

Community Change for Social Action

An effective approach for treating and addressing harmful socio-cultural norms and practices

PRIMARY TARGET GROUP

The facilitators and participants in the *Community Change* groups, their immediate family members, peers and friends.

Members of the *Community Change* groups should be representative of all those in the community.

Gender, age, status in the community, socioeconomic status, ethnicities, and individuals representing different occupations as well as different religions are all factors that should be considered when selecting representative members.

What is this approach?

The *Community Change for Social Action* project model is a process of facilitated interpersonal dialogue by which communities explore in depth the underlying beliefs, socio-cultural norms and traditional practices that either challenge or support their progress towards improving the well-being of children. Through this dialogue, community members are empowered to come up with their own solutions and plans for social change.

When would this project model be used?

The *Community Change* project model is an appropriate and effective approach for addressing issues such as: early child marriage; female genital mutilation (FGM); stigma or discrimination against vulnerable groups; cultural norms around the value of education; inequitable control and decision making rights in the household; misinformed perceptions about family planning; and forms of violence, abuse and exploitation (such as domestic, gender-based and interfamilial violence as well as the abuse and exploitation of children).

Acronyms

ADAPT	Analysis Design and Planning Tool
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community-Based Organisation
CCE-CC	Community Capacity Enhancement-Community Conversations
CCG	Community Change Group
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CPA	Child Protection and Advocacy
CVA	Citizen Voice and Action
DADD	Do/Assure/Don't Do
DF	Development Facilitator
ENDA	Environment and Development Action
FGM	Female Genital Mutilation
GBV	Gender Based Violence
HIV	Human Immunodeficiency Virus
NGO	Non-Governmental Organisation
OVC	Orphans and Vulnerable Children
ToF	Training of Facilitators
ToT	Training of Trainers
UNDP	United Nations Development Program
WV	World Vision

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Community Change project model

I. What is the Community Change project model about?

The *Community Change for Social Action* project model is a process of facilitated interpersonal dialogue by which communities explore in depth the underlying beliefs, socio-cultural norms and traditional practices that either challenge or support their progress towards improving the well-being of children. Through this dialogue, community members are empowered to come up with their own solutions and plans for social change. The *Community Change* process is foundational and complementary to other development goals and projects, providing a space for people to debate complex issues of importance to them, both as individuals and as a community, in a situation of trust and respect. Based on this, they are able to develop a vision and actions for community norms that are conducive to human rights and child well-being. The model is particularly useful for challenging the invisible, yet persistent, social norms concerning gender and power that inhibit full and equitable participation and the empowerment of women and children, especially the most vulnerable.

The *Community Change* methodology is based on a *Community Conversations* methodology created in Africa by the Salvation Army, Environment and Development Action (ENDA), and other non-governmental organisations (NGOs). The approach was then more widely tested and promoted by the United Nations Development Programme (UNDP). UNDP pioneered its application in approaches aiming to reduce female genital cutting and other harmful practices as well as in HIV and AIDs prevention. Assessments¹ undertaken by UNDP show that the methodology is effective in raising community awareness about underlying gender and other social-cultural norms that can be barriers to development goals. Communities have responded in many cases with a robust social change process to eradicate harmful practices and address imbalanced gender power relationships. WV obtained permission to adapt the tool and has been integrating its use in programmes aiming to reduce vulnerability to HIV infection and gender-based violence (GBV).

I.1. What are the issues/problems that the project was developed to address?

At different points during the critical path, staff, local partners and other key stakeholders may recognise issues concerning incorrect or unjust beliefs, harmful cultural norms, traditional practices or social pressures. These issues may emerge from the *LEAP Programme Assessment*, participatory exercises with different groups, or during the root cause analysis with local partners in Step 5. The *Community Change* project model is an appropriate and effective approach for addressing these kinds of issues.

In addition, if an issue affecting the most vulnerable has been identified by WV staff, but has not yet recognised by the community as an issue, the *Community Change* project model can be used to catalyse dialogue and enable awareness of such hidden issues.

For example, data gathered through the *Analysis, Design and Planning* tool (ADAPT) for *Child Protection* could highlight the need for the use of the *Community Change* model when social norms are shown to be a strong underlying factor affecting the protection of children.

Specific issues and problems the project addresses could include issues such as:

- Early child marriage
- Female genital mutilation (FGM) or other harmful practices
- Stigma or discrimination against vulnerable groups
- Cultural norms around the importance of education – linked to drop outs
- Inequitable control and decision making rights in the household
- Limited access to resources and services by vulnerable groups
- Misinformed perceptions about family planning

¹ Ayalew Gebre (Ph.D) and Yeraswork Admissie (PhD), *Community Conversations on HIV AND AIDS: Pilot Projects in Alaba and Yabello: Assessment of the Methodology*, UNDP Ethiopia, December 2005.

- Forms of violence, abuse and exploitation (such as domestic, gender-based, interfamilial as well as the abuse and exploitation of children).

1.2. What are the main components of the model?

The main components of the *Community Change* project model are:

- Training, support and supervision of community facilitators.
- Mobilisation of *Community Change* discussion facilitated in six phases:
 1. Relationship building
 2. Concern identification
 3. Concern exploration
 4. Decision making
 5. Action
 6. Reflection and review.
- Empowerment of *Community Change* groups (see sidebar) in the implementation of action plans and linkages to other systems, services and projects.

A **Community Change group** is a group of 40-60 people representing various subgroups of the community who have committed to the values and principles of *Community Change* and are willing to meet on a regular basis to participate in an ongoing dialogue for the entire process.

1.3. What are the expected benefits or impacts of this model?

Community Change empowers communities to find their own answers and propose their own changes to vexing, harmful, or unjust socio-cultural norms and traditional practices that are hindering development in the community. Based on qualitative and limited quantitative data, the methodology has found recurrent success in Ethiopia and South Africa, primarily focusing on issues of reproductive health, HIV and AIDS, gender norms, and child protection. Here are some examples of evidence to date:

- Family Health International observed a reduction in stigma and discrimination for people living with HIV and AIDS and orphans and vulnerable children (OVC); improved social capital and positive influence on local governance and neighbouring areas.²
- An evaluation of UNDP's *Community Conversations* programming for HIV and AIDS highlighted participating populations taking ownership of their own health prevention; discontinuing traditional practices (female circumcision, widow inheritance, and wife sharing); and increased support for OVC.³
- A UN study in Ethiopia using quantitative research found a statistical significant impact on early marriage and reproductive health.⁴ One positive impact suggests that projects that are well-designed and effectively implemented, can delay early marriage until later in adolescence within a relatively short time period.⁵
- In Ethiopia, a qualitative mid-term evaluation of a WV *Community Change* project revealed reduced misconceptions about HIV transmission and early marriage, the adoption of social by-laws that prohibited harmful practices, and increased gender equity.⁶
- A WV operations research project in Ethiopia using *Community Change* identified impacts such as changes in attitude and behaviours towards early marriage, female genital mutilation (FGM), domestic violence, and women's role in domestic decision-making and health seeking behaviour. Findings also indicated a change in the community's attitudes about the value of education for girls.⁷

Based on this evidence, implementation of the *Community Change* model can bring tangible benefits including the adoption of new by-laws and policies that reverse harmful or discriminatory practices.

² FHI 360, *Community Capacity Enhancement-Community Conversation (CCE-CC): Lessons Learned about Facilitating Positive Change in Communities through a local discussion, planning, and action process* (2010).

³ UNDP, *Upscaling Community Conversations in Ethiopia: Unleashing Capacities of Communities for the HIV/AIDS Response* (2004).

⁴ Erulkar, A and Muthengi, E, *Evaluation of 'Berhane Hewan': A Program to Delay Child Marriage & Promote Education in Rural Ethiopia* (2009).

⁵ *Ibid.*

⁶ ProAct Business and Development Enterprise, *Midterm Evaluation – Qualitative Assessment Report: Community Capacity Enhancement (CCE) for HIV Resilience Project – July 2007 – June 2011*, World Vision Ethiopia (2010).

⁷ Birhan Research and Development Consultancy, *Community Capacity Enhancement Project Mid-term Evaluation: A Report of Findings*, World Vision Ethiopia (2011).

The model can also empower civil society to generate evidence that can be used for advocacy and policy dialogue at national, regional and international levels.

1.4. How does the project model contribute to WV's ministry goal and specific child well-being outcomes, and reflect WV strategies?

Community Change contributes to sustained outcomes by addressing entrenched social norms that hinder the well-being of children and perpetuate the cycle of poverty. It can also help identify and reinforce positive, social norms that currently contribute to child well-being.

The primary child well-being outcomes to which the *Community Change* project contributes are:

- Boys and girls are cared for in a loving safe family and community environment
- Boys and girls enjoy positive relationships with peers, family and community.

The secondary child well-being outcomes to which the *Community Change* project model contributes are:

- Boys, girls and caregivers access essential health services
- Boys and girls are respected participants in decision that affect their lives
- Boys and girls access complete basic education.

Since gender is a cross-cutting theme, the *Community Change* model provides one way of mainstreaming gender into sectors, themes, and lines of ministry. Additionally, it helps operationalise the *Gender Do-Assure-Don't Do (DADD)*⁸ through:

- Developing and promoting projects that seek to transform the consciousness of women, men, boys, and girls in relation to gender norms and healthy relationships.
- Empowering communities to eliminate harmful practices, exclusionary or discriminatory norms, or gender-based violence (GBV); and specifically promoting engagement with men and boys as partners in transforming social norms and behaviours.
- Promoting equitable participation of men, women, boys, and girls in the development processes.

2. Context Considerations

2.1 In which contexts is the project model likely to work best?

Community Change may be used in both development and humanitarian response settings. It may be particularly effective in rural and traditional communities. The model may be used in any faith or mixed faith community. *Community Change* is effective in communities that have not been previously exposed to, nor had opportunity to engage in an open dialogue on issues of gender equity and child rights and how these affect their own development. As yet there is no evaluation data for using the model in urban settings.

2.2 In which contexts should this model not be considered?

The model requires a safe space and sufficient time for a sustained dialogue to develop in order to explore in depth sensitive and complex issues. For this reason, a certain degree of civil and social stability is required. The model is not appropriate in the midst of active conflict or complex humanitarian emergencies. However, it can be particularly effective in a post-conflict situation if the community facilitators are well-trained and sensitive to *Do No Harm/Local Capacities for Peace*.

2.3 What questions should field staff ask when adapting this model, and are there particular context factors relating to this project model that they should consider?

Interfaith: The model is based on principles of inclusivity and non-discrimination and does not draw on one particular religion or faith group. In contexts where any faith group promotes or enforces

⁸ Gender DADD, Reference materials, www.wvdevelopment.org.

particularly rigid gender norms, care should be taken to explain the model carefully to faith leaders and involve them fully in the *Community Change* groups. Faith leaders, traditional leaders, traditional healers and religious teachers are among the 'custodians of culture'. Their adoption and modelling of transformed values and beliefs will spearhead their diffusion into, and adoption by, the wider community.

Literacy: The model can be implemented in both low and high literacy contexts. It is recommended that community facilitators are literate in order to document and report the dialogue. Facilitators will be introduced to documentation tools that are suitable for low literacy contexts.

Gender and power dynamics: Depending on the context, culturally-dictated gender norms can affect power relations between males and females. Given the emphasis on encouraging participation of the entire group and the sensitive nature of subjects discussed, these power dynamics need to be considered when determining who in the community can be trained as facilitators. These dynamics also need to be discussed when forming the *Community Change* groups.

Advocacy: The model is very effective for contexts where laws and policies protecting and promoting the rights of women, children and the most vulnerable already exist at the national level, but change has not yet occurred at the local level. This may be due to deeply embedded cultural beliefs, norms or a lack of services. In situations where the national legal context is not conducive, the model can be used for local level advocacy. As community members become aware of how discrimination and rights abuses can also be barriers to services, they can begin to demand improved policies and services.

3. Who are the key target groups and beneficiaries of this model?

3.1 Target group(s)

The primary target groups for this model are the facilitators and participants in the *Community Change* groups, their immediate family members, peers and friends. Members of the *Community Change* groups should be representative of all those in the community. Gender, age, status in the community, socioeconomic status, ethnicities, and individuals representing different occupations as well as different religions are all factors that should be considered when selecting representative members.

3.2 Who are the intended primary beneficiaries?

Through a social diffusion process, the decisions and action plans of the *Community Change* groups are intended to improve the well-being of children. Depending on the goals chosen by the group, the specific action plans developed by the different *Community Change* groups will be of most benefit to those affected by the harmful practices, discrimination or human rights abuses that the groups want to change.

Community Change groups will strive to influence the values, attitudes and relationships of decision makers and influencers within the community, such as traditional and faith leaders, political leaders, parents and teachers. In turn, these individuals and groups will positively impact the environment in which girls and boys are growing up. Changes in this environment can promote healthy relationships, strengthen the protection of children and increase equitable access to services for boys and girls.

3.3 Life cycle stages to which the model contributes

The *Community Change* model has the potential to impact girls and boys at every stage of the life cycle. The life cycle stage that will be impacted depends on the issues identified and selected by the *Community Change* group.

- For boys and girls **0 to 5 years of age**, *Community Change* action plans could aim to address issues of foeticide, infanticide, and infant mortality. If education of women and joint decision-making between parents are chosen as issues to be addressed, then boys and girls in this age group could also be positively affected by improved antenatal care, increased access to immunisation, and improved nutrition and health care.

- For girls and boys **6 to 11 years of age**, *Community Change* action plans could aim to address issues of protection within the household or community and increase equitable access to school and the opportunity to remain in school.
- For adolescents, **12 to 18 years of age**, *Community Change* action plans could aim to address issues of school dropout, sexual debut, pregnancy, or harmful practices such as female genital mutilation (FGM), initiation rites, abduction, early marriage, trafficking, child soldiers, and child labour.

3.4 How will the model include/impact the most vulnerable?

At the heart of the *Community Change* model is the community dialogue that facilitates a deep exploration of the underlying drivers of vulnerability in the community. The debate and consensus-building process leads the community groups to identify their own solutions to the challenges faced by the most vulnerable children. This may include, for example, stigma and discrimination that prevents children from enjoying rights and accessing basic services; inequitable gender norms that prevent girls from accessing education or make them more vulnerable to HIV infection; or the nutritional taboos that are harmful to maternal and new-born health.

In some places, these underlying drivers might not be recognized by the community. For example, early child marriage or FGM may be accepted as the norm. In these situations, the *Community Change* approach is appropriate and effective for raising awareness around these harmful practices.

Action plans developed by the *Community Change* groups can also include specific steps to bring about tangible, sustained changes in the environment including new policies, improved services and transformed attitudes to both prevent vulnerability, and to support the most vulnerable and their families.

The voice of vulnerable groups should be intentionally included in the process. Identifying those who are most vulnerable will depend on each context. Participatory exercises conducted earlier in the Critical Path, such as *Exploring our Context, Part 2*, can be used to define the most vulnerable in each context. This enables staff and local partners to identify and include the most vulnerable as part of the *Community Change* process.

4. How does the project model work?

4.1 Overview of approach/methodology

Community Change is implemented through a series of 20 or more sessions in which a diverse group of community members meet for structured discussions or ‘community conversations’. These *Community Change* groups, comprised of 40 to 60 participants, should be as open as possible to diverse representation of all members of the community. The effectiveness of the methodology is grounded by having participants from all the different sub-groups of a given community.

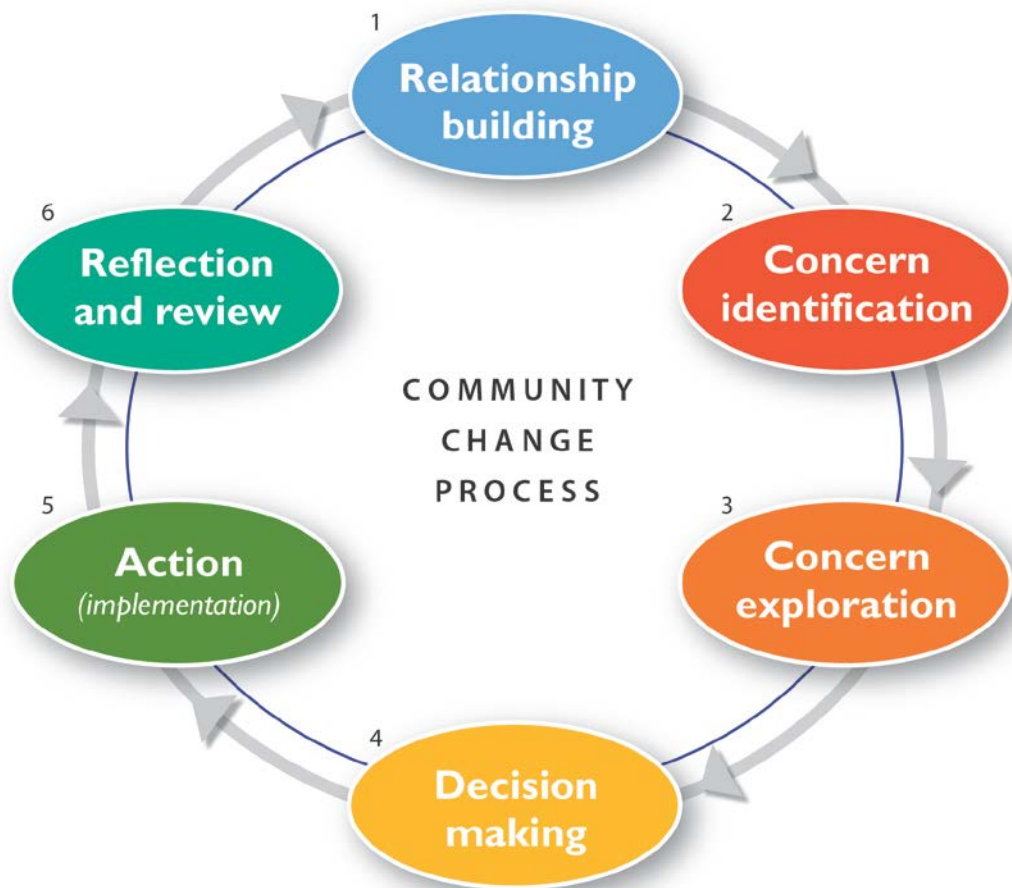
Community Change is a process of facilitating interpersonal dialogue. *Community Change* includes a package of participatory exercises that facilitators use to help the community move through a six-phase process from identifying concerns to implementing action, as illustrated below.

The facilitator can be flexible with how the sessions are implemented, depending on the needs of the group and how the issues unfold. The six-phase cycle may take anywhere from nine months to two years depending on the complexity of the concerns, the depth of the discussions, and the duration of the implementation phase for the *Community Change* groups’ action plans.

As the effectiveness of the methodology relies heavily on the capacity of the facilitator, training in the methodology is required for implementation. Local level partners and WV will engage in the identification and preparation of facilitators who will engage and support the community through this change process.

See Section 8 for more information about the necessary training, tools and resources.

Figure 1. The *Community Change* process



1. Relationship building

The first critical step in the change process is to build relationships. During this stage, facilitators work to gain the confidence of the community members and encourage them to share their expectations about the process. This step is critical because community members may not feel safe discussing challenging issues (such as harmful practices and gender roles) or offering a controversial opinion, if they feel their confidence may be betrayed.

2. Concern identification

Community concerns are issues that disturb or threaten a community's well-being. The *Community Change* process allows facilitators and communities to identify and explore these concerns and distinguish them from needs. This also helps to identify any underlying causes that may emerge through community norms, values and attitudes - and not only in the visible needs. Clearly identifying and documenting concerns is an essential part of the facilitated *Community Change* process because it is the key to bringing out real community responses.

3. Concern exploration

In other methodologies, once concerns are identified they are immediately prioritised. However, this is not the case in *Community Change*. Concerns are verified and validated through a process of exploration before prioritising them. Through exploration, community members examine how significant or important the concern is, and unpack the underlying factors. Exploration helps to show how concerns are often interconnected. It can also show how there can be different manifestations of the same concerns, and reveal other factors that may be involved at different levels.

Exploring issues may also lead to other people, including partners, becoming interested in the same issue. It helps identify who else may be affected. It can create possibilities for collaboration among various partners in addressing the situation. Exploration allows enough time for all participants to voice their views so that the group may consider everyone's perspectives on an issue.

4. Decision making

Community Change groups make their own decisions based on the concerns they identified and what they discovered from further exploration. Through the decision-making process, the groups can create a vision of their hope for the future. At this stage, the facilitator helps each group to create collective goals and an action plan of how their objectives will be carried out.

Each *Community Change* group decides who is going to take action on each issue, where the action will take place and by when. The action plans need to involve as many community members as possible. Resources are identified and listed with each specific action point. These may include people and organisations that can partner with the group to carry out their plan. During this stage the facilitator acts as a link to connect the *Community Change* group with potential resources and other organizations or groups that may be addressing similar issues.

Once the plan is ready, the *Community Change* group needs to make sure that all the action steps are feasible. They also make sure their plan upholds the principles of human rights that are foundational to the *Community Change* process: human dignity, equality, non-discrimination, non-violence, participation, inclusion, accountability, and responsibility.

5. Action (implementation)

Action is the implementation of decisions and objectives made and prioritised by *Community Change* groups. It is important for facilitators to continue to act as a link to other formal and informal structures, including World Vision, working groups, other potential partners, and other community groups. The facilitator will keep the *Community Change* group informed of available resources that may be helpful. The facilitator and implementing partner will also ensure that other partners working on relevant issues are aware of the efforts of the *Community Change* group in addressing social norms. The WV programme team or implementing partner may be able to support the implementing phase with financial, material or technical resources.

6. Reflection and review

Reflection and review is a way to look back at what has been revealed. *Reflection and review* starts early in the *Community Change* process and continues throughout. It is both a link between phases of the change process and a distinct stage in the *Community Change* process. During this stage, the group thinks about the shifts in community attitudes and practices that came about from their decision-making process. The group then answers critical questions about what has changed in their values, attitudes and practices. Reflection is both personal as well as collective. It is about going over events and processes, and sharing experiences.

A critical review of actions taken, can lead to suggestions on improvements and ways to do things differently in the future. *Reflection and review* sessions can also help to analyse the collaboration among the various actors and draw on learning for improvement in this area as well. *Reflection and review* captures feelings, attitudes and values in a participatory way. In addition to reflecting upon personal and communal growth and change, such sessions help to build evidence that can be used to inform the groups' future decisions as well as the decisions of other actors involved in the action. The facilitator should respect the group's capacity to identify any changes that are needed and to develop plans for next steps.

See Section 8 for more information on the available tools and resources.

4.2 What local level partners could be involved?

During Step 5 of the Critical Path, a working group is formed made up of organisations and groups who are seeking ways to work together on one or more of the community's child well-being priorities. Such a working group could be focused on education, child protection, health or other priorities identified by the community. A working group can make the decision to implement the *Community Change* project model if socio-cultural norms and practices are seen to be underlying constraints to the child well-being priority the group is focused on.

The working group will then identify a partner to coordinate the approach. This partner could even assist in the selection of potential facilitators and the formation of the *Community Change* groups. The working group may identify one or more members of the group or may decide to find another local partner who could implement the project. Because *Community Change* requires specific facilitation

skills around social norms, building up facilitation skills for anyone involved in implementing the model, will be key in all cases.

TABLE I: Recommended partners		
Potential partner	Priority for partnering (Essential, Desirable)	Partner role
<ul style="list-style-type: none"> NGOs/Community Based Organizations (CBO) with existing experience in <i>Community Change</i> 	Desirable	<ul style="list-style-type: none"> Orientation of WV staff and partners, training of community facilitators, and training of national trainers.
<ul style="list-style-type: none"> Government departments (such as Ministry of Women's Affairs, the Children's Department or the Ministry of Health) 	Desirable	<ul style="list-style-type: none"> Technical input and expertise, content provision and support for action plans.
<ul style="list-style-type: none"> Faith-based and other civil society organisations, especially those promoting women and children's rights, protection, education, and health 	Desirable	<ul style="list-style-type: none"> Identification of <i>Community Change</i> participants and facilitators, expertise, content provision, and support for implementation of action plans.
<ul style="list-style-type: none"> Local leadership (traditional, religious or community) 	Essential	<ul style="list-style-type: none"> 'Buy in' of the implementation of the project in the community. As custodians and gatekeepers of community development, it will be critical that they participate fully in the process from inception.

4.3 How does the model promote the empowerment of partners and project participants?

Community Change is a transformational rather than an educational approach. The *Community Change* groups promote empowerment, as all participants learn to connect cause and effect, identify their own solutions, make decisions and jointly create and implement plans that lead them towards a shared vision for just and equitable relationships, community services and policies. They begin to realise that they already have the social capital and capacity to create lasting change.

Partners implementing *Community Change* as supervisors, trainers or facilitators are empowered through the initial training and implementation process, as their facilitation skills are strengthened in engaging communities in participatory activities and sustained dialogue.

5. Project DME

5.1 What are the goal and outcomes that will be sustained as a result of this project model?

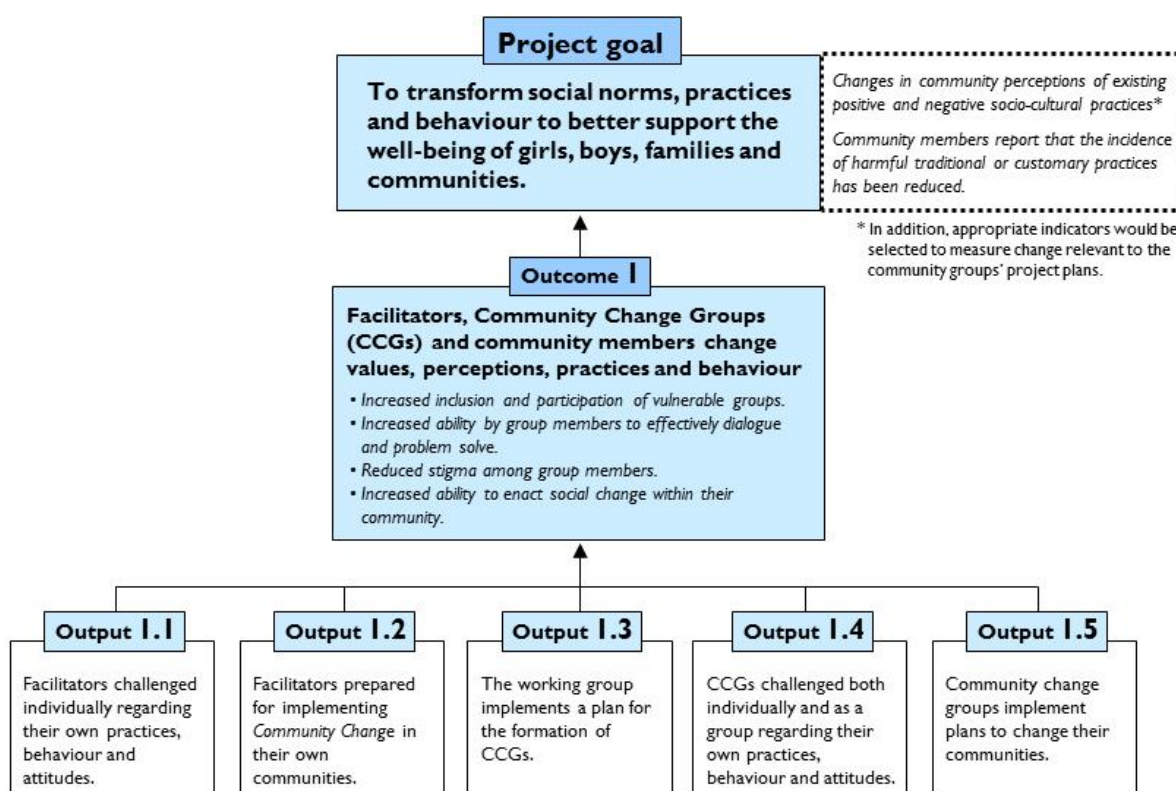
The goal of the *Community Change* project model is transformed social norms, practices and behaviours that support the well-being of girls, boys, families and communities. Desired change in long term outcomes will be based on the specific issues that the *Community Change* groups choose to target but may include:

- Transformed individual and community attitudes.
- Reduction in stigma, discrimination and harmful practices that violate the rights of women, men, boys, and girls.
- New sociocultural norms, values and practices, that favour a strengthened child protection system, gender equity in education and economic opportunity, prevention of disease, and improved maternal, new-born and child healthcare.
- Increased inclusion and participation of women, and the most vulnerable boys and girls in community activities and projects.
- The capacity to facilitate sustained dialogue within communities by local partners around the identification and transformation of negative social norms, and the encouragement of positive norms to benefit the well-being of children.

5.2 Sample logic model for this project model

Community Change will rarely be a stand-alone project. *Community Change* is primarily used as a complementary approach, implemented before, or alongside other interventions where it is intentionally integrated within one comprehensive project design. *Community Change* outcomes can effectively reduce barriers and contribute to the desired results of other sectoral and thematic projects such as child protection, health or education. The specific objectives and indicators for *Community Change* will depend upon the identification of underlying gender and socio-cultural norms in the community that relate to the specific goals and objectives of other projects.

The diagram below shows the logic of this project model. The outputs can be adapted for each project design, depending on the context. However, we recommend that any project using the *Community Change* approach adheres closely to the critical success factors and outlined process in order to ensure the best results. The indicators shown below illustrate the types of indicators that can be used. An illustrative log frame including a range of potential indicators is provided in *Appendix A*.



5.3 Recommended monitoring methods

Review and reflection is both an ongoing process and a distinct stage in the *Community Change* methodology. These intentional times of reflection and review provide a form of self-monitoring by the *Community Change* groups in which they assess their group's progress on their ability to dig deeper into issues, and collaboratively implement action plans to bring about their desired changes. One of the main analysis tools in *Community Change* is the '*Community and Facilitators' Wall*', which provides a way of keeping track of progress and looking back on the group's conversations, perspectives, and decisions during the course of their meetings.

The *Community Change Facilitator's Manual* includes monitoring indicators, data collection tools and reporting formats. These monitoring tools are designed to help the facilitator assess the process within the *Community Change* group as well as their overall progress on implementation of the model. It is strongly recommended that projects use these monitoring tools because they have been tested for monitoring and data aggregation at the process, supervision and project management level. These tools may be adapted to the locally-designed project as needed.

5.4 Advocacy component(s)

Community Change works at the local context level, addressing underlying barriers to the well-being of children while strengthening an enabling environment that will support other programming goals. The outputs of the *Community Change* action plans may include policy initiatives, such as changes to local bylaws, enforcement of existing laws, involvement in regional or national advocacy efforts for policy change, or advocating at the local level for improved services.

Community Change has many similarities with an advocacy intervention; however, *Community Change* doesn't include skill building in local level advocacy. The mobilisation, awareness building and subsequent action plans can trigger or accompany the use of the *Citizen Voice and Action (CVA)* project model or interventions from other specialised partner organisations that specifically mobilise and build skills in local level advocacy. *Community Change* can also be used alongside other components in the *Child Protection Advocacy (CPA)* model to raise advocacy issues around child protection at the local and national levels. (See 9.2 – Specific Project Models)

5.5 Critical assumptions and risk management

TABLE 2: Risk mitigation		
Critical assumptions	Importance (high, medium)	Management response
Skill and commitment of community facilitators are high	High	<ul style="list-style-type: none"> • Good selection process that emphasises core competencies. • Strong training, support and supervision of facilitators. • Project staff and facilitators receive the full Training of Trainers (ToT) or Training of Facilitators (ToF) as appropriate. • Celebration of achievements to boost motivation and commitment of local facilitators.
Participation of both sexes, all ages and the most vulnerable is encouraged throughout the process	High	<ul style="list-style-type: none"> • In some restrictive contexts, while being sensitive to the context and issues to be addressed, WV or partner leadership should use discernment and persuasion to ensure full participation of a mixed gender and age group. It may be necessary to precede a mixed group community dialogue with an 'ice breaking' model such as <i>Channels of Hope for Gender</i> among the custodians of culture.
Turnover of volunteer facilitators remains low	High	<ul style="list-style-type: none"> • Pay close attention to motivational factors for WV and partner staff and community volunteers (including supervisory visits, refresher training, supervisory checklist, quarterly meeting, reimbursement for job tools and out of pocket costs).
Turnover of community participants remains low	High	<ul style="list-style-type: none"> • Facilitators follow the process correctly and are attuned to community motivation and responses and adjust accordingly. • The various communication forms are used to keep the community informed on progress and achievement. • Enable facilitators to understand the importance of community being proud and celebrating their achievement.
Funding or other in-kind support is available for the <i>Community Change</i> group action plan	High	<ul style="list-style-type: none"> • The programme sets aside reasonable budget in advance. • Facilitation process ensures that local assets, resources and social capital are recognised by the community as their primary resources. • Facilitate linkages with partners and other forms of support. • Develop some mechanisms as part of the programme that make use of, and generate community resources to ensure continuation of the efforts.

5.6 Sustainability

The intended changes of *Community Change* group action plans are at the socio-cultural level and thus enable and support sustained behaviour change. Social norms are changed at community level as well as at an individual level, providing mutual support and thus sustainability for these outcomes.

When community members move through the *Community Change* process, they not only address immediate visible social norms but gain the capacity to transform norms that may inhibit future development. During the process, the *Community Change* groups realise the impact that social norms have on their daily life and become aware that they have the power to change negative social norms and create new positive ones. Thus, the process itself can be sustained by local groups and applied by partners to various challenges as they emerge in the future.

A third element of sustainability is the value added by the *Community Change* model to the other project models that use it. As actions result in transformed norms, they are more likely to be sustained. Finally, any funding that the programme may provide during the course of the project, should be for activities that the community would be able to sustain from local resources at the close of the project.

6. Protection and equity considerations

6.1 How can child protection be promoted in the implementation of this project model?

As with any WV intervention, it is critical that project staff identify possible child protection issues that could arise from implementing the *Community Change* project model. For example, there may be a risk that sensitive information about a child could be shared inappropriately, exposing them to community censure, discrimination, stigma or abuse. To mitigate against this risk, staff must follow WV's child protection standards and policies, including:

- Developing criteria for selecting and screening volunteers, including those with partner organisations, especially in regards to protection issues.
- Helping coordinate partners and other groups working with the project to be child safe. This is accomplished through ensuring or helping these groups to understand basic child protection principles, evaluating the potential risks they could pose to children and taking steps to minimise and mitigate those risks.
- Developing preparedness plans for serious abuse or exploitation of children in target communities (WV Level I, child protection incidents).⁹
- Training volunteers on the basics of child protection, including child abuse, exploitation and neglect, and discussing how these issues are seen in the community. Training volunteers on how to recognise signs of abuse, neglect and exploitation, and how to respond. Ensure that reporting and referral is done effectively and in a timely manner under the WVI Child Protection Incident Definitions and Response Protocols.¹⁰

6.2 How can the model promote equitable access to and control of resources, opportunities, and benefits from a gender perspective as well as other perspectives, such as disability, ethnicity, faith, etc.?

The primary purpose of this model is to promote equitable access to and control of resources and benefits from a gender and other perspectives by utilising a process that models the values of human rights, participation and inclusiveness. The *Community Change* methodology encourages an inclusive, equitable group process and creates time and space for dialogue and deep exploration. Out of this dialogue, the group develops a common shared vision, collective decision-making and action planning to address inequities, discrimination and exclusionary practices in the community.

7. Project management

7.1 National office support required for project implementation and success

National office support requirements ask that:

- Two to three national office, zonal/cluster and/or local level staff in each country must participate in a *Community Change Trainers Orientation* in the methodology – a seven-day process at the regional or national level. One staff from each country should be the national gender advisor. Other staff to be trained could include the national or zonal child protection advisor, education advisor, capacity building advisor, as appropriate and available. These will constitute a national *Community Change* training/scale-up team responsible for in-country training, mentoring and supervising *Community Change* projects.
- Programme staff can also be trained as long as there is a national office commitment for them to facilitate training for other programmes.

⁹ For further assistance on this step, see the following documents available from WV Child Protection: *Guidance for Developing Level I, Child Protection Incident Preparedness Plans*, World Vision International (2012). Reference materials: www.wvdevelopment.org

¹⁰ For more information, see the WVI Child Protection Standards (2012). Reference materials: www.wvdevelopment.org

- During the training of trainers, national office participants develop their own national scale-up plan, detailing how they will select pilot projects for implementation, budget for costs and organise community entry and training of facilitators. The *Community Change Facilitator's Manual*, which includes monitoring tools, coaching and supervisory tools, reporting formats and national rollout ideas, will be provided during the ToT.
- National office project coordinators implementing *Community Change* should benefit from regular supportive monitoring from the regional and/or global centre level via teleconference or visits.

7.2 Technical expertise needed

A regional or national office should have both a gender and child protection coordinator on their staff or another staff member with a strong background and qualifications in gender and child protection programming who can provide support. Either one of these, or additional staff (such as a capacity building coordinator) making up the national training team, should also have strong facilitation skills and experience. Upon completion of the ToT, members of the national training team should complete a minimum of six weeks of facilitation practice to continue to develop their competency of the model before training others. A master trainer mentor should be present the first time they facilitate a ToF as part of the certification process.

The national office will need to develop a unique implementation plan for *Community Change*, identifying pilot or scale up programmes and budgets. At the programme level, development facilitators or partner organisations will be trained as *Community Change* facilitators and as trainers and supervisors of community-based facilitators. WV and partner staff trained as facilitators and supervisors should facilitate at least one full round of community conversations before becoming full-fledged trainers and supervisors.

Before participating in a ToT, the national office senior management will need to recognise the added value of the *Community Change* project model and commit to utilising it by integrating it into one or more technical approaches immediately upon completion of the ToT, with appropriate budget, staffing and moral support.

7.3 Guidelines for staffing

Either WV or a qualified local partner can provide the necessary staffing for a *Community Change* project. In either case, it is likely that the following guidelines will be relevant:

- *Community Change* will normally be implemented as part of an integrated project design alongside other approaches or as a foundational intervention, preceding other approaches. Consequently, many of the functions for leadership and implementation can be shared at the national level by national sectoral and cross-cutting leaders. It is essential that among the national office team, there are clear roles and responsibilities for technical support for this model.
- At the programme level, it is recommended that there is at least one development facilitator or one local partner responsible for training, coordinating, supervising and supporting no more than five or six *Community Change* groups and 10 to 18 community facilitators at a time. This is the maximum number that can be effectively managed by any one supervisor or mentor.
- Each *Community Change* group will be facilitated by at least two (preferably a man and a woman) volunteer community-based facilitators. The ideal team would also include a third facilitator to help manage the workload and cover absences. The major success factor in the *Community Change* approach comes as a result of the skill and commitment of the volunteer community facilitators. They must be willing and able to handle deeply sensitive and, at times, taboo subject matter, gain the trust and respect of the group, create a safe environment for candid dialogue and manage the documentation and information synthesis process. Project outcomes rely heavily on the discernment, commitment and abilities of these volunteers. They must be carefully selected, trained, supervised and supported by WV or a partner organisation.

7.4 Guidelines for resources needed for project implementation

Planning for the rollout of *Community Change*, including capacity building for trainers and facilitators, is currently in process. For the most up-to-date information, please contact Joanna Kretzer (joanna_kretzer@wvi.org). The following is a preliminary list of costs to be considered based on the HIV and AIDS rollout of the *Community Change* model. Rollout planning will explore various ways of sharing costs for *Community Change* between departments and projects. These costs may be resourced from a programme budget, a national or multi-programme initiative, grant, local partners, community volunteerism and resources, or a combination of any of these.

National-level costs

- Part salary (shared project cost) for the national office advisor to provide national coordination and technical support. (This could be a gender advisor, child protection advisor, or a sector leader such as a health advisor).
- Office and travel budget for the national coordinator for training, support and supervision of the programme team and implementing partner.
- Regional orientation for two to three individuals per country for a training team (covering participant travel and accommodation); printing of the facilitator's manual, guidance for trainers, and other training materials.
- National training of trainers meeting – covering participants' travel and accommodation; printing of facilitator's manual and other training materials.
- Design, monitoring and evaluation costs (shared with other projects).

Programme-level costs

- Part salary of development facilitator or project coordinator (may be shared with other projects/sectors).
- Training of *Community Change* facilitators – translation and printing of facilitators' manual, materials, plus travel and accommodation of trainer.
- Regular support supervision to communities (development facilitator (DF) or project coordinator's travel and communications costs).
- Quarterly refresher training for facilitators (including local facilities, meals, materials, transport costs, DF and/or lead trainer costs).
- *Community Conversations* – travel allowance for facilitators (if appropriate or needed), documentation work tools and documentation materials.
- Action plan implementation – support (providing advocacy, linkages, technical advice) and potential financial assistance for the *Community Change* action plans.

7.5 Critical success factors for the model

The success of the *Community Change* model is grounded in the recognition of capabilities inherent in communities, in particular the capacity to change, create knowledge and sustain hope in the midst of social upheavals. The *Community Change* process strengthens these capacities, respecting and trusting communities' insights, knowledge, interest and desire for change. Further strengthening comes through the consistent use of facilitation approaches which support the value of inclusion, teamwork and partnership. This is inherently a rights-based approach, and it is critical that project staff and volunteers support this approach to empowerment.

To be successful, each *Community Change* group must be facilitated by a minimum of two trained and competent volunteer facilitators (preferably a man and a woman), using appropriate tools for the issues identified, and working within the *Community Change* framework. Recruitment and selection of facilitators is a critical part of the implementation of a *Community Change* project.

The proper training, continued supervision, encouragement and support given to the facilitators are key elements. It is preferable for project coordinators and WV or partner staff already trained as core trainers and supervisors, to join in and practice the group facilitation in order to develop authentic skills and insights for supervision and support.

In programmes that cover a large geographical area, multiple *Community Change* groups are suggested in order to maximise population coverage and impact.

8. Any necessary tools

- The main resource to guide facilitators as they work with the community groups is the *Community Change Facilitator's Manual*. This manual includes the following tools:
 - *Session outlines*: description of the content of the community conversations, exercises and facilitation methods to improve group dynamics, participation and transformational learning.
 - *Community change monitoring tools*: for collection of monitoring data, including participation, facilitators' observations and group process.
 - *Report formats*: suggestions on aggregation, analysis and reporting of the monitoring data.
 - *Facilitators' reflection guide*: provides a way of looking back on what has been achieved, what has worked and what has not worked at any given phase of the change process. This guide helps with measuring *Community Change* and planning future community events.
 - *Action learning guidance*: provides information about how facilitators, mentors and national office staff learn and document their learning throughout the implementation of *Community Change*.
- The *Community Change Training Guide* builds upon the content of the facilitator's guide as a resource for those who will be training or supervising *Community Change* facilitators. It includes broader descriptions of the theory that underpins the model together with tools for training facilitators and monitoring and evaluating their progress.

Contact Joanna_kretzer@wvi.org for more information about the tools.

9. Linkages and integration

9.1 Child sponsorship

Registered children will not be targeted specifically; however, an investment in *Community Change* can benefit the entire community. Because of this, registered children will also benefit. Sponsorship monitoring activities (Stepwise) could possibly be used as a trigger to highlight the need for using the *Community Change* model. For example, if data shows trends in the community that are exacerbated by social norms, such as a high prevalence of registered girls dropping out of school due to child marriage, or a high proportion of sponsored boys or girls dropping out of school, then further investigation of these trends might reveal harmful social norms.

9.2 Enabling project models

- *Community Change* is not a stand-alone intervention. It is an enabling project model that should be integrated into other project designs, helping to reduce barriers by harmful social norms.
- *Community Change* can also be implemented as a project early in the life of a programme, guiding the community to identify underlying issues that impede the well-being of children.
- During the life of a programme, *Community Change* can be initiated whenever it becomes evident that the expected results of other projects are hindered by persistent underlying socio-cultural norms and behaviours.
- *Community Change* can complement other project models. It can be implemented as an enabling model alongside project models such as *Home Visitors*, *Channels of Hope*, *Timed and Targeted Counselling*, *Basic Education Improvement Plans*, *Early Childhood Development*, *Positive Adolescent Development*, *Positive Deviance Hearth*, *Citizen Voice and Action* and *Savings Groups* as well as other health, economic development and food security project models.
- Through a process of community awareness raising and conscientisation, the *Community Change* model can also be implemented as part of the *Child Protection and Advocacy (CPA)* model. By engaging a diverse group of community members in discussion and reflection on social norms, the *Community Change* model provides a platform for community members to identify and address potential norms or harmful practices that may be jeopardising the protection and well-being of children in their community.

Appendix A – Illustrative logframe

Hierarchy of Objectives		Indicators	Means of verification	Assumptions
Project Goal	To transform social norms, practices and behaviour to better support the well-being of girls, boys, families and communities.	<p>Changes in community perceptions of existing positive and negative socio-cultural practices and norms.</p> <p>Community members report that the incidence of harmful traditional or customary practices has been reduced.</p>	<p>Caregiver survey – questions dependent on area of focus (See <i>specific example for Gender-based Violence below</i>).</p> <p>Focus group discussions.</p> <p>Key informant interviews.</p> <p>Caregiver survey – questions dependent on area of focus (See <i>specific example for Gender-based Violence below</i>).</p>	<p>CCGs have enough coverage and influence to impact the wider community.</p> <p>Action plan targets larger community.</p> <p>Community change group members discuss change experiences with wider community.</p>
Outcome I	Facilitators, CCGs and community members change values, perceptions, practices and behaviour.	<p>Increased inclusion and participation of vulnerable groups.</p> <p>Increased ability by group members to effectively dialogue and problem solve.</p> <p>Reduced stigma among group members.</p> <p>Increased ability to enact social change within their community.</p>	<p>Focus group discussions.</p> <p>Key informant interviews.</p> <p>Use of questions to explore the area of focus determined by CCGs.</p> <p>Documentation of the 'Sharing What We've Learned' tools by CCGs.</p>	<p>Informal/formal community structures are supportive of CCG efforts.</p> <p>Legal framework is in place to support community changes.</p>
Output I.1	Facilitators challenged individually regarding their own practices, behaviour and attitudes. NOTE: facilitators are identified based on their personal transformation process having already begun.	<p># of facilitators that admit to have experienced internal change (as they define it).</p> <p># of facilitators mentoring meetings.</p>	<p>Documented in To F report and refresher course report from individual evaluation forms.</p> <p>Summary of supervisor/mentoring meeting reports.</p>	<p>WV trainers effectively train community facilitators.</p> <p>Facilitators keep a journal to document their own learning process.</p> <p>Mentors ensure that facilitators reflect on a regular basis.</p>
Output I.2	Facilitators prepared for implementing <i>Community Change</i> in their own communities.	<p># of facilitators who have completed the T of F course.</p> <p># of facilitators who are emerging, growing, and maturing in their ability to facilitate conversations (through observation visits).</p> <p># of facilitators mentoring meetings.</p> <p># of refresher courses for facilitators.</p>	<p>Supervisor tracking sheet.</p> <p>Documentation of completion and individual evaluation forms (ToF and RC reports).¹¹</p> <p>Supervisor/mentor observation form.</p> <p>Summary of supervisor/mentoring meeting reports (to include areas of improvement from facilitator's wall).</p> <p>Supervisor tracking sheet.</p>	<p>Community facilitators are committed to seeing the process through.</p> <p>Turnover of volunteer facilitators remains low.</p> <p>Mentors meet regularly with facilitators to give support and ensure quality of implementation.</p> <p>WV project staff facilitate relationship between local partners and community facilitators.</p>
Output I.3	The working group implements a plan for the formation of CCGs. <i>Illustrative activities:</i> <i>Identify neutral and safe places.</i> <i>A diverse representation of community members are invited to participate.</i>	<p># of community change groups formed.</p> <p>Regular attendance by community change group members.</p>	<p>Supervisor tracking sheet</p> <p>Including documentation of the diverse representation included.</p> <p>Attendance compilation tool.¹²</p>	<p>Turnover of members of Community Change groups remains low</p> <p>A diverse representation of community members commit to participate.</p>

¹¹ National offices will determine how facilitators are approved and ready begin work. They will track their progress based on a set of competencies for the three levels of emerging, growing, and maturing.

¹² National offices will determine how to ensure consistent attendance by committed community change group members.

<p>Output 1.4</p>	<p>CCGs challenged both individually and as a group regarding their own practices, behaviour and attitudes.</p>	<p># of community change members that admit to have experienced internal change (as they define it).</p> <p># of community change members who have shared topics discussed, with at least five people after their meetings.</p> <p># of plans developed by CCGs and types of initiatives included to influence the wider community.</p>	<p>Community change report – including documentation from community wall, the learning corner, and facilitators’ notes (comments during personal reflection and beginning reflection review time).</p> <p>‘Resonance Effect’ tool.</p> <p>Documentation of ‘Five Friends of Planning’ tool and ‘Gender Matrix’ for each community change group.</p>	<p>Community Change facilitators have the competencies needed to effectively lead process.</p> <p>A diverse representation of community members commit to participate.</p> <p>Regular attendance by CCG members.</p> <p>Community members actively participate in community change meetings.</p>
<p>Output 1.5</p>	<p>Community change groups implement plans to change their communities.</p>	<p># of plans implemented and monitored regularly.</p> <p># of reflection meetings taking place to monitor progress.</p> <p># of CCGs that have completed all six steps.</p>	<p>Documentation from ‘Follow-Up Calendar’ and ‘News Reports’.</p> <p>Documented change from the Action, Reflection, Learning and Planning tool.</p> <p>Summary of supervisor/mentoring reports.</p>	<p>Commitment of the CCG members to enact plans.</p> <p>CCGs complete all 6 steps of the process.</p>