

Transformative Change Training



Transformative Change

Who is the Training for?

Some Transformative Change training modules are only indicated for GBV teams, while others are relevant for both GBV teams and community leaders. The Transformative Change modules explore root causes of GBV and consider community-level changes that could prevent GBV.

How Does the Training Link to the Toolkit Guidance?

The content covered in Transformative Change training modules is most closely linked to the *Transformative Change* chapter of **Toolkit Guidance**. Training modules also draw from Tools and Resources within the *Transformative Change* chapter.

Time and Resources Required













The training content for GBV teams can be covered in two full days, with time allowed for breaks and lunch. GBV teams may require further training, depending on a program's selected approach for transformative change programming. Established transformative change programs include training plans for key staff. Remember that all participants should first complete GBV Core Concepts training.

Training schedules to consider for GBV Teams related to Transformative Change:

- Core Concepts (foundational training): 2 days
- Transformative Change (full content for GBV teams): 2 days
- Transformative Change (community leaders): 1 ½ days

The training modules accommodate low-technology settings, requiring only the Toolkit Guidance, flipchart paper and markers, individual notebooks/paper and pens, and printed/ photocopied handouts and tools.

Transformative Change Outline

Module	Intended Audience	Overview of Module	Estimated Time
<u>Review of GBV Core Concepts</u>	 GBV Teams  All Community Leaders	<p>Participants briefly review GBV Core Concepts, as covered during two-day GBV Core Concepts training.</p> <p>*Find module under GBV Core Concepts</p>	1 hour, 30 minutes
<u>Life of a Woman or Girl</u>	 GBV Teams  All Community Leaders	<p>This exercise invites participants to imagine the daily reality of a woman or girl in their community and sets the tone for subsequent discussions.</p> <p>*Find module under GBV Response</p>	30 minutes
Social Behavior Change Programming	 GBV Teams	<p>This session provides an overview for GBV teams of concepts and theories that relate to social behavior change programming for GBV prevention.</p>	1 hour, 30 minutes
SBC Programming Approaches	 GBV Teams	<p>GBV teams will review emerging best practices and consider approaches for social behavior change programming in their community. Teams will also review tools related to social behavior change communication.</p>	2 hours, 15 minutes
Root Cause Analysis	 GBV Teams  All Community Leaders	<p>Through an interactive exercise, participants identify systems, norms, attitudes, and behaviors that might be transformed to prevent GBV in their community.</p>	2 hours
Setting a Vision for Change	 GBV Teams  All Community Leaders	<p>Participants visualize a safer and more equitable community and consider changes that could realize this vision.</p>	2 hours, 30 minutes
Prevention Action Planning	 GBV Teams  All Community Leaders	<p>Participants establish plans to support existing initiatives and take new action to prevent GBV in their community.</p>	3 hours

Social Behavior Change Programming

Summary

This session provides an overview for GBV teams of concepts and theories that relate to social behavior change programming for GBV prevention.

Learning Objectives

Participants will:

- Have a basic understanding of theories related to behavior change and social norms
- Connect individual behaviors with processes of influencing and facilitating social change to prevent GBV

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for review. Participants will reference the *Transformative Change* chapter (with printed copies available for distribution if possible).
3. *Resources for Learning about GBV Prevention Theories and Approaches* from Transformative Change Tools and Resources available for facilitator and printed for distribution.

Time

1 hour, 30 minutes

Procedure

Step 1: Review key concepts (30 minutes)

1. Together, read *Key Concepts* from the Transformative Change chapter of Toolkit Guidance, including the *Role of community leaders in transformative change to prevent GBV* and *Considerations for GBV teams preparing to engage community leaders in transformative change to prevent GBV*.
2. Discuss concepts and share information:
 - Transformative programming is often focused on changing beliefs, behaviors, and social expectations
 - Evidence demonstrates that this can happen even within relatively short-term programs

Step 2: Review theories and approaches (30 minutes)

1. Review the first two pages of *Resources for Learning about GBV Prevention Theories and Approaches* in Transformative Change Tools and Resources
2. Lead discussion:
 - Recall the ecological model from GBV Core Concepts. The ecological model explains levels of influence on behavior.
 - Multiple factors determine whether individuals adopt new behaviors

- The transtheoretical model, or “stages of change,” theory is commonly used in GBV programming. These stages can be thought of as stairsteps toward positive change, though people may spend more time on some steps than others, and they don’t always move steadily upward. It is common for people to take temporary steps back, or “relapse,” as they adopt new behaviors.

Step 3: Activity: Crossing arms (10 minutes)

1. Ask participants to stand up and cross their arms over their chests.
2. Ask participants to put their arms down and then cross their arms again—but this time in a different way.
3. Allow a moment for participants to consider a different way of crossing their arms and find a new position.
4. Briefly discuss:
 - How did it feel when you were asked to cross your arms in a new way? Had you considered that there might be multiple ways to cross arms?
 - Did you have to think about how you usually cross your arms before you could identify a new way of crossing?
 - Did the new way feel comfortable? Do you think you will cross arms this way from now on?
 - What would be required for you to always cross arms in the new way from now on?

Step 4: Present information on social norms (20 minutes)

1. Return to *Resources for Learning about GBV Prevention Theories and Approaches* and review from heading: *Social Norms*.
2. Discuss main points:
 - Social norms are shared beliefs about others’ ideas and behaviors
 - Social norms exist within “reference groups” of people who share a common cultural identity. There may be diverse reference groups within communities, and community members may be connected to reference groups, or cultural influences, outside of their communities. People displaced by emergencies, for example, may be more influenced by people in communities they fled than by those in host communities.
 - Behaviors that relate to perpetration—or prevention—of GBV are maintained, in part, through the approval or disapproval of reference groups.

Key Discussion Points/Additional Facilitation Notes

- Awareness raising is an important component of GBV prevention, but not sufficient alone. Social behavior change programming goes beyond raising awareness to work toward changes in individual behaviors and shifts in social norms.
- Transformative change programming also relates to transforming systems of power, including laws and policies. This training is focused on social behavior change programming, which is more common at the community level, and which is relevant to any efforts to influence or transform systems of community leadership.
- It should not be important for most GBV staff to master terms or specific theories, but GBV programs interested in preventing GBV should be rooted in some analysis of how to influence and sustain change.
- GBV staff should regularly reflect on their own experiences, beliefs, and behaviors.

Social Behavior Change: Programming Approaches

Summary

GBV teams will review emerging best practices and consider approaches for social behavior change programming in their community. Teams will also review tools related to social behavior change communication.

Learning Objectives

Participants will:

- Understand recommended approaches for social behavior change programming
- Identify appropriate approaches and tools for their program

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for review (with printed copies of the *Transformative Change* chapter available for distribution if possible)
3. Select and print copies of tools from *Transformative Change Tools and Resources* to share between participants:
 - a. *Steps for Developing Key Messages*
 - b. *Checklist: Communication Materials*
 - c. *Tip Sheet: Pretesting Communication*
 - d. *Tip Sheet: Involving Community Leaders in Events*
 - e. *Discussion Guide: Equitable Norms, Attitudes, and Behaviors*

Time

2 hours, 15 minutes

Procedure

Step 1: Review approaches for delivering social behavior change programs (40 minutes)

1. Introduce participants to Approaches from the *Transformative Change* chapter of Toolkit Guidance.
2. Highlight three major approaches for a GBV program, and read options in detail if the team is weighing a programming decision:
 - a. Using an established transformative change program
 - b. Creating a new transformative change program
 - c. Designing limited interventions aimed at transformative change

3. Together, read and discuss approaches related to designing limited interventions aimed at transformative change:
 - a. Building awareness, knowledge, and skills
 - b. Fostering gender equitable, respectful, and non-violent social norms, attitudes, and behaviors
 - c. Promoting women and girls' empowerment

Step 2: Present and discuss evidence and good practice (40 minutes)

1. Explain that there is growing and encouraging evidence for GBV prevention programming in humanitarian settings.
 - Partners for Prevention, a UN-led initiative in Asia Pacific, led a large-scale study of factors contributing to men's perpetration of GBV. The study found high incidence of reported perpetration, and the most important factors identified related to gender norms and relationship practices. Men and boys who hold more equitable views toward women and girls are less likely to perpetrate GBV.¹
 - The What Works to prevent violence against women and girls in conflict and humanitarian settings initiative has documented significant reductions in violence (around 50%) and multiple secondary effects. Promising approaches included programs addressing social norms, school-based interventions with community outreach, and gender transformative economic empowerment programs.²
 - An impact study of Raising Voices' SASA! program found reduced experience of physical IPV in the past year (52%)³
2. Highlight and discuss features of successful programs
 - Led by, and accountable to, women and girls
 - Rooted in theories of social norms and behavior change
 - Rooted in a local analysis of the problem
 - Participatory
 - Carefully monitored
 - Engaging whole communities
 - Engagement of men and boys is often a particular focus of GBV prevention programming, but this focusing too narrowly on men and boys can be problematic. A 'whole community' approach is preferred.
 - GBV programming should be led by women and girls and informed by their experiences
 - Male engagement initiatives should be accountable to women and girls and should not eclipse a focus on women and girls.

1 Partners for Prevention (2013) *Why Do Some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the UN Multi-country Study on Men and Violence in Asia and the Pacific*. Available at: [Partners4Prevention](#)

2 UK Department for International Development (2020) *What Works to Prevent VAWG: Research and Innovation Programme - Final Performance Evaluation*. Available at: [What Works - Home](#)

3 Raising Voices, LSHTM and CEDOVIP. 2015. *Is Violence Against Women Preventable? Findings from the SASA! Study summarized for general audiences*. Kampala, Uganda: Raising Voices. Available at: <http://raisingvoices.org/resources/>

3. Highlight and discuss recommended approaches for social behavior change communication, as part of social behavior change programming.
 - Reinforce existing efforts, particularly efforts led by women and girls in the community
 - Identify key audiences, including community leaders
 - Apply a benefits-based approach, emphasizing desired behaviors and the benefits of nonviolence and healthy relationships
 - Demonstrate respect and an interest in learning
 - Consider different channels of communication
 - Develop and pretest key messages
 - Carefully develop and pretest all communication materials

Step 3: Small group exercise: Review of tools (30 minutes)

1. Divide participants into small groups. Ask groups to identify a notetaker and someone to report back.
2. Distribute select tools, with each group focusing on a single tool from *Transformative Change Tools and Resources* to share between participants:
 - a. *Steps for Developing Key Messages*
 - b. *Checklist: Communication Materials*
 - c. *Tip Sheet: Pretesting Communication*
 - d. *Tip Sheet: Involving Community Leaders in Events*
 - e. *Discussion Guide: Equitable Norms, Attitudes, and Behaviors*
3. Ask groups to review and discuss their tool, with guiding questions below. Following the exercise, a group representative should be prepared to briefly “teach” other participants how to use the tool.
 - a. How might your program use this tool in work with community leaders?
 - b. Would you adapt the tool for your community and program?
 - c. Would you need additional tools, guidance, or training to use this tool?

Step 4: Plenary discussion on tools (45 minutes)

Ask representatives from each group to “teach” other participants how to use their tool, including information on how the tool might be adapted and what additional support might be required to use the tool effectively.

Invite questions from participants and identify the most useful tools for your program and community.

Key Discussion Points/Additional Facilitation Notes

- Evidence and best practices are still emerging for GBV prevention programming. The UK government's What Works initiative has helped to capture lessons on effective programming. Emerging evidence is encouraging and indicates that communities can experience important changes within relatively short timeframes.
- GBV programs interested in implementing social behavior change strategies can consider established programs. These programs have been tested and include guidance, training materials, and criteria for implementing strategies in humanitarian settings.
- GBV programs that are only able to implement smaller-scale transformative change interventions can still contribute to GBV prevention, particularly if programs are able to work in partnership to reinforce local efforts.
- GBV programs can look toward transformative changes even during early stages of a humanitarian response and consider smaller-scale activities that could be reinforced and built upon with increased participation, stability, and resources.

Root Cause Analysis

Summary

Through an interactive exercise, participants identify systems, norms, attitudes, and behaviors that might be transformed to prevent GBV in their community.

Learning Objectives

Participants will:

- Feel encouraged to share their ideas and perspectives
- Identify root causes and factors that contribute to GBV in their community

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for facilitator review
3. Have available to review or distribute as an example (after exercise) *Sample: Root Cause Analysis* in *Transformative Change Tools and Resources*
4. Flipchart notes from **Review of GBV Core Concepts** training module.

Time

2 hours

Procedure

Step 1: Group exercise: Root cause analysis (1 hour, 30 minutes)

Lead participants through a root cause analysis. Find information on conducting a root cause analysis in Ideas for Engagement in the Transformative Change chapter of Toolkit Guidance, along with a *Sample: Root Cause Analysis* in *Transformative Change Tools and Resources*.

1. Begin the analysis with a question. Record ideas on flipchart at the top of flipchart paper. Consider the following options for opening questions:
 - a. Simply ask, “Why does GBV (or violence against women and girls) happen in this community?”
 - b. Ask participants to name common forms of GBV in the community, then start with one form and ask why it occurs in the community.
 - c. Select a form of GBV based on your knowledge of the community and ask why it occurs.
2. Ask “why” again and record responses below initial responses. Continue this process until no more “whys” can be asked.
3. Consider breaking participants into small groups to conduct parallel analyses of different forms of GBV, or to tackle different threads of the larger group discussion (for example, if participants identify factors related to law, religion, and the emergency), or if the large group dynamic is not allowing for full participation.

Step 2: Reflections to take forward (30 minutes*)

**If participants break into small groups during Step 1, break Step 1 early to allow more time for reflection in plenary.*

1. Invite participants to quietly reflect on notes from the exercise.
2. Ask questions about the process, for example:
 - What surprised you?
 - What made you uncomfortable?
 - What did you learn?
3. Ask questions about results of the exercise:
 - Did participants agree on any common root causes?
 - Do the findings align with the root causes in the GBV tree, as discussed during *GBV Core Concepts training* and review?
 - Did root causes relate to social norms? (Explain that social norms are shared beliefs about others' ideas and behaviors)
 - What factors could communities- and community leaders- most readily tackle for change?
 - What changes are required to end all GBV in this community?

Key Discussion Points/Additional Facilitation Notes

- Allow participants to lead discussion without driving them toward desired answers. Process is key in this exercise.
- The exercise can serve as an icebreaker and set a good tone for participant-led learning. Show participants you are interested in their perspectives.
- Prepare for participants to raise potentially harmful ideas as causes of GBV (for example, women's immorality, or the beliefs of a minority population). Do not judge or shame, but also be sure to address harmful comments. Acknowledge that others likely share the idea and return to the analysis to ask why this belief is common. See **Handout: Facilitator Strategies for Managing Challenges** in *Foundations: Key Approaches* for more detailed strategies for addressing harmful comments.

Setting a Vision for Change

Summary

Participants visualize a safer and more equitable community and consider changes that could realize this vision.

Learning Objectives

Participants will:

- Reflect on the myriad benefits of preventing GBV
- Identify changes that would positively impact the community

Materials and Preparation

1. Flipchart paper and colored markers to share with small groups
2. Tape
3. Optional: additional art supplies, such as paint, brushes, construction paper, scissors, magazines
4. Stars, or other stickers (can use colored markers if stickers are not available)
5. Preserve flipcharts and participant work if the training module is divided over two days.

Time

2 hours, 30 minutes

Procedure

Step 1: Group exercise: Illustrating a vision (1 hour)

1. Divide participants into small groups. Assign each group an area of focus, based on discussions during previous training sessions, including the **Root Cause Analysis**. Areas of focus can relate to environments, community structures, relationships, age range, or other physical or figurative space where discrimination, and forms of GBV occur. Examples include:
 - School
 - Family home
 - Marriage
 - Neighborhood
 - Emergency shelter
 - Girlhood
 - Market
 - Community leadership
2. Explain that each group will present **positive visions** of their areas of focus through an illustration, collage, story board, poem, or other creative expression.
3. Ask groups to work collectively on their vision and select a representative to share a summary of the vision after groupwork.

4. Distribute paper and markers and any other art supplies.
5. Circulate as groups discuss their ideas. Encourage participants to stay focused on positive visions, rather than problems. Ask probing questions, such as:
 - What would this vision look like if everyone were: Equal? Healthy? Accountable for their actions? Safe?
 - What would this vision look like if women or girls shared the same opportunities as men or boys? If men shared the same responsibilities as women? If they made decisions together?
 - How do people (women, girls, boys, and men) in this vision feel?

Step 2: Share visions (30 minutes)

1. Display visions, using flipchart stands or by taping to the wall.
2. Invite participants to take a “gallery walk” and observe other groups’ visions.
3. Invite group representatives to share features of their vision and answer questions from participants.
4. Ask questions to draw out the benefits of equitable and nonviolent communities, for example:
 - a. What are some key differences between this vision and similar environments in our community?
 - b. How is this vision better for women and girls? How is the vision better for men and boys?
 - c. What would the future look like for children who grow up in the environment you’ve envisioned?

Step 3: Brainstorm: What needs to change? (45 minutes)

1. Ask for a couple of volunteers to help record ideas on flipchart.
2. Ask participants: What changes are required (big and small) for participants’ visions to be realized?
3. Probe with follow up questions, similar to the *Root Cause Analysis* exercise. If a participant identifies a big change, such as an end to child marriage, ask what changes are required to make this possible.
4. Once ideas are collected, ask participants:
 - Which changes belong all of us (norms, attitudes, behaviors)?
 - Which changes require action from specific people or groups (shifts in armed conflict, changes in law or policy, etc.)?
 - What is the role of community leaders in making these changes possible?
 - Making personal changes?
 - Persuading or influencing others to change?
 - Sharing information?
 - Leading by example?
 - Acting with authority to make change?

Step 4: Vote on priorities for change (15 minutes)

1. Display ideas from brainstorm (Step 3) with flipchart stands, or by taping flipcharts to the wall.
2. Distribute **three** stickers to each participant. Ask participants to “vote” by placing a sticker next to three changes- across all flipcharts- that they would rank with highest priority for community leaders to support in some way. (If stickers are not available participants can draw stars next to priority actions.)
3. After all participants have voted, reflect as a group on changes that emerge as common priorities. Explain that in the next training module, participants will have a chance to consider how these changes might be realized through action planning.

Key Discussion Points/Additional Facilitation Notes

- This module can be divided over two training days, breaking after Step 1 or Step 2. Include time for recap during the second day and be sure to preserve flipchart notes and groups’ visions.

Prevention Action Planning

Summary

Participants establish plans to support existing initiatives and take new action to prevent GBV in their community.

Learning Objectives

Participants will:

- Identify community initiatives that leaders can reinforce
- Consider actions to contribute toward transformative change
- Set action plans
- Make personal commitments

Materials and Preparation

1. Flipchart paper and markers
2. Tape
3. Review *Ideas for Engagement* in the *Transformative Change* chapter of the Toolkit ahead of discussion.
4. Print/photocopy **Prevention Action Planning Tool** from *Transformative Change Tools and Resources*. The tool is attached as a handout.

Time

3 hours

Procedure

Step 1: Taking stock of prevention initiatives (30 minutes)

1. Divide participants into groups, as most appropriate for action planning (e.g., based on leadership roles, or sections of the community). Ask groups to agree on a representative to report back as well as a notetaker. (The notetaker will be responsible for maintaining notes or draft action plans, if groups will be meeting after the training to further develop plans.)

2. Ask groups to reflect on existing initiatives to improve opportunities for women and girls, and to create a safer and more equitable community. Groups can consider the following five categories:
 - a. **People:** Which people are helping women and girls? Who is pushing for positive change? What are they doing?
 - b. **Networks:** Are there informal associations, community groups, or networks that try to create change? What are they doing?
 - c. **Programs and Services:** What organizations or services are focused on preventing GBV or promoting women's rights? What are they doing?
 - d. **Law and Policy:** Is there any movement to change community rules, or reform current laws or policies to better protect women and girls?
 - e. **Information:** Is information available on the harm of GBV? Are there any radio programs, posters, campaigns promoting change? How is information shared?

Step 2: Plenary discussion (30 minutes)

Invite group representatives to briefly share initiatives that groups identified. Ask representatives to build on examples shared by others rather than repeat. Ask what community leaders can do to help reinforce existing initiatives to prevent GBV.

Step 3: Action planning (1 hour, 40 minutes)

1. Ask groups to develop action plans to strengthen GBV prevention in the community. Depending on the participant group, you can choose to limit planning to actions participants can contribute to themselves, or actions they would assign to others. If participants are assigning actions to others, they should also consider how those people/groups might be persuaded to take action.
2. Ask groups to consider actions that community leaders might take to strengthen existing prevention efforts, as well as new initiatives, in the following five categories:
 - a. Raising awareness
 - b. Building knowledge, attitudes, skills
 - c. Supporting women's and girls' empowerment
 - d. Influencing norms and behaviors
 - e. Creating and enforcing rules
3. Groups can use the *Handout: Prevention Action Planning* or plan with blank flipchart/ notebook paper, in line with the five categories above.
4. Visit each group as they plan. Help groups to consider new actions, drawing from the *Ideas for Engagement* section of the *Transformative Change* chapter of the Toolkit.
5. Toward the end of time, ask groups to briefly share their ideas for action. Ask groups to agree on plans for additional meetings or follow up, if relevant.

Step 4: Personal reflections and commitments (20 minutes)

Ask participants to reflect on ideas that came out of group discussion, as well as other parts of the training, and consider what changes or new actions they would like to personally take. Invite participants to find private space to quietly reflect and record their personal plans and commitments.

Key Discussion Points/Additional Facilitation Notes

- Consider planning an additional half or full day to further develop action plans for GBV prevention. As an alternative, consider making plans for follow-up meetings with participants. Record participant ideas related to resources and support required to accomplish plans.
- Challenge participants to reinforce existing, positive initiatives to increase women's equality and prevent GBV. Focus not only on formal strategies led by organizations, but informal networks and initiatives led by women and girls within the community.
- Emphasize that GBV prevention strategies should be women-led and informed by the experiences of diverse groups of women and girls.
- Prepare for participants to raise potentially harmful ideas as strategies to prevent GBV (for example, limiting women's movement, or forcing girls into marriage). Remind participants to focus on preventing root causes of GBV and highlight potential consequences of harmful ideas. See **Handout: Facilitator Strategies for Managing Challenges** in *Foundations: Key Approaches* for more detailed strategies.
- Note information learned about community leaders' roles, participants who demonstrate commitment, and ideas for strengthening existing GBV prevention efforts to update the GBV program's strategies and plans, community leader mapping, or criteria for engagement, as relevant.

Handout: Prevention Action Planning

Problem to Address:					
Drivers/ Risks	Action Required	Resources	Responsibilities	Timeframe	Monitoring Plans

Problem to Address:					
Drivers/ Risks	Action Required	Resources	Responsibilities	Timeframe	Monitoring Plans