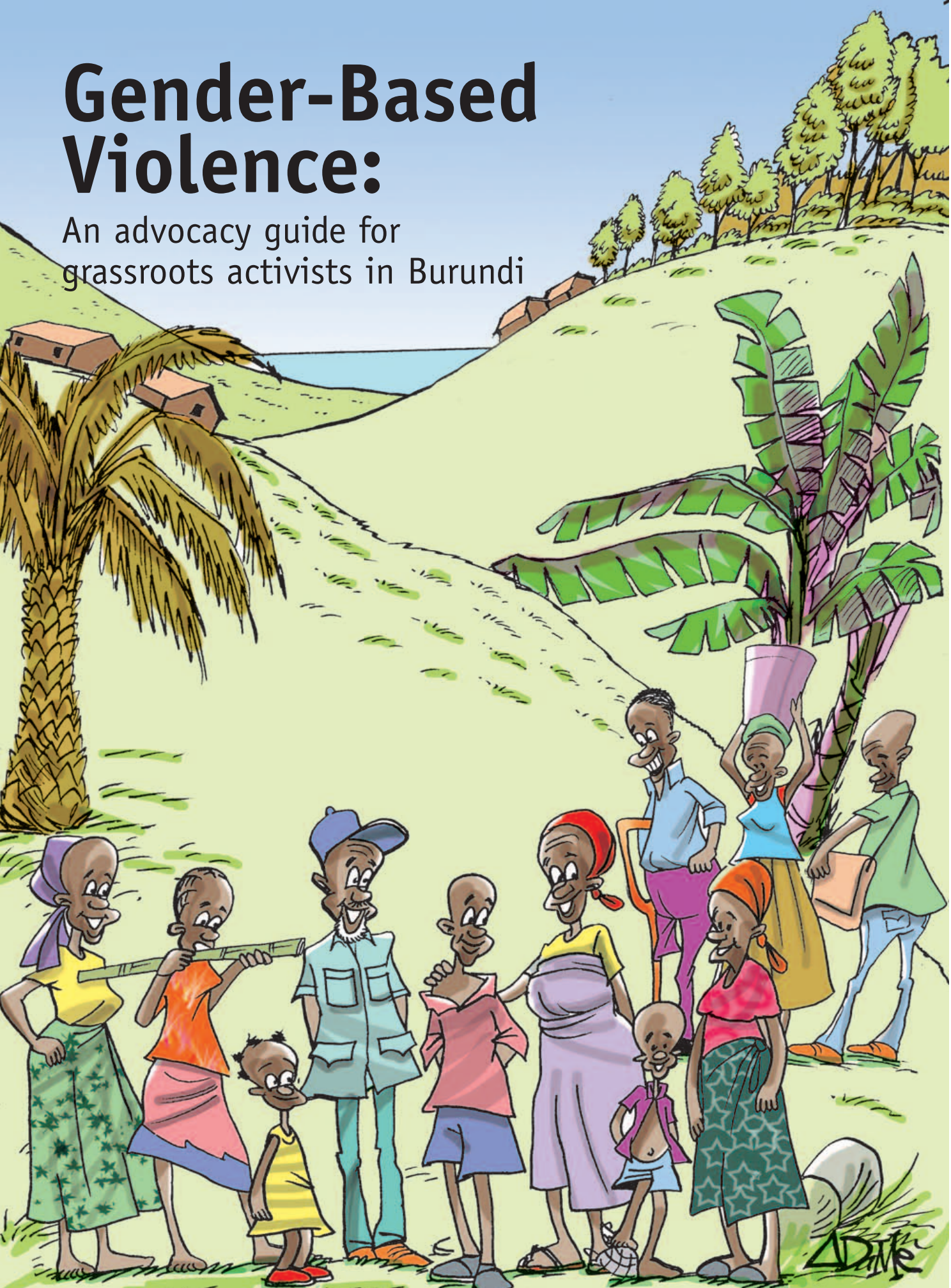


Gender-Based Violence:

An advocacy guide for grassroots activists in Burundi



Acknowledgments

This guide was produced as part of CARE's Great Lakes Advocacy Initiative (GLAI), which seeks to address gender-based violence in Burundi, Rwanda and Uganda. GLAI is funded by CARE Norway.

Thanks to CARE staff, grassroots activists and partner organizations in Burundi who shared their experiences, ideas and passion for preventing gender-based violence in their communities.

This advocacy guide was inspired by and adapted from two other advocacy resources: *Advocacy Tools and Guidelines: Promoting Policy Change* (CARE, 2001) and *Psychosocial Support Advocacy Toolkit* (REPSI, 2010)

The section on community mobilization for social change is largely inspired by two projects: Raising Voices in Uganda (www.raisingvoices.org), which works to prevent violence against women by addressing root causes such as traditional gender roles and the imbalance of power between women and men; and CARE's Inner Spaces Outer Faces Initiative (ISOFI) (<http://www.careacademy.org/health/isofi/welcome.html>), which addresses inequities of power in gender and sexuality in order to improve health and development.

Certain tools were also adapted from *Participatory Approaches: A facilitator's guide* (VSO) and the *Life Skills Manual* (United States Peace Corps).

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TABLE OF CONTENTS

Introduction


Purpose of this guide	2
What is gender-based violence?	4
Who is an activist?	6
Why should we prevent GBV?	8
GBV in Burundi	9
Laws & policies in Burundi	10
International declarations	11

Advocacy

What is advocacy?	12
Process	16
Data collection & evaluation	24
Making linkages	25

Community Mobilization for Social Change

What is social change?	26
Getting started	28
Learning tools	28
Tools for discussing GBV	33
Communication tips & techniques	42
Data collection & evaluation	48
Making linkages	49



As activists,
we help our
communities create
a happier, healthier,
more peaceful future
for everyone in
Burundi.

In this guide,
we will show you
different tools and
techniques to help you
talk about gender-based
violence with your
community

PURPOSE OF THIS GUIDE

CARE Burundi is part of the Great Lakes Advocacy Initiative (GLAI), which seeks to address gender-based violence in Burundi, Rwanda and Uganda through different advocacy activities.

Advocacy takes place at many different levels (see p. 12-15). **The purpose of this guide is to provide grassroots activists with tools and information so that they can carry out community-based advocacy,** as well as make linkages with national-level advocacy efforts.

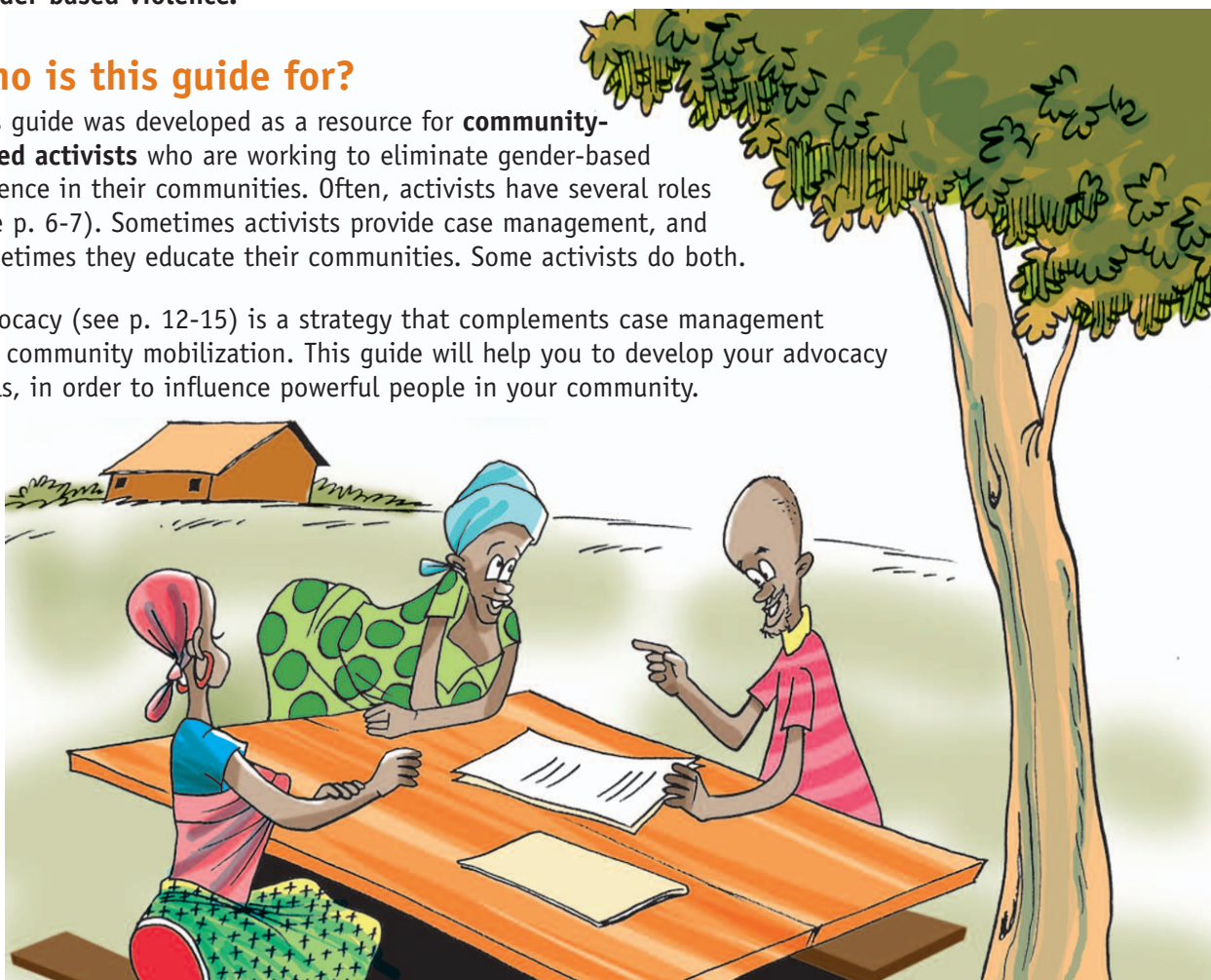
CARE Burundi's Women Empowerment Program (WEP) consists of Umwizero ('a positive future for women' in Kirundi), Giriteka ('have your rights' in Kirundi), Kirumara ('let's create a favorable environment for women's rights' in Kirundi), and Girijambo ('express yourself' in Kirundi). The program works toward economic, social and political empowerment of vulnerable women by using approaches such as Nawe Nuze (saving and loans in solidarity groups), SSR, training and sensitizing women on their basics rights, engaging men and advocacy.

The aims of WEP support the aims of GLAI: to create an environment that promotes safe, peaceful and productive families and communities. **Both WEP and GLAI envision a Burundi that is free from gender-based violence.**

Who is this guide for?

This guide was developed as a resource for **community-based activists** who are working to eliminate gender-based violence in their communities. Often, activists have several roles (see p. 6-7). Sometimes activists provide case management, and sometimes they educate their communities. Some activists do both.

Advocacy (see p. 12-15) is a strategy that complements case management and community mobilization. This guide will help you to develop your advocacy skills, in order to influence powerful people in your community.

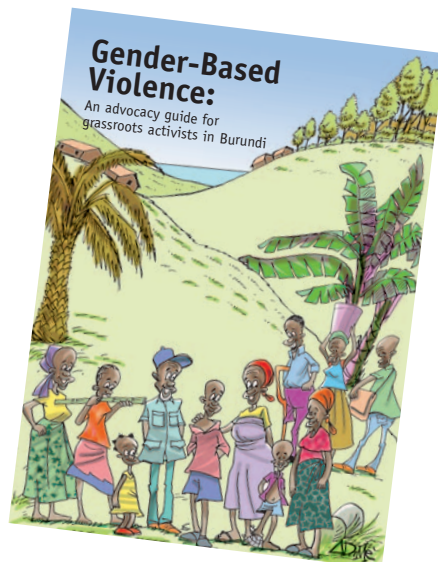


In this guide you will find:

- ❖ **An introductory section** (see p. 4-11)
 - ◆ an explanation of gender-based violence
 - ◆ the profile and roles of activists
 - ◆ why it is important to prevent gender-based violence
 - ◆ the gender-based violence situation in Burundi, including current laws and policies
 - ◆ international conventions and declarations related to gender-based violence

- ❖ **A section on advocacy** (see p. 12-25)
 - ◆ an explanation of advocacy: what it is, who it targets, why we do it
 - ◆ the advocacy process
 - ◆ the importance of data collection and evaluation
 - ◆ making linkages at different levels, as well as with social change and case management efforts

- ❖ **A section on community mobilization for social change** (see p. 26-49)
 - ◆ an explanation of social change, including how it relates to advocacy
 - ◆ tools for you to examine your role in the community
 - ◆ tools for you to discuss gender and gender-based violence with your community
 - ◆ communication tips and techniques
 - ◆ the importance of data collection and evaluation
 - ◆ making linkages with advocacy and case management efforts



WHAT IS GENDER-BASED VIOLENCE?

Gender-based violence (GBV) is any verbal or physical act that results in bodily, psychological, sexual and economic harm to somebody just because they are female or male. The term SGBV means sexual- and gender-based violence. In this guide we will use the term GBV, which is a broad term that includes SGBV.

GBV can be done by an intimate partner, a family member, a neighbor, an acquaintance or a stranger.

GBV happens because one person chooses to exercise power and control over another person. In our society, men and women are not yet equal. More value is given to men than to women. As long as there is an imbalance of power between men and women, GBV will continue.

GBV also happens when people do not know how to solve conflicts peacefully, or how to build and maintain healthy relationships based on mutual respect. Learning these skills will give people an alternative to GBV.

GBV also happens because we do not discuss it openly in our communities. When we treat GBV as a private issue, we allow it to continue.

Sometimes when people hear the word 'gender' they think it only refers to women's issues. This is incorrect! Gender refers to the roles, responsibilities and behaviors that our society expects of both men and women. We study gender because we recognize that these expectations are different for men and for women.

It is possible for men to experience GBV. However, most GBV is directed at women and girls.





These are some examples of GBV. Can you think of other forms of GBV in your community?

Physical

- pushing
- hitting
- grabbing
- beating
- hair pulling
- banging head on the floor or wall
- kicking
- choking
- burning
- twisting arms
- use of a weapon
- female genital mutilation or other harmful traditional practices
- child neglect
- etc.

Psychological

- shouting
- swearing
- insults
- threatening violence
- humiliating
- locking someone out of the house
- criticizing
- extreme jealousy
- threatening to hurt the children
- threatening abandonment
- constant questioning about someone's activities
- child neglect
- etc.

Sexual

- forced sex/rape
- marital rape
- unwanted touching
- grabbing sexual parts of the body
- inserting objects into someone's private parts
- coercion
- unfaithfulness
- making someone do sexual things against their will
- refusal to have protected sex
- forced prostitution
- forced marriage
- defilement
- etc.

Economic

- withholding family finances
- stopping someone from getting or keeping a job
- making someone ask for money or an allowance
- demanding someone's earnings
- spending jointly-earned family income without your spouse's consent
- preventing someone from owning property or inheriting land
- not allowing someone to have money
- denial of opportunities, such as education
- etc.

(adapted from Mobilising Communities to Prevent Domestic Violence, Raising Voices)

WHO IS AN ACTIVIST?

An activist...

- ❖ is committed to promoting balanced power between women and men
- ❖ is passionate about preventing GBV
- ❖ leads by example; practices what he or she preaches
- ❖ believes that social change is possible
- ❖ challenges traditional social norms and gender roles
- ❖ is respected in the community
- ❖ is articulate and creative
- ❖ is courageous and persistent
- ❖ respects the idea that all humans deserve to be treated with dignity and respect
- ❖ understands national and international laws related to GBV (see p. 10-11)
- ❖ works to join their power with others' to create a supportive community
- ❖ inspires others to act
- ❖ is willing and able to document his or her work
- ❖ practices good facilitation skills
- ❖ is friendly and positive in his or her approach
- ❖ respects the confidentiality of GBV survivors
- ❖ is a man or a woman

Anyone can be an activist! Most of these qualities can be learned. Passion and commitment are the most important things.



(adapted from SASA! Toolkit, Raising Voices)

Activists work in three areas:

1. case management
2. advocacy (see p. 12-25)
3. community mobilization for social change (see p. 26-49)

Some activists are trained to provide **case management** to GBV survivors. This can include:

- ❖ counseling
- ❖ maintaining confidentiality
- ❖ home visits
- ❖ mediation
- ❖ accompanying
- ❖ creating a safety plan
- ❖ practicing non-discrimination
- ❖ following up cases
- ❖ make referrals
- ❖ etc.

Referrals can be to:

- ❖ police
- ❖ hospital
- ❖ HIV counseling and testing
- ❖ legal services
- ❖ post-exposure prophylaxis (PEP) after rape if the perpetrator's HIV status is positive or unknown
- ❖ etc.

When we support GBV survivors, we encourage more survivors to come forward and receive the help they need.

We also show that GBV is a serious concern in our community that deserves our attention.

Case Study

A woman in Mititmbuzi commune was beaten by her husband. She went to the chief of the colline to report the case, but he asked for a bribe. An activist helped her to go to the next level – to the administrator of the commune – to seek justice. The activist helped her to identify who could help her, and gave her

motivation and courage to continue. Finally, her husband was arrested and placed in prison for one week.

After that, the husband realized that what he had been doing was wrong. Now this man works together with GBV activists to encourage others to change as well.

Why do we say 'GBV survivors' instead of 'GBV victims'?
The word 'victim' can be stigmatizing because it implies that a person is powerless. However, the word 'survivor' focuses on the future, and not on the abuse. This is empowering.



WHY SHOULD WE PREVENT GBV?

GBV does not only affect the individuals who are abused. It also affects children, families, communities and the entire nation. **GBV hurts us all.** The problem tree exercise on page 33 is a good tool for discussing all the different causes and consequences of GBV.

What are the consequences of GBV?

- ❖ **Individuals** who are abused – or who have been denied opportunity – cannot fully participate in community life. Their ability to share their energy, ideas, skills, talents and opinions with their families, communities, places of worship and in the political process is lost when their bodies and minds are damaged by GBV. GBV survivors often face stigmatization and discrimination.
- ❖ Violence can cause health problems (including exposure to HIV infection), sadness, isolation, and a loss of self-confidence and income in **individuals**.
- ❖ In **families**, GBV creates an unpredictable and frightening environment. **Children** learn to fear the abuser, and they worry about the parent who is being abused. Children who grow up in violent homes learn that violence and aggression are acceptable ways of expressing emotions or resolving conflicts. These children are more likely to leave home at an early age and to commit acts of violence in their own homes when they become adults.
- ❖ Our **community** also pays a high price for GBV. Businesses lose money due to the ill health of employees who are abused. Responding to GBV including law enforcement, health services, court and legal proceedings, and social services requires both money and staff.

(adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices)

GBV and HIV

Individuals who have experienced violence are at a higher risk for contracting HIV, and people who are living with HIV and AIDS are more likely to experience acts of violence.

GBV is both a cause and a consequence of HIV. *(adapted from SASA! Toolkit, Raising Voices)*

Violence is not a sign of discipline and love; it is a sign of domination and control.

Although GBV usually happens in private, it is NOT a private issue. It affects families, communities, and the entire country.



GBV IN BURUNDI

Reliable data concerning GBV in Burundi are difficult to find. Several organizations, such as MSF, ADDF and Ligue Iteka keep statistics of the number of women they receive in their medical, psychosocial and legal assistance facilities. These statistics show that despite the peace agreements, sexual violence related to conflict continues. These statistics also show that over half of the GBV survivors are minors.^{1,2}

In Burundi, GBV has been widely used as a weapon of war. While the cases of sexual violence related to conflict are very high, Burundian women also suffer from other types of GBV such as domestic violence; economic, political and social subordination; etc.²



When we prevent GBV, we promote safe, peaceful and productive families and communities.

¹ADDF, *Statistiques des violences basées sur le genre en 2008, 2009*, ASF, *Burundi: violences sexuelles, 2004*, Centre Seruka, *Rapport national 2008, 2009*

²CARE International, *Gender-based violence in the Great Lakes Region: A policy analysis on legal frameworks for the protection of women and girls and for care and support for GBV survivors*, April 2009.

LAWS & POLICIES IN BURUNDI

Burundi's post-transition Constitution states a number of principles including gender equality and adherence to CEDAW.

Burundi's new Penal Code defines rape as "vaginal, anal and oral penetration by the male sexual organ as well as penetration of the female sexual organs by an object." Sentences range from 5 years to life imprisonment.

The Penal Code also recognizes domestic violence: "Anyone who has intentionally injured another person is subject to two to eight months imprisonment, a fine, or both, with harsher penalties if the violence is premeditated."

The new Penal Code includes the comprehensive definitions of genocide, war crimes and crimes against humanity as discussed in the Rome Statute, the Geneva Conventions and the Convention against Genocide.

Discussions about inheritance laws have been ongoing for several years. Today, Burundian women have no legal rights to inherit land, which makes them economically dependant on their male relatives and husbands.



There are already laws and policies in Burundi that forbid and punish GBV.

INTERNATIONAL DECLARATIONS

Internationally:

The **Universal Declaration of Human Rights (UNDHR) (1948)** provides the respect of fundamental human rights of every human being. It provides for rights in social, economic, civic, political and cultural areas.

UNSCR 1325 (2000) calls on parties to armed conflicts to take special measures to protect women and girls from GBV, in particular sexual violence. It also emphasizes the responsibility of the state to end impunity and prosecute those responsible for war crimes, genocide crimes and crimes against humanity including crimes of GBV.

UNSCR 1820 (2008) demands that all parties to armed conflict adopt concrete protection and prevention measures to end sexual violence. It also asserts the importance of women's participation in all processes related to ending sexual violence in conflict.

International Covenant on Civil and Political Rights (ICCPR) commits its parties to abide by the civil and political rights of individuals.

International Covenant on Economic, Social, and Cultural Rights (ICESCR) commits its parties to work toward the granting of economic, social, and cultural rights to individuals, including labor rights and rights to health, education and an adequate standard of living.

Convention on the Elimination of All forms of Discriminations Against Women (CEDAW) aims to eliminate any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Convention on the Rights of the Child (CRC) protects the rights of people under 18 years old by setting standards in health care; education; and legal, civil and social services.

Beijing's Platform for Action and Declaration on the Elimination of Violence Against Women (DEVAW) (1995) recognizes that violence against women – including rape, sexual slavery and forced pregnancy – is an obstacle to equality, development and peace.

The **Rome Statute (1998)** of the International Criminal Court recognizes rape, sexual slavery, forced prostitution, forced pregnancy, forced sterilization, and other forms of sexual violence as war crimes and crimes against humanity.

Regionally:

The **African Charter on Human and People's Rights (1986)** provides a number of articles on the equality of women in politics, before the law, in education, health, marriage, food, shelter, etc. It provides equal rights for women at all times, and states specifically the right to peace, including participation in all conflict resolution and reconstruction efforts.

A protocol to the African Charter on Human and People's Rights is the **Protocol on the Rights of Women in Africa (2003)** (also known as the **Maputo Protocol**). This guarantees comprehensive rights to women including the right to take part in the political process, to social and political equality with men, to control of their reproductive health, and to an end to female genital mutilation.

The **ICGLR Protocol (2006)** aims to provide protection for women and children against the impunity of sexual violence in the Great Lakes region.

The **Goma Declaration (2008)** asks member states to

- ❖ provide the necessary protection measures for women and girls against GBV,
- ❖ provide assistance and care and support to GBV survivors,
- ❖ put in place measures to fight impunity, and
- ❖ increase women's participation in decision-making and conflict-resolution bodies.

Burundi's new Penal Code adopts the Rome Statute. Burundi is also party to the UDHR, the CRC, the CEDAW, as well as the African Charter on Human Rights and People's Rights. The country signed the ICGLR Protocol and the Goma Declaration.

ADVOCACY

What is advocacy?

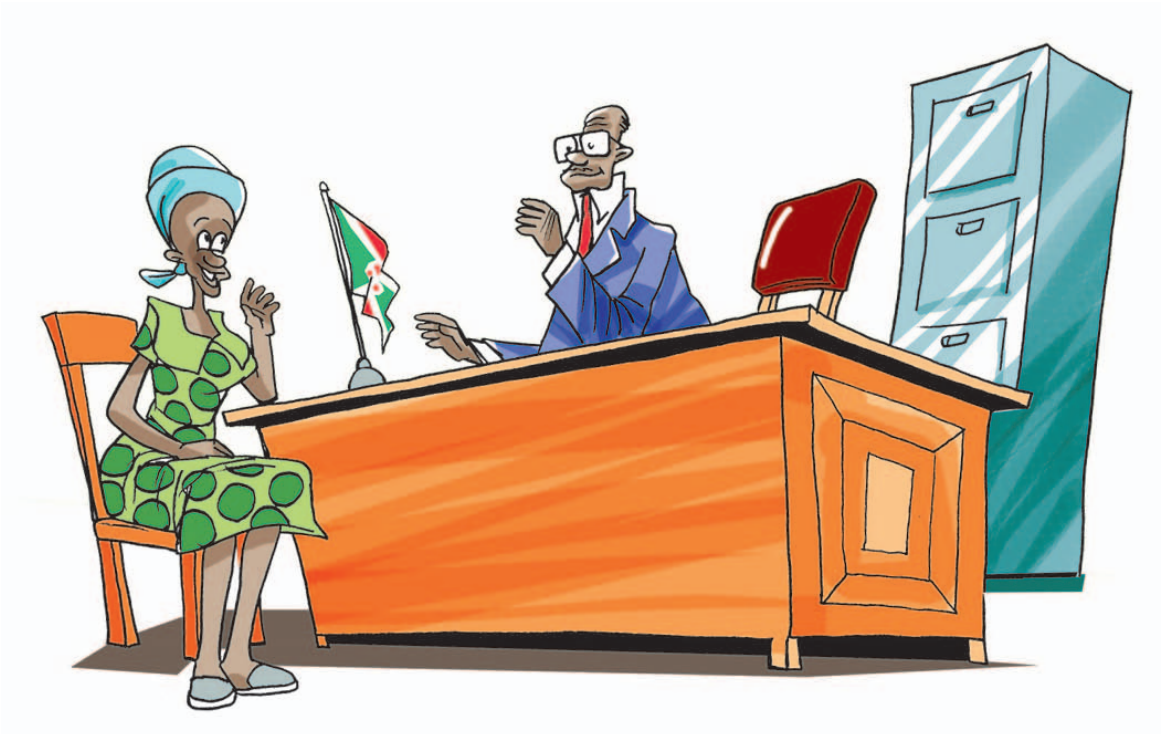
Advocacy is the act of pleading or arguing in favor of something, such as a cause, idea, or policy. It also means giving one's active support. When we advocate against GBV, we argue in favor of happy families, peaceful communities, and a balance of power between men and women.

At the national level, GBV advocacy includes efforts to influence public policies, practices and laws through various forms of persuasive communications with those in authority. CARE International defines advocacy as, **"the deliberate process of influencing those who make policy decisions."** Policy makers have the power to make laws and regulations, distribute resources, and make other decisions that affect people's lives. *(CARE Advocacy Tools and Guidelines, 2001).*

Advocacy does not have to be confrontational! We are **working together with local authorities** and policy makers, in order to create communities that are more peaceful and productive.

The principal aims of advocacy are to

- ❖ **create policies,**
- ❖ **reform policies, and**
- ❖ **ensure that policies are implemented.**



Who is our audience?

Advocacy can be done at the local, district, national and international level. The particular audience depends on the level.

In general, **policy makers** are government officials or those with formal political power. They can also be other non-governmental leaders whose decisions and behavior affect communities.

At the community level, **local authorities** include people such as elected officials, police, religious leaders, traditional leaders such as *abashinantahe*, elders and other respected members of the community.

In this guide, the terms policy makers, community leaders and decision makers all mean the same thing: people who have power and influence.

Community-based facilitators in northern Uganda said, "People respect leaders. We can use leaders to reach the people we want to meet."



Who needs support from local authorities?

(adapted from SASA! Toolkit, Raising Voices)

- ❖ **Women and men living with violence** and/or HIV/AIDS usually live with stigma, shame and isolation. They need the support of others to regain their sense of power.
- ❖ **Men trying to create equal power in their relationships** also live with stigma, particularly from those who think men should control their partners. By supporting these men, we can help them maintain their commitment to non-violence.
- ❖ **Activists speaking out about GBV** also live with stigma, since the ideas they represent are not yet common in the community. Leaders can stand in solidarity with activists to support and strengthen efforts toward safer and happier homes and communities.

ADVOCACY

Why advocacy?

We face many issues and problems as a result of GBV in our families and in our communities. Some of these problems are caused by or made worse by policies, laws and practices that are in place, or by the fact that good existing policies, laws and practices are not implemented. **Such problems and issues can be solved with the help of influential people or organizations.** This is why we do advocacy. *(adapted from REPSSI Psychosocial Support Advocacy Toolkit)*

Here are some of the ways that influential people or organizations can help to solve issues and problems resulting from GBV:

- ❖ Allocate resources – money, staff, material
- ❖ Determine priorities, set agendas
- ❖ Create laws and policies
- ❖ Change laws and policies
- ❖ Enforce laws and policies
- ❖ Prosecute crimes
- ❖ Influence people's behavior
- ❖ Call meetings
- ❖ Introduce you to other important people
- ❖ Support programs and monitor activities
- ❖ Improve service delivery
- ❖ Mediate conflict
- ❖ Encourage people to access services
- ❖ Ensure/respect human rights
- ❖ Protect GBV survivors from further abuse
- ❖ Encourage people to speak openly about gender, power and GBV
- ❖ Support community members to challenge their social norms

Advocacy complements our other strategies, such as case management and community mobilization activities. Through advocacy, we can make sure that GBV survivors have access to services that can help them. Also, advocacy helps to create an environment that is supportive to social change.

When we do all three, we can make significant progress toward creating a nation that is free from GBV.

We do advocacy because we want to make a positive change in our community. This guide gives you several tools and suggestions for how to do community-based advocacy.



How do we do advocacy?

An 11-step advocacy process is described in the following pages. The steps are:

- ❖ Step 1: Choose the issue related to GBV
- ❖ Step 2: Research and analyze the issue
- ❖ Step 3: Identify key actors and institutions
- ❖ Step 4: Analyze the policy environment
- ❖ Step 5: Develop advocacy objectives
- ❖ Step 6: Identify your target audience
- ❖ Step 7: Identify your allies
- ❖ Step 8: Choose your strategies/methods
- ❖ Step 9: Develop key messages
- ❖ Step 10: Create and implement your action plan
- ❖ Step 11: Monitor

(this section was adapted from CARE's Advocacy Tools and Guidelines: Promoting Policy Change, and REPSI's Psychosocial Support Advocacy Toolkit)

Case Study

WORUDET (Women and Rural Development Network, located in Pader district) organized an advocacy training for women in northern Uganda. The women identified a lack of medical services as a key issue that was affecting their lives. Ever since the Health Center III at Lira Palwo Sub County had been closed down abruptly and without explanation, people had to walk more than 25 kilometers to access health services.

WORUDET advised the women

to approach the Pader district leadership to present their case, to demand an explanation as to why the health center was closed, and to ask for the health center to be re-opened. With WORUDET's help, the women wrote a letter to the Vice Chairperson of Pader district to request a meeting.

After the meeting, the Vice Chairperson and the District Health Officer visited the health center. They found out that the health center's staff had decided to close it

because the pit latrine had filled up. The Vice Chairperson and the District Health Officer agreed to build new latrines for the health center, and allowed the staff to use the latrines at the Sub County headquarters until the new ones were ready. The health center was re-opened, and women were able to access medical services once again.

The women used advocacy to bring an issue to the attention of local authorities, which led to action and a positive outcome.

ADVOCACY: PROCESS

Step 1: Choose the issue related to GBV

There are many different GBV-related issues that you could choose to work on. For example, you could choose to focus on **reducing or eliminating impunity** (i.e. the fact that perpetrators are often not punished for their crimes), **improving access** to services for GBV survivors, **ending the silence** that surrounds GBV, **changing a law** that prevents women from inheriting land, **ending the stigma** that often troubles GBV survivors, or **enforcing laws** that already exist. Or you may choose a different issue related to GBV that is of concern in your community.

Example

To illustrate the advocacy process, we will choose one issue as an example and demonstrate how to do each step.

For Step 1, we will choose reducing or eliminating impunity. **We would like to see that people who commit GBV be punished for their crimes.**

Step 2: Research and analyze the issue

Before you can begin to advocate, you need to learn as much as you can about the issue. You will probably need to speak to others in order to find out the answers to some of the following questions.

1. What is the problem?
2. Who does it affect? How? Where?
3. What current policies are supportive?
4. What current policies are restrictive?
5. Which current programs are supportive and which are restrictive?

Example

1. **What is the problem?** People who commit GBV are not punished for their crimes. There is no negative consequence for the perpetrator. As a result, GBV continues.
2. **Who does it affect? How? Where?** The issue of impunity affects all of us, both in our homes and in the community. If perpetrators of GBV know they will not be punished, they will continue their violent behavior. Since they are not punished, they believe that their behavior is "right." As a result, others live in fear. At the same time, GBV survivors continue to face stigma and discrimination.
3. **What current policies are supportive?** There are currently laws and policies that prohibit GBV, but they are not enforced.
4. **What current policies are restrictive?** Corruption is one of the reasons that laws and policies are not enforced as they should be.
5. **Which current programs are supportive and which are restrictive?** We are not aware of any current programs that address this particular issue.

Remember:
You don't have to do this alone! Work together with other activists, or form an advocacy committee with others in your community.



Step 3: Identify key actors and institutions

Determine **who makes policy decisions in your community**, and at different levels (local, district, national). **Who are the actors and institutions that influence decision makers?** Remember that decision makers and actors can be individuals or groups.

Create a list of all the authorities, institutions and structures in your community that may contribute to preventing and responding to GBV. When thinking about government, do not limit yourself to the person in charge of gender affairs, if one exists. Include both official and traditional institutions and structures, such as *abashinantaha*. Remember that leaders can be people who hold public office, as well as people who are respected in the community and who have the ability to influence others. Include religious leaders and groups. Also consider social associations, employers, and non-governmental organizations.

Find out as much as possible about the decision makers so that you can effectively tailor your approaches and your messages. What resources do they control? What issues are they interested in? What motivates them? Have they been cooperative in the past?

Example

In our example, **the village chief, the police and the courts are the key decision makers regarding punishment of GBV crimes**. The village chief has the authority to refer cases to the police. The police and the courts have the legal authority to arrest, prosecute and punish perpetrators.

When we think about impunity in another way, **the wider community is also an important audience**. Often, the families of GBV survivors discourage the survivors from seeking justice. Family members may believe that reporting GBV crimes to local authorities reflects poorly on the family, or they may fear the stigma that surrounds GBV. They may blame the survivor for the abuse. These attitudes and beliefs hinder efforts to end impunity for GBV perpetrators.

Step 4: Analyze the policy environment

To determine if the policy environment is ready for change, think about the following questions:

1. Is GBV discussed openly in the community?
2. Is GBV identified as a problem?
3. Who participates in decision-making?
4. What is the political and social climate? When are elections?
5. Why are current policies lacking? Is there opposition to policy change? Is GBV not a priority?
Do decision makers lack awareness of the problem?

Once you have analyzed the policy environment, you can set your goals accordingly.

Example

In our example, **GBV is still seen as a private matter**. A certain amount of violence is expected in households. Known GBV survivors are stigmatized and live with shame, while perpetrators go unpunished.

Given this environment, we will begin by encouraging people in the community – including decision makers – to discuss GBV openly, and to think about GBV as a development issue rather than a family issue. We will also seek implementation of existing laws.

Later, after we've built relationships with decision makers and created an atmosphere that denounces GBV and supports GBV survivors, we can adjust our strategies and goals.

ADVOCACY: PROCESS

Step 5: Develop advocacy objectives

Determine what you would like to achieve through your advocacy.

1. What is your policy goal?
 - ❖ Create a policy if none exists
 - ❖ Change a current policy that is restrictive
 - ❖ Implement a current policy that is not being implemented
2. Which goals will be most easily achievable?
3. Which goals are likely to be supported by decision makers?
4. Which goals, if achieved, are likely to have the most impact?

Example

Our advocacy objective is to ensure that current laws that prohibit and punish GBV are implemented, in order to eliminate impunity among those who commit GBV.

Another objective that supports the advocacy objective is that decision makers and community members speak openly about GBV, and understand the fact that GBV is an obstacle to development that affects the entire community.

Step 6: Identify your target audience

Think about the key actors and institutions that you identified in Step 3. Determine who you will target with your advocacy. You can begin by identifying the decision maker's position, such as District Health Officer. Ultimately you will need to find out that person's name, as well as the best way to communicate with her or him. Prioritize whom you will contact first. Some will be more receptive to working with you than others. **Begin with those who are most supportive.**

Example

In our example, **we will target the village chief, the police and the courts.** The village chief has the authority to refer cases to the police. The police and the courts have the legal authority to arrest, prosecute and punish perpetrators.

Step 7: Identify your allies

Think about the key actors and institutions that you identified in Step 3. Who are your potential allies? How can they help you? How can you help them? How can you work together?

In addition, identify any potential opponents to your advocacy. What power do your opponents have? How will you handle opponents? Will you attempt to influence them to support your advocacy, or will your efforts be best spent on other activities?

Example

In our example, we expect that **a local human rights club and a local pastor will be allies in our advocacy work.** We have already had discussions with the club and the pastor, and we have agreed that we must do something to address the problem of GBV. Though we know the village chief well, we do not yet have contacts with the police and the courts. **We will seek allies who can help us reach these audiences.** While we expect some resistance to our advocacy work, **we do not yet know who our opponents are.**

Step 8: Choose your strategies/methods

There are many ways to influence policy makers. In this step, choose which activities you will use to convey your messages to your target audience so that you will achieve your advocacy objective. Which activities are most appropriate for your target audience? Which activities are the most achievable? Which activities are likely to have the most impact?

The activities you choose will depend on many things, including which person or institution you are targeting, your relationship with that person or institution, which advocacy issue you are focusing on, what your objective is, available resources, timing (especially related to political processes and decision-making), and others.

Here are many suggestions for different kinds of advocacy activities. You can also think of others that are appropriate for your community and your situation.

Example

In our example, we will begin by **lobbying** the village chief. We want to gain his support so that he can help us to strategize the best way to approach the police and the court system. After we have gained the support of the police and court system, we want to send messages via the **media** to remind people that GBV is a crime that will be punished.

Lobbying

Having a **face-to-face meeting** with a policy maker is called lobbying. This is a common advocacy technique.

The **content of the meeting** will depend on your relationship with the policy maker. If you do not know the person well, begin by learning how the policy maker views the issue of GBV and gathering information about community resources related to GBV.

Ask questions, such as the following, to try to understand the policy maker's perspective:

- ❖ What does the term "gender-based violence" mean to you?
- ❖ Do you see gender-based violence as a problem in the community? Why or why not?
- ❖ If a woman came to you about violence she was experiencing, how would you help her?
- ❖ What policies or procedures are in place on the issue of gender-based violence? From your point of view, what additional policies or procedures would be useful?
- ❖ What do you think women and men in the community could do to address gender-based violence?

In later meetings, after you have established a relationship with the policy maker, you can address specific solutions to your advocacy objectives. Identify issues that you agree on, identify opportunities for partnership and action, and ask for the policy maker's support.

Prepare for meetings by gathering information about GBV in your community, particularly related to the specific issue you chose. Decide who, if anyone, should come with you to the meeting. Make a list of key points you will make during the meeting. Practice your justification for why the policy maker should support your advocacy objective. Decide exactly what you will ask the policy maker for.

By the end of the meeting, make sure you have answers to these two questions:

- ❖ Does the policy maker agree that things need to change?
- ❖ What are they willing to do to make change happen?

ADVOCACY: PROCESS

Exploratory walk

Organize an exploratory walk in your community (see case study below) to identify places where women feel unsafe. Discuss reasons why women feel unsafe and identify different ways to protect women from violence.

Case Study

Safer Cities, an initiative by UN-Habitat, builds communities' capacity to address issues of urban insecurity. Local crime prevention initiatives often overlooked women's safety. When women participated in exploratory walks and safety audits, they were able to identify factors that contribute to fear of crime including GBV in the places where they live and work.

An exploratory walk is a participatory exercise conducted by a group of 10-15 people, mostly women and key stakeholders in the community. As the group takes a walking tour of the community, participants identify areas where women may feel unsafe. Participants also identify opportunities for changing

the environment to improve women's safety, such as clearing brush or increasing lighting at night.

After an exploratory walk, women realized that fear of violence limits their earning potential. Participants were able to identify alternative income-generation activities that do not put women at risk of violence.

The approach is based on the fact that fear of crime for women is much higher than for men. This fear inhibits their freedom and restricts them from participating fully in community activities.

(adapted from Preventing Gender-based Violence in the Horn, East and Southern Africa: A Regional Dialogue, Raising Voices & UN-Habitat, Safer Cities Programme)

Field visit

Organize a field visit to places where GBV survivors can receive services and support. Discuss challenges that women face to accessing these services, and suggest ways that they can be improved. Remember that community leaders may be hearing this for the first time; inform them and offer constructive solutions, rather than complaining.

Write a letter

Letters are especially appropriate when you don't yet have a personal relationship with the policy maker. Your letter should contain the following:

- ❖ **Proper greeting**
- ❖ **Introduction:** State your purpose for writing the letter and deliver your message (your request for action) immediately.
- ❖ **Information about yourself:** Explain who you are and who you are representing. If your audience does not know you well, make it clear how you are connected to the issue you are raising.
- ❖ **Supporting arguments:** Make a few supporting arguments for your request. Refer to established facts and positions taken by respected groups. Provide evidence that others support your views.
- ❖ **Request for action:** Be very specific about what you are asking the policy maker to do. If requesting a meeting, offer to follow up soon to arrange a time.
- ❖ **Acknowledgment of your audience:** Recognize your reader as someone whose opinion matters. Thank him or her for taking time to read your letter and show your appreciation for any past support. Offer to provide additional information or assistance in the future.

Use the media

The media can be a powerful way to deliver your message. **Begin with local media.** How do people in your community receive information (radio, newspaper, tv, etc.)? You can write a letter to the editor of the newspaper about your GBV issue, or ask to speak on a local radio or television program.

Form a coalition

A coalition is a group of people or organizations who join together in pursuit of a single goal.

Coalitions can be useful because they combine the talents and resources of all of their members. Because they represent a larger group, coalitions can carry a powerful advocacy voice.

When you join together with others, make sure to agree on issues such as the following:

- ❖ your common GBV advocacy objective and how you will achieve it
- ❖ who will be responsible for doing what, including who will lead the coalition
- ❖ how decisions will be made within the coalition
- ❖ what resources will each member bring to the coalition
- ❖ how often the coalition will meet

Work within the system

One effective way to influencing change is to **participate in decision-making bodies**. Decisions affecting your GBV advocacy issue may be made in many different settings, such as local council committees, working groups, school boards, district health committees, social welfare committees and others. Find out where and how decisions are made. Find out which entities are open to public participation or representation.

Additionally, identify government structures related to GBV that are in place but are not functioning as they should. Advocate for them to recruit partners, identify priorities, set an agenda and meet regularly. If structures are not already in place, ask that they be created.

This is a **long-term strategy**. It takes time to understand how the body works, to build relationships with members, and to inform and persuade them to address your GBV advocacy issue.

Make a presentation at a community meeting

A meeting is an opportunity to **present your message to many people at once**. It can be a brief talk to a small group, or it could be a formal presentation at a government meeting. Find out in advance how much time you will have to speak. Identify three key points you want to make. Practice your presentation in advance, and try to anticipate which questions you may be asked after your presentation. Consider using a story to illustrate the effect of GBV in your community. End your presentation with a call to action; tell your audience specifically how they can support your GBV advocacy objective.



ADVOCACY: PROCESS

Step 9: Develop key messages

Once you know whom you will target and how, then develop your advocacy messages. Key elements include:

- ❖ What you want to achieve
- ❖ Why you want to achieve it; what the benefit to the community is
- ❖ How you propose to achieve it
- ❖ What specific action you want the audience to take

Give specific, action-oriented messages. It is not enough to say what is wrong with the current situation; you must be able to present an alternative solution.

Keep messages clear and simple. Revise them as you learn more about your policy issue and what appeals to your target audience.

Use different messages for different audiences. Choose the best format or channel for each message and each audience.

Remember: it will be necessary to repeat your advocacy messages over and over.

Example

"We want to see an end to impunity for GBV crimes. When GBV crimes are punished, others will be deterred from committing similar crimes. Also, by punishing acts of GBV, we acknowledge that GBV is an important issue that affects our entire community. Laws that prohibit GBV already exist. We are asking the police and the courts to punish GBV acts according to the current Penal Code."

Step 10: Create and implement your action plan

Prioritize the activities you chose in Step 8. **Set a timeline**, though be flexible; results may occur sooner or later than you had planned. **Adapt** your action plan as necessary.

Step 11: Monitor

Make a point to notice and document what changes have occurred as a result of your advocacy. Use this information to determine what changes are necessary to make to your action plan, key messages, allies, etc. Also notice what factors have enabled advocacy efforts. How can you use these factors to achieve further results? What factors have blocked your advocacy efforts? What can you do to minimize or eliminate these factors?

Example

After six months, we noticed that some cases of rape were being punished, but that GBV that occurred within the home was still being treated as a private family matter. **As a result, we changed our message and our action plan** to help policy makers and decision makers see how GBV in the home affects the development of the entire community.

Here are several tips to keep in mind when you are doing advocacy.



Do:

- ❖ Remember that policy makers must also overcome traditional attitudes and social norms that value men more than women.
- ❖ Engage policy makers in an ongoing dialogue.
- ❖ Focus on what is achievable.
- ❖ Praise local authorities when they follow through on their promises.
- ❖ Remember that policy makers are very busy and have many issues to think about. Help them to see how preventing GBV will help the community. Point out connections between GBV prevention and other issues such as HIV, family harmony and healthier workers.
- ❖ Begin with the ideas and activities on which you can agree.
- ❖ Remember that cultivating relationships takes time!
- ❖ Hold institutions accountable; expose inconsistencies between what has been promised and what is being done. Do this in a constructive manner.
- ❖ Attend planning meetings and speak up about gender, power imbalances and GBV.
- ❖ Team up with other organizations and activists who have relationships with local authorities.
- ❖ Practice what you preach; this will support your credibility with local authorities.

Don't:

- ❖ Be confrontational or accusatory; it only makes people act defensively.
- ❖ Stop trying, even if you have encountered resistance in the past.
- ❖ Expect immediate change; progress will be gradual.
- ❖ Only approach policy makers when you want to ask them for something.
- ❖ Try to take all the credit for positive change in your community. Recognize that change is a group effort; give policy makers credit when it is deserved.

ADVOCACY

Data collection & evaluation

Data collection and evaluation are important parts of advocacy for two reasons.

First, you need data to support your advocacy messages. Advocacy is most effective when you can demonstrate how and to what extent GBV affects your community. Whenever possible, provide documentation for your data. What is the source of your information?

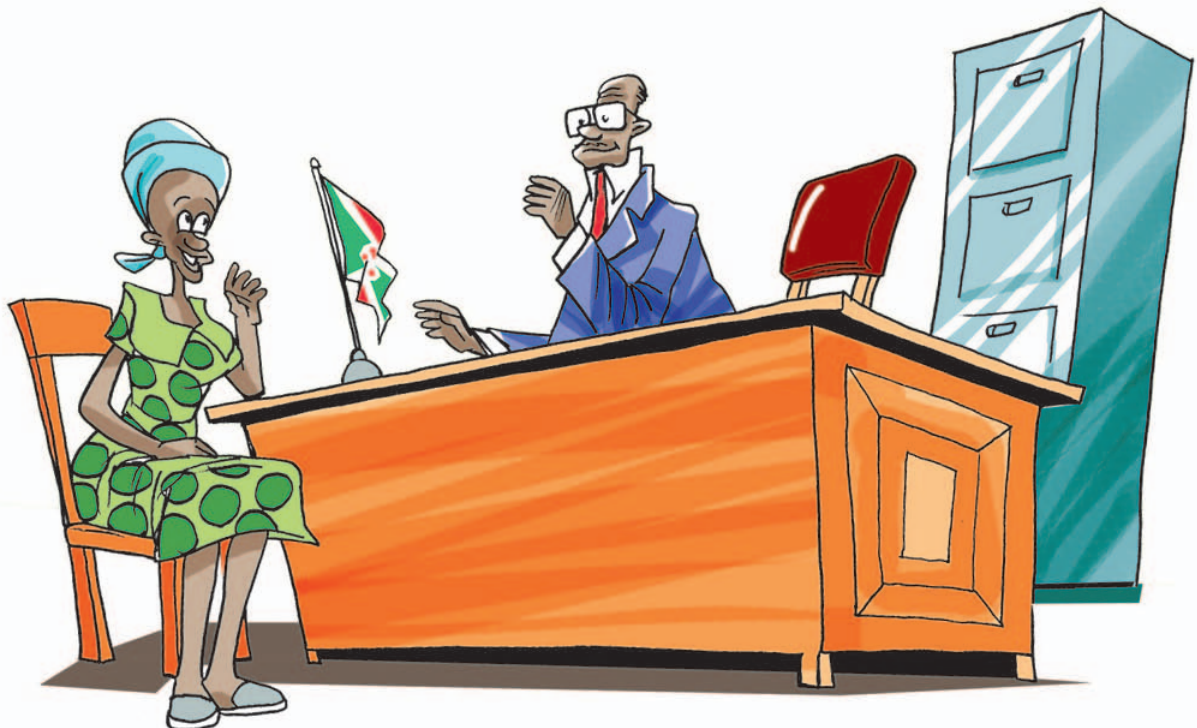
Present your data to policy makers or others in a position of power. When presenting data, always keep your audience in mind. Try to think from the audience's perspective: What is most interesting to them? Present only the most important information. Too much information is confusing.

Second, collecting and evaluating data enables you to refine your advocacy strategy in response to changes that you notice. These could be changes in policies, attitudes or behaviors.

Remember: Data can be **quantitative** (numbers that answer the question, "How many? How often?") or **qualitative** (stories and examples that answer the questions, "Who? How? Why?").

Testimonials, as well as stories of those who are already living the change we are trying to achieve, are important qualitative data. These personal stories provide hope and inspiration that change is possible (see p. 45).

Remember: Policy makers at the district and national level need information about what is happening at the local level. This information helps them to make decisions about national-level policies. As activists, you can provide such information directly, or you can work with a coalition that has connections to national-level actors. When possible, ask the local-level decision makers that you have developed a relationship with to help you pass your advocacy messages up to higher levels.



Making linkages

As activists, we should always be looking for ways to make connections between advocacy, case management, and community mobilization activities. When done together, these three approaches can make an important impact on preventing GBV in our community.

For example:

- ❖ Involve GBV survivors in your advocacy activities. Some survivors will be willing to step forward and share their stories. Other survivors will prefer that their identity and circumstances of abuse remain private. Each survivor has the right to decide for themselves how vocal they would like to be. Give survivors options, but always respect their choices.
- ❖ Bring GBV survivors and local authorities together to make a map of all the places that GBV survivors can access services and support. Facilitate a discussion about the quality and reliability of available services. Brainstorm ways that local authorities can improve access to services.
- ❖ Engage local authorities in an ongoing dialogue about GBV in your community and how you are addressing it through case management and community mobilization.
- ❖ Inform local authorities about cases of GBV that you see in your case management work (while respecting the confidentiality of your clients); this can be statistical data or case studies.
- ❖ Inform local authorities of common themes that you see in your case management and community mobilization work. Are certain behaviors changing? Are people's attitudes changing? Changes may be positive or negative.
- ❖ Ask local authorities and organizations to refer GBV survivors to you for counseling and psycho-social support.
- ❖ Ask local authorities to help you coordinate your case management and community mobilization efforts with other actors and institutions in your district or region.

**Aho Uburundi
butunze urutoke
hubakwa inzu**



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

What is social change?

As activists, we work to achieve social change. Social change means changing social norms. **As activists, we are trying to change what is currently considered to be 'normal.'**

We work to achieve social change in many ways. Advocacy is one important way. Through advocacy, we attempt to influence policy makers to create laws and policies that protect and support non-violent families and communities.

However, advocacy alone is not enough. To achieve social change, a wide range of people need to adopt new norms, publicly show their support for gender equity, and act as role models for a different way of behaving.

Social change requires moving beyond delivering messages and raising awareness. Social change requires challenging current social norms, facilitating dialogue and encouraging critical thinking. This approach may cause discomfort for some people. **Remember: social change is supposed to be provocative.** We are asking people to question traditional beliefs and practices that usually go unquestioned. However, we are not provoking just for the sake of provoking. We are challenging our communities to become happier, healthier and more peaceful. **We are working toward families and communities in which men and women have balanced power.**

(adapted from SASA! Toolkit and Rethinking Domestic Violence: A Training Process for Community Activists, both by Raising Voices)

After discussing the problem of GBV in their communities, activists in Burundi said, "It doesn't have to be this way. This is not how God intended us to live." They were ready to re-define what their community considers to be normal.



Think about some of the inconsistencies you notice in the social roles of women and men. For example, why are men allowed to look outside the marriage for girlfriends, while women are not? Why are men always expected to initiate sex, while women do not?

Is there a good reason, or is it simply because this is how it has been done in the past?

What other inconsistencies can you think of?

Community mobilization and advocacy are complementary. Advocacy targets policy makers, while community mobilization targets the broader community. When you mobilize the community against GBV, your advocacy becomes stronger. Through community mobilization, you gain a deeper understanding of people's attitudes and beliefs and you generate evidence, which you can then communicate to policy makers.

Community mobilization for social change is:

- ❖ Working with the whole community: women and men, elders, youth, children, authorities, service providers, opinion leaders, and so on
- ❖ Encouraging individuals as well as the community to begin a process of change
- ❖ Using multiple strategies over time to build support for GBV prevention
- ❖ Supporting people to face the fact that violence isn't something that only happens to other people: it is something we all struggle with in our relationships
- ❖ Inspiring and creating activism among many different community members
- ❖ Facilitating a public dialogue about gender, power and GBV
- ❖ Provocative; it challenges common ideas, and may make some people uncomfortable at first

Community mobilization for social change is not:

- ❖ Only raising awareness and delivering messages
- ❖ Only training people
- ❖ Working with one sector, group or sex
- ❖ Unplanned or infrequent
- ❖ A series of one-time activities
- ❖ Pointing fingers, blaming or assigning fault
- ❖ Accomplished quickly and easily

(adapted from Michau, L. (2007). Approaching old problems in new ways: community mobilisation as a primary prevention strategy to combat violence against women, Gender & Development, 15:1, 95-109.)

Challenge people to think from a different perspective. For example, if you do not beat someone in the workplace, why would you do it at home? Some men feel justified in beating their wife if she cooks the food badly. Have you ever eaten bad food in a hotel? Did you beat up the waitress?



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Getting started

Communities need to go through a process to achieve social change. To begin, organize your allies and plan your community mobilization and advocacy strategy. Next, you will need to start discussing GBV, gender and power in your community, and help people to understand how and why GBV negatively affects the entire community. After that, help your community to develop the skills it needs to prevent GBV and support GBV survivors. Finally, implement your plan to achieve social change and monitor the results.

Learning tools

These tools on p. 28-32 are designed to help activists examine the environment that we are working in, and think about strategies for addressing gender, power imbalances and GBV in our communities.

Learning tool #1: Force field analysis

This exercise helps us to better understand community assets and challenges related to our advocacy work. It also helps us identify solutions to challenges.

Notes to the facilitator:

Draw a line down the center of a piece of flipchart paper. Label one column “Supportive factors,” and label the other column “Challenges.”

Ask participants to identify 5-7 supportive factors and 5-7 challenges to their GBV advocacy work in their community. Encourage participants to discuss their answers before writing them on the flipchart.

Examples of supportive factors may include:

- ❖ good collaboration with local authorities
- ❖ supportive laws and penal code
- ❖ activists have been trained
- ❖ activists are respected in the community

Examples of barriers may include:

- ❖ GBV perpetrators are not punished
- ❖ judicial process is slow
- ❖ local authorities don't fully know and understand national laws
- ❖ no shelter for GBV survivors

Once the lists have been finalized, ask participants to discuss all of the supportive factors and challenges and rank them by level of significance.

After both lists have been ranked, initiate a group discussion around potential strategies for moving forward. Discuss how to build on supportive factors to expand current activities and address challenges. Discuss how to address each of the challenges.

Learning tool #2: Instructing, informing, questioning

This exercise helps us to practice effective ways of communicating.

Notes to the facilitator:

Explain to participants that this exercise will demonstrate different ways to communicate.

Ask pairs of participants to perform brief role plays using the following statements:

Person A: I drink a lot of alcohol every night.

Person B: Don't drink so much!

Person A: I prefer to have sex without a condom.

Person B: Use a condom!

Person A: I beat my wife.

Person B: Don't beat her!

Tip: These statements are examples. Think of others that are relevant to your community.

Ask the participants who played Person B to briefly describe their experience: How did it make them feel? What did it make them think?

Explain that this kind of response is an example of "instructing." Ask participants: Do you think instructing is an effective method of communicating? Does it help people change? Why or why not?

Next, ask pairs of participants to perform brief role plays using the following statements:

Person A: I drink a lot of alcohol every night.

Person B: Alcohol is bad for your health and a waste of money.

Person A: I prefer to have sex without a condom.

Person B: Condoms can protect you from HIV and other sexually transmitted infections (STIs).

Person A: I beat my wife.

Person B: Women deserve to be treated with respect.

Ask the participants who played Person B to briefly describe their experience: How did it make them feel? What did it make them think?

Explain that this kind of response is an example of "informing." Ask participants: Do you think informing is an effective method of communicating? Does it help people change? Why or why not?

Next, ask pairs of participants to perform brief role plays using the following statements:

Person A: I drink a lot of alcohol every night.

Person B: How do you think this affects your health? How do you think this affects your family? Does that concern you? What might be the benefits of drinking less? You and your family would have extra money if you drank less; what would you use it for?

COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Person A: I prefer to have sex without a condom.

Person B: How do you think this puts you at risk? Does that concern you? What are some of the benefits of using a condom? What can you do to make sure you and your partner are as safe as possible when you have sex?

Person A: I beat my wife.

Person B: How do you think this is affecting your family? Your children? Your wife? Does that concern you? How do you feel when you beat her? What might be the benefits of resolving conflict in a different way?

Ask the participants who played Person B to briefly describe their experience: How did it make them feel? What did it make them think?

Explain that this kind of response is an example of “questioning.” Most of the questions should be open ended; in other words, the answer should be more than simply yes or no. Ask participants: Do you think instructing is an effective method of communicating? Does it help people change? Why or why not?

Ask participants: Which of the three methods would help someone the most in making a change in his or her life? Why?

Divide participants into groups of three. Ask the groups to practice using the questioning method for the following scenarios:

- ❖ Woman experiencing physical violence by her partner
- ❖ A man using psychological violence against his partner (see p. 5)
- ❖ A man controlling his wife’s movement and behavior and vice versa
- ❖ A boy being pressured by his friends to harass girls
- ❖ A girl or boy being pressured to have sex
- ❖ A man having an extra-marital affair
- ❖ A neighbor knowing there is violence happening next door
- ❖ A community leader unaware that gender-based violence is hurting families

Instructing and informing does not help people change. The process of change begins when people think critically about an issue, how it affects their own lives and what they could do about it.

Questioning reminds people that they have power, that they can make decisions themselves. It makes them feel respected and hopeful. It allows people to relate the issue to their own lives. They can then make decisions for themselves about what to do.

(adapted from SASA! Toolkit, Raising Voices)

Remember that how you say something is just as important as what you say!



Learning tool #3: Imagining Change

This exercise helps us to imagine the kind of change we would like to see in our community.

Notes to the facilitator:

Explain to participants that the first part of this exercise will last 5 minutes and will involve closing their eyes, relaxing and trying to imagine the story being told.

Speak in a slow and gentle voice. Ask participants to get comfortable, close their eyes, and concentrate on your words. Ask the men to imagine that they are female and visualize the story from a woman's perspective.

When the participants are ready, read the following script. Read slowly. Pause briefly between each sentence and question.

Imagining Change Script

Think about the community where you live and imagine that you are a woman living there. It is early in the morning. As usual, you are taking care of your family and things around the house. Observe who else is there. Is anyone helping you? Do you have enough money to buy food for the family today? What are you thinking about? How do you feel in this house?

You walk out of your house and into the street. You see another woman washing clothes. What do you think life is like for her? Do you think her husband treats her well?

You see a young woman on her way to the market. She has a bruise on her face. How did she get that bruise? Does she have support from people around her? Who does she talk to about what is happening in her relationship?

You see a pregnant woman with three young children beside her. She looks sad and tired. Why do you think she is sad? How much say does she have in what happens to her?

You continue to walk down the street. What do you see? What are the women doing? What are the men doing? Who are they with? Who is doing work that is paid? Who is doing work that is unpaid?

You see an old woman with wrinkled skin. She is sitting on the ground begging. How did she get there? What is the story of her life?

You see a young girl playing next to the old woman. She is wearing a torn dress and is sitting in the dirt. What will her life be like? What can she hope for in the future?

Now imagine that you travel forward in time. Imagine that your organization or community has been working to prevent violence against women for some years, and the work has been successful. Women's rights are now being respected and their needs are being taken seriously. There have been positive changes for women in the community.

Remember the young girl in the torn dress who was playing next to the old woman. Imagine that you see her again, now grown-up. What is her life like as an adult? Is it similar to the women you saw earlier or is her life different?

Look around in the community. What do you see? How are women treated differently as a result of the success of your work? How have women's lives changed? Take a few moments to imagine this. Think of the woman who was washing clothes. Remember the young woman with the bruised face. Think of the old woman begging. How will their lives have changed? Are they treated with respect? Do they have a say in their families? Are they able to make decisions for themselves? (Pause to allow participants to imagine this in detail).

When you are ready, breathe in slowly and breathe out slowly, releasing tension in your body. Take two more deep breaths. When you are ready, slowly open your eyes and come back to the group.

COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Notes to the facilitator (continued):

After you finish reading the script, ask participants to open their eyes. Thank them for participating in the imagining exercise, which may have been a new experience for many people. Give them a few moments to return to reality.

On a large wall, hang four sheets of flipchart paper side-by-side. Title the first one 'Here' and the last one 'There.' Do not write anything on the two pieces of flipchart in the middle.

Ask the participants about what they saw when they imagined the current reality for women. Ask probing questions to bring out what women's lives are like in their community. Ask, "What does it mean to be a woman in your community?"

Discuss the following questions with participants: Why are women poor? Why do women suffer so much violence? Do you see opportunities for women? Who has most of the power in your community? Are women valued?

Record key words from participants' contributions on the first flipchart entitled 'Here.' Explain that this flipchart represents women's current reality.

Next, ask participants to share how they imagined the future, after the community started talking about women's rights and breaking the silence around GBV. How did they see women's experiences and feelings change?

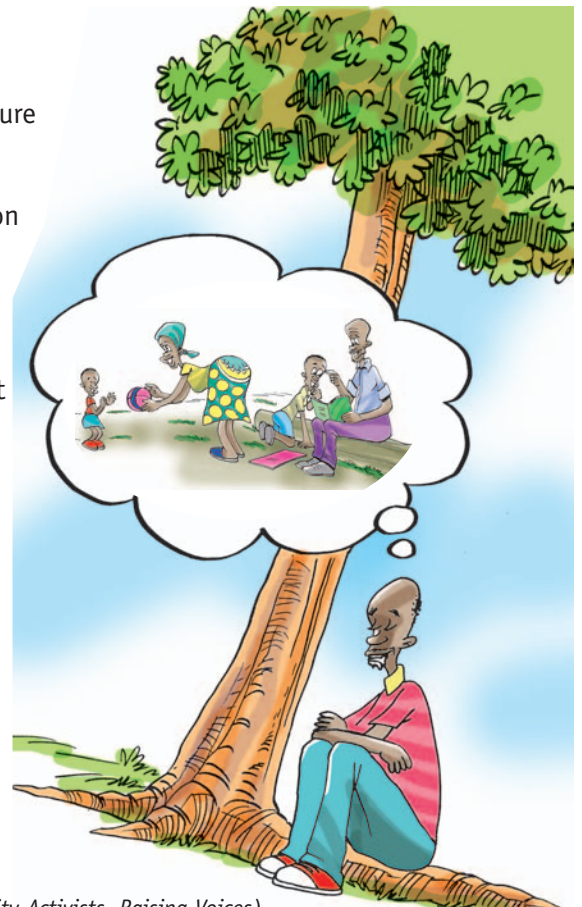
Record key words from their responses on the last flipchart entitled 'There.' Explain that this flipchart represents their future hopes for women.

After both the present reality and future hopes are recorded on the flipcharts, ask participants to spend a few minutes thinking about the journey from 'Here' to 'There.'

Draw a line from the flipchart entitled 'Here,' across the two middle flipcharts, to the flipchart entitled 'There.' Explain that this is the bridge that needs to be built to get from 'Here' to 'There.'

As a group, ask participants to brainstorm what is needed to build the bridge. Record participants' responses on the two sheets in the middle. Who will build the bridge? What resources are necessary? How long will it take?

N'iritagira inkoko riraca



(adapted from *Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices*)

Tools for discussing GBV

It can be difficult to begin a discussion about GBV and gender, especially if this is something we don't usually do. Here are seven some simple tools that you can use in your community to start to talk about issues of gender, power and GBV.

Tool for discussing GBV #1: Problem tree

On a large sheet of flipchart paper, draw a rough sketch of a tree. Include some roots and some branches, but leave plenty of room for participants to write.

In the trunk of the tree, write 'Gender-Based Violence' (see example at right).

Ask participants to brainstorm different causes of GBV. Write the causes of GBV near the roots of the tree.

Ask participants to brainstorm different consequences of GBV. Write the consequences of GBV near the branches of the tree. Make sure that participants consider the consequences of GBV on men, women, children, the community and the nation.

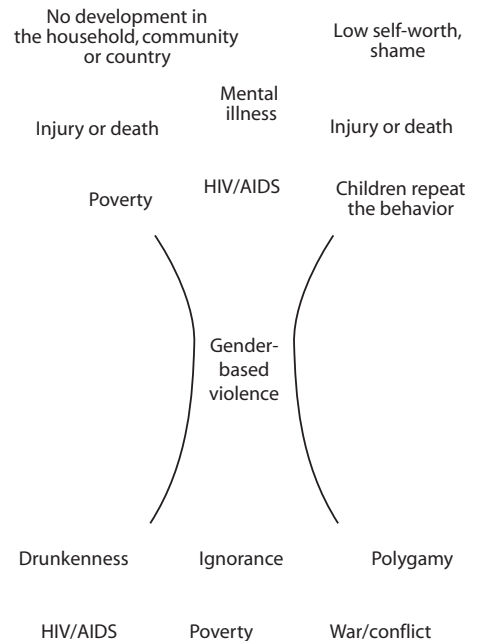
Discuss the causes of GBV that were listed. It is likely that the list includes such things as drunkenness, poverty, ignorance and polygamy. Acknowledge that these and others often contribute to GBV. However, these are not true causes of GBV.

Explain that something even deeper is the real cause of GBV. Ask participants if they can imagine what it is. If they do not identify inequality between the sexes, explain the following:

The real cause of GBV is male privilege and entitlement, the low status and value that society gives to women, and how girls grow up thinking they are less important than boys because they are often given less love, less education, less food and less share in the family resources. The result of this disparity between boys and girls is belief that men are better and are worth more. Somehow, this normalizes the abuse and violence that men inflict on women. **Perhaps this inequality that starts at birth is what causes men's violence.** (adapted from Michau, L. (2002). *Rethinking Radicalism, Off Our Backs: A Feminist Newsjournal*, 32:3-4, 42-45.)

Facilitate a discussion about this concept. Do participants agree with this explanation? Why or why not?

Ask participants: What can be done to address the causes of GBV?



Making linkages: Use the information you generate from this discussion in your advocacy with policy makers.

COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Tool for discussing GBV #2: Power and skills

Find an open space where all participants can stand side-by-side with room to move forward. Instruct participants to stand in a line, shoulder-to-shoulder. Explain that you will read a series of statements. If participants hear a statement that they feel is true for them, they should take one step forward.

Read the following statements one by one. Make sure all participants understand the statements and move forward one step when appropriate.

Take one step forward if:

- ❖ You can vote
- ❖ You have free time
- ❖ You can read and write
- ❖ You own land
- ❖ You went to school
- ❖ You have access to transport
- ❖ You are free to wear anything you like
- ❖ You are free to travel whenever and wherever you want
- ❖ You are able to speak your mind
- ❖ You have access to health services
- ❖ You are first to speak in a meeting
- ❖ You control the money you earn

Ask participants to look at where everyone is standing. Who has the most power? Who has the least power?

Next, ask participants to return to their original position. Explain that you will do the exercise again, but this time you will read statements that describe certain skills. Read the following statements one by one. Make sure all participants understand the statements and move forward one step when appropriate.

Take one step forward if you are good at:

- ❖ Planning
- ❖ Riding a bicycle
- ❖ Cooking
- ❖ Organizing parties
- ❖ Teaching
- ❖ Taking care of children
- ❖ Resourcefulness
- ❖ Taking care of animals
- ❖ Listening
- ❖ Vegetable gardening
- ❖ Caring for sick people
- ❖ Speaking in public
- ❖ Bargaining
- ❖ Sewing
- ❖ Budgeting
- ❖ Giving advice to others

Ask participants to look at where everyone is standing now. Who has the most skills? How is a person's power related to a person's skills? What does this tell us about how power is distributed in our community?

Explain that power is often based on our sex or how much wealth we have. **However, anyone can have skills, regardless of their sex or their wealth.**

(adapted from Participatory Approaches: A facilitator's guide, VSO)

Tip: These statements are examples. Think of others that are relevant to your community.



Tool for discussing GBV #3: Exploring gender and culture

Ask participants to think about the first words that come to mind when they hear the words 'man' and 'woman'. Write down responses from the group in two columns labeled 'MAN' and 'WOMAN' on flipchart paper.

This is an example of the kind of lists that participants might come up with:

Woman:		Man:	
Wife	Mother	Father	Husband
Cooks food	Caring	Power	Beard
Breasts	Vagina	Strength	Broad chest
Fetches water	Inferior	Freedom	Head of the family
Menstruation	Takes care of sick	Businessman	Raise livestock
Childbirth	people	Penis	Own property
Housekeeper	Welcomes visitors	Decision maker	Deep voice
Obedient	Submissive	Unfaithful	

Make sure that, at a minimum, some words describing biological traits (such as 'penis' for man and 'childbirth' for woman) appear on the list. Biological traits are bolded in the list above.

When the lists are complete, ask participants if any of the roles can be reversed. Can any of the 'man' words also describe women? Can any of the 'woman' words also describe men? What are the things that women or men can do exclusively?



Balancing power does not mean losing power because power does not come in limited supply. It is not a quantity, it is a feeling.

(from SASA! Toolkit, Raising Voices)

If men are capable of cooking and shopping, why don't more men do the cooking and shopping for their households? Why do some men who have jobs as cooks not do the cooking for their families?

Explain that these lists illustrate the difference between sex and gender. **Sex refers to the biological characteristics that define humans as female or male. Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time.**

Point out all of the biological traits, and ask participants what they all have in common. Explain that biological traits are God-given. It's not someone's choice to be born male or female. We cannot change our sex.

Ask participants: How do we learn how to be male and female in our society? Why do you think society gives certain roles and qualities to women and men? Do you think some women feel limited by these roles? Do men? Can these roles change?

Explain that since social roles are learned, they can also be changed. They are not in-born or permanent. Changing social roles and social norms is not always easy, but it IS possible.

(adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality)

COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Tool for discussing GBV #4: Ideal man and woman

Divide participants into groups that are no larger than 4-5 people. Depending on the group, you may also choose to divide participants into single-sex groups.

Ask the groups to work together to illustrate what they understand to be an ideal man and an ideal woman, using large sheets of paper and markers. Depending on time available and the number of participants, you can ask each group to draw two pictures (one man and one woman), or only one picture.

When they have finished, ask each group to present and explain their drawing(s) to the group.

These are some reactions of participants after completing this activity.

"By drawing an image of the ideal man, we realized that men also endure pressure and bear a different kind of discrimination." (women)

"We men feel a burden to impress girls, earn an adequate salary and develop a muscular body." (men)

"It is so difficult to live up to the expectations of the ideal woman." (woman)

"I feel enormous pressure to support my family financially. My dream was to return to school to get a degree, but I had to give it up in order to fulfill my obligations." (man)

Facilitate a group discussion using the questions on the next page as a starting point; ask additional probing questions as appropriate. Encourage debate within the group, and spend some time discussing the issues that arise.

Some sample answers are included, to give you an idea of where the questions are headed. These are participant responses from a similar exercise that was done in the Republic of Georgia in 2006.



- ❖ What did you learn about being a boy or girl when you were growing up? How did you learn? From whom?

A newborn baby's sex is acknowledged when it is born when its genitals are recognized. Penis and testicles means it is a boy; vagina means it is a girl. On identifying the biological sex of the child, the family knows how to bring her/him up. There are differences in the colors used for boys and girls (blue/pink), types of clothes (trousers/dresses), types of toys etc. Social norms are set by each culture.

Boys are brought up to be independent, aggressive, tough, courageous and physically strong. Girls are brought up to be dependent, emotional, sensitive and delicate.

- ❖ How are images of the ideal man and woman created? Where do they come from? Who affirms them? Would you like to change the images you described?

The attitudes, values and behavior that we men we consider appropriate for us (our gender identity or masculinity) are learned in society.

Men can also be dependent and sensitive; women can be strong and independent.

Society puts different values on these attributes for men and women.

More social value is placed on a newly born boy child than a girl child.

It is not that men are horrible, but that they are in the same gender role trap.

- ❖ What are the things that women or men can do exclusively? (This question is deliberately open ended. Participants may come up with answers that reflect biological or cultural differences.)

- ❖ What is a gender stereotype? Are gender stereotypes positive, negative or neutral? Why do gender stereotypes persist? What is the purpose of challenging gender stereotypes? Why do some people resist challenging the current situation?

- ❖ How would these drawings be different if you drew them 100 years ago?

- ❖ How easy or difficult is it to consider gender roles that are different from the ones we are accustomed to? What does this mean in the context of our advocacy work? What happens if we challenge these roles? What happens if we do not challenge these roles?

- ❖ How does our concept of masculinity contribute to domestic violence? How does the expectation that men always have to be strong or the final decision makers contribute to domestic violence?

- ❖ How are men socialized to exercise power over women?

By definition, every culture is constantly changing. It is normal for a culture to grow and evolve.

Activists work within the culture to strengthen our community, not to destroy it.

(adapted from Mobilising Communities to Prevent Domestic Violence, Raising Voices)



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

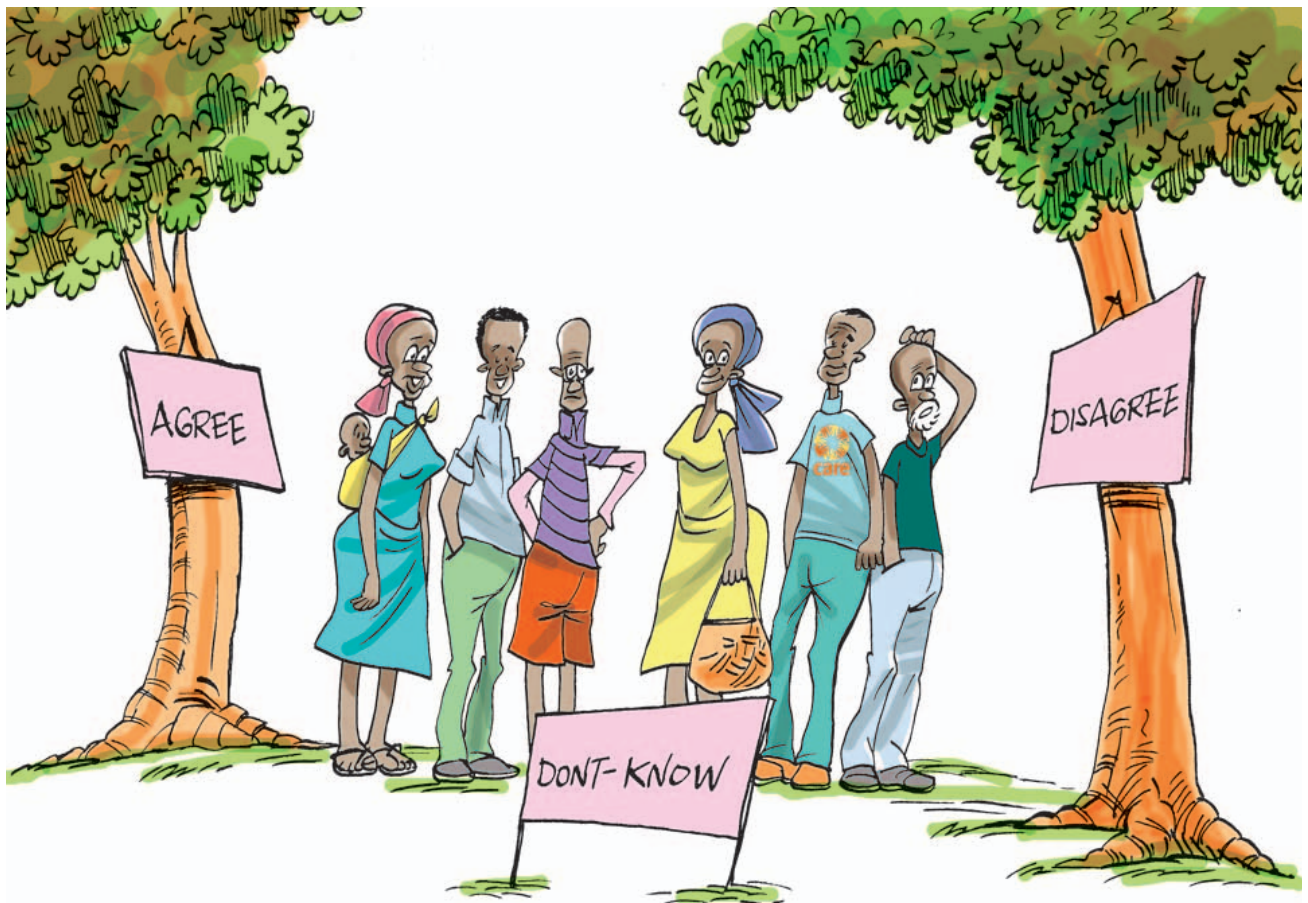
Tool for discussing GBV #5: Values clarification

Find a space where participants can easily move around. Designate one side of the space (such as a tree, or a corner of a room) as 'Agree,' and the opposite side as 'Disagree,' and a place in the middle as 'Don't know.' Read one of the statements on page 39 aloud. Ask participants to respond by moving closest to the sign that corresponds with their opinion. Participants should choose where they stand based on how strongly they agree or disagree with the statement.

The statements listed on the next page are examples. Choose a few, depending on how much time is available.

Move through the statements slowly. After each statement, facilitate a discussion about why people chose the response that they did. Use questioning to dig deeper into the underlying issues. Allow some time for debate between people of differing viewpoints. After a short debate, ask people if they would like to change their position.

It is important to maintain a non-judgmental atmosphere during this exercise. Allow each person to express his or her thoughts without making a judgment about who is right or wrong. These are complicated, emotional issues, and some participants may react strongly. Remember that everyone brings his or her own personal perspective to this exercise.



Values clarification statements:

- ❖ There are times when a woman deserves to be beaten.
- ❖ A man should have the final word about decisions in his home.
- ❖ Men are strong.
- ❖ Education for girls is a waste of time.
- ❖ If a woman has been raped or beaten, she should report it to the proper authorities.
- ❖ Women are strong.
- ❖ A woman can say “no” if she doesn’t want to have sex.
- ❖ The laws in Burundi adequately protect woman and girls from GBV.
- ❖ It is difficult for men in Burundi to change their beliefs about women.
- ❖ Women can be good leaders.
- ❖ Women’s empowerment is contrary to our culture.
- ❖ Psychological abuse is just as harmful as physical abuse.
- ❖ A man can be satisfied with only one wife.
- ❖ Men are better than women at making important decisions.
- ❖ Men are more reliable and trustworthy than women.
- ❖ Men beat women as a way of showing love.
- ❖ All human beings are equal in value.
- ❖ Women have a right to have equal share in the family’s wealth.
- ❖ Boys and men should also do housework like cooking, washing or cleaning.
- ❖ Bride price (dowry) makes women seem like men’s property.
- ❖ Girls can be just as clever as boys.
- ❖ Families are stronger when men discipline their wives.
- ❖ A woman should tolerate violence in order to keep her family together.
- ❖ Gender-based violence is a community concern.
- ❖ Everyone has a right to live free of violence.

Changing mindsets takes time. It is important for people to know that changing their opinion is possible; it is healthy to examine one’s attitudes and adjust them if necessary.



After the exercise is complete, facilitate a group discussion using the following questions as a starting point; ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

- ❖ How did it feel to confront values that you do not share?
- ❖ What did you learn from this experience?
- ❖ Did you change your opinion about any of the issues?

COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Tool for discussing GBV #6: Pre-assigned status

In advance, prepare small (5x5 cm) slips of paper, enough for each participant to receive one. Number the slips of paper from 1-10. It is ok to have several slips with the same number on it. Write the numbers large enough so that they can be seen from a distance. Fold the slips of paper in half.

Give each participant a slip of paper, and ask them NOT to open it up or look at what is written. Once everyone has a slip of paper, ask them to hold the paper up to their foreheads with the writing facing out. The person holding the paper should NOT know what is written, but the number should be visible to other participants.

(You can also do this exercise with a deck of playing cards. Remove the aces and the jokers. Give each person a card, and ask them to leave it face down in their laps until each person has received a card.)

Explain that when you clap your hands, participants should stand up and mingle with each other. They should not talk but 'greet' others according to the 'status' of their number. So, for example, the number 10 may be treated with utmost respect, while a person holding a number 1 or 2 may be ignored or excluded.

Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.

After a few minutes, ask the participants to go back to their seats still holding their slip of paper to their forehead. Ask each participant to guess her or his number and explain the guess.

Ask participants to discuss how it felt to be treated on the basis of a random assignment of status. Discuss how the game can represent real life in our families and the community.

Explain that as a community we generally tend to assign women a lower status than men. Ask who in their community holds the 'high status cards' and who has 'low status cards'. What is their status based on? Ask who holds the high status cards in the family? Discuss the implications of their answers.

Discuss how GBV is a result of this difference in status. Emphasize that GBV is usually perpetrated by a person of higher status against a person of lower status, usually man to woman or adult to a child.



(adapted from Mobilising Communities to Prevent Domestic Violence, Raising Voices)

Tool for discussing GBV #7: Daily activities

Divide participants into two or more single-sex groups.

Ask the groups to write a list of all of the activities they complete in a normal 24-hour period, starting with when they wake up and ending with when they go to sleep. Ask the participants to include details on the amount of time they spend on each activity, where the activities take place, and who – if anyone – helps them with the activities.

After the first list is complete, ask the participants to create a second list that describes all of the activities they can think of that people of the opposite sex do on a daily basis (in other words, women list men's activities, and men list women's activities).

When the lists are finished, ask the small groups to share them with the larger group. Facilitate a discussion with the group. You can use the following questions to guide you.

- ❖ What surprised you about this exercise?
- ❖ Did the men accurately list women's activities? Did the women accurately list men's activities?
- ❖ Is there a difference in the kind of activities that men and women do? What is the difference?
- ❖ What is the reason for the difference? Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways? Do you think this difference is justified? Why or why not?
- ❖ Which kind of work is a person paid for? Which kind of work is a person not paid for? Why?
- ❖ Which group has more leisure time to spend as they like? Which group has a larger workload? Is this justified? Why or why not?
- ❖ How much variation from this general daily activity schedule happens in your community? Do you see some particular men or women acting differently? Why is that? How does their reputation in the community change if they do not behave in a "normal" way?
- ❖ Are there certain ways that you would like to change community expectations of men's and women's daily activity schedules and work loads? What are they? Describe them. What can you do to make these changes happen? What can others do?

Remind participants that this is a group learning exercise. It is not necessary for everyone to agree on everything. However, everyone in the group deserves respect.



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Communication tips & techniques

❖ **Facilitating a dialogue with adults** is different from teaching schoolchildren in a classroom. Adults have a wealth of life experiences. Encourage people to share their experiences with others. Use those experiences to inspire learning and creative thinking. As facilitator, your role is to **guide participants on a journey of learning and discovery**.

When facilitating a group dialogue with adults,

- ❖ set ground rules at the beginning
- ❖ encourage all participants to speak up
- ❖ listen carefully without interrupting when people speak
- ❖ respect everyone's opinion, even if you disagree with it
- ❖ remind participants to not repeat private information that is shared during your discussions
- ❖ cultivate an atmosphere of openness and acceptance during group discussions

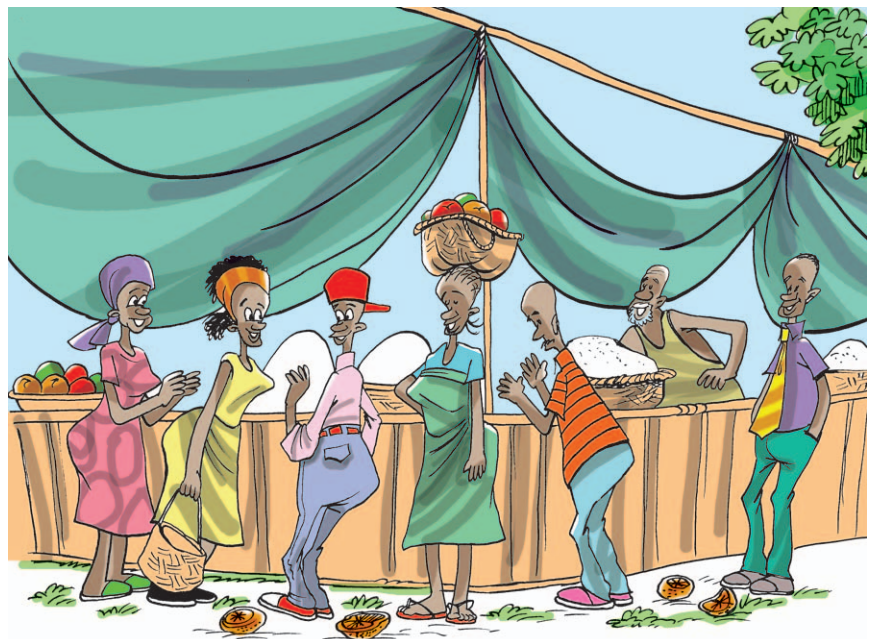
❖ **Community dialogue** can be an effective way to engage people in a discussion about issues that affect your community. A community dialogue can generate new ideas and inspire people to think about things from a different perspective.

To facilitate community dialogue, present an issue (see the statements on p. 39 for some ideas) to a group of people and allow them to discuss the issue freely. Be aware of group dynamics; encourage participation by everyone, particularly by those who do not normally speak up in public meetings.

❖ **Community debate** is another way to engage people in a discussion about issues that affect your community. A community debate is more structured than a community dialogue. Divide participants into two groups: pro and con (for and against). Announce the issue (see the statements on p. 39 for some ideas), then allow time for the two sides to prepare their arguments. Some people in each group will not agree with the side they have been assigned; this is ok! Part of the exercise is practicing seeing things from a different perspective, and challenging our thinking on social issues.

❖ **Secondary schools and other youth** can be excellent partners in your community mobilization work. Youth tend to be very energetic, creative and passionate about social justice. You can involve youth in drama, music, dance, community events or other activities. Remember that youth are our future. They deserve to be active participants in imagining and shaping a better future for our community.

❖ Anytime you have a chance, **speak to people informally** about GBV. Ask questions that will help people to think about familiar ideas in new ways, rather than only giving people messages.



❖ **Involve men.** GBV is not just a women's issue, it affects all of us. In Burundi, for example, some activists known as *abatangamuco* are men who used to be violent. These men have publicly committed to stop GBV in their homes, and now convince others to do the same. Although men are most commonly the perpetrators of GBV, we should not think of them as the enemy, but rather as partners in ending GBV.

❖ **Remind people often** that GBV is not only a women's issue; it is a **family issue that affects the entire community.**

❖ **Encourage women to participate in local government and run for public office.**

❖ **Break the silence!** Talk openly about gender, power and GBV, and encourage others to do so as well. By facilitating a public dialogue, we show that GBV is an important community issue that affects all of us.

❖ Whenever possible, **team up with other activists.** You can motivate each other, give each other courage, and discuss how to handle challenges. We become stronger when we work together to prevent GBV.

❖ **When appropriate, involve GBV survivors advocacy activities.** It can help them to make new friends and to avoid feeling isolated. Whether someone chooses to reveal themselves as a GBV survivor is entirely up to that person. Be sensitive to their wishes, and don't force them to do anything they don't want to do.

❖ **Involve the entire community.**

❖ **Use a variety of approaches and strategies.** People will respond to things in different ways. Also, people need to be exposed to new ideas about gender, power and GBV many times and from many sources.

❖ Use the **16 Days of Activism** (November 25 through December 10) to create a sustained and meaningful dialogue about gender, power and GBV. Look for opportunities to collaborate with others to increase the impact of your activities. However, remember that every day of the year is a day for activism to combat GBV!

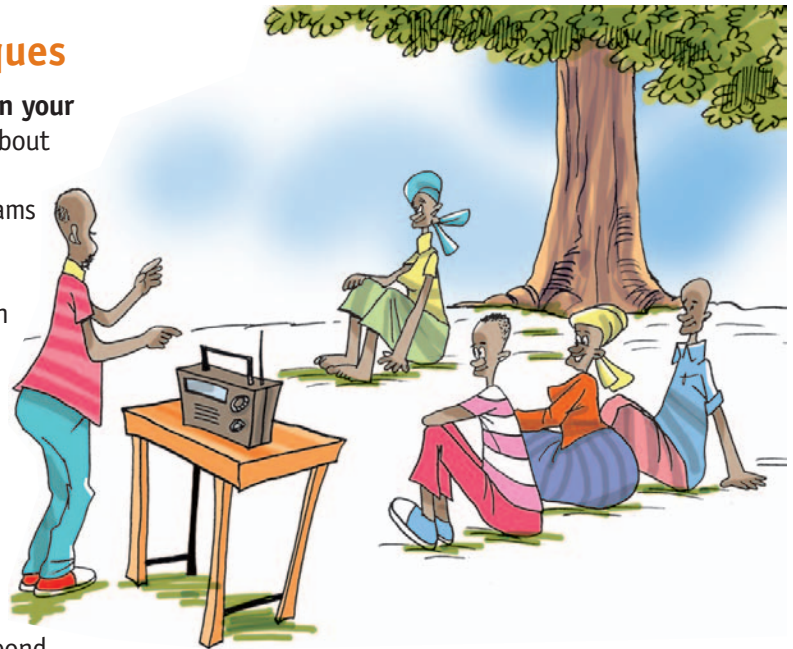
❖ It is a good idea to **discuss GBV in the context of Village Savings and Loan Associations (VSLA) or other established groups.**



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Communication tips & techniques

❖ **Connect with other sources of information in your community.** For example, facilitate discussions about booklets or posters that people see in the community. If there are radio or television programs that discuss gender, power and GBV, organize a meeting where people listen to or watch the program together, then discuss the program when it is over. If there are local radio stations or television stations in your community, work with them to develop programs that discuss gender, power and GBV. Ask them to record a drama performance or community debate, then re-play it later so that it reaches a wider audience.



Communicate via local newspapers. Write letters to the editor to share success stories, describe the impact of GBV in your community, or to respond positively or negatively to a story that appeared in the newspaper.

❖ **Your role as an activist is to provoke critical thinking rather than to tell people what to think.**

Asking questions is your best tool for the job, such as: Why do you think this is happening? Do you think an imbalance of power is okay? What does this mean for you and your family?

Ask people to think of and discuss social changes that have happened in their communities. How are things different today compared to when they were young, or when their parents were young?

As an activist, you are asking community members to question the beliefs and attitudes that they have likely held for a long time. Your job is to enable, within each individual, a process of challenging and unlearning by asking people questions and giving them room to think. *(adapted from SASA! Toolkit, Raising Voices)*

❖ Some of the conversations you will have will be provocative and controversial. **Always emphasize the benefits of non-violence and balanced power**, rather than focusing on violence and blaming others. Aim to strike a balance between being challenging and being aggressive, between being provocative and being confrontational.

❖ Remember that people may not remember what you say, but most will remember how you made them feel. For example, if we hold a rally with big banners that say “Men are causing violence!” there will certainly be anger from men who feel attacked, fear from women who feel concerned about the consequences, and withdrawal of support from community leaders. **Instead of blaming, your role is to encourage hope, inspiration and a sense of possibility.** *(adapted from SASA! Toolkit, Raising Voices)*

❖ **Consider drawing or painting a large image on a public wall.** Identify community members or organizations who can help you. Agree on a paper sketch of the image before painting it on a wall. Show your vision of what a happy family and/or community looks like. Do NOT show violence.

❖ **Remember: Not everyone is ready to change right away!** This is normal. Some will change quickly, others will prefer to wait and see what happens. Begin with people who are receptive to new ideas.

Communication tips & techniques: testimonials

A **testimonial** can be a very powerful tool. In an effective testimonial, an individual speaks to others about their own experience in making a positive change in their life. Testimonials can be used in small groups, large groups, during meetings, at community festivals or events, in the media or in one-on-one communication.

Seek out people who have made a positive change. Help them to develop their testimonies. Practice with them in advance. A good testimonial will have three distinct parts: a beginning, a middle and an end.

Beginning: Explain how the situation was before. What was happening? Who was it affecting? How did it make you feel? (25%)

Middle: What inspired you to change? How did you know you were ready to change? (25%)

End: What is the result now that you have made a positive change in your life? What has been the impact – on you and on others – of making a change? How does it make you feel? What advice would you give to others? (50%)

Sample Testimonial

Pierre: "I used to be a very violent man. I would get angry at my wife very easily. Even if I was angry at someone else, I would take it out on my wife. I beat her at least once a week. My children saw what I was doing, and they became frightened of me.

My wife wanted to join a women's association (*groupe de solidarité*), but I forbid her from doing so. Despite this, she went to the meetings secretly. Slowly, she tried to convince me that it was good for our family. Finally, after nearly a year, I agreed to come to a women's association meeting. The theme of that meeting was gender-based violence. The women discussed the consequences of GBV, and I realized, 'They are talking about me.'

That's when I knew it was time to make a change. It was difficult to change, because I had been acting a certain way for my entire life. I spoke to other men who have harmonious marriages, and they told me what they do when they get angry. They also told me about how they work together with their wives. I can see that their families have become more prosperous.

It was difficult, but now that I have changed, I am respected in my community. Now I am an activist, and an *abatangamuco*. When I try to help others, they accept my advice because of my personal experience in rejecting GBV."

A testimonial does not always have to be by someone who has made a change. **You can also identify people who have done the right thing all along.** Keep your eyes open for people in your community who have healthy, peaceful relationships based on mutual respect. Find out why they have chosen to live that way (because it IS a choice!), and how their lives are better as a result. Find out what they are doing well that others could also adopt, then share this information with the community.



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Communication tips & techniques: traditional communication

❖ **Songs, poetry and dance** can be powerful advocacy tools. People are interested in seeing and hearing them. Also, using traditional communication techniques can make new ideas seem more accessible.



❖ **Drama** can be another powerful advocacy tool. Here are some techniques for making your dramas more interactive and more effective.

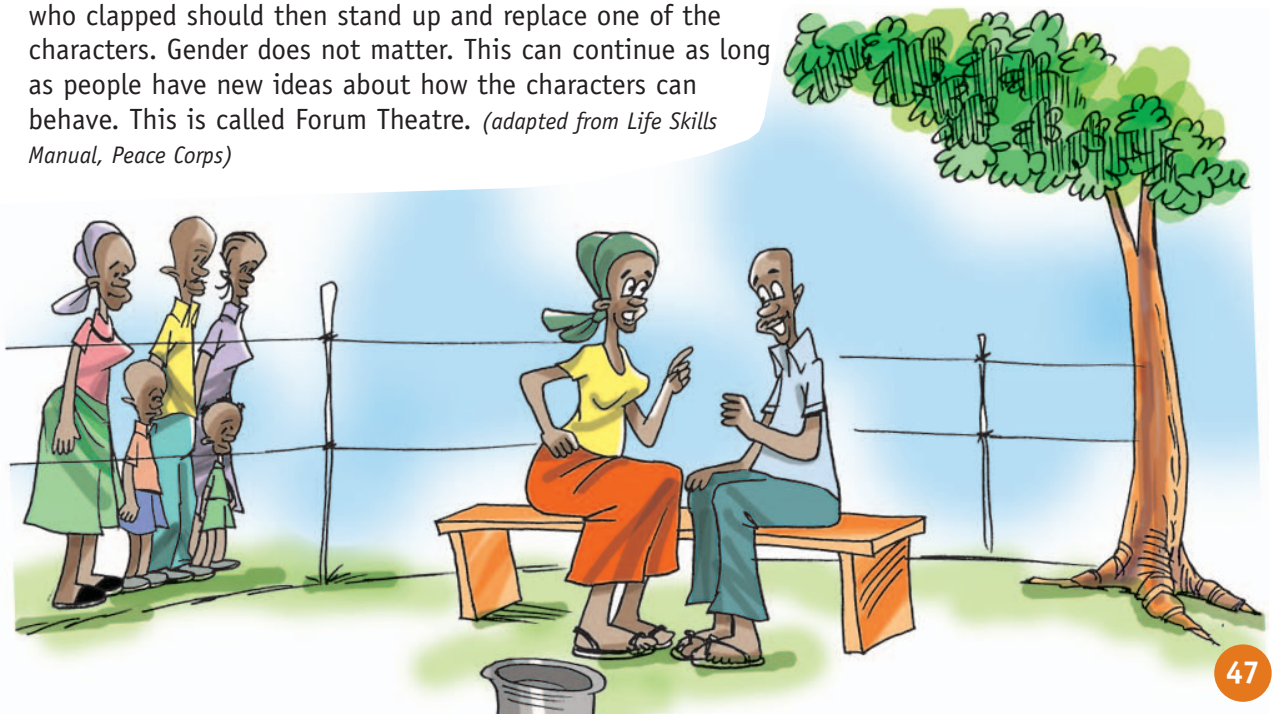
- ◆ As you prepare your drama, spend some time to **develop the characters**. Together with the performers, discuss each of the main characters. Who is the character? What is their story? How did they get to be in the current situation? Why do they behave the way they do? How does the situation make them feel? Who influences them? Who do they trust? What are their current hopes and fears? What are their hopes and fears for the future?
- ◆ **Portray all characters with dignity**. While drama is meant to entertain, this should not be done at the expense of people's dignity. Portraying women as victims and men as monsters will not help any community members identify with the characters. Good drama helps people to see themselves in the characters and situations. Show characters who are thoughtful, capable and real. *(adapted from SASA! Toolkit, Raising Voices)*
- ◆ As you prepare your drama, remember to **role model positive behavior**. Use your drama to show characters thinking about and responding to issues in new, positive ways. *(adapted from SASA! Toolkit, Raising Voices)*
- ◆ **Don't offer overly simplistic solutions to GBV**. Do not show how GBV would be resolved in a perfect world. This is unrealistic. Dramas that show problems being solved very quickly do not promote or support meaningful change in real life. Change takes time, and characters should struggle with change. When a problem is left unsolved in a drama, involve the audience in a discussion. Ask them for suggestions on how the characters should cope with the situation. Ask how they might help the characters if they were their friends, relatives or neighbors. *(adapted from SASA! Toolkit, Raising Voices)*
- ◆ **Stick to one main issue**, and have a clear "take home" idea. *(adapted from SASA! Toolkit, Raising Voices)*

- ◆ After the drama, **facilitate a discussion** with the audience. Ask questions such as:
 - What did you learn from this?
 - Are these things common?
 - What advice would you give the characters?
- ◆ You don't have to wait until the end of the drama to facilitate a discussion! Also **ask questions at the end of each scene**. Keep the discussion brief, so it does not disrupt the flow of the drama too much.
- ◆ **Try a new technique:** Have actors portray characters of the opposite sex during role play or drama. In other words, women portray male characters while men portray female characters. After the drama, ask the audience how it felt to watch such a performance, and ask the actors how it felt to portray the opposite sex.
- ◆ **Try a new technique:** Prepare two brief role plays about GBV – one from a woman's perspective, one from a man's perspective.
 - Woman's perspective:** Create a role play that addresses questions such as the following: Who is the woman? What is her history? What are her options? What do others say to her about the violence she experiences? What has made her vulnerable to violence?
 - Man's perspective:** Create a role play that addresses questions such as the following: How did he become violent? What made him violent? How does he treat other people? What do other people say about his violence? How does he feel when he is being violent? What is his life like, beyond the incidence of violence?

(adapted from Mobilising Communities to Prevent Domestic Violence, Raising Voices)

- ◆ **Try a new technique:** Perform one drama or role play of 10-20 minutes. Then, perform the role play again. The second time, explain that the audience will have a chance to improve the situation. Whenever they would like a character to behave differently, members of the audience can clap two times (demonstrate what this sounds like). When actors hear claps, they should freeze. The person who clapped should then stand up and replace one of the characters. Gender does not matter. This can continue as long as people have new ideas about how the characters can behave. This is called Forum Theatre. *(adapted from Life Skills*

Manual, Peace Corps)



COMMUNITY MOBILIZATION FOR SOCIAL CHANGE

Data collection & evaluation

Data collection and evaluation are important parts of communication for social change for two reasons.

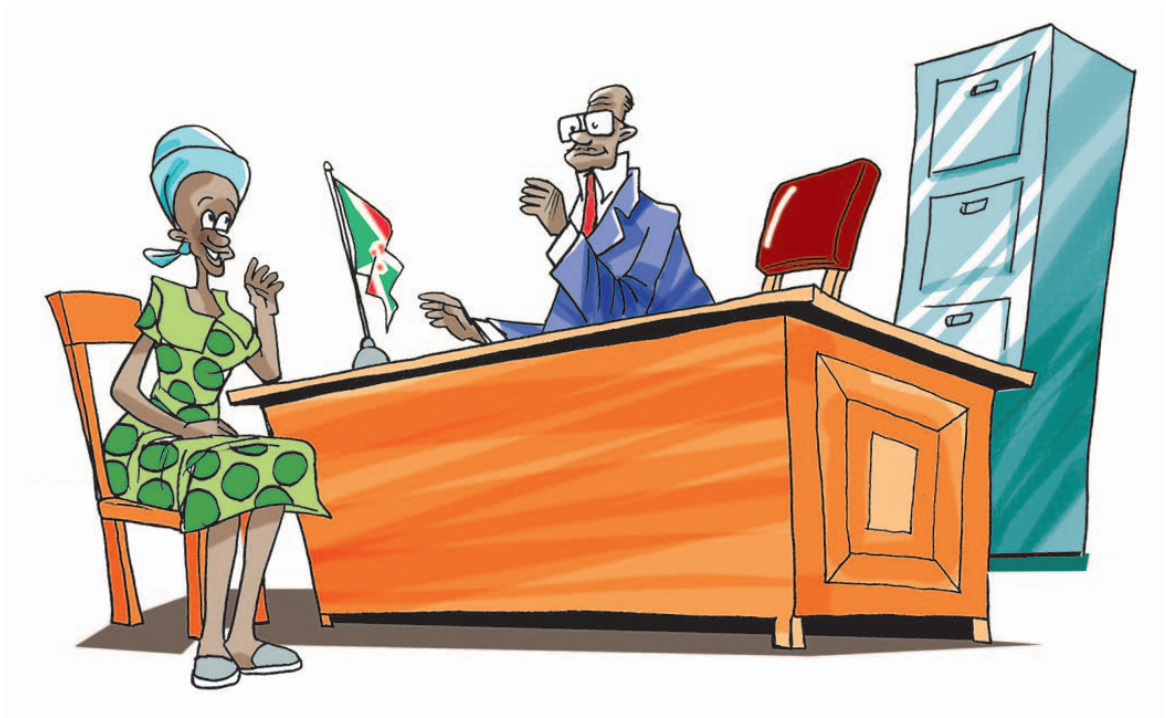
First, you can use the data you collect from community mobilization in your advocacy activities. This information helps them to make decisions about national-level policies. Advocacy is most effective when you can demonstrate how and to what extent GBV affects your community. Whenever possible, provide documentation for your data. **Policy makers at the district and national level need information about what is happening at the local level.**

Present your data to policy makers or others in a position of power. When presenting data, always keep your audience in mind. Try to think from the audience's perspective: What is most interesting to them? Present only the most important information. Too much information is confusing.

Second, collecting and evaluating data enables you to refine your strategy in response to changes that you notice. These could be changes in policies, attitudes or behaviors.

Remember: Data can be **quantitative** (numbers that answer the question, "How many? How often?") or **qualitative** (stories and examples that answer the questions, "Who? How? Why?").

Testimonials, as well as stories of those who are already living the change we are trying to achieve, are important qualitative data. These personal stories provide hope and inspiration that change is possible (see p. 45).



Making linkages

As activists, we should always be looking for ways to make connections between community mobilization, advocacy and case management activities. When done together, these three approaches can make an important impact on preventing GBV in our community.

For example:

- ❖ Involve GBV survivors in your community mobilization activities. Some survivors will be willing to step forward and share their stories. Other survivors will prefer that their identity and circumstances of abuse remain private. Each survivor has the right to decide for themselves how vocal they would like to be. Give survivors options, but always respect their choices.
- ❖ Ask local authorities and organizations to refer GBV survivors to you for counseling and psycho-social support.
- ❖ When conducting activities in the community, inform people of where GBV survivors can go for psycho-social support.
- ❖ Ask local authorities to help you coordinate your case management and community mobilization efforts with other actors and institutions in your district or region.
- ❖ Inform community leaders about cases of GBV that you see (while respecting the confidentiality of your clients); this can be statistical data or case studies.
- ❖ Inform leaders of positive and negative changes you notice while doing community mobilization activities.
- ❖ Involve community leaders in your community mobilization efforts.
 - ❖ Inform them of what you are doing.
 - ❖ Invite them to participate.

ACTIVISTS MAKE A DIFFERENCE!

Small changes can have a large impact. Many small changes create the foundation for large change over time.

Thank you for your willingness to address issues of gender, power and GBV in your community. The work you are doing is not always easy, but it is very important work. Your actions are helping to create a community that is happier, healthier, more peaceful and more prosperous.

As activists, we are continually learning new skills and information. Remember that our biggest asset is our passion and our commitment to creating a better community.



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