



**160 Girls  
Virtual Justice  
Club Leadership  
Impact 2024**

# The Equality Effect & 160 Girls Project



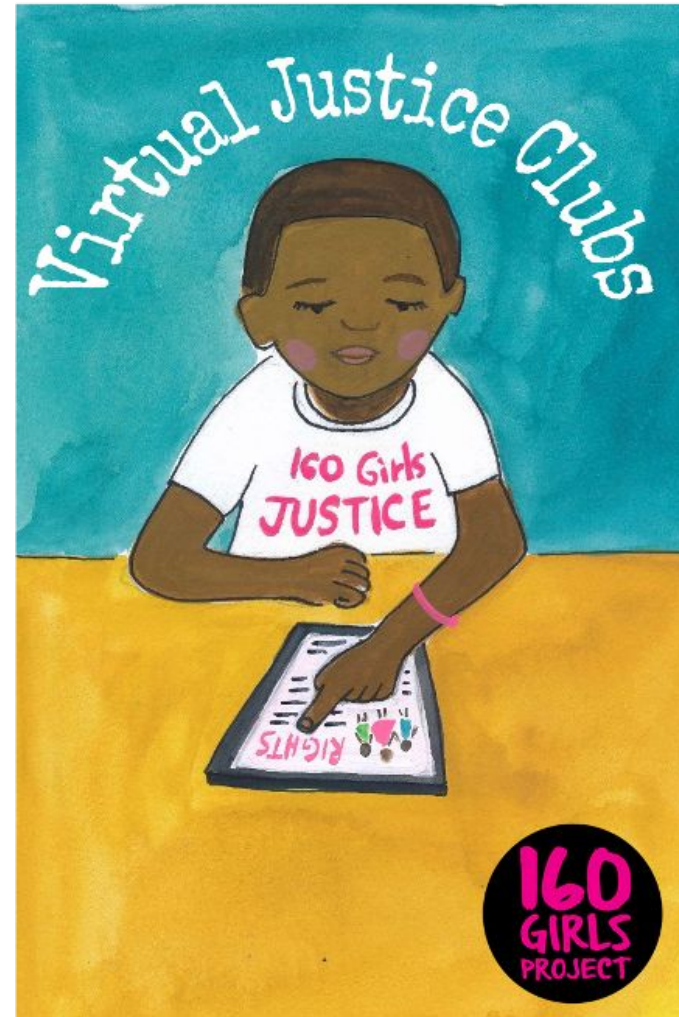
The *equality effect* ( $e^2$ ) is an international NGO that uses the law to make girls' and women's rights real so that they are safe from sexual violence, can attend school, and can live healthy lives.

In 2012,  $e^2$  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.

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  
program

**135**

Tablets  
distributed

**9**

Participating  
schools in one  
region, 4th region

**506**

Total VJC  
leaders

**1**

Rape rescue NGO  
partners supporting  
the program

**24,880**

Justice Journal print  
outreach



## Virtual Justice Clubs Measurement

VJC leaders and members were surveyed pre and post engagement. Surveys included questions grouped into different categories: demographic, defilement reporting, police interaction, empowerment, among others. The data collection was conducted through the VJC app.

# 2024 Virtual Justice Clubs Survey Respondents

Survey respondents include 506 VJC student leaders, of which;

**288** were female, **187** were male, and **31** other.

**410** identified to be without disability.

**96** identified to be with disability.

**100%** were from 9 schools in Homabay County, Western Kenya.

*\*Note: % of respondents reflects only responses that could be coded.*



# Justice Club Leaders - Survey Analysis

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

## Key themes:

- **Community impact & cultural shift**
  - Justice Journal consistently raises awareness of rights and reporting pathways.
  - Strong pattern of community dialogue reducing stigma year after year.
  - Teachers and parents increasingly engaged in justice processes.
- **Personal growth & development**
  - Consistent growth in **confidence, courage, and public speaking** across cohorts.
  - Youth leaders increasingly seen as **trusted community resources** on SGBV.
- **Police relations**
  - a. Sustained **positive police engagement** across cohorts.
  - b. Chiefs and officers reinforce **formal reporting and trust-building**.
- **Growing expertise (Technology)**
  - a. Devices steadily **build digital literacy** skills (typing, troubleshooting, confidence).
  - b. New pattern of **excitement and pride in using technology** as part of justice leadership.

# Community Impact & Cultural Shift

“The community members said that we can change our peoples lives.”

“When I was distributing the newsletters, one woman said that I was so confident and that she wasn't able to speak in public when she was young or at my age.”

“I really appreciate 🙏 the 160 project for bringing us good news at Homa-bay County.”

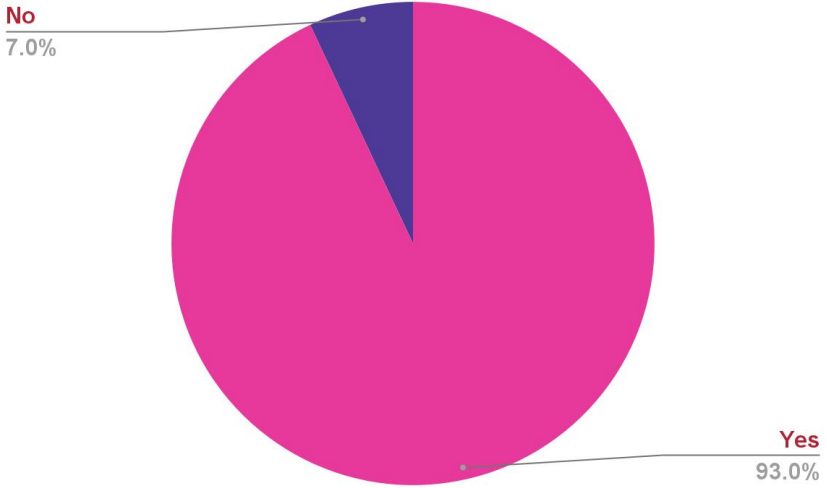
“The 160 girls justice club has helped us to understand how to communicate with elders in the community 🙌.”

*“Before I became a leader of VJC, I had never stood in front of people because I was afraid, but when I became a leader I was fully confidently upto now I can even stand infront of a president or a crowd of people and give out a speech in a well polished language all through this project. THANKYOU VERY MUCH.”*

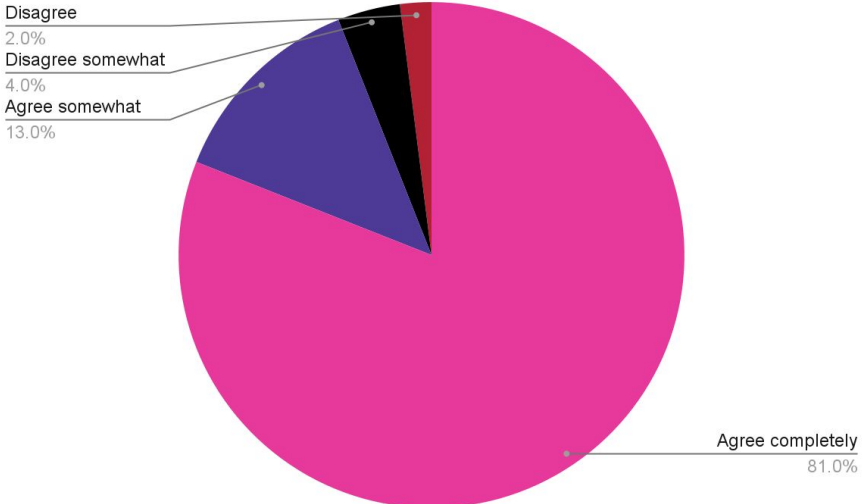


**The majority of VJC Club Leaders are seen as community leaders as a result of their VJC club leadership, with 93% of respondents believing that the Justice Journal provides a key opportunity for sharing ideas with their communities.**

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



**QUESTION: Participating in the Justice Journal through the community conversation gave you an opportunity to share your ideas with your community.**



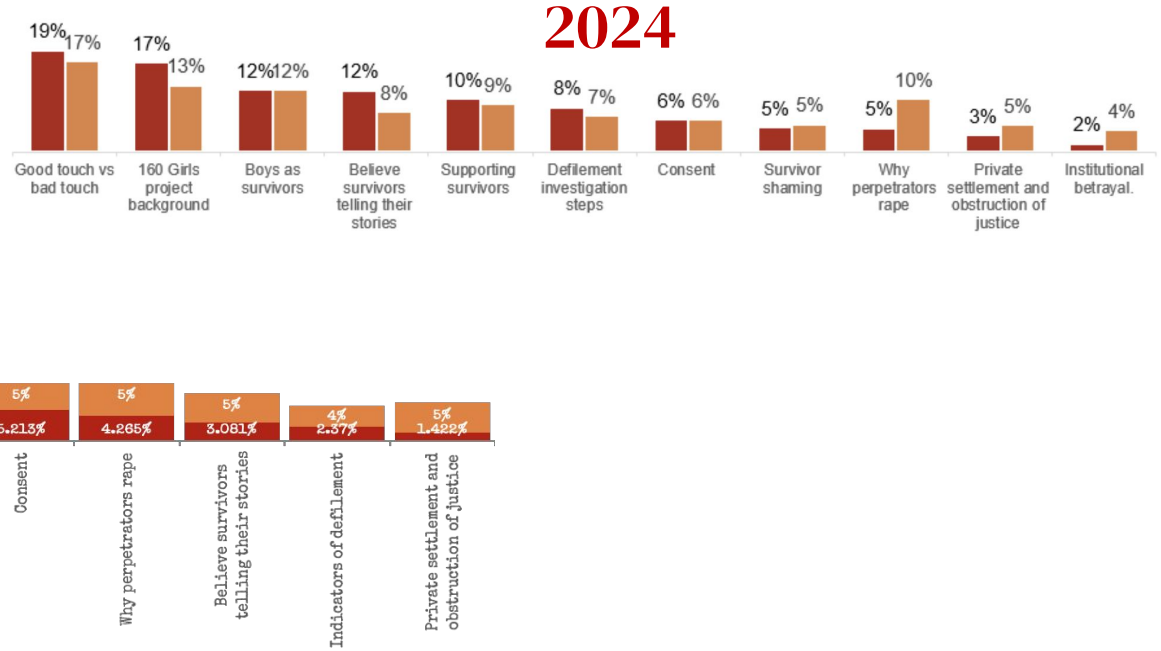
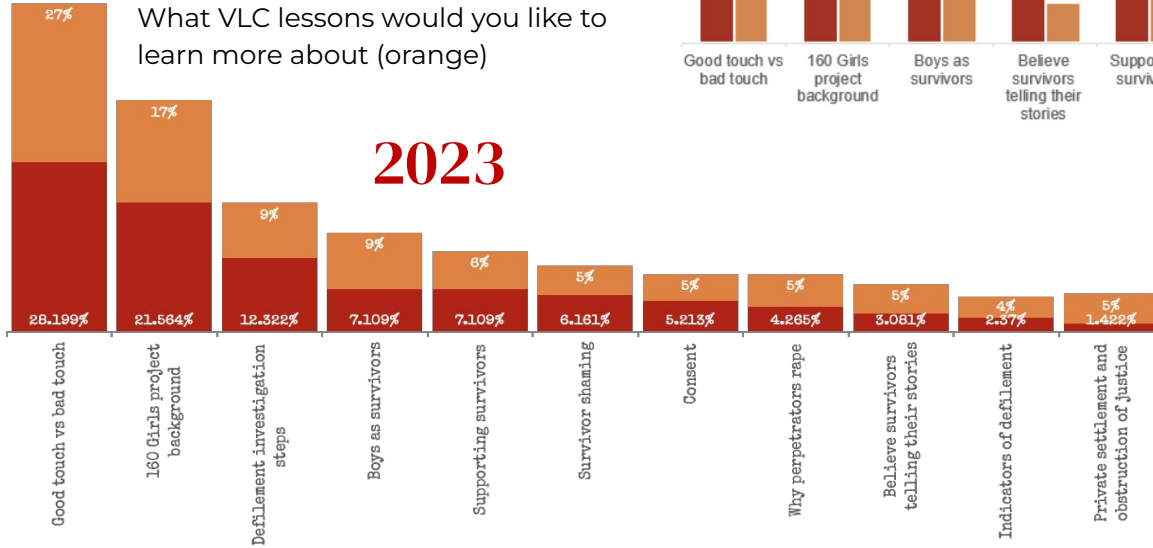
*Responses are not mutually exclusive*

**Across both 2023 and 2024, highly stigmatized topics such as sexual violence, survivor support, and defilement remain the most sought after, showing that VJCs are meeting a deep community need. This consistency demonstrates that VJCs are breaking silence, reducing stigma, and creating safe spaces for youth to explore critical rights topics, reinforcing the case for expansion.**

What was your favourite lessons from the virtual justice club curriculum (red)?

The following is a list of VJC lessons. What VJC lessons would you like to learn more about (orange)?

**QUESTION:** What were your favourite lessons from the virtual justice club curriculum (red)? The following is a list of VJC lessons. What VJC lessons would you like to learn more about (orange)



**With the tools & learning provided by the Virtual Justice Club, VJC leaders became community resources, confidently offering support & information to those wanting to talk about gender & sexual-based violence, reducing the stigma associated with talking about these topics**

## **question:**

Through the VJC, you became a justice leader in your community. Did anyone ask you questions about gender or sexual-based violence?

**83%**

**Answered YES**

*Note: in the pre-survey, 69% of leaders had never spoken to anyone in their community about these topics*

## **question:**

Did you feel confident answering their questions about gender or sexual-based violence?

**83%**

**Answered YES**

*Note: in the pre-survey, 53% of leaders said they would be uncomfortable talking about these topics*



# Personal Growth & Development

“It has really improved my self-esteem and my characters.”

“It was very educative. I have learnt a lot and I am able to take care of myself and also to support others. I know my rights and ready to protect them.”

“I have experienced a lot of courage. A courage to say NO when someone wants to rape me.”

“I like the way I improve in my communication because before when the justice club came to our school i was not able to communicate and now i can communicate with people.”

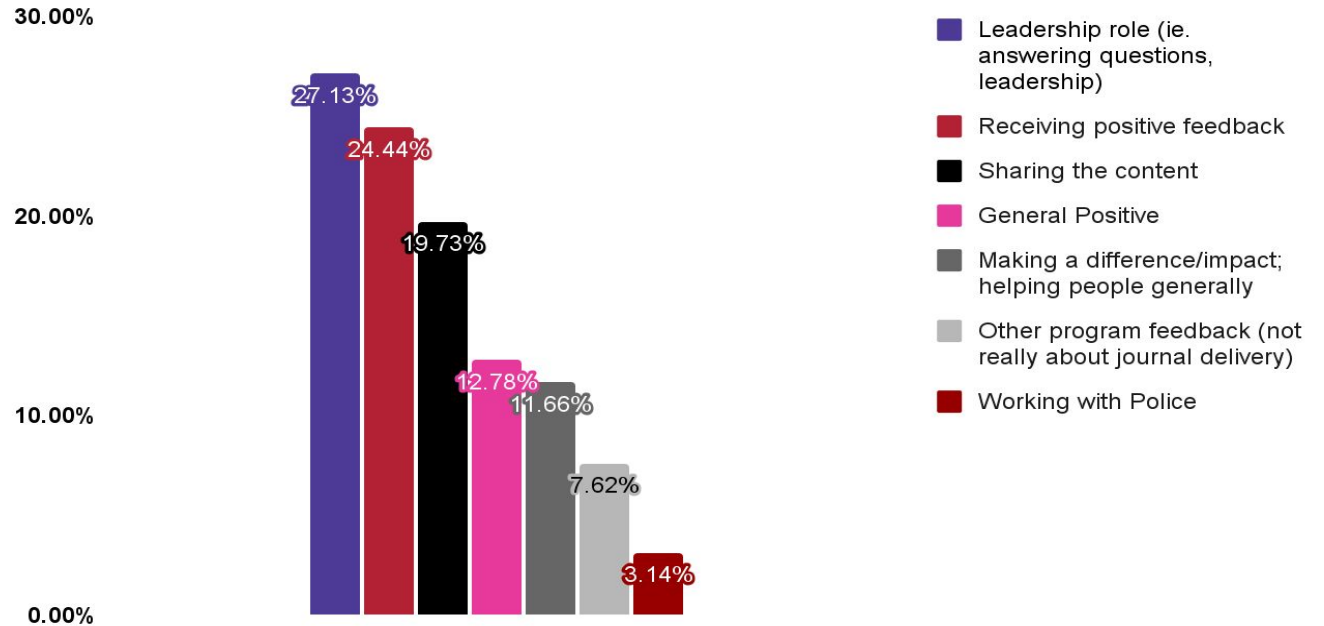
“yes I can now identify bad touches and good touches also I now know how to get help from the police or any other trusted people I now know the number to call when someone has been sexually abused. Thanks for all your kindness for choosing our school to work with.”



# VJC leaders enjoyed sharing content with their community, being in a leadership role, and receiving positive feedback from community members

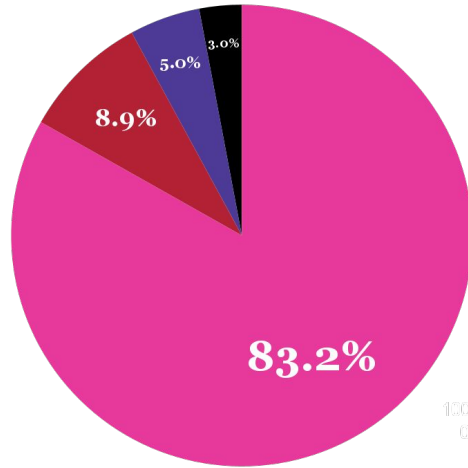
## QUESTION:

Please tell us all the things you liked about delivering the 160 Girls justice journal in your community.

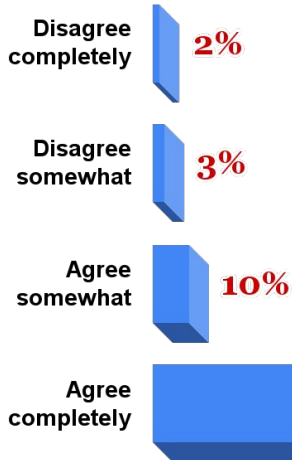


# Devices enabled VJC leaders to improve reading, writing, & technological skills, while also creating a greater comfort level with technology that will extend past their participation in the project.

- Agree completely
- Agree somewhat
- Disagree somewhat
- Disagree completely

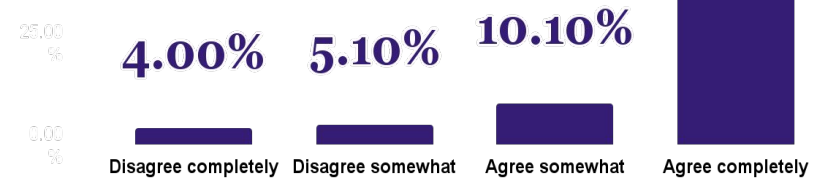


I am able to solve technological issues on my own after completing the VJC device training (i.e. turning the device on and off to restart it, navigating between different apps, etc.) .



Please indicate how much you agree or disagree with each of the following statements. I feel more comfortable using technology after completing the VJC program.

My reading and writing skills in English have improved because of my VJC participation



# Police Relations



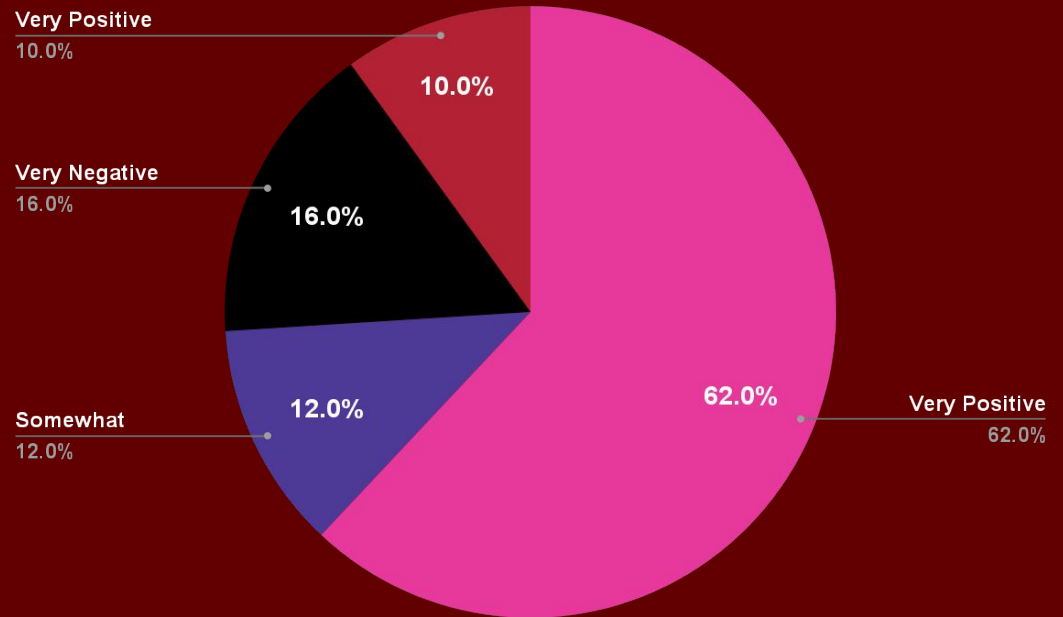
**"I felt protected while walking with the police"**

**"What I enjoyed most was that I learned how I can help a person who has been defiled and also the fact that I could be seen distributing journals containing justice with the police."**

**"I enjoyed working with the police and other organizations to help stop Gender Based Violence in the community and speaking to people on how they can help to support the survivors of sexual assault or defilement."**

# 62% of VJC leaders\* had positive interactions with the police

**QUESTION:** Choose the statement that best describes your interactions with the police officers who delivered the 160 Girls Justice Journal with you (\*).



*\* Of those that interacted with the police*

# The Bottom

## Line:

The 160 Girls Justice Clubs continue to demonstrate consistent and growing impact equipping girls, transforming community attitudes toward sexual violence, and strengthening positive engagement with the police. This ongoing pattern of change shows sustained progress in increasing access to justice for survivors of child rape.



**33%\***

one in three VJC leaders reported helping someone with a defilement situation.

*\*QUESTION: Since you became a VJC leader, have you helped anyone with a defilement situation ( During newsletter deliveries or otherwise)?*

# Conclusions based on key findings

VJC leaders continue to be seen as trusted community leaders, showing greater confidence and courage in addressing sensitive issues.

The Justice Journal continues to spark community dialogue on defilement and rights, helping reduce stigma and increasing pathways to justice.

Highly stigmatized topics (e.g., good touch vs. bad touch, survivor shaming) remain the most requested lessons, reinforcing the safe space VJC provides.

Interest in the 160 Girls project remains strong, with leaders and community members eager to engage with its history and justice outcomes.

**With the tools and resources provided by the VJC, leaders grew into confident mentors who:**

- Gained practical knowledge and digital literacy skills
- Supported peers and community members with accurate information on SGBV
- Shared content widely, receiving positive feedback from parents, teachers, and local leaders

**Tablets have added a new dimension of empowerment, enabling leaders to:**

- Improve reading, writing, and typing skills
- Build digital literacy and problem-solving skills
- Engage with educational and recreational content, increasing comfort with technology
- Strengthen program data collection and evaluation

**Over 70% of VJC leaders who engaged with the police reported positive interactions, with chiefs and officers reinforcing formal reporting and discouraging out-of-court settlements.**

VJC leaders continue to help survivors of defilement seek justice and support, showing the program's sustained impact across cohorts.

# Funding

## Recommendations

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

- **Expand tablet provision and training**
  - 135 tablets distributed in 2024 increased digital literacy and confidence.
  - More devices will allow additional youth to benefit and strengthen continuity where transfers caused dropouts.
- **Strengthen Justice Journal distribution**
- **Pre/post surveys showed a jump in awareness of the 160 Girls Decision (28.5% → 97.3%).**
- **Sustaining and expanding distribution will continue to build legal knowledge and encourage reporting (22% already reported cases post-distribution).**
- **Deepen community and parental engagement**
- **Parents like Hellen reported new confidence in using police channels.**
- **Support programs that build adult allies around VJC leaders to sustain cultural change.**
- **Enhance police partnerships**
- **70%+ of leaders reported positive interactions with police.**
- **Continue joint training and mentorship to reinforce trust and discourage out-of-court settlements.**
- **Scale to new schools and regions**
- **675 leaders were trained across 9 schools in 2024.**
- **Expansion can replicate these successes, especially in areas with high transfers or unmet demand.**

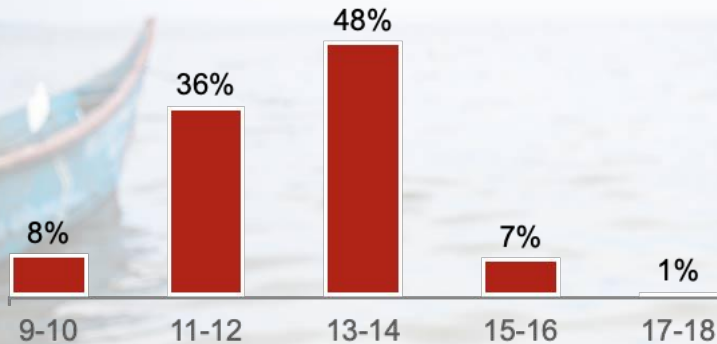
# Recommendations to sustain programming

1. Continue investing in digital tools (tablets) to strengthen literacy and technology skills.
2. Address continuity issues caused by student transfers.
3. Maintain strong community engagement through the Justice Journal.
4. Deepen collaboration with police to reinforce trust.
5. Expand content on sensitive but popular lessons (e.g., good touch vs bad touch, 160 Girls case history).
6. Scale the program while preserving close teacher/police involvement and rigorous data collection.



# Demographic Data

How old are you?



Respondents by age

**57%**

of respondents identify as female

**37%**

of respondents identify as male

**6%**

of respondents identify as other

**19%**

of respondents have a disability

**81%**

of respondents do NOT have a disability

*% of respondents reflects only responses that could be coded*



# Which area do you live in?



# Overview of Research Study



## Purpose

To measure the impact of the distribution of the EE Justice Journals in communities where the children and the police have been trained on the rights and procedures pertaining to defilement of minors in Kenya. A series of informational journals were distributed by students with police escorts at public gatherings and door to door in Homa Bay county from January 27<sup>th</sup>, 2024 to June 16<sup>th</sup>, 2024.

## Method

Trained interviewers administered research surveys to people intercepted in the community and door to door. To establish a baseline of knowledge, 151 people were surveyed before the Justice Journals were distributed (January 17<sup>th</sup>, 2024 to June 29<sup>th</sup>, 2024). 150 people were surveyed 6 months after a series of 12 journals were distributed in the community to detect changes. Total number of newsletters distributed was 23,800.

## Sample

Both pre and post samples were fairly evenly split between male and female respondents, were largely between 41 and 60 years old and over 47% had secondary or higher levels of education

# Expanding Reach, Breaking Barriers through Justice Journals

**12,600** English newsletters

**4,850** Swahili newsletters

**6,350** Dholuo newsletters

**96%** after receiving the journals

Translating the Justice Journal into Dholuo and Swahili ensures that vital information is accessible in the languages people understand best. Using the mother tongue respects cultural identity, breaks down barriers to learning, and allows every community member to fully engage with their rights.

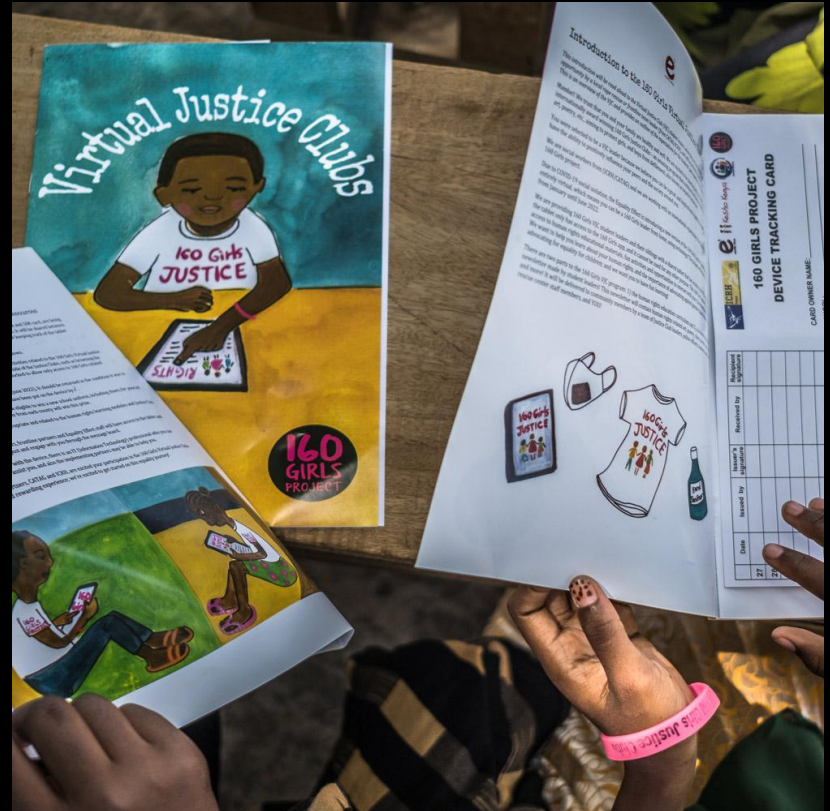
# The Justice Journals are Well Received

98%

of Justice Journal recipients are interested in receiving new issues

100%

learned new information about women and girl's rights and sexual and gender-based violence from the Justice Journals that they did not know before.





## The Justice Journals Have Raised Awareness of Legal Rights

The journals significantly increased the awareness of “The 160 Girls Decision”:

**71%** of people aware before the journals;

**97%** after receiving the journals

People are aware of court decisions that require the police to investigate defilement claims professionally

**94%** before the journal;

**96%** after receiving the journals

**The Justice Journals have both an immediate and a cumulative effect in building awareness of the rights of child defilement victims.**

**Each time E2 conducted a VJC program there were 9 schools, 75 leaders trained and 25,000 Justice Journals distributed in the community over 6 months. Community members were surveyed before (pre) and after (post) the completion of the program.**

**In 2022, 2023 and 2024 EE ran the program in geographically close regions. This resulted in ever increasing knowledge in the broader community re:**

- awareness of the court decisions,
- recognizing signs of defilement
- knowledge of the steps police must make to investigate.

*Due to previous engagement in neighbouring areas we see a consistency in awareness from 2022-2024*



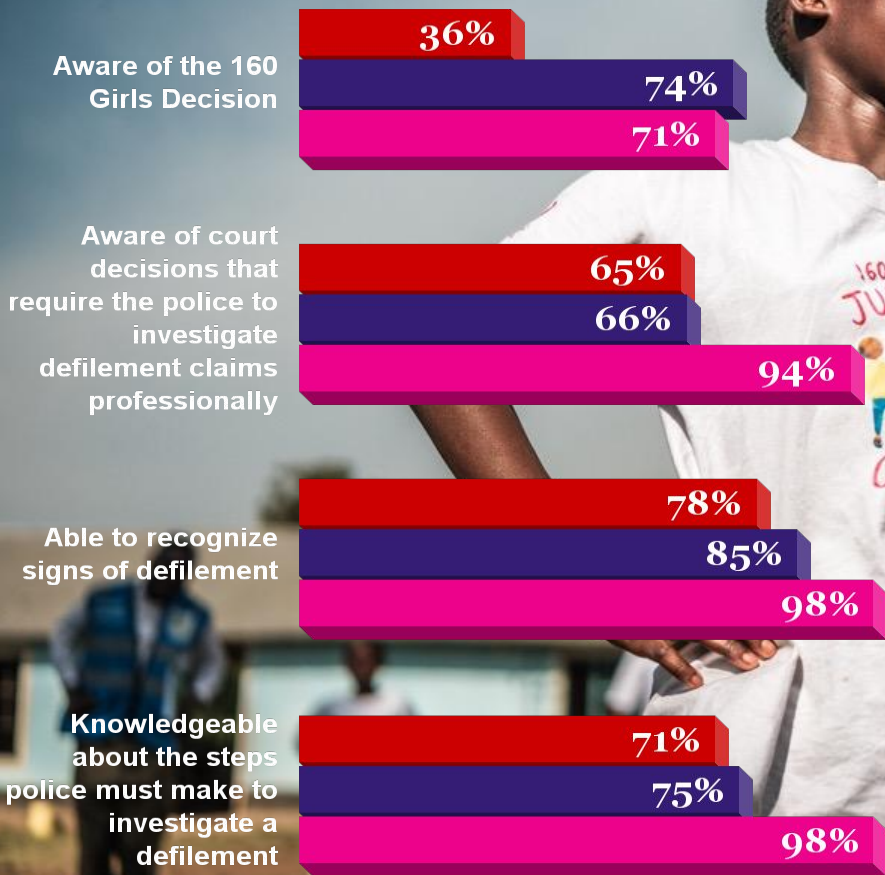
■ 2022 ■ 2023 ■ 2024

# Pre-Journal Distribution

2022 - Base 248

2023 - Base 203

2024 - Base 151



■ 2022 ■ 2023 ■ 2024

# Post-Journal Distribution

Aware of the 160 Girls Decision



Aware of court decisions that require the police to investigate defilement claims professionally



Able to recognize signs of defilement



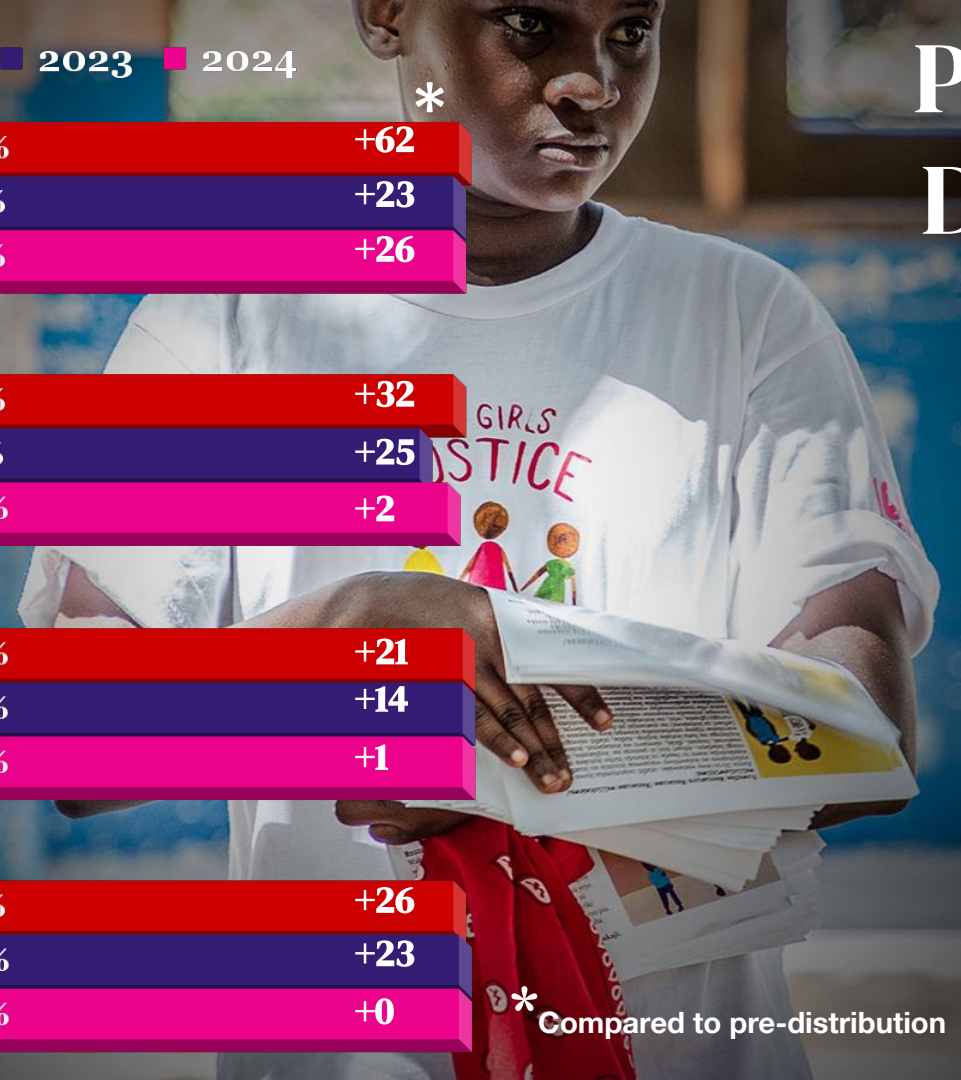
Knowledgeable about the steps police must make to investigate a defilement



In the first years of the Virtual Justice Club's distribution of Justice Journals in the community, there was a significant improvement in awareness and knowledge pre to post distribution. By the 3rd year of the programme, community awareness was already so high that an improvement was not seen, post journal distribution.

2022 - Base 204  
 2023 - Base 212  
 2024 - Base 150

\* Compared to pre-distribution



# e<sup>2</sup>

## Thank you to all of our partners!



Jitambue, Jihusishe.



[www.thequalityeffect.org](http://www.thequalityeffect.org)

