TRANSFORMING NORMS
CHANGING ATTITUDES
A COMMUNITY INTERVENTION Toolkit
TO END GENDER BASED VIOLENCE

State and Peacebuilding Fund

Rozan

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An Introduction to Rozan & its Theory of Change

Rozan was established in 1998 by a group of volunteers with a belief in the potential of all people to improve their lives and a mission to work with individuals, communities and institutions to reduce violence and its impacts on society. We work to create spaces that cultivate self-awareness, dialogue, tolerance and sensitivity towards people and issues of violence. A society cannot progress while living in denial of present or past social injustices, which penetrates and erodes its very fabric when left unaddressed. It is a fact that trauma is passed down from parent to child, resulting in an increased risk of future generations suffering from adverse mental and physical health problems. Lack of awareness around the importance of emotional and mental health coupled with the sociocultural stigma associated with seeking help prevents survivors of violence from accessing quality and timely services. Therefore, emotional health is the foundation upon which all of Rozan's interventions are based.

All individuals who witness violence, whether directly or indirectly, are affected. In capitalist, patriarchal states and societies, it is the most vulnerable and marginalised groups, such as women and children that are disproportionately affected by gender-based violence (GBV) on a daily basis. Rozan believes that a prerequisite to working to prevent GBV is to understand the inherent power imbalance between men and women. It is important to learn about how we define and use power, its sources and types and start imagining alternative ways of being to bring positive changes in our communities. In simple words, power is one's ability or capacity to do something. Rozan strongly believes in starting at the individual level and nurturing the 'power within' through a process of self-awareness which facilitates confidence, growth and positive change in oneself and eventually society at large.

Rozan's programs and services focus on raising awareness, delivering training and capacity building sessions, providing psychosocial support and referral, conducting research on GBV and its impact on vulnerable and marginalised groups, particularly women and children. With the support of the World Bank, Rozan has created this document which aims to develop individual and collective consciousness and gender responsiveness at the community and institutional level. Organisations and initiatives dedicated to mitigating GBV and facilitating sustainable change through community mobilisation will benefit from the use of this model. In all our experiences, we have learnt that once people decide to work on an issue, create synergies and challenge the status quo, the quality of their lives and that of others improve as a direct result!

ROZAN'S THEORY OF CHANGE

ISSUES
- MINIMAL UNDERSTANDING OF THE IMPORTANCE OF EMOTIONAL HEALTH FOR INDIVIDUALS AND SOCIETY
- INTOLERANCE AND A LACK OF SPACES FOR OPEN DIALOGUE
- SOCIAL INJUSTICE
- RELUCTANCE TO ACCEPT, ADDRESS VIOLENCE AGAINST WOMEN AND CHILDREN AND ITS IMPACT ON INDIVIDUALS, FAMILIES AND SOCIETY
- LACK OF SERVICES FOR SURVIVORS OF VIOLENCE AND THE EMOTIONALLY TROUBLED

WORKS WITH
- INDIVIDUALS
- FAMILIES
- COMMUNITIES
- INSTITUTIONS

MAIN STRATERGIES
- COUNSELING
- CAPACITY BUILDING
- NETWORKING
- RESEARCH
- ASSISTING SURVIVORS

Environment

Respectful

Supportive
Participatory
Confidential
Non-judgmental

Knowledge , Attitude , Skills & Practice

Sensitization towards awareness of self, other and violence - free Society

CORE BELIEF

TO BREAK DOWN THE BARRIER BETWEEN US AND THEM AND WORK WITH ALL INDIVIDUALS RESPECTFULLY AND COMPASSIONATELY WHILE BELIEVING IN OUR AND THEIR POTENTIAL TO BRING POSITIVE CHANGES TO OUR OWN AND OTHER'S LIVES

OUTCOMES
- EMOTIONALLY HEALTHIER & EMPOWERED INDIVIDUALS
- REFLECTIVE & LEARNING ORGANIZATION (ROZAN)
- SENSITIZED & RESPONSIVE INSTITUTIONS
- SAFER COMMUNITIES
- BETTER INTEGRATED SURVIVORS
- CHANGES AGENTS ACTIVELY STRIVING FOR A VIOLENCE FREE SOCIETY

Figure 1: Rozan's Theory of Change

Rozan Community Intervention Model to Address VAWG

In any state, violence persists in its society wherever and whenever human beings are treated unequally based on gender, class, religion, caste, race, sex, ethnicity, ability, etc. Intersectionality of these identities determines the extent of one's vulnerability to violence in the social order of any given context. The root cause of violence against women and girls is gender inequality, which results from uneven power relations between men and women. It is when women and girls do not have equal access to dignity, opportunities, rights as their counterparts—men and boys. However, the stigma associated with experiences of violence, particularly sexual violence, and a culture of silence hinders women and girls from accessing help. How is it then that gender-based violence can be prevented and by whom? The great news is that anyone can work towards it—even you!

Rozan's model to prevent and respond to violence against women and girls is based on its two decades experience of community work and providing essential services (direct and through referrals) to survivors of gender-based violence. In all of its activities, Rozan stresses on raising self-awareness of individuals, tapping into and harnessing the 'power within' to create sustainable change. It focuses on the realisation and strategic use of the power that lies within oneself to realise one's full potential and contribute towards creating a gender-responsive community and violence-free society!

This model is a documentation of Rozan's concepts, processes and the dedication involved to mitigate gender-based violence at the community level. It is meant for any non-government, civil-society or community-based organisation that actively works towards preventing violence against women or would like to do so. It also helps to identify other sources of power, enable them to build synergies and create support for collective actions against violence. This model provides a step-by-step guideline and support, such as the tools and materials needed to act and make a transformative and long-lasting change!

The model has been implemented in varied communities. This document shares details of the interventions carried out from July 2019 to June 2020 in one Union Council (UC) of Peshawar in the province of Khyber Pakhtunkhwa, Pakistan.

Rozan Community Intervention Model Diagram

ROZAN COMMUNITY INTERVENTION MODEL DIAGRAM

Community Intervention Model

Developing Understanding of the Community
- Key Individuals and Groups
- Social Mapping
- Spatial Mapping

Identification of Community Leaders
- Individual/Group Orientations
- Selection Criteria
- Building Clarity of Role

Training and Capacity Building of Community Leaders
- Formal Training
- Informal Training
- Creating Spaces for Rupture and Learning

GBV Prevention and Response Mechnaism
- Committee Selection Criteria
- Committee Roles & Responsibilities
- Capacity and Referral Building

From Individual to Collection Action
- Community Theatres
- GBV Awareness-Raising Material
- Sports Events
- Family Gala/Mela

Delivery of Attitudinal Change Toolkit
- Self-Awareness
- Essential Services
- Power and Relationships
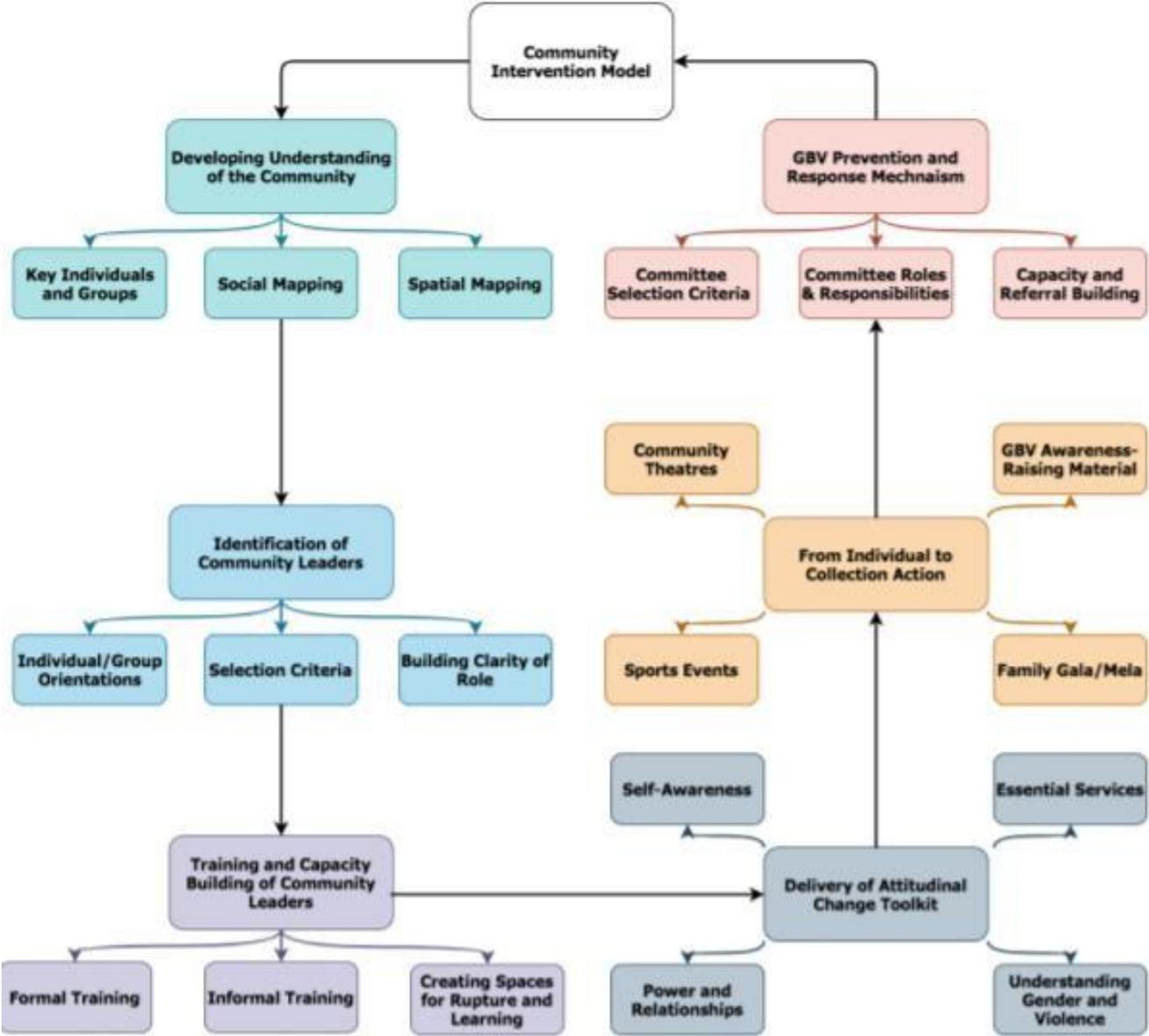- Understanding Gender and Violence

Figure 2: Rozan Community Intervention Model Diagram

Steering Committee

To enhance the ownership of the local community and ensure sustainability of the project, partnerships were developed with relevant government departments and institutions based in Peshawar. A Project Steering Committee was established including the governmental and nongovernmental women protection related stakeholders that are responsible for providing guidance on the overall strategic direction of the project from inception, implementation and sustainability. The committee had four quarterly meetings, provided technical input on project interventions and ensured that all project needs that are essential for the attainment of project outcomes are addressed.

Entry Points: Developing an Understanding of the Community

Rozan strongly believes that successful and sustainable community mobilisation is largely dependent on how the implementing organisation approaches intervention. Understanding local knowledge, attitudes and practices of a community is not only an ethical responsibility but determines the willingness and extent to which members will actively participate and take ownership.

Key Individuals and Groups: A community is more likely to engage with an organisation if the foundations of the intervention are built on shared values of communication, respect and trust. Influential individuals are characterised by and sought out for the community-wide respect held for their knowledge, opinions and values. Such individuals can include, grassroots activists, teachers, local government representatives, business owners and social activist, health workers, religious leaders and politicians, to name a few. Outreach to a community begins with identifying key members and groups, initially serving as entry points, to whom the project and its purpose is introduced. A series of subsequent rapport building meetings with these members are organised to discern the ethnic, religious and minority groups that make up the community and to garner support in building the acceptance, credibility, ownership and participation. For example, in the selected Union Council of Khalsa-1, Rozan identified five different groups and organised a series of meetings to provide orientation about the project and identify potential Community Leaders (CLs) within these groups.

Social Mapping: The social mapping of a community is carried out to discern the types of groups present, such as social, ethnic and/or religious groups. It also helps to identify the location of households, and their different distributions, such as women, men, transgender adult, transgender child, girl, boy, old, young, religious minorities etc. The purpose of this step is to ensure representation from each majority and minority group. The process is instrumental for developing deeper understanding of the community and identifying key members, through which entry points can be established.

Spatial Mapping: To increase organisational understanding of a community, it is important to spatially map the existing facilities, services and resources available, such as water filtration plants, public & private schools, clinics and hospitals etc. Places commonly frequented by the community can reveal a lot about its significance. It helps to determine how accessible it is and to whom, and the types of social interactions and conversations that take place around it.

Identification and Role of Community Leaders (CLs)

Individual and Group Orientations: Through individual and group orientation meetings, potential male and female Community Leaders are identified. It is important to highlight that Community Leaders carry the most significant role in this model as facilitators of individual and community-level change; they are the backbone of the model. Therefore, selection of CLs is made by following a thorough process and certain criteria. CLs are either nominated by community in group meetings or they are identified by the mobilisation team. Subsequently, a series of individual and collective meetings are organised with CLs to provide project orientation, gauge their level of interest and availability and develop a common understanding of their roles and responsibilities.

Selection Criteria and Role of Community Leaders (CLs): Once a group of CLs are finalized and take up their role, each CL identifies a group of 8-10 Community Change Makers (CCMs) before attending their first and most important capacity building-training. CCMs are community men, women and youth that are mobilised by CLs as the second tier of influencers in the community. After attending a 3-day transformative, capacity-building training, CLs start facilitating sessions with CCMs, enacting the multiplier effect of the model. The total number of CLs depends on the geographical setting and population of the community. In the case of Union Council Khalsa-1, with population of around 60,000/ (51% men and 49% women), the area was divided into 5 geographical settings and a total number of 80 (40 women 40 men) CLs were identified. Given below are details of the selection criteria of Community Leaders and Change Makers.

Role of a Community Leader

- Mobilize a group of 8-10 Community Change Makers
- Facilitate training sessions from the Attitudinal Change Tool Kit
- Mobilize community to participate in the theaters and exposure visits
- Orientate and follow up support to CCMs on Awareness campaigns
- Keep the record of the community reach out and share with community mobilizers

Table 1: Role of a community Leader

Characteristics of a Community Leader

Attitudes
- Empathy
- Belief in the potential of self and others for a change
- Sensitivity towards gender issues

Knowledge
- Understanding of community dynamics
- Knowle on issues related to women and children

Skills
- Communication and mobilization
- Team management
- Networking

Table 2: Characteristics of a Community Leader

Training and Capacity Building of Community Leaders

Formal and Informal Capacity Building Processes: Rozan firmly believes that self-awareness is a prerequisite to developing sensitisation towards the issues of gender-based violence and the needs of survivors. A 3-day Gender Sensitisation and Facilitation Skills training is conducted separately with male and female Community Leaders to foster self-awareness regarding the attitudes, knowledge and practices that perpetuate gender inequalities at all levels of society. The trainings also discuss in-depth the concepts that are closely interlinked with gender and violence, such as power and prejudice. The emphasis on self-awareness is to help locate 'power within', a type of power that is defined by one's ability or capacity to act in a certain way. The training not only sensitize the CLs on the types and impacts of violence on the individuals and community but aims to build skills in facilitation, mobilisation, communication, behaviour management, coordination and community outreach for further engagement on GBV issues. Community leaders will be provided training tool kits for each session of the 4-session model and deliver sessions to their select group of community change makers. The methodology of this training is participatory and experiential. Community leaders are encouraged to lead their own learning, reflect and take up the responsibility of making changes in their lives. Detailed module is included in the Tool Kit Pack.

The support provided by community mobilisers includes observations of the session and a collective debriefing at the end of the session. Key areas of debriefing include content, process and facilitation skills. Joint reflection sessions are also organised with the group of CLs. The key objective of the reflection sessions is to provide each CL an opportunity to share and reflect on their experiences, learnings and challenges and find ways forward by collectively devising future courses of action. The training process also includes designing, planning, and running campaigns on the issues of violence against women. In Union Council Khalsa-1, CLs and CCMs reached out to thousands of community men and women through distributing awareness raising material and conducting orientations on the issues of gender-based violence and essential services available for survivors of violence. Acknowledging the fact that each individual has his/ her own way and pace for learning and growth, mobilizers team in informal settings interact with CLs or in small groups and have a discussions n social issue. All these processes lead towards creating spaces of dialogue, sharing and learning, challenging each other when required and facilitate the change each member of the group experiencing.

Delivery of Attitudinal Change Toolkit

Each CL is responsible for delivering a 4-session interactive module to the selected group of CCMs. The module focuses on enabling CCMs to contribute to overall individual, familial and community wellbeing. The module enhances community members' understanding of issues of violence against women and girls and to link GBV survivors with essential services by building strong referral mechanisms. Resultantly, CCMs are motivated to practice and transfer new concepts and learnings within their homes and communities. The modules are equally effective for the groups who have attended any schooling or the otherwise.

Session 1: Introduction of Self-Awareness & Its Link to a Happy Family and Society

This session highlights the role of the family in shaping one's personality and experiences and its link with the development of a healthy family and society. The family environment determines the overall wellbeing of its members. Community change makers learn about the importance of self-awareness in understanding patriarchal attitudes, knowledge and behaviour

present in the context and culture and study the impact it has on individuals and communities. This process helps CCMs to explore connections between happy family, responsive community and a violence free society.

Session 2: Helping to Build Essential Life Skills: Power, Communication & Their Role in Relationships

This session helps to understand the concept of power, its four types and multiple sources. Community change makers focus on recognising the 'power within' to build essential life skills such as empathetic communication, which helps family members to understand and respond to each other's issues in a healthy way.

Session 3: Gender Roles and Norms; Types of Violence

In this session, community change makers are introduced to the concept of, and difference between, gender and sex; gender roles and norms; and the link between gender and the extent to which violence is experienced by different genders, particularly women and girls.

Session 4: Effects of Violence, Myths and Services

This session delves into the social and unequal construction of gender relations and roles, giving rise to prejudices and myths which perpetuate violence. The focus is to identify and increase access to essential services for GBV survivors to mitigate cases within the families and the communities.

From Individual to the Collective Action

Collective social change is made possible when individual transformative learnings and actions are scaled up. Translating community engagement into action for the eradication of gender based violence and discrimination requires the development of action plans consisting of practical steps to mobilize community change makers to participate in an awareness raising campaign. Rozan carries out following community activities which help in delivering key messages by engaging mass audiences to increase awareness and sensitisation on effective GBV prevention and response measures in the community.

Community-based Street Theatres: Community-based or street theatre is a powerful interactive form of art that is used to create awareness and dialogue on social issues, such as gender-based violence, through active embodiment and engagement. It is not only accessible and understandable to those with and without formal education but is effective in engaging those that are most affected by the issues. In the context of the project, it presents a subtle way of depicting the impact of existing harmful attitudes towards GBV within communities. The community theatre aims to increase reporting of GBV by survivors by raising awareness of the services available to them and building trust and confidence in service providers, such as the police, shelters. It indirectly addresses issues of gender-based violence that are too sensitive to discuss openly, such as early and forced child marriages, and provides preventative and response measures, such as promoting women's participation in decision making or accessing essential GBV services.

Sport Events: Some campaigns work to raise awareness by engaging community members in activities that create an atmosphere for social recreation and entertainment, such as sporting

events. Working on gender-based violence can prove to be stressful, hence, sports activities and events are effective ways to bring community leaders, change makers and member together in a relaxed environment and have dialogue on sensitive issues, such as gender-based violence. Such activities not only help to establish a healthy and positive attitude towards sports and participation in it, especially for women and girls, but also normalise women's existence in public spaces and involvement in leisure activities.

Exposure Visits to Service Providers: Organising exposure visits to government and non-government institutions providing GBV essential services to survivors of violence is an important awareness-raising activity. The purpose of these visits is to orient community leaders about the institutions and respective mandates, address any preconceived misconceptions around reporting cases and accessing services and receive IEC material and information, ultimately bridging the gap between the community and service providers. The dissemination of awareness-raising material is extremely important in creating and matching the increased demand for accessing GBV essential services as a result of awareness-raising activities. In the case of UC Khalisa-1, Rozan organised exposure visits to the women police station, a private shelter and government service providers.

Campaign for dissemination of Awareness raising: Once the Community Change Makers have participated in the series of sessions of the attitudinal change tool kit, attended community theatres, sports events and exposure visits, they are engaged in a large-scale campaign to disseminate material on issues of violence against women and available services for GBV. The process includes a detailed orientation with CLs on the objectives of the campaign and follow up support required to CCMs through CLs. In case of UC Khalsa 1 the CLs and CCMs reached out around 4000/ community men and women through awareness campaign in period of one month.

Engaging with Faith Leaders of the Community

There has been a divided opinion amongst women's rights groups in Pakistan to engage faith leaders in promoting the agenda of gender equality. Women's rights groups have many success stories in this regard but even more have faced backlashes while engaging faith leaders in their work.

In the case of Rozan's work in Union Council Khalsa 1, 50 faith leaders were engaged consisted of 25 men and 25 women. Community Leaders and Group heads of religious organizations played an important role in facilitating access and outreach to faith leaders. Engagement with faith leaders is a gradual process that includes participation in one-on-one meetings, project orientations, day-long training sessions on the concept of gender, understanding issues of violence against women and girls and devising implementation plans to translate learning into actions.

Men and women religious leaders have their own circle of influence. Women religious leaders have a strong influence on young women and girls. As per local practice, women religious leaders teach religious education to women and girls who live in their surroundings. Most of these religious education sessions are held in the houses of women religious leaders. Men religious leaders have more formal structurers, Madrassas (religious education institutions) and/or Mosques, to teach mostly boys and men. In our experience, we observed that response from women religious leaders in Union Council Khalsa was more encouraging than that of men faith leaders. Majority of women religious leaders discussed issues of violence against women

and girls and available services in their religious sermons. They were also more active in mobilizing the community to participate in activities like theatres, training sessions and the dissemination of GBV awareness-raising material.

Though we were able to find some champions among men faith leaders who proactively held discussions with Madrassa students on issues of violence against women, distributed GBV awareness-raising material and facilitated training sessions, however engaging them, as compared to women faith leaders, proved to be more of a challenge. They were resistant to the concept of gender equality and not comfortable to talk about the issue publicly. These dynamics can be correlated with the larger social construct where men seem less receptive to the idea of women empowerment and gender equality.

Establishing GBV Prevention and Response Mechanism

Social change is an incremental process. Hence, it is essential that local resources be mobilised to put in place some structure to address issues of violence against women, children and vulnerable groups as they arise within the community and provide redressal mechanisms. For this purpose, establishing a local GBV prevention and response mechanism in the form of a committee will allow community leaders, change makers and members to continue working on issues of gender-based violence against women and girls after the implementing organisation has phased out.

Selection Criteria for Committee: The committee is consisted of representatives from existing ethnic, religious and minority groups. Participation of women, men youth boys and youth girls are ensured. Number of the committee members can be decided on geographical coverage. The selection criteria also emphasise that members have understanding of existing issues that disproportionately affect women and children. It is important that members have time to give to committee activities and are interested in undertaking new opportunities to learn and transfer skills and build capacities. Most importantly, members need to be entrusted by the community to handle the sensitive issues related to gender-based violence.

Committee Roles and Responsibilities: Roles and responsibilities of the committee are discussed and documented collectively with the committee members. A visioning exercise on the purpose of the committee is carried out. Key functions of the committee include raise awareness on the issues of violence against women and facilitate the survivor to reach out available services and follow up the cases. A norm setting exercise is also done with the committee. It is emphasized that members must be punctual, respectful of each other, openminded and tolerant when speaking about various issues. Any divisions or issues amongst the committee will be resolved through mutual consultation in a meeting. Training on taking meeting minutes and role division is conducted to strengthen the functioning of the committee. Members are part of the committee on a volunteer basis. At the start, committee members should meet after every 15 days. Later, they can meet once every month.

Capacity and Referral Building

Capacity building of the prevention and response committee is an essential element to ensure that survivors receive ethical and sensitive services with support from the committee members. The training includes enhancing knowledge and sensitivities of the committee members on the issues of violence against women and providing them skills to deal with cases of GBV. Ethical issues like confidentiality, informed consent, and do no harm are taken into special

considerations during these training programs. A referral directory is developed listing the available services for GBV survivors in the areas and it is handed over to the committee. The committee is also capacitated on how to update referrals. All these processes make the committee members more confident to deal the cases GBV.

COVID Moving from Off- to Online

In March 2020, community interventions had to be put on halt as result of the COVID- 19 pandemic. For a month, the discussions were around assessing the situation and exploring alternate ways to continue maintaining the connection with the community and carrying out activities. The community mobilization team remained in touch with Community Leaders over the phone to assess the immediate needs of the community, map the public and private sector initiatives addressing practical needs arising as result of COVID and identify CLs who have smartphones. The community was connected to groups providing financial and/or other assistance such as telemedicine, ration support, a government-run cash transfer program and telephone counselling. Similarly, video messages were also shared in the community on the preventive measures to deal COVID-19. Awareness-raising material that Rozan developed on mental health issues in the context of COVID-19 were also disseminated in UC Khalsa 1.

Initially the CLs were not convinced that training sessions can be conducted online effectively. However, the individual and collective community response to the pandemic and related issues helped increase confidence in using technology to continue project activities. The community mobilization team surveyed 70 community leaders, out of which 50 had owned smart phones. Orientations were provided to community leaders on communication apps that offer videotelephony between multiple people, such as Skype and Zoom; majority of them were already using WhatsApp. It was also equally important to ensure that Community Change Makers also have access to and are orientated in the use of smartphones and digital communication platforms. All these steps were not easy to materialize, but it was extremely encouraging to see the interest and dedication of CLs increasing gradually as something that initially seemed impossible was happening. By end of June 2020, CLs conducted 45 online sessions with CCMs on the issues of violence against women and girls.

It is important to mention that there was an acknowledgement among the CLs that amidst COVID -19, a shadow pandemic, violence against women is growing and it requires a collective response from the community. Along with raising awareness, CLs and CCMs connected survivors of violence to GBV essential services and facilitated the case management process.

Gauging the Impact: Evaluation Processes

Partnering with an Academic/Research Institution: Gauging impact of interventions meant to change social norms and behaviours, most of the times is seen as a challenging task. In order to get a greater insight and comprehensive understanding of present sociocultural issues in the selected community, a relevant department of an academic/research institution should be partnered with to develop research plans/tools, conduct community baseline and endline assessments and help to evaluate effectiveness of the project design and interventions. For the interventions in UC Khalsa 1, Rozan partnered with the Department of Social Work, University of Peshawar to conduct base line and end line of the project intervention by using qualitative and quantitative tools. Rozan found this partnership mutually beneficial.

Rozan Monitoring and Evaluation Processes: Along with engaging an external research institution, Rozan's M&E section with support from field staff administers monitoring and evaluation mechanisms, such as a direct observation, participant feedback and use pre- and post-evaluation forms to measure any change in the result of the activity. The content and style of communication in the activities are monitored and evaluated to ensure that facilitation style of Community Leaders is effective, the language used is easy to understand by the community and the content takes into consideration the cultural sensitivities of the context.

A detailed evaluation report of interventions in union Council Khalsa 1 is available.