



PART 2

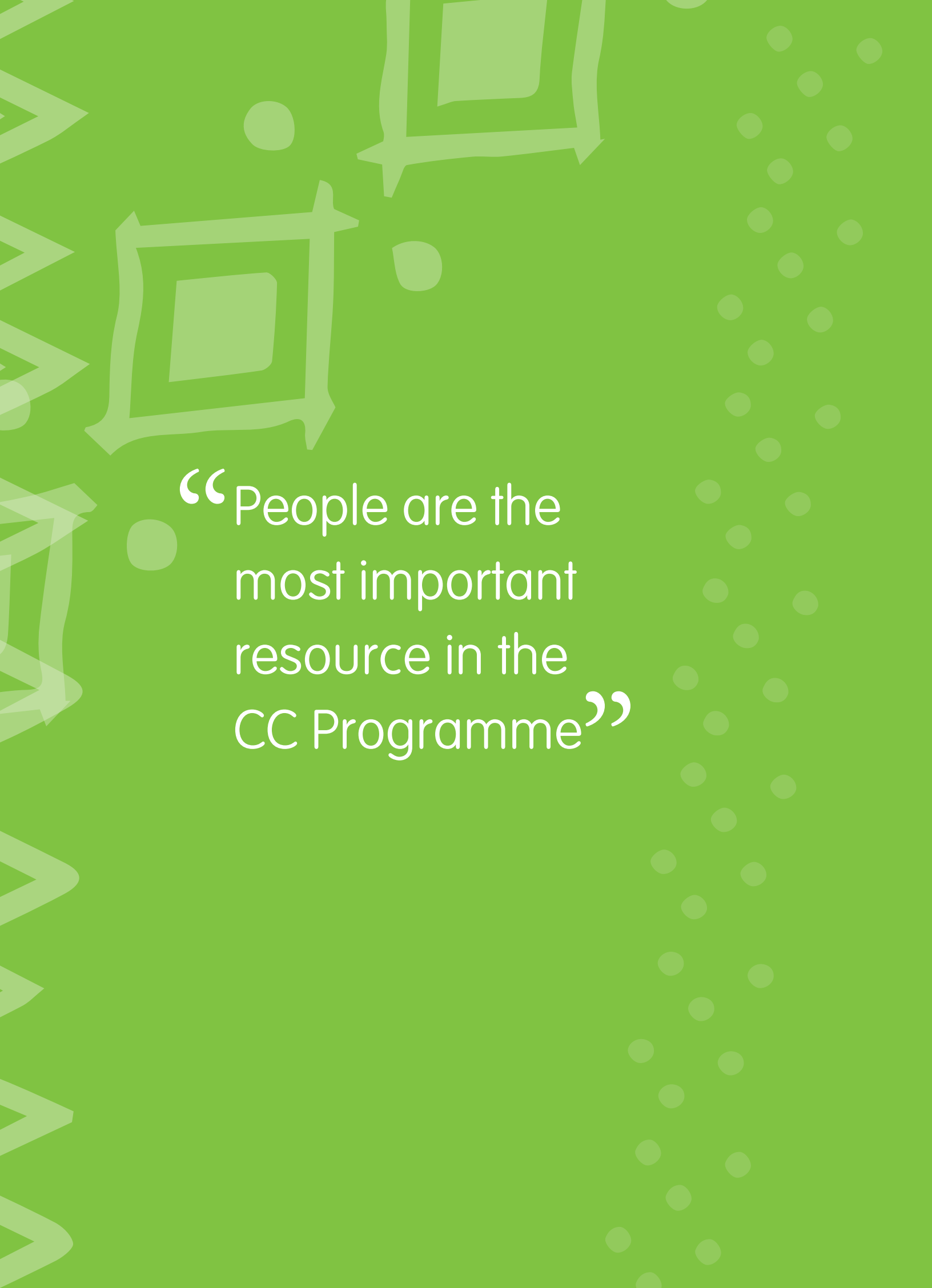
PROGRAMME PLANNING AND MONITORING

SECTION 2

CAPACITY BUILDING

WORKSHOP GUIDE

ORIENTATION TO THE CC PROGRAMME

The background is a solid green color. On the left side, there are several overlapping, semi-transparent geometric shapes, including squares and rectangles with internal lines, creating a layered effect. On the right side, there is a pattern of small, light green dots arranged in a grid-like fashion, with some dots appearing slightly larger or more prominent than others.

“People are the
most important
resource in the
CC Programme”

PROGRAMME PLANNING AND MONITORING CAPACITY BUILDING

1 DAY

Orientation to the CC Programme

This workshop aims to provide Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) managers and senior staff with an orientation to the programme and the Toolkit, and support the planning process for programme start-up, implementation and monitoring. The workshop guide covers:

SESSIONS

- **SESSION 1:** Overview of the CC Programme (1 hour 30 minutes)
- **SESSION 2:** Introduction to the toolkit (1 hour 30 minutes)
- **SESSION 3:** Implementation challenges and solutions (30 minutes)
- **SESSION 4:** Planning (2 hours)

OBJECTIVES

- 1 Understand the CC Programme approach and theory of change.
- 2 Become familiar with the CC Toolkit components and content.
- 3 Review *Part Two: Programme Planning and Monitoring* and familiarise with the steps and actions for programme start-up and with the outcomes and activities for implementing Community-Based Care (CBC) and Community Engagement and Action (CE&A) components of the programme.
- 4 Begin planning programme start up, implementation and monitoring using Part Two of the Toolkit

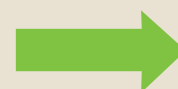
Participant handouts

Copies of CC Toolkit

Handout 1: CC Programme structure and partners

Handout 2: CC Programme logical framework

Handout 3: Planning template



Participant handouts

Handout 1: CC Programme structure and partners

Handout 2: CC Programme logical framework

Handout 3: Planning template

SCHEDULE

TIME	CONTENT	SLIDES
9:00–9:30	• Welcome and introductions • Group norms	1–4
9:30–10:30	• Overview of CC programme	5–21
10:30–11:00 Morning tea		
11:00–11:30	• Overview of CC toolkit	22–46
11:30–1:00	• Implementation challenges and solutions	47
1:00–2:00 Lunch		
2:00–3:00	• Planning session	48
3:00 – 3:15 Afternoon tea		
3:15–4:15	• Planning session cont.	
4:15–4:45	• Summary and next steps	



MORE

Ice-Breakers and Energizers

There is a suggested ice-breaker in the session plan; however you should feel free to use any ice-breaker activity that you are comfortable with.

For more ideas for ice-breakers and energizers, see the Sexual Violence module in Part One of the Toolkit.

NOTE TO FACILITATORS

To facilitate this workshop you need an in-depth understanding of the CC Programme and Toolkit. You also need a sound understanding of how social norms perspectives have been used in other violence prevention and behaviour changes programmes and feel comfortable in sharing these examples and experiences.

This guide provides a suggested timetable and content for a one-day workshop, however you should adjust it according to your programme needs.

You may wish to prepare a presentation and handout on sexual violence in the country/community, based on available research, including formative research conducted for the CC Programme. The presentation and handout should cover what is known about sexual violence in the country and communities in which the programme is being implemented.

To facilitate the team competition exercise on the CC theory of change, you will need to prepare six sets of 'puzzle cards'. An example you can use is given in the activity sheet found at the end of the session plan before the handouts. You may wish to give a small prize to the winning team, such as sweets or allowing them to be first to get lunch.

SESSION PLAN

WELCOME AND INTRODUCTIONS–30 minutes

Welcome, housekeeping 10 minutes	SHOW SLIDES 1–4 Welcome all participants and provide information about the facilities and other logistical issues, workshop content, timetable and objectives.
Introductions and ice-breaker 15 minutes	1. Ask each participant to state their name, organisation and role in the CC Programme. 2. Conduct the following 'A's and 'B's' ice-breaker activity, or choose your own. • Ask participants to stand in a circle and to look around and silently choose another person. When they have chosen they should raise their hand. That other person is their 'A'. Ask everyone to choose a second person in the same way. That person is their 'B'. • When you say 'go' everyone must move around to get as close as possible to their 'A' and keep as far away as possible from their 'B'. They must move quickly and remember to do both of these things. • After a minute or two, reverse the instruction – keep close to 'B' and far away from 'A'.
Group norms 5 minutes	Ask participants for group norms they would like to establish for the day and note on flipchart.

1 R. Chambers, *Participatory Workshops a sourcebook of 21 sets of ideas and activities*, Earthscan, (London, 2004).

SESSION 1: INTRODUCTION TO THE CC PROGRAMME–1 hour 30 minutes

1. Programme overview*Presentation and discussion*

1. If participants are unfamiliar with the nature and scope of sexual violence in your context, you may wish to provide a brief presentation covering what is known about sexual violence in the country and communities in which the programme is being implemented.
2. Ask participants what they know about the CC Programme and allow time for everyone who wishes to contribute to do so.

SHOW SLIDES 5–9

3. Deliver a presentation on the CC Programme goal, objectives, components and principles. Make sure the following points are highlighted during the presentation:
 - The CC Programme is an exciting and innovative programme bringing together:
 - ▶ community-led, participatory processes for social change;
 - ▶ the power of social norms in influencing human behaviour;
 - ▶ transformative non-formal education based on universal values of dignity, fairness, and justice.
 - The programme aims to harness the power of people to take collective action to end tolerance for violence and discrimination in their communities, especially sexual violence.
 - CC Programme staff have an important role as change makers - they will need to motivate community members to listen deeply and respectfully to each other, to examine their collective values and hopes and to inspire them to take action together to make their communities healthier, safer and more peaceful, especially for women and girls.
 - The two components of the programme – social norms change and community-based care – are mutually reinforcing. For example, if people can see that services are available, this contributes to building positive norms that help break the silence around sexual violence.

SHOW SLIDE 10

4. Explain the CC Programme follows a six step theory of change, called the *pathway to change* in the Toolkit.
5. Put participants into four or five small groups and distribute a set of puzzle cards with the six steps to each group (see end of session plan for sample puzzle cards). Challenge participants to put the cards in the right order as quickly as possible. One option is to award a prize to the winning team, such as sweets or allowing them to be first to get lunch.
 - Wait until all teams have put the cards in the order they think is right, noting the order in which the groups finished.
 - Ask the team that finished first to share the order in which they put the cards. If they do not have the correct order, continue until you have a winning team.

1. Programme
overview
(continued)

SHOW SLIDES 11–13

6. Review the theory of change, explaining each step.

SHOW SLIDES 14–15

7. Review the CBC component. Explain that it is based on the following:
- Rights of survivors to confidential compassionate care and support to address the harmful consequences of violence to help them heal and recover.
 - Good practice in responding to survivors of sexual violence, including survivor-centred principles
 - Importance of availability, accessibility and quality of services
 - Explain the aims of CBC component are to:
 - Help develop survivor-centred knowledge, skills and beliefs among service providers to help them to do a good job in providing care and support, including treating survivors with respect and dignity. This includes community and clinic-based health workers, social welfare workers and volunteers, education staff, and law enforcement officers.
 - Help service providers become 'champions for change' and publically show their commitment to creating positive community norms by speaking out and encouraging discussion and debate about community beliefs and norms. This will also encourage survivors to seek help.

SHOW SLIDES 16–17

8. Review the CE&A component. Explain that it is based on the following:
- The knowledge that social norms are a powerful influence on behaviour and that if we can help communities to change harmful norms we can influence the way people behave. The experience that participatory community-based processes are more likely to lead to sustainable change.
 - The belief that every human being has basic rights and freedoms that are based on principles of dignity, fairness and justice.
9. Explain that CE&A aims to support the community to adopt positive norms that prevent sexual violence against women and girls and take action to prevent it by using group discussions to do the following:
- Help core groups in the community reflect on their values and vision for their community and on harmful beliefs and behaviours that contribute to violence and discrimination, especially against women and girls.
 - Help those groups explore and identify positive norms that encourage respectful and non-violent relationships between men and women and acceptance and support for survivors of sexual violence.
 - Help core group members publically show commitment to positive norms and behaviours that prevent sexual violence.
 - Help spread the message of change throughout the community to ensure that the commitment to preventing sexual violence spreads.

1. Programme overview (continued)

SHOW SLIDES 18–19

10. Review the research component of the programme, explaining the role of Johns Hopkins University in developing and using the social norms measure to collect information at baseline, inform programme implementation and help to monitor and evaluate the programme impact. If available and appropriate you may wish to provide information about key findings from the baseline research.

DISTRIBUTE HANDOUT 1: Communities care programme structure and overview

11. Overview the programme structure and explain that for the CC Programme to be effective it requires a strong collaborative effort by many different people and organizations. Implementation relies on many staff working in government health, education, social welfare, and law enforcement services, as well as members of community-based organizations and groups.

SHOW SLIDE 20

12. Overview the role of UNICEF at HQ and country level and highlight the role of UNICEF HQ in providing technical support throughout the programme, including advising on adapting Toolkit materials. Also highlight any expectations UNICEF has of implementing partners.

SHOW SLIDE 21

13. Conclude the presentation by making the following points:
 - The CC Programme uses a participatory, community-based approach and a social norms perspective for sexual violence prevention.
 - It uses a participatory community-based approach because sustainable change comes from within the community.
 - It uses a social norms perspective because social norms have a very powerful influence on human behaviour.
 - If you want programme staff, including Discussion Leaders, to be agents of change you need to continually inspire, support and motivate them.
 - As programme leaders, you need to set an example in the way you behave and talk about relationships between men and women, about power relations and about sexual violence. It's up to you to model positive social norms for others to see what these mean in practice.

DISTRIBUTE HANDOUT 2: Logical framework

14. Review the logical framework shown in the handout.
15. Invite questions and comments about any aspect of the programme and allow time for discussion.

SESSION 2: INTRODUCTION TO THE CC TOOLKIT–1 hour 30 minutes

2. Introduction
to the
CC Toolkit*Presentation
and
discussion***DISTRIBUTE COPIES OF THE CC TOOLKIT TO PARTICIPANTS**

1. Explain that the Toolkit has four distinct parts and show each one to participants. Explain that each part has a specific purpose and audience. Tell them they will have an opportunity to explore it themselves in more detail at the end of the presentation.

SHOW SLIDE 22

2. Provide an overview of the Toolkit components highlighting the following:

SHOW SLIDES 23–25

Part One: Building Knowledge and Awareness is essential reading for everyone involved in the programme. Part 1 shares information about sexual violence and social norms and self-awareness and provides essential information, reflection questions and programming tips. It will also stimulate you to reflect on your own experiences, attitudes and behaviour relating to sexual violence. It's objectives are:

- Create shared understanding about sexual violence against women and girls, including in conflict-affected settings.
- Foster awareness of the harmful consequences of sexual violence and the rights and needs of survivors.
- Educate stakeholders about the causes of sexual violence and explore the connections between gender inequality, power and sexual violence.
- Consider factors at the individual, family, community and societal levels that need to be addressed to make lasting change to norms, policies and practices that sustain sexual violence
- Educate stakeholders about social norms are and how they can be used in programming.
- Encourage reflection about personal values and beliefs.

Section 1 introduces the topics of sexual violence, social norms and self-awareness and Section 2 contains training materials for programme staff and stakeholders on sexual violence, social norms and self-awareness. Section 2 contains three training modules on sexual violence, social norms and self-awareness.

Programme managers and leaders need to know the content of Part One and be confident to deliver the training, making sure relevant local information is incorporated where indicated in the modules.

2. Introduction to the CC Toolkit (continued)

SHOW SLIDES 26-32

Part Two: Programme Planning and Monitoring is for you. It is aimed at managers and focusses on building a programme team, stakeholder engagement, safety and ethics, and planning and monitoring tools for CBC and CE&A components. It contains information about how to recruit programme staff, how to engage other partners and stakeholders and how to plan and monitor activities. It's objectives are:

- Build a strong foundation for the programme by creating a skilled and committed team and fostering good relationships with community stakeholders.
- Ensure safety of CC staff and community members in all stages of the programme.
- Plan for creating holistic, compassionate community-based care and support for survivors of sexual violence.
- Plan for sparking community action to prevent sexual violence.

Section 1 contains information and guidance for getting started with the CC Programme, as well as tools for planning staffing structure, management, supervision and training; building community partnerships; and ethical and safe programming.

Later today we will spend time looking at this section in more detail.

SHOW SLIDES 33-38

Part Three: Strengthening Community-Based Care is for programme managers and staff working with professionals, paraprofessionals and community volunteers who provide care and support to survivors of sexual violence. It's objectives are:

- Support the CBC Team in strengthening quality community services for survivors of sexual violence.
- Support the CBC Team in building survivor-centred knowledge, skills, beliefs and behaviours of service providers and other helpers in health, psychosocial care, education and law enforcement.
- Foster good practice in survivor-centred care and support.

Section 1 covers the process of implementing the CBC component and looks at strengthening quality survivor-centred services and supporting compassionate survivor-centred care and support. Each topic begins with information and guidance to implement programme activities, and also has an action checklist and tools to help carry out the activities and action points.

Section 2 contains training materials to build capacity of service providers in health, psychosocial care, education and law enforcement to deliver survivor-centred care.

2. Introduction to the CC Toolkit (continued)

SHOW SLIDES 39-46

Part Four: Catalysing Change is the section of the Toolkit that focuses on transforming social norms within a community. Part Four has information, guidance and tools to help the team implement the community engagement and action component of the programme.

It's objectives are:

Support the CE&A Team to promote positive social norms and spark transformation of those that are harmful and contribute to sexual violence against women and girls in the community.

- Support the CE&A Team to work with the community to build collective commitment and take concrete action to prevent sexual violence against women and girls.
- Support the CE&A Team to promote services and encourage survivors to seek help.

Section 1 covers the process of implementing CE&A activities and provides information and guidance, an action checklist and tools to help carry out the key actions. It looks at building positive norms against sexual violence; fostering common cause, collective commitment and action for change; communicating change; and building a supportive environment.

Section 2 contains a training module to build the capacity of Community Discussion Leaders to facilitate guided discussions that generate awareness and reflection on human rights and local values, foster norm questioning, and create commitment and action for ending tolerance of sexual violence. It also contains the Community Discussion Guide.

3. Explain the following:

- As programme managers and senior staff you need to be familiar with all components of the Toolkit.
- The Toolkit is designed for use across different contexts, cultures and communities and as such you will need to adapt materials to make them suitable to your setting.
- For example, you will need to review the Discussion Guide with the CE&A Team, including Discussion Leaders, to adapt the materials. The Discussion Guide offers suggestions for discussion material and activities. While it is important to maintain the structure of the discussion process as outlined in the guide, you will need to tailor it to your setting – if an activity or discussion is not appropriate to your context or to a particular group, adapt it or don't use it.
- You will need to review the symbols, examples, stories, pictures, scenarios, and activities to make sure they are relevant and culturally acceptable to your community and audiences. You will need to incorporate local folklore and traditional stories, and religious teachings into the discussions to make them relevant to the common experiences of participants. Make sure you have a good collection of local proverbs, sayings, teachings, songs and poems to use throughout the discussions.

2. Introduction to the CC Toolkit (continued)

- You may also need to identify how the guide will be adjusted for different groups. For example, a group that has prior knowledge and learning about sexual violence (such as service providers who have participated in training using materials from the Toolkit) may not need to learn about types and consequences of sexual violence and you could skip this meeting.
 - Discussions and activities may also need to be tailored to work with both literate and non-literate participants.
4. Allow participants 15 minutes to look through the whole toolkit independently, focusing on Parts One, Three and Four.
 5. After 15 minutes, tell participants that we are going to spend time planning for implementation and that they should now spend 15 minutes reviewing Part Two in more detail in preparation for this afternoon's planning session.

SESSION 3: IMPLEMENTING CHALLENGES AND SOLUTIONS–30 minutes

3. Sharing challenges and solutions

Small group work

SHOW SLIDE 47

1. Put participants into small groups of 3-4 people. Ask them to spend 20 minutes discussing the following:
 - Why I want to be part of the CC Programme.
 - My experience of working on sexual violence issues.
 - Three main challenges I might experience in implementing the CC Programme.
2. Ask participants to write each of the main challenges on a separate card or post-it note.
3. Collect these cards and stick up on flipchart, grouping them by theme.
4. Bring the groups back together to feedback, highlighting shared perceptions and concerns.
5. Address implementation challenges identified from the challenges by:
 - Taking each card or post-it note in turn from the flip chart.
 - Discussing in more depth if required to understand fully.
 - Exploring possible solutions including identifying where the challenge is addressed in the Toolkit and suggestions from the group.
 - Plan when and by whom the Discussion Guide and training materials will be adapted for use in you context (guidance on adapting the Discussion Guide at the beginning of the guide and each training module contains information about preparation required, such as creating locally specific presentations and handouts.)
 - Complete any tasks that can be accomplished during the planning session, such as scheduling staff training.

SESSION 4: PLANNING–2 hours

4. Planning session

*Large or
small
group work*

DISTRIBUTE HANDOUT 3: Planning template**SHOW SLIDE 48**

1. How you facilitate this session will depend at which stage of programme start-up partners are, whether some planning has already taken place and how many people are in the workshop. For example, if all staff are already recruited, you will not need to address staff recruitment. If you have different partners implementing the programme in different communities, you will need to break them into teams based on where they work. There are two hours allocated to the planning and you should make sure you discuss any other planning issues that need to be addressed during this time.
2. A suggested format for the planning session is to distribute the planning template in handout 3 and have participants go through each action to determine:
 - whether each action has been completed;
 - what specific tasks need to be undertaken to complete each action;
 - who is responsible for each task;
 - when it needs to be done by.

If you have a large group in the workshop you may wish to break participants into groups and allocate each group different sections of the planning template to complete, for example, allocating CBC planning to CBC Team members present. If you do this, you will need to allow time at the end for participants to present back to other members of their team for discussion.

3. Use the remaining time to:
 - Review all the action checklist boxes in Parts Three and Four of the Toolkit.
 - Plan when and by whom the *Discussion Guide* and training materials will be adapted for use in your context (guidance on adapting the *Discussion Guide* at the beginning of the guide and each training module contains information about preparation required, such as creating locally specific presentations and handouts.)
 - Complete any tasks that can be accomplished during the planning session, such as scheduling staff training.

SUMMARY AND NEXT STEPS–30 minutes

Questions and summary

- Allow time for questions that have not yet been addressed.
- Provide a summary of the workshop.
- Overview next steps for CC Programme planning and implementation, including timelines.
- Schedule another planning meeting if needed.

ACTIVITY SHEET

Team puzzle cards for Pathway to Change activity

Make one copy for each small group, cut up the cards and distribute one mixed-up set to each group.

Strengthen care and support for survivors of sexual violence.

Build awareness and reflection among core groups in the community about positive universal and local values.

Explore shared beliefs and norms that promote and prevent sexual violence.

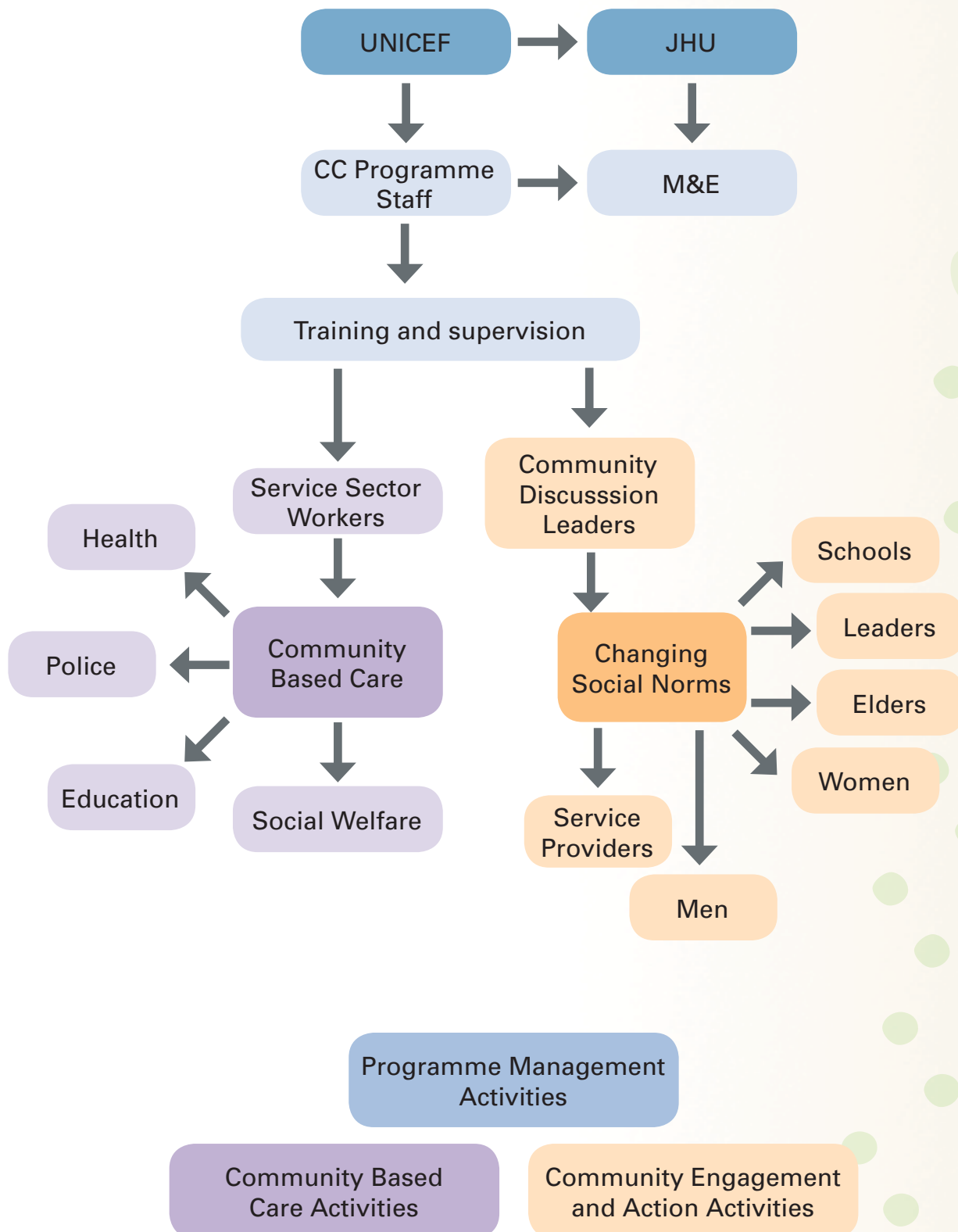
Support collective public commitment to positive beliefs and norms.

Communicate that change is happening in the community.

Build an environment that supports change by building awareness and advocating for laws, rules and policies that prevent sexual violence.

HANDOUT 1

CC Programme structure and partners



HANDOUT 2

Logical framework for pathway to change

PROBLEM

Limited availability, access to and quality of support services and harmful social norms contribute to poor outcomes for survivors of sexual violence and their families and to acceptance/tolerance of and inaction against sexual violence.



HOW TO ADDRESS THIS PROBLEM?

ACTIVITIES

OUTPUTS

A

- Map sources of care and support in the community
- Assess gaps in services and barriers in accessing services
- Implement solutions to gaps in and barriers to services
- Establish and support interagency coordination groups at district/state level
- Develop and disseminate referral directory and protocols

Sources of care and support in the community are identified; gaps in services and barriers to access are addressed

Interagency coordination groups at district /state level are functioning effectively

B

- Train all service providers on sexual violence, social norms, self-awareness and good practice in survivor-centred care
- Train, equip and mentor community health workers to provide basic health response to survivors
- Train, equip and mentor clinic-based health workers to treat sexual violence survivors
- Train and mentor psychosocial actors in good practice in psychosocial care and supervise case management
- Train and mentor education staff in recognizing and responding to sexual violence
- Train and mentor law enforcement actors in good practice in law enforcement response to sexual violence

All relevant service providers across sectors have the necessary capacities to provide appropriate, survivor centered care

C

- Identify core groups to start community discussions, including interagency response actors
- Facilitate group discussions with core groups
- Identify 'champions for change' and support them to raise awareness
- Identify new community members to participate in group discussions

Community discussions occur and are effectively led

New or additional community discussion groups are created

D

- Identify ways groups can publically demonstrate commitment to new rules and behaviours
- Organize collective public events that show commitment to new norms and behaviours
- Advocate with public officials to support public events
- Share information about events using mass and social media

Collective public actions demonstrating commitment to new norms and behaviours are undertaken, supported and publicized by public officials

E

- Identify public actions people can take to reinforce new norms and behaviours
- Expand community discussions to new communities
- Communicate community decisions and actions using different communication methods

Public decisions and actions to reinforce new norms and behaviours are creatively publicized

F

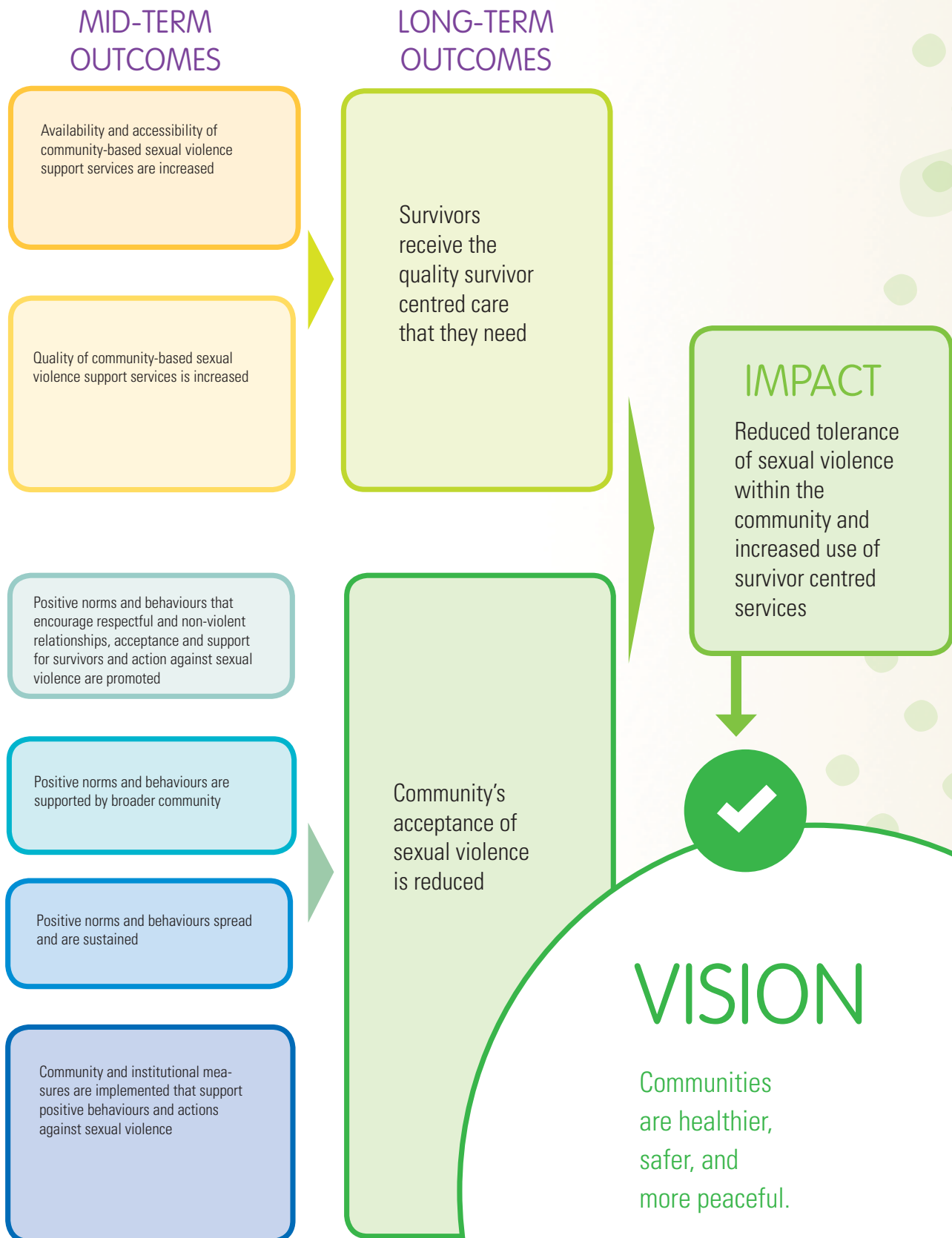
- Advocate with decision makers for new laws, policies and rules that support zero tolerance of sexual violence

New laws, policies and rules that support zero tolerance of sexual violence are enacted

New initiatives and protocols in education, health and social welfare systems are able to monitor and address violations

- Introduce institutional measures in education, health & social welfare systems to monitor and address violations

Stories of change are publicized



HANDOUT 3

Planning template

Staff recruitment	Completed (yes/no)
Create the programme organization chart and job descriptions covering programme management and district/state and community level staff for both components	
Ensure that candidates are assessed on their beliefs and attitudes about gender equality, gender roles, and sexual violence, as well as on their knowledge and skills (see Sample Interview Scenarios and Questions)	
Identify initial training needs of programme staff (see Staff Training Plan)	
Plan when and by whom the staff training will be delivered (see the Staff Training Schedule)	
Develop a staff supervision plan that includes regular one-on-one, group and peer supervision for community-based social work and community discussion staff	
Building partnerships	Completed (yes/no)
As a team, develop a positive vision and description of the programme to communicate to stakeholders	
Develop a list of stakeholders at district/state and community levels to share information about the programme with (see the Community Stakeholder Checklist)	
Analyse which stakeholders to consult and involve in strengthening CBC (see the Sector Stakeholder Map)	
Identify groups and influential actors in the community to consult and involve in the CE&A component of the programme (see the Community Stakeholder Map)	
Develop a strategy for approaching and communicating with key community stakeholders (see the Stakeholder Communication Plan)	

Tasks required to complete	Who is responsible	By when

Tasks required to complete	Who is responsible	By when

HANDOUT 3 PLANNING TEMPLATE (continued)

Ethics and safety	Completed (yes/no)
Ensure that all senior programme staff have read and are familiar with WHO <i>Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies</i>	
Identify and plan to minimize and respond to potential ethical and safety issues associated with the Programme (see the <i>Ethics and Safety Checklist</i>)	
Train programme staff on ethical and safety issues and procedures in place to respond to risks	
Ensure that ethical and safety issues are regularly reviewed and addressed as part of management and team meetings and during staff supervision	
CE&A	Completed (yes/no)
Review <i>Part Four: Catalysing Change</i> with senior staff to ensure everyone is familiar with the steps and tools for implementing this component	
Provide orientation and training to the CE&A Team on activities, outputs and outcomes for this component of the programme and on Part Four	
Complete the <i>CE&A Activity Plan</i> and <i>CE&A Activity Monitoring Matrix</i> with the CE&A Team and relevant community stakeholders	
Complete the <i>CE&A Year One Activity Implementation Schedule</i> and ensure that CE&A staff and community stakeholders are familiar with it	
Consult programme stakeholders to develop participatory monitoring indicators and methods for measuring progress towards the outcomes	
Complete the <i>CE&A Output Monitoring Matrix</i> and <i>CE&A Outcome Monitoring Matrix</i> and ensure that all staff and stakeholders are familiar with them	

Orientation to the CC Programme

Tasks required to complete	Who is responsible	By when

Tasks required to complete	Who is responsible	By when

HANDOUT 3 PLANNING TEMPLATE (continued)

CBC	Completed (yes/no)
Review <i>Part Three: Strengthening Community-Based Care</i> with senior staff to ensure that everyone is familiar with the steps and tools for implementing the CBC component of the programme	
Provide orientation and training to the CBC team on activities, outputs and outcomes for the CBC component of the programme and on Part Three	
Complete the CBC Activity Plan and CBC Activity Monitoring Matrix with the CBC team and relevant community stakeholders	
Complete the CBC Year One Activity Implementation Schedule and ensure that the CBC team and community stakeholders are familiar with it	
Complete the CBC Output Monitoring Matrix and CBC Outcome Monitoring Matrix and ensure that all staff and stakeholders are familiar with them	

Tasks required to complete	Who is responsible	By when

Communities Care: Transforming Lives and Preventing Violence

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