



160 Girls Virtual Justice Club Impact Findings

The equality effect & 160 Girls

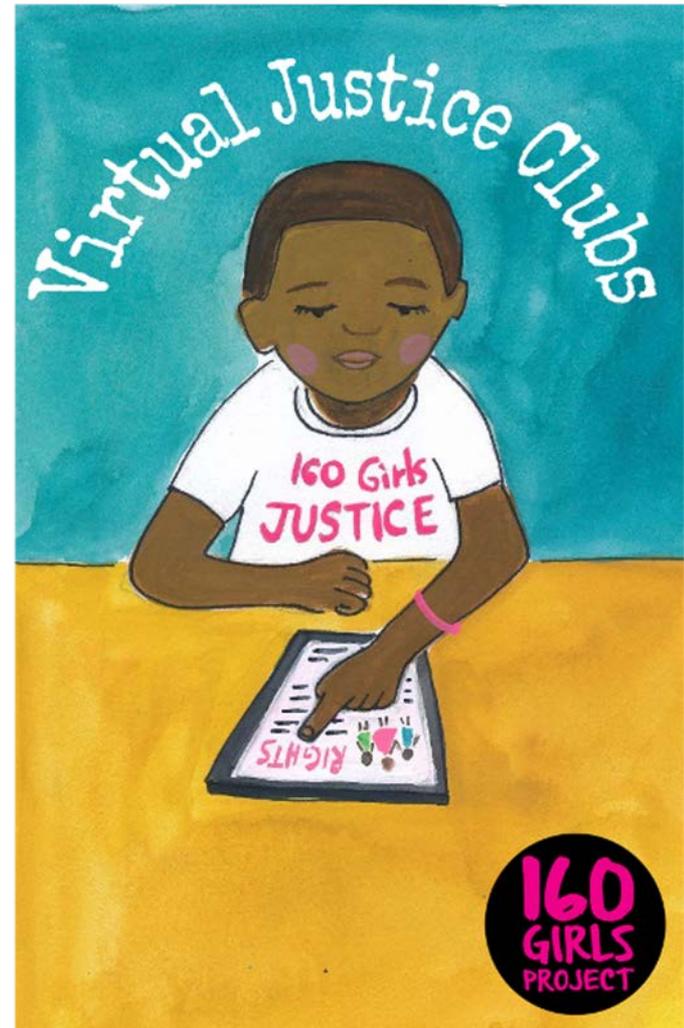


The *equality effect* (e²) is an international NGO that uses the law to make girls' and women's rights real so that they are safe from sexual violence, can attend school, and can live healthy lives.

In 2012, e² filed a Constitutional claim inspired by 160 girls, all rape victims between the ages of 3 and 12, who had been denied access to justice by the police. The Kenya High Court decided in favor of the girls; the decision set the high water mark for girls' rights internationally. In 2017 the U.N. recognized 160 Girls as a best practice for advancing women's rights and empowerment.

Virtual Justice Clubs An Introduction

Pre-Covid-19, the 160 Girls Justice Clubs were implemented in schools in 4 counties in Kenya to teach and empower children regarding their human rights with respect to rape, investigations, and access to justice. Student leaders worked with their peers, teachers and police using art, poetry, drama, music, etc. These Justice Clubs also provided opportunities for students to learn practical skills for dealing with rape, reporting rape, and access to justice.



Developed in response to the COVID pandemic



The Virtual Justice Clubs (VJC) are the reconceptualization of the 160 Girls Justice Clubs, developed in response to the COVID-19 pandemic – done virtually via iPads in individual homes. VJCs provide human rights education, and also provide community engagement through the 160 Girls Justice Journal, a bi-weekly newspaper shared with community members, delivered by teams of VJC leaders, teachers, rape rescue workers and local police. Once schools reopen (Covid-19 permitting), the conventional 160 Girls Student Justice Clubs will start operating again, hopefully as a hybrid model including in-person and virtual engagement.

Justice Club 'Leaders' are selected by their teachers, using Justice Club selection criteria to identify students with good leadership potential. The role of the Justice Club leaders is to implement the Club activities, act as equality mentors to Club members, and act as advocates for peers who may report sexual assault.

Virtual Justice Clubs by the Numbers

6

month pilot program

3

pilot regions:
Nairobi, Kakamega,
Mombasa

9

cohorts of students
per region

9

participating
schools

135

student
leaders

3

rape rescue NGO
partners supporting
the program

16,810

Justice Journal
print outreach

54,765

Justice Journal
digital outreach



Virtual Justice Clubs Measurement

Pre-Covid-19, Justice Club members and leaders were surveyed pre and post engagement in Justice Clubs via written surveys. Surveys included a variety of questions grouped into different categories: demographic, general, defilement reporting, and police interaction, among others.

The Virtual Justice Clubs use existing Justice Club measurement methodology, including pre and post engagement surveying of both club members and club leaders, with modifications to account for and evaluate the virtual experience. The VJC leader data collection was conducted through the VJC app.

Virtual Justice Clubs Survey Respondents

Survey respondents include 135* VJC student leaders, of which:

- 96 are girls and 39 are boys
- 73% are between ages 13-16
- 16 identified as having a disability
- 45 were from Mombasa, 45 from Kakamega and 45 from Nairobi
- Within the above regions, 31 were from an urban area, 46 from a rural area, and 58 from an informal settlement (also known as a slum)

**Note: % of respondents in each of the following slides reflects only responses that could be coded. For each question, only a small number, i.e. <5, could not be coded.*



Virtual Justice Clubs – Survey Analysis

Survey findings provide strong evidence that the 160 Girls Student Justice Clubs & Virtual Justice Clubs are helping to change the culture of rape in the areas in which the clubs are implemented.

Data analysis of surveys completed by VJC leaders shows three key themes emerge:

1. Community Impact: Club leadership results in the creation of community leaders and improves community relations with the Police
2. Personal Growth: Club Leaders develop hard and soft life skills while learning practical lessons related to rape rescue, investigations, and access to justice
3. Virtual Learnings: Club leadership enhanced leaders' literacy (reading and writing) as well as comfort with technology, resulting in personal empowerment



Community Impact

The background image shows two young girls with braided hair, wearing white face masks and bright yellow vests. They are looking down at a tablet computer on a table. The vest on the girl in the foreground has the text '160 GIRLS JUSTICE' and a graphic of three children. The girl behind her also has a vest with '160 GIRLS JUSTICE' on it.

“160girls
justice club
help as to save
girls and boys
in our nation.”

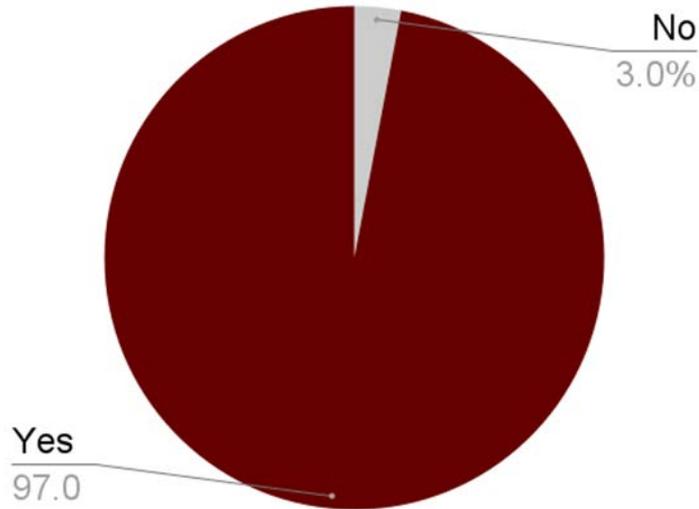
“It's a very educative
club that teaches the
community about human
rights and also girls
rights and i would like
it to continue and to be
successful in fighting
for girls in our country
and the whole world.”

“may you stay blessed abundantly
for feeding our heads with good
and important information on
how to a good leader both in the
society and community YOU ARE
THE BEST.”

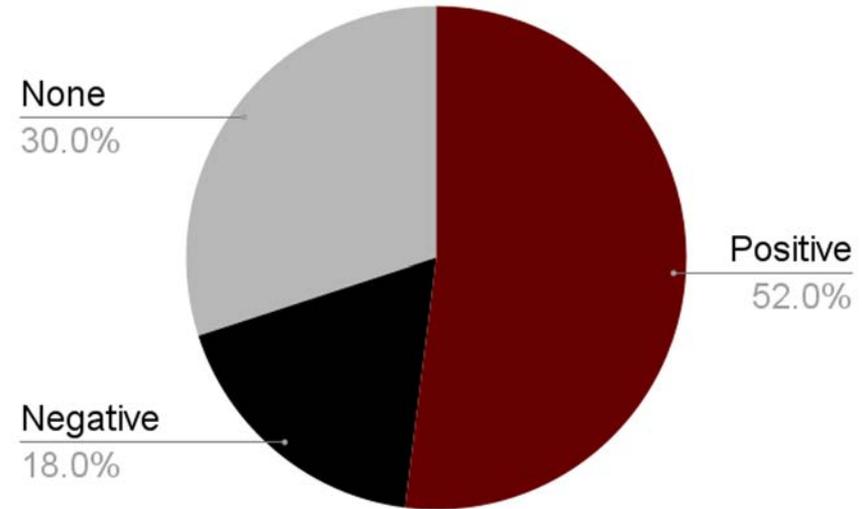
“they have helped so many
people in our community .”

As a result of their VJC involvement, club leaders are now seen as leaders in the community and the majority received positive feedback from community members

QUESTION 5: Would your peers now consider you to be a leader in your community?



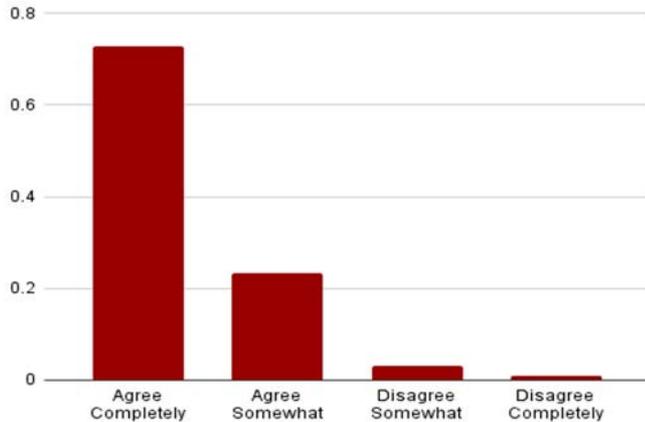
QUESTION 21: What kind of feedback did you receive about the 160 Girls Justice Journal from members of your community?



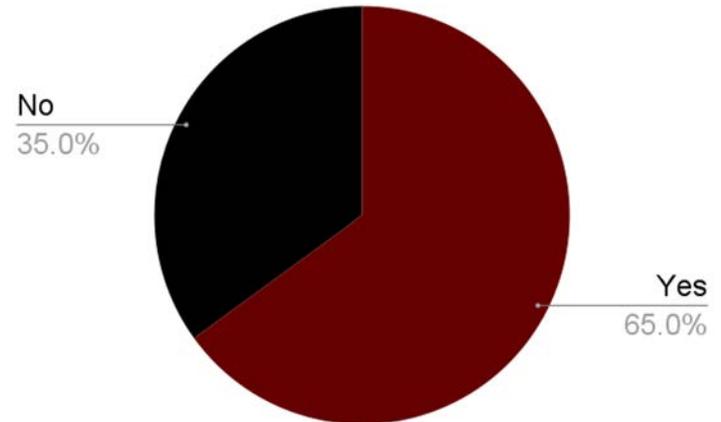
Responses are not mutually exclusive

Through the Justice Journals, 96% of leaders were able to share ideas about gender equality with their community and became a key source of information about justice as it relates to sexual-based violence

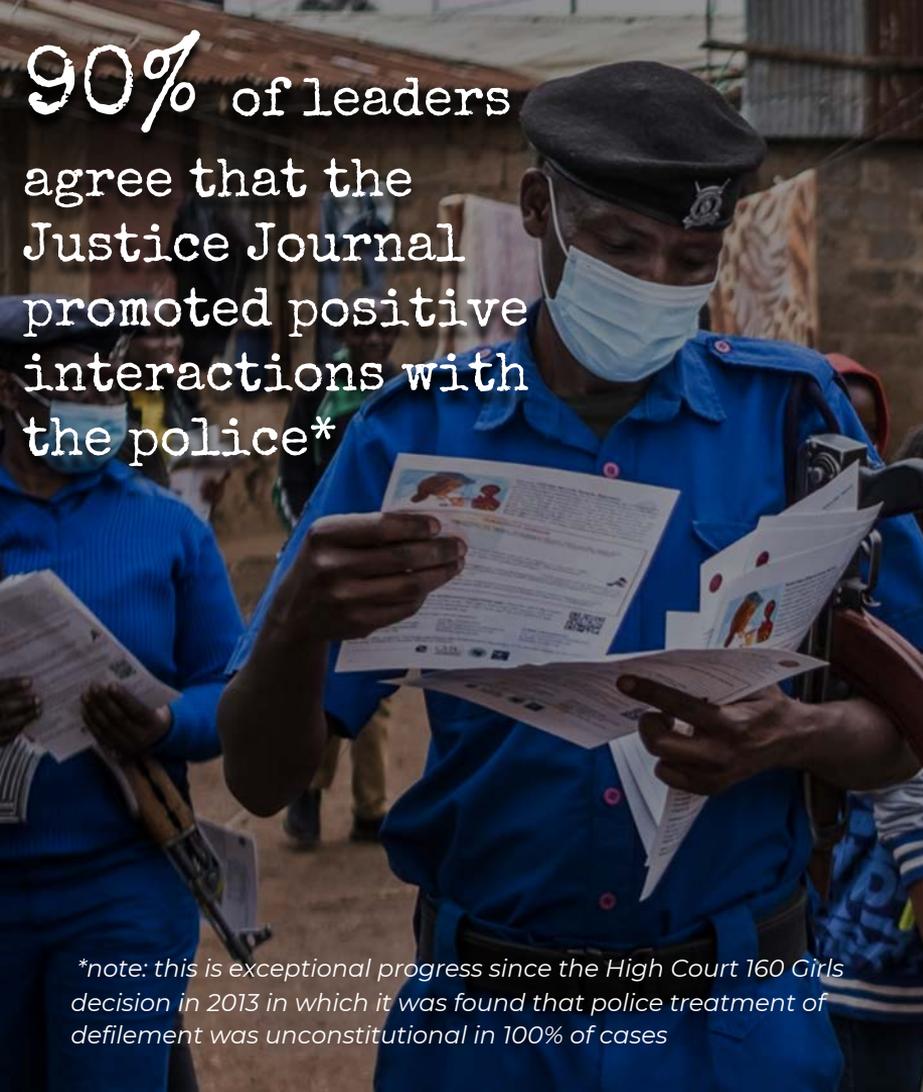
QUESTION 20: Participating in the Justice Journal and Community Conversation gave you an opportunity to share your ideas with your community.



QUESTION 18: Through delivering print copies of the 160 Girls Justice Journal, you became a justice leader in your community. Did anyone reach out to ask you questions about gender or sexual based violence?

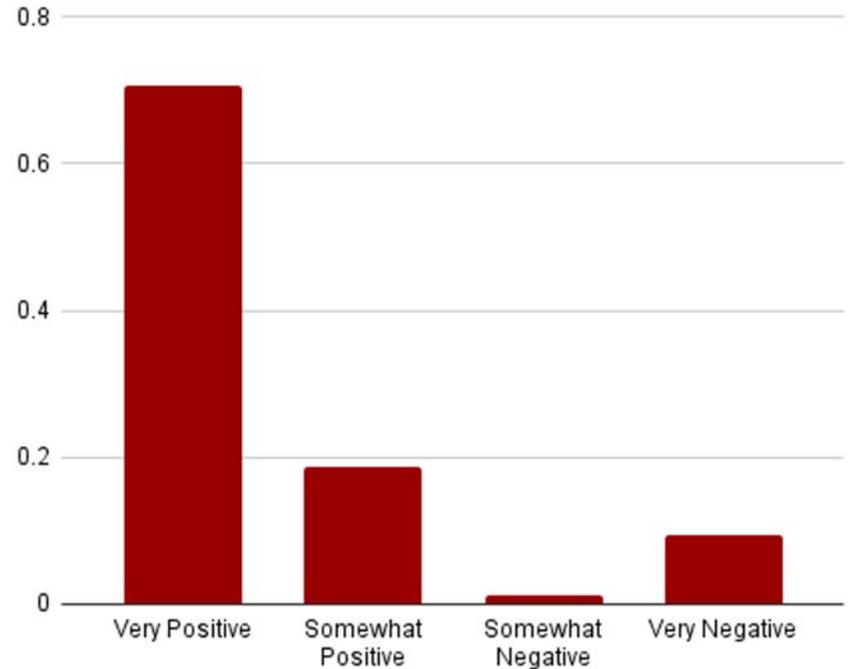


90% of leaders agree that the Justice Journal promoted positive interactions with the police*



**note: this is exceptional progress since the High Court 160 Girls decision in 2013 in which it was found that police treatment of defilement was unconstitutional in 100% of cases*

QUESTION 23: Choose the statement that best describes your interactions with the police officers who supported the VJC and delivered the 160 Girls Justice Journal (either with you or with other Justice Club leaders)?



“thank you for teaching us
everthing we did not know and for
giving us the carouge that we can
get justice for ourselves THANK YOU
SOO MUCH GOD BLESS YOU.”

Personal Growth

“I felt like a super girl
who is there to help
those who need my help.”

“it has been so much fun working with them not
forgetting that it was also educative. it was much
easier than i thought. Passing the message to all
was easy and fun at the same time it also made me
feel proud.”

“I am now confident and
can advocate for
others.”



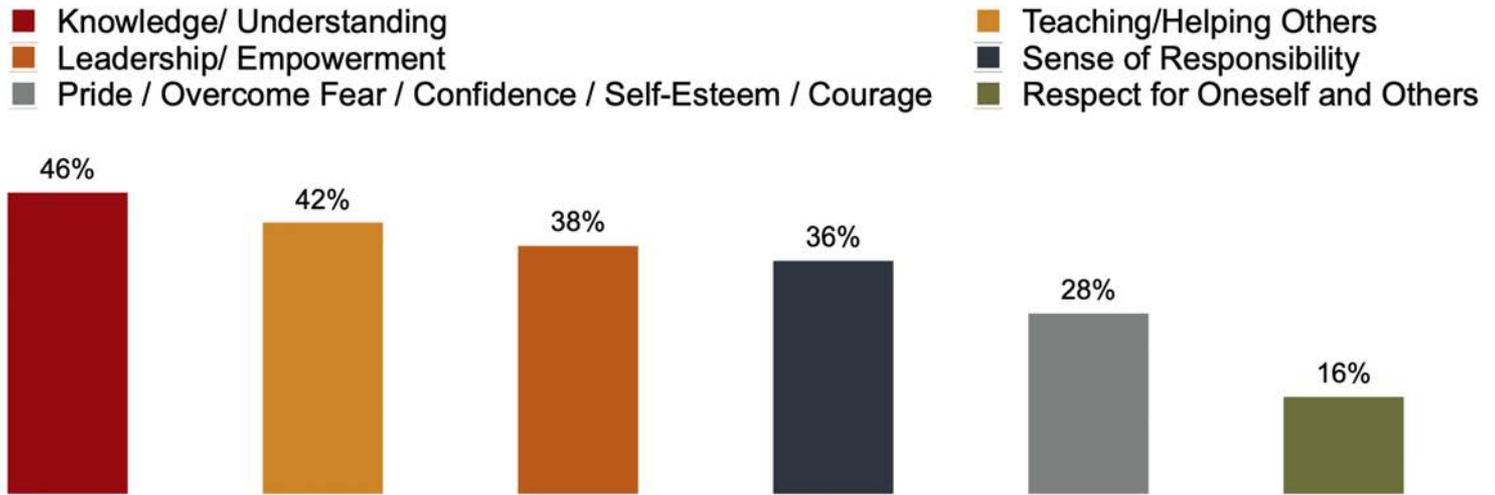
Leaders gained skills that enhanced personal growth, especially with respect to filling knowledge gaps, the importance of helping others, and leadership & empowerment skills

QUESTION 1: How would you describe your overall experience with the Virtual Justice Clubs?

87% of Responses met or exceeded expectations.

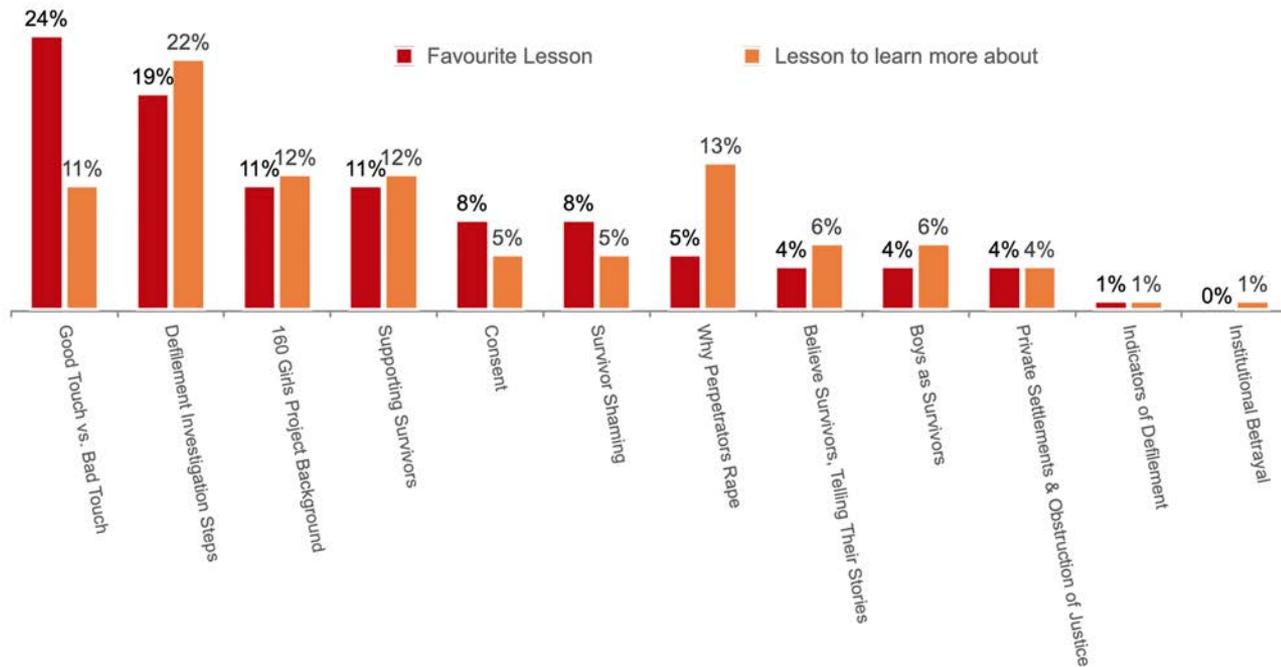
QUESTION 2:

Through your experience with the Virtual Justice Clubs, what did you learn about yourself as a leader?



“Defilement Investigation Steps” which focuses on content unique to the Equality Effect was the most sought-after lesson and the second favourite overall*

QUESTION 6:
What was your favourite lesson from the Virtual Justice Club curriculum?

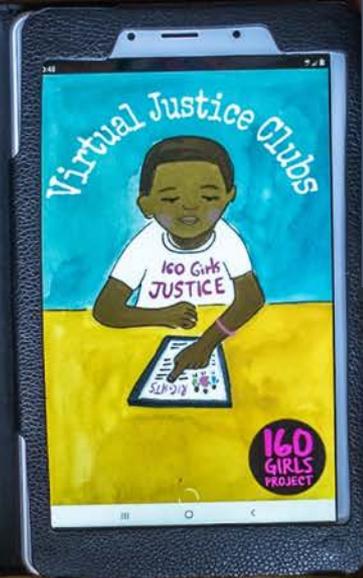


QUESTION 7:
What VJC topic would you like to learn more about? You can tell us about VJC lesson that you would like to learn more about, or any other human rights law topics that you are interested in learning about.

*note: the content in the 'Defilement Investigation Steps' lesson is unique to the Equality Effect. This is the only way that leaders would learn about Defilement Investigation Steps, which are key to bringing perpetrators to justice and therefore changing the culture of impunity for rape.

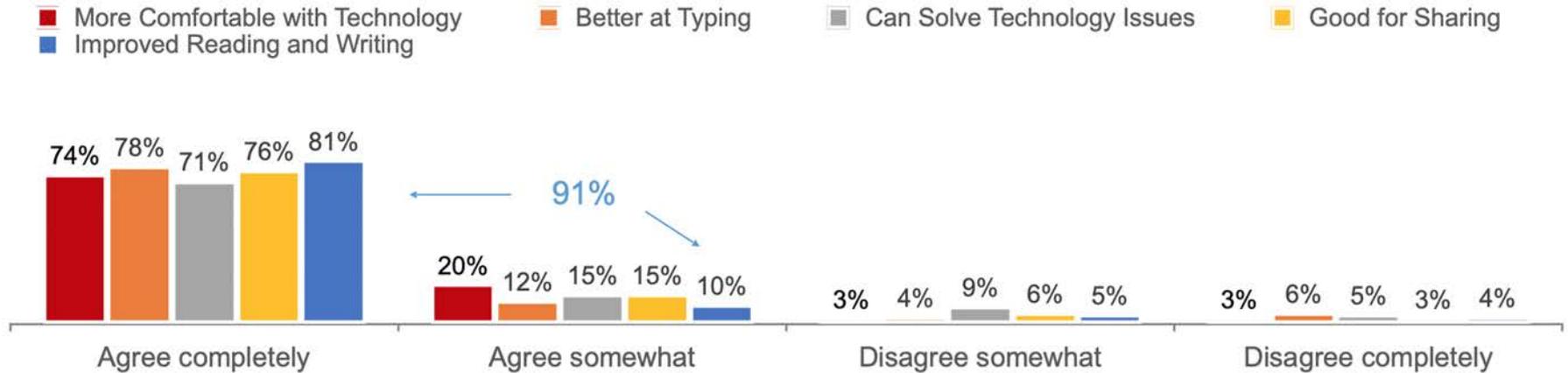
Virtual Findings

“I can now use modern technology to type and write.”

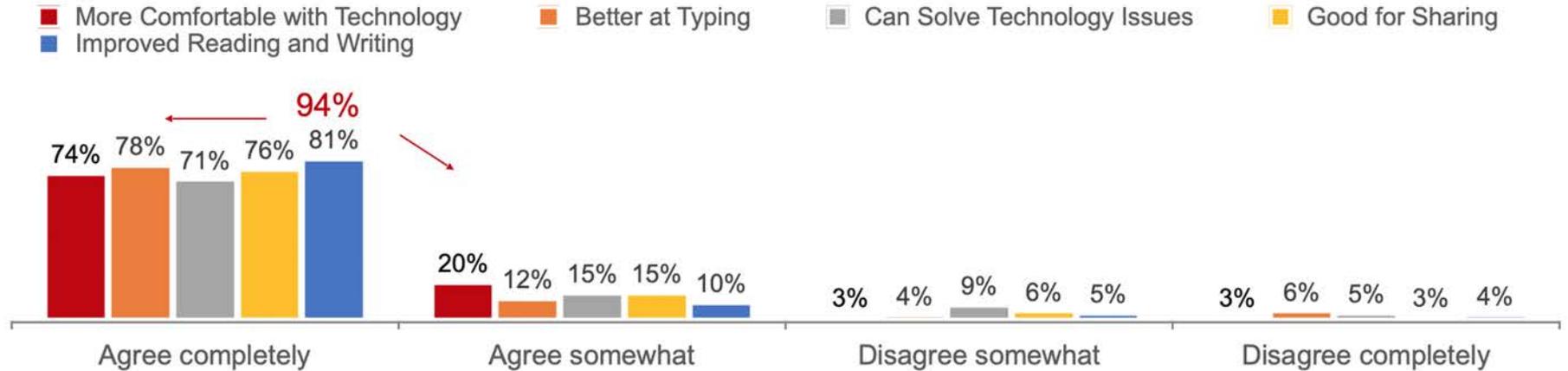


“This club has helped me to understand many words that I didn't know their meaning.”

Being a Justice Club leader improved 91% of leaders' literacy (reading and writing skills)



As a result of Justice Clubs going virtual, **94%** of leaders agreed that they are more comfortable using technology*



*note: 100% of devices distributed to VJC leaders were returned to the equality effect at the end of the project

VJC Leaders: in their own words...

“This club is the best.”

“Thank you for the great lessons you have been providing for me. They were very helpful and important to me.”

“I learnt to listen more and talk less.”

“I experienced that you helped us to know better about this project and was helpful to me, if it wasn't this project I couldn't have to know about girls justice.”

“I would thank the Virtual Justice Clubs for helping me to know more about helping others getting their rights.”

“The experience was good and I would like to thank you for the support you are giving out to people.”

“I was like a hero.”

Is there anything else you would like to tell us about your experience with the Virtual Justice Clubs?

Virtual Justice Club

Summary of key findings

Pre-COVID-19, the 160 Girls Student Justice Clubs were implemented to teach and empower children regarding their rights with respect to rape, investigations, and access to justice.

Virtual Student Justice Clubs are a reconceptualization of these clubs in response to the COVID-19 pandemic – done virtually via iPads in individual homes and through community engagement through the 160 Girls Justice Journal.

The following are key findings based on surveys completed by Virtual Student Justice Club leaders:



Community Impact



1. As a result of their VJC involvement, club leaders are now seen as leaders in the community and the majority received positive feedback from community members
2. Through the Justice Journals, 96% of leaders were able to share ideas about gender equality with their community and became a key source of information about justice as it relates to sexual-based violence
3. 90% of leaders agree that the Justice Journal promoted positive interactions with the police



Personal Growth

1. Leaders gained skills that enhanced personal growth, especially with respect to filling knowledge gaps, the importance of helping others, and leadership & empowerment skills
2. “Defilement Investigation Steps” which focuses on content unique to the Equality Effect was the most sought-after lesson and the second favourite overall

Virtual Findings

1. Being a Virtual Justice Club leader improved 91% of leaders' literacy (reading and writing skills)
2. As a result of Justice Clubs going virtual, 94% of leaders agreed that they are more comfortable using technology

Virtual Justice Clubs - 160 Girls Justice Journal

The 160 Girls Justice Journal is a bi-weekly newspaper shared with community members, delivered by teams of VJC leaders, teachers, rape rescue workers and local police.

Recipients of the Justice Journals were also surveyed before and after Justice Journals were distributed – survey respondents include 109 members of the community, of which:

- **62% are female, 38% male**
- **58% were aged 21-40, 25% aged 41-60, 16% aged 16-20 years old, 1% aged 60+**
- **11% identify as having a disability**
- **51% are from a rural region, 31% from an urban region, 18% from an informal settlement**
- **58% completed secondary education, 21% completed primary education, 20% completed university education, and 1% only completed nursery school**



(Virtual) Student Justice Clubs 160 Girls Justice Journal

Survey results clearly showed that the 160 Girls Justice Journal improved community education and understanding of the following topics - % indicated represents the increase in # of respondents that claimed to know about the topic after the Justice Journals were distributed (vs. the # that claimed to know about the topic before distribution of Justice Journals):

- Defilement claim investigation steps: +19%

(i.e. the number of respondents that claimed to know about defilement claim investigation steps increased by 19% after the Justice Journals were distributed)

- Signs of defilement: +12%
- Court decisions about police responsibility to investigate defilement claims: +6%
- "The 160 Girls Decision" court case: +17%

Additionally, since receiving the Justice Journals, 69% of respondents said they or someone they know reported a defilement case, the vast majority of which reported to the police – this again demonstrates the importance of educating the community as well as improving community relations with the police, ensuring victims know that they have access to justice.

Conclusions based on key findings

In conclusion, the findings continue to provide strong evidence that the 160 Girls Justice Clubs, despite the pandemic and moving online/virtual (Virtual Justice Clubs), are helping to change the culture of rape in areas in which they are implemented.

Since the last Justice Club survey results (pre-COVID), there is even stronger evidence in the areas of the three themes that emerged:

1. **Community impact:** VJCs enable young girls to become leaders in their communities , while the club activities promote an increase in positive interactions and relationship building with local police
2. **Personal growth:** Club Leaders develop lifelong skills, including confidence and empowerment, while also filling key knowledge gaps with respect to rape and access to justice
3. **Virtual findings:** while moving to a virtual setting meant less social engagement, the virtual component of the Clubs added benefits including but not limited to, improved literacy (reading and writing) as well as improved comfort with technology

The 160 Girls Justice Journal proved to be a valuable educational tool for the broader community, particularly regarding defilement investigation steps and the 160 Girls court case.

The staggering number of children still reporting rape cases stresses the amount of work still to be done, particularly in areas where Student Justice Clubs have not been implemented.



Funding recommendations



In light of the findings, the following actions are recommended to continue and build on the success of the Virtual Student Justice Clubs:

1. Expanded use of technology (iPads*) for enhanced:
 - learning for Club members (digital literacy, reading & writing)
 - data collection & management (improved results accuracy, ability to survey more students)
2. Improved & additional digital content – lessons, games to engage with, training, quizzes, etc.
 - iPads & digital content provide opportunities for more in depth exposure to a greater scope of human rights based education that can be referred to repeatedly at leisure
3. Continued expansion to as many regions & schools as possible to continue changing the culture of rape
4. Continued contact with previous Justice Club leaders and members / ways for Club ‘alumni’ to maintain involvement
 - ex. Alumni network; anecdotally, survey verbatims suggest continued interest in Club content as well as desire to stay involved

Recommendations to sustain programming

In light of the findings, the following actions are recommended to continue and build on the success of the Virtual Student Justice Clubs:

1. Continue to prioritize the inclusion in school curriculums
2. Continue to engage police in Club activities and events
3. Continue to teach practical change making skills (i.e. reporting process for rape)
4. Continue virtual/digital component of the Club post-COVID-19
5. Refine content based on student feedback – select content better for in-person vs. self-guided on iPad
6. Have information/content readily available for leaders to share with the community when people reach out for information
7. Continuation of the 160 Girls Justice Journal bi-weekly newspaper shared with community members as a means of educating the community



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Thank you to all of
our partners!



www.theequalityeffect.org

