



**Immersive Pedagogy:
Breakthrough's
Approach to Preventing
and Addressing
Violence and
Discrimination Against
Women and Girls**

Submitted by

PRAXIS

Institute for Participatory Practices





Breakthrough is a human rights organization

seeking to make violence and discrimination against women and girls unacceptable. We use the power of arts, media, pop culture, and community mobilization to inspire people to take bold action to build a world in which all people live with dignity, equality, and justice.

We create groundbreaking multimedia campaigns that bring human rights issues into the mainstream and make them relevant and urgent to individuals and communities worldwide. These, along with our in-depth training sessions with young people, government officials, and community members, have inspired a new Breakthrough Generation of leaders to initiate change in the world around them.

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Abbreviations

ADDIE: Analysis, Design, Development, Implementation, and Evaluation

CEDAW: Committee on the Elimination of Discrimination against Women

CEP: Community Empowerment Programme

CMC: Community Management Committees

DV: Domestic Violence

HIV/AIDS: Human immunodeficiency virus infection/acquired immune deficiency syndrome

ID: Instructional Design

M&E: Monitoring and Evaluation

MoU: Memorandum of Understanding

NGO: Non-Governmental Organisation

NNVAW: National Network on Violence Against Women

PME: Participatory Monitoring and Evaluation

SDSI: Somos Diferentes, Somos Iguales

STC: Save The Children

TNA: Training Needs Assessment

UNICEF: United Nations Children's Fund

UNTF: United Nations Trust Fund to End Violence against Women

VAWG: Violence Against Women and Girls

Introduction

Breakthrough is a human rights organisation. We envision a world in which all people enjoy their human rights and live with dignity, equality, and justice.

We can build this world by making violence and discrimination against women and girls (VAWG) unacceptable, by transforming the norms and culture that enable it. By building a critical mass of change agents—the Breakthrough Generation—we can bring about this transformation.

We create innovative, relevant multimedia tools and programmes to reach individuals and institutions where they are, and inspire and equip them to act for change in their own spheres and beyond.

In 2010, a few organisations came together to explore their capacity to stage edutainment campaigns they had adapted to their own specific dynamics of VAWG—not in an academic way, but in practice. The project aimed to contribute to a serious reduction in the incidence of VAWG, by reaching VAWG, 2.2 million men and women in the 12–40 age group, and inducing them to change their attitudes, speak out on the issue, and act. The project operated in several countries—Nigeria, Bangladesh, Pakistan, Afghanistan, Cambodia, Vietnam, Egypt, Sudan, Somalia, Rwanda, Niger, and Mali—in alliance with twenty-four leading women’s empowerment NGOs and eight women’s empowerment alliances. It worked to build (and improve) the capacity of these organisations to stage good and effective campaigns against VAGW; challenge existing norms, beliefs, and attitudes; and gain the potential to scale up their reach and impact.

Breakthrough used the learning from these organisations for this immersive pedagogy. The organisations that Breakthrough also studied during and for this learning journey were Soul City and Puntos de Encuentro). These organisations conducted extensive capacity building programmes, including training, mentoring, and coaching. Above all, however, these organisations made participants design, implement, and run edutainment programmes; took them through all the steps; and taught them to systematise the steps in terms of relevance, reach, and impact. They were linked to a thriving community of practitioners, the women’s movement, production companies, media houses, broadcasting companies, and cellular phone and internet service providers, who could also apply this newly acquired competence to plan major campaigns and mobilise resources and co-investments.

Breakthrough used similar techniques and methodologies in the context of discrimination and violence against women and girls with communities and organisations in India. In the course of this project, Breakthrough documented the processes, theories, and practices we follow to identify, create, and equip change makers in the journey of learning and sharing. This journey has

been developed into a pedagogy to help bring about this process of change in norms and culture, and to build the Breakthrough Generation. The pedagogy comprises four sections.

Section 1 provides an overview of violence and discrimination against women and girls, and outlines approaches from across the world that use mass media and edutainment to address the problem. This section emphasises the socio-ecological model of violence, the need to see violent and abusive behaviour as the result of the perpetrator's social ecology, and the need to address norms that perpetuate violence. Additionally, the section provides an overview of the limitations of the existing evidence base on violence against women, and broaches questions of the scale and depth of ongoing interventions.

Section 2 describes Breakthrough's fifteen-year journey of learning and implementing programmes that use media campaigns, community mobilisation, training and capacity building, and monitoring and evaluation. The section discusses how Breakthrough has systematised its learning through the learning and sharing process, and created a pedagogy premised on an experiential, collaborative, and evolving model, which we call the 'Immersive Model'. The section also explains how Breakthrough has used this model to outline its approaches to building partnership and capacity development.

Section 3 explains the rationale of this pedagogy, and how it can help organisations. This section also elaborates on its content, including information on and experiences of working with organisations in India; getting to know the partners and the diverse contexts—social, economic, religious, and more; the training provided to partners; and the designing and piloting of a media campaign. The tools and modules used in the training are listed in the annexure.

Section 4 provides an overview of how Breakthrough's partners have adapted and implemented the outcomes envisaged from this pedagogy. It describes the lessons and learning from the journey. Finally, it describes how Breakthrough uses the pedagogy to assimilate practical knowledge on strengthening the response to the issue of VAWG, systematise it, and share it with partners around the globe. It also suggests some tools, techniques and methodologies that can be used by organisations.

Section 1

Violence and Discrimination against Women and Girls

Violence against women is defined by the UN as 'any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following:

(a) physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;

(b) physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

(c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.'

Source:

A/RES/48/104, 85th plenary meeting, 20 December 1993, <http://www.un.org/documents/ga/res/48/a48r104.htm>



Violence and discrimination against women and girls (VAWG) is pervasive the world over. The latest estimate is that 35 percent of women worldwide have experienced violence—either physical and/or sexual intimate partner violence, or non-partner sexual violence.¹ More horrifying than the scale of the problem is that violence against women and girls is considered normal. A UNTF Breakthrough study² shows that

- 54.3 percent of men think that harassing women in public spaces is merely a form of entertainment;
- 42 percent of women too feel that harassment is a form of entertainment for men and boys;
- 56.2 percent of women (over half the women surveyed for this study) said the main reason for violence is that they are women or girls;
- 76.3 percent of women are apprehensive of public spaces for fear of harassment;
- 73.4 percent of men ascribe harassment to the way women and girls dress; and
- 33.5 percent of women completely agree with this, while 35.8 percent of women partially agree with this.

Women and girls exist in a socio-economic-political context in which discrimination is rooted; violence is both the cause and consequence of this discrimination. There was a time when even an attempt to distinguish between the 'public' and the 'private' met resistance, and there was the refusal to even admit that violence against women is a problem. Since then, it has been a long journey to the historic Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1979 and the Vienna Declaration in 1993. Increasingly, nation states have enacted legislation to prevent violence and discrimination against women and girls, and the issue of violence and discrimination against women and girls (VAWG) has become an integral part of the human rights discourse.

1 World Health Organization, 2013, Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence

2 The United Nations Trust Fund to end violence against women (UNTF) supported Breakthrough in 2014 to work on creating young social change actors who can combat domestic violence and sexual harassment in public spaces. Part of the grant funded a study on sexual harassment in public spaces, which Breakthrough conducted in 2015.

Despite a spate of progressive legislation in recent years, VAWG remains endemic. There is a consensus that

- the situation is alarming;
- legislation alone cannot be the solution;
- the question of justice and services for victims, though extremely important, must not detract from the need to address the structural causes of violence and discrimination against women and girls; and
- a holistic approach is necessary to bring in change.

The holistic approach implies that

- legislative steps must be combined with efforts to redress the structural causes of violence and discrimination against women and girls;
- investigation, punishment, justice, relief, and reparation to victims must be matched by an equal effort to address norms and attitudes towards violence; and
- one must move from addressing the symptom of the problem to its root cause/causes.
- There is a need for approaches on VAWG to
- be multi-sectoral and multi-level;
- combine approaches in multi-pronged strategies; and
- address intersectional issues.³

Because of the manner in which the media normalises violence against women, feminist scholarship considers it part of the problem, rather than the solution. Nevertheless, and increasingly, there is the recognition that the media can also challenge the norms that condone such violence, and so can become an important ally in the task of ending VAWG. The story of Breakthrough illustrates how mass media can serve as a critical tool to influence and create spaces for social, cultural, and normative change.⁴ Edutainment is known to be especially useful in moulding attitudes, norms, and behaviour. Creative strategies that use art, music, drama, street theatre, and murals as a medium to spread awareness have the power to encourage reflection and change norms.

By using mass media and popular culture, Breakthrough aims to reach audiences in large numbers and initiate a process of reflection and change. We believe that the media, in all its forms, can create spaces for social, cultural, and normative change; but, to reach both depth and scale, community mobilisation and leadership development activities must complement the use of media. It is out of the belief that the media is an indispensable ally that the learning and sharing process was born (see Annexure 1). The process envisions the use of popular culture and mass media in accelerating social change in the areas of gender, sexuality, and human rights.

3 Virtual Knowledge Centre to End Violence Against Women, <http://www.endvawnow.org/en/articles/1152-lessons-on-approaches.html?next=1153>

4 Making a Difference: Strategic Communications to End Violence against Women©2003 The United Nations Development Fund for Women

5 <http://www.soulcity.org.za/projects/previous-advocacy/violence-against-women;>
<http://r4d.dfid.gov.uk/Project/60201/>

1.1 Using Mass Media to Address VAWG

Organisations have been using mass media to address VAWG in different contexts. We describe below seven such initiatives that were reviewed.

Soul City, South Africa: Since 1991, Soul City has been using multimedia, entertainment–education strategy to generate discussion on various development concerns and raise awareness. This strategy uses television plays, radio, and print material. In 1999, to ensure the speedy and effective implementation of the Domestic Violence Act in South Africa, Soul City and the National Network on Violence Against Women (NNVAW) conducted an advocacy campaign using lobbying, news media, and social mobilisation. Through television and radio plays, Soul City educated the public about the new law. They brought in celebrities to espouse the cause, and generated extensive media coverage.⁵ Series Four of Soul City dealt extensively with violence against women, and roped in the community to take a stand on VAWG. It provided role models of non-sexist men. Influential figures in the community spoke out against violence. Series Four consisted of a thirteen-episode prime time television series; a forty five-episode radio drama in nine languages; distribution of three full-colour information booklets; and community events (including school-based programmes).

Participants reported a decrease in their acceptance of intimate partner violence and an increase in the belief that communities can play a role in preventing intimate partner violence following the series.

World Health Organization

Evaluation of Series Four of Soul City has shown a positive impact between exposure to Soul City media and small increases in knowledge and awareness related to the

- severity of domestic violence;
- definition of violence against women (domestic violence, in particular);
- status of the law on violence against women; and
- what to do, and where to go, in cases of violence

The evaluation has also demonstrated improvements in attitudes on issues such as whether

- violence against women is a private issue;
- women should put up with abuse;
- women deserve to be beaten; and
- the seriousness of violence against women.

Soul Buddyz is a multimedia edutainment vehicle grounded in the belief that children form attitudes designed to promote the health and well-being of aged 8–12 years. Grounded in the belief that attitudes are formed during this critical time, Soul Buddyz uses

television, radio, and print material to reach out to disadvantaged children, targeting changes in behaviour, attitudes, increasing awareness and knowledge and shifting social norms.⁶

Puntos de Encuentro, Nicaragua: Puntos de Encuentro (Meeting Points), a Nicaraguan feminist organisation, has launched several campaigns.

- Speaking out
- This body is mine: say no to sexual violence
- Let's be different: no more violence in the streets, at home or in bed
- Next time they raise their voice ... will be to congratulate you
- Violence against women is a disaster that men can avoid

The organisation uses edutainment and popular education to encourage reflection and dialogue,⁷ and has successfully employed a range of strategies based on mass media—TV and radio ads, rock concerts, bumper stickers, billboards, posters, and pamphlets. Their Somos Diferentes, Somos Iguales (SDSI) strategy combines edutainment programmes, social mobilisation, and local capacity building to encourage individual behaviour change, interpersonal communication, social support, and collective action.⁸

One of their campaigns built on the idea that violence against women constitutes a 'disaster' in terms of damage to people and society, and that—unlike a hurricane, which is a natural phenomenon—male violence is not 'natural' or unavoidable. In 1998, Hurricane Mitch had devastated Nicaragua. In 2000, Puntos designed the 'masculine violence as disaster' campaign that connected with that experience. To execute the multimedia campaign, it allied with local governments, media, and journalists; 250 grassroots organisations; and NGOs. Evaluations revealed that 40 percent of the men exposed to the campaign said it helped them introspect, and 85 percent said they changed.⁹

Sexto Sentido, the most viewed programme of Puntos, and hailed as 'an exceptional case of entertainment—education'¹⁰, uses a lot of evidence-based programming, and both formative as well as summative research and evaluation, to design its communication processes.¹¹ Sexto Sentido, which reaches 75–90 percent of young people in Nicaragua, has de-stigmatised HIV/AIDS among the population, and has been replicated in other Latin American countries, such as Bolivia.

Sexto Sentido

- had a proven impact on attitudes towards gender equity (in 11–22 percent)
- reduced the stigma of HIV/AIDS (in 17–20 percent)
- allowed for increased use of support centres in case of sexual violence (in 17–29 percent)
- induced more interpersonal communication on sexuality (in 21 percent) and on HIV/AIDS (in 18–23 percent)
- increased condom use (in 18 percent)¹²

Tostan, Senegal: Tostan, which means breakthrough, was founded in 1991. Its community empowerment programme (CEP) addresses violence. As part of the CEP, interactive discussions give girls and women the confidence to speak up, and provide them the knowledge and skills to improve their status. The CEP comprises human rights sessions, which makes them aware of their right to protection from violence. Community management committees (CMC) organise public declarations on the abandonment of harmful practices, such as female genital cutting and forced marriages. This knowledge, and these skills and attitudes, are spread among the community through radio broadcasts and other activities that raise awareness. Over time, these activities, and their dissemination, begin to build a critical mass of people who seek to bring about positive social change in society.¹³

We Can, Global: An Oxfam initiative launched in 2004 in Bangladesh, WeCan is a platform of CSOs, institutions, and individuals. By changing the social attitudes, behaviours, and practices that promote violence against women, We Can aims to end it. Its preventive, mass campaign approach mobilises communities by organising marches, rallies, gatherings, discussions, seminars, workshops, press conferences, and cultural events. We Can disseminates messages through mass media, such as advertisements on local cable TV channels, posters, booklets, leaflets, flip charts, and through innovative use of methods that incorporate social messaging into existing folk art, like murals, and on the sides of rickshaws, horse carts, and vans.¹⁴

Freedom from Fear, Western Australia: Freedom from Fear is a long-term, non-punitive, community education programme that works with perpetrators, and potential perpetrators, of violence against women. It utilises television, radio, and print to induce behaviour change in men.¹⁵

UNiTE, Global: UNiTE Artists Network was launched in 2011 in Panama. Its campaign, UNiTe to End Violence Against Women, engages artists to spread the message. It holds workshops for artists, which generate new ideas and messages. The Network composed a song and used social media to support the cause.¹⁶

Jagori, India: Jagori uses innovative ways to inform, inspire, and empower women. Recently, it launched a CD of songs on the themes of ending violence against women, involving men and boys in the movement for gender justice, and the ongoing One Billion Rising campaign. The CD is titled Hinsa Mitayen, Pyar Phailayen (Eliminate Violence, Spread Love), and the songs are composed by Kamla Bhasin, a well-known feminist.¹⁷

6 <http://www.soulcity.org.za/projects/soul-buddyz>

7 <http://www.puntos.org.ni/index.php/en/strategies/mass-communication-strategy>
[http://www.endvawnow.org/uploads/browser/files/Sexto per cent20Sentido.pdf](http://www.endvawnow.org/uploads/browser/files/Sexto%20per%20cent20Sentido.pdf)

8 Clemencia Rodríguez, From the Sandinista revolution to telenovelas: the case of Puntos de Encuentro <http://bibliotecavirtual.clacso.org.ar/ar/libros/edicion/media/30chapter23.pdf>

9 Clemencia Rodríguez, From the Sandinista revolution to telenovelas: the case of Puntos de Encuentro <http://bibliotecavirtual.clacso.org.ar/ar/libros/edicion/media/30chapter23.pdf>

10 11 12 Clemencia Rodríguez, From the Sandinista revolution to telenovelas: the case of Puntos de Encuentro <http://bibliotecavirtual.clacso.org.ar/ar/libros/edicion/media/30chapter23.pdf>

12 Sexto Sentido (The Sixth Sense) is a homegrown, youth-oriented 'social soap' TV series. It is a hybrid of the telenovela format, popular in Nicaragua, and of a commercial series like Friends. Sexto Sentido shows how working class teens and young adults deal with rites of passage, such as the trials and tribulations of relationships. It portrays complex themes, such as sexuality, gender, and reproductive rights, in the context of sex, violence, and discrimination. An impact evaluation of the second phase of Sexto Sentido, 'We're Different, We're Equal', was carried out in partnership with PATH, Leon University, and USAID's Horizons Project.

13 Taking Action to End Violence Against Women and Girls: How the Tostan Program Addresses Gender-based Violence, <http://tostan.org/news/taking-action-end-violence-against-women-and-girls-how-tostan-programme-addresses-gender-based>

14 <http://www.wecan-bd.org/>; <http://bangladesh.wecanglobal.org/>

15 http://www.aic.gov.au/media_library/conferences/criminality/gibbons.pdf

16 <http://www.un.org/en/women/endviolence/orangedayseptember2014.shtml>

17 <http://jagori.org/jagori-releases-new-songs-on-ending-violence-redefining-masculinities>

1.2 The Socio- Ecological Model on Violence

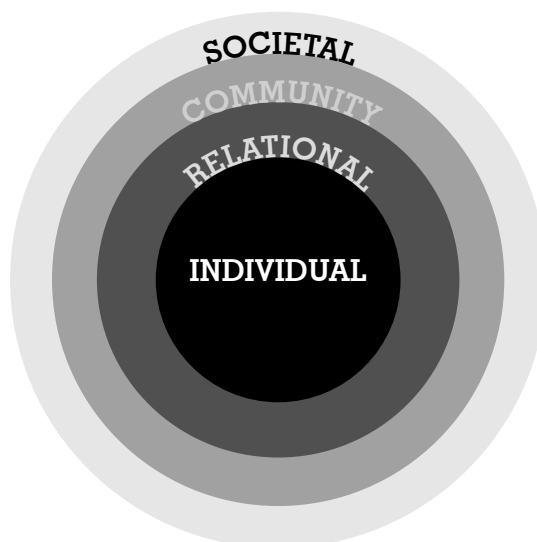


Figure 1 Socio-ecological model

A CLOSER LOOK AT EACH LEVEL OF THE SEMSOCIO- ECOLOGICAL MODEL

Individual

Identifies biological and personal history factors, such as age, education, income, substance use, or history of abuse, that increase the likelihood of becoming a victim or perpetrator of violence.

Relationship

Examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle—peers, partners, and family members— influences their behaviour and contributes to their range of experience.

Community

Explores the settings, such as schools, workplaces, and neighbourhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.

Societal

Looks at the broad societal factors, such as health, economic, educational, and social policies, that help create a climate in which violence is encouraged or inhibited and help to maintain economic or social inequalities between groups in society.

Breakthrough believes in the socio-ecological model, wherein engagement with different groups and stakeholders is considered necessary for sustained change. The premise of the ecological model is that no single factor causes partner violence. Abusive behaviour is a function of many factors that interact at different levels of the 'social ecology'. The 'social ecology' includes the life history of the abuser, personality traits, traumatic scars, the context and situational factors, and norms and expectations, that are in turn influenced by structural factors such as religious institutions, ideology, distribution of economic power, etc.¹⁸

The ecological framework considers interpersonal violence the result of interaction among several factors that operate at four broad levels—individual, relationship, community, and societal.

Whether one is a victim or perpetrator of violence depends at the individual level on factors such as the treatment received during childhood, experience of abuse, psychological or personality disorders, and alcohol and/or substance abuse.

Factors that operate at the relationship level include having violent friends, family, partners, and peers.

Factors at the community level include schools, neighbourhoods, and workplaces.

At the societal level, social and cultural norms either encourage or inhibit violence. Other factors include economic and social policies, the availability of weapons, etc.¹⁹ Each level of the socio-economic model is a level of influence on behaviour. The socio-ecological model renders it possible to address risk and protective factors and design prevention strategies that can be used at each level, depending on the context.²⁰

Belief in the socio-ecological model implies that Breakthrough works across various levels—individual, family, community, and society, recognising the interconnectedness of each level and designing/helping design a continuum of activities and programmes that address the multiple levels/factors.

Breakthrough works towards achieving change through transforming norms and values that enable violence and discrimination against women and girls. This results in change to prevent the incidences of violence and discrimination at three levels—global, families and communities, and individual.

Transformation of norms and values at the global level is possible when global and local constituencies act to make violence and discrimination against women and girls unacceptable. Violence and discrimination against women and girls is high on the public agenda for a sustained period. This can be achieved through

- traditional and non-traditional partnerships that prioritise issues related to violence and discrimination against women and girls in their work;
- alliances formed to contribute to this movement; and
- people and groups who challenge violence and discrimination against women and girls are identified, nurtured and equipped to take action.

18 Lori L. Heise, What Works to Prevent Partner Violence An Evidence Overview, Expert Group Meeting, Prevention of violence against women and girls, Bangkok, Thailand 17-20 September 2012, UN Women in cooperation with ESCAP, UNDP, UNFPA, UNICEF and WHO

19 <http://www.who.int/violenceprevention/approach/ecology/en>

20 http://www.cdc.gov/ViolencePrevention/pdf/SEM_Framework-a.pdf

Breakthrough's Theory of Change



Individual men and women perceive violence as a personally relevant and trigger cultural and structural change that promotes gender equality

+



Families and communities condemn violence and discrimination against women and girls and support women who experience it

+



Local and global constituencies take action to make violence and discrimination unacceptable

Figure 2: Breakthrough's Theory of Change

When families and communities condemn violence and discrimination against women and girls, and support those who experience violence to address or intervene, the transformation of norms and values begins to effect change:

- duty bearers and institutions respond promptly and effectively to violence and discrimination against women and girls;
- those who are affected or experience violence and discrimination have direct access to duty bearers and services at the community level;
- families, communities, and leaders demand support systems for violence and discrimination against women and girls, and access these; and
- community influencers know how to respond to incidences of violence and discrimination against women and girls.

Individual: Change is effective when individuals acknowledge that violence and discrimination against women and girls is personally relevant. This triggers a cultural and structural change that promotes gender equality:

- men become role models for new and diverse expressions of masculinities and positive behaviours that value the human rights of women and girls;
- men hold themselves and others personally accountable for challenging traditional models of masculinities and social impunity that enable violence and discrimination against women and girls by men;



- men and boys are aware of gender norms that contribute to violence and discrimination against women and girls, and actively support gender equality;
- women and girls break the silence around violence and discrimination against them, challenge gender norms, demand justice, and can access resources and duty bearers; and
- women and girls are aware of their human rights and exercise these.

This transformation and change can be effected by equipping men and boys, women and girls, communities, and institutions to challenge the status quo through campaigns, community mobilisation, and leadership development. Such change can be achieved also by setting agendas and transforming narratives so that make human rights becomes everyone's concern. The scale, reach, and impact of this change can be achieved through building partnerships. Additionally, it is imperative to seize attention and shift norms using arts, media, popular culture, and technology. This can be furthered through the process of learning and sharing to enable constant innovation and collaboration for a maximum collective impact.

1.3 Need to Challenge Norms that Promote a Culture of Violence

Increasingly, programmatic interventions on violence and discrimination against women and girls have been focusing on social change, rather than on legal and implementation issues. However, there continues to be a tendency to target behaviour change without necessarily venturing into the sensitive domain of confronting norms. Breakthrough believes that for a prevention programme based on mass media and popular culture, it is imperative to target both normative and behavioural changes.

Norms are informal understandings and social attitudes that govern behaviour through exercise of social control. Largely, norms rooted in tradition and culture govern an individual's behaviour (violent towards women and girls, or not violent; discriminatory against women and girls, or not discriminatory) as well as attitude towards violence and discrimination. Any programme on violence and discrimination against women and girls that targets behaviour change can be sustainable only if norms sanctioning (or not sanctioning) such violent behaviour are deconstructed and changed. Social norms and attitudes that perpetuate a culture of acceptance and acquiescence to violence and discrimination, not only of men but also of women, need to be systematically targeted and changed for any substantial change to happen.

To strike at the root of VAWG, what is Breakthrough trying to change? The range of diverse, yet inter-related, issues that work to build and perpetuate a culture of violence against women and girls:

- notions of masculinity;
- gender stereotyping;
- gendered socialisation;
- societal expectations, entrenched patriarchal norms valuing male progeny over female;
- the disadvantaged position of women and girls vis-a-vis access to resources and exercise of power; and
- the acceptance of violence and readiness to resort to it.

Changing the culture and norms that 'normalise' violence and discrimination against women and girls is even more challenging, because these are

- deep-rooted;
- require attitudinal changes;
- require deconstruction—in most cases, this means treading into the 'private' domain and also into the domain of 'tradition' and 'culture', neither of which is static.

Any attempt to change a culture that 'normalises' violence is a challenging, long-drawn process, as it is necessary to analyse which elements of the culture are amenable to change, which are resistant, what is changing, and what is not. Ways of life and of thought, and ideas and values, are continually mixing, changing, mutating, and evolving; this makes the challenge even more difficult.

1.4 Need for Evidence-Based Programmes

Breakthrough believes that evidence-based programmes are needed for violence against women and girls. The currently available body of evidence that has informed strategies and programmes is tilted heavily in favour of high- and middle-income countries. Overwhelmingly, high-income countries form the source of the evidence base on

- the most prevalent form of violence;
- the prevalence rates of different forms of violence;
- the risk factors;
- what can effectively reduce both the problem and risk factors;
- if laws help change norms;
- the impact of interventions;
- the effectiveness of programmes that target multiple drivers of violence; and
- what should be prioritised in future programmes.

What works in a high-income country may not work in a low-income country. Similarly, what works in one type of violence against women may not work in another form of violence. Breakthrough believes in the urgent need for an evidence base and a common understanding of the problem in the Global South.

There has been concern over the rarity of evidence-based evaluation of programmes on violence and discrimination against women and girls, especially of those programmes that seek to bring about change by addressing norms. Challenges in the evaluation of norm-based interventions include

- confounding factors, such as the rare use of actual violence as an outcome measure;
- difficulty in the selection of comparison groups; and
- lack of clarity with regard to mechanisms used.²¹

Since the problem is complex and deep-rooted, there cannot be any one ideal, model programme on violence and discrimination against women and girls; a 'one size fits all' approach cannot work. The need for evidence-based programmes, tailored to the specific needs of regions and cultures, has increasingly been iterated. What is required is not merely data on violence and discrimination against women and girls, but data at multiple levels, of what works, what has worked, and what has not. We need data that helps us understand the complex interplay of factors, such as how women are positioned within existing hierarchies; the kind of inequalities and discrimination women face; and how vulnerable women and girls are. It is also necessary to disaggregate the database by caste, religion, ethnicity, age, etc. We must understand that women and girls are a heterogeneous group, and tailor programmes to suit their multiple identities, to ensure that these programmes are effective.

21 Changing cultural and social norms that support violence, Series of briefings on violence prevention: the evidence, WHO, 2009

1.5 Talking about VAWG through Scale and Depth

The scale of the ongoing efforts to end violence and discrimination against women and girls does not match the scale of the problem; more needs to be done, and concern has been expressed over this.²² While states have ratified treaties and amended their legal frameworks accordingly, gaps remain in implementation aspects, such as lack of technical capacity, inadequate resources and mechanisms, limited coordination and collaboration, and lack of political will.²³ Strategies adopted to address the problem have tended to be fragmented. Until the first decade of the 21st century, relatively little work had been done on the prevention aspects of the problem.²⁴ Of late, however, there has been considerable development in both the theory on the prevention of violence and its practice.²⁵

Given the scale of the problem, the big challenge is to create sustained, multi-sector, coordinated efforts to root out the problem. Solutions cannot be brought about by programmes that are limited or one-off, single-sector, or short-term, or those that target small geographical regions and groups. Breakthrough believes that the effort to prevent violence and discrimination against women and girls must have both scale and depth to be sustainable and effectively reach large numbers and impact norms and the culture of acceptance of violence—despite the difficulties in designing and initiating such programmes.

Over the past two decades, there has been enormous growth in both the number and breadth of interventions in diverse settings to address violence against women and girls. In low-income and middle-income countries, the focus has been largely on preventing violence. Evidence suggests that multi-sectoral programmes that engage with multiple stakeholders are the most successful. Community mobilisation models have resulted in measureable effects at the community level. Though some of these models have successfully used social media, and some innovative edutainment programmes have been devised, there is little to suggest that social communication programmes alone can reduce violence. Studies also show the potential benefits from the integration of violence prevention into existing development platforms, which allows scalability.²⁶

To design programmes that prevent violence and discrimination against women and girls, actors and organisations require skills. The challenge is to deliver the appropriate messages on violence to the maximum number as quickly as possible. One way to do this is to build the capacities of organisations, across boundaries, to design low-cost prevention programmes—to challenge norms, bring in social change, and sustain that change. Therefore, instead of treating stakeholders and organisations as passive recipients of its initiatives, Breakthrough believes in building their capacities to design their own programmes based on their specific context. The learning and sharing process was conceived to help various capacity-based organisations to design their own social change communication campaigns using popular culture and art. It is a customised course that focuses on a conceptual study of how popular culture and mass media can accelerate social change, especially in the areas of gender, sexuality, and human rights.

22 Close The Gap, How To Eliminate Violence Against Women Beyond 2015, Oxfam Briefing Note, 11 March, 2014

23 UN Special Rapporteur on Violence Against Women, 2013

24 Ertürk Y (2006) Integration of the Human Rights of Women and the Gender Perspective: Violence against Women – The Due Diligence Standard as a Tool for the Elimination of Violence against Women, Report of the Special Rapporteur on violence against women, its causes and consequences,

25 Lara Fergus, Prevention of violence against women and girls, Expert Group Meeting Prevention of violence against women and girls Bangkok, Thailand, 17-20 September 2012, UN Women

26 Mary Ellsberg, Diana J Arango, Matthew Morton, Floriza Gennari, Sveinung Kiplesund, Manuel Contreras, Charlotte Watts, Violence against women and girls, Prevention of violence against women and girls: what does the evidence say? The Lancet, November 21, 2014

Section 2

Emergence of an Immersive Pedagogy

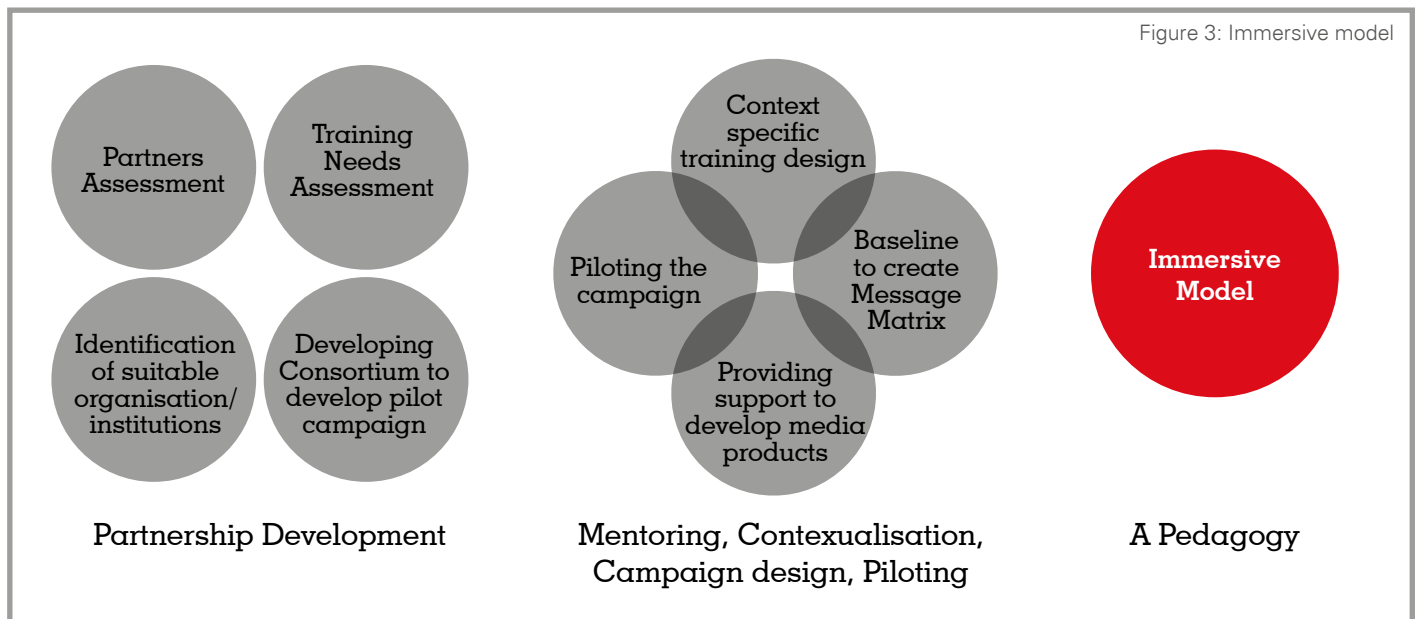
2.1 Consolidation of Breakthrough's Learning: Emergence of the 'Immersive Model'

In its fifteen years of learning, Breakthrough has implemented programmes of all types: media campaigns, community mobilisation, training and capacity building, and monitoring and evaluation. Over the past three years, Breakthrough has systematised this knowledge into sessions and taught to NGOs in a classroom scenario. Further, Breakthrough offers to mentor them in piloting scalable campaigns. Key Breakthrough staff build on-the-ground practices and the architecture of the learning and sharing process and the curriculum, and support participating NGOs to use this learning to implement programmes. This includes a full 360-degree approach of developing an intervention, involving monitoring and evaluation design, to creation of campaigns, to the development of a curriculum and implementing them in select sites. What sets this effort apart is that it addresses only NGOs willing to work or working on VAWG. VAWG. Participants and facilitators come from different backgrounds, and have their unique perspective on how methodologies can be adapted to varying contexts. Thus, a system of learning has evolved in which both facilitators and participants can contribute; this allows for constant evolution, as we see in the example below.

In some countries in the South-east Asia, it is difficult to even utter the terms sexual harassment. The problem is in using the word 'sexual'. People step back and do not want to talk on the issue. So we need to start with – do you experience people/men staring at you at market or someone trying to touch you or your dress and then say this is sexual harassment.

The most challenging and critical factor of the success of this process is that it is not just an individual participant who learns to do things in a different way; through this participant, the entire organisation learns a methodology of scaling programmes and adopts it.

A participant in one of the workshops mentioned that he now comprehends the various aspects of designing a communication strategy, and that his organisation has started using the concept in dealing with clients. Another participant observed, 'This training has completely changed the way I view media campaigns. Elements of planning, developing messages and monitoring and evaluation have been discussed. I feel confident about incorporating my learning into my organisation's work.'



2.2 What is the Immersive Model?

The Immersive Model is a pedagogy that derives principles from the experience of programme implementation. Instead of pre-conceiving a model and thrusting it upon partners, we used our journey to develop this model. It is experiential, collaborative, and partner-driven; it evolved over time, adapted itself to partners' needs and requirements, and therefore produced tangible results. The journey of this programme involves partnership development, contextualisation of training, campaign designing, and developing pilot campaigns by mentoring throughout the process until the implementation of the pilot campaign.

The immersive model was born out of a series of convictions:

- popular culture and mass media can accelerate social change, especially in the areas of gender, sexuality, and human rights;
- using media is not necessarily expensive;
- grassroots organisations can also design their own social change communication campaigns;
- initiating a dialogue with like-minded organisations on the issue of violence against women is long overdue;
- achieving scale on VAWG is important;
- building capacities of organisations working on VAWG is necessary; and
- it is imperative to work in partnership with organisations.

2.3 The Challenges of Working on an Ecology Model

Prevention programmes grounded on the ecology model (see Section 1.3) must go beyond the act of violence and address the 'social ecology' of the perpetrator. The intervention has to target multiple levels of influence—at the level of the individual, relationships, community, and society. Each level has to be seen as a key point/ opportunity to prevent violence, and strategies developed to address each level of influence. The intervention must be based on an understanding of the ecology of violence in the programme area; it must assess the gaps, and plan activities to address these. Understandably, then, it is imperative to work with multiple stakeholders.

All organisations working on VAWG, or intending to work on it, do not have the capacity, skill, or resources to work on the 'social ecology' model, or the capacity to integrate theory and practice, and research and activities. These inadequacies restrict organisations from addressing the problem of violence. To help them build the necessary capacities and skills Breakthrough formed the learning and sharing process.

2.4 Role of Breakthrough in the Model

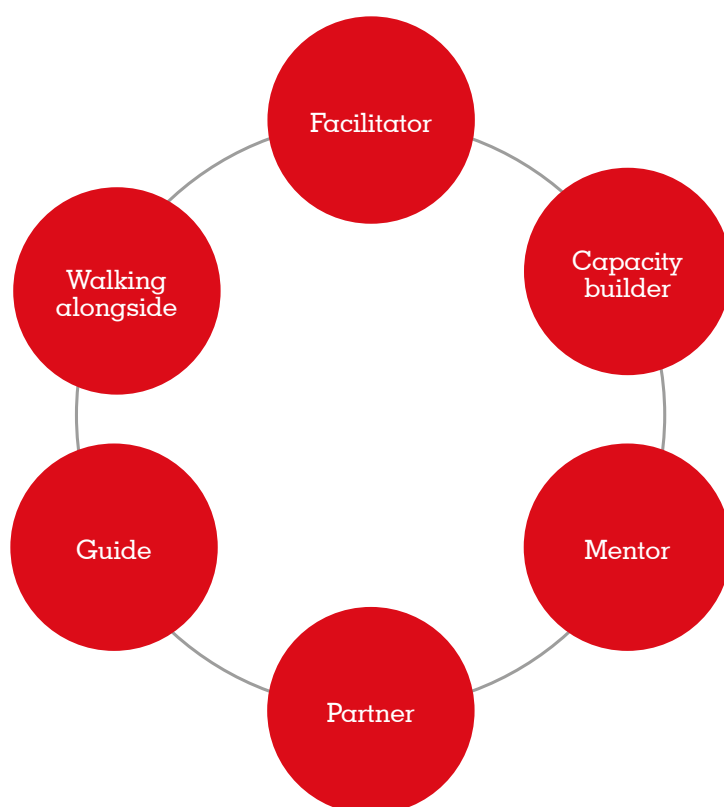


Figure 4: Role of Breakthrough in an immersive model programme

Breakthrough developed the Immersive Model to showcase the capacity building approach. We learned from our experience over the years of rolling out the Bell Bajao campaign, partnering with various organisations in India to build their capacity, mentoring organisations throughout the process, and providing handholding support in developing media campaigns. A rigorous review has been part of the evolution of the Immersive Model.

2.5

The Evolution of the Immersive Model

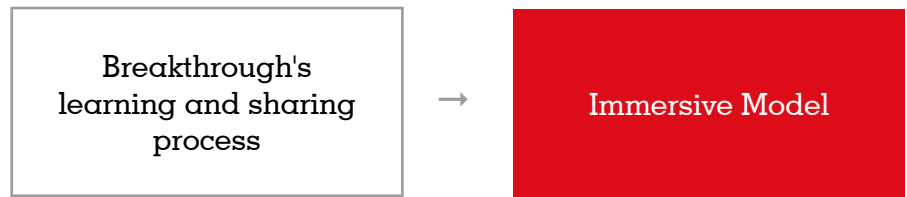


Figure 5: The evolution of Breakthrough's Immersive Model

The first step in the journey was to identify partners, understand the contexts in which they operate, and assess their existing skill base and needs, which we called the training needs assessment (TNA). Then, we developed an appropriate curriculum, which included a review of material already created and used by partners, and a discussion on its gaps and strengths. Based on these steps, the pilot campaign was developed and implemented. Each step of the journey was innovated, and the entire process was participatory. Breakthrough encouraged partners to plan the project and implement it, and facilitated them in doing so.

Start of the journey

The success of the Bell Bajao campaign spurred Breakthrough to think of ways to broad-base our learning to help grassroots organisations design their own media campaigns. We conceived of the learning and sharing process, a customised course that focuses on a conceptual study of how culture and mass media can accelerate social change, especially in the areas of gender, sexuality, and human rights.

Partnership building

Breakthrough has built partnerships with like-minded organisations and institutions to build their capacities, using several experimental approaches (partner and contextual assessment, TNA). These helped organisations to create partnerships, develop MoUs, context-specific and need based training to build capacity, provided handholding support in the process of developing media campaigns, M&E design, fund raising, and pilot test.

Breakthrough organised several trainings, consultations, workshops, and meetings on various thematic areas to facilitate the process and build the capacity of partner members to enable them to conceive their own programmes, design their own media strategies and communication material, and implement the programme.

Evolving and moulding the training

The process was rolled-out in the first round, and then the changes were incorporated and taken back to the partners.

Many organisations approached Breakthrough to guide them to develop media campaigns and share the experiences of the Bell Bajao campaign in detail. Breakthrough customised a course for a few partners in India.

Review of all approaches

Taking support from an external agency Praxis, Breakthrough reviewed all the processes and approaches and documented its learning. This guided the development of the Immersive Model pedagogy.

2.6 Is the Immersive Model Replicable?

Since the Immersive Model was designed and piloted with Breakthrough partners in India, it has evolved at every step. It is an open model, an open space that any organisation can adapt to its context and needs. Its beauty lies in its constant evolution and its replicability in similar contexts.

The replicability of interventions on violence against women has so far been assessed on its impact, and on how effective, cost effective, and sustainable the intervention has been. There are two types of indicators of the possibility of replication—tangible and intangible. Tangible indicators are those which have to be followed to ensure outcomes; intangible indicators denote scope of change in the program, if needed.

Tangible	Intangible
Partner needs assessment Handholding support in baseline Handholding support in developing media campaign(messages, content, quality, type of product, etc.) Contextualised training Quality of training Designing quality media campaign Designing quality media campaign	Identification of organisations/institutions Context specific M&E (issue, nature of partnership, nature of media campaign) Entire programme can be contextualised based on any issue Fundraising

Figure 6: Replication Indicators



Section 3

The Pedagogy in Practice

3.1 The Thought behind the Pedagogy

Based on the immersive model described in Section 2, Breakthrough has developed a pedagogy that brings its learning to life and that, it is hoped, will build the capacities of organisations working on VAWG and other thematic areas.

3.1.1 Why this Pedagogy?

Practitioners who have rolled out the Bell Bajao campaign and learned from those experiences have developed this pedagogy, to build a community of practitioners who want to work at scale to prevent VAWG.

The Bell Bajao campaign was launched in 2008 in the three Indian states of Karnataka, Maharashtra, and Uttar Pradesh. It is a cultural and media campaign that calls on men and boys to take a stand against domestic violence. The campaign seeks to reduce domestic violence and to highlight the role that men and boys can play in preventing incidences of violence.

The campaign, which focused on preventing domestic violence and not on the curative ways of handling, has been very successful.

The campaign reached 130 million people, won several media awards.

The purpose is also to systematise the existing and high-impact edutainment experiences of Breakthrough in terms of

- methodologies used in conceptualising, designing, and branding the campaigns;
- developing a range of products and materials with the campaign messages;
- developing partnerships with civil society organisations (CSO), the women's movement, media houses, broadcasting companies, telephone companies, publishing houses, and the relevant government institutions and service providers;

- combining mass media communication with outreach and advocacy activities;
- assessing the campaign's impact;
- exploring and creating strategies to reach scale with optimal resource utilisation; and
- identifying strategies for resource mobilisation and sustainability.

The systematisation allows Breakthrough's partners and other CSOs in India to gain clarity on the edutainment process and methodology. Organisations visualise the steps followed and relations forged to design, execute, and manage successful campaigns that reach many people, effectively challenge gender roles and relations, and provoke social change. Experience shows that successful campaigns are always highly context-specific and part of a thorough understanding of the gender and power relations at play. These campaigns are based on good formative research and in-depth situational analysis, branded appealingly, and designed strategically to deliver the appropriate key messages to the target audience. Their content is created in an appealing, positive, and socially acceptable way that simultaneously breaks away from taboos and provokes critical reflection. The campaigns are broadcast on mainstream channels, which require relationship management with the corresponding media houses and broadcasters.

The training material combines the lessons from three case studies and incorporates existing training books and aids. Civil society organisations new to edutainment can utilise these materials to avoid re-inventing the wheel on critical success factors. This helps them to successfully contextualise the lessons learned from existing work on the issue and methodology and replicate using the methodology. The campaign material (for instance, the story lines, communication formats, scripts, and text messaging platforms employed) may also inspire the organisations.

The case studies on the systematised edutainment experiences of Breakthrough, Soul City, and Puntos de Encuentro, and the respective methodology papers and training material, were reviewed and shared with CSO partners who want to engage in VAW edutainment campaigns. Breakthrough orients, trains, and coaches them to build their capacity to

- conduct a scope campaign;
- focus it strategically (through proper context and power analysis);
- design and stage the mass communication;
- link it intelligently to outreach and advocacy activities; and
- build alliances (and gain social and political change potential, and link with production and broadcasting/tele-phone/-internet companies).

Thus, they can acquire first-hand experience of small-scale, VAW edutainment campaigns.

3.1.2

What This Pedagogy Can Help Organisations Work On

Violence and discrimination against women and girls includes a broad spectrum of issues, including physical, psychological, and sexual violence, and even the threat of it. This pedagogy is meant for organisations working on, or wanting to work on,

- physical, psychological, and/or sexual violence;
- any form of violence (domestic violence, including harassment, abuse, and intimate partner violence, non-spousal violence, forced marriage, early marriage and child marriage, sexual harassment, abuse and violence in public spaces, sexual harassment at the workplace); and
- violence and discrimination in the family or community.

The learning and sharing process focuses on violence against women and girls. Based on the needs of the participating organisations, it focussed on sexual harassment and domestic violence during the trainings conducted by Breakthrough.



3.2 The Pedagogy in Practice

The experiences of the learning and sharing process with Breakthrough's partners are invaluable learning for organisations working on or intending to work on violence and discrimination against women and girls using a media communication strategy. The following sub-sections provide an overview of the experiences, tools, and modules used during the development of the immersive model.

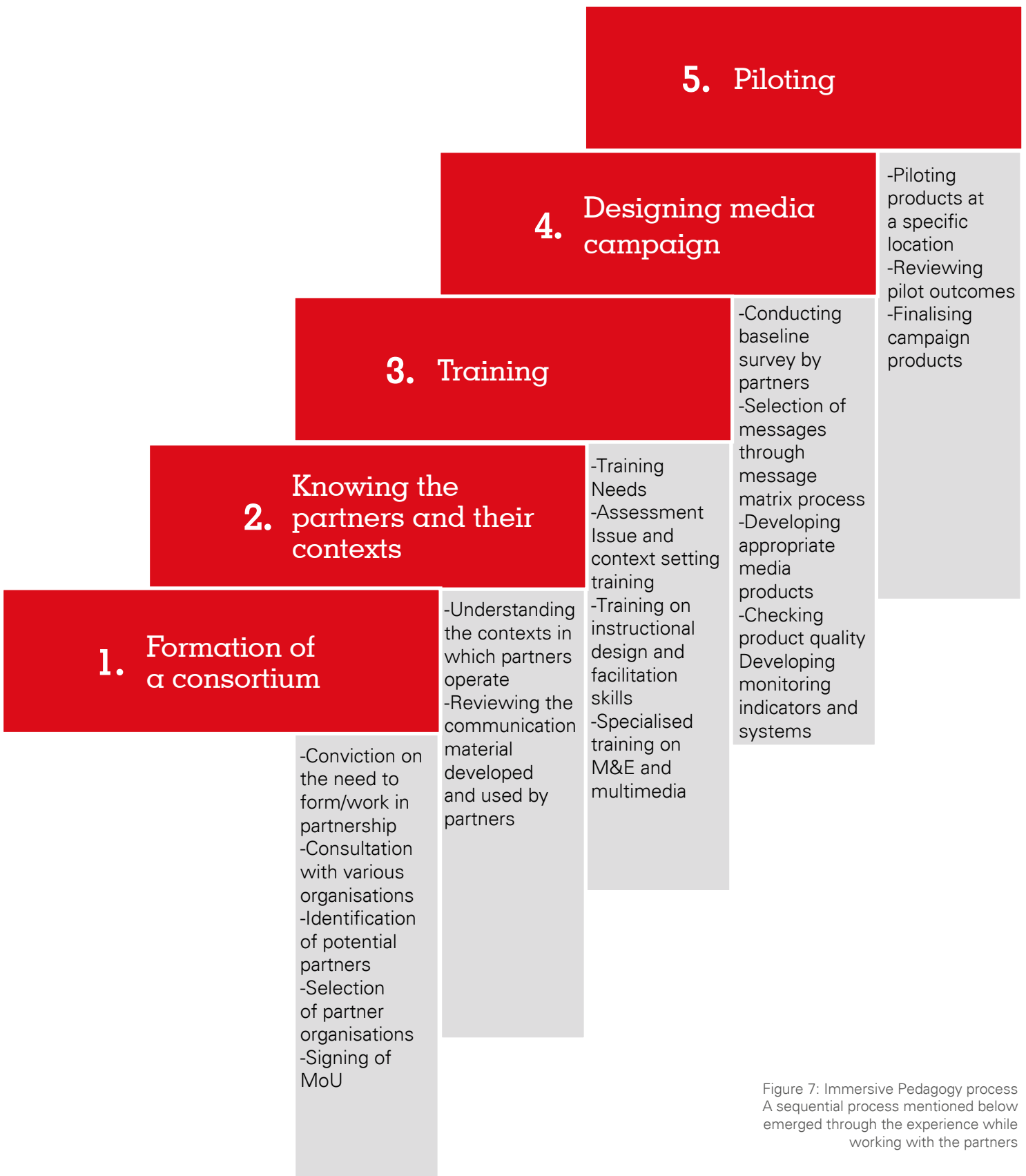


Figure 7: Immersive Pedagogy process
A sequential process mentioned below emerged through the experience while working with the partners

3.2.1.

Formation of partnerships

For any intervention on violence and discrimination against women and girls to make any significant difference, it is imperative for organisations to work in partnership.

a. Nature of Support by Lead Organisation

Support provided by the lead organisation can be of various types:

- technical inputs;
- mentoring;
- fundraising;
- M&E; and
- training

b. Norms for Partnership Formation

Breakthrough's experience with partner organisations indicate the challenges that are likely while creating and working with partners across India and with very varied kinds of organisations. Based on the challenges it faced, Breakthrough has developed certain norms. These include:

- evolving a consensus on organisational issues;
- laying down procedures regarding decision making very early in the process of partnership formation;
- clear delineation of the role of each partner member;
- setting rules and roles clearly;
- setting a time-frame;
- putting in place a mechanism to monitor the progress of each partner;
- establishing a democratic procedure; and
- agreeing on how the project will be lead

c. Approaches used by Breakthrough

Building partnerships has been a key strategy for Breakthrough in forming partnerships. Breakthrough used three different approaches.

Breakthrough's experience with the partners demonstrates the need for a more compact partnership and greater interaction between partners. These experiences also demonstrate the advantage of working in partnership: the expertise of each organisation can be harnessed for the cause. Each partner brought different experiences and skills to the partnership and network. This provided a clear road-map from the very beginning with the handholding from Breakthrough.

Taking a cue from the training, representatives of partner organisations whom Breakthrough worked with decided to initiate a campaign on sexual harassment. The details were worked out and the project was initiated.

Technical support	Resource Mobilisation	Building theoretical understanding
Breakthrough provided technical support to the partners through trainings and development of message matrix (matrix leads to develop media materials). Some partners subsequently utilised the skills acquired in the training process to develop their communication and media material.	Breakthrough was more closely involved with some partners to raise funds for the project and provided technical support, and directly monitored the teams of these partners.	Breakthrough's involvement was limited to one-time training to various organisations to build their theoretical understanding.

Figure 8: Emerged Approaches

Why WE CAN might make a good partner

WE CAN is a campaign to reduce social acceptance of violence against women. It was launched in 2004 in the northern district of Dinajpur, Bangladesh. The alliance aims to organise a mass movement to transform existing power relations in society by bringing about attitudinal change against domestic violence against women.

The campaign is creating a fundamental shift in social attitudes and beliefs that support violence against women; taking a collective and visible stand; developing a popular movement; and bringing together a range of local, national, and regional alliances that work on the issue.

WE CAN works with women, men, girls and boys in the community, at home, at work, in schools, colleges, youth clubs, union parishads, etc. It works with an existing network and forms a national platform to link with local organisations or people.

WE CAN works with the media. It uses TV spots, soap opera (drama serials), movies, documentaries, and cable networks. It also works to sensitise the media.

d. Selection of Partners

The selection of participating organisations is an important step in the process. The selection of organisations was based on considerations of the use of multimedia, capacity building training programmes, and community mobilisation; monitoring and evaluation of programmes; partnerships; intent to work on scale; and the existing skill-set.

Thus, partners who have experience in working with issues, varied stakeholders, and use multi-media and communication tools and strategies, could add to the strength of partnerships and amplify the existing work. Therefore, it becomes necessary to select partners and representative members in the trainings and workshops keeping the following factors in mind.

- decision-making roles in their organisation's strategic approach and experience;
- proficiency on the issue of violence against women;
- relevant experience on the issue of VAWG or tools and communication methodologies;
- experience of working with multimedia;
- capacity building training programme;
- community mobilisation; and
- willingness to commit at least two years to the project.

The campaign is creating a fundamental shift in social attitudes and beliefs that support violence against women; taking a collective and visible stand; developing a popular movement; and bringing together a range of local, national, and regional alliances that work on the issue.

e. Identifying Core Team (Champions) Within the Organisation/ Partnership Who Commonly Agree on the Philosophy of the Training Module

A TNA is conducted to understand the capacity building requirements of the partners, and to identify their willingness to commit to the process. The selection of core team members of the partnership should be based on considerations of

- understanding the usability of multimedia;
- capacity to develop media based outputs;
- capacity to organise capacity building training programme; and
- community mobilisation and monitoring and evaluation of programmes.

Each organisation should be able to identify interested and capacitated staff who can mobilise resources (human, knowledge, finance, etc.) within the organisation based on the desired area of work.

3.2.2

Knowing Partners and Their Contexts

a) Developing toolkit/ module

Before developing toolkits or modules, and to guide their contents and structure, a TNA must be carried out to identify training gaps and requirements. The TNA must take cognisance of the need to develop competent, resourceful, and responsible personnel to improve organisational efficiency. This helps to assess expertise and gaps that exist in all the areas essential for the implementation, so that appropriate training can be provided. The TNA gives an overall understanding of issues addressed by the participating NGOs, methodology or strategies adopted by the organisations who will be participating in the training, areas of operation, target groups of implementing organisations, challenges faced by the organisations, and participants' expectations.

The TNA was conducted through a three-step process:

1. Online data collection, which could focus on organisational and individual information;
2. Field study report, which is based on one-to-one meetings with the partner organisations to get insight into their strategies; and
3. Organisation profile, collating information about the organisation and the issues which they address and how they approach these issues.

Based on the TNA, need-based thematic areas were identified to develop module structure and content.

Conducting the TNA and training process

The broad format of the TNA conducted with the partners is described below to help understand the process, objectives, and results.

The TNA included the

- Organisational profile (year of registration, years of experience, staff strength)
- Issues addressed (sexuality, gender, domestic violence, sexual and reproductive health, HIV/AIDS, and HIV-related stigma and discrimination, sexual harassment, human rights)
- Target groups (NGOs, youth, government officials, community men, community women, local influencers, others)
- Strategies or methodologies adopted (training, advocacy, community mobilisation, media, monitoring and evaluation, others)

The training programme was broken down further into three areas of assessment:

- Developing training materials/ toolkits/ session or workshop plan; partners were asked to share toolkits, which they have developed and PowerPoint presentations on training and capacity building by each organisation
- Issue knowledge: Review of toolkits to assess the depth of issues at the organisation level; for the individuals, an issue questionnaire was developed
- Facilitation skills: Field visit to observe training sessions being conducted by the organisations

b. Review of Communication Material Developed and Used by Partners

Investing time and resources in reviewing the communication material developed and used by partners is an important step in the process. This often also requires language experts in the team.

A comic booklet developed by a partner organisation was reviewed. In the booklet, a teenager attempts to talk to her father about domestic violence. The story depicts a sudden transformation in the father's (male protagonist) behaviour and nature from being violent to becoming very understanding. Breakthrough analysed the message, and found it unrealistic, because very rarely do fathers and daughters in South Asian communities talk about sensitive issues. It was felt that the steps involved in the process of change were missing; the change was depicted as instant.

c. Curriculum Development

It is necessary to decide the levels of training that should be provided based on partner expectations and requirements. Based on participants' capacity and needs, subject experts develop the curriculum based on their own experience of working on similar issues. Breakthrough's training module was based solely on a TNA and our previous experience with similar work. Based on the needs assessment of participants, Breakthrough had developed a series of training modules, on issue-based training, media, M&E, and sexuality. Needs that emerged along the training process were also incorporated within sessions. For instance, Breakthrough conducted a separate training on sexuality as partners expressed their eagerness to know more about the subject and requested for a session specifically on the issue. A separate toolkit/ training manual should be developed for each theme-based training. For example, Breakthrough developed modules on (1) context-setting training and (2) advanced training. The latter had three modules—media; planning, monitoring, and evaluation (PME); and instructional design.

3.3

Training

The training content should be attuned with the implementation process that organisations have designed for the programme. A basic level of training should be conducted first to build the context. The context setting training included sessions on

- the intersectionality of gender, sexuality, and human rights;
- social change campaigns and the basis of their designs (could be from a conceptual framework, such as causal analysis, theory of change), sharing of best practices of social change campaign;
- the concept of edutainment as a tool and its relation with social change;

- interlink between media, M&E and leadership development and media engagement in the context of Bell Bajao (methodologies used by Breakthrough); fundraising; and
- next step for specialisation workshop.

After this, advanced training was conducted. It focused on media and community mobilisation, PME, and instructional design.

3.4

Designing and Piloting a Media Campaign

a. Baseline

A baseline study is an essential component of any project. It envisages two major outcomes—(1) developing a conceptual understanding on the nuances of issues and (2) clarity on the socio-cultural context to develop appropriate messages and select the appropriate medium of communication.

The prime objective of conducting a baseline study is to

- understand the attitude, behaviour, and general perception of the local community for which the project is designed;
- understand the existing situation and underlying causes of the specific issue which the project seeks to address; and
- map existing redressal mechanisms and available facilities.
- Baseline findings assist in finding words for appropriate messages. These also serve as basis for preparing a message matrix.

Another partner conducted a baseline study on sexual harassment with the technical and financial support from Breakthrough and OXFAM Novib. The study revealed that most respondents (73.9 percent) identified beating as a component of violence against women. This was followed by scolding (43.7 percent), bad comment (19.9 percent), sexual harassment (17.4 percent), dowry-related violence (14.3 percent), using slang words/bad sounds (12 percent), and rape (11.8 percent). In control areas, too, most respondents (80.5 percent) identified beating as a component of violence against women, followed by scolding (40.5 percent), not giving food and clothes (37 percent), sexual harassment (26.5 percent), rape (13 percent), passing comments (13 percent), using slang words/bad sounds (9.5 percent).

b. Message Matrix

A message matrix is developed based on baseline data. This typically includes identification of targets; behaviour that needs to be changed; desired behaviour; and possible message themes. The message matrix on domestic violence included several message themes, as shown in the box below.

Possible Message Themes

Men can reduce domestic violence by

- not remaining silent spectators;
- not abusing women themselves;
- acting as positive role models for other men;
- responding to the violence they witness;
- support women to oppose the violence they experience;
- advocate law enforcement and indicate that domestic violence is unacceptable;
- change attitudes towards masculinity; and
- all men from diverse backgrounds and professions need to respond.



Learning used by partner organisations

Participants from partner organisations attended a one-time training programme and effectively used its learning in their work. Taking their cue from the ideas generated in the course of the training programme, they started a project on early marriage, and are working to use the strategies they learned. One of the partners has incorporated the concept of the 'Theory of Change' in its work. Various other learning from the training has helped partners to structure their work better. They have particularly used the stakeholder analysis, message matrix and other vehicles. They have also incorporated the importance of having a baseline, midline and endline in the work with their clients. A series of five one-day workshops were conducted with clients in which key learning regarding the communication designing and designing a good campaign have been incorporated.

Section 4

Lessons

4.1 **Partners** **Incorporate** **Learning in** **Their Work from** **Breakthrough's** **Learning and** **Sharing Process**

The partners have incorporated different learning in their areas of work from Breakthrough's learning and sharing process, and in varying degrees. Some partners have replicated the training, adapting key concepts to suit their context, and others have incorporated specific learning within ongoing programmes. Some partners have taken on new projects, while some have come up with proposals inspired by the ideas shared in course of the training. Programmes are being structured differently. The concept of communication and campaign design has been incorporated.

Some partners feel that the training provided by Breakthrough has helped generate new ideas. Campaigns initiated by partners have used insights generated by the learning and sharing journey in the process of developing messages. The message matrix tool has been especially useful. Partners have started pre-testing messages. The concept of a campaign logo has been a learning. A partner has approached Breakthrough for support in developing messages on an issue they are working on. Partners are planning issue-based training. One partner has developed a proposal on the lines of the video van²⁷ and is seeking funds to implement the project. Another has initiated a weekly radio programme on domestic violence.

Many partners have sought Breakthrough's technical expertise in producing TV and radio plays. Partners have found the concepts of TNA, baseline, and the message matrix tool very useful, and used learning from the training to structure their programmes.

27 The video van is a van that is equipped with documentary videos and printed information, education and communication (IEC) material such as leaflets and pamphlets. It serves as a tool for raising awareness on an issue and for conducting awareness-raising, community mobilisation campaigns. Its usage of street plays, games, and quizzes makes it effective in creating community awareness on any issue as it is audience-friendly, comprehensive, versatile, and appeals to the different sensory organs of the audience. It balances the message and the medium, irrespective of the diverse audience at the same event, and gives them an opportunity to see, hear, feel, and understand the issue in a short time. Further, it is an interactive tool where the audience and beneficiaries have an opportunity for dialogue. It allows them the space to clarify doubts in case any exist about the issue, or get more information if needed. Organisers find it easier to evaluate the campaign as they instantly see the response of the audience and get their feedback, comments, commitments, and concerns.

4.2

Expected Outcomes

Two levels of outcome are envisaged from this pedagogy.

Provide final curriculum/ tools/ learning for imparting knowledge of creating a 360-degree programme intervention on VAWG. The curriculum has evolved during the learning and sharing journey with inputs both from Breakthrough and also from organisations with which Breakthrough has worked. The post-training feedback from partner organisations was used to rework the modules.

Breakthrough has also developed a process of imparting this curriculum and developing a pilot. This process also evolved from the work done with partners.

Breakthrough is now moving towards development of a learning centre. This centre will continue to provide tools both online and in on-the-ground programmes. The aim will be to

build the capacity of NGOs to deliver high-impact campaigns;

build issue knowledge and training programmes;

continue to provide new and updated information and knowledge through digital and online tools;

increase the availability of tools that have been field-tested to address issues related to discrimination and VAWG; and

actively participate in the network of practitioners committed to ending violence against women.

A Constant Process of Evolution and Adaptation

The experiences with some of the partners helped to strengthen the process. The TNA conducted before the training sessions had revealed the inadequacy of the online TNA form and the limitations in partners' understanding of the issue; therefore, it was done more qualitatively in the following trainings. The review of material used by partners also had its limitations. Some of the partners hired a consultant to do justice to the review process.

In the curriculum and methodology, based on the feedback from some partners, more time was allotted for the session on intersectionality—gender, sexuality, and human rights. The session on social change was also reworked and made more coherent. Based on the experience of the context setting training programme in the first round, an entire session was planned around the concept of edutainment in the subsequent sessions. In the advanced training, the session on media was moulded and simplified.

4.3

Challenges from the Field

Organisations may change priority, because of shift in strategic direction, reduced funding, or change in leadership.

If the participants representing organisations change, continuity is lost, and the NGO does not benefit to the fullest.

Long gaps between training and implementing a pilot lead to repetitive re-working on plans; sometimes, organisations lose interest.

Much background work is needed for long, intensive training programmes with audiences from varied backgrounds; also, attending these programmes is a challenge for senior executives.

To assess the skill sets of organisations, it is necessary to review the material they have created. As such material is typically in their local languages, reviewing it is a challenge, as is planning training sessions.

Delivering a pilot implementation programme after the training through a partner can be challenging if there is no proper understanding between all the partners.

4.4

Learning from the High-Engagement Model

Peer-to-peer learning leads to unprecedented knowledge production.

Potential for innovation has increased.

How to contextualise is the key to the methodology.

As more partners join in and use scalable models, the ability to impact the larger field increases significantly.

Commitment of senior executives is imperative for any programme to succeed and to carry the learning to the organisation.

A diverse profile of participants fosters greater learning since they are virtual strangers, often meeting for the first time, and very keen to understand and learn what works in different contexts and geographies.

There has to be adequate time and rigour for the TNA, as this will guide the process of developing the training curriculum. For an effective programme, it is important to combine online with offline assessment.

Training sessions need to be participatory and also has to have a balance between theory and practice.

4.5

The Way Ahead

Breakthrough is a growing organisation. Through the process of working across India, its learning has helped evolve the way it shares its knowledge on using pop culture along with 360-degree interventions to scale up work on VAWG. Working on the learning and sharing process has helped the organisation to streamline its work on creating practical toolkits and toolboxes for ready implementation in the field, using a mix of multimedia tools and strategies for communication.

Breakthrough's approach of working with messaging and use of multimedia, and of complementing this with strategies like partnership building, community mobilisation, leadership development, and M&E has helped create high-impact campaigns. The evidence of the impact of the Bell Bajao campaign has also led to Breakthrough being recognised and acknowledged as a technical expert in the field of adolescent intervention, gender based discrimination and violence against women and girls.

Breakthrough has also learned new lessons in creating a facilitative form of sharing learning—shortening the modules of each of the components; introducing innovative forms of training, in particular, art forms like theatre of the oppressed; and developing an entire framework and toolboxes that are being implemented by partner organisations. Now, the training and mentoring durations are much shorter. Along with its partners, Breakthrough can create campaigns in three months. Breakthrough has also created a campaign curriculum, which details how to run shorter, focused, and effective campaigns with both online and on-ground presence. This is a two-day training module, and participants can execute their own campaigns with Breakthrough's support within two–three months.







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