



Communication, Participation, & Social Change:

A review of communication initiatives addressing gender-based violence, gender norms, and harmful traditional practices in crisis-affected settings



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Acknowledgments

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Through Our Eyes is a participatory communication initiative which enables local teams in Liberia, Rwanda, southern Sudan, Uganda, and Thailand to engage community members in the production of films addressing gender-based violence (GBV), harmful traditional practices (HTP), and related health issues. Through screenings and facilitated discussions of these locally-produced films, the project helps initiate community dialogue and expands local awareness of gender-based violence response and prevention and other available health services, including HIV voluntary counseling and testing, fistula repair and rehabilitation, legal aid, trauma counseling, and medical and psychological services for survivors.

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Cover photographs:

Left: An elderly woman engages Forum Theatre actors in discussion during a community show for the "Be a Man" campaign by the Uganda People's Defense Force, carried out under the Health Communication Partnership (HCP), Uganda.

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Center: Members of the Awareness Theatre Group of the Cambodian NGO Phare Ponleu Selpak perform a skit addressing women's rights on a train platform in Pursat province.

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Right: Liberian refugees and field staff with the American Refugee Committee take part in the first "Through Our Eyes" workshop on using participatory video to address gender-based violence and related issues, Lainé refugee camp, Guinea.

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Acronyms

AIDS	acquired immune deficiency syndrome
ARC	American Refugee Committee
BCC	behavior change communication
C4C	Communication for Change
GBV	gender-based violence
FGC/FGM	female genital cutting/mutilation
HIV	human immunodeficiency virus
HTP	harmful traditional practices
IDP	internally displaced person
IEC	information, education, and communication
NGO	non-governmental organization
PM&E	participatory monitoring and evaluation
STI	sexually transmitted infection
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
USAID	United States Agency for International Development

I. Executive Summary

In conflict and post-conflict settings, high levels of gender-based violence (GBV) can result from disruption of social structures, men's loss of traditional roles, poverty, frustration, alcohol and drug abuse, and criminal impunity. Harmful traditional practices (HTP) also pose a threat to conflict-affected populations, and the incidence of HTP may increase in communities during and after conflict, as affected communities often respond by strengthening cultural traditions to deal with the loss experienced through the process of displacement.

Participatory communication activities can spur discussion and engagement, empower individuals and groups, strengthen leadership and advocacy skills, and promote alternatives to norms and practices that propagate gender inequities and violence.

In order to inform future program activities, the authors undertook a global scan of development communication initiatives addressing GBV, HTP, and related health concerns in crisis-affected settings. The scan was conducted to answer the question: what “best practices” and practical lessons can be drawn from existing programs? Seventy-five programs were identified, and several programs of special relevance were profiled, examining the approach used, key participatory elements, and evaluation findings.

Overall, this review indicates the need to increase the number of genuinely participatory development communication programs in conflict-affected areas where GBV and HTP are especially pervasive. It also suggests the importance of wider sharing of lessons from past and current programs, more regular monitoring and evaluation, and improved dissemination and discussion of program experiences as a way to inform and strengthen future efforts.

Key observations and recommendations include the following:

- There is need for more participatory communication initiatives in crisis-affected settings, especially to address GBV, HTP, and related issues. There is currently a dearth of such programs, which have the benefit of engaging community members in processes of reflection and dialogue around positive change.
- It is important to carry out culturally-sensitive formative work at the community level, particularly among women and girls, to help ensure that issues such as GBV and the effects of conflict on women's welfare are addressed in appropriate ways.
- There is a lack of evaluations of participatory communication programs in crisis-affected settings. Documentation and assessment through participatory monitoring and evaluation approaches should be used wherever possible.
- There is a need for more community-driven participatory communication initiatives tailored to local contexts and priorities. Organizations should actively engage community members in discussions to identify concerns and possible solutions, as well as materials and modes of outreach that will be most appropriate and effective. Higher levels of participation strengthen positive outcomes.
- Locally-appropriate modalities of interpersonal communication, and the provision of adequate space and time for in-depth dialogue, should be central to and systematically incorporated into participatory communication initiatives, especially when culturally-sensitive issues are being addressed.
- A deliberate focus on capacity-building and acquisition of new skills (interpersonal, technical, etc.) among community members, and the provision of new opportunities for women and girls, should be integral aspects of participatory communication initiatives, especially those addressing GBV, HTP, and related issues.
- Participatory communication initiatives should include the strengthening and mobilization of existing peer groups and networks as resources for positive change.
- Implementing agencies, local partners, and donors should develop methods for improved dissemination and sharing of communication program experiences to enable greater cross-learning and wider adaptation of effective approaches.
- Implementing agencies and local partners undertaking communication initiatives that address violence against women should seek to meaningfully involve various sectors of society, including men and boys, in program activities, and to track participation through appropriate monitoring systems.

II. Purpose & Overview

The purpose of this review is two-fold: to identify communication approaches and program strategies utilized in crisis-affected settings to prevent GBV and HTP and promote positive gender norms; and, from these, to identify lessons learned and “promising practices” so as to:

1. strengthen the ARC/C4C *Through Our Eyes* participatory communication initiative — currently working with local teams in Liberia, Rwanda, southern Sudan, Uganda, and Thailand to engage community members in dialogue about sensitive topics including GBV, HTP, and related issues;
2. inform the field of social and behavior change in crisis-affected settings.

It is hoped that the resulting document will provide a useful resource to help guide other agencies implementing communication initiatives focused on GBV, gender norms, and promoting healthier behaviors.

Section III presents the methodology used for the program scan. Section IV will briefly review patterns and prevalence of GBV and HTP in crisis-affected settings. Section V will provide a brief overview of development communication approaches, exploring the spectrum of “diffusion” and “participatory” communication models. Section VI profiles six relevant programs. Sections VII and VIII document resulting observations, recommendations, and conclusions. Finally, Section IX provides a summary table of all programs that were identified and examined based on the key criteria used for this review.

III. Review criteria & methodology

The authors undertook a global scan of development communication activities addressing GBV, HTP, and related health concerns in crisis-affected settings. The scan was conducted to answer the question: what “best practices” and practical lessons can be drawn from existing programs?

The program scan, conducted primarily via the Internet, also entailed review of published and “gray”/unpublished literature, as well as communication with other international development and humanitarian agencies. Key words used in online searches included (but were not limited to) the following: gender-based violence; sexual violence; rape; domestic/intimate partner violence; harmful traditional practice; forced/early marriage; girls’ education; female genital cutting/excision/mutilation; female infanticide and/or neglect; widow inheritance/abuse; honor killings; behavior change communication; development communication; communication for social change; information, education, and communication (IEC); media advocacy; edutainment; participatory communication; community mobilization, community sensitization; awareness-raising; public education / outreach / information; community media; video/audio/radio production; community / forum theater; drama; role-play; soap operas; songs; cartoons; comics; and puppets. Published/print sources reviewed included program descriptions and/or evaluations appearing in various books, journals, reports, studies, and other publications related to development communication, GBV and HTP prevention programming, and programming in crisis-affected settings.

Searches targeted programs implemented in crisis-affected regions, including but not limited to the regions and countries where ARC and C4C’s participatory communication activities are currently taking place, and neighboring countries and regions (e.g. Liberia, West Africa, Democratic Republic of the Congo, Rwanda, southern Sudan, Uganda, East Africa, Thailand, Burma/Myanmar, South Asia, Pakistan¹, and Afghanistan).

This desk review focuses on communication interventions that emphasize participatory, community-driven approaches, as *Through Our Eyes* is a participatory communication initiative in which community engagement is intrinsic and participatory monitoring and evaluation (PM&E) is emphasized. Priority was also given to programs that have been evaluated, especially using participatory evaluation methods.

Initial results yielded a very small number of documented development communication programs focusing on prevention of GBV and HTP in crisis-affected settings. The review did

reveal many compelling communication-based initiatives within crisis-affected settings aimed at promoting sexual health (including prevention of HIV/STI transmission) or broader community reconciliation and peace-building; however, most of these programs do not include components that specifically address GBV. Due to the limited initial findings, the program scan was widened to encompass communication initiatives that, while not developed for implementation within crisis-affected settings per se or specifically to address GBV and HTP, involve awareness-raising and behavior change related to evolving gender roles, sexual health, and relations between men and women, boys and girls. In particular, the scan has included several programs addressing HIV/AIDS and sexual health within a context of gender roles and dynamics, based upon the understanding that “violence against women and HIV/AIDS are mutually reinforcing pandemics” with entrenched gender inequalities at their intersection (Patterson et al., 2009; 4).

Programs reviewed were coded by whether or not the program was implemented in crisis-affected settings, the thematic focus of the program (GBV, HIV, HTP, or other health issue), and the primary communication medium utilized.

The program scan was limited in that it was primarily Internet-based, excluding a number of programs without a web presence, and searching only websites written in English. The Communication Initiative (www.comminit.com) was a major resource for the web-based search. Other important resources included the Reproductive Health Response in Crises Consortium site (www.rhrc.org) and the GBV Prevention Network site (www.preventgbvafrica.org).

Operating under these terms and limitations, the scan revealed numerous programs of relevance. Seventy-five programs of particular relevance under the applied criteria are listed in the table in Section IX. Programs of special relevance under the aforementioned criteria are highlighted in the table with a star. (★) Programs are listed by country/region, implementing agency, and primary communication method used.

Six of the seventy-five most relevant programs are profiled in detail in Section VI, under “Highlighted Approaches and Programs.” These programs represent a wide diversity of communication forms (forum theater, film, skills training, advocacy, and community discussion); topical foci (HIV, GBV, HTP, gender norms); and regions of implementation (East Africa, West Africa, Asia, Middle East). The profiles examine program methodology, key participatory elements, and findings from internal and external assessments.

1. Pakistan was included in the initial list of *Through Our Eyes* implementation countries, but activities were canceled due to security concerns and other implementation challenges in-country.

IV. Gender-based violence (GBV) and harmful traditional practices (HTP) in crisis-affected settings

GBV is a widespread and critical aspect of armed conflict. Awareness of the nature, magnitude, and effects of GBV in crisis-affected areas has been strengthened through increased research and documentation over the past decade (Rehn and Sirleaf, 2002; Ward, 2002; El Jack, 2003). In the context of this review, GBV refers to violence directed against a person based on her or his sex or gender role in society (IASC, 2005). It includes acts that inflict physical, sexual, psychological, social, or economic harm. GBV exploits the power imbalances that sustain gender inequality, and affects women and girls disproportionately.

Many forms of GBV can occur during and after armed conflict. When communities are disrupted and uprooted, protection systems and social networks break down. During the emergency phase, most reported GBV incidents are cases of sexual violence involving female survivors/victims and male perpetrators (IASC, 2005). Rape is one of the most violent types of GBV occurring in conflict. Women and girl survivors of rape often experience long-term physical and psychological consequences, including chronic reproductive health problems, HIV infection and other sexually transmitted infections (STIs), unwanted pregnancy, depression, and marginalization from family and community due to stigma associated with sexual abuse. In relatively stabilized phases of conflict, or in refugee or internally

displaced person (IDP) settings, other forms of GBV, such as intimate partner violence, are often reported with increased frequency (Ibid.).

HTP also pose a threat to conflict-affected populations. This review defines HTP as social or culturally-rooted practices that affect people in detrimental ways. Due to the unequal status of women and girls in many societies, HTP often disproportionately affect this population. HTP can include, but are not limited to, female genital cutting or excision, forced/early marriage, female infanticide and neglect of female children, denial of education to girls, widow inheritance, and honor killings (UNHCR, 2008; OHCHR). The incidence of HTP may increase in communities during and after conflict, as affected communities often respond by strengthening cultural traditions to deal with the loss experienced through the process of displacement. The practice of female genital cutting (FGC), for example, is sometimes “revived in refugee settings as communities embrace traditions more fervently in an attempt to reassert their cultural identity” (Marie Stopes International, 2001).

In conflict and post-conflict settings, high levels of violence can result from disruption of social structures, men’s loss of traditional roles, poverty, frustration, alcohol and drug abuse, and criminal impunity (UNHCR, 2008). It is important to remember, however, that increased rates of GBV and HTP during and after conflict does not imply that similar types of violence did not exist in the pre-conflict period. Rather, “armed conflict exacerbates inequalities in gender relations that existed in the pre-conflict period” (El Jack, 2003). Combined with conditions of displacement and extreme social instability, the heightening of power imbalances catalyzes increased prevalence of GBV and HTP in conflict-affected settings.

V. Overview of development communication models

Development communication is, essentially, the use of communication to promote social development (Quebral, 1973). Development communication approaches are employed by humanitarian, development, and government agencies to improve access to information and promote shifts in attitudes and practices at the individual, family, and community levels. The World Bank has noted that development communication initiatives can serve to “establish conducive environments for assessing risks and opportunities; disseminate information; induce behavior and social change” (World Bank, 2008). Development communication includes a diverse array of approaches, including information dissemination, education and awareness raising, edutainment, community mobilization, behavior change communication, social marketing, advocacy, communication for social change, and participatory communication.

Used widely in the health sector, development communication initiatives have supported efforts to increase child vaccination rates, increase use of such services as prenatal care or family planning, spread information about nutrition, hygiene and sanitation, promote condom use, and prevent HIV transmission and sexually transmitted infections (STIs). Many of these initiatives encourage individuals to adopt a new behavior that they may perceive as having immediate personal and health benefits. The objectives of such initiatives are relatively easier to achieve than initiatives aimed at encouraging communities or individuals to discontinue a practice that has existed for generations and which may be perceived by some as beneficial in cultural, material, or other terms. Such efforts present a far more complex undertaking (Izett and Toubia, 1999).

By and large, development communication programs draw upon two approaches: the **diffusion model** and the **participatory model** (Morris, 2000).

The **diffusion model** uses a top-down approach to persuade individuals to change their behavior by providing them with information. Diffusion-oriented programming is generally less participatory, and it views communication as a unidirectional process in which senders transmit information to receivers (Waisbord, 2000; Rogers, 2003). Activities within the diffusion model often include social marketing, diffusion of innovations, dissemination of printed materials, and “education-entertainment” (or “edutainment”). Social marketing draws on commercial marketing and advertising techniques to promote socially beneficial practices. It has its roots in the diffusion approach, although social marketing has recently evolved to incorporate more interpersonal elements. Edutainment is a communication strategy that makes use of entertainment media such as soap operas, songs, cartoons, or comics to transmit information encouraging positive behavior change (Waisbord, 2000).

In contrast to the more vertical communication channels of the diffusion model, the **participatory model** fosters a horizontal process of communication, exchange, and dialogue at the community level (Morris, 2000). Participatory communication has its roots in Latin America, where its film- and video-based forms are commonly known as “alternative” or “citizens’ media.” Participatory communication has been defined as “a dynamic, interactional, and transformative process of dialogue between people, groups, and institutions that enables people, both individually and collectively, to realize their full potential and be engaged in their own welfare” (Singhal, 2003). The teachings of Paulo Freire, the Brazilian educator and activist, had a major influence on the increasing popularity of the participatory model. Freire stressed that people should be regarded as agents rather than objects, able to teach themselves through dialogue with one another (Freire, 1970). According to Freire, the process of raising questions and engaging in dialogue sparks “critical consciousness,” which enables the shift from reflection to action. Participatory communication has also been described as “an exchange among individuals that values each person’s perspective and voice,” generating the emergence of communicators who create “a stronger collective voice for change at many levels of society” (Stuart and Bery, 1996).

PARTICIPATORY	vs.	NON-PARTICIPATORY
Horizontal/ lateral communications between participants		Vertical top-down communication from senders to receivers
Process of dialogue and democratic participation		Campaign to mobilize in a short-term without building capacity
Long-term process of sustainable change		Short-term planning and quick-fix solutions
Collective empowerment and decision-making		Individual behavior change
With the community's involvement		For the community
Specific in content, language, and culture		Massive and broad-based
People's needs are the focus		Donors' musts are the focus
Owned by the community		Access determined by social, political and economic factors
Consciousness-raising		Persuasion for short-term

communication is also oriented toward long-term change based on community-identified needs, as opposed to the attainment of externally-determined, short-term objectives. *See Figure 1.*

The diffusion and participatory models have often been seen as paradigmatically opposed. In describing this tension, Tufte notes that entertainment education's emergence from marketing, persuasion theory, and diffusion of innovation links it to modernization theory, which posits that societies develop in a uniformly linear fashion, whereas participatory approaches are rooted in "a quite oppositional political discourse" informed by the emancipatory teachings of Paolo Freire (Tufte, 2001). Although the ongoing debate has become "less dogmatic," he suggests, "the political and ideological oppositions still are apparent and the ultimate aims of the communication interventions vary significantly" (Ibid.).

Historically, many international development agencies have tended to rely on vertical, diffusion-oriented models of message dissemination.

Figure 1: Participatory Versus Non-participatory Communication Strategies (Dagron, 2001)

The participatory model entails working with community members to determine their needs and design programs that address locally-identified priorities, "rather than imposing an intervention from above" (Morris, 2000). Activities informed by the participatory model frequently combine media with interpersonal communication. Examples include participatory radio, video, and community-based theater activities which actively engage community members in planning, implementation, and assessment. A key distinguishing aspect of participatory approaches is a stronger focus on process, rather than on a communication "product." Participatory

Similarly, behavior change communication (BCC) activities have traditionally been rooted in the diffusion approach. The roots of BCC theory can be traced to the Italian political philosopher Antonio Gramsci, who stressed the role that information and the media play in both constructing and deconstructing people's shared "common sense" (Gramsci and Buttigieg, 1992). In spite of its historic roots in the diffusion approach, however, more recent BCC efforts have incorporated many other, and often more participatory, elements.

Evaluation methods applied to diffusion-oriented interventions

often differ from those applied to participatory initiatives. The former tend to seek specific measurable ends, and are evaluated by “outcome indicators” (Morris, 2000). Evaluation of outcomes is usually quantitative and might be measured by reviewing case management statistics or clinic records. Diffusion-oriented communication interventions also make frequent use of survey-based methods that seek to measure elements such as viewership or exposure, and retention/recall. In interventions based on a participatory model, developing sustained processes through which community members shape and inform various aspects of the program may be the main objective in itself. Specific participatory monitoring and evaluation (PM&E) methods that emphasize locally-identified indices of change, practical application of lessons learned, and responsiveness to changing community needs constitute assessment approaches congruent with the goals and nature of participatory communication (Parks et al., 2005). It is frequently the case, however, that participatory programs utilize non-participatory evaluation approaches, or pair non-

participatory with participatory research, due to pressure from donors and/or the internal interest in “showing results” and to complete assessments in a time-bound and structured fashion.

Many development communication activities seek to promote individual and community empowerment. Empowerment can be defined as “a social action process by which individuals, communities, and organizations gain mastery over their lives in the context of changing their social and political environment to improve equity and quality of life” (Rappaport, 1984; Wallerstein, 1992). Indicators measuring this process are referred to as “process indicators” and evaluation is usually qualitative and less straightforward in nature. This is partly due to there being no clear consensus as to what constitutes “participation” or “empowerment” or whether there is a clear and direct relationship between them.

Fusions between diffusion and participation

As Morris notes, “diffusion projects focus on knowledge transfer leading to behavior change, [and] participatory projects focus on community involvement as a catalyst for individual and community development” (Morris, 2000). Nevertheless, there is ample room for intersection, synthesis, and crossover between the models. As Laverack notes, “Empowerment and didactic methods are often presented as mutually exclusive, whereas a suitable strategy for many programs will probably be a pragmatic mix of both approaches” (Laverack et al., 1997). There has indeed been a recent shift toward more horizontal models of participation and interaction through dialogue (World Bank, 2008). Tufte cites a “new wave” in communication initiatives, within which programs are increasingly incorporating elements of both the diffusion and participatory approaches. He states that these initiatives “have moved beyond the ‘either diffusion or participation’ duality

of previous initiatives, both conceptually, discursively and in practice...the focus is today more on problem identification, articulation of debate and advocating social change. There is a stronger recognition of the fact that lack of information is not at the core of the problem, but rather the ability to identify the problems and act upon them” (Tufte, 2004). Over the past decade, diffusion and participatory elements have become increasingly integrated within the context of development communications. Development agencies have recognized the relative advantage of participatory approaches in identifying salient problems and solutions, as well as the pragmatic advantage of the broad reach sought by diffusion approaches.





VI. Highlighted approaches & programs

This section includes profiles of the following six programs:


1. DramAidE’s forum theater program
2. Tostan’s community initiatives to fight FGM/FGC
3. FilmAid’s community video program
4. UNICEF’s Meena Communication Initiative
5. The Community Conversations Initiative
6. The Stepping Stones program

At the beginning of each profile is a summary box, which highlights whether the program has been implemented in crisis-affected settings, the topical focus of the program, and the primary communication medium utilized. Please see *Figure 2* below for a more thorough description of the coding strategy.

Figure 2: Explanation of Coding

Crisis-Affected?	Topical Focus	Primary Medium	
<p>This section indicates whether the program has been widely implemented in crisis-affected settings (a check represents yes, and “X” represents no)</p>	<p>This section shows the primary theme/topic(s) covered by the program</p>	<p>This section shows the primary development communication approach used by the program</p>	
<p>✓ X</p>	<p>HIV/AIDS GBV HTP Sexuality Gender Norms</p>	<p> Print Materials</p> <p> Community Discussions</p>	<p> Drama/Forum Theater</p> <p> Community Video</p>

PROFILE #1: Tostan: Public declarations against female genital cutting (FGC) in West Africa

Crisis-Affected?	X
Topical Focus	HTP
Primary Medium	

Program Overview

Tostan is perhaps the best known of all FGC abandonment efforts. Tostan has provided participatory non-formal education and skills training for rural women since 1991. Tostan's program combines literacy with practical and life skills. Hygiene, health, and human rights are also important themes of the program, which runs for 18 months (Population Council, 1999; Feldman-Jacobs and Ryniak, 2006; ICRW, 2007).

Key Participatory Elements

Ending the practice of FGC was not an original goal of Tostan's work. In the Senegalese village of Malicounda Bambara, one of several communities taking part in Tostan's basic education program, women were reluctant to even talk about the issue when it was raised during training sessions on women's health. However, participants began to reflect on the information shared in these education sessions, as well as Tostan's modules on human rights, and to privately discuss the negative effects of excision. As the discussion widened, more and more women came to question this deeply-rooted tradition. They sought the view of their village imam, and learned that not only was excision not required by Islam, but that he opposed the practice personally. The dialogue was carried to husbands and the village chief, and consensus grew within Malicounda Bambara that FGC was a detrimental custom that should end.

After the Malicounda villagers made their decision to stop excision, they reached out to nearby communities and encouraged them to follow their example. In the context of rural Senegal, neighboring villages represent the extended family; sustained abandonment of excision had to be a collective action. Eventually, a group of 13 villages joined together in making a public pledge (known as "The Diabougou Declaration") to end FGC. This example subsequently inspired other communities throughout Senegal; more than 1,700 villages have now taken part in public declarations to discontinue the practice of excision (Feldman-Jacobs and Ryniak, 2006).

Community members supporting local FGC abandonment efforts have also used skits, songs, videos, and poetry to share with others the information that they have learned through participation in Tostan's programs. For example, in 2008, villagers in the Senegalese village of Diégoune partnered with Tostan and Respect (Belgium) to create "Walking the Path of Unity," a film about their collective decision to abandon excision. The film, produced locally in the Diola language, features diverse individuals who "explain with pride the reasons and events that led to the community's decision to abandon a traditional practice that they came to understand was threatening the well-being of their children" (Tostan website). Since May 2009, "Walking the Path of Unity" has been shown widely in mobile screenings throughout the Casamance region of Senegal.

Tostan has since expanded and adapted excision abandonment activities to several other African countries, mostly in West Africa (including Burkina Faso, the Gambia, and Guinea).



Women of Malicounda Bambara celebrate the 10-year anniversary of their public declaration to abandon FGC.

© 2007 Flavia Coussy, Courtesy of Tostan

Evaluation

Tostan’s work in Senegal has undergone a number of evaluations. From 2000 to 2003, Population Council/FRONTIERS assessed the impact of Tostan’s program on awareness, attitudes, and behavior regarding reproductive health and FGC. It compared the beliefs of men and women in intervention and non-intervention villages. The evaluation used pre- and post-intervention surveys, as well as key informant interviews. It also assessed, pre- and post-intervention, the number of girls under 10 years of age who had been cut. The program was found to have significantly increased knowledge about FGC and significantly decreased intent to cut girls under 10. The actual number of girls cut under 10 had not increased (Feldman-Jacobs and Ryniak, 2006).

One of the key lessons of the Tostan initiative is that while a public declaration may not achieve complete abandonment of FGC, it does mark a “tipping point” at which a critical mass of individuals support abandonment and influence one another’s attitudes (Ibid.). It also shows that a progressive approach that focuses on building individual skills and knowledge can lead to broader social change. The confidence-building and self-empowering aspects of Tostan’s work should be seen as intrinsic to its achievements. As one participant has said, “the Tostan program gave us a certain amount of confidence that we never had before. Confidence that we could change things if we wanted to” (Population Council, 1999; 46). In this light, arguably one of the most potent legacies of the Tostan program is its role in helping to foster within participants a sense of their own ability to create change—even in regard to deep-rooted, culturally entrenched traditions.

PROFILE #2: DramAidE


Program Overview

Established in 1992, the DramAidE (Drama in AIDS Education) program in South Africa utilizes participatory drama methods “to critically engage young people to communicate effectively about issues relating to sex, sexuality, and HIV/AIDS” (Botha/Durden, 2004).

The program approach fuses forum theater and peer education in school-based projects that engage thousands of young people in hundreds of South African schools, from primary through tertiary levels. It aims to reduce the HIV infection rate among young people and to help promote gender awareness and an understanding of equity and human rights. The DramAidE program has been implemented in South Africa’s KwaZulu-Natal region— an arguably post-conflict setting, and the province with the highest HIV prevalence rate in the country as well as extremely high rates of GBV. The HIV/AIDS crisis in the province is recognized as intrinsically linked to gender role perceptions and “aggressive assertion of masculine dominance as expressed through violence against women. This violence often manifests as rape, and is a key factor in exacerbating the spread of the epidemic” (Ibid). Prior to the DramAidE program, discussion about HIV/AIDS in focus communities was limited – “Patriarchy, traditional cultural beliefs and practices and strong conservative religious influences prevent open discussion about HIV/AIDS and may contribute to increased infection rates” (Ibid). Key projects include Act Alive, Mobilising Young Men to Care, and Woza Nazo (development of appropriate life skills materials for youth), as well as the training of unemployed youth as peer educators through the Drama AIDS Education Team.

Key Participatory Elements

The goal of DramAidE’s programming is to create a network of peer educators who help promote safer

Crisis-Affected?	✓
Topical Focus	HIV/AIDS Sexuality
Primary Medium	

sex and other positive behaviors, and to initiate a broader social movement promoting healthy lifestyles. DramAidE’s peer educators are organized into clubs where they lead health communication campaigns through generating “action media” projects in their communities, such as plays, posters, songs and dances created by young people through a participatory process. In designing the program approach, DramAidE has relied on recognized principles of participatory communication and on Freire’s theory of critical consciousness, with an explicit emphasis on empowerment (Ibid.).

Evaluation

Evaluations of DramAidE’s projects have shown positive outcomes. The live dramas have been especially effective in engaging audience members. In particular, Mobilising Young Men to Care was found to have challenged “the way that young people approach issues of gender and HIV/AIDS” and also increased self-efficacy, self-esteem, and confidence reported among participants, including young women, who “demonstrated an ability to speak out about their thoughts and feelings” (Sutherland 2000, cited in Botha and Durden). Exploratory research on DramAidE’s activities in KwaZulu-Natal province indicated that students felt the performances had helped them acquire knowledge about pregnancy, their rights, the dangers of HIV/AIDS, how it is spread, how it could be prevented, and how to make responsible choices. Teachers in project schools stated that reported cases of sexual harassment had decreased, and conjectured that the dramas had helped girls gain assertiveness skills and the ability to say “no” to demanding boys (Mugira, 2009).



Adolescents participate in a DramAidE forum theater performance at a high school in KwaZulu-Natal province, which has the highest HIV/AIDS prevalence in South Africa.


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PROFILE #3: FilmAid International

Program Overview

FilmAid International uses film to promote health, strengthen communities, and enrich lives among vulnerable and displaced populations (FilmAid website). Founded in 1999, the organization’s original focus was on screening movies (cartoons and feature films) for mass audiences in refugee and displaced communities as a way of providing relief from the stresses of camp life. Initial activities benefitted Kosovar refugees living in Macedonia; the organization has since implemented programming in Afghanistan, Thailand, and multiple sites in East Africa. FilmAid’s work gradually expanded to include the production of short films created in collaboration with community members, which address issues of concern in the refugee community. The organization has also developed the Refugee Filmmaking Project, a participatory video program for refugee youth ages 18-30, with activities chiefly among Sudanese youth in Kakuma camps and Somali refugees in Dadaab camp, Kenya.

FilmAid’s outdoor evening screenings, which draw crowds of up to 14,000 people, feature movies such as “Gandhi” and “The Lion King” as well as African and locally-made films. Film-based information workshops for smaller groups enable facilitated discussion of specific health- and safety-related topics. An example of a local production created in Kakuma refugee camp is the video drama “Choice Matters,” in which a teenage girl resists her father’s plans for her marriage to an older man in the camp and asserts her right to stay in school. Other themes of local productions and related educational sessions include gender roles, domestic violence, HIV/AIDS, family planning, malaria prevention, landmine awareness, and maternal and child health.

Crisis-Affected?	✓
Topical Focus	Gender Norms HIV/AIDS GBV
Primary Medium	

Key Participatory Elements

FilmAid seeks input from community members on program design, implementation, and evaluation. The organization works with local advisory committees (representing a cross-section of the local population) to ensure that films selected to be screened are appropriate for local audiences. Through the participatory video project, young people in the refugee community learn to use video as a tool for storytelling. The project also seeks “to develop participants’ confidence and self-esteem, to engage critical thinking, and provide a means of communication” (Lee and Bolton, 2007).

Evaluation


Evaluations of FilmAid’s programs in Kakuma, Kenya were conducted in 2003 and 2007. The more recent study was structured in three-phases, and utilized qualitative and quantitative methods. It should be noted that the organization’s then-new participatory video program with refugee youth was not included in this assessment. The evaluation found that FilmAid is “effectively educating people about the prevention and resolution of conflict, HIV/AIDS, human rights, domestic violence, and gender equity; providing people with knowledge and examples of how to take action; and helping people cope with problems and restoring hope” (Lee & Bolton, 2007). The study also indicates that the program has had an effect on knowledge and behaviors related to family planning and HIV/AIDS. Perceived positive results regarding HIV knowledge and behavior include decision-making around testing and encouraging the care of AIDS orphans by the community. FilmAid’s activities were also perceived as having a positive effect on youth and on women’s quality of life in the community: over 50% of respondents felt that FilmAid activities have increased women’s activities in the community, and 70% felt that project films had made a positive impact on attitudes regarding girls’ education (Ibid..). Some negative effects of the program were noted in the study as well; these included lack of safety at evening screenings, lack of comprehension of the films, and conflicts relating to permission to attend screenings. In addition, 20% of respondents reported that FilmAid demonstrated a lack of respect for local religion and culture.

PROFILE #4: Meena Communication Initiative: Girls’ empowerment in South Asia

Program Overview

The Meena Communication Initiative is a multimedia entertainment-education campaign developed by UNICEF. The initiative was launched in 1998 in Bangladesh, India, Pakistan, and Nepal. Through comic books, animated cartoons, posters, an interactive website, and radio series, the Meena Communication Initiative portrays the dangers of early marriage, the advantages of allowing girls to finish school, and other positive insights from which families and communities can learn (Chesterton, 2004).

The initiative arose from the recognized need to find culturally sensitive ways to address girls’ empowerment in regions where ingrained gender inequalities deeply limit their life opportunities and rights. The character of Meena was designed as an appealing model for relaying messages on gender, child rights, education, protection and development. Messages are generally framed in a positive and uplifting manner, rather than in a negative or fear-inspiring manner. The Meena Communication Initiative has since expanded to Bhutan and Sri Lanka and Meena cartoons have been dubbed into local languages in Laos, Cambodia, and Vietnam.

Crisis-Affected?	X
Topical Focus	Gender Norms
Primary Medium	

Key Participatory Elements

Development of Meena Initiative materials involved focus group work and extensive field testing among children and parents within the project regions. The initiative also includes some media components with interactive elements. On the whole, however, the initiative relies chiefly on diffusion-oriented methods. Given the mass communication nature of the intervention, there is generally less ability to target messages to particular groups or communities. In Nepal, however, where implementation focused on the community level, Meena materials were used as a key resource for prompting local activities, including street theater, debates, and community discussion and reflection on child health, development, and gender issues. Thus, although participatory approaches play a relatively limited role in the overall initiative, its materials can be utilized in participatory ways.



Evaluation

In 2003, the Meena Communication Initiative in Bangladesh, India, Pakistan, and Nepal was evaluated. The results reaffirmed the ability of the initiative to communicate and influence perceptions about girls' rights (Ibid.). Quantitative data was gathered from children and adults through household surveys. Questionnaires were also administered to UNICEF personnel at country and regional levels. Qualitative techniques consisted of document analysis, focus group discussions, interviews, workshops, and meetings with people involved in or affected by the initiative.

Different levels of awareness, skills, and practices were reported across and within the four countries. Contextual factors, such as poverty or local customs and beliefs, were found to play a major role in influencing the extent of achievement (Ibid.) highlighting the importance of tailoring communication efforts to meet the specific needs and contexts of different groups (Ibid.).

PROFILE #5: Community Conversations: Preventing HIV/AIDS & harmful traditional practices in Ethiopia

Program Overview

Community Conversations, funded by UNDP, was first initiated in Ethiopia under a mandate by the Ethiopian Ministry of Health to mobilize communities around HIV/AIDS (Feldman-Jacobs and Worley, 2008), but has since expanded to many other countries. Emphasizing a process of participatory dialogue on the underlying factors fueling the spread of HIV, the project hopes to break the silence surrounding sensitive issues and stimulate strong locally-generated responses (Hope, 2007).

Community Conversations involves a series of facilitated discussion sessions that bring together men and women of different generations from within a particular community. Facilitators take participants through a participatory process of identifying community concerns related to HIV/AIDS, which includes discussing what has already been done; exploring the concerns that have been voiced, as well

Crisis-Affected?	✓
Topical Focus	HIV/AIDS GBV HTP
Primary Medium	

as the myths and realities behind them; generating community-led decisions for action; taking action; and reflection and review of actions taken and outcomes. UNDP notes that this approach helps to respond to an identified gap where “local responses, often neglected in global and national HIV/AIDS plans, need to be based on the reality of existing social dynamics and concerns of local communities. They should be drawn from ‘spaces’ of trust, where listening takes place and mutual respect generated, and where interaction with a community stimulates changes from within” (UNDP, 2005).

The Community Conversations approach also provides an opportunity for local authorities to hear and learn from community members about their challenges and ideas for action, with the hope that leaders will incorporate suggestions into broader policies and programming at the national level, and help to incorporate NGOs and CBOs into identifying locally appropriate and realistic steps for action.

The process takes considerable time, commitment on the part of participants and facilitators, and dedication to partnerships and inclusion of all participating individuals and groups (Ibid.).

Key Participatory Elements

The Community Conversations approach is structured to encourage community members to design, implement, and assess their own plans for locally driven action to prevent and respond to the issue of HIV/AIDS. The Community Conversations “guiding principles”—sensitivity to local experiences, facilitation rather than intervention, gender sensitivity and inclusion of women and girls, mutual learning, mutual trust, and building on locally existing strengths (Ibid.) — are all closely in line with the participatory model of development communication. UNDP notes that the Community Conversations approach “leads to social contracts between men and women, those people living with AIDS and those not, intergenerational relationships, the urban/rural relationships and relationships between the rich and poor” (Ibid.).

Evaluation

The Community Conversations approach has proven to be highly flexible and popular, and has been undertaken in various areas of Ethiopia and other countries by multiple organizations, including CARE (Getaneh et al, 2008) and UNICEF in collaboration with the country’s HIV/AIDS Prevention and Control Office (Byrne and Hunt, 2005).

Since its inception in July 2002, the approach has yielded visible results (Hope, 2007). The Community Conversations process has opened dialogue not only around the previously taboo topics of AIDS and sexuality, but also around a variety of detrimental customary practices related to GBV and HTP. Examples of practices being addressed through the initiative include FGC, widow inheritance, and bride sharing (Ibid.). UNDP notes that Community Conversations has been implemented in a variety of different country contexts, and “in all instances, this approach has brought about a fundamental shift in the way communities get work done” (UNDP, 2005).

Sessions focusing on HIV/AIDS have helped reduce specific risk behaviors as well as stigma and discrimination toward those living with HIV (Getaneh et al., 2008). The establishment of over 400 dialogue sites at youth clubs has helped foster a sense of empowerment among young people, who are the chief facilitators of the sessions: “When young people have the opportunity to discuss HIV/AIDS, they consider issues within their own socio-cultural contexts, identify and prioritize their problems, define their capacity and strengths, and mobilize resources for collective gain” (Byrne and Hunt, 2005).

PROFILE #6: Stepping Stones: HIV/AIDS, communication, & relationship building skills

Program Overview

Based on materials originally developed in 1995 for use in Uganda, Stepping Stones has since been adapted for use in more than 40 countries in Asia, Latin America, and elsewhere, including in several crisis-affected settings. Stepping Stones is a program for HIV prevention that aims to improve sexual health through building stronger, more gender-equitable relationships with better communication between partners. It is also a life skills training package, covering such critical questions as why we behave the way we do; how gender, generation, and other issues influence this; and ways in which we can change behavior (Hope, 2007).

The Stepping Stones participatory learning methodology is based upon facilitated focus group discussions in which men and women, youth and elders, address gender and relationship issues among their peers, then share the concerns and solutions that they have identified with the wider community. Drama and role-plays are used to help people communicate about subjects that are not normally spoken about openly (Ibid.). The training package involves approximately 60 hours of workshop sessions, divided into 18 sessions over 10-12 weeks, and most of the sessions are designed for small groups of 10-20 participants, of the same sex and age groups. Sessions cover such topics as developing and analyzing communication skills, reflecting on perceptions and prejudices, reinforcing technical HIV knowledge, exploring why people behave the way they do, brainstorming ways to support each other and strategies for putting newly acquired skills into practice, and preparing/planning for future action. The training is designed to focus primarily on HIV/AIDS, but related topics of gender-based violence and alcohol use are also incorporated.


Key Participatory Elements

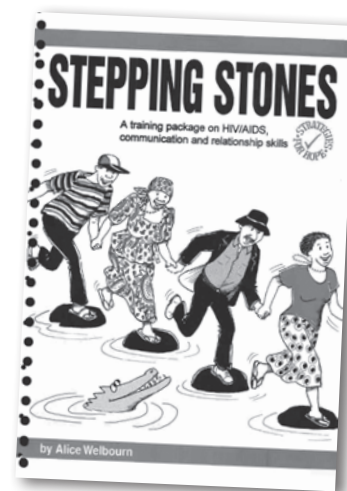
Stepping Stones uses the approach of learning through shared discussions and enables individuals to identify concerns and generate ideas for action, both at a personal and peer group level. These peer level activities (men to men, elders to elders, etc.) provide the opportunity for discussion on sensitive issues, sharing ideas, and building confidence in a small, non-threatening setting prior to sharing results and ideas more broadly within the community. “The methodology also provides both a process and skills development for reporting back to the wider community on the concerns and solutions identified in the group discussions” (Feldman-Jacobs and Worley, 2008).

Evaluation

The Stepping Stones training unit is distinct in several regards: not only has it been widely adapted and implemented, but it has also been evaluated within a wide range of contexts. Perhaps most significantly, a recent impact assessment (of the second edition of the South Africa adaptation of the training package) concluded: “Our findings provided considerable evidence that Stepping Stones is a useful HIV prevention intervention and is successful in changing a range of different men’s behaviors, and is thus deserving of further development and investigation” (Jewkes, Nduna, et. al., 2007). An important finding drawn from the assessment was that improved listening and communication skills were fostered between partners as a result of the program coupled with a new realization that violence against women was wrong (Ibid.).

A meta-analysis by ActionAid also notes, “One striking finding is the almost universal support for, and appreciation of, Stepping Stones as a change process from those with first-hand experience of using it or seeing it used” (Wallace, 2006).

Crisis-Affected?	✓
Topical Focus	HIV/AIDS Gender Norms
Primary Medium	



VII. Observations & recommendations

Analysis of the program scan and program profiles sought answers to the following question: What “promising practices” and practical lessons can be drawn from existing development communication activities addressing GBV, HTP, and related health concerns in crisis-affected settings? Observations and related recommendations are offered below.

1. Lack of participatory communication initiatives in crisis-affected settings

The program scan indicated that participatory communication initiatives designed to prevent GBV and HTP in crisis-affected settings are few. The challenges that affect implementation of any programs in such settings—including ongoing instability, mobile populations, lack of or damaged infrastructure, minimal resources, and typically short donor funding cycles—may pose particular obstacles to development of participatory initiatives, which depend on sustained engagement of community members and partner organizations. A focus on addressing immediate needs may also dominate the time, resources, and attention of both individuals and agencies. At the same time, the program scan indicated some examples of community-based outreach activities addressing such issues as GBV and FGM within refugee settings that integrate interpersonal or peer education approaches with use of informational print materials (RHRC, 2003). Such activities provide a positive groundwork for participatory communication initiatives. Furthermore, participatory approaches and programs such as Stepping Stones and DramAidE have demonstrated their effectiveness in such sites as post-conflict South Africa. These, as well as many of the other programs described in the program scan table, provide myriad examples and lessons that can be adapted and applied in other crisis-affected areas and communities.

Recommendation:

- Donors and implementing agencies should integrate into their program planning and provide more support for participatory communication initiatives addressing GBV, HTP, and related issues, especially in crisis-affected settings.
-

2. Missed opportunities

It was also notable from the program review that some communication initiatives undertaken on a broad scale in certain crisis-affected areas did not address the issue of GBV within their programming, despite being implemented in countries or areas in which GBV was a pervasive feature of the conflict. The activities of the Talking Drum Studio (TDS)/Search for Common Ground (SFCG) in Liberia are a case in point. A 1999 evaluation of the program indicated that “the overwhelming consensus among interviewees and TDS staff was that women and children were affected the most [by the conflict]” (Abdalla and Torrey, 1999). Respondents spoke of the many forms of violence experienced by women during the war, including rape, abduction, abuse, and unwanted pregnancies (Ibid). It is not apparent from the evaluation report or related materials that these issues were specifically addressed by TDS programming, or that a recommendation in this regard was made.² It should be noted that, in contrast, SFCG’s work in Sierra Leone (Center Lokolé) and Congo (Génération Grand Lacs and the “Breaking the Silence” Mobile Cinema Project) include GBV as a program theme.

2. *The 1999 evaluation also found that Talking Drum Studio programs overall were considered less effective by women than by men. The main recommendation drawn from these findings was for additional research, including dialogue between women and TDS staff (Abdalla and Torrey, 1999; 69).*

Especially when produced locally with community involvement, radio programming offers a powerful opportunity to heighten awareness of gender violence, its forms and consequences, and to help listeners learn how to gain further information and access any services that may be available. In resource-poor, media-scarce regions affected by conflict, entities involved in broadcast activities have an opportunity—even a responsibility—to address GBV as a concern integral to conflict transformation and peace-building.

Recommendation:

- Implementing agencies and local partners who are undertaking media projects in crisis-affected areas should carry out culturally-sensitive formative work at the community level among women and girls to help ensure that issues of concern, such as GBV and the effects of conflict on women's welfare, are reflected in programming and addressed in appropriate ways.

3. Dearth of evaluations in crisis-affected settings

The program scan revealed a lack of substantive evaluations of participatory communication initiatives addressing GBV/HTP. Even rarer are assessments of interventions within crisis-affected settings and/or using participatory monitoring and evaluation (PM&E) methods.

Monitoring and evaluation are indispensable in gauging the effectiveness of program activities, identifying issues that require attention, and strengthening processes. PM&E approaches help ensure that programs respond to community needs, which constantly evolve as conditions and dynamics change. PM&E methods are also highly adaptable, and can provide process-based methods for gathering information on program strengths and shortcomings, as well as unexpected results and impact. Additional reviews and evaluations of participatory communication programs would also be extremely useful to advocate for greater funding and on-going support for such programs in crisis-affected settings.

Recommendations:

It is recommended that implementing agencies and partners:

- Seek to strengthen documentation of their communication-based initiatives;
- Utilize participatory monitoring and evaluation (PM&E) methods wherever possible;
- Carry out process and impact evaluations on communication initiatives addressing GBV and HTP, especially in crisis-affected settings;
- Utilize reviews and evaluations to advocate for additional funding and support to implement participatory communication initiatives in crisis-affected settings.

4. Importance of meaningful participation and local resonance

Participation of community members is fundamental to the success of development communication initiatives. The six programs profiled in this report rely on community-centered, participatory approaches that go well

beyond basic promotion of behavior change. These approaches, diverse in nature, include facilitated focus group discussions (Stepping Stones), participatory learning (Tostan), community video production and screening (FilmAid), facilitated dialogue following video/audio shows or theatre performances (DramAidE), and participatory dialogue (Community Conversations). Each approach has proven effective in helping communities recognize harmful traditional practices and address root causes of gender inequity and gender-based violence.

Degrees of participation in these six projects vary, affecting the overall impact on communities. The Meena Communication Initiative, while able to communicate and influence perceptions about girls' rights at a broad level, encountered challenges in effectively targeting messages and addressing local customs and beliefs, highlighting the limitations of a non-participatory, multi-site campaign. In contrast, when materials are actually generated by community members themselves, as in the Community Conversations model (in which issues are identified through participatory dialogue and then discussed/analyzed), a sense of engagement and ownership is fostered. The resulting, uniquely-relevant materials and messages resonate deeply within participating communities. This is clearly demonstrated by the work of Tostan, through which FGC was identified by participants themselves as a detrimental practice requiring action. It is possible that if the program had patently advocated abandonment of FGC, it would have been rejected as a 'Western' or foreign initiative attempting to change or corrupt 'traditional' culture.

It is notable that the three programs characterized by an especially strong participatory orientation—Tostan, Community Conversations, and Stepping Stones—have all demonstrated positive outcomes based on evaluation data to a greater degree than the profiled programs with a lesser degree of participatory orientation. These three programs also share other common aspects: they involve significant investments of time, and high levels of active participation where community members identify shared concerns, generate insights, raise questions, and propose locally generated solutions.

Many international agencies feel a drive to “scale up” project activities. Doing so, however, risks the loss of local resonance, highlighted above as a vital component of program effectiveness. As observed by Dagron, “One very important obstacle for including participatory communication components in development projects is the donors' need for ‘scale’” (Dagron, 2001). All too often, he notes, the resulting drive for quantitative indicators that can demonstrate broad “success” vies with a focus on long-term results and qualitative aspects of change. “In a more reasonable framework for development,” he maintains, “scale would have to do with linking communities with similar issues of concern and facilitating exchanges” (*loc cit.*).

Thus, rather than “scaling up” *per se*, the sharing and community-specific adaptation of effective approaches should be fostered. Examples of such approaches include Stepping Stones and Community Conversations, which, as noted, have been effectively applied in a variety of contexts. Additionally, the Uganda-based organization Raising Voices provides research-based guidelines and materials, as well as training support for their use, in the phased implementation of community awareness-raising and mobilization to end violence against women and children. These and other proven models and resources can valuably support and inform work in different communities, as long as actual implementation prioritizes local participation in the development and sharing of communication methods and messages. Otherwise, programs may miss the opportunity to build upon existing capacity and local strengths, may not be structured in a way that enables community engagement and investment, and might not respond to local priorities in appropriate ways.

Recommendations:

- There is a need for more community-driven participatory communication initiatives tailored to local contexts and priorities. Organizations should actively engage community members in discussions to identify problems and possible solutions, and in the development of media for these discussions. Higher levels of participation strengthen positive outcomes.
 - Caveats should apply to the concepts of “scaling up” or “replicating” participatory communication activities, the effectiveness of which is often based on local relevance. Effective models and approaches can, however, be adapted to new settings and contexts provided that participatory assessments are used to determine which elements should be modified and/or replicated.
-

5. Importance of interpersonal communication for change

Most interventions highlighted make use of a variety of communication methods and materials; however, the most critical factor in program effectiveness appears to be the process of direct interpersonal communication, through which community members have the opportunity to identify, reflect on, and discuss key problems faced, suggesting their own strategies for action, and playing a part in monitoring the impact of those actions. While such media forms as drama, radio, audio, video, and print materials play a central (and often synergistic) role in the initiatives, it is the interpersonal processes that generate change. There must be adequate space and time for these processes to take place. Issues of gender norms, sexual relationships, and HTP are often highly sensitive; sufficient trust and confidence must be developed in order for participants to feel safe enough to discuss and question them, and raise the possibility of alternatives. The Tostan program includes an 18-month-long course; the Stepping Stones curriculum takes approximately 60 hours to complete. Further, it is not only during the formal workshop or program settings that change occurs. The informal spaces are equally, if not more important, for providing a forum for interpersonal discussion and action. For example, it was during the periods outside of training course sessions that participants in the Tostan program began to talk about and question the practice of FGC and develop action plans for advocacy.

Recommendation:

- Locally-appropriate modes of interpersonal communication, and the provision of adequate space and time for in-depth dialogue, should be central to and systematically incorporated in participatory communication initiatives, especially when culturally-sensitive issues are being addressed.
-

6. Empowerment, skills training, and individual capacity development

As noted, dialogue and collective decision-making are critical aspects of the Tostan, Community Conversations, and Stepping Stones programs, and deeply inform the work of DramAidE as well. These processes help to foster empowerment on both the community and individual level. Another premise shared by each of these programs is their explicit focus on local community members—ordinary citizens—as agents of change.

The training of community members (e.g. as community-based facilitators, peer educators, or advocates) is a vital component of virtually all of the highlighted programs, as well as of many interventions included in the program scan table. Indeed, several could aptly be described as skills enhancement or individual capacity-building programs as well as communication initiatives. This fact helps to underscore the difficulty—perhaps the inadvisability—of attempting to draw a firm line between these modalities, and suggests the importance of combining capacity-building at both the individual and community level.

Individual benefits of training community members are very clear. Program evaluations describe indicators such as increased self-esteem, confidence, and a sense of empowerment (DramAidE, Community Conversations, Tostan). This is particularly important in post-conflict contexts where opportunities for formal education and/or employment may be highly limited. Involvement in such activities can help to foster a personal sense of purpose and self-efficacy, whether through the acquisition of new skills and/or the opportunity to play an active role in raising local awareness and promoting positive change in one's community. Not least, such engagement can also help instill a sense of hope and of wider opportunities despite the constrained settings in which they are implemented.

This sense of empowerment and agency takes on special significance for women, whose roles are often profoundly transformed through the acquisition of skills, self-confidence, and a stronger voice in their communities. As stated by one Tostan program participant who became a leader in ending FGC in her village and beyond, “We became aware that we could make a difference in the world” (Population Council, 1999; 48). Actualization of the ability to help ‘make a difference’ is a core aspect of participatory development, and inherent to genuinely participatory communication initiatives:

When people learn to make a meaningful and compelling video program, to master a new and sophisticated tool, or to facilitate a group discussion ...they develop communication skills that increase their visibility in the community... Strategic thinkers and communicators are important and valuable assets, not only to their organizations, but to their communities and nations as well. They are the ones who will ask challenging questions and inspire others to make changes to improve their lives. (Stuart and Bery, 1996)

Drawing on examples of participatory media (radio and video) projects involving resource- poor and marginalized women in Colombia, Bolivia, Costa Rica, and Peru, Rodriguez describes powerful transformative effects, including qualitative shifts in self-esteem, altered gender/power dynamics, and an end of silence and cultural invisibility (Rodriguez, 2001).

It is clear that participatory communication initiatives can foster the empowerment of women and girls through access to knowledge, skills, and opportunities, and thereby help to create new leaders and new voices for change.

Recommendations:

- A deliberate focus on capacity-building and acquisition of new skills (interpersonal, technical, etc.) among community members should be an integral aspect of participatory communication initiatives.
- Providing new opportunities for learning, skills acquisition and capacity-building for women and girls should be at the core of participatory communication initiatives, especially those addressing GBV, HTP, and related issues.

7. Peer- to-peer models

The program scan highlights the importance of working with different groups within communities, focusing on strengthening the skills of cohort groups, and employing peer-to-peer methods: e.g. among village women (Tostan); students (DramAidE); men, women, youth and elders (Stepping Stones); and youth clubs (Community Conversations).

While power dynamics will always limit the participation of some individuals in social processes, greater and broader participation can be achieved by ensuring safe spaces for discussion in peer-specific groups. Initial work within these groups can build skills and confidence so that ideas can subsequently be shared on a wider basis. This approach is demonstrated by both DramAidE and Stepping Stones programs, in which sessions are initially held with peer groups, and the ideas generated are then shared with the broader community.

Working in groups to identify issues, reflect upon and analyze them, and develop solutions also builds stronger networks and increases the likelihood of mobilizing resources for collective gain. This is clearly seen in the Tostan program where participatory learning about health, hygiene and human rights among rural women kindled an advocacy movement against the practice of FGC.

Recommendations:

Participatory communication initiatives should include the strengthening and mobilization of existing peer groups and networks as resources for positive change.

8. Sharing and cross-learning

Information-sharing on participatory communication initiatives, especially in crisis-affected settings, appears to be very limited, even between implementing organizations and agencies in the same geographical region. This situation reduces opportunities to build on best practices and lessons learned.

Recommendations:

- Implementing agencies, local partners, and donors should develop methods for improved dissemination and sharing of communication program experiences to enable greater cross-learning and wider adaptation of effective approaches.
- Agencies should make use of research-based resources for developing communication materials and initiatives for preventing violence against women (such as those available from Raising Voices: <http://www.raisingvoices.org/>).

9. Whole-community approach

In order to promote collective ownership, reinforcement, and support, it is vital for communication initiatives

to seek meaningful participation of all sectors of the community, including men and boys, to develop solutions to violence and discrimination against women and girls. This must be done in a gradual, non-threatening and inclusive way, to improve relationships between men and women and reduce gender inequity.

Recommendations:

It is recommended that implementing agencies:

- Find ways to meaningfully involve various sectors of society (including men and boys) in program activities and track participation through monitoring systems.
- Ensure that issues reinforce relationships (e.g. between men and women, men and children, women and children) using examples that people in the community can relate to. Programs must ensure that examples are included which directly speak to men so that they do not feel excluded, but rather respected and encouraged to contribute.

VIII. Conclusion

Through community-centered processes that foster awareness, dialogue, reflection, and action, participatory approaches to development communication can play a vital role in helping prevent GBV and HTP.

The program scan undertaken for this desk review revealed an extraordinary diversity of projects, organizations, initiatives, and approaches to prevent GBV, HTP, and HIV/AIDS in different settings, including crisis-affected communities. These range from mobile cinema screenings of documentary films to address the epidemic of rape in the Congo (“Fighting the Silence”) to the innovative street tactics of Blank Noise in India; from the dynamic, woman-powered Sistren Theatre Collective, working for over 30 years in violence-ridden communities in Jamaica, to the male youth-oriented work of the more recently-established Sonke Gender Justice Network in Africa.

These interventions cover the full scope of communication approaches; they also occupy different places on the spectrum of participatory orientation. Several of them suggest a trend towards the “third pathway” proposed by Tufte, fusing diffusion and participatory methods (Tufte, 2001). Valuable and diverse lessons are to be drawn from them all. Ultimately, the goal of communication practitioners should be to work responsively, in collaboration with community members, to address priority concerns and identify positive alternatives through approaches that are appropriate, dynamic, mutually-reinforcing, and enabling.

In conclusion, this review indicates the need to increase the number of genuinely participatory development communication programs in areas where GBV and HTP are most pervasive, particularly emphasizing crisis-affected settings. Participatory communication activities can spur discussion and engagement, empower individuals and groups, strengthen leadership and advocacy skills, and promote alternatives to norms and practices that propagate gender inequities and violence. Improved sharing of experiences and lessons gained from past and current programs will advance knowledge and practice. More regular monitoring and evaluation, especially through participatory methods, as well as improved dissemination and discussion of programs will help enhance existing initiatives and contribute to the strengthening of future efforts. It is hoped that the current program review makes a contribution toward this goal.

IX. Table of Projects Reviewed

☆ *Programs of special relevance, as detailed in Section III*

AFRICA

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Burundi ☆	CARE, Tubiyage	n/a	Interactive/forum theater	Using stories based on real incidents, Tubiyage ("let's talk about it") used interactive theater to invite audience participation and promote discussion around GBV, widespread in the wake of Burundi's civil war. Project also included awareness-raising activities via radio and cultural and sporting events; training of community leaders and establishment of networks for education on GBV and identification of cases.	http://www.igwg.org/igwg_media/16days/bartel.pdf http://www.fmreview.org/FMRpdfs/FMR27/32.pdf
Democratic Republic of the Congo	Search for Common Ground	Centre Lokolé	Radio/ Participatory theater	Peace-building through radio and media training and production, cultural and sporting activities, comic book production, and participatory theater for conflict transformation. Prioritized themes include democracy and governance; security sector reform; peaceful repatriation/ reintegration; and social cohesion in DRC and the region.	http://www.sfcg.org/programmes/drcngo/programmes_drcngo.html
Democratic Republic of the Congo	Search for Common Ground, Great Lakes Inter-University and Youth Forum	Generation Great Lakes (Génération Grands Lacs)	Radio	Live phone-in radio show for youth, broadcast simultaneously on five stations in DRC, Rwanda and Burundi. Listening clubs organized in secondary schools and universities give students the opportunity to take part and discuss such program themes as identity, gender, violence, youth participation in political life, and issues of ethnicity and nationality.	http://www.sfcg.org/programmes/drcngo/drcngo_ggl.html
Democratic Republic of the Congo	WITNESS and Association des Jeunes pour le Développement Intègre-Kalundu (AJEDH-Ka/PES)	Attendre Demain (Awaiting Tomorrow: HIV/AIDS in the Democratic Republic of the Congo) Video Advocacy Project	Video-based advocacy	An advocacy project based on use of the video documentary "Awaiting Tomorrow" to demand that the Congolese government and decision-makers address the emerging HIV/AIDS crisis in the DRC, and to raise awareness and support for people infected and affected by HIV/AIDS in the country.	http://www.comminit.com/en/node/133595/2781
Democratic Republic of the Congo	IF Productions, Search for Common Ground, Amnesty International, Whyze Communications	Fighting the Silence Mobile Cinema Project	Film	Features outdoor mass screenings of the documentary "Fighting the Silence," on sexual violence against women in Congo, in different areas of Eastern Congo in order to raise awareness and promote discussion. Screenings are also held for couples and youth in military camps of the Congolese National Army, and in rebel and militia camps.	http://www.fightingthesilence.com
Egypt	Centre for Development and Training Activities (CEDPA), Coptic Evangelical Organization for Social Services (CEOSS), Communication for Change (C4C)	Video and the Community Dreams	Participatory video	Training of village-based teams of young women in Upper Egypt (Minya) and Cairo to produce video programs reflecting their experiences and community concerns; videos used to generate community discussion and support advocacy efforts. Video themes include FGM, women's roles, girls' education, and child labor.	http://www.c4c.org/projects/egypt.html http://www.unicef.org/magic/bank/case021.html
Egypt ☆	CEDPA	Positive Deviance Approach to FGM	Community- based inquiry and advocacy	Approach based on a phased process, entailing community-based inquiry that identifies individuals who have "deviated" from convention by not excising their daughters; dialogue about the practice of FGM among individuals, community groups, and NGOs; sharing, analysis and dissemination for use in advocacy/prevention efforts.	http://www.cedpa.org/content/publication/detail/730

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Ethiopia	Ethiopian Women Lawyers Association (EWLA)	Media Advocacy Against GBV	Advocacy campaigns via TV, radio and print	Uses "forum cinema" (televised dramas and related discussions) to highlight extent and negative effects of GBV and encourage public dialogue; sponsors talk shows on violence against women, and airs weekly radio program on domestic violence; encourages media coverage of workshop and events.	http://www.preventgbvafrika.org/content/newsletter (Issue No. 7)
Ethiopia ★	National HIV/AIDS Prevention and Control Office, UNDP, CARE	Community Conversations	Community dialogue	Through a facilitated process of participatory community discussions on underlying factors fueling the spread of HIV, helps break silence surrounding sensitive issues and stimulate strong locally-generated responses. [Profiled in Section VI]	http://www.undp.org/hiv/docs/prog_guides/cce_handbook.pdf
Ethiopia	National Committee on Traditional Practices of Ethiopia (NCTPE)	n/a	IEC print materials, mass information campaigns	An indigenous, non-governmental organization established for the purpose of promoting and encouraging traditional practices that have positive impact and discouraging those that affect the health and well-being of the Ethiopian people in general, and that of women and children in particular. They conduct training programs, workshops, produce IEC materials, and coordinate mass information campaigns.	http://www.iac-ciaf.net/
Ethiopia	UNHCR, National Committee on Traditional Practices of Ethiopia	Pilot Project to Eradicate Female Genital Mutilation	Community outreach, video, drama, print materials	Pilot project addressing FGM conducted in Hartisheikh, largest of eight camps housing Somali refugees in Eastern Ethiopia. Activities included workshops for women's committees, health workers and TBAs, religious leaders, FGM practitioners, school teachers, elders, and youth, and use of videos, community drama, and print materials.	http://www.rhrc.org/resources/How%20to%20guide%20FGM%20Ethiopia.pdf
Guinea ★	La Cellule de Coordination Sur Les Pratiques Traditionnelles Affectant La Sante des Femmes et des Enfants (CPTAFE), Communication for Change (C4C)	Video Sabou et Nafa	Participatory video	Community-based teams in Guinea's various regions created local-language videotapes focusing on prevention of female genital mutilation (FGM) and promoting the welfare of women and girls. Facilitated discussions after video "playback" sessions enable dialogue about health, rights, responsibility, traditions, and change.	http://www.c4c.org/pdfs/VideoSabouetNafaArticleforC4CJournalFinal.pdf
Kenya ★	CARE	FGC Abandonment Activities	Community education, advocacy	Community-based strategies (information and educational outreach to groups and individuals, advocacy among leaders) used to help change knowledge, beliefs, and intentions regarding the practice of FGC among Somali refugees in Dadaab camp.	http://www.cominit.com/en/node/125805/307
Kenya	Carolina for Kibera, Inc.	Binti Pamoja (Daughters United) Center	Peer groups, drama, photography	The Binti Pamoja Center is designed to create a safe space for girls and young women to discuss reproductive health issues and to address problems such as violence against women, lack of reproductive health care, unequal access to education, female circumcision, sex work, and HIV/AIDS. Located in the low-income area of Kibera, Nairobi, the Center uses peer-led group discussions, photography, and drama role-plays to enable participants to speak out about critical and sensitive issues.	http://www.rhrc.org/resources/general_reports/con03/Book_of_Abtracts_20_Sept_F.doc , www.popcouncil.org/pdfs/frontiers/nairobi_fgcmrg.pdf
Kenya	PSI	Kenya on HIV/AIDS	Mass media	Campaigns are disseminated via mass media, with additional support from interpersonal communication networks in communities, schools and workplaces. People living with HIV/AIDS hold regular outreach activities in communities and workplaces to reduce stigma.	http://www.psi.org/kenya

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Kenya	Umoja Uaso Women's Group, MADRE	Umoja Village	Peer groups, advocacy	A "safe community" for survivors of GBV, founded by Samburu women rejected by their husbands and forced from their homes after being raped. Living and working together, members of this all-female village combat discrimination, poverty, and violence against women, and develop increasing economic autonomy in an effort to enable them to avoid dependence on abusive men.	http://www.comminit.com/en/node/304613/38
Liberia	Search for Common Ground	Talking Drum Studio (TDS)	Radio	Encourages conflict resolution/ prevention and social transformation through focus on core themes of accountability, youth engagement, leadership, identity and ethnicity. TDS uses radio as a means for promoting dialogue among polarized groups and reducing ethnic and political tension among such groups by stressing themes of non-violent conflict resolution, democratization and reconciliation.	http://www.sfcg.org/programmes/liberia/liberia_talkingdrumstudio.html
Liberia	Carter Center	Modia Drama Club	Live drama, Music	Promotes rule of law education and increased legal literacy through skits, music and participatory, interactive dialogue.	http://www.cartercenter.org/news/publications/peace/conflict_resolution_publications/profile_modia_drama.html
Malawi	Story Workshop	n/a	Theater, print media, radio, music	Uses radio soap operas, theater, music, print media, and community dialogue to stimulate social change. Key areas of focus: food security, environment, health, HIV/AIDS, gender, human rights, democracy. Programs include Kamanga Zula, a radio drama based on real-life stories, aimed at addressing root causes of gender-based violence and promoting communication on GBV in public and private spheres.	http://www.storyworkshop.org/
Malawi ★	Johns Hopkins Center for Communication Programs, Save the Children, Malawi Ministry of Health and Population, PSI, USAID, et al.	BRIDGE Program	Outreach campaigns/ community mobilization, print materials, radio diaries, etc.	Launched in July 2003, the initiative seeks to encourage Malawians to adopt behaviors that prevent HIV transmission. Through various interventions, the program promotes personal responsibility, self-efficacy, open discussion about HIV/AIDS, gender equity/ girls' empowerment, and positive models. Components include the Ndithal ("I Can!") Campaign, a "Hope" kit on HIV prevention and positive living, radio diaries, community mobilization, a newsletter, and Sara Initiative activities, carried out through a coalition of non-governmental, community-based, and faith-based organizations.	http://zambia.jhuccp.org/africa/malawi/bridge.shtml http://www.comminit.com/en/node/133740/38
Rwanda	Rwanda Cinema Centre	Hillywood	Film/AV production training	Community-based organization that provides training in filmmaking and audiovisual skills and fosters youth self-expression through film. Operates two main programs: For Youth by Youth and Film for Change. Screens educational and entertainment films to large groups in rural communities.	http://www.hillywood.org
Sierra Leone	Search for Common Ground, International Rescue Committee, Center for Victims of Torture	Na Wi Pot Project	Radio	Uses radio programming to promote peace, social cohesion and public awareness. Themes include human rights and health related issues such as drug abuse, GBV, and war trauma. Radio broadcasts in Mende, Kissi, Krio, and Liberian English.	http://www.sfcg.org/programmes/sierra/sierra_nawipot.html
South Africa	MotherTongue, UNIFEM	Laphum'Ilanga Theater Project	Live drama	Uses participatory arts methodologies—mainly theater—to focus awareness on HIV/AIDS and the parallel pandemic of GBV. Works to raise awareness of about the link between GBV and HIV transmission.	http://comminit.com/en/node/133045

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
South Africa ★	DramAidE (Drama in AIDS Education)	Act Alive, Mobilizing Young Men to Care, Woza Nazo	Participatory/ forum theater and peer education	Uses participatory drama methods to engage young people in communication about issues relating to sex, sexuality, and HIV/AIDS, and to promote gender awareness, equity, and human rights. Carries out school-based projects that fuse forum theater and peer education. Key projects include Act Alive, Mobilising Young Men to Care, and Woza Nazo (development of appropriate life skills materials for youth), and training of unemployed youth as peer educators through the Drama AIDS Education Team. [Profiled in Section VI]	http://www.dramaide.co.za/
South Africa ★	Engender Health, Planned Parenthood	Men as Partners (MAP) in HIV Prevention	IEC print materials	Challenges attitudes, values, and behaviors of men that compromise their own health as well as the health of women and children. Encourages men to become actively involved in caretaking, parenting, and preventing HIV/AIDS and GBV using participatory skills workshops, professional training, and educational materials. Also employs a "digital stories" component that specifically addresses the links between GBV and HIV/AIDS.	http://www.comminit.com/en/node/114030 http://www.engenderhealth.org/our-work/gender/digital-stories-south-africa.php
South Africa	Rural Women's Movement, National Community Radio Forum	Moutse Community Radio	Community radio	Founded in 1997 by group that lobbies around issues of concern to rural women, including rights to water, health care, electricity, democracy, and an end to polygamy. Based in Mpumalanga Province, active in and affected by apartheid struggle. At outset, all producers were women; programs addressed health, agriculture, and community issues.	http://www.mcrs.co.za/ http://www.comminit.com/en/node/1664/307
Sudan (Southern) ★	American Refugee Committee, International Rescue Committee, Family Health International	Behavior Change Communication for HIV Prevention	Community outreach, peer education, print materials	Behavior change communication (BCC) strategy designed to create awareness, improve knowledge, build demand for and improve access to products and services. Included training of peer educators for HIV/AIDS prevention, condom promotion/distribution and referrals; development of posters and low-literacy print materials. Key audience groups: women, youth in school, youth out of school and military.	http://www.rhrc.org/resources/general_reports/con03/Book_of_Abstracts_20_Sept_F.doc
Tanzania ★	Tuelimishane Project	n/a	Community theater	The Tuelimishane project, initiated in 2004, used community-based theater and peer education to heighten awareness of HIV and gender-based violence. Skits addressing issues of sexual communication, infidelity, and conflict resolution were performed in public spaces frequented by young men. Drama group members provided print materials and conducted peer support groups to promote discussion of project themes among men.	http://www.igwg.org/Articles/usingcommunity.aspx
Uganda	Commonwealth of Learning, Apac Sustainable Development Initiatives	Radio Apac	Community radio	Initiated in 1999 to sensitize residents of Apac, northern Uganda about HIV/AIDS and other issues of importance within the community. Broadcasts in English and Luo (Lango). Programs seek to respond to social and cultural needs of minority groups, and involve minority and women producers. Early programming focused on educational issues; has expanded to include agriculture, health, women and youth, environment, business, vocational training, and governance.	http://www.comminit.com/en/node/132280/348
Uganda	International Women's Tribune Centre (IWTC), Uganda Media Women's Association, Radio Apac	Open Cage	Radio drama	Radio drama, developed by IWTC and local women's groups from Atana village in Northern Uganda, that focuses on sexual and gender-based violence. Part of IWTC's "Women Talk Peace" campaign to raise awareness of UN Security Council Resolution 1325, which addresses the impact of war on women and women's contributions to conflict resolution and sustainable peace.	http://www.comminit.com/en/node/284322/376
Uganda ★	Raising Voices	Various projects	Print IEC materials (posters, murals, comics), games, video	Develops community-based primary prevention approaches designed to change attitudes and behaviors that perpetuate violence against women. Consults on program design/development and provides technical support/capacity building on violence against women and children, and human rights issues. Produces guides and tools, including SASA! Activist Kit on preventing violence against women and HIV infection.	http://www.raisingvoices.org/

AFRICA *(continued)*

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Uganda	Uganda AIDS Commission, Communication for Development Foundation, Straight Talk Foundation, Health Communication Partnership	Young Empowered and Healthy (YEAH)	Multi-media campaigns; radio drama, posters, interpersonal activities	Initiative designed to reduce prevalence of HIV and AIDS, adolescent pregnancies, and school drop-out among young people. Seeks to stimulate dialogue and action and model positive practices through local and national media. Activities include radio serial drama "Rock Point 256" and "Be A Man" campaign on gender norms and reproductive health. The most recent campaign, "True Manhood", addresses alcohol use and abuse, violence against women, and transactional sex; includes contest on male role models along with radio, print, and interpersonal communication approaches.	http://www.yeahuganda.org/ , http://www.comminit.com/en/node/308796/347
Zimbabwe	Training and Research Support Centre (TARSC)	Auntie Stella	IEC print materials	Encourages dialogue with teenagers about sensitive issues through a letter/advice campaign. Letters written by teenagers are used to facilitate discussions about friendship, sex, love, relationships, etc.	http://www.auntiestella.org/
Multi-country / Regional					
AFRICA	Global Dialogues	Scenarios from the Sahel	Film	Uses short films to help educate about and prevent HIV/AIDS among young people in Africa. The project invites thousands of young people to take part in contests to come up with ideas for short films on HIV/AIDS. The professionally produced films are donated to TV stations in Africa.	http://www.globaldialogues.org/Films.htm
AFRICA	Inter-African Committee (IAC) on Traditional Practices Affecting the Health of Women and Children	n/a	Advocacy, mass media	Seeks to promote gender equality and justice by encouraging abandonment of HTP and enabling African women to participate fully in the social, cultural, and political development of their continent.	http://www.iac-ciaf.net/
AFRICA ☆	Sonke Gender Justice	One Man Can Campaign	Multi-media materials, street theater	Campaign designed to support men and boys to end domestic and sexual violence, promote healthy, equitable relationships between genders, and reduce the spread and impact of HIV/AIDS. Encourages men to work together and with women for gender rights and justice using diverse materials: multi-media campaign action kit, workshop manual, campaign website (intended for sports coaches, fathers, interfaith leaders, teachers, and youth), and street theater activities, designed to stimulate spontaneous discussion and debate.	http://www.genderjustice.org.za/onemancan/
Benin, Mali, Niger	Cinéma Numérique Ambulant, UNICEF and other donors	Cinéma Numérique Ambulant (Mobile Digital Cinema)	Mobile cinema	A mobile cinema that brings entertainment and education to villagers in order to acquaint the African rural public with African films. Mobile cinema projection vans travel through rural areas, and project popular African films along with health messages about HIV/AIDS, malaria prevention, early marriage, and water and sanitation.	http://www.c-n-a.org/ http://www.comminit.com/en/node/134095/292
Burkina Faso, Guinea, Liberia, Togo, Mali, Senegal, Guinea-Bissau, Benin, Niger, Cameroon	Plan	I am a Child but I have My Rights Too	Radio	Children take part, along with professional actors, in short sketches for broadcast on local radio. Broadcasts have been produced by Plan in West Africa since 1998 in collaboration with almost 100 radio stations. The shows inform parents, children and authorities of their roles and responsibilities in respecting the United Nations Convention on Rights of the Child (CRC). Stories promote children's rights to go to school, to have access to drinking water, to grow up in good health, etc. Hundreds of children have taken part in recording these shows.	http://www.plan-childrenmedia.org/

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Malawi, Nigeria, Tanzania, Uganda, Zambia ★	Johns Hopkins Center for Communication Programs	African Transformation	Film, audio, print IEC materials	Helps men and women examine gender and social norms and how they affect their well-being. Key areas of focus: gender equity, traditional and cultural norms, reproductive health, HIV/AIDS, GBV, life skills. Project uses a participatory training guide and video, audio, and written profiles of men and women who have become agents of positive change in their communities.	http://www.comminit.com/en/ node/271344/38
East and South Africa ★	UNICEF	Sara Communication Initiative	Print materials, Radio	Supports girls' rights through education-entertainment programming—radio series, animated cartoons, comic books, storybooks, audiocassettes, posters, etc. Key areas of focus: girls' education, sexual harassment, HIV/AIDS, early marriage, FGC, girls' domestic workload.	http://www.unicef.org/lifeskills/ index_8020.html
Southern Africa	International Video Fair Trust (IVFT)	n/a	Film, video, print materials	Uses mobile cinema units to disseminate information on issues such as HIV/AIDS, gender equality, and safe migration to communities in rural, high-density, and peri-urban areas with limited media access. From base in Zimbabwe, works throughout southern Africa. Activities include 2007 campaign using mobile cinema, community dialogue, and printed information materials to highlight the problem of violence against women and to introduce Zimbabwe's national Domestic Violence Act.	http://www.comminit.com/en/ node/135380/38
Sudan, Chad ★	Internews	Elles Parle!t, Elles Écoute!t (She Speaks, She Listens)	Radio	Series of radio programs developed as part of a mass communication effort to reach Sudanese refugees in Chad and in Sudan. Seeks to help women refugees who have survived the genocide in Darfur and who have become traumatized by the events they witnessed. Programs highlight services available to women in an effort to promote psychological healing.	http://www.comminit.com/en/ node/134390/376
West Africa ★	Tostan	Community-led Development/ Community Empowerment	Education	Provides participatory education and skills training to rural women, combining modules on human rights, democracy, and health. Supports community-led efforts to abandon harmful practices such as FGC and early marriage. [Profiled in Section VI]	http://www.tostan.org/

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Cambodia	National AIDS Authority, Ministry of Public Works and Transport, UNESCO/Paris, European Commission	Phare Ponleue Selpak	Interactive/participatory theater	Phare Ponleue Selpak ("Brightness of Art"), founded in a refugee camp in 1986, helped children cope with the trauma of war through art. Re-established as a Cambodian NGO in 1994, it now offers training in visual, performance and circus arts as well as music. The center's Awareness Theater Group combines drama and comedy to address such issues as HIV, drug addiction, domestic violence, human trafficking, and, landmine awareness.	http://www.phareps.org/index.php?option=com_content&view=frontpage&Itemid=1&lang=en
Cambodia	UNIFEM	Project Against Domestic Violence (PADV)	Poster campaign, mass media	Focuses on preventing and eliminating domestic violence through research, education, training and public awareness-raising. Activities based on human rights principles. Developed participatory poster campaign to communicate with both literate and non-literate people on the issue of violence against women.	http://www.unifem-eseasia.org/projects/evaw/vawngo/vamcam.htm
Georgia ☆	CARE	Guria Adolescent Health Project	Participatory drama, community mobilization	As part of initiative to improve adolescent reproductive health, participatory interactive forum theater activities were used to raise awareness of gender roles and explore power differences and concepts of masculinity. Dramas addressed cultural norms, including the local practice of abducting girls for marriage.	http://www.care2share.wikispaces.net/file/view/Georgia+Case+Study.pdf
India ☆	Blank Noise	n/a	Participatory/collective arts, Internet	Uses collective activities and online action to explore street dynamics and urge recognition of the practice of "eve teasing" as sexual harassment or violence. Participants seek to spark transformation and dialogue through street interventions, performance and public art, online activism, and communication with policy makers.	http://www.comminit.com/en/node/270751 http://blog.blanknoise.org/
India ☆	Kutch Mahila Vikas Sangathan (KMVS), Drishti Media Collective	Radio Ujjias	Radio	Through partnership with Drishti, KMVS, an organization of rural women, develops and broadcasts participatory, local-language radio programs that help promote literacy and generate dialogue about local concerns. Docudramas, interviews, and other formats feature local figures, folklore, and music, with emphasis on Kutch culture. Issues addressed include corruption, alcoholism, and dowry.	http://www.comminit.com/en/node/128875/2754
India	Video Volunteers	Channel 19	Participatory video	Aims to empower socioeconomically disadvantaged youth in India through participatory video. Organizes "Community Video Units" with young people living in slums and villages in India. Shares video via online channel.	http://app.e2ma.net/app/view:CampaignPublic/id:11375.884784120/rid:5667f6e32f0c91fec4f5039ebdd3321b
Nepal	BBC World Service Trust, BBC Nepali	Sajha Sawal ("Common Questions")	Radio	Uses radio to create dialogue related to peace building and political participation between those in power and members of populations that have traditionally been excluded, including women and those living in rural communities. Initial program, made in cooperation with Purbanchal FM (Nepal's first all-women's radio station), featured live discussion with Nepal's Prime Minister on such issues as such as civil unrest and violence against women.	http://www.comminit.com/en/node/266742/3083 , http://www.bbc.co.uk/worldservice/trust/whatwedo/where/asia/nepal/2008/03/080226_nepal_peace_constitution_project_debate.shtml
Pakistan	SACHET	Fight Against Dowry, Pakistan	Mass media, PSAs	Aims to inspire the public to think about the institution and practice of dowry and dowry violence. Advocacy campaign uses mass media, community discussions, and public service announcements.	http://sachet.org.pk/home/fad/
Sri Lanka ☆	CARE	n/a	Awareness trainings and campaigns; theater; interpersonal activities	Project combined interpersonal and community-level activities, including "clothes-line campaign" on GBV and street theater re-tellings of creation myths. Also included gender awareness workshops for separate groups of women and men (including known perpetrators) focusing on masculinity, gender power relations, and personal experiences; development of support networks.	http://www.igwg.org/igwg_media/16days/bartel.pdf
Timor Leste	Bibi Bulak (Crazy Goat)	Dramatic Arts and Music Troupe	Theater, television and radio serials	Theater arts troupe that writes and produces plays, music, educational radio dramas, and short films on a variety of topics. Has toured the country with plays on themes including domestic violence and gender-based violence.	http://www.artemoris.org/bibi_bulak.htm

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Timor Leste	UNIFEM	Supporting Community-led Initiatives to Promote Women's Engagement in Peace-Building and Prevention of Sexual Violence	Multi-media	Multi-media campaign launched in 2007 as part of a 2-year program designed to foster community-based responses to GBV and to promote women's engagement in local conflict reconciliation and peace building initiatives. Campaign features male leaders advocating an end to violence against women through posters, radio and television PSAs. Country-wide, but focused on two border districts where sexual and gender-based violence is especially prevalent.	http://www.comminit.com/en/node/266108/3083
Vietnam	Center for Studies and Applied Sciences in Gender, Family, Women and Adolescents (CSAGA)	n/a	Arts, advocacy, capacity-building	Non-profit NGO working for rights and development of women and children. CSAGA uses a diverse art- and culture-based approach to prevent domestic violence, human trafficking, and corporal and psychological punishment of children. Art forms such as role play, short stories, body play, puppet play, and body games are integrated into center activities, which include counseling; training for women, youth, and authorities; research; seminars; performance competitions; and use of media channels.	http://www.comminit.com/en/node/284335/36#
Multi-country / Regional					
Bangladesh, India, Pakistan, Nepal, Bhutan, Sri Lanka, Laos, Cambodia, Vietnam ☆	UNICEF	Meena Communication Initiative	Education-entertainment—cartoons, posters, radio	Seeks to foster girls' empowerment through education-entertainment programming—comic books, animated cartoons, posters, an interactive website, radio series, etc.—and related localized activities, including group discussions and street theater. [Profiled in Section VI]	http://www.unicef.org/rosa/media_2479.htm
South Asia	Oxfam India	We Can Campaign	Murals, mass media, print IEC	Works in a variety of ways to reach men and women across South Asia and initiate public involvement in ending violence against women. Organizes public education events and cultural festivals, murals, billboards, mass media celebrity endorsements, messages, distribution of posters, leaflets, stickers, pamphlets, etc.	http://www.wecanendvaw.org
South Pacific region ☆	Wan Smolbag Theatre, AUSAID, NZAID, various NGO partners	Wan Smolbag Theatre	Community theater	Uses drama to inform, raise awareness, and encourage public discussion on a wide range of environment, health, governance, and human rights issues. Writes and produces a large number of plays, drama sketches, and participatory drama workshops for government agencies, NGOs and development programs.	http://www.wansmolbag.org/

LATIN AMERICA & CARIBBEAN

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
Colombia	Asociación Red de Emisoras Comunitarias del Magdalena Medio / Community Radio Network Association of Magdalena Medio (AREDMMAG)	n/a	Community radio	Community organization that advances peace and sustainable development through community radio broadcasting and related activities within the conflict-affected Magdalena Medio region. Promotes participatory social communication and educational activities, cultural development, tolerance, and peaceful cohabitation through cultural, sports, musical, and awareness raising programs. Focal themes include protection of the environment, family life, gender equity, children's rights, community participation and citizenship.	http://www.comminit.com/en/node/127870/306
Guatemala	Asociación Payasos Atz'anem K'oj	Proyecto Payaso	Education-entertainment	Travelling circus of Guatemalan clowns that works with local communities to promote safe sex and communicate HIV and AIDS information. Uses street theatre and performs for young people within marginalized communities.	http://www.proyectopayaso.nuevaweb/?q=es/node/17 http://www.healthlink.org.uk/projects/hiv/clowns.html
Guatemala	Red de Desarrollo Sostenible/UNDP, Asociación para el Desarrollo Integral, Autoridad para el Manejo Sustentable de la Cuenca del Lago Atitlan y su Entorno	Nutzij / Centro de Mujeres Comunicadores Mayas (Center for Mayan Women Communicators)	Video, Internet	Offers hands-on training and employment for indigenous women in visual media communication, focusing on video and the Internet. Seeks to provide access to media awareness and production skills for local communication in rural areas, as well as use of the Internet via tele-centers for marketing and international communication. Established in 1998 in Sololá, central Guatemala, an underserved and conflict-affected area.	https://www.comminit.com/en/node/1671/307 http://www.interconnection.org/cmcm/
Jamaica ★	Sistren Theatre Collective	n/a	Participatory drama	Founded in 1977 by working-class women, Sistren uses street theater, dance, photography, and music to provoke inter-communal dialogue and reform on social issues affecting women in Jamaica. Themes include sexual violence, gang violence, rape, and teen pregnancy.	http://sistrentheatercollective.wordpress.com/
Mexico	Telemanita	n/a	Video	Telemanita is a not-for-profit center that promotes the use of video as a tool for education, organization, and women's empowerment. The Center's goal is to enable women to utilize video to work in defense of human rights, popular education, reproductive health and free sexual choice, the creation of public politics, ecological alternatives, and sustainable development. Workshops provide training in various stages of planning, production, and post-production, promotion and distribution.	http://www.telemanita.net
Nicaragua ★	Puntos de Encuentro	n/a	Multi-media (TV, radio, magazine)	Produces diverse programming and conducts related capacity-building and leadership training to support groups working to prevent violence against women and children. Multi-themed programs addressing such issues as racism, sexism, gender violence, HIV, homophobia, and classism reach young people throughout Nicaragua and across Central America.	http://www.puntos.org.ni/english/www.comminit.com/en/node/114265
Peru ★	CALANDRIA (Asociación de Comunicadores Sociales /Social Communicators Association)	Various projects	Multi-media (video, radio, print); trainings, advocacy, etc.	Civil society institution that uses communication to promote development and democracy. Produces radio and video programs and graphics; designs training workshops (e.g. in communicating with a gender focus); provides media production services; carries out assessments on use of local media. Focal themes include preventing family violence and violence against women, promoting gender equality and women's rights.	http://www.calandria.org.pe/ http://www.comminit.com/en/node/122245/348
St. Lucia	911 Media Arts Center, St. Lucia Red Cross Society, St. Lucia Planned Parenthood Association	Breaking the Silence	Media arts training	A free series of intensive, out-of-school workshops for teenage girls that combine media arts training and HIV/AIDS prevention education. The program, initiated in 2003, fosters teamwork and enables participants to become peer leaders, acquire vocational skills, develop critical thinking abilities, express themselves, and gain self-esteem. A compilation video features materials created by participants-documentary sequences, poetry, personal testimonials, interviews, and public service announcements-on sexual choices and HIV risk factors as well as intersections between poverty, gender, and HIV/AIDS. Videos are used for community-based peer events, screened locally at schools, health centers and other venues, and shown internationally at film festivals and conferences.	http://www.breakingthesilence.info http://www.comminit.com/es/node/119315/sdc

MULTI REGION

COUNTRY/ COUNTRIES	LEAD ORGANIZATION(S)	PROJECT NAME	APPROACH	PROGRAM DESCRIPTION	WEBSITE LINK(S)
70 countries worldwide	WITNESS	n/a	Video documentation/ advocacy	Partners with/provides training for human rights organizations and activists in use of video to document abuses and advocate for justice, public engagement and policy change. Resulting videos used as evidence in domestic and international courts, to complement official reports on human rights abuses, in news broadcasts, and to promote grassroots education and mobilization. Videos have addressed violence against women in conflict zones, sexual trafficking, and politically- motivated violence against women.	http://www.witness.org/
Brazil, Tanzania, India	Population Council	Stigma Reduction and Community Mobilization for HIV Prevention via Multimedia Programs	Community theater, peer education	Developed a new HIV-related story line in a popular telenovela, and an interactive radio show that reinforced and further explored issues raised in the telenovela. These activities were complemented by interpersonal and community-based activities, such as peer education trainings, meetings with existing local and national NGO networks, and, where possible, public programs.	http://www.popcouncil.org/projects/255_StigmaReductionCommMobiliz.asp
East Africa, Afghanistan, Macedonia ★	FilmAid International	n/a	Participatory Video	Carries out screenings of feature films for mass audiences in refugee camps. Has developed local production activities at sites in East Africa, including a participatory video program for refugee youth. Areas of focus for local productions include girls' education, gender roles, forced early marriage, and maternal/child health. [Profiled in Section VI]	http://www.filmaid.org/what/programs.shtml
Multi-region	Insight	n/a	Participatory video	A U.K./France-based non-profit that provides training in participatory video methods for projects addressing sustainable livelihoods, biodiversity, natural resource management, indigenous knowledge, and HIV/AIDS awareness. Project trainings in India, Kazakhstan, Malawi, Pakistan and many other countries.	http://www.insightshare.org/
Multi-region	Mercy Corps	Film Connection	Film	Distributes DVDs, sponsors film festivals, etc.	http://www.globalenvision.org/library/24/1747
Multi-region ★	Stepping Stones	n/a	Participatory learning, drama	Seeks to prevent HIV and aims to improve sexual health through building stronger, more gender-equitable relationships with better communication between partners. Uses participatory learning methodology to take communities through a series of facilitated focus group discussions where men and women, boys and girls, address gender and relationship issues together. [Profiled in Section VI]	http://www.steppingstonesfeedback.org/
Multi-region (Africa, Middle East, United States)	Barefoot Workshops	n/a	Documentary/ participatory video	Teaches individuals and organizations how to use digital video, new media, and the arts to transform their communities and themselves. Focuses on HIV, conflict resolution, youth empowerment, democracy building.	http://www.barefootworkshops.org/
Multi-region (Liberia, Sierra Leone, Ivory Coast, Thailand, Democratic Republic of the Congo)	International Rescue Committee	A Global Crescendo: Women's Voices from Conflict Zones	Photography	Enables women's self-expression through short-term participatory digital photography workshops.	http://www.theirc.org/special-report/ending-violence-against-women.html
Multi-region (Thailand, Liberia, Rwanda, Uganda, Sudan) ★	American Refugee Committee, Communication for Change	Through Our Eyes	Participatory video	A participatory communication initiative funded by USAID which enables local teams to engage community members in production of films addressing gender-based violence, harmful traditional practices, and related issues. Through screenings and facilitated discussions of films, the project helps initiate community dialogue and expands local awareness of gender-based violence response and prevention and other available services, including HIV voluntary counseling and testing, fistula repair and rehabilitation, legal aid, trauma counseling, and medical and psychological services for survivors.	http://www.arcrelief.org/throughoureyes http://c4c.org/projects/eyes.html

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