“champions for change, creating safer communities”
If you are a programme manager or part of the Community Engagement and Action Team (CE&A Team), then Part Four: Catalysing Change is for you! It has information, guidance and tools to help the team implement the CE&A component of the Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme).

The aim of this component of the CC Programme is to work with the community to promote positive norms and transform harmful beliefs to reduce tolerance for sexual violence against women and girls and to spark community-led action to prevent it.

Through the CC Programme, we will work with core groups in the community to support them in becoming ‘champions for change’ – learning about and taking action against sexual violence and inspiring others to do so. The process involves group discussion that helps community members reflect on the harm caused by sexual violence, analyse their values, find common ground and discuss the benefits of creating social norms and behaviours that promote a safer, healthier and more peaceful community.

**OBJECTIVES**

- Support the Community Engagement and Action Team to promote positive social norms and spark transformation of norms that are harmful and contribute to sexual violence against women and girls in the community.

- Support the Community Engagement and Action Team to work with the community to build collective commitment and take concrete action to prevent sexual violence against women and girls.

- Support the Community Engagement and Action Team to promote services and encourage survivors to seek help.

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1 The Community Engagement and Action Team refers to CC staff responsible for implementing the community discussion and action component of the programme, including Community Discussion Leaders.
WHAT’S IN HERE?

Catalysing Change has two sections:

**INFO**

The first section takes you through the process of implementing the Community Engagement and Action component of the CC Programme and provides guidance and tools to help you implement the activities. It covers: (1) building positive norms that discourage sexual violence; (2) fostering a collective commitment to change; (3) communicating change; and (4) creating a supportive environment.

**CAPACITY BUILDING**

The second section contains capacity building materials to help CE&A staff implement the group discussion and action activities, shown in the table below.

<table>
<thead>
<tr>
<th>Capacity Building Title</th>
<th>Length</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating Community Discussions</td>
<td>7 days</td>
<td>Provide the CE&amp;A Team with knowledge and skills to implement the community discussion and action component of the CC Programme.</td>
</tr>
<tr>
<td>Community Discussion Guide: Building Healthy, Safe and Peaceful Communities</td>
<td>15 weeks</td>
<td>Outline the stages, process and suggested content of group discussions.</td>
</tr>
</tbody>
</table>
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INTRODUCTION TO THE CC APPROACH TO CATALYSING CHANGE
INTRODUCTION TO THE CC APPROACH TO CATALYSING CHANGE

Social expectations and rules that reinforce gender inequality and men’s dominance and use of violence against women and girls perpetuate sexual violence. Norms that stigmatize and blame survivors rather than perpetrators and that keep sexual violence hidden and stop people from speaking out against it also contribute.

To prevent sexual violence, we need to promote positive norms that protect against it and transform harmful social norms related to gender, masculinity, stigma and silence about sexual violence. Harmful norms enable sexual violence to continue unchallenged, and must be transformed into norms that support equality, safety, health and peace for all members of the community.

To encourage respectful non-violent relationships between men and women and boys and girls and to break the silence around sexual violence, we need to change beliefs and expectations not just among a few people, but within the whole community. Sparking this transformation is at the heart of the CC Programme.

To support the community in engaging with positive norms that prevent sexual violence against women and girls and taking action against it, the CE&A Team will do the following:

- Help core groups in the community, through facilitated participatory community discussions, to identify positive norms that encourage respectful and non-violent relationships between men and women and acceptance and support for survivors of sexual violence.

  The group discussion process brings people together in a safe space to build awareness about harmful consequences and human rights dimensions of sexual violence and help participants reflect on community values and goals and agree on a vision for a peaceful and healthy community and on community cultural and religious norms that support this vision. A human rights approach is articulated through religious and cultural frameworks and locally relevant materials such as religious teachings, folklore, proverbs and other shared ideals and explanatory models.

- Help community members publically show their commitment to positive community norms and to behaviours that prevent sexual violence and turn
their vision into reality by developing and implementing community action plans to prevent sexual violence.

- Help communicate that change is happening throughout the community and to new communities to ensure that the commitment to preventing sexual violence and to sharing new ideas and behaviours is sustained.

- Help create a supportive environment through advocacy for laws, policies and mechanisms that reinforce positive norms preventing sexual violence.

The actions and activities in *Part Four: Catalysing Change* correspond with steps 2, 3, 4, 5 and 6 of the CC pathway to change.
1.1 Our approach to guided community discussions

The CC guided community discussions aim to help key groups of people in the community to reflect on their values and on the meaning and relevance of human rights in their everyday lives, and to analyse how human rights and related principles are upheld or violated in their community.

The gap between human rights principles – and in many contexts, religious principles and values – and the realities for women and girls in the community will be used to foster discussion about injustice, discrimination and violence against women and girls, in particular sexual violence, and to help participants reflect on how sexual violence negatively affects the health and well-being of the community as a whole.

Community discussions focusing on women’s and girls’ rights to live free from sexual violence will help participants to take collective action by doing the following:

- Bring the issue of sexual violence into public discussion rather than allowing it to remain stigmatized and surrounded by shame and secrecy.
- Safely reveal what people actually think about sexual violence but may be afraid to share because of social norms that create silence.
- Help communities identify social norms that enable sexual violence that they want to change.
- Help communities identify and promote social norms that protect women and girls from sexual violence.
- Facilitate collective deliberation about values and the benefits of changing negative social norms and behaviours.
- Facilitate collective commitment to preventing sexual violence.

The community discussions with core groups last for 15 weeks. To help the CE&A Team with this important task, the process of facilitating these guided group discussions is outlined in the Community Discussion Guide, found in the second section of Part Four of the Toolkit. It’s really important that the team has reviewed the Discussion Guide and adapted it to your context before beginning the community discussion process.

1.2 Training and supporting change makers

The CE&A Team are change makers who will bring new ideas and will inspire, motivate and support community members as they learn about and take action against sexual violence. To play this role, they need to demonstrate a commitment to the central ideas of the CC Programme and will require

TRAINING MATERIALS

Use the following training materials to build capacity of Community Discussion Leaders and other members of the CE&A Team:

- One day Sexual Violence module found in Part One of the Toolkit.
- One day Social Norms module found in Part One of the Toolkit.
- One day Self-Awareness module found in Part One of the Toolkit.
- Seven day Facilitating Community Discussions training in the second section of Part Four of the Toolkit.
training and ongoing support. Before beginning to implement the activities in Part Four, you need to make sure our change makers are ready to go by training them using the materials in the Toolkit.

1.3 Our principles in action

The CC Programme is guided by three important principles:

1. Sexual violence is a fundamental and unacceptable violation of human rights

2. Preventing sexual violence involves promoting gender equality and promoting beliefs and norms that foster respectful, non-violent gender norms

3. Participation and partnership are cornerstones of effective sexual violence prevention.

These principles are put into action through the community engagement and action component of the CC Programme by: raising awareness in the community about the human rights of women and girls; using community discussions to explore community norms that support gender equality and respectful and non-violent relationships between men and women; and recognizing that communities should be the agents of their own change, using a participatory approach to community discussions and community action planning.

ACTION CHECKLIST

☐ As a team, review and adapt the Community Discussion Guide to your context.

☐ Ensure that all members of the CE&A Team have been trained using the following training materials in the Toolkit:
  • The Sexual Violence module in Part One
  • The Social Norms module in Part One
  • The Self-Awareness module in Part One
  • The Facilitating Community Discussions training in the second section of Part Four

☐ Using the findings from the community stakeholder mapping exercise (see Part Two: Programme Planning and Monitoring), invite community stakeholders committed to preventing sexual violence to join a working group and be involved in planning and implementing all the activities detailed in this part of the Toolkit.
TOPIC 2
BUILDING POSITIVE NORMS
PART 4
Catalysing Change

POCKET CONTAINS:

TOOL 1 LOCAL NORMS AND THEIR SOURCES TEMPLATE
TOOL 2 OPINION LEADER IDENTIFICATION GUIDE
TOOL 3 COMMUNITY DISCUSSION PARTICIPANT LIST
TOOL 4 COMMUNITY DISCUSSION SCHEDULE
TOOL 5 COMMUNITY DISCUSSION ATTENDANCE SHEET
TOOL 6 COMMUNITY DISCUSSION LEADER MENTORING AND SUPERVISION PLAN
TOOL 7 ASSESSING GROUP PARTICIPANTS’ BELIEFS
TOOL 8 GROUP PROCESS MONITORING TOOL
The first phase of the community engagement and action component of the CC Programme involves building positive norms that promote gender equality, non-violent and respectful relationships between men and women, support for and acceptance of survivors of sexual violence, and action by community members against sexual violence.

Using the Community Discussion Guide, the CE&A Team will facilitate guided group discussions with core groups in the community with the following aims:

- Build awareness about how the harms caused by sexual violence against women and girls prevent the achievement of a peaceful and healthy community.
- Stimulate discussion amongst participants about community cultural and religious values and about a shared vision for the community.
- Foster learning about human rights principles and responsibilities and how they relate to positive community cultural and religious values.
- Encourage participants to question harmful social norms that contribute to sexual violence.

Help participants agree on ways to replace harmful norms with positive alternatives that promote non-violent, respectful relationships between men and women and that break the silence around sexual violence.
To support Discussion Leaders to promote positive norms and shift harmful ones during the discussion process, it will help to identify norms that could be promoted or changed and understand where they come from, for example, if they originate in religious or cultural beliefs. The CE&A Team should use the findings of the baseline research on social norms conducted as part of the CC Programme to help Community Discussion Leaders guide group participants in identifying how the positive ones might be promoted and the negative ones might be shifted.

## 2.1 Identifying core groups

To begin the community discussions the CE&A Team needs to identify who should participate. Community discussions should begin with seven core groups of about 25 members each. Whether you decide to start with more than seven groups will depend on the size of the community and how many Discussion Leaders are available in each community. The table below summarizes the suggested membership of each group, and the following is additional information to guide the choice of participants.

<table>
<thead>
<tr>
<th>Group</th>
<th>Member</th>
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| 1 and 2 | Respected male community and opinion leaders.  
Respected female community and opinion leaders. |
| 3 and 4 | Self-selected male community members.  
Self-selected female community members. |
| 5 | Managers and senior staff from state and district-level government and non-government health, social welfare and law enforcement agencies and organizations. |
| 6 | Community-based response workers and volunteers in health, social welfare and law enforcement who provide care and support services to survivors of sexual violence. |
| 7 | Members of the school community, including teachers, administrators and parents. |

**Groups 1 and 2:** Beginning with sex-segregated groups will allow men and women to express themselves and discuss sensitive issues related to gender and sex in a safe environment. Getting respected and influential members of the community involved in the programme will help influence the beliefs and attitudes of others in the community and spread new ideas, rules and behaviours for preventing sexual violence more rapidly.² Respected leaders and opinion leaders can take the following important actions:

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Building positive norms

- Communicate information and build awareness about the issue of sexual violence and the need for prevention.

- Promote a shared vision and articulate the need for change and adoption of new beliefs and behaviours that prevent sexual violence.

- Model new behaviours and reinforce new norms.

- Become ‘champions for change’ and encourage others in the community to take action against sexual violence.

More information on developing a list of optional leaders can be found in the opinion leader selection guide at the end of this section.

Groups 3 and 4: These groups should comprise male and female volunteers from the community who are interested in the programme, in the issue and in participating in discussions. Again, having separate groups for men and women will enable participants to discuss issues in a safe environment. The CC Programme should encourage participation by a cross section of the community including people of different ages and social positions. However, the CE&A Team should decide the composition of these groups depending what is appropriate in your community. For example, in some situations, a group comprised only of older or younger women or only of older or younger men may be best. Each team should consult with community stakeholders on the best way to get the invitation to participate to as many different people and groups as possible. Holding public information sessions may be one strategy for identifying volunteers.

Group 5: This group should comprise state and district-level members of the interagency coordination group (see Part Two: Programme Planning and Monitoring for more information) and other senior staff from relevant government and non-government agencies in the health, social welfare and law enforcement sectors. It could be a mixed-sex group if that is appropriate in your context. These people have the potential to influence beliefs and norms in their workplaces as well as in the wider community. The CE&A Team will need to coordinate with the Community-Based Care (CBC) Team to develop the list of potential participants for this group.

Group 6: This group includes community and facility-based health workers, social workers and volunteers in government, non-government and community-based organizations who provide psychosocial care and support, police officers, and others involved in survivor response. It can be a mixed-sex group if that is appropriate in your context. Members of this group are well placed to help transform harmful beliefs and norms amongst service providers into norms that promote respect and dignity and that create an environment in which survivors feel safe to approach service providers for
help. The CE&A Team will need to consult with the CBC Team to develop a list of potential participants for this group. They will be encouraged to become ‘champions for change’ across their sectors by adopting and promoting positive norms and behaviours that support, rather than blame and stigmatize, survivors of sexual violence and that hold perpetrators accountable.

**Group 7:** This group includes staff and administrators from one or more local schools, parents and other members of the school community where appropriate, such as youth leaders or sports coaches. If there are not enough school staff and parents to form a group, they could be included in Group 6. Targeting harmful norms in schools is an important part of the CC Programme for several reasons:

- Schools are often places of high risk for sexual violence perpetrated by teachers and other staff and by fellow students.
- Schools can identify girls who need services, help girls seeking services and help girls throughout the recovery process.
- Schools are important community institutions and play a role in shaping and reinforcing both harmful and healthy beliefs and norms.
- Teachers are influential and respected members of the community and can model positive norms and behaviours to students, parents and the wider community.

The CE&A Team will need to consult with the CBC Team to engage the Ministry of Education at state and district levels to identify appropriate schools in which to implement the community discussion process with.

**Involving young people in discussions**

The CE&A Team will need to decide if and when to involve young people in the community discussions. While working with young people to shift harmful social norms and promote respectful, non-violent relationships between men and women is good practice, working with adolescents on issues of gender, sex and violence is controversial in many communities. If you decide to include young people in discussion groups, first hold discussions with adults and consult widely with community leaders, parents and programme stakeholders. It is also recommended that separate groups are held for boys and girls.

**Other points to keep in mind**

Don’t forget when you approach potential participants to communicate positively about the programme’s goal of creating a safer community, and remember, not everyone will wish to or be able to participate in community discussions, and that should be respected.
When people have confirmed their membership of a group, include them on the participant list for the relevant group.

2.2 Organizing group discussions

Each community discussion group meets twice per week for 15 weeks, with each session lasting for an hour and a half. The CE&A Team will need to consult with participants in each group to determine which days and times of the day suit participants to meet. You will need to take into account the different responsibilities for men and women, the different schedules and commitments of younger and older participants and work and childcare commitments.

You will also need to arrange a location that participants can get to and a suitable venue to hold the discussions. It is a good idea to try and have the two sessions spread out over the week rather than close together, for example on Monday and Thursday, rather than on consecutive days.

Incentives

Before starting to recruit participants, the CE&A team will need to decide whether incentives will be offered, and if so what type. Issues such as costs associated with participation (such as for transport and refreshments), culturally appropriate behaviour and local practices should be carefully considered when making a decision about incentives.

Retention

Most groups lose a few of their initial participants for different reasons, such as moving away or new commitments that prevent them from attending. Starting with 25 people should ensure that even if some people drop out there will be enough people to continue the process.

An important strategy for keeping people in discussion groups is to make sure that the discussions are relevant to their daily lives and that the discussions are enjoyable and engaging. Discussion Leaders need to make sure that all participants feel valued and have the opportunity to be heard and to express themselves. If a participant stops coming, a Discussion Leader should visit them to find out why and try to address the problem.

Managing disruption to the discussions

If for any reason the discussion process is disrupted for a number weeks due to insecurity, holidays or other reasons, the next meeting should review the content of prior discussions and address issues participants may face due to the disruption and before continuing with the agenda.
**Tips for facilitating group discussions**

Discussion Leaders will receive training and have a guide to help them facilitate the discussions. However, here are some helpful tips to get you thinking about the community discussion process.

**Discussion Leaders need to be respected and trusted.** This will enable participants to engage in discussion more openly and honestly. Participants will also be more likely to accept new information from a trusted source. You need to consider what type of person is likely to be trusted by different groups in the community.

**Have two Discussion Leaders attend each session.** One person can facilitate while the other observes the participants and the facilitator. The observer can monitor how the discussions are going and get a sense of whether some people are not participating and why and how participants perceive the issues being discussed. When facilitators observe each other they also have a great opportunity to give each other helpful feedback.

**All discussions must be guided by principles of self-determination and participation.** Facilitators should ensure that the process is inclusive and that all perspectives are heard and respected. Everyone should participate in the discussion and in the decisions made. Being inclusive encourages respect, recognition and acceptance of differences, and strengthens participants’ ability to see things from others’ perspective.

**Trust, mutual understanding and good relationships lay the groundwork for successful group discussions.** Creating an environment of respect, confidentiality and open communication from the beginning of the process will enable participants to discuss sensitive issues, debate and deliberate more effectively, and make better decisions.

**Encourage individuals to articulate their own values.** As community members reflect on their local experiences and values, they begin to connect universal human rights ideals and principles to their practical needs and common aspirations. They often discover that human rights ideals are not dissimilar from their own personal, cultural and religious values.

**Practice makes perfect!** Discussion Leaders need practice – the more they facilitate discussions, the better they will become. You should consider setting aside an hour a week for Discussion Leaders to practice with other CC staff.

**Encourage participants to share information with others in their families and social networks.** This will stimulate wider discussion and debate about
values, human rights and harmful norms that support sexual violence. It is not only during formal meetings or discussion groups that change occurs. Informal spaces provide equally if not more important forums for discussion and action.

**Discuss strategies for information sharing that do not potentially put women or girls at risk.** Some of the ideas put forward in these discussions will be new and possibly threatening to many community members. Strategies must be developed that open dialogue in the family and in the community in a way that will not put women at risk for violence. These strategies could include, for example, home visits by teams of Discussion Leaders to speak with husbands and wives on the topic of gender equality.

### 2.3 Monitoring group discussions

How will you know that progress is being made towards building positive norms that prevent sexual violence through the community discussions? How can you tell if the group dynamics are positive? Although it may be too soon to measure changes in social norms at the early stages of the programme, you can certainly see whether there are changes in beliefs that support sexual violence among those who participate in the community discussions. Positive changes in beliefs among participants will give a good indication of whether you are on the right track!

To measure a change in beliefs among participants you need to find out what those beliefs are at the beginning of the process and check back later to see if they have changed. Before the discussions begin, either Discussion Leaders or Research Officers will spend about 15 minutes with each person using the **Participant Beliefs Questionnaire** to find out some of their beliefs about sexual violence.

Measuring beliefs at the beginning of the discussion process will also give you important information about participants’ personal opinions on issues related to sexual violence – which may be very useful if you are trying to safely reveal that the majority of people disagree with a behaviour or practice but do not speak out about their opinion because there is a social norm in place preventing them from doing so.

For example, the majority of participants may believe that sexual abuse of girls in the family is wrong but do not say anything because it is not acceptable to speak about such matters or interfere in other people’s family business. Letting the group know that the majority of participants believe that sexual violence in the family is wrong may encourage participants to introduce a new rule that helps to break the silence about sexual violence against girls.
This process of measuring beliefs should be repeated after two and four months of the discussions to see how the process is affecting people’s beliefs.

Staff observing the discussions can also check for change in participants’ beliefs by asking them directly or by listening carefully to what they say during the discussions to pick up valuable information about beliefs related to gender and to sexual violence, and even about norms. While social norms change over time, small changes in participant attitudes can be monitored during discussions and will give important clues about how the programme is progressing.

For example, in one group discussion programme, in the second week of the programme, participants agreed that women work in the domestic sphere and that is as it should be. However, by week seven, everyone agreed that women should be treated equally and that women can do anything men can do. Listening to this group provided valuable information to programme staff about the change in group beliefs about gender roles.

Discussion Leaders and Team Leaders observing group discussions will have to listen carefully to see if they can spot changes in participant’s personal beliefs and in what participants think others believe. Either recording discussions or taking notes will help the CE&A Team to analyse changes in beliefs, but of course this should only be done if participants give their consent.

Observers should also monitor group dynamics to help Discussion Leaders reflect on their facilitation and on group process and to make any necessary adjustments.

2.4 Expanding group discussions

You will need to reach out to more and more people in the community to engage them in discussions about community values and aspirations and to shift harmful beliefs and norms that violate the rights of women and girls. Even after the initial groups complete their discussion process, continue to start discussions and involve more community members. Good ways of recruiting new participants include the following:

- Ask for volunteers from the community – maybe there are people who have heard about the programme and would like to get involved and learn more about it.
- Ask participants from the initial discussion groups to nominate people who they think should participate in the next round of discussions. Ask them to think about whose opinions on the issues discussed are important to them.
• Ask relevant local groups to nominate group members or colleagues who might be interested in participating.

Also consider the following ideas:

• Facilitate a discussion group on masculinity with a group of young men, to help them identify and explore the norms surrounding traditional and violent ideas about masculinity and to redefine masculinity more positively.

• Facilitate a discussion group for women in which they identify and explore ideas about human rights and sexual violence in a safe setting.

• Invite participants from earlier discussion groups to become trained to help facilitate new discussion groups.

• Have a male facilitation team invite husbands and a female facilitation team invite wives to discuss gender roles within marriage.

2.5 Supporting and supervising Discussion Leaders

The guided community discussion process is at the heart of the CC Programme, and Discussion Leaders will need good supervision and support as they take on this important and exciting responsibility. After receiving initial training, Discussion Leaders will need mentoring and supervision; they have a challenging job and it’s important that they are supported to do it well. Mentoring and supervision are essential to:

• Ensure that Discussion Leaders are able to put what they learned during training into practice.

• Monitor their facilitation skills and the content of discussions to make sure that they are on track and that they are generating the kind of information that will advance programme objectives.

• Provide them with the opportunity to discuss their facilitation skills and receive constructive feedback.

• Offer them the opportunity to reflect on their personal values, beliefs and behaviours and how these affect the community discussions.

Supervision of Discussion Leaders should be provided one-on-one and in groups. Group supervision should bring together Discussion Leaders in each community and across the communities. The latter will give them an opportunity to talk with each other about their work and to share information, experiences, problems and successes. Group supervision should be a supportive learning forum in which people can listen to each other and give valuable feedback about challenges and strategies. Other strategies for mentoring and supervising Community Discussion Leaders include:
PART 4
Catalysing Change

• Peer observation and debriefing after each discussion group meeting.

• Regular observation of discussions by the team leader and senior community engagement staff.

• Video or audio-recording practice sessions and analysing them with Discussion Leaders so they can observe themselves in action and evaluate their facilitation skills; this requires the prior consent of everyone in the practice sessions.

• Regular team meetings.

Put together a supervision plan that details when, where and by whom regular one-on-one and group supervision will take place for Discussion Leaders.

TOOLBOX
Use the Community Discussion Leader Mentoring and Supervision Plan to document when, where and by whom Discussion Leaders will be supervised. See page 27.

ACTION CHECKLIST

☐ Identify and document positive and negative norms from the social norms survey and where they come using the Local Norms and their Sources Template. The CE&A team can use this information to generate ideas for promoting protective norms and shifting harmful ones that emerge during community discussions.

☐ Make sure Discussion Leaders are familiar with the Community Discussion Guide and have had a chance to practice their facilitation skills.

☐ Identify potential participants for the first round of community discussions using the Opinion Leader Identification Guide.

☐ Invite potential participants and document the confirmed list for each group using the Community Discussion Participant List.

☐ Schedule two meeting times per week per group at a convenient location, and document details of each meeting using the Community Discussion Schedule.

☐ Before the first meeting of each group, find out about each participant’s beliefs using the Participant Beliefs Questionnaire.

☐ Document attendance at each session using the Community Discussion Attendance List.

☐ Monitor changes in beliefs of participants in the discussions by administering the Participant Beliefs Questionnaire again after two and four months of the discussions and by regular observations of discussions by team leaders and senior community engagement staff.

☐ Develop and implement a plan for mentoring and supervising Discussion Leaders using the Community Discussion Leader Mentoring and Supervision Plan.
Local norms and their sources template

The CE&A Team can use this form to document positive and negative norms identified in the CC Programme social norms survey and their source (for example, a religious text or local custom). The CE&A Team can then identify and document how positive norms can be promoted through the discussions. Discussion Leaders can use this information to guide discussions.

<table>
<thead>
<tr>
<th>Positive Norm</th>
<th>Source</th>
<th>How can this norm be promoted?</th>
<th>What can Discussion Leaders do to help promote it?</th>
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</table>

<table>
<thead>
<tr>
<th>Negative norm</th>
<th>Source</th>
<th>How can this be replaced with a positive norm?</th>
<th>What can we do to help promote the replacement?</th>
</tr>
</thead>
<tbody>
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</table>
Opinion leader identification guide

Use this tool to help identify opinion leaders to invite to participate in group discussions.

**PART A** provides instructions for identifying opinion leaders.

**PART B** can be used to write the names of opinion leaders identified using different methods.

**PART A: METHODS FOR IDENTIFYING OPINION LEADERS**

Opinion leaders are people who influence the opinions, attitudes, beliefs, motivations and behaviours of others. For this reason it is a good idea to involve them in community discussions and encourage them to become champions for change by using their influence to build awareness about sexual violence and persuade others to take action to prevent it, and model positive behaviours.

It is best to use more than one method to identify opinion leaders. The following three methods are suggested: reviewing information from focus group discussions (FGDs) conducted as part of programme research, asking CC staff familiar with the community for their advice, and selecting opinion leaders based on their role or position in the community.

**Step 1.** Identify opinion leaders using information from focus group discussions.

Review the transcripts of the discussions and identify people whose opinions matter to others according to focus group participants. Of course, if this information is too sensitive and could pose a safety risk, do not use it. List the names in the appropriate table in Part B.

**Step 2.** Identify opinion leaders by asking CC staff and stakeholders familiar with the community.

Brainstorm, and then list the names in the appropriate table in Part B.

**Step 3.** Identify opinion leaders based on their occupation or role in the community.

Think about people who occupy leadership and other public roles in the community; consider government, traditional, religious and non-government positions. List the names in the appropriate table in Part B.

**Step 4.** Compare lists.

Identify people who appear on more than list and include them on a master list of opinion leaders to approach. If you have more than 20 names, start inviting these people to join the discussion group. If there are fewer than 20 names, discuss with stakeholders which people appearing only on one or two lists you should approach. Keep in mind the composition of the group and the mix of men and women and age groups that would be most appropriate for your community.

---

### TOOL 2  OPINION LEADER IDENTIFICATION GUIDE (continued)

#### PART B: LIST OF OPINION LEADERS IDENTIFIED THROUGH DIFFERENT SOURCES

Opinion leaders identified through focus group discussions

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<th>Name</th>
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### TOOL 2: OPINION LEADER IDENTIFICATION GUIDE (continued)

### PART B: LIST OF OPINION LEADERS IDENTIFIED THROUGH DIFFERENT SOURCES

Opinion leaders identified by CC staff and stakeholders

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<th>Name</th>
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### TOOL 2  OPINION LEADER IDENTIFICATION GUIDE (continued)

#### PART B: LIST OF OPINION LEADERS IDENTIFIED THROUGH DIFFERENT SOURCES

Opinion leaders identified based on their position or role

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## TOOL 3

### Community discussion participant list

Use this form to write the names of community discussion participants in each group.

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<th>Name</th>
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## Community discussion schedule

Use this form to document the days, times and locations for group discussions.

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## Community discussion attendance sheet

Use this form to document attendance at each group discussion.

Location ______________________________________________________
Group _______________________________________________________
Week _________________________________________________________ □ First Session □ Second Session
Facilitator ____________________________________________________

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## TOOL 6

**Community discussion leader mentoring and supervision plan**

Use this template to document the supervision plan for Community Discussion Leaders, including what method will be used and how often it will take place.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Name of supervisor</th>
<th>Method of supervision*</th>
<th>How often will each type of supervision take place</th>
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* Include one-on-one supervision, peer supervision and group supervision sessions for each Community Discussion Leader.
Assessing group participants’ beliefs

Use this tool to assess participants’ personal beliefs before they begin the group discussions and again after two months and four months.

Assure participants that information they give you is confidential, their names will not be recorded and you will not share information that identifies their beliefs with anyone else. Explain that the purpose of asking these questions is to learn about the range of opinions in the group and whether it changes over time. Emphasize that there are no right or wrong answers and you are interested in their sincere opinions.

Read the scenarios below and ask participants to respond to each statement with ‘agree’, ‘not sure’ or ‘disagree’. Record their answers. At the end, count the answers in each category; changes in numbers will give you clues to changes in opinions over time.

Community: ____________________________ Group number: 1 2 3 4 5 6 7

 Male  Female  Time:  Before beginning  2 months  4 months

**SAMPLE SCENARIO 1**

A young woman is raped when she is home alone after school. She knows the man who raped her – he is a friend of her father. He stopped by the house looking for her father, but when he realized she was alone, he attacked her.

1. The girl should not report the rape to her family
   - Agree    Not sure    Disagree

2. The girl should not report the rape to the authorities.
   - Agree    Not sure    Disagree

3. The girl probably did something that encouraged the man to have sex with her.
   - Agree    Not sure    Disagree

**SAMPLE SCENARIO 2**

Your sister-in-law comes to talk with you about troubles with her husband, your younger brother. She says that her husband is coming home very late at night, and that when he gets home he often is angry and aggressive, demanding to have sexual relations. If she refuses his demand, he beats her. She also tells you that the children see the violence.

1. The man is showing his love for his wife.
   - Agree    Not sure    Disagree

2. The man has a right to demand sex from his wife.
   - Agree    Not sure    Disagree

3. It is most important for the woman to take care of her husband and home.
   - Agree    Not sure    Disagree

**SAMPLE SCENARIO 2**

A 14-year-old is raped by a group of boys in an older class on her way to school. She heard the boys telling each other they were real men now. She feels humiliated and believes that she has dishonoured her family. She will not tell her parents because of the shame. She believes that if anyone finds out what happened to her, no man will love her and her future will be destroyed.

1. The boys can’t be blamed for behaving like this – boys do these things when they are together.
   - Agree    Not sure    Disagree

2. The girl should not tell anyone to protect her honour.
   - Agree    Not sure    Disagree

3. The girl should tell her parents and marry one of the boys.
   - Agree    Not sure    Disagree
## Group process monitoring tool

This tool can be used as frequently as needed by a co-facilitator or other appropriate observer, such as a supervisor or monitoring officer.

Obtain group members’ permission before inviting anyone from outside the group to attend; make sure they understand the purpose of observing the group. Share the information and observations with the Discussion Leader after the meeting in a constructive manner.

### Community: ___________________________________________________ Group number: 1 2 3 4 5 6 7

### Week: ________________ Meeting topic: ___________________________________________________

<table>
<thead>
<tr>
<th>1 = agree strongly; 4 = disagree strongly.</th>
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<tr>
<td>The facilitator encourages all group members to participate in the discussion.</td>
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<td>Group members receive positive feedback from the facilitator for joining in a discussion.</td>
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<td>The facilitator uses active listening.</td>
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<td>The facilitator handles disagreements positively.</td>
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<td>Group members are respectful of the opinions of others.</td>
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<td>Group members appear comfortable expressing their opinions.</td>
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<td>Group members seem interested in the discussion topic.</td>
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<td>Group members are accepting of new ideas introduced in the discussion.</td>
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Other observations and comments:

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TOPIC

3

FOSTERING COLLECTIVE COMMITMENT AND ACTION FOR CHANGE
PART 4
Catalysing Change

POCKET CONTAINS:

**TOOL 1**  EVENT PLANNING TOOL
**TOOL 2**  COMMUNITY ACTION PLANNING TOOL
**TOOL 3**  COMMUNITY ACTION PLAN MONITORING TOOL
FOSTERING COLLECTIVE COMMITMENT AND ACTION FOR CHANGE

IN THIS TOPIC

You will find information and guidance on:

- Organizing and publicizing public commitment events
- Champions for change
- Developing community action plans

You will find the following tools to help implement the activities:

- Event Planning Tool
- Community Action Planning Tool
- Community Action Plan Monitoring Tool

To abandon a harmful norm and adopt a new one, people need to understand how they personally benefit from changing their behaviour, and they need to trust that other people intend to make the same change. Shared beliefs and expectations about sexual violence can only change if people are reassured that others are committed to changing also. For men to behave in non-violent and respectful ways towards women, they need to see that other men are also committed to non-violent, respectful relationships with women and that men will be rewarded for honouring the new rules. For survivors to come forward for help, they need to see that they will be supported, treated confidentially and with dignity, and not blamed or rejected.

A public confirmation of collective commitment to new rules shows that people who act in line with the new rules will be socially respected and accepted and people who continue to stick to the old rules will face social disapproval.

Finding common ground and reaching agreement about new rules during group discussions is the first stage in creating lasting change in behaviour. The next stage involves action: making a public confirmation of commitment to new beliefs and a willingness to change and then implementing a plan of action to put the new beliefs and rules into practice.
3.1   Supporting public demonstrations of commitment

Showing collective commitment to new rules and behaviours is best done through a public demonstration. This will reassure community members that there is group support for creating change. Launching a public dialogue about sexual violence will reduce stigma associated with the issue.

The specific commitments that group members and other stakeholders make will depend on what they agreed to during the discussions and the new rules they want, but to give you an idea of the kinds of commitments different groups might make, here are some examples:

- ‘We believe that using violence against women and girls is wrong. As men in this community, we make a pledge to be non-violent and respectful towards women and girls in our families and community.’

- ‘As a community, we believe that sexual violence is a terrible and harmful act and that protecting children is everyone’s responsibility. We promise to speak out against sexual violence and hold perpetrators accountable for their actions.’

- ‘As professionals, we believe every member of the community has the right to health, safety, dignity and respect. As health workers, social workers, and police officers, we make a commitment to treat survivors who come forward with respect, confidentiality and compassion.’

- ‘We believe that schools should be safe and should promote the well-being and rights of all students and teachers. As a school community, we make a commitment to zero tolerance for sexual violence, to holding perpetrators accountable and to treating survivors with care.’

Organizing events

The CE&A Team will work with discussion groups to make public commitments to implement new rules and actions that prevent sexual violence, for example by holding an event, such as a public declaration, taking an oath, making a pledge or promise, or signing or endorsing a written statement.

The size and type of an event will depend on how many people are attending. For example, an event in which many men in the community pledge non-violence and respectful relationships may involve bringing a lot of people together and quite some advance planning. A smaller event in which members of the school community declare their commitment to a sexual-violence-free school may involve less planning.

Whether the event is large or small, it should be festive and celebratory – be creative when thinking about and planning how to make the event positive and empowering for participants.
Ask public officials, both local and national, and community leaders to endorse, attend, or even participate in the event – this will help raise the profile of the event and the action to which people are committing.

Once a group has decided to hold an event, the CE&A Team should help them organize it. Work with group members to answer the following questions and develop a plan:

**Who is the target audience?** Who are the people who should be attending and how do you reach them?

**What is the purpose of the event?** What specific commitment will be made at the event? Who will make the commitment?

**When will it take place** Date and time?

**Where will it take place** Location and venue?

**Who should be invited to attend?** How big will the event be? Will there be special guests such as public officials?

**What specific tasks need to be completed to organize the event?** Write a list of tasks – for example, obtaining permission from local authorities to use the marketplace; inviting special guests; hiring equipment, such as a sound system; making a banner; printing copies of the declaration; arranging for someone to take photos.

**Who will be responsible for each task?** Agree on who is responsible for each task and a timeline for carrying them out.

**Publicizing events**

As well as holding the event, group members need to spread the word that people in the community are committed to adopting new rules and taking action to prevent sexual violence.

The CE&A Team will work with stakeholders to develop a publicity plan to share information about the event before and after it takes place using community-based communication channels such as local newspapers and radio stations, bulletin boards, and posters. You will need to decide on the best communication channels for reaching different audiences to let them know about the event and that there are people in the community who have committed to new rules to help prevent sexual violence.
3.2 Involving ‘champions for change’

‘Champions for change’ are people who are passionate about or committed to an issue and who act as advocates of new ideas, rules and actions related to it. Typically, their ideas about gender equality are more progressive than those of most people in the community. Like CC staff, they are change makers within the community. Champions for change have an important role in raising awareness about sexual violence, modelling new behaviours that prevent sexual violence and inspiring others to do the same. They also have an important role in sharing with others how their beliefs and values have changed and how they have reconciled their beliefs with cultural and religious values.

Champions for change do not have to be well known, but they need to be well respected and to practice what they preach. They may or may not be recognized community or opinion leaders. A community leader lobbying to introduce a new law to protect women and girls from sexual violence is a champion for change, but so is a local football coach who dedicates himself to teaching his team not only football skills but also positive, healthy and respectful behaviours towards women and girls.

The CE&A Team should identify community members who are champions for change and make sure they are part of the action planning process. It is very likely that these champions will already exist in the stakeholder group and that others will emerge during the discussion process.

3.3 Developing and monitoring action plans

The CE&A Team will work with discussion group members and stakeholders, including champions for change, to develop, implement and monitor an action plan for putting new norms and behaviours into practice to prevent sexual violence. The action plan will be based on the commitments made by the group and will include concrete actions the community can take to put new norms and behaviours into practice.

Action planning will help discussion group members and stakeholders decide the following:

- What different kinds of actions will they take to accomplish the objective to which they are making a commitment?
- What resources from inside and outside the community are needed to implement the plan?
- Which people or groups will be responsible for implementing the actions?
- How will the plan be monitored?
The CE&A staff’s role as change makers is to help community members decide and take action. The action plan needs to be developed, implemented and monitored by the community; the more the community participates and sees the actions as theirs, the more empowered they will be and the more likely that they will follow through with the plan.

*Actions communities can take against sexual violence*

By now, you might have many great ideas to inspire the community about action they can take. Below are some examples of actions that others have taken to prevent sexual violence. Not all of these examples will be suitable for every community; ultimately, the community needs to decide what to do.

If men in the community have made a commitment to be non-violent and respectful towards women and girls, they could take the following actions:

- Directly intervene when they see other men behaving violently or disrespectfully towards a woman or a girl in their neighbourhood.

- If intervening directly is not safe or appropriate, report the incident to local leaders or authorities who can counsel or sanction the perpetrator in non-criminal cases and follow due process in criminal cases.

- Start conversations with other men in their families and social networks who express beliefs or attitudes that foster sexual violence.

- Start a campaign in the community to educate other men about the benefits of non-violent and respectful relationships; discuss the issue at every available opportunity, in public forums and at public speaking engagements; write an opinion piece on violence against women and girls for the local newspaper or speak on local radio; hold a competition to develop a campaign logo and get a local business to sponsor it.

- Hold public meetings to speak about their beliefs, and encourage others to express their views.

- Start a workplace discussion group about non-violence and respectful relationships, and encourage other men to take an oath of non-violence and respect towards women and girls.

- Work with schools, youth groups and sports teams to mentor young men about non-violent and respectful relationships with women.

- Encourage religious leaders to make proclamations linking respect for gender equality and human rights to religion and to condemn discriminatory practices in their sermons.
If the community has promised to speak out against sexual violence and hold perpetrators accountable for their actions, community members could carry out the following actions:

- Start an information campaign to raise awareness that protecting women and girls from sexual violence is everyone’s responsibility and sexual violence will not be tolerated.

- Hold a community concert in support of women’s and girl’s rights to be safe from violence.

- Develop a mechanism to ensure that allegations of sexual violence can be confidentially reported to authorities or service providers.

- Publically condemn perpetrators in cases of confirmed abuse.

- Create a community watch group.

- Organize communal childcare for children whose parents are not able to supervise them due to work commitments.

- Show support and acceptance to survivors or families of survivors by offering them comfort and disagreeing politely with people who continue to judge and blame them.

- Hold peaceful vigils outside a courthouse or customary court in support of survivors.

- Organize a volunteer court support service to accompany survivors and their families to legal proceedings.

- Educate traditional leaders about the harms of sexual violence and the rights of survivors.

If professionals and volunteers who provide care and support to survivors of sexual violence have committed to treat survivors who come forward with respect, confidentiality and compassion, they could take the following actions:

- Speak with women’s and children’s groups to let them know that survivors will be treated with confidentiality and respect if they come forward.

- Train others in their workplace about the harms of sexual violence and the rights of survivors.

- Start a workplace discussion group on human rights.

- Develop a workplace code of conduct and display it prominently.
Fostering collective commitment and action for change

- Develop a charter of survivor’s rights and post it around the community.
- Politely challenge colleagues who speak disrespectfully to or about survivors.

If the school community has committed to zero tolerance towards sexual violence, to holding perpetrators accountable and to treating survivors with care, members could take the following actions:

- Establish a prevention committee at school with staff, student and parent representatives.
- Establish a mechanism for reporting and investigating allegations of sexual violence and disciplining those found guilty.
- Nominate student and teacher focal points for information and reporting.
- Develop a code of conduct for teachers and ask them to sign it.
- Develop a charter of student’s rights and responsibilities and ask students to sign it.
- Conduct a safety audit of the school with students to identify unsafe areas, and put measures in place to make them safer.
- Start a school theatre group to get people talking about issues related to respectful relationships.
- Invite opinion leaders to speak with young people about non-violent and respectful relationships.

These are just some examples of actions that can be taken; the possibilities are endless – it’s up to you to inspire the groups in your community to be creative and ambitious in developing their own plans!

**Role of the CE&A Team**

The role of the CE&A Team is to provide information, inspiration, motivation, advice, support and resources to the groups to help them develop, implement and monitor their own plans. During this process, you will need to guide the planning process and make sure the group has considered all feasible options for action, if necessary bringing additional options to the attention of the group.

**TOOLBOX**

Use the Community Action Planning Tool to help groups develop and implement an action plan to put new rules for sexual violence prevention into practice. See page 43.

Use the Community Action Plan Monitoring Tool to help groups plan and document how they will monitor their action plans. See page 45.
Work with each discussion group and with stakeholders to identify, organize and hold a public event to show collective commitment to new rules for preventing sexual violence. Use the Event Planning Tool to help in the planning process.

Make sure each event is well publicized beforehand and afterwards to get the message out to as many people in the community as possible that change is happening.

Work with each discussion group and with stakeholders to develop community action plans using the Community Action Planning Tool.

Support implementation and monitoring of community action plans.
**Event planning tool**

*Use this tool to help plan and document details of each public commitment event.*

**PART A** Lists things to consider when planning an event.

**PART B** is a form for documenting the details of the plan.

### PART A: THINGS TO CONSIDER WHEN PLANNING AN EVENT

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Clarify the purpose and the target audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For example, ‘the purpose is for the school community to make a collective commitment to zero tolerance of sexual violence in our school, to holding perpetrators accountable and to treating survivors with care’.</td>
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<table>
<thead>
<tr>
<th>Step 2</th>
<th>Think about resources and event logistics in advance.</th>
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<tbody>
<tr>
<td></td>
<td>Create a timeline for logistics tasks.</td>
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<tr>
<th>Step 3</th>
<th>Develop a detailed list of tasks.</th>
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<tbody>
<tr>
<td></td>
<td>Assign responsibility for the tasks, including approaching public officials and other influential community members to attend, participate or endorse the event.</td>
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<tr>
<th>Step 4</th>
<th>Contact the media</th>
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<tr>
<td></td>
<td>This should be done before, during and after the event – for example, advertising the event on radio through guest appearances on local radio or news programmes. Contact local media well in advance to plan events, understand logistics and procedures, share information with them about the effort and offer to make appearances.</td>
</tr>
</tbody>
</table>
### PART B: EVENT PLANNING RECORD

<table>
<thead>
<tr>
<th>Community</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of event</td>
<td>Target audience</td>
</tr>
<tr>
<td>When will it take place</td>
<td>Where will it take place</td>
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<tr>
<td>Resources needed</td>
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<table>
<thead>
<tr>
<th>TASK</th>
<th>PERSON RESPONSIBLE</th>
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Community action planning tool

Use this tool to help core groups and other stakeholders develop an action plan.

**PART A** is a guide to help facilitate the planning process.5

**PART B** is a form for documenting the plan.

### PART A: GUIDE FOR DEVELOPING A COMMUNITY ACTION PLAN

#### Step 1. Invite core group members and other stakeholders to a planning workshop. During the workshop:

a) Set an objective for the plan, using a participatory process. The objective should be based on the public commitment the group made. Examples include the following:

- Promote non-violent and respectful behaviour of men towards women and girls in our families and community.
- Speak out against sexual violence, and hold perpetrators accountable for their actions.
- Make sure all service providers treat survivors who come forward with respect, confidentiality and compassion.
- Promote zero tolerance towards sexual violence in schools, hold perpetrators accountable and treat survivors with compassion.

b) Agree what the group can do about the issue. Decide what can reasonably be done to achieve the objective by comparing the current situation with the desired situation and then setting goals. It is important to set realistic goals. If the goal is set too high or otherwise unrealistic, people will not remain motivated and will not have confidence that what they do will make a difference. If the goal is set too low and can be reached with little effort, motivation will also be low. Moderate and achievable goals setting create the high level of group motivation that is required for people to take action to solve the problem.

c) Identify options for action. Ask what different kinds of action can be taken to accomplish the objectives. Brainstorm as many ideas as you can – encourage participants to be creative, and share ideas with them using examples that other communities have taken.

d) Prioritize actions together. Failing to get a consensus on action can lead to conflict or a lack of commitment. If a sufficient consensus cannot be reached, then the objectives or the courses of action may have to be discussed again.

e) Identify resources needed. Resources needed to carry out the plan may be both inside and outside the community. Also specify which people or groups are responsible for finding the resources.

f) Produce a draft action plan that includes objectives, actions in order of priority, the people who will carry out those actions, and the resources needed.

#### Step 2. Consult others about the action plan and get consensus

Set aside a few weeks to consult with others in the community about the draft action plan and ask for their input, support, resources and assistance. Meet with the individuals, groups and organizations mentioned in the action plan to agree on responsibilities for action, and with representatives from the wider community to ask them to participate. The more community members see the proposed actions as theirs, the more likely they are to take action.

#### Step 3. Hold a second workshop to finalize the action plan

Invite participants from the first planning workshop to a second workshop to complete the following tasks:

a) Develop a specific timetable for when each activity has to be accomplished.

b) Assign responsibility for each of the activities identified in the action plan. To convert a plan into action, specific people must take responsibility for each task. Ask for volunteers or assign tasks to individuals or community groups.

c) Document the plan using the form provided in Part B.

d) Develop a monitoring plan. This will help ensure that activities are moving according to the timetable and everyone is fulfilling their responsibilities. (See the **Community Action Plan Monitoring** tool.)

---

### Objective

<table>
<thead>
<tr>
<th>Activities in order of priority</th>
<th>Resources needed</th>
<th>Person responsible</th>
<th>Target date</th>
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Community action plan monitoring tool

Use this tool to develop a monitoring plan.

PART A provides an overview of participatory monitoring.

PART B is a form to use to document the monitoring plan.

PART A: PARTICIPATORY MONITORING

How will we know if the plan is working? What are the outcomes of the plan, and how do they compare to the original vision? Community leaders, members or groups should take responsibility for monitoring all the tasks that have been assigned in the community action plan and making sure that activities are moving forward according to the timetable and everyone is fulfilling their responsibilities.

Principles for participatory monitoring include the following:

- The communities are responsible for monitoring change, and the CC Team’s role is to facilitate.
- Both participants and facilitators are open to change.
- Community members create time and space for dialogue to determine whether they have benefited, and if so, how.
- A wide range of people actively participate in the process.
- The learning from monitoring has practical value to those participating.
- Local knowledge and experience are respected and emphasized.
- Information is checked for accuracy and shared with all.
- Inequities of power and voice are acknowledged and addressed.
- Traditional hierarchies are broken down, including those between people and between types of knowledge.
- There is conscious attention to learning by all involved.
- Understanding and mutual respect are deepened through a collaborative learning process.
- The process is educational and empowering.

Step 1: Develop a monitoring plan.

This should occur during the second planning workshop.

a). Have a discussion about the importance of monitoring and evaluation. Begin the discussion with questions such as the following:

- Why monitor and evaluate?
- What resources are available?
- What will the challenges be?
- Who will coordinate?
- Who should be involved and why?
- What are the main information needs of the group?

b). Develop a monitoring plan through group discussion and dialogue:

- Clarify the questions: who wants to know what, and why?
- Identify indicators that will provide the information needed.
- Determine how to collect, document and interpret necessary information.
- Decide when and how to share and use the findings.
- Document the monitoring plan using the form provided in Part B.

Collect, check, interpret and report the data.

a). Collect the agreed information with respect, considering methods that are common and traditional in the community. It is better to collect less information and actually use it than to collect information you will not use. Keep asking why particular information is needed and by whom.

b). Document what you collect through words, pictures, stories, art and other means.

c). Check what you collect with community members and with other sources of information to ensure that the findings are reliable. Always be ready to answer the question: How do you know what you claim to know?

d). Interpret what you collect by looking for main points, themes, and surprises.

e). Report what you find throughout the process of monitoring. Possibilities for reporting include:
   - meetings involving different participant groups, to stimulate deeper understanding, critical reflection and dialogue, and constructive action
   - workshops
   - photographs and other visual displays
   - drama
   - video footage
   - pamphlets and posters
   - meetings and telephone calls
   - the Internet

f). Call for public discussions about significant achievements or setbacks.
   - Ask what the discussion group members and stakeholders have learned individually, collectively and as a community.
   - Decide what has worked or is working well, what could have been done better, and how you will ensure that the learning from the process is not lost.
## PART B: MONITORING PLAN

<table>
<thead>
<tr>
<th>Activities to be monitored</th>
<th>Indicator</th>
<th>Method of collecting information</th>
<th>Who is responsible for collecting information</th>
<th>How often will information be collected</th>
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PART 4
Catalysing Change
TOPIC 4
COMMUNICATING CHANGE
POCKET CONTAINS:

**TOOL 1** COMMUNICATION PLANNING TOOL
Communication is a very important part of the CC Programme. To be convinced to change their own beliefs and behaviour, people need to know that action is being taken to implement new rules. Information about action others are taking reinforces the message that change is actually happening in the community and motivates everyone to get on board and embrace the new rules and behaviours together.

Also, successful transformation of harmful norms relies on group members collectively reaching out, spreading the new ideas and persuading others to adopt them. Sustainable change depends on enough people ‘walking the talk’ and actually behaving in accordance with the new rules to prevent sexual violence against women and girls.

Some information about the new rules, behaviours or norms will be passed by word of mouth as discussion participants and other stakeholders talk with their families and friends, peers and colleagues. This should be actively encouraged, as social networks are a powerful way to introduce new ideas. However, it is also necessary to actively reach out to others – person to person, family to family, community to community.

4.1 Communicating new ideas, rules and behaviours

CE&A Team members will work within their social networks and with core groups and other stakeholders to help them plan how to reach out to their peers, colleagues and neighbours and to the wider community to spread the word about their decisions to change and actions they are taking to make the community safer and healthier for everyone. The Communication Planning Tool at the end of this section will help with the planning process.

When helping people decide how they can reach out to others, it is useful to consider the following:

• When diffusion of ideas, rules and behaviours starts with opinion leaders, the news spreads more rapidly.  

• Who is the audience for the information about new ideas, norms and behaviours? Who do the rules or behaviours apply to? Does information need to be communicated to the whole community or to a particular group? Whose opinions matter regarding particular behaviours and the need to change to prevent sexual violence?

• The people sharing the information should not address others in a top-down way, but should instead, like in the discussion process, find common ground and encourage discussion and debate.

• Using more than one method of communication will increase the chance that the new ideas, rules and behaviours for preventing sexual violence will spread and be adopted by others. Channels of communication may be interpersonal, community-based or part of the mass media.

• Communication about sexual violence should not show girls and women in undignified and powerless ways or boys and men as highly aggressive or violent, as this can reinforce harmful beliefs and norms rather than undermine them.

• The local media can be an important resource for mobilizing community support and activity. Hopefully, local media are already represented in the stakeholder group or have participated in community discussions. They will be very important for informing the community about available services and how to gain access to them and about the progress of the campaign against sexual violence. Developing and disseminating press releases on the programme and its progress can be one activity assumed by programme staff.

Use the Communication Planning Tool to help plan how core groups and stakeholders will communicate change. See page 51.

ACTION CHECKLIST

☐ Work with discussion groups and stakeholders to develop a strategy for diffusing new ideas, rules and behaviours throughout the community using the Communication Planning Tool.
Communication planning tool

Use this tool to help in planning how to disseminate new ideas, rules, beliefs and behaviours throughout social networks.

PART A provides information on different communication channels.

PART B lists advantages and disadvantages of different communication methods.¹

PART C offers guidance on creating communication materials.²

PART A: CHOOSING INFORMATION CHANNELS

There are three channels for communicating new ideas, beliefs, norms and behaviours:

1. Interpersonal channels involve one-to-one communication, such as colleague to colleague, friend to friend, parent to child and vice versa, spouse to spouse, community leaders going door to door and individuals lobbying political leaders.

2. Community-based channels reach a large group of people and include the following:
   - Local media such as newspapers, newsletters, radio stations, bulletin boards, and posters, brochures, comics, and books distributed locally. News releases can be an effective way to reach local media outlets.
   - Activities such as health fairs, folk dramas, concerts, rallies and parades, public meetings, workshops, presentations, discussions and debates, and training and information sessions with community-based organisations.

3. Mass media channels reach a large audience in a short time. They include national television and radio stations, newspapers, magazines, outdoor and transit advertising and the Internet.

Questions to consider when choosing communication channels include the following:

1. Who are you trying to reach?
   Is your message for everyone in the community, or is it targeted to a smaller group?

2. What source of information does the target group use most often and trust the most?
   Where do they get their news, and which information sources do they trust? Are they literate? What languages do they speak? Do they most commonly listen to the radio, watch television or read newspapers? Or would they be more likely to respond to community theatre? When and how do they use these information channels? What would be the most strategic time to visit them or hold a meeting?

3. What are the different messages you need to convey?
   How can you tailor messages and information to each of the target groups to stimulate discussion about sexual violence prevention?

Using more than one communication channel and reaching out to different audiences will help your message spread faster.

¹ Source for Parts A and B: UNIFEM. Making a Difference: Strategic Communication to End Violence Against Women, UNIFEM, (New York, 2003).

### TOOL 1: COMMUNICATION PLANNING TOOL (continued)

#### PART B: ADVANTAGES AND DISADVANTAGES OF DIFFERENT COMMUNICATION MEDIA

<table>
<thead>
<tr>
<th>Media</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print media – display</strong>  &lt;br&gt; posters, calendars, wall charts</td>
<td>• Popular  &lt;br&gt; • Visual  &lt;br&gt; • Long-lasting</td>
<td>• Limited space for information  &lt;br&gt; • Require literacy</td>
</tr>
<tr>
<td><strong>Print media – for reading</strong>  &lt;br&gt; newsletters, pamphlets, brochures, booklets and comic books</td>
<td>• Allow more control of message  &lt;br&gt; • Can communicate a more detailed or complicated story</td>
<td>• Require literacy  &lt;br&gt; • Require a lot of effort to produce  &lt;br&gt; • Become outdated quickly  &lt;br&gt; • Might be viewed as propaganda</td>
</tr>
<tr>
<td><strong>Print media – for use with groups</strong>  &lt;br&gt; flip charts and flash cards</td>
<td>• Educational  &lt;br&gt; • Potential to communicate across languages and classes</td>
<td>• Limited reach  &lt;br&gt; • Labour-intensive</td>
</tr>
<tr>
<td><strong>Mass media – newspapers and magazines</strong>  &lt;br&gt; feature or news stories, ads and columns</td>
<td>• Reach large audience  &lt;br&gt; • Powerful  &lt;br&gt; • Long-lasting  &lt;br&gt; • Can explain issues in depth</td>
<td>• Require literacy  &lt;br&gt; • May reach only a limited number of people who have access (urban audience)  &lt;br&gt; • May be expensive to produce</td>
</tr>
<tr>
<td><strong>Mass media – radio</strong>  &lt;br&gt; spots, announcements and shows</td>
<td>• Reach large audience  &lt;br&gt; • Accessible (especially at grassroots level)  &lt;br&gt; • Can be participatory and elicit immediate response (for example, call-in programmes)</td>
<td>• Require production skills  &lt;br&gt; • Message may be transient  &lt;br&gt; • Size of audience may be unclear  &lt;br&gt; • Can send mixed messages, for example if a station promotes a different message  &lt;br&gt; • Can be expensive</td>
</tr>
<tr>
<td><strong>Mass media – television</strong>  &lt;br&gt; spots, announcements and shows</td>
<td>• Can reach large audiences in a nonthreatening and personal way  &lt;br&gt; • Dramatic and emotive  &lt;br&gt; • Can initiate dialogue between men and women</td>
<td>• Require production skills  &lt;br&gt; • Message may be transient  &lt;br&gt; • Size of audience may be unclear  &lt;br&gt; • May reach only a limited number of people who have access (urban audience)  &lt;br&gt; • Can send mixed messages  &lt;br&gt; • Can be expensive</td>
</tr>
<tr>
<td><strong>Folk media – drama and poetry</strong>  &lt;br&gt; theatre, puppet shows, role plays and storytelling</td>
<td>• Emotive and enjoyable  &lt;br&gt; • Engaging and powerful  &lt;br&gt; • Potentially interactive  &lt;br&gt; • Build on existing stories that already resonate with community</td>
<td>• Require skill  &lt;br&gt; • May reach a limited audience  &lt;br&gt; • Require intensive effort</td>
</tr>
<tr>
<td><strong>Folk media – song and dance</strong>  &lt;br&gt; stories, testimonials and eyewitness accounts</td>
<td>• Entertaining  &lt;br&gt; • Emotive  &lt;br&gt; • Participatory  &lt;br&gt; • Potential to reach across classes and languages  &lt;br&gt; • Build on existing themes and formats that already resonate within community  &lt;br&gt; • Repetition in lyrics and movements can concretize messages</td>
<td>• Messages tend to be more abstract  &lt;br&gt; • Messages may get lost without follow-up actions</td>
</tr>
<tr>
<td><strong>Folk media – oral testimonies</strong>  &lt;br&gt; theatre, puppet shows, role plays and storytelling</td>
<td>• Engaging and powerful  &lt;br&gt; • Bring a human face to the issue  &lt;br&gt; • Can be used in many arenas including video and radio documentaries  &lt;br&gt; • Build on existing practices that resonate within community</td>
<td>• Could put the woman telling the story at risk</td>
</tr>
<tr>
<td><strong>Folk media – printed messages</strong>  &lt;br&gt; T-shirts, caps, etc.</td>
<td>• Allow an individual to show support of the cause  &lt;br&gt; • Long lasting</td>
<td>• Limited reach  &lt;br&gt; • Limited space for messages</td>
</tr>
<tr>
<td><strong>Visual electronic media</strong>  &lt;br&gt; video, film and slide shows</td>
<td>• Participatory  &lt;br&gt; • Entertaining  &lt;br&gt; • Realistic</td>
<td>• Require skill  &lt;br&gt; • Require equipment  &lt;br&gt; • Expensive</td>
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PART C: TIPS AND CHECKLIST FOR DESIGNING COMMUNICATION MATERIALS

Designing communication materials can be fun and exciting; it need not be a daunting task. The following ideas can help you develop engaging, positive, and effective communication materials.

Maintain the dignity of the characters. When creating communication materials about sexual violence, it is tempting to use images that show women and children being abused. While it may sometimes be necessary (particularly in booklets), this approach needs to be used carefully if at all. Avoid showing girls and young women in undignified positions or experiencing violence. Images that show women in powerless and exposed situations, while they may accurately reflect reality, are rarely effective in helping change people’s attitudes.

Similarly, avoid showing men and boys being highly aggressive or violent; these are undignified portrayals of men. Women and men viewing explicit images such as these rarely want to identify with the characters or the issue that is being represented. Many people may feel ashamed to look at the image and, as a result, will either ignore it or make jokes to diminish feelings of shame and embarrassment. The use of explicit images can further marginalize the issue, keeping it taboo instead of encouraging people to discuss it. Try instead to maintain the dignity of the characters, showing men as reasonable and thoughtful and able to make positive decisions and women as empowered and dignified.

Help viewers engage. When viewers see themselves in the materials and characters, they are more likely to think about the issue and reflect on how it affects them. Materials that show ordinary women and men will help more people identify with the characters.

Avoid stereotypes. Take care in how you show a man who is being violent. Making a character into a monster (very scary, ugly or mean) will prevent men from identifying with him. Showing a man who is not out of control or looking too crazy will help others identify with him and his behaviour. When showing women, try to make the characters look just like women in your community. Make them different ages and sizes, from different economic levels, including some with a disability. The characters should represent the range of people in your community.

Avoid blaming and accusations. Communication materials should avoid blaming girls and young women or boys and men for sexual violence. This does not mean that the issue of male responsibility for violence should not be explored, but accusing men of violence and publically shaming men in materials often only increases resistance and backlash. It is important to hold men accountable yet not to insult, demean, or demonize them. This will only make them defensive and unengaged.

Get people talking! Materials that tell people what to think rarely have meaningful impact on the attitudes or behaviour of their viewers. Try to make materials controversial, inject new ideas, ask questions and encourage people to think and feel something about the issue being portrayed. Don’t be afraid to raise taboo or hidden topics; materials that tell people what they already know are rarely useful. Be willing to stir things up!

# Communication material checklist

**Content** – does your communication material:
- [ ] avoid telling people what to think?
- [ ] avoid stereotyping?
- [ ] maintain the dignity of the characters?
- [ ] encourage viewers to think for themselves?
- [ ] avoid showing women as powerless victims?
- [ ] reinforce the concepts of human rights and girls’ rights?
- [ ] encourage personal reflection?
- [ ] use characters and situations that viewers can identify with?

**Language** – does your communication material:
- [ ] avoid blaming or accusations?
- [ ] use language that is informal and familiar to the community?
- [ ] have a design that is accessible to low-literacy viewers?
- [ ] use language and images that are thought provoking but not confrontational?
- [ ] use language that is simple and straightforward?
- [ ] keep language as non-technical as possible?
- [ ] respond to the reading level of the group you are reaching out to?
- [ ] use an attention-grabbing caption, slogan, or question?

**Illustrations** – does your communication material:
- [ ] portray a scene and characters that community members can and want to identify with?
- [ ] show characters being active and thoughtful?
- [ ] use diagrams and pictures to enhance the information?
- [ ] use images to help low-literate viewers understand the ideas?

**Design** – does your communication material:
- [ ] have information organized on the page (not too crowded or wordy)?
- [ ] have large enough print to be read at a distance?
- [ ] use an attention-grabbing caption, slogan, or question in a prominent place to help viewers get the main idea?
- [ ] use attractive and easy-to-read fonts?
- [ ] avoid using all capital letters and underlining?
- [ ] use bright and vibrant colours?
- [ ] use a consistent style?
- [ ] identify your organization’s contact information and logo?
TOPIC 5

CREATING A SUPPORTIVE ENVIRONMENT
Social norms that prevent sexual violence against women and girls are more likely to take hold and create long-term behaviour change if they are reinforced by formal rules, such as laws and by-laws, that prohibit sexual violence and by institutional policies and mechanisms that clearly set out how to prevent and respond to violations of the rules.

5.1 Advocacy for national and local laws

Laws and by-laws prohibiting sexual violence are important because they communicate government and local authorities’ expectations about behaviour. Laws are more powerful if they are supported by:

- Policies and resources to implement them;
- Education about them;
- Measures to enforce them.

It may be the case that in your country there are already good laws in place, but enforcement is weak, or there are no policies for implementing them, or people don’t know about the laws and their rights. Other countries need legal reforms to make all sexual violence illegal.

At a national level, the CC programme coordinator will engage with civil society groups working on national law reform and law enforcement agencies with responsibilities for preventing sexual violence and other violence against women and children, to identify how the CC Programme can best support legal reform or law enforcement efforts. Sharing data from the programme may be one way to provide support. Common groups that work on law reform include human rights groups, law reform commissions and women lawyers’ associations.
If strengthening local laws against sexual violence has not already been addressed through the community action plans, the CE&A Team will need to discuss with stakeholders priorities for educating and advocating with local decision-makers and leaders about developing and publicizing formal rules for sexual violence prevention.

This could involve:

- Conducting discussions with decision makers about new norms;
- Sharing data about the prevalence of sexual violence;
- Conducting a review of existing laws or rules to identify those that are harmful to women and girls;
- Advocating for introduction of local by-laws that reinforce zero tolerance for sexual violence against women and girls;
- Advocating for survivors of sexual violence to be treated with respect and dignity and in accordance with human rights principles in traditional justice proceedings.

The following questions can help focus an advocacy strategy for law and policy reform:

- What do we want?
- Who can make it happen?
- What do they need to hear?
- Who do they need to hear it from?
- How can we make sure they hear it?
- What do we have?
- What do we need?
- How do we begin to take action?
- How do we tell if it’s working?
5.2 Working with health, social welfare and education systems

Programme managers, senior community engagement staff and senior social workers will work with health, social welfare and education managers and senior staff at state and district levels to implement measures establishing zero tolerance for sexual violence across the health care, social welfare and education sectors.

This will include learning from and building on the successes of the community action plans. For example, if a community action plan establishes a school code of conduct for teachers and a charter of students rights and responsibilities that prove to be effective, these could be used as model strategies and rolled out to all schools in the state or district.

The following resources provide information on law reform and advocacy strategies:

The legislation module in the UN Women Virtual Knowledge Centre to End Violence Against Women and Girls <www.endvawnow.org/en/>

Liaise with national civil society actors and other stakeholders in law reform and law enforcement to ascertain how the CC Programme can best contribute to these efforts. This is the responsibility of the national programme coordinator.

At the local level, liaise with civil society groups to decide on an advocacy plan aimed at local decision-makers to introduce rules and laws that prevent sexual violence and that respond to survivors with dignity and respect for their rights.

Work with state and district-level managers and senior staff in the health, social welfare, education sectors to identify institutional measures to establish zero tolerance for sexual violence and to respond appropriately to survivors.