISING VOICES LAUNCHED OUR NEW FIVE-YEAR STRATEGY THAT BUILT ON ALMOST 20 YEARS OF WORKING TO PREVENT VIOLENCE AGAINST WOMEN AND CHILDREN AND EXPANDED OUR SCOPE INTO NEW DIRECTIONS.

In 2018, Raising Voices launched our new five-year strategy that built on almost 20 years of working to prevent violence against women and children and expanded our scope into new directions. We continued to frame our work in three distinct areas: the **Practice** of preventing violence against women and children, **Learning** from our work and **Influencing** the broader policy and practice based on our practice-based learning. We continued investing in long term partnerships and developed many new ones. We adapted and translated our work for application in new settings, and developed capacity of activists across Uganda and 20 other countries to use the ideas to strengthen their work. We participated in local, regional and global dialogues, and continued to contribute our perspectives, experiences and values.

The first priority of our current strategic plan was to consolidate our own capacity to continue to grow and sustain this work. In 2018, with assistance from an external agency, we developed a comprehensive organizational development process that began with identifying five distinct themes of priority:

- Recruit and cultivate talented leaders to manage and envision this work.
- Strengthen operational infrastructure (policies, systems and technology) to manage and support the complexity of the work.
- Nurture a learning environment that fosters curiosity, rejuvenation and innovation within the staff.
- Develop our global networks of influence and expand our presence in the wider ecosystem of the violence prevention work.
- Marshal resources for our five-year vision from like-minded partners who share our objectives and values.

We made substantial progress in at least three of the five themes, and look forward to further progress in all five areas in 2019.

At a programmatic level, much was achieved as we describe in this report.

In the **PRACTICE** area of our work, some of the highlights include:

- Investment in a year-long process of consultation, learning and revision of **SASA!** Testing is underway and it will be published and launched mid-2019. We are piloting the **Good School Toolkit** for Secondary Schools and a **Community Activism Toolkit** for prevention of violence against children, also for publication in 2019.
- Support to five VAC Prevention Centers in Uganda to undertake community activism and cascade our school-based work in 150 additional schools.
- Technical assistance to diverse collaborators to make **SASA!** available in multiple languages including French, Spanish, Urdu, Burmese, and Arabic. A translation of the **Good School Toolkit** in Kiswahili is also underway.
- Establishment of six new substantive partnerships and continued nurturing existing collaborations in more than 20 countries.

In the **LEARNING** area of our work, some of the highlights include:

- Launch of a five-year longitudinal study in collaboration with three research partners that will follow lives of a cohort of 3400 adolescents to learn how the **Toolkit** impacts their choices and life outcomes.
- Intensive learning about how **SASA!** is being implemented in diverse settings and published four case studies, a summary brief, and several programming tools.
- Experimenting with an integrated organization-wide thematic learning process. The first Learning Circle focused on mental health and its linkages to the experience of interpersonal violence.
- Creation of tools to tighten the feedback loop between what we were seeing on the ground and how the insight found its way back into the planned activities.

In the **INFLUENCING** part of our work, some of the highlights include:

- Specific engagement with multiple partners in promoting a school wide VAC prevention approach including, MoES, local governments, Teacher's Training Colleges, INGOs and CBOs.
- Infusion of a feminist analysis through the GBV Prevention Network including four social media campaigns, 16 days of Activism Action and Advocacy Kits, and Rethink and Reenergize member processes across four countries
- Co-convening role and strategic leadership in multiple global initiatives that promote ethical scale up, a feminist analysis and strong technical VAW prevention programming.
- Contributing expert opinion in policy dialogues and on documents by influential groups that shape multimillion dollar violence against women or children prevention budgets.

2018 was a pivotal year. We entered it fresh from reflection on our previous strategic framework with bold ideas for the next chapter of Raising Voices. Our work in 2018 laid a solid foundation for our new strategy, and we now look forward to building on this fertile ground. In the following pages we report on the progress we made in each of these areas and invite you to learn more about our work through our website, publications, or by reaching out to us.

WE PARTICIPATED IN LOCAL,
REGIONAL AND GLOBAL DIALOGUES,
AND CONTINUED TO CONTRIBUTE OUR
PERSPECTIVES, EXPERIENCES AND
VALUES.



RAISING
VOICES AIMS
TO IMPLEMENT,
INSPIRE, AND
STRENGTHEN
ACTIVISM TO
PREVENT VIOLENCE
AGAINST WOMEN
AND CHILDREN.

PRACTICE

“Previously, my child had hated school because a teacher and some children were shaming him. Once I took him to [a Good School], they handled him well and gave him responsibility of time keeping...now, he doesn’t want to miss school.

FEMALE PARENT,
BUKOLWA RC PRIMARY SCHOOL

“My whole week here has been very enriching. I came here asking myself, now what are we going to do in Awareness? One thing that I am going to take home is the questioning approach. I think our prevention activities using other approaches need to take that angle, other than the traditional way of informing so that you write up your attendance list and numbers reached...”

SASA! AWARENESS PHASE
COURSE PARTICIPANT

Through the **Practice** area of work, Raising Voices aims to implement, inspire, and strengthen activism to prevent violence against women and children. This year, the **Practice** team at Raising Voices continued to support communities and institutions to enrich their activist skills and spirit. We strengthened existing partnerships and formed strategic new ones. We revised and adapted our methodologies and developed program tools to incorporate ongoing learnings and address emerging realities and developments in the field of violence prevention.

1. STRENGTHENING COMMUNITY ACTIVISM FOR VIOLENCE PREVENTION

Raising Voices supports five community-based VAC Prevention Centers (VACPCs), which act as first-responders, advocates, and activists within their communities to prevent and respond to VAC. VACPCs also provided direct technical support to 150 schools across three districts toward completing implementation of the Good School Program. In 2018, Raising Voices also strengthened the capacity of VACPC staff to reach an additional 150 schools through a cascade model where teachers in a Tier 1 school mentor Tier 2 schools, which are now mid-way through **Good School Toolkit** implementation. VACPCs also conducted over 500 community outreach activities including drama shows, dialogues, discussion groups, and film shows, and responded to 1666 cases of violence reported to them.

In our support to various partners, we observed a need for more guidance on systematic, principle-based, activism for violence against children prevention at community level. We developed a Community Activism Toolkit (CAT) and began piloting it in four communities. The CAT is designed to be useful to any organization working with communities as an entry point to prevent VAC. It can be used together with the **Good School Toolkit** in communities surrounding intervention schools or as a standalone guide to make community-level VAC programming more effective. The VAW prevention team developed a Program Brief on helping organizations and communities sustain change and move forward after the Action phase of SASA!

VAC PREVENTION CENTERS ALSO
CONDUCTED OVER 500 COMMUNITY
OUTREACH ACTIVITIES INCLUDING **DRAMA
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CASES OF VIOLENCE REPORTED TO THEM.

2. STRENGTHENING INSTITUTIONAL ACTIVISM THROUGH THE VIOLENCE PREVENTION LEARNING CENTER

Both VAW and VAC prevention partnerships expanded in 2018 and interest from organizations to use our methodologies continues to grow. The VAC prevention team partnered with four new organizations: Cotton on Foundation, AVSI Foundation, Child Fund and HakiElimu, who aim to implement the entire *Good School Toolkit* and have trained their staff through the Violence Prevention Learning Center. We also partnered with two primary and two secondary schools directly to implement the Good School Program to continue our on-going learning and strengthening of the Toolkit.

The VAW prevention team has 34 current partnerships; some directly implementing SASA!, others focusing on adaption and scale, while still others working through consortium modalities. Our partnerships span almost 20 countries and are growing more strategic with an increasing focus on scale and adaptation of SASA! For example, working on scaling SASA! with Oxfam and UN Women in Zimbabwe and UN Women Pacific to provide technical support on adaptations of SASA! and SASA! Faith as well as collaborating to establish a joint Violence Prevention Learning Centers (VPLC) in Fiji. The center will be modeled on our VPLC in Kampala and enable organizations in the Pacific region to access contextualized technical assistance for SASA! and VAW prevention programming.

Technical assistance to partners using SASA! and SASA! Faith continues with courses in Kampala, onsite visits and remote support. We continue to be inspired by the creativity, dedication and results of partners and the communities where they work with commitment to transform social norms and make life safer for women. The VAW prevention team also developed a program tool for assessing the quality of SASA! programming to further support fidelity to the approach, and help organizations determine the areas of programming that if further strengthened, will increase the impact of SASA! programming.

3. ADAPTATIONS AND SCALE

Through new partnerships, Raising Voices introduced the *Good School Toolkit* to 146 additional schools. While the Good School materials are available to anyone, in these schools we support the partners to provide regular technical support and monitoring, and are therefore confident in the quality and fidelity of implementation. For the first time, we are supporting a partner to implement the *Good School Toolkit* outside of Uganda – HakiElimu with 10 pilot schools in Tanzania.

In 2018 we started piloting the *Good School Toolkit* for Secondary Schools in two schools. The pilot introduced schools to the new content, such as sessions on power and gender and sexual harassment in schools. Despite the mobility of the teachers at secondary level, the schools have been able to implement most of the planned activities because they have put student leaders at the forefront of implementation – this is an innovation initiated by schools themselves that we intend to further refine the materials with greater leadership roles for students.

The *SASA! Activist Kit* is now available in Arabic, French and Urdu; Burmese and Spanish translations and adaptations are underway. The translations are done by partner organizations with Raising Voices providing technical assistance and oversight, helping the partners ensure fidelity to the original as well as the quality and spirit of activism infused throughout *SASA!*

The continued and ever expanding use, adaptation and scale up of the *SASA!* approach around the world compelled Raising Voices to initiate a major revision of *SASA!* At the beginning of 2018, to ensure that the *SASA!* revision is evidence and practice-informed, we began a 9-month process of engaging diverse stakeholders through surveys, one-on-one interviews, focus group discussions and individual consultations. We engaged partners, funders, global experts and organizations using *SASA!* We learned from organizations deeply immersed in *SASA!*, those who had never finished and others who decided not to begin. We engaged groups who had struggled with *SASA!* and those who flourished with it. We asked them all to tell us what works, what doesn't, what is missing, what they think the field needs now, and their ideas for making *SASA!* stronger. This learning, combined with over a decade of practice-based insights is being used to reimagine, revise, and recreate the 2nd edition of the *SASA!* approach. We are deeply committed to ensuring its ethical and effective use by partners and hope that the new version will have a stronger impact, will better meet the needs of frontline activists, transform institutions, and contribute to good practice in the VAW prevention field.

Finally, the VAW prevention team developed two additional Program Briefs: one on the typology and process of adapting *SASA!* and the other on guidance for adaptation and implementation of *SASA!* in humanitarian settings. Both emerged through the learning from the *SASA!* Adaptations Project (see Learning below) and are grounded in the realities and needs of partner organizations. Each Brief developed this year is based on rigorous learning from practice and went through an iterative process of testing, reviews and revisions before finalizing. We believe that the thoroughness of this process will yield dividends in terms of resonance and feasibility of the new materials.



STRATEGIC DIRECTIONS

SCALE. As *SASA!* and *Good School Toolkit* are increasingly included in large programs and scaling up initiatives, we invested considerable time thinking through the implications of scale at a programmatic and organizational level. We recognize the need for continued internal learning as well as new partnerships where we can experiment with what it takes to scale our methodologies. With this learning, in 2019 we will articulate lessons and directions in the form of a guidance note to scaling *SASA!* as well as identify strategic partnerships for implementation and learning.

TECHNICAL ASSISTANCE MODALITIES. Over the past year, Raising Voices continued to engage with diverse organizations expressing interest in rolling out our methodologies for preventing VAC and VAW. The ever-growing and changing demand presents a challenge and an opportunity for Raising Voices. Increasingly, the types of organizations seeking our methodologies are large INGOs, UN agencies and bi-laterals. This changes the nature of our partnerships and TA. In 2019 we will support staff to better engage these groups while not losing sight of our commitment to national and community-based organizations and groups. In order to meet demand, we will continue to develop external TA providers and a rigorous accreditation process, form cohorts of partners to learn together at the VPLC, provide enhanced remote TA using virtual platforms, and ensuring onsite TA is robust and results-based with new mechanisms for assessing quality and impact of our TA.

SUSTAINABILITY. In 2018, we invested in two Program Learning Initiatives, supported by the Learning team, aimed at enhancing sustainability of the Good School Program and strategized around how we could support schools and partners to keep the program alive over time in terms of both structures and ideas. By the end of 2018, we estimated that the ideas from the *Good School Toolkit* were being used in approximately 750 schools. In 2019, we will assess and document the status of implementation at schools we know of, that are using The Toolkit to gauge and act on opportunities for strategic investments and partnerships that promote sustainability. Finally, a Program Brief on sustaining change in *SASA!* communities was developed in 2018 to better support partners in sustaining change. The practice-based learning is feeding into the *SASA!* revision with the development of activities and skill building for formalizing and sustaining change, including a full rethink of strategies to ensure more wholistic programming within organizations, communities and institutions.



INDICATORS

4

SASA! courses
with 95 activists
from 26 partner
organizations

5

VAC Prevention
Centers
functioning

1666

VAC cases handled
at the VAC
Prevention Centers

35

partners
being
supported to
use SASA! and
SASA! Faith

4

VAC partnerships,
reaching 146
schools to roll out
GST

24

on-site Good School
TA visits

13

onsite visits to SASA!
and SASA! Faith
partners

4

VAW prevention
tools and materials
published

106

urgent action cases
supported



THE LEARNING STRATEGY AIMS TO NURTURE AND SUSTAIN OUR INTERNAL LEARNING CULTURE, AS WELL AS EXPAND PRACTICE-BASED KNOWLEDGE, AND THE GLOBAL EVIDENCE BASE FOR WHAT WORKS TO PREVENT VIOLENCE AGAINST WOMEN AND CHILDREN.

LEARNING

“...these regular feedback sessions have helped us to think deeper about our work. You see at first we thought Raising Voices was giving us additional work, yet we are not experts in research and documentation; it felt like a burden, but now our staff and program has improved a lot because of the regular feedback and reflections we hold”

EXECUTIVE DIRECTOR
GST PARTNER

At Raising Voices, we aspire to inspire a passion for learning that moves us beyond what we currently know, and harnesses the different perspectives and ideas within the organization. With this broad objective, the learning strategy aims to nurture and sustain our internal learning culture, as well as expand practice-based knowledge, and the global evidence base for what works to prevent violence against women and children. We pursue this through three complementary streams: research collaborations, iterative learning and evaluation (L&E), and knowledge integration—where we build skills and broaden the scope for reflection within our teams. In addition, as the uptake of both *SASA!* and the *Good School Toolkit* continues to expand globally including new adaptations (see Practice section above), our learning is increasingly motivated by two questions: What is the potential for adapting and scaling evidenced-based prevention methodologies? And, what is the long-term influence and sustainability of prevention programs? In 2018—the inaugural year of our new strategy—we took bold steps and celebrate the following milestones:

1. LAUNCHING FOOTPRINTS

An important research collaboration initiated this year is ‘Footprints’ a cohort study designed to follow approximately 3,400 children and adolescents who participated in the Good School Study in Luwero at the endline stage in 2014. This research has exciting potential to learn how the **Good School Toolkit** influences children as they transition to adolescence and beyond, including their emotional development, dreams and worldviews, relationships, and intimate partnerships. By following these young people (currently aged 15 to 19) over a five-year period, we will also be able to examine the complex relationships between violence experienced as children and violence later experienced (or perpetrated) within intimate partnerships, as well as how these dynamics influence mental health. Importantly, we will also explore how broader factors such as family relationships and the operational culture within primary schools can build the capacity for resilience for these young girls and boys. Footprints is being implemented as a multi-disciplinary collaboration between Raising Voices, the London School of Hygiene and Tropical Medicine, MRC-Uganda, Makerere University and the University College London’s Institute of Education.

2. LEARNING FROM SASA! ADAPTATIONS

Consolidating findings and recommendations from our **Learning from SASA! Adaptations Project**: The **SASA! Adaptations Project** reached its final year in 2018. This collaboration between Raising Voices and five partners—Beyond Borders (Haiti), IRC-Kenya, Women’s Promotion Center (Tanzania), the University of California, San Diego (United States) and the United Nations Trust Fund on Violence against Women—aims to distil learnings from SASA!’s adaptation in diverse settings: the Caribbean setting of Jacmel, Haiti; a humanitarian setting in Dadaab, Kenya; and a rural setting in Kigoma, Tanzania. 2018 was action-packed, including the final wave of data collection and analysis; developing blogs, papers, and presentations; and facilitating a series of consultations and an all-partner validation workshop in Kampala where we collectively drew out implications and the potential applications of the learning. To facilitate greater resonance and influence in the field, we integrated a strong focus on documentation and dissemination. We also worked with partners to conduct an assessment of SASA! technical assistance which will feed into our 2019 Practice strategic direction of strengthening Raising Voices TA. Considerable learning was generated and published in four case studies, a summary brief, and several programming tools (see Practice section above), all available on our website. An academic paper is currently under review and the case studies and tools will be launched in Kampala in early 2019.

3. COMPLETING THE FIRST LEARNING CIRCLE

The 2018-2022 strategy includes Learning Circles, envisioned as a curated space where we explore cross cutting topics that hold strategic value for our VAW and VAC prevention work. This year we experimented with our first Circle on violence and mental health, which was coordinated by a small team and pursued over a four-month period. The Circle unfolded through 7 sessions—designed to engage diverse learning styles, for example by drawing on video, literature, and guest speakers. Overall the experience was positive, and we look forward to evolving this initiative in the coming years. Not only did we gain a better understanding of the prevalence, connections to violence, and gendered aspects of many mental health illnesses, but we also gained more confidence discussing mental health topics and insights on how we can more explicitly promote positive mental health in our prevention work. Key takeaways are available at [here](#).

4. TIGHTENING ‘LEARNING TO PRACTICE’ LOOPS

Throughout the year, Raising Voices had an overarching emphasis on tightening the linkages between learning and practice. For instance, we developed a “Reflect & Act!” template to help focus our team strategy sessions around two or three achievable actions that articulate a concrete link to our practice-based learning. We also embedded more L&E-specific support (through webinars, trainings and onsite visits) within the general TA program for both SASA! and Good School partners. We also actively supported the VAW team’s SASA! revision process, designing a robust learning cycle to ensure diverse experiences and recommendations were considered.

TO FACILITATE GREATER RESONANCE AND INFLUENCE IN THE FIELD,
WE INTEGRATED A STRONG FOCUS ON DOCUMENTATION AND
DISSEMINATION.

We also worked with partners to conduct an assessment of SASA! technical assistance which will feed into our 2019 Practice strategic direction of strengthening Raising Voices TA.



STRATEGIC DIRECTIONS

Sometimes learning is forged at critical junctions, when challenges arise, and produce the opportunity to recalibrate and grow. Two such experiences stand out from 2018.

COHORT TRACING. With Footprints, Raising Voices and our partners are conducting large-scale “cohort tracing” for the first time—an exercise where the research team physically locates children and adolescents that we last engaged in 2014 during the Good Schools Study. This has proven to be extremely challenging, requiring skillful detective work and relationship building as we try to find these individuals through connections with schools, other children, and community leaders. In addition, other sensitivities have required careful consideration—such as explaining why these particular children have been selected, allaying any suspicions or concerns, finding appropriate means to maintain engagement over the next five years, and determining how best to trace children who have left Luwero. Initially we anticipated that schools would be the main entry point—however we underestimated how many potential cohort members had moved, transferred, or were no longer enrolled in school. As a result, our strategy evolved several times, for example by expanding our research team, prioritizing home visits (rather than schools) during the term break and extending the timeline for this initial stage of the research. We will continue to learn and hone these approaches in 2019 including tracing in other districts where the adolescents have moved.

COORDINATION CHALLENGES. Coordination challenges occur within most partnerships, and the **Learning from SASA! Adaptations** project is no exception. With partners spanning time zones from U.S. to the Caribbean and East Africa, maintaining strong communication has been tricky. We learned early in the partnership that in-person workshops at key moments are critical (for relationship building, shared accountability, and co-learning), however balancing partners’ busy schedules led to several delays—for example our all-partner validation workshop was rescheduled numerous times and the Kampala launch event was ultimately postponed to 2019. While these challenges can at times disrupt program momentum, they have also strengthened our flexibility and pragmatism, and motivated us to develop a wide toolbox of communication options (including WebEx, WhatsApp, Skype, email, and “regular” phone). Another positive development has been strengthening our IT capacity for remote participation through video conferencing, which has helped us to keep things moving when schedules do not perfectly align.



INDICATORS

60
organizations in
25 countries received
technical support to
implement SASA!

3
new research
grants
awarded in
2018

18
reflective
processes
including staff
development
sessions & tutorials
conducted

15
Learning, evaluation
and TA visits to VAC
Prevention Centers

1,379
children and
adolescents
interviewed for
Footprints cohort

2
VAC Program Learning
Initiatives on scale
and sustainability
completed

12
publications launched by Raising Voices; **5** case
studies, **5** academic papers and **2** creating change



OUR INFLUENCING
STRATEGY LEVERAGES
OUR PRACTICE
AND LEARNING
TO SHAPE AND
PROMOTE EFFECTIVE,
POLITICIZED
VIOLENCE
PREVENTION EFFORTS.

INFLUENCING

“I am now very proud and confident, that I am a feminist”

FEMALE PARTICIPANT OF THE TANZANIA R&R

“Thank you headteachers for embracing the Good School Toolkit
to change the situation at schools, I wish every headteacher and
school takes on the GST.

SECRETARY GENERAL, UGANDA NATIONAL
ASSOCIATION OF TEACHERS UNION (UNATU)

This year, we continued to be active in national, regional, and global spaces, including advocacy groups and workshops, conferences, and collectives. In addition, we are increasingly convening our own processes as well as providing opportunistic input in high level strategic thinking and documents.

1. NATIONAL ADVOCACY

NATIONAL DIALOGUE ON VAC.

At the national level, our aim is to inspire critical reflection on VAWC among influential gatekeepers such as policymakers, local government officials and the general public to spark a national dialogue and gain acceptance and endorsement on key issues. To this end, in 2018 we participated and presented in various processes and events including the National Dialogue on Safe Learning Environments organized by Ministry of Education and Sports, Ministry of Gender Labour and Social Development, WHO, UNICEF, and Irish Aid. We convened civil society actors around emerging cases of sexual violence in schools and participated with the Uganda Parliamentary Women's Association (UWOPA) in a press conference on Sexual Harassment in Educational Institutions. We also convened stakeholders in education around global advocacy days, such as the Global Action Week in Education, World Teachers' Day, and we built awareness and capacity of media stakeholders – editors and journalists – to improve reporting on VAC. For us, supporting a national dialogue means being in the room, at the table as well as behind the podium injecting a rights-based, child-centered perspective on violence.

ADVOCATING WITH THE MINISTRY OF EDUCATION AND SPORT (MOES) TO INTEGRATE GOOD SCHOOL IDEAS.

We believe that a lasting nationwide shift in the operational culture of schools is strongest if integrated through the existing Ugandan education system by the Ministry of Education and Sports and District Education Departments. In 2018, we engaged various departments at MoES at national level including the Secondary Education Working Group to advocate for their buy-in for the adaptation of the Good School Toolkit for secondary schools, and we have begun a dialogue with the Teacher Instructor Education and Training Department on how to integrate Good School ideas into pre- and in-service teacher training. We have also continued to build our relationships with District Local Governments and organized a school visit for MoES and World Bank to experience VAC Prevention Centers and schools implementing the Good School Toolkit.

INFLUENCING UGANDA'S SPOTLIGHT INITIATIVE.

Uganda has been chosen as one of eight countries in Africa to receive the United Nations/European Union Spotlight Initiative funding. This multimillion dollar investment seeks to significantly impact VAW prevention and response within each country through six pillars of work. Raising Voices spent considerable time and energy over the year to inform, influence and support the development of Uganda's Country Program with particular emphasis on the prevention pillar. Given that Spotlight is a joint effort of five UN agencies, it was challenging for Raising Voices to maintain an active presence but through relationship building with key leaders and considerable persistence, Raising Voices was able to significantly influence the prevention pillar. We are also in conversations with the global team around other Spotlight countries and look forward to beginning the work, with CEDOVIP, for supporting SASA!'s scale up in Uganda in 2019.

2. REGIONAL ORGANIZING

DEEPEN ANALYSIS, INCREASE CONNECTIONS AND ACTIVISM ACROSS THE HORN EAST AND SOUTHERN AFRICA.

The GBV Prevention Network's initiatives including **Get Moving!**, **Sister-to-Sister**, social media platforms and the **Rethink and Reenergize (R&R)** member's meetings are generating buzz in the region both on and off line. The focus of all the Network's activities is injecting a feminist analysis in ways that build community and solidarity, that challenge the status quo, and demonstrates the value in a gender power analysis. Four online campaigns were held in 2018 (#FeministSparks, #VAWFreeworld, #MovementsMatter, #SolidarityWins) with the feminism campaign enjoying the most popularity on both Facebook and Twitter with 950 retweets during the 3 day campaign. Eight R&Rs were held in 4 countries (Uganda, Tanzania, Zimbabwe, Malawi) reaching staff and activists from over 70 member organizations. Invitations to the R&Rs are coveted and in high demand, in large part due to the self-care framing of the R&Rs which creates a space that activists enjoy and feel supported in. We've found that this allows members to cultivate an open-minded perspective and a willingness to unlearn and relearn critical issues like feminism, ethics, as well as their understanding of some of the VAW prevention and response evidence base. Overall the Network experienced a 44% increase in interest and participation in its activities from 2017. These processes are increasing feminist consciousness and have made the Network a thought leader engaging in the region in program content and strategic style both offline and online. This is an exciting opportunity for deeper, and wider outreach to heighten feminist consciousness and VAW prevention, and response programming across the region.



3. GLOBAL ACTION

COALITION BUILDING.

Raising Voices plays a co-convening or strategic leadership role in four different global groups that are growing and impacting the larger field of VAW prevention; Community for Understanding Scale Up (CUSP), the Coalition of Feminists for Social Change (COFEM) and the Prevention Collaborative, and the International Summer School on GBV in Emergencies, all strategic global initiatives. Key highlights from the work of each group where Raising Voices played a meaningful role include:

- **CUSP:** increasingly influential, CUSP was asked to present at various global meetings such as the Social Behavior Change Communication Conference in Bali, Indonesia, the Asia Pacific Regional Meeting on Violence against Women and Girls and WHO's Launch of the RESPECT Framework. CUSP also published a 2018 Case Study Collection, synthesizing CUSP member learnings into five distinct case studies, accompanied by an overview document to capture patterns across CUSP members' experiences of scale. Along with the Case Study Collection, CUSP reflected on its experience as a global learning group for sustained social norms change in a blog hosted on the Sexual Violence Research Initiative's (SVRI) website.
- **COFEM:** also increasingly cited and called on to participate in global events and comment on guidelines and strategic documents, COFEM launched the Feminist Pocketbook which is a series of ten tip sheets on critical issues related to VAW in development and humanitarian settings such as Staying Accountable to Women and Girls and Men as Activists and Allies. COFEM also launched a website and hosted an online global knowledge summit during the 16 Days of Activism. As a result of a strategic thinking process, COFEM now has a 3-year plan for COFEM advocacy and action.
- **THE PREVENTION COLLABORATIVE:** hired multiple full-time staff this year expanding the capacity of the Collaborative's work to move forward. The major accomplishment was selecting and training the first cadre of 20 Prevention Mentors (many of whom are former Raising Voices staff) who will lead the technical accompaniment area of work for the Collaborative. The first Learning Partnerships will be launched in early 2019.
- **THE INTERNATIONAL SUMMER SCHOOL ON GBV IN EMERGENCIES WAS LAUNCHED AND HOSTED ITS FIRST INSTITUTE.** A rigorous curriculum was developed, expert lecturers and facilitators recruited and a cohort of 27 students from 16 countries participated in the online and in-person course to excellent reviews. The Institute is a unique university-accredited course rooted within the University College Dublin and preparing to expand globally in 2019. A 5 year strategic plan is in development with an emphasis on practice-based learning and commitment to foster collaboration between academics and activists.

POLICY INFLUENCE.

At global level, the VAC prevention team promotes sound principles of quality VAC prevention work, showcasing how working with schools is an effective entry point to prevent VAC, and advocating for the prioritization of VAC prevention within the education sector. In 2018, we presented our work and participated in a number of global networks and conferences, for example the Comparative and International Education Society Annual Meeting, World Congress on Preventing Violence and Injury, and a top-level meeting hosted by DFID on VAC prevention. The VAW prevention team similarly engages a variety of funders, experts and staff of key agencies through strategic reviews of documents and papers to presentations and participation in advisory groups among others. Some highlights include strategic review of upcoming DFID Guidance on Scale and WHO's Respect Framework, participation in the Global Women's Institute's Leadership Council, presentations in global events organized by Oxfam, Align, Gates Foundation, UN Women, IntraHealth, and DFID, World Congress on Violence and Injury Prevention, Expert presentations for Government Ministers organized by DFID and the development of a White Paper in response to Irish Aid's new international development policy.

WE BELIEVE THAT A LASTING
NATIONWIDE SHIFT IN THE OPERATIONAL
CULTURE OF SCHOOLS IS STRONGEST IF INTEGRATED
THROUGH THE EXISTING UGANDAN EDUCATION SYSTEM
BY THE MINISTRY OF EDUCATION AND SPORTS AND
DISTRICT EDUCATION DEPARTMENTS.



STRATEGIC DIRECTIONS

VAC PREVENTION COALITION BUILDING. Within VAC area of work, at a global level, we will focus on assembling a community of practitioners working on the issue of VAC in schools and seek to influence funding priorities of key donors that are investing in promoting children's rights. We will continue building connections and networks within the education sector and seek to publish thought pieces which synthesizes a cogent case for prioritizing investment in prevention of VAC in schools. At a regional level, we will continue to engage education sector players within East Africa to invest in addressing the operational culture of schools. At a national level, we will work with the MoES and its implementation structures including teacher's training institutions and local government to build on-going support for at scale implementation of the **Toolkit**.

FOCUSED ADVOCACY AND GUIDANCE FOR VAW PREVENTION. The ever growing interest in VAW prevention brings new opportunities and challenges – programs being developed that lack feminist analysis, scale up efforts that may not prioritize the safety, agency and well-being of women, and approaches, such as SASA!, increasingly included in large funding calls without adequate preparation or resources for quality programming. In the coming year, we will continue to use practice-based learning and partnerships to reflect upon and respond to these pressing challenges—nationally, regionally and globally—always remaining accountable to women and communities. In Uganda, we will continue advocating for accountable male engagement programming across the feminist movement, as well as support the adaptation and implementation of SASA! in the Spotlight Initiative. Regionally, building from the strengthened relationships with GBV Prevention Network members, we will expand our engagement in R&R countries and add a new level of engagement focused on funders, policy-makers and civil society heads in these countries through Prevention Symposiums to cultivate more informed discourse, policy and practice of VAW prevention across HESA. Globally, we will continue to support and develop strategic initiatives by joining our collective power with other feminists and women's rights organizations passionate about transforming harmful social norms. Our focus will be to challenge systems of oppression and influence the adoption of more feminist-driven programming and policy around the world.



INDICATORS

696
members
participated in
Network activity

3
VAW prevention
convenings
hosted

Participated in
57
advocacy events,
making 27
presentations

11
advocacy
meetings
held with
MoES

8
R&Rs in 4
countries
representing
over 70 member
organizations

Strategic
leadership in **4**
global collectives
on VAW

839
publication
downloads from our
website

7
strategic policy/
strategy reviews

11
advocacy-focused
publications developed
and disseminated

26,943
Twitter engagements
through the GBV
Prevention Network

ORGANIZATIONAL OVERVIEW



“I’M AT RAISING VOICES BECAUSE THE VALUES OF RAISING VOICES RESONATE WITH MY PERSONAL VALUES.”

STAFF MEMBER

LEADERSHIP

This year, Raising Voices invested substantial resources in developing and executing an organizational strengthening exercise. We partnered with Center for Basic Learning Initiative (CBLI) to develop a strategy that involved diversifying leadership and strengthening operational infrastructure. In 2018 we focused on the following three specific area:

Three senior level recruitments were made including a Country Director, an Operations Coordinator and a Senior Admin and Human Resource Officer. The management of the day-to-day work continued under the guidance of the management team of five senior staff and several staff members were promoted into leadership position within their own teams. We also recruited a new Board Member with specific expertise and experience in Finance Management.

HUMAN RESOURCE

We hired a Consultancy firm to review and strengthen organizational human resource policies and practices. Still ongoing, this involves an organization-wide dialogue and an online survey regarding HR policies and practices. We consolidated our HR records and strengthened the staff Savings Scheme procedures.

INFRASTRUCTURE

we invested in and fully committed to the new accounting software (Navision) that will eventually allow us to create a digital accounting system that minimizes paper-based transactions. From requisitions to the final approval, the entire process can be done online. We also invested in video conferencing facilities and subscribed to cloud-based software that archives all organizational data online. We have also identified a consultancy firm that will enable us to rationalize our archiving system and ensure that organizational information is documented and stored in an accessible manner.

In 2018, we invested considerable organizational time in consolidating the management and operational systems. We engaged a reputable firm to conduct internal biannual internal audit and an independent firm to conduct an external audit. We continued to embrace growth and to devolve decision-making authority to leaders based within specific teams.

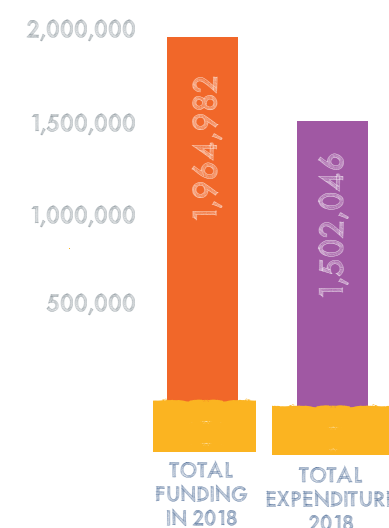
The strengthening exercise also brought challenges:

- Recruitment of senior staff took longer than anticipated. We went through several rounds of open processes and ultimately found the candidates through referrals and head-hunting.
- The roll out of the new accounting system turned into months long processes of iterative problem solving that is still not fully completed, though we are nearing the end.
- The HR policy strengthening may have raised anxiety within some staff regarding its purpose. Considerable time was invested in explaining that it was not a retrenchment exercise but one of strengthening Raising Voices’ ability to use our financial and human resources efficiently – and further creating a positive and transparent work environment for all staff.

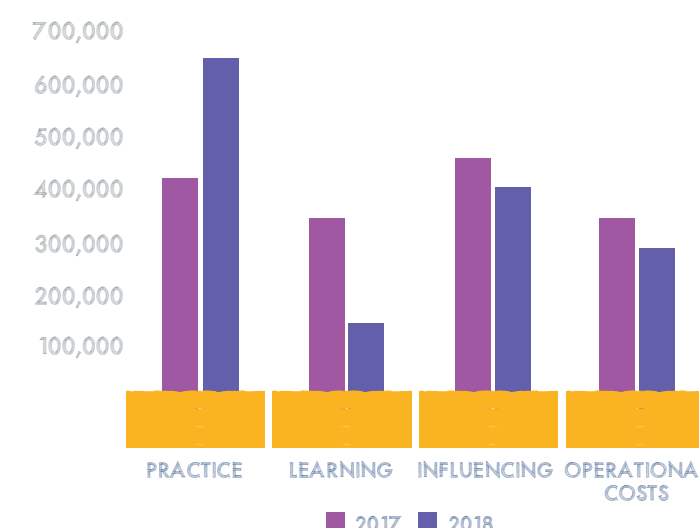
FINANCIAL SUMMARY

Strong relationships with funding partners allowed Raising Voices to mobilize resources to support the first year of the new strategic plan. We continue to cultivate a diverse donor base, drawing our income from ten partners. In 2019, we will develop at least two new funding partners as our agreement with UNTF comes to a close.

2018 TOTAL FUNDING EXPENDITURE (USD)

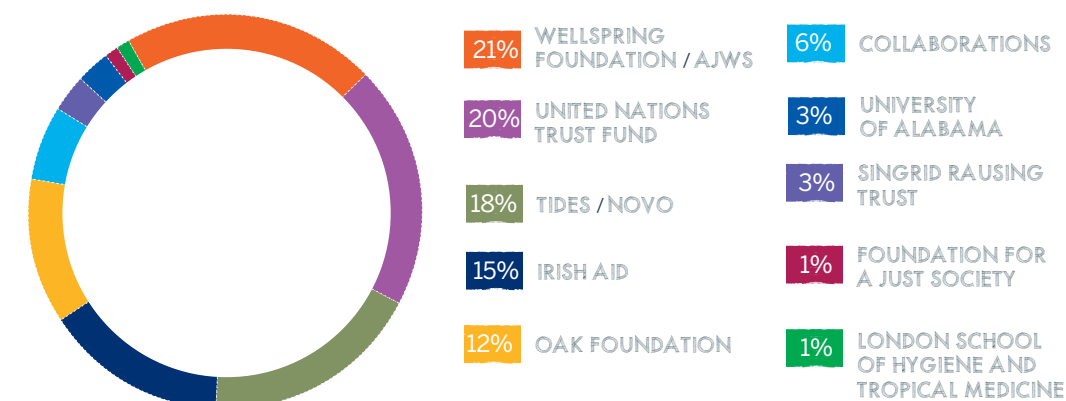


2018 INCOME CONTRIBUTION BY DONOR



The above expenditure figures are tentative; the 2018 audited accounts (currently being audited by an external auditor) will contain the definitive financial statement.

2017 AND 2018 COMPARISON OF EXPENDITURE BY PROGRAM AREA





REFLECTIONS

AS MORE INDIVIDUALS BEGIN TO ASK THE CRITICAL QUESTIONS, WE HAVE TO ENSURE AS AN ORGANIZATION THAT OUR RESPONSES ARE FRESH, GROUNDED AND IMAGINATIVE.

2018 was the first year of our five-year strategy. We made bold choices and began to take steps towards the next chapter of our work. We extended our practice by adapting and scaling our ideas, by working hard to bring partners along and building a network of collaborators that spreads far and wide. As we saw the field around us grow, we looked inward too, to ensure that we remained curious and continued to learn from our work, our environment and our colleagues both through rigorous studies and practice-based learning. We also began making solid investments in consolidating the third arm of our work; of ensuring that our experience and ideas are made visible and influence the shape of violence prevention upstream within policies and strategies. The following are some the questions we asked ourselves and that became themes threaded throughout our work in 2018.

A) OUR NICHE IS EVOLVING.

For a long time, we were part of a handful of groups that were focused on how to prevent violence against women and children. Now, as more and more groups see violence prevention as a center-piece of their work, as more resources become available, and more talented individuals start applying their energies in this area, we are on the cusp of helping create a virtuous cycle; one that could generate sufficient momentum to become an established area of activity. As the field matures, we need to strategize with more acuity how Raising Voices contributes to it. As more individuals begin to ask the critical questions, we have to ensure as an organization that our responses are fresh, grounded and imaginative. As more researchers, INGOs, bi-laterals and others reach out to us for collaboration, we have to ensure that we invest resources in asking incisive questions. As more resources become available, we have to think deeper about where the needs are most urgent, where chance of success is highest and where we can best leverage our time and energies. This requires Raising Voices to develop more rigorous processes and procedures for making choices, for declaring positions and for going beyond the familiar to take measured risks. The framework of our current strategy anticipated this environment and is supporting our thinking and positioning.

B) SCALE AND ITS AMBIGUITIES.

The flavor of the moment is scale and how to shorten the time span from the inception of an idea, to that idea becoming integrated into the new normal. Our own preoccupation in the current strategy is about how to engage with this critical question thoughtfully. Is it about numbers, intensity, reach and sustainability or all of the above? The animating insight for us has been to remember that scaling of social change interventions cannot be thought of in the same manner as consumer products, where the stakes are so different for women, men and children. Changing social norms at scale around interpersonal violence is a more complicated enterprise and requires a more skilled calibration of the process and a patient nurturing. Our biggest investment in the coming years is disentangling this issue, understanding what it means practically and strategically for Raising Voices, and finding more clarity in this area. We have seen with the depth of twenty years of experience that theories are easy; getting them adopted and implemented is harder.

C) ORGANIZATIONAL STRENGTHENING.

Even the best ideas only flourish if they have a vehicle in which they are nurtured, developed and sustained. In 2018, we grasped that with clarity and invested in developing the infrastructure necessary within Raising Voices. We spent time in finding the right people and sought to surround them with an enabling environment. We hired experts who could help us develop sustainable systems, invested in technology that could free up our energies for deeper questions and diversified leadership and decision-making processes so that work can flow in multiple directions.

D) INFRASTRUCTURE DEVELOPMENT CHOICES CAN BE COSTLY.

One of the lessons we learned this year is that a wrong choice can be profoundly costly. In a bid to modernize our technology infrastructure we invested a substantial resource in a system and group of consultants who assured us that the software package would solve our existing issues. It took us a year of frustrated problem solving to realize the value of engaging an independent advisor when navigating unfamiliar terrain, and to not be overly enamored by technological solutions that can bring their own complications. The upshot from this painful experience is the recognition that all organization wide processes have to have a thoughtful due-diligence process with technical advice before committing to such an enterprise.

E) PEOPLE ARE THE BIGGEST RESOURCE.

Through multiple processes and in numerous instances, we came to appreciate with awe, the value of people. Towards the end of the year when we felt that the right people had been identified for the right position, there was a palpable sense of relief and optimism throughout the organization. When individuals who had been nurtured within the organization began to assume positions of responsibility and demonstrate leadership, when junior staff began to insist that their colleagues adhere to values we all declare we live by, then it is possible for such an organization to envision work that is bigger than any individual within it. It is that happy circumstance that we have sought to nurture at Raising Voices, and what we believe makes a sustainable organization.

FINAL WORD

THE BEGINNING OF A NEW STRATEGY IS AN EXCITING AND SOMETIMES DAUNTING EXPERIENCE.

Questions abound:

Will we be able to accomplish our goals? Are new directions enhancing or deviating us from our core identity and mission? What skills do we need to build further to contribute meaningfully to our longer-term objectives?

Beginning can be unsettling yet also full of promise and hope. We made a solid start, and with new staff on board, and increased leadership within existing teams, we feel optimistic about 2019.



LEARN MORE

We are happy to share the full list of 2018 materials published or co-authored by Raising Voices.

PROGRAMMING FOR PREVENTION SERIES

- SASA! Graduation Strategy, Programming for Prevention Series, Brief No.3, <http://raisingvoices.org/resources/#programming-for-prevention-series>
- Adapting SASA! Tips and Tools, Programming for Prevention Series, Brief No. 4 <http://raisingvoices.org/resources/#programming-for-prevention-series>
- Assessing SASA! Programming: Tips and Tools, Programming for Prevention Series, Brief No. 5, <http://raisingvoices.org/resources/#programming-for-prevention-series>
- Implementing SASA! in Humanitarian Settings: Tips and Tools, Programming for Prevention Series, Brief. No. 6, <http://raisingvoices.org/resources/#programming-for-prevention-series>

CREATING CHANGE SERIES

- Changing gender power dynamics in Pakistan, Creating Change Series No.5 <http://raisingvoices.org/wp-content/uploads/2018/09/CreatingChangeSeriesNo.5.RaisingVoicesTrocairePakistan.Sep2018.pdf>
- Connecting Organizations for Change in Tanzania, Creating Change Series No. 6 <http://raisingvoices.org/wp-content/uploads/2018/09/CreatingChangeSeriesNo.6.RaisingVoicesAmaniGirls.Aug2018.pdf>

LEARNING FROM SASA! ADAPTATIONS CASE STUDIES

- Summary Brief: Learning From SASA! Adaptations in Diverse Contexts <http://raisingvoices.org/innovation/disseminating-ideas/>
- Dadaab Case Study: Learning from SASA! Adaptations in a Humanitarian Context <http://raisingvoices.org/innovation/disseminating-ideas/>
- Jacmel, Haiti Case Study: Learning from SASA! Adaptations in a Caribbean Setting <http://raisingvoices.org/innovation/disseminating-ideas/>
- Tanzania Case Study: Learning from SASA! Adaptations in a Rural Setting <http://raisingvoices.org/innovation/disseminating-ideas/>
- SASA! Technical Assistance Hub in Haiti. Kampala, Uganda:

COMMUNITY FOR UNDERSTANDING SCALE UP (CUSP) CASE STUDIES*

- Social Norms Change at Scale: CUSP's Collective Insights
http://raisingvoices.org/wp-content/uploads/2013/02/1.CUSP%E2%80%99s-Collective-Insights_interactive.FINAL_.pdf
- Social Norms Change at Scale: Insights from GREAT
http://raisingvoices.org/wp-content/uploads/2013/02/1.Insights-from-GREAT_interactive.FINAL_.pdf
- Social Norms Change at Scale: Insights from IMAGE
http://raisingvoices.org/wp-content/uploads/2013/02/2.Insights-from-IMAGE_interactive.FINAL_.pdf
- Social Norms Change at Scale: Insights from SASA!
http://raisingvoices.org/wp-content/uploads/2013/02/3_Insights_from_SASA_interactive_FINAL.pdf
- Social Norms Change at Scale: Insights from Stepping Stones
http://raisingvoices.org/wp-content/uploads/2013/02/4.Insights-from-Stepping-Stones_interactive.FINAL_.pdf
- Social Norms Change at Scale: Insights from Tostan
http://raisingvoices.org/wp-content/uploads/2013/02/5.Insights-from-Tostan_interactive.FINAL_.pdf

ACADEMIC ARTICLES*

Economic evaluation of the Good School Toolkit: an intervention for reducing violence in primary schools in Uganda. (BMJ Global Health) <https://doi.org/10.1136/bmjgh-2017-000526>

Implementation of the Good School Toolkit in Uganda: a quantitative process evaluation of a successful violence prevention program. (BMC Public Health) <https://doi.org/10.1186/s12889-018-5462-1>

Effects of a violence prevention intervention in schools and surrounding communities: Secondary analysis of a cluster randomised-controlled trial in Uganda. (Child Abuse & Neglect) <https://doi.org/10.1016/j.chiabu.2018.06.007>

Examining diffusion to understand the how of SASA!, a violence against women and HIV prevention intervention in Uganda. (BMC Public Health) <https://doi.org/10.1186/s12889-018-5508-4>

Changing the norms that drive intimate partner violence: findings from a cluster randomised trial on what predisposes bystanders to take action in Kampala, Uganda. (BMJ Global Health) <https://gh.bmj.com/content/bmjgh/3/6/e001109.full.pdf>

*Publications written in collaboration with our research or activist partners. Please see hyperlink for authorship details.

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