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Learning Report

Social Development Direct

Building Technical Capacity for VAWG Prevention and Influencing in Zimbabwe

Learning Report

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"I found a pool of knowledge, where I got to take part in group activities. The[y] were delivered in a feminist safe space, unlearning deep instilled values and relearning to better serve the communities we serve"

(EWF participant, session 20)

1. Executive Summary

1.1. Introduction

This report summarises learning from the delivery and outcomes of the Building Technical Capacity for VAWG Prevention and Influencing curriculum in Zimbabwe, implemented from May 2025 to March 2026 with participants from Musasa, Deaf Women Included (DWI) and Emthonjeni Women's Forum (EWF). The curriculum aimed to strengthen women's rights organisations' (WROs) capacity to design, deliver, and monitor evidence-based, feminist and context-responsive violence against women and girls (VAWG) prevention programming, and to influence the wider sector in relation to VAWG. Delivered as a 20-session co-learning process, the curriculum covered foundational VAWG prevention concepts, including feminist leadership, behaviour change, effective, intentional and holistic programme design, political economy analysis, Theory of Change, evidence-based prevention interventions including SASA! Together, safe and ethical monitoring, evaluation and learning, and resource mobilisation.

1.2. Methodology

The report consolidates findings from evaluations that participants completed after each session, as well as an overall evaluation at the end of the curriculum. After each session, participants completed a Session Evaluation Form digitally, using KoboToolbox, an open-source data collection, management, and visualization platform. The questionnaire asked them to reflect on their learning and experience, including on:

- the new knowledge gained and how they anticipated applying it in their work;
- any topics that remained unclear;
- their comfort asking questions and seeking clarification from the facilitator;
- their confidence in understanding the session content;
- the extent to which they found the session enjoyable and interesting; and
- overall, how helpful the session was for their professional roles.

1.3. Findings

Overall, participant feedback indicates that the curriculum made a substantial contribution to strengthening knowledge, confidence and practical skills for VAWG prevention and influencing amongst participants. Participants reported clearer understanding of core prevention concepts, stronger ability to apply the socio-ecological model, COM-B framework, holistic programme design and MEL approaches, and greater confidence in translating theory into practical programming. By the end of the curriculum, participants rated their confidence in understanding the overall content and the helpfulness of the curriculum to their work very highly. Feedback also pointed to

meaningful shifts in thinking and practice, including movement from predominantly response-focused or fragmented approaches towards more holistic, feminist, inclusive, survivor-centred and prevention-oriented programming.

The curriculum's key strengths were reported to be its comprehensive technical content, practical relevance and participatory delivery. Participants valued the way the sessions linked foundational concepts to programme design, MEL, proposal development, budgeting, fundraising and influencing, describing the curriculum as a holistic reference package for VAWG prevention work. The feminist, safe and inclusive learning environment was central to the learning experience, enabling participants to reflect on personal values and biases, engage with sensitive content, ask questions comfortably and learn from peers. Facilitators reinforced these findings, observing high engagement, growing confidence, and strong internalisation of concepts over time.

The learning process also identified areas for improvement. Participants and facilitators noted that technically complex topics would benefit from greater time allocation, and suggested to include additional practical exercises, Zimbabwe-specific examples and case studies, and opportunities to apply learning to live programmes in future iterations. Other suggestions included to increase the prominence of policy and legislative analysis, data protection and ethical data management, and structured practice-based learning such as field visits, mentoring or applied assignments. Delivery considerations included consulting future cohorts on preferred pacing and scheduling, maintaining sufficient time for reflection and accessibility needs, and continuing to provide sign language interpretation and inclusive learning materials.

1.4. Recommendations

The report recommends that future curriculum rollouts maintain the participatory feminist approach while further strengthening facilitator preparation, peer-learning and post-session reflection processes. It also recommends redistributing time from introductory sessions towards more complex topics, incorporating structured practice-based learning, and introducing a follow-up process three to six months after completion to assess how participants have applied learning within their organisations and programmes. Overall, the BTC curriculum has laid strong foundations for more locally grounded, inclusive, evidence-based and sustainable VAWG prevention programming in Zimbabwe, with potential relevance for adaptation in other contexts.

2. Introduction

2.1. Background

Zimbabwe has a high prevalence of GBV occurring across all socio-economic and cultural backgrounds and regions of the country. The 2019 Multiple Indicator Cluster Survey (MICS) shows that close to 40% of women and girls in Zimbabwe experience physical violence in their lifetime and 12% experience sexual violence. Prevalence of physical violence among women and girls in Zimbabwe is 10 percentage points higher than the average global prevalence rate of 30%[1]. Intimate Partner Violence (IPV) is one of the most common forms of GBV in Zimbabwe, with 49% of ever married adolescent girls and women aged 15-49 reporting IPV in their lifetime. Despite the high prevalence rates of VAWG in Zimbabwe, the prevention landscape is still relatively nascent, with only a few VAWG prevention focused programmes in the country, including the FCDO funded Stopping Abuse and Female Exploitation (SAFE) Zimbabwe project, which SD Direct are technical partners on.

Recognising the need for VAWG prevention programming in Zimbabwe that contributes to Women's Rights Movements and activism, SDDirect adapted and delivered the Building Technical Capacity for VAWG Prevention and Influencing (BTC) curriculum in partnership with three Women's Rights Organisations (WROs), Musasa, Deaf Women International (DWI) and Emthonjeni Women's Forum (EWF). The curriculum was first developed by the BTC Malawi team in collaboration with partner WROs in Malawi to strengthen community-based WROs' technical capacity in VAWG prevention and response moving beyond awareness raising to norms and behaviour change programming.

This report shares key learning generated from the curriculum delivery, over the period May 2025 to March 2026.

2.2. Purpose of the curriculum

The BTC curriculum aims to equip WROs operating at community, sub-national, and national levels with the knowledge, skills, and approaches that are globally recognised as best practice in VAWG prevention, response and influencing. Its overarching goal is to create a collaborative space in which WROs and technical partners, such as Social Development Direct, can co-create VAWG prevention and influencing programmes

[1] Zimbabwe National Statistics Agency (ZIMSTAT) and UNICEF (2019). Zimbabwe Multiple Indicator Cluster Survey 2019, Survey Findings Report. Harare, Zimbabwe: ZIMSTAT and UNICEF.

grounded in shared understanding and aligned values. The curriculum also recognises the importance of contextual expertise, while providing WROs with access to globally generated evidence and approaches that can be adapted and applied within their own work.

2.3. Overview of the curriculum

The BTC curriculum is 20-session course that takes participants through a co-learning process of key concepts in VAWG prevention, the important ingredients for effective VAWG prevention programming and the entire process of developing and delivering a safe and effective VAWG prevention and influencing programme. Session outlines are provided in Annex 1.

The curriculum was intentionally designed to be integrated into participants' existing workloads rather than add to their time burden. Partner WRO leadership were asked to ensure that participants had dedicated time within their workloads to attend the sessions.

2.4. Participant overview and session attendance

The BTC programme was implemented across EWF, DWI and Musasa with participants deliberately selected to strengthen institutional capacity for VAWG prevention and response. Across the three organisations, participants occupied strategic leadership, programme implementation, advocacy and community mobilisation roles, positioning them to apply and cascade learning within their organisations and communities.

At EWF, ten participants were selected from programme staff involved in implementing organisational activities and engaging with communities. At DWI, ten participants were drawn from disability rights advocacy, community working groups and youth leadership structures, bringing expertise in disability inclusion, community mobilisation and violence prevention. At Musasa, ten participants were strategically selected from regional leadership, programme teams and senior management to ensure representation across the organisation's operational areas. Regional heads were prioritised due to their oversight and supervisory responsibilities, while programme staff and senior management representatives were included because of their central role in programme design, implementation, monitoring and institutional learning.

Despite demanding professional and personal commitments, overall attendance and engagement remained strong throughout the programme.

2.5. Session Attendance and Participation

Across all three organisations, participant commitment to the BTC programme remained high despite competing organisational, professional and personal responsibilities.

At EWF, participants occasionally missed sessions due to field activities, donor meetings, workshops and other organisational commitments. One participant was on maternity leave from October to January, resulting in her missing several sessions during that period. Upon her return, dedicated catch-up sessions were conducted to enable her to rejoin the learning process effectively.

At DWI, attendance challenges were linked to national events (such as International Day of Persons with Disabilities commemorations and the National Disability Expo), programme commitments, illness, family emergencies, caregiving responsibilities and travel. Despite these challenges, participants remained highly committed, regularly reviewing missed materials and engaging facilitators for follow-up discussions.

At Musasa, attendance challenges largely stemmed from programme activities that coincided with training sessions. In addition, participants travelling from regional offices faced logistical constraints and were often required to depart immediately after sessions to meet transport schedules. While these realities occasionally affected participation, mechanisms were put in place to ensure that missed content was covered.

To minimise the impact of absences across all organisations, facilitators provided one-on-one catch-up sessions, reviewed key concepts and shared learning materials with participants who missed sessions. At DWI, this approach required additional facilitator time but ensured that all participants remained up to date with the curriculum and actively engaged in subsequent sessions.

2.6. Participant Retention

Participant retention was strong across the programme. EWF and DWI retained all participants throughout implementation, with no replacements made despite attendance challenges and competing responsibilities. Both organisations prioritised individual follow-up and tailored support to ensure participants remained engaged and completed the learning journey.

At Musasa, one facilitator left the organisation during programme implementation to pursue other opportunities. To maintain continuity and ensure uninterrupted delivery of the curriculum, the facilitator was promptly replaced by a suitably qualified colleague.

3. Learning objectives

The curriculum learning objectives are to provide the participants with:

- Increased understanding of essential concepts for VAWG programming.
- increased understanding of effective VAWG prevention strategies and programmes including their key elements of success.
- The skills and knowledge to design effective VAWG prevention programmes and Theories of Change.
- the skills and knowledge to develop Programme monitoring, evaluation and learning (MEL) approaches.
- Increased understanding of the political economy and increased ability to develop and deliver policy influencing at national and district levels.
- Strengthened skills and processes for resource mobilisation for long term programming and core support.

4. Methodology for generating learning

4.1. Session evaluations

The BTC programme team developed an evaluation approach tailored to adult learners, aimed at assessing learning outcomes and the practical applicability of new knowledge and skills, while also gathering feedback on each session's facilitation and content. After each session, participants completed a Session Evaluation Form digitally, using KoboToolbox, a data collection, management, and visualization platform. The questionnaire asked them to reflect on their learning and experience, including on:

- the new knowledge gained and how they anticipated applying it in their work;
- any topics that remained unclear;
- their comfort asking questions and seeking clarification from the facilitator;
- their confidence in understanding the session content;
- the extent to which they found the session enjoyable and interesting; and
- overall, how helpful the session was for their professional roles.

All close-ended and rating questions were followed by providing participants space for comments. To support continuous improvement, the evaluation concluded with an open feedback section where participants could suggest improvements for upcoming sessions, including aspects related to training delivery, content, facilitation, or accessibility. Since the final session in the curriculum is a summary session for the full curriculum, the questionnaire for this session focused on the training content as a whole, rather than on the final session only. Both questionnaires are in Annex 2.

The programme did not use a pre–post test approach to assessing learning for the following reasons:

- Adult learners may feel undue pressure when assessed against predefined criteria, which can undermine their engagement and comfort with the curriculum;
- The approach prioritised learner agency by inviting participants to identify their own areas of growth through open-ended questions (e.g. "What new knowledge have you gained?"), rather than measuring progress against externally set priorities;
- Pre–post tests can be time-intensive, and the programme sought to minimise fatigue by avoiding questionnaires before sessions began;
- Pre-post tests risk mainly capturing knowledge gains in terms of short-term memory and may not accurately predict longer term knowledge acquisition.

4.2. Session debrief meetings

Following the delivery of each session, and in preparation for the following session, co-facilitators met with the SDDirect team to discuss the feedback from the participants, including the digital feedback gathered through the Kobo platform (see section 4.1), as well as their own reflections on session engagement, comprehension and satisfaction. This was followed by a discussion on any relevant and feasible adaptations to the content and modalities of the following sessions.

4.3. Final learning workshop

In May 2026, a brief learning workshop was held with the curriculum facilitators where the insights from the evaluation feedback from participants were presented and reflections sought. Facilitators said the findings accurately reflected participants' feedback, as well as their experiences.

5. Learning from the delivery of the BTC Curriculum

This section of the report details the outcomes of the evaluation feedback provided by participants for sessions 1 to 19, as well as feedback focused on the overall curriculum, and a final learning workshop with the co-facilitators and their feedback through an anonymous survey.

5.1. Learning and knowledge outcomes

Across the curriculum, participants reported substantial gains in knowledge, confidence, and practical skills relevant to feminist, and inclusive, VAWG prevention and influencing work. Key areas of learning included:

- feminist leadership and self-reflection;
- prevention theory and behaviour change models;
- holistic programme design and MEL;
- ethical and safe data practices; and
- fundraising and resource mobilisation for WROs.

Overall, participants described feeling more confident, capacitated, and prepared to design and implement evidence-based, context-responsive prevention programmes and influencing efforts.

> *"I am confident to put theory into practice now"* (Musasa participant, Session 20)

When asked to share what **new knowledge** they gained through the curriculum, participants reported strengthened understanding across several core areas relevant to VAWG prevention work. These are shown in Figure 1 below.

Figure 1: Knowledge acquired by participants during the curriculum



Many highlighted that they learned how to design prevention programmes systematically, from contextual analysis and strategic decision-making through

stakeholder engagement, proposal development, budgeting, implementation, and MEL, as well as fundraising, donor profiling, collaboration with partners and consortium-building, and sustainable resource mobilisation for WROs. Overall, participants described the curriculum as **significantly broadening their conceptual understanding while equipping them with practical skills to design ethical, community-centred, inclusive, and evidence-based VAWG prevention programmes aligned with organisational values**.

Facilitators highlighted the importance of revisiting complex concepts across sessions, noting that areas of confusion were addressed through revisiting and clarification in subsequent sessions.

Figure 2: Confidence in understanding of the curriculum content

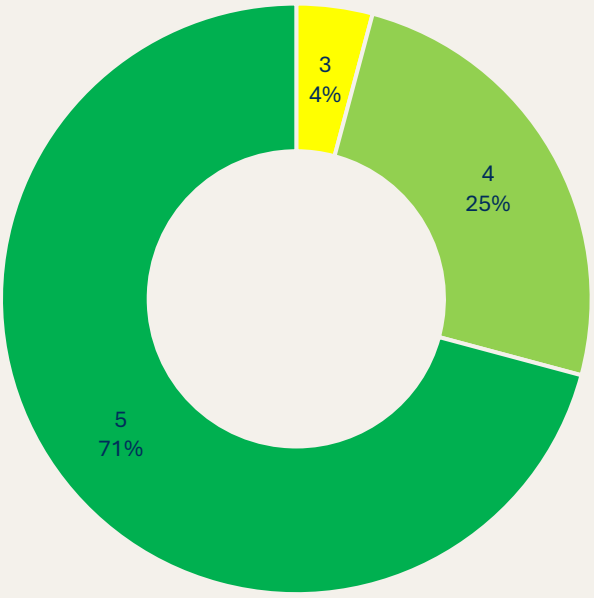


Figure 2 shows that, at the very end of the curriculum, participants rated their confidence in **understanding of the overall curriculum content** from 1 ("I didn't understand the session content well") to 5 (very clear, I understood well) on average as **4.67**, with over two responses out of three being 5.

When elaborating on their ratings, participants expressed a strong sense of confidence and clarity in their understanding of the curriculum content, frequently noting that sessions were clearly articulated and supported by practical examples, visuals, group work, and participatory facilitation methods. Many appreciated how sessions built progressively on one another, and seeing all *"taught concepts fit together" (BTC participant)* over time, with handouts and take-home exercises reinforcing learning between sessions.

New knowledge I gained included…

"My beliefs influence values I refer to in VAWG work." (Musasa participant, Session 1)

"As a feminist I must value self-care, that it starts with me to be able to assist other women, so my physical, emotional, spiritual and social state has to be perfect." (EWF participant, Session 2)

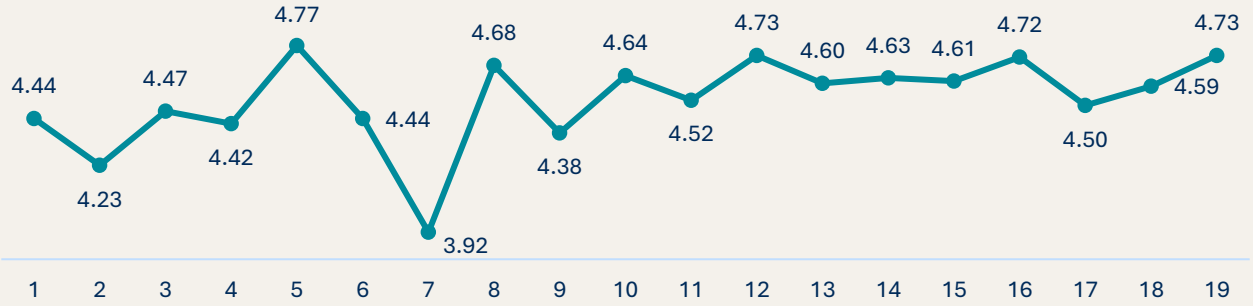
"Inclusion is broader than just addressing physical/visible barriers. There is need for us to be deliberate in inclusion." (Musasa participant, Session 1)

"I learnt that women experience different forms of violence throughout their entire lifetime. Sometimes it overlaps on one person. 31% of women are affected by VAWG." (EWF participant, Session 3)

"I learned that fundraising is not just about asking for money, but about building relationships and aligning our mission with the right funders" (EWF participant, Session 19)

While several participants reported partial understanding of more complex topics or a need for additional time to familiarise themselves with new, at times "jargony" terminology, repeated discussion helped clarify them, and facilitators used methods that made learning easy to follow. Figure 3 shows participants' rating of their confidence in their understanding of the content across sessions 1-19. The lowest rating to confidence corresponds to session 7, *"How to implement effective prevention programmes making our programs intentional*", which rated an average of 3.92 out of 5. The highest rating in terms of participants self-reported confidence, at an average of 4.77, was session 5 *"Understanding causes of VAWG to find solutions"*.

Figure 3: Confidence in understanding the content over time



Among the **topics for which participants requested further clarification**, two broad areas were identified; concepts and analytical frameworks and practical application and implementation, as shown in Box 1. Some of these were addressed in the beginning of the following sessions to provide further clarity. Given the facilitators' concerted efforts to provide further clarification where needed, the overwhelming feedback reflected increased confidence, capacity, and readiness to apply prevention concepts and tools in practice, and contribute more effectively within their roles and communities.

Box 1: Areas noted by participants as requiring further clarification

Concepts and analytical frameworks	Practical application and implementation
• Distinctions between administrative and prevalence data • Certain abbreviations • Intersectionality • Spousal maintenance • Economic Transfers	• How to design and deliver transformative and aspirational programming • How to generate practice-based learning

- Invisible power dynamics
- The socio-ecological model, particularly on identifying actors at various levels without duplication
- COM-B, particularly the links between motivation factors and behaviour
- SASA! Together phases
- Theory of Change and Theory of Action

- How to create workplans and develop budgets
- How to measure impact
- How to undertake risk assessments
- Ethical data use

While some concepts (particularly COM-B) were initially perceived as difficult, facilitators noted that participants were ultimately able to understand and apply them, suggesting that understanding improved over time through continued engagement with the concepts.

5.2. Shifts in thinking and practice

Participants described clear shifts in thinking and intention to **apply the new knowledge** in how they approach VAWG prevention and influencing work resulting from the curriculum. Many reported becoming more intentional, reflective, and prevention-focused on programme design, facilitation, and community engagement. Participants whose primary role is in responding to victim-survivors, particularly counsellors, also shared how they planned to transfer new skills over to their response work.

"As a Counsellor I got inspired by the principle of starting with self as it enables me to take stock of my beliefs, background and ensure these do not become a stumbling block for women and girls to access services" BTC Participant

Participants highlighted stronger commitment to inclusive, survivor-centred, and feminist approaches, alongside greater awareness of the need to challenge personal biases, respect diverse values, practise self-care, and create safe, non-judgemental spaces in their work. Overall, participants articulated a shift from reactive or fragmented approaches towards more strategic, holistic, and values-driven prevention practice.

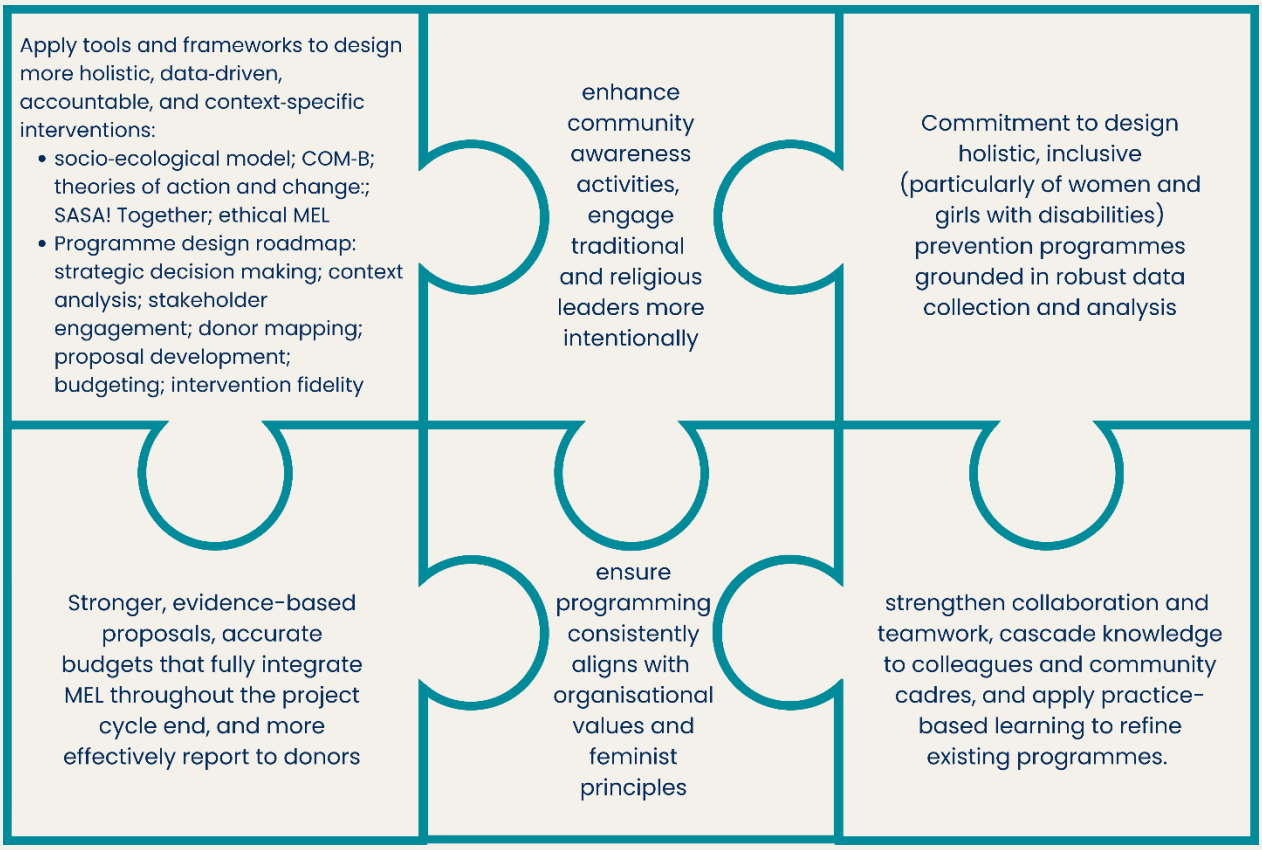
"Going forward when doing proposals there is need to tackle VAWG holistically using the Socio ecological model. EWF may consider collaborating with other stakeholders to maximise on impact." (EWF Participant, Session 5)

"That holistic programming is not about perfection but collaborating with other organisations." (EWF Participant, Session 8)

"Going forward I have gained insight on how important it is to be more inclusive of everyone in our diversity. Going forward I will ensure that I value everyone's opinion and be a more open and supportive to my colleagues creating an inclusive space always." (EWF Participant, Session 1)

Shifts in thinking and commitments to shift in practice reported by participants are outlined in Figure 4.

Figure 4: Reported shifts in participants' thinking and practice



Facilitators highlighted that participants demonstrated strong internalisation of learning, including the ability to translate concepts into practical application.

Overall, the new learning has potential to inform more strategic resource mobilisation, adaptive management, and the delivery of transformative, context responsive VAWG prevention interventions.

"The knowledge will enhance my program designing skills and be inclusive of persons living with disabilities." (Musasa participant, Session 1)

"I will apply this knowledge by analysing power dynamics in my work to better understand the root causes of gender inequality." (EWF participant, Session 12)

"I was mainly accustomed to response which targets the individual in socio-ecological model and it was ineffective so the curriculum brought the missing piece in the work that I do as a counsellor. In order to end VAWG there is need for a holistic approach and COM-B." (Musasa participant, Session 20)

"This curriculum has really been an eye opener. The importance of ensuring that programming responds to all parts of the socio ecological model made me realise that it's not implementation if done in parts. Understanding the context before planning of what intervention to bring into an area was also new knowledge. Our programming needs to be deliberate and transformative." (Musasa participant, Session 20)

When asked in the final evaluation the extent to which the training had **changed the way they approach their work on violence against women and girls**, participants reported a positive shift. Many described feeling more empowered, informed, and confident, noting a shift from a primary focus on response to a stronger, more intentional emphasis on prevention. Participants highlighted improved ability to design interventions that address individual, interpersonal, community, and societal drivers of violence, rather than treating cases in isolation. Several emphasised becoming more deliberate in programme design, applying clear steps, fidelity to models, and inclusive approaches, while being mindful of context, do no harm principles, and avoiding harmful stereotypes. Others noted increased critical thinking, empathy, and awareness of how participant engagement and broader ecosystems influence outcomes. Overall, the training deepened participants' commitment to holistic, evidence-based, and transformative VAWG programming, strengthening both their prevention practice and professional confidence.

"I need to do self-introspection first before assisting women so my beliefs do not affect outcomes. Apply feminist principles as much as possible and encourage women to report violence ensuring proper documentation to inform future programming." (EWF participant, Session 20)

"Understanding that there are many causes underneath which prevent people from reporting will assist me in designing a program that address the root causes of IPV" (Musasa participant, Session 4)

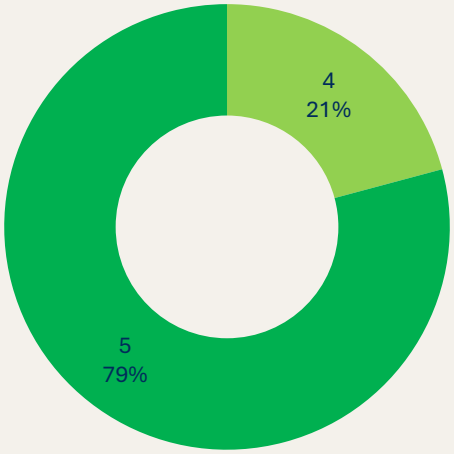
Facilitators observed that the curriculum led to deep personal as well as professional reflection among participants. They noted that learning extended beyond technical skills, with participants engaging critically with their own beliefs, behaviours, and biases, and reflecting on how these influence their work. This was seen as evidence of meaningful transformation aligned with the feminist and reflective foundations of the curriculum.

5.3. Participant learning experience

Figure 5 shows that, at the very end of the curriculum, participants rated the **helpfulness of the overall curriculum** very highly, with an average score of **4.79 out of 5** ("very helpful"), and almost four out of five respondents rating it at a 5.

Participants consistently described the sessions as helpful, relevant, and directly applicable to their work in GBV prevention, response, community engagement, and programme design. Many noted that the curriculum, by strengthening their knowledge, enabled them to better support survivors and design more effective and holistic interventions. Participants frequently characterised the training as empowering, eye-opening, and informative, highlighting that it deepened their understanding of the full programme cycle. Others appreciated the practical solutions provided, the shared peer learning environment, and the ability to connect theory to everyday work, including

Figure 5: Helpfulness of curriculum



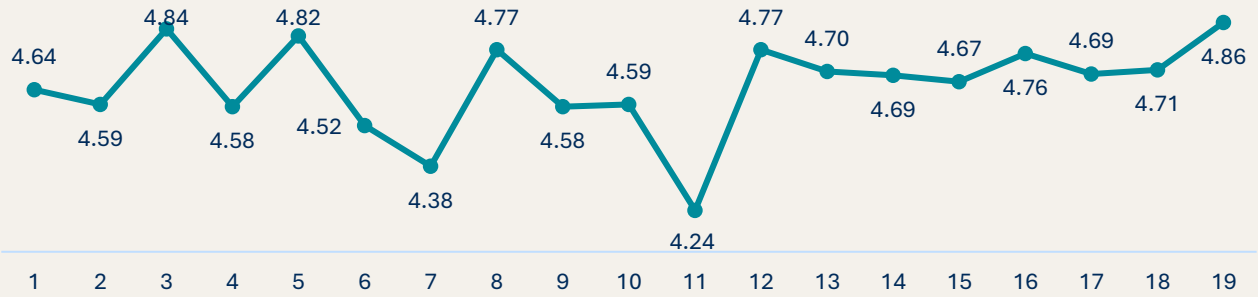
when working with persons with disabilities or tailoring interventions to community realities. Overall, participants consistently emphasised that the sessions were transformative, practical, aligned with organisational mandates, and strengthened their capacity to deliver impactful, evidence based, and context appropriate GBV prevention and women's empowerment programming.

"The session provided valuable and relevant information that can be directly applied to my work in GBV prevention and women's empowerment. The session's focus on best practices, community engagement, and survivor-centred approaches will likely enhance my professional impact." (DWI participant, Session 2)

"The content included all aspects from foundational information to research and MEAL (…). It was thorough" (Musasa participant, Session 20)

While perceived helpfulness was consistently high across sessions, as outlined in figure 6**Error! Reference source not found.**, some variation was observed. The lowest-rated session in terms of helpfulness, though still rated positively with an average score of **4.24 out of 5**, was session 11, *"How to implement effective prevention programmes: Ensuring programme exposure"*. Among the highest-rated sessions were session 3, *"The nature of violence against women and girls (VAWG) in our context"*; session 5, *"Understanding the causes of VAWG to find solutions"*; and session 19, *"Fundraising for grassroots women's rights organisations"*.

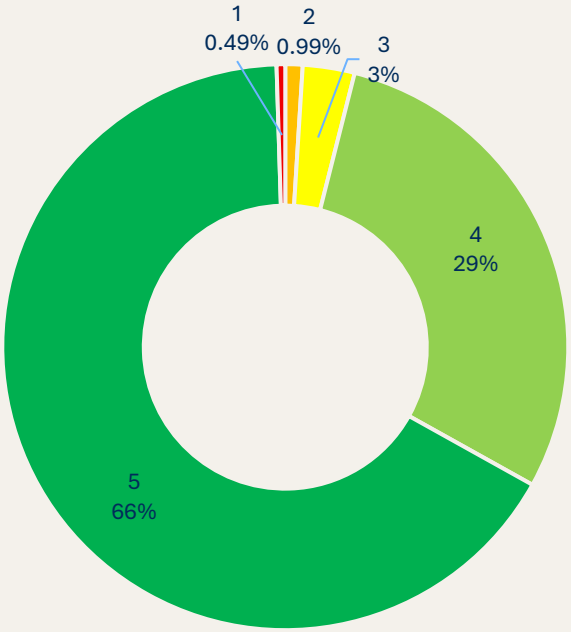
Figure 6: Helpfulness of the session over time



Participants' reflections indicate that the BTC curriculum was delivered within a learning environment that was largely supportive, engaging, and conducive to meaningful participation. Reported high levels of comfort to ask questions, enjoyment, and perceived suitability of the programme's pace and structure suggest that the delivery

approach successfully enabled learning while fostering inclusion, reflection, and active engagement.

Figure 7: Comfort asking questions



Participants reported high levels of **comfort asking questions** throughout the sessions, with an average rating of **4.62 out of 5**, indicating that most felt very comfortable seeking clarification during sessions. In qualitative feedback, participants reported feeling comfortable, supported, and encouraged to ask questions, and frequently described the environment as safe, inclusive, non-judgemental, and welcoming. This allowed them to ask questions freely and relate new knowledge to their personal experiences and professional work. Participants highlighted facilitators' patience, clarity, engagement skills, the use of clear examples, group work, visuals, probing questions, and repeated checks for understanding, the respectful treatment of all contributions, and the sense of being listened to. While some noted initial hesitation or occasional confusion, these concerns generally diminished as sessions progressed. Overall, the sessions were consistently described as informative, well-explained, engaging, and conducive to open dialogue and learning.

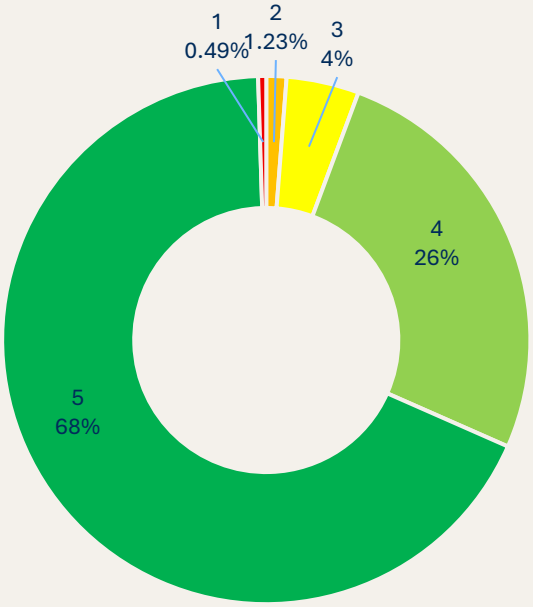
"I felt free to ask questions for the sake of clarity and dealing with my expectations, fears and hopes" (Musasa participant, Session 1)

"Facilitators were patient and continually asked if participants [under]stood and whether the participants had questions" (Musasa participant, Session 1)

"It provided platform to air your views without fear" (DWI participant, Session 19)

Facilitators linked participants' willingness to reflect on personal values and biases to the inclusive and non-judgemental learning environment created through the participatory and feminist facilitation approach.

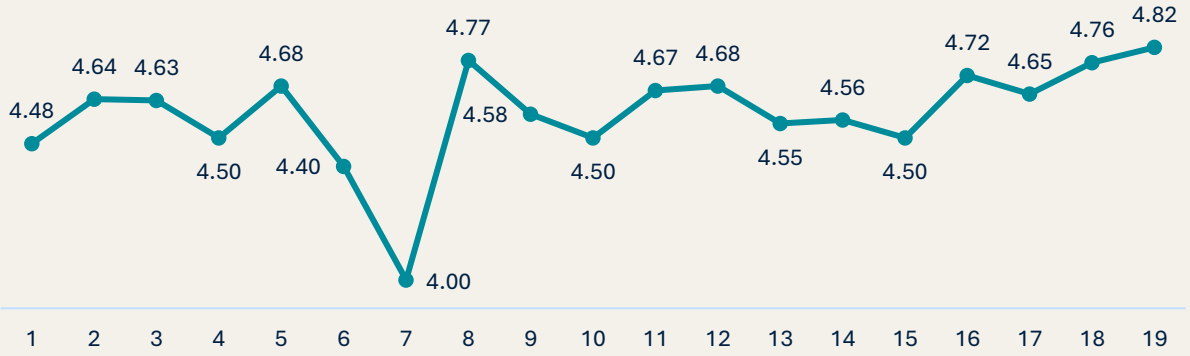
Figure 8: Participant Satisfaction with session content and delivery



Participants described the sessions as highly **enjoyable and interesting**, with more than two thirds of respondents rating enjoyment at 5 out of 5 and an average score of **4.6**. Engagement was frequently attributed to the variety of teaching methods, especially interactive and participatory methods such as role plays, group work, dramas, icebreakers, card games, context-specific illustrations, and real-life examples, which made learning relatable, fun, meaningful, accessible and relevant. Many welcomed the inclusive and non-judgemental atmosphere, the availability of sign-language interpretation, and the facilitators' energy, clarity, and warmth. While a few mentioned moments of emotional intensity, fatigue, or challenges with dense content, particularly for sessions 3, 6 and 7, the overall experience was described as stimulating, motivating, eye-opening, reflective, encouraging introspection and supportive of sustained learning.

The least enjoyable and interesting session according to participant feedback, which rated an average of 4 out of 5, was session 7, *"How to implement effective prevention programmes making our programs intentional"*. This session, which focuses on anchoring VAWG prevention programmes in existing theoretical/social frameworks, also recorded the lowest level of participant confidence in understanding the session topic. The lower enjoyment and interest ratings may therefore be linked to challenges in comprehension, as difficulty understanding complex or dense content can contribute to participants feeling overwhelmed, which in turn may reduce engagement and enjoyment. Among the highest rating sessions for this criterion were session 8, *"How to implement effective prevention programs – Making our programmes holistic"*, 18, *"Developing a Monitoring Evaluation and learning strategy (continued)"*, and 19, *"Fundraising for grassroot women's rights organisations"*.

Figure 9: Enjoyment and interestingness over time



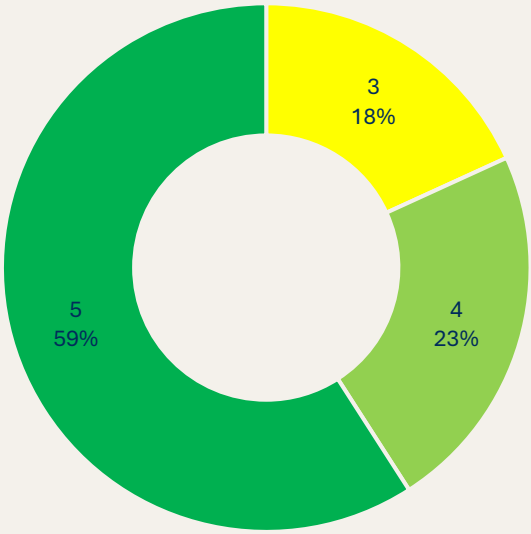
Facilitator reflections reinforced the importance of participatory approaches in driving engagement, noting that interactive elements such as group work and role plays were particularly effective, and more lecture-based elements were less engaging. They also noted the need to continuously adapt delivery approaches to ensure accessibility, particularly with sign language interpretation. This required additional preparation and adaptation of explanations to ensure comprehension across diverse participant groups.

"[I] enjoyed the practical sessions on values and the idea of having participants move from different points based on whether they agreed on the statement was fun and very interactive" (Musasa participant, Session 1)

"The session was engaging, informative, and well-facilitated, making it an enjoyable and interesting experience" (DWI participant, Session 2)

"The session was handled beautifully and was interactive and the facilitator probed and encouraged active listening." (EWF participant, Session 9)

Figure 10: Suitability of the programme's pace and structure



Participants generally found the **pace and structure of the overall programme** suitable and supportive of learning, with an average rating of **4.4 out of 5,** however nearly one in five participants rated the suitability as 3 out of 5. Many participants valued the structured sequencing of sessions, regular scheduling, and spacing that allowed time for reflection, completing assignments, and application of

learning between sessions. Among those who rated the pace and structure as a 3 out of 5, concerns centred on programme duration and logistical demands. One participant noted that the overall duration was too long and suggested a six-month format as more appropriate, while another proposed more frequent, weekly sessions. Another described the pace as difficult, with too short intervals, and tiresome for those who had to travel from outside Harare, suggesting it would have been ideal to divide participants by location or considering putting aside a day of travel only with rest time. Participants who rated the programme at 4 out of 5 highlighted the benefits of session spacing, noting that it allowed them to "adequately reflect and apply some of the knowledge gained throughout the sessions," while others appreciated the programme's flexibility, for example in accommodating public holidays. Among those who provided the highest rating, a participant mentioned that homework and the handouts gave the opportunity to reflect and read more between sessions which they found very practical and helpful, with three other participants noting the spacing of the sessions allowed digesting/reflecting and using the knowledge and skills gained in the field. There was also appreciation of the facilitators' practice of revisiting earlier content.

"Facilitators also broke down each component of the sessions, which made them easier to follow" (Musasa participant, Session 1)

5.4. Strengths of the curriculum

Participant feedback highlights strengths across both the technical content and delivery of the BTC curriculum. The programme was widely perceived as comprehensive, relevant, and well aligned with the realities of VAWG prevention work, while its participatory and feminist delivery methods supported deep learning, reflection, and practical application.

Technical content of the curriculum

Participants consistently described the **technical content** of the curriculum as comprehensive, holistic, and highly relevant to their work in GBV prevention and response. They valued the curriculum's breadth and depth, which spanned foundational concepts through to advanced programme design, making the **curriculum a complete reference package for VAWG prevention work**.

"Holistic and comprehensive package that one can always refer to and that it is 100 percent relevant my line of work which is GBV prevention and response" (EWF participant, Session 20)

Core strengths included the focus on programme design methodologies and their link to practical examples, enabling participants to understand how behaviour and norm change, social transformation, and violence prevention operate across individual,

interpersonal, community, and societal levels. The content on MEL, data collection and use, proposal writing, budgeting, and fundraising was widely viewed as critical, with participants emphasising how these components clarified why some programmes succeed while others fail. Session 20 was highlighted as particularly valuable, as it brought together all concepts and demonstrated how they interrelate to support the design of effective, context specific prevention programmes. Participants also noted that the content focused a lot on inclusion, the respect for diversity, and awareness of social and cultural elements influencing norms and behaviours in different contexts, as well as on reflection on personal beliefs, and challenged harmful norms and assumptions.

"Learning about the socio ecological model equipped me with the skills to choose a more appropriate strategy and activity for my project depending on the different levels of engagement." (EWF participant, Session 20)

"The session really blended well with proposal writing which is key in VAW prevention" (EWF participant, Session 8)

"Some of the topics are very sensitive and emotional, it helps when we keep sharing stories it can help someone or a survivor" (DWI participant, Session 3)

Delivery of the curriculum

Many valued the in-person format, noting that it fostered peer learning, experience sharing, and sustained engagement. Participants praised the feminist, safe, inclusive, and non-judgemental learning environment, which encouraged open dialogue, critical reflection, and active participation. Handouts, visual materials, participatory methods (particularly the use of group work and role plays) were seen as especially effective in translating theory into practice. Reflection questions, journaling, and take-home assignments were effective in supporting comprehension and reinforcing learning outside the sessions. The structured 8-step roadmap helped participants clearly understand how programmes are designed and implemented from start to finish.

Participants also noted the patience, commitment, and diversity of facilitators as key strengths, highlighting how facilitators revisited previous content, used practical examples, and ensured learners were comfortable before progressing.

Facilitators highlighted the importance of jointly reviewing and adapting the curriculum in advance of delivery to "get into the shoes" of participants before delivering the sessions.

5.5. Areas for improvement

While overall feedback on the curriculum was highly positive, participants identified several areas where future iterations could be strengthened, relating to both **technical content** and **delivery and accessibility**.

Technical content of the curriculum

In relation to **technical content**, suggestions by participants included to avoid repeating some topics, such as VAWG definitions, after they had been covered "extensively in earlier sessions", and incorporating more Zimbabwe-specific case studies, examples and contextual analysis to strengthen relevance and applicability. While the curriculum had been adapted to the Zimbabwean context, facilitators reflected that participants may have expected more extensive use of locally grounded case studies and examples. Some participants also expressed interest in:

- policy analysis, research, and legislative reform to strengthen alignment between prevention programming and structural change efforts;
- data protection, cyber policies, and ethical data management, reflecting evolving safeguarding and accountability requirements in GBV programming.

A few participants highlighted interest in further exploration of policy and structural change, economic and social empowerment, and how to report to government ministries, and expressed interest in deeper engagement with legislators and lawyers to better understand legal systems and policy reform processes. Others expressed a desire for deeper guidance on developing a full Theory of Change, designing MEL frameworks, balancing intervention fidelity with context specific adaptation, and strengthening funding strategies.

While participants generally regarded the technical content as strong and comprehensive, a few indicated that more structured opportunities to apply theoretical learning in practice during the training would add value, especially for organisations already implementing VAWG prevention programmes. Some participants noted that portions of the content felt too difficult/complex, dense or fast-paced (feedback in this regard concerns session 7, 9, 12, 13, and 17)

Delivery of the curriculum

Participants highlighted several opportunities to improve the **delivery and accessibility** of future iterations of the curriculum most notably in relation to scheduling, pacing, and accessibility. While many appreciated the overall structure, some felt that the two-weekly spacing between sessions affected continuity and competed with organisational responsibilities. Suggestions included delivering the curriculum over a shorter, more

intensive timeframe, such as weekly sessions, a block course over two weeks, or dedicating fixed days each month to training to maintain momentum and reduce attendance challenges.

Facilitators reflected that differing views on pace and structure highlighted the diversity of participant needs rather than shortcomings in design. Preferences varied depending on workload, geography, and learning styles, indicating that no single delivery model can fully accommodate all participants.

Areas for improvement suggested by participants are shown in Figure 111 below.

Figure 11: Areas for improvement in the curriculum delivery as suggested by participants



Logistical and accessibility considerations were also noted, including the need for larger or outdoor venues, clearer visuals through consistent projector use, larger font sizes in handouts, and additional time and support for deaf participants.

One facilitator acknowledged the absence of field-based learning opportunities and identified field visits as a potential improvement area to strengthen practical application of concepts.

5.6. Experience of facilitators

Facilitator confidence and delivery experience

Facilitators described their overall experience of delivering the BTC curriculum as largely positive, with one noting that they "enjoyed the facilitation very much" and that the experience "made [them] a better, more open-minded facilitator." Another described it as "a learning experience" and "an opportunity to refine knowledge, skills and a deeper understanding of VAW prevention… and implementation." Finally, one facilitator described experiencing "happiness in engaging" with the curriculum.

Despite this positive experience, facilitators also highlighted that delivering some sessions required significant preparation, including "really focus[ing] and read[ing] to understand before each session" and the need for "more research, preparation and

resource materials for the diverse group of participants." Specific topics such as Theory of Change and COM-B were identified as requiring additional preparation and time "than allocated" to build confidence.

Overall confidence in delivering the curriculum was described as high. One facilitator rated their confidence as "8/10" and highlighted that they were able to deliver sessions independently when required, while another emphasised their efforts to adapt explanations to varied participant levels. Facilitators reported that their confidence grew over the journey of the curriculum thanks to regular briefing sessions and the co-facilitation processes.

Facilitators also reported strong confidence in addressing participants' questions, although this was sometimes challenged by differing expectations or the need to draw on collective knowledge. One facilitator noted that participants "seek different answers", while another described deferring to co-facilitators or participants to respond. This reflected that the diverse group of participants needed a diverse way of answering their questions, which the facilitating team could provide due to language diversity and their ability to engage with the different groups. One facilitator believed they were able to effectively transmit the training's key concepts to participants to a great extent and attributed it to the effort put on preparation and debrief sessions, and another noted that this was possible through "approaches/methods used, from group work, role plays, discussions, sharing lived experiences and having participants to share work related experiences from their organizations."

Curriculum content and structure

Facilitators described the curriculum content as relevant and comprehensive. It was characterised as "relevant to the work that we do" and supportive of developing "new strategies and approaches", as well as "very rich" and "contextually very relevant for Zimbabwe's diverse cultures and communities."

Sessions 1 and 2 were deemed as very light. At the same time, facilitators noted that some content was complex or dense. Specific sessions (7, 12 and 13) were described as "heavy" "a bit complex for some participants", and some (13 and 14) were seen as requiring additional time allocation. Despite this, facilitators observed that "in the end, they got the hang of it and could explain them in their own words."

The progression of topics across sessions was generally viewed as logical and coherent, with facilitators noting that "no topic was isolated" and that the curriculum followed a clear progression from programme planning through implementation and reporting. However, one facilitator suggested that the "last 3 or so sessions…really needed

revising". Some sessions were considered too long for the allocated time, and suggestions were made to split session 13 on COM-B into two sessions.

Training materials and facilitation experience

Training materials were widely seen as useful in supporting delivery. Handouts were described as "just great", and materials such as facilitator notes and group exercises were reported to be "very supportive" and helpful in stimulating participation.

However, facilitators noted that materials sometimes required more inclusion of locally grounded examples to ensure relevance, and that adaptation was needed "considering the different work environments and organizational niche."

Participatory methods were consistently identified as the most effective approaches. Facilitators highlighted group work, role plays, plenary discussions, and movement-based activities as particularly engaging and effective in encouraging participation. These approaches were complemented by adaptive and learner-centred facilitation styles.

One facilitator reported that "managing people without being rigid" was what they found most challenging as a facilitator, and another balancing the time allocated with the content to be delivered always feeling they "needed more time to explain things." Take-home exercises helped with this, as they provided an opportunity to explain any hanging issue during the take-home exercise presentations."

Participant engagement and learning outcomes

Facilitators reported high levels of participant engagement throughout the sessions, describing participants as engaging "very well, with respect" and actively contributing during discussions and feedback sessions. The use of local language and check-ins further supported participation, as well as approaches that were "participatory", "appreciative", "learner-centred", and "adaptive".

Facilitators also observed meaningful changes in participants' thinking and behaviour. These included shifts in "behaviour and some beliefs" and changes in "how they treat each other", as well as a transition towards more "holistic" approaches to VAW prevention programming.

> *"Participants transitioned from focusing on an aspect of VAW programming to having a deeper and broadened view, which makes them better programmers. This was not only observed among participants, but facilitators were equally transformed."*

One noted they had already seen participants "applying it in their work". For example, Mususa reported that their programmes team is applying the knowledge acquired

during sessions throughout programme cycle, including the development of funding proposals, during planning and implementation of programme activities and when compiling activity and project reports. One of the Mususa participants applied the socio-ecological model during a capacity building activity with male champions in Matabeleland region. This practical application reflects the effective transfer of knowledge into programme implementation.

Programme design: pace, structure, and inclusivity

Facilitator perspectives on pacing and duration were mixed. One facilitator described the pacing as "very appropriate" as time between sessions allowed participants to "rest and reflect without forgetting". Another emphasised that pacing allowed participants to "implement and put into practice the learned skills and concepts before proceeding to the next session." However, it was felt that sessions ran out of time, and more time was needed within sessions to explain complex concepts, and that sessions could be whole days rather than half days. One pointed that the overall duration could be extended "for sustainability", while another considered it "perfect, neither too long nor too short."

Facilitators pointed to practices such as ensuring confidentiality, encouraging sharing, and "offering moral support to others when they had trauma induced by some sessions, and counselling" to create a safe and inclusive learning environment.

Facilitators described the training as inclusive, highlighting the availability of sign language interpreters and the use of multiple formats (soft and hard copies) as key enabling factors. One facilitator mentioned that "visual aids, like a projector, were used in cases where participants asked for them." The presence of interpreters was identified as particularly important in supporting understanding across the group. One facilitator noted that, as it was their first time facilitating a training workshop with deaf participants, they did a lot more research and preparation. However, ensuring accessibility also presented challenges. Facilitators noted the need to balance time constraints with the additional time required for sign language interpretation, as well as participants arriving late or missing sessions leading to having to provide additional one-to-one support outside of scheduled sessions.

Facilitator support and key lessons

Facilitators reported feeling "adequately prepared and supported", highlighting the initial training of trainers, pre-session meetings, availability of training materials, and ongoing support as needed from the SDDirect team as critical factors. This also allowed facilitators to being able to respond "to the participants concerns and experiences."

Suggestions for additional support included incorporating field visits to “bring to reality the theory learnt in class”, which would have required more financial resources.

In reflecting on their learning, facilitators emphasised the importance of adaptability and responsiveness. One noted developing skills in “thinking quickly and enhancing problem-solving” and adapting materials to participant needs, while another highlighted the importance of recognising and drawing on participants’ existing knowledge and experience – with the facilitator only being an enabler.

6. Recommendations

- **Decide delivery modalities with future participant cohorts.** Prior to implementation, consult participants and partner organisations on preferred training formats, session frequency, pacing, and scheduling. This can help balance learning effectiveness with organisational workloads, travel requirements, and participant wellbeing while recognising that different groups may have different needs and preferences and a format that works for everyone may not be possible.
- **Ensure that facilitators experience the full curriculum as participants before receiving training in delivering sessions.** Future iterations of the curriculum roll out should include immersing the facilitators as participants in the curriculum as part of the Training of Facilitators workshop, before going on to train them in the delivery of the sessions. This will enhance the facilitators' understanding of the session content, ensure greater fidelity to the curriculum delivery, and enable the facilitators to better understand the perspective of the participants throughout the curriculum delivery.
- **Build in dedicated reflection and participation time throughout the curriculum.** Future iterations should continue to prioritise participatory learning approaches and allocate more structured time for discussion, reflection, peer exchange, and practical application. This can help reduce participant fatigue, enable deeper engagement with the content, and support learning alongside competing organisational responsibilities.
- **Allocate additional time and practical application opportunities for technically complex sessions.** Sessions covering more challenging concepts, including COM-B, Theory of Change, Theory of Action, GPEA, and MEL, should allow additional time for learning and application. This could include increased use of local examples, country-specific case studies, small-group exercises, and practical application activities to strengthen comprehension and confidence.
- **Consider reducing the time allocated to introductory or less technically demanding sessions and redistributing this time to more complex topics.** Consider reducing the time allocated to introductory and orientation-focused sessions, particularly Session 1 (Welcome to the Curriculum) and Session 2 (Reflecting on our Journey, Assessing Organisational Capacity and Feminist Leadership), as well as streamlining Session 19 (Fundraising for Grassroots Women's Rights Organizations). The time saved could be reallocated to more technically intensive modules such as Gendered Political Economy Analysis (Session 12), Theory of Action and Theory of Change (Sessions 13–14), Developing

a Monitoring, Evaluation and Learning Strategy (Sessions 17–18), and Designing our VAWG Prevention Programme (Session 20). Additional time for these sessions would allow participants to engage more deeply in practical exercises, application of concepts, and peer learning, thereby strengthening their confidence to apply the knowledge in programme design and implementation.

- **Incorporate structured practice-based learning opportunities.** Future delivery could include field visits, observation opportunities, mentoring around live programmes, or practical assignments linked to participants' ongoing work. This would strengthen the link between theory and practice and enable participants to test and apply key concepts in real-world settings.
- **Introduce a follow-up process three to six months after curriculum completion to explore how participants have applied learning in their organisations and programmes.** This could assess changes in programme design, implementation approaches, organisational practices, and influencing efforts, while generating additional learning on the curriculum's longer-term contribution to practice.
- **Continue investing in facilitator development and peer-learning mechanisms.** The co-facilitation model, pre-session preparation, and post-session reflection processes were important enablers of effective delivery. Future iterations should maintain this.
- **Further strengthen accessibility and inclusion measures.** Continue providing sign language interpretation and other accommodations where relevant and ensure sufficient time is built into session plans to support interpretation and participation.

7. Conclusion

The BTC curriculum made a substantial contribution to strengthening participants' knowledge, confidence, and practical skills in VAWG prevention and influencing. Participants reported increased understanding of core concepts and confidence in applying prevention principles, designing more holistic and transformative interventions, working across the socio-ecological model, and integrating feminist and inclusive approaches into their practice. They also described a shift from fragmented or predominantly response-focused approaches towards more strategic, evidence-based, holistic, and prevention-oriented ways of working. Facilitators also observed participants' growing ability to understand and apply complex concepts, as well as meaningful shifts in attitudes, values, and approaches to programming.

The curriculum was consistently perceived as highly relevant to participants' professional roles and organisational mandates. Participants highlighted the practical applicability of the content to their work in VAWG prevention and response, community engagement, programme design, and resource mobilisation. The curriculum's combination of technical content, reflective practice, and participatory learning methods enabled participants to connect theory with their day-to-day work and identify concrete ways to strengthen their programmes. The emphasis on feminist values, inclusion, collaboration, and local adaptation was particularly valued and helped create a learning environment that encouraged critical reflection and professional growth.

The findings suggest that the curriculum has strong potential to contribute to VAWG prevention efforts in Zimbabwe and beyond. By strengthening participants' understanding of evidence-based prevention approaches and enhancing their capacity to design, implement, monitor, and resource prevention programmes, the curriculum has laid important foundations for improving the quality of VAWG prevention initiatives. While further follow-up would be needed to assess longer-term changes in programming and outcomes, the curriculum has strengthened the capacity of participating WROs to contribute to more effective, locally grounded, and sustainable efforts to prevent VAWG.

8. Annexes

Annex 1: Curriculum Overview/Session Topics

Session	Topic	Learning objectives
1	Welcome to the "Building the technical capacity for VAWG prevention and influencing" curriculum.	• Introduce the training • Introduce facilitators and participants • Review curriculum overview and objectives • Agree how we will work together • Create space to reflect on personal values
2	Reflecting on our journey, assessing our organisational capacity and feminist leadership	• Define Violence Against Women and Girls (VAWG) prevention. • Understand the difference between VAWG prevention and response. • Understand principles of feminist leadership
3	The nature of violence against women and girls (VAWG) in our context.	• Deepen understanding of the nature of violence against women and girls, including patterns of violence across the life course of women and girls • Differentiate between different types of data on violence against women • Reflect on the national and sub-national data available in your context
4	Prioritising intimate partner violence (IPV)	• Define intimate partner violence • Understand why intimate partner violence is prioritised in prevention interventions • Start to look at the available data for IPV in our context

5	Understanding causes of VAWG to find solutions	• Understand different forms of causality and how we think about causes of violence against women and girls • Explain the links between gender inequality and violence against women. • Identify risk factors, protective factors, and situational triggers of violence against women using the socio-ecological model
6	Principles of implementing prevention programmes and prevention strategies	• Understand VAW prevention principles and their importance for prevention programming & describe how to put the principles into practice • Identify and overcome, or mitigate, challenges in upholding the VAW prevention principles • Explain key prevention strategies that have shown to be effective at reducing violence against women • Identify prevention strategies that can address specific risk factors • Analyse which prevention strategies might be most appropriate for a specific context and why
7	How to implement effective prevention programmes: Making our programmes intentional	• Understand what intentional design means and why it is important for effective prevention programming. • Demonstrate how to apply a specific theory to inform programme design and how to use evidence from other programmes to inform and justify programme design

		• Demonstrate how to use practice-based learning from previous programming to inform and justify programme design
8	How to implement effective prevention programmes: Making our programmes holistic	• Explain what holistic design means and why it is important for effective prevention programming • Identify how specific strategies and activities are designed to address specific risk and protective factors or triggers of violence, at different levels and with different actors • Analyse whether and how the programmes of different actors in a context constitute a comprehensive approach to violence prevention
9	How to implement effective prevention programmes: Making our programmes transformative	• Explain what it means for a programme to be transformative and why this is important for effective VAW prevention programming • Describe the key ingredients of gender transformative programming. • Critically reflect on your own beliefs, values and behaviours around gender, power and violence
10	How to implement effective prevention programmes: Making our programmes interactive and aspirational	• Explain what it means for a programme to be aspirational and why this is important for effective VAWG prevention programming • Analyse VAWG prevention messaging, and explain whether a message is positive/aspirational or may be ineffective or have unintended negative consequences

11	How to implement effective prevention programmes; Ensuring programme exposure	• Explain what programme 'exposure' means both at an individual and community level • Explain why sufficient programme intensity – in terms of individual exposure to programme activities – is important to achieve transformative change • Explain why the 'reach' of a programme - in terms of the proportion of people in a particular 'community' influenced by programme activities - a 'critical mass" – is important
12	Introduction to Gendered Political Economy Analysis (GPEA)	• Understand what a gendered political economy analysis (GPEA) is and why it is important • Understand how to undertake a GPEA and what tools and methods are used
13	Building blocks for a programme's Theory of Change: identifying actors and behaviours that influence IPV levels	• Learn how to use the social ecological model to identify key actors that are maintaining high levels of IPV • Explore what these actors are doing and what they should change about their behaviour to reduce levels of IPV • Analyse behaviours and identify key factors to influence behaviour change using the COM-B theory for behavioural change: Capability; Opportunity; Motivation; and Behaviour.
14	Theory of Action and Theory of Change	• Understand what a Theory of Action and a Theory of Change are and their importance

		• Understand the process of developing a Theory of Action for an intervention and a Theory of Change for a programme
15	Choosing our Prevention strategy: Overview of SASA! Together approach	• Understand the SASA! Together approach and its four phases (Start, Awareness, Support, and Action) as a framework for preventing violence against women • Explore community mobilization strategies and how to engage different groups—community activists, leaders, and institutional allies—to create a critical mass for change • Recognize the importance of learning and assessment in monitoring, adapting, and ensuring the effectiveness of the SASA! Together intervention
16	Safe and Ethnical Monitoring, Evaluation and Learning in VAWG programming	• Understand what monitoring, evaluation and learning is • Review the risks associated with MEL when working with survivors and those affected by violence • Understand key considerations for safe and ethical MEL in VAWG programming
17	Developing a Monitoring, Evaluation and Learning Strategy 1	• Understand the process of developing MEL strategy • Ability to develop an MEL strategy
18	Developing a Monitoring, Evaluation and Learning Strategy 2	• Understand the process of developing MEL strategy • Ability to develop an MEL strategy

19	Fundraising for grassroot women's rights organizations	• Understand the context of fundraising for grassroots WROs • Map out the fundraising landscape
2-	Designing our VAWG prevention programme (roadmap to VAWG programming step by step)	• Understand a road map for designing a prevention programme

Annex 2: Session Evaluation Form

Session 1-19

Thank you for attending the final session of the BTC-Zimbabwe training on VAWG prevention. We would appreciate your feedback so that we can improve the curriculum in the future. Thank you!

1. Session Number
2. Session Name
3. Organisation
4. What new knowledge have you learnt during this session? *Please note down as much as possible*.
5. How do you think you will apply your new knowledge to your work?
6. What topics, if any, do you feel you do not understand?
7. Please rate how comfortable you felt to ask questions and seek clarity from the facilitator (1-5).
   Comments
8. Please rate how confident you feel in your understanding of the session content (1-5).
   Comments
9. Please rate the extent to which you found the session enjoyable and interesting (1-5).
   Comments
10. Please rate the helpfulness of this session to the work that you do (1-5).
    Comments
11. Please share any feedback on what could be improved in next week's session (for example in relation to training delivery, content, facilitation or accessibility).

Session 20

Thank you for attending the final session of the BTC-Zimbabwe training on VAWG prevention. We would appreciate your feedback so that we can improve the curriculum in the future. Thank you!

1. Organisation
2. What new knowledge have you gained from this entire curriculum? *Please note down as much as you can*.
3. How do you plan to apply what you learned throughout the full curriculum to your work?
4. Are there any topics across the training programme that you still feel unclear about?

5. Please rate how confident you feel in your understanding of the overall training content.1 (I didn't understand the session content well) – 2- 3- 4 – 5 (very clear, I understood well)
   Comments
6. Please rate the helpfulness of the training programme to the work that you do. 1 (not helpful) – 2- 3- 4 – 5 (very helpful)
   Comments
7. What did you find most valuable about the full training programme?
8. Which components of the curriculum, if any, were least helpful, and why?
9. Please rate the suitability of the pace and structure of the programme in supporting your learning.1 (not suitable) – 2- 3- 4 – 5 (very suitable)
   Comments
10. What do you think are the key strengths of the curriculum delivery?
11. What do you think are the key strengths of the technical content of the curriculum?
12. What areas could be improved in terms of curriculum delivery? (for example, in relation to training delivery, facilitation or accessibility).
13. What areas could be improved in the technical content of the curriculum?
14. Has this training changed the way you approach your work on violence against women and girls? If yes, how?