

Influencing **PARENTS'** Behaviors to
Increase **Gender Equality** for **CHILDREN**



PROMISES

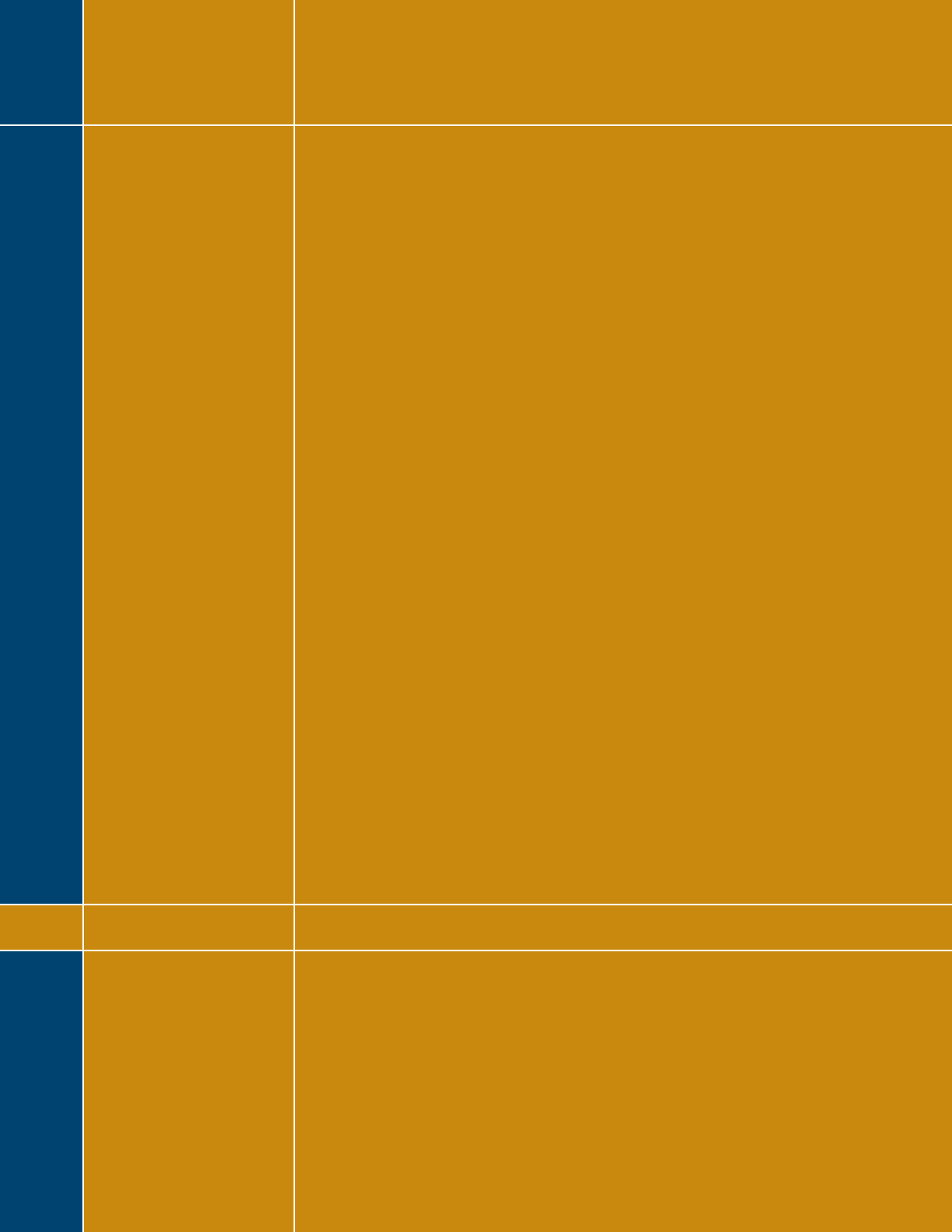
A Communication Approach Targeting
Parents and Community Members in Nepal



December 2011



Save the Children



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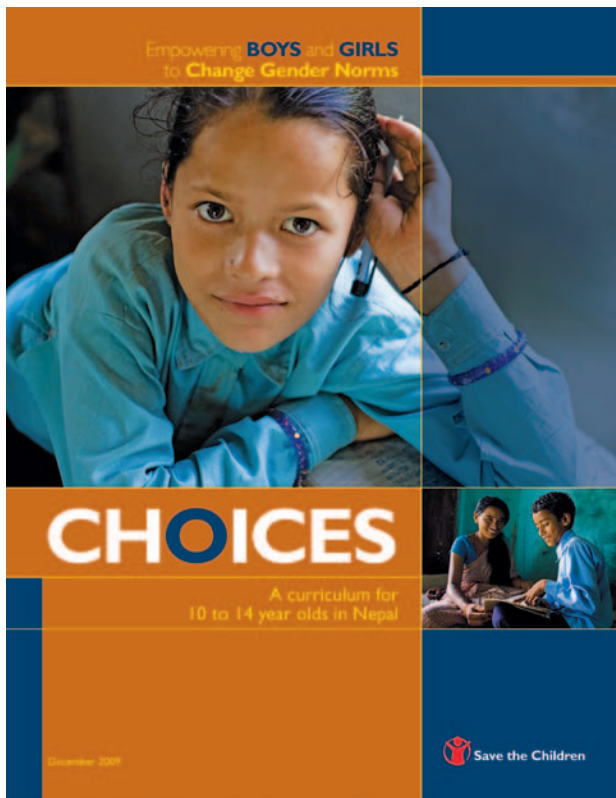
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OVERVIEW

Save the Children is the leading independent organization creating lasting change for children in need around the world. For more than 75 years, Save the Children has been helping children survive and thrive by improving their health, education and economic opportunities and, in times of acute crisis, mobilizing rapid, life-saving assistance to offset the effects of war, conflict and natural disaster. Save the Children uses evidence-based strategies that involve communities in changing attitudes and actions to enhance the lives of children.

In 2009, Save the Children in Nepal developed and evaluated a behavior change intervention called “Choices,” which targeted young adolescent boys and girls with the purpose of changing gender-related attitudes, norms and behaviors, and increasing their understanding and support for more egalitarian relationships between boys and girls. The intervention has been evaluated by **the Institute for Reproductive Health at Georgetown University** and shown to be a success. Statistically significant differences between control and experimental group participants were seen in scales measuring discrimination, social image, control and dominance, violence and girls’ education, gender roles, acceptance of traditional gender norms. Qualitative results highlighted children’s ability to recognize and feel that gender inequity is unfair. Boys in the experimental group reported changing behaviors, helping their sisters with household chores, and advocating for their sisters’ education and against early marriage. Girls in the experimental group confirmed these changes and also expressed being more comfortable expressing their opinions, hopes and dreams.

For more information, the full evaluation report, “Utilizing Participatory Data Collection Methods to Evaluate Programs for Very Young Adolescents: An Evaluation of Save the Children’s Choices Curriculum in Nepal” can be accessed at www.irh.org.

In 2011, Save the Children in Nepal sought to complement the “Choices” gender transformative intervention with an approach that would create a more gender-equitable environment for children by influencing their parents’ attitudes and behaviors. To ensure the impact on households, Save the Children chose two behaviors it expected would have the greatest gender-related effects on children in the Nepali context:

- (1) **Parents allowing and encouraging daughters to stay in school and complete their education before arranging their marriages;**
- (2) **Husbands using caring and thoughtful dialogue instead of violence to communicate and resolve disagreements with their wives.**

While many behaviors can promote gender equality at the household level, Save the Children believed that these two changes would create an environment that would have the greatest impact on gender norms, attitudes and behaviors among children.

Changing any behavior is challenging, but child marriage and domestic violence are deeply engrained practices intertwined with traditional cultural beliefs. Simply informing people of the proven benefits of delaying marriage and avoiding violence and appealing to *logic* is unlikely on its own to change people’s behavior. A different approach was therefore needed, one that would build on the *emotional* drivers of behavior change, mobilize the influence of change agents and build on messages grounded in influence principles derived from social science evidence.

This project fuses three different evidence-based approaches – emotion-based messages, word-of-mouth marketing and the use of influence principles – to bring

about powerful behavior change. All three approaches are commonly used in commercial marketing, but rarely used in the health and development arena.

EMOTION-BASED MESSAGES

Facts and logic inform our ideas but do not always move people to change their behavior. Emotions drive our behavior and preferences. So when our messages move people emotionally, then we are much more likely to transform the way they think about things and the way they behave. Since most decisions are made in a split second by the subconscious and are guided by the universal “shortcuts” mentioned above, the rational weighing of benefits versus outcomes takes too long to influence those decisions. Behavior change is therefore more likely to occur when we connect the desired behaviors we seek to change with the emotional benefits that accrue to individuals from making that change along with the rational benefits.

WORD-OF-MOUTH MARKETING

A form of social diffusion, word-of-mouth marketing is more persuasive than any other marketing technique, including advertising. Its unique power derives from its base in personal relationships. Friends and family who share stories and opinions are simply more credible and persuasive than strangers or acquaintances. People enjoy sharing new information and personal experiences because it is fun and natural, and brings them close to others. Give people something interesting to talk about and they are likely to pass it on. Even better, give influential people something to talk about and information will spread quickly because people trust and look to them for information and guidance.

INFLUENCE PRINCIPLES

People take shortcuts when making decisions. Influence Principles consist of six universally applicable “shortcuts” that are instrumental in deciding how to behave. The six principles are woven throughout the intervention to move people closer to the desired behavior changes. Fifty years of research on Influence Principles by social and behavioral psychologists have been applied mainly for purposes of commercial marketing, and with great success.¹ These principles are powerful and effective ways to persuade people into action. This project applies influence principles to persuade parents to adopt behaviors that have positive effects on their children’s lives. Examples of the six universal principles of influence are described in more detail:

Influence Principle 1: Liking

PEOPLE PREFER TO SAY “YES” TO SOMEONE THEY KNOW AND LIKE.

Example: Mothers are much more likely to follow the advice of a community health worker or community member when they feel that person likes them and when they have experienced respect and kindness from that person. They are more likely to follow the advice of someone whom they perceive to face similar life challenges and joys rather than someone whose life they view as very different from their own.

Influence Principle 2: Commitment and consistency

PEOPLE WANT TO BE CONSISTENT IN WHAT THEY SAY THEY ARE GOING TO DO AND WHAT THEY ACTUALLY DO.

Example: Parents are much more likely to keep their daughters in school if they have shared their plans to allow their daughters to finish school before marriage with friends, family and neighbors.

Influence Principle 3: Consensus

PEOPLE TEND TO FOLLOW THE LEAD OF PEOPLE WHO ARE SIMILAR TO THEMSELVES WHEN DECIDING WHAT ACTIONS TO TAKE.

Example: Men are much more likely to use caring and thoughtful dialogue instead of violence to resolve issues with their wives if they perceive that their peers are doing the same.

Influence Principle 4: Authority

PEOPLE ARE MORE LIKELY TO ACT ON THE ADVICE OF PEOPLE WHO ARE RESPECTED AND HAVE AUTHORITY, BOTH SUBJECTIVE AND OBJECTIVE.

Example: Parents are much more likely to commit educating their daughters and delaying their age at marriage when community leaders (objective authority) and respected peers (subjective authority) have publicly taken a position on these practices.

Influence Principle 5: Reciprocation

PEOPLE FEEL OBLIGED TO GIVE BACK IN-KIND THROUGH THEIR ACTIONS AND WORDS TO THOSE WHO HAVE GIVEN TO THEM, AND THIS GIVING CAN BE TANGIBLE OR INTANGIBLE.

Example: A father is much more likely to keep his daughter in school when the advice to do so is coming from a community member who has been respectful, kind, thoughtful or generous in the past than if the advice comes from a community member who has not been respectful or generous in their time, words or actions.

Influence Principle 6: Scarcity

PEOPLE VALUE THINGS MORE WHEN THEY ARE IN LIMITED SUPPLY OR HARD TO OBTAIN.

¹ Robert B. Cialdini. 2001. *Influence: Science and Practice*. Allyn & Bacon.

Example: Parents will be more motivated to delay their daughters' marriages when they realize what they will miss out on in life, including friendships, learning, fun and happiness, as compared to the motivation to delay marriage when they are just told about its benefits (decreased maternal and child mortality and increased educational and economic opportunities). More simply, people are more motivated to change when they realize what they will have to *give up* if they do not take action than if they are simply told the *benefits* of making the change.

DESIGNING PROMISES: PROJECTIVE TECHNIQUES

Effective programs begin by gathering information from the people they hope to influence. But getting people to share personal insights with strangers is difficult. Asking about personal topics like views on child marriage and domestic violence calls for sensitive techniques that enable a person to share his or her emotions while protecting their feelings and reputation.

To develop this intervention, Save the Children's local staff and partner NGO staff conducted formative research. A three-day training to introduce projective interviewing techniques developed their confidence in applying this new method of research.

Projective techniques help respondents share feelings and perceptions without censoring them through a rational lens. The techniques include questions that have no obvious answer. Because respondents don't know the "correct" or logical answer, they project their true feelings and views on the topic being explored. For this formative research, we used a guided-imagery projective technique using local photographs and a metaphorical picture deck to guide respondents in sharing their feelings related to domestic violence and withdrawing girls from school for early marriage. Through this technique, our research team learned to listen to and identify the emotional drivers that guided these decisions, as well as the emotional end benefits one would experience if they were to change the norms. An emotional end benefit is a positive statement a respondent can feel about him or herself as a consequence of

a change they could make in their lives. For example, "If I keep my girls in school, I will feel like my neighbors respect the decisions that I have made."

The technique was also used to explore what people were giving up, emotionally, by following rigid gender norms that dictated gender-based violence in households and early marriage for their daughters. For example, we purposefully used probes to explore what parents miss out on when they withdraw their girls from school, so they could articulate the negative consequences of this practice, including the feeling that they had not given their daughters the skills to improve their economic circumstances and break the cycle of poverty.

The guided imagery projective techniques were first pre-tested in the Balaju and Majubahal communities, in Kathmandu's Central Development Region. The techniques proved effective during the pre-test and worked very well to elicit information rooted in emotion. Once pre-testing was over, the formative research was conducted with parents in Pokharvinda and Jamdah, Village Development Committees in the Siraha District in the Eastern Development Region.

Teams of two men or two women conducted single-sex focus groups and interviews with parents of very young adolescents using structured discussion guides and photo decks on education and violence. All interviews were digitally taped, translated and transcribed by the Project Manager. Key findings are summarized at the beginning of the early marriage and domestic violence interventions overviews.

THE PROMISES APPROACH: AN OVERVIEW

The formative research results were used to design this behavior change intervention, which is structured to provide emotion-based messages to parents in a community setting. The behavior change messages are conveyed through posters featuring images and some supporting phrases; these are placed on three community message boards positioned in strategic locations around the community in places where people gather frequently. Each set of posters is purposefully sequenced over time

to capture attention, create excitement, spur conversation and create an environment that supports eventual behavior change. The posters are changed every two weeks to keep interest high and continue to move people toward the desired behavior changes. The messages on each poster are designed to work together to move people closer to the desired actions. All of the messages on the posters reflect evidence-based Influence Principles and are crafted to stimulate word-of-mouth sharing among community members and relatives.

This word-of-mouth sharing starts with the unveiling of the new poster on the community message board to influential community members, including men and women pre-selected through input from community members, at a special meeting just for them. The goal is for these influential community members to discuss the concepts behind the messages since they will likely be the ones to start the word-of-mouth process. The local NGO or community member leading this meeting and unveiling of the new poster also asks guiding questions to spur reflection and conversation at this meeting. Once the posters are placed

on the boards and the unveiling meeting is conducted with the influential community members, there is no project staff involvement until the next posting.

IDENTIFYING INFLUENTIAL COMMUNITY MEMBERS

Before the program begins, local NGO staff work with community members to identify influential community members, both male and female. These set of questions guide the process:

- Who is so liked and respected in the community that you would be happy to listen to information they have to share with you?
- Who is the person(s) who women tend to listen to when they share an opinion? And men?
- Who is considered a role model for younger men and women?

AN EXAMPLE OF HOW INFLUENTIAL COMMUNITY MEMBERS HAVE BEEN IDENTIFIED IN NEPAL DURING THE PILOT TESTING OF PROMISES

Go to a local **CHAUK**, a common gathering place in the village like a tea shop, resting place under a big tree, near a temple, and ask the group of people there to identify two or three women and men whom they consider influential, respectable and a person of good character in the community. If they need more guidance, suggest that these people likely are respected by many. That many people regard them so highly that they are likely to follow their example or advice. That they can be ordinary people, neighbors, teachers, etc, but have all of these characteristics. Thank that group of men or women and move to the next **CHAUK** in the community, asking the same questions of the next groups. Note which names are on both lists. Usually there are 2 to 4 **CHAUKS** in each village so this process can be repeated until they have all been visited and you have a good list of community leaders. To confirm the names on the list, approach another group and ask if you can read a list of community names to them. After reading the names identified on your list, ask them if there is anyone in the community more respected than that person. If so, asks them to name that person. Continue canvassing the community until you are confident you have a list of influential community members.

- Who is regarded as a person of good character in the community, leading peaceful lives at home and contributing to the life of the community?
- Who is regarded as a person of good character in the community, someone who is viewed as just and fair, and to whom people turn for resolving community conflicts or injustices?
- Who are people in the community who have kept their daughters in school and delayed their marriages? Are they respected and liked?
- Who are the men and women who do not use violence in their households? Are they respected and liked?
- Who are the men and women who exemplify equality between men and women? Are they respected and liked?

Our formative research identified examples of influential community members, of whom included teachers, village health workers, leaders of the local women's group, social workers and community authority figures.

IDENTIFYING WHERE TO INSTALL COMMUNITY MESSAGE BOARDS

Before the program begins, local NGO staff work with community members to identify the ideal places to install two or three community message boards where posters will be posted. The aim of having multiple boards is to maximize the number of community members, both men and women who see the posters and start talking about them to others. These questions guide the process:



Community message boards can be different shapes and sizes. This picture depicts a more traditional “billboard” that was used in Nepal. Smaller structures can also be used for this intervention, designed more like message boards where the communities can post announcements. After the pilot testing of PROMISES, community members suggested rotating where the unveiling of the posters would take place, since there were three community boards in each community.

- What are the places in the community that women most often frequent?
- What are the places in the community that men most often frequent?
- What are the three places that almost everyone in the community passes by at least once each week?
- Are there places that are commonly visited by children? Where are children most likely to see a board with community messages on it?

INTERVENTION I: PROMOTING GIRLS' EDUCATION

Desired Behavior Change: *Parents allow and encourage daughters to continue and complete school before marriage.*

BEHAVIORAL FOCUS

The goal of this intervention is to change parental behaviors regarding their daughters' education. Specifically, we want parents to allow and encourage their daughters to continue and complete their education before marriage.

SITUATION ANALYSIS

Three steps are integral to the formalization of marriage in the Terai. The first, or *chheka*, occurs early, often without a child's knowledge, and establishes a contract between the two families. The second is the marriage ceremony itself, at which time the newly married bride goes to her husband's home just after marriage and stays there for just one day, returning to her parents' home. After some months or years, the bride again returns to the groom's home during the third stage known as *gauna*, *doga*, or *din*. *Gauna* traditionally takes place just after menstruation, usually between ages 12 and 16, when the bride is deemed physically mature; but it also reflects the age and maturity of the groom and the parents' judgment of when this transition should occur.

An important aspect of the marriage process is the giving of dowry or *dahej*, the money, goods or estate given by a woman's family to her husband's family in marriage. *Dahej* is negotiated between the parents of the bride and groom prior to agreeing to a marriage. The amount is determined

by factors such as the economic status of the families, and the age, physical appearance and educational level of both the boy and the girl. The term *dahej* refers to both a cash settlement and in-kind gifts at the wedding.²

Numerous studies have demonstrated the fact-based reasons for early marriage in Nepal. The practice of *dahej*, or dowry, is the most important factor perpetuating

early marriage, which leads to the denial of education to girls, especially in the Terai region. The traditional religious beliefs of the population in this region have sustained practices such as early marriage and early motherhood so that they are more prevalent here than in other regions of the country.

Our formative research has also shown that while parents see their primary responsibility as ensuring that their daughters marry well, and also often treat daughters as occupying a lower status than their brothers, they also indeed **love** their daughters and want what is best for them. They talk about their desire to secure their daughters' financial futures through marriage, and believe they are protecting their daughters' personal and moral character by marrying them early. Parents worry that they will not be able to afford their daughters' dowries since dowry rises with girls' age at marriage; so by marrying their daughters early, parents feel they are also keeping the cost of dowry affordable and securing their own family's financial future.

Note to program implementers

This fact-based background on the current situation is for those implementing the program to have a better understanding of the barriers to changing community patterns of early marriage. These are the empirical and logical reasons for this practice. But in this behavior change intervention, we are not attempting to teach community members why the practice has negative community effects. Instead, we are trying to influence an emotional response in order to bring about behavior change.

² CEDPA. (n.d.) *Early marriage and dahej in Nepal's central Terai*. Washington, DC: CEDPA.

Our formative research showed that parents not only wanted to secure their daughters' financial futures through marriage, but also expressed these emotional drivers for early marriage:

- Family shame as it connects to perceived promiscuity.
- Fear that their daughter would bring shame to herself and her family by being seen with community boys. This would cause rumors that could damage her future marriage opportunities.
- Fear of a "love marriage" with a community boy rather than an arranged marriage.
- Fear that an unmarried daughter would be sexually promiscuous, bringing shame to the family.
- Concerns related to daughters' marriage prospects.
- Fear that an educated daughter would not be able to find an equally educated man or that the family would not be able to afford the dowry for an educated man.
- Fear that community members might consider an educated daughter too old for a good marriage match.
- Fear that potential grooms' families will see educated girls as liabilities (i.e., unwilling to follow their traditional ways) rather than as assets.

Financial considerations

- Fear the family would not be able to afford the rising cost of the dowry as their daughter's age increases.
- Belief that household livelihoods can be improved once their daughter is married off.
- Lack of money to pay for education, especially when money is needed for survival.
- Inequitable attitudes toward sons' and daughters' education.
- Belief that education is a priority for boys but not for girls.
- Since sons are more valued, investing in their schooling takes priority over investing in the schooling of girls.
- Belief that "Educating girls is like watering your neighbor's garden." (i.e., that investing in a daughter's education benefits only her future husband's family).

- Belief that a girl who doesn't do well in school should be married rather than encouraged to improve her educational performance and continue schooling.

As is readily evident, the pressures to marry girls at a young age are intense and interact with decisions about whether to keep girls in school. So something quite significant must be promised to parents that speaks to their emotions and can influence them to change current practices. These promises must help parents overcome the fears and beliefs that reinforce their current practices. Our challenge is to help parents see that girls' schooling is a legacy that is just as important for their daughters as is a dowry or finding a fine husband for them.

INTERVENTION KEY PROMISE

A key promise in a behavior change intervention using an emotion-based approach identifies a compelling reason for change. It tells the target audience how their lives will be better if they take the desired action. It clearly defines how the target audience will benefit if they choose the desired action. In this intervention, the key promise states the emotional benefits parents will experience when they allow and encourage their daughters to complete their education before marriage. The key promises are developed after listening in the formative research to the concerns and emotions driving parents' current behavior.

Because emotions, not logic and facts alone, drive behaviors, we want to clearly state what emotion-based benefits parents will experience when they choose to encourage and allow their daughters to complete their education before marriage. The emotion-based benefits we want parents to experience when they choose education for their daughters include:

- Confidence that they made the best choice for their daughter;
- Security in the knowledge that their daughter's future will be brighter because of their choice;
- Pride in their decision to give their daughter a gift that will benefit her for a lifetime;

- Excitement that their daughter's future will be happy and better than their lives;
- Confidence that their investment and generosity to their daughters will be returned to them one day;
- Recognition and status from community members for their good decisions as parents, and for having an educated and financially secure family.

Our key emotional promise to parents is:

“Your hopes and dreams for your whole family can come true when you educate your daughters.”

Secondary but important rational promises that reinforce the emotional promise are:

- Education is the greatest gift you can give your daughter; a legacy that will stay with her for the rest of her life.
- Education is the greatest predictor of how happy your daughter's future will be.
- Educate your daughter and she will ensure your financial security later in life.

- Educate your daughter and your community status will increase when she is literate, educated and secure in a financially stable marriage.

INTERVENTION PLAN

Over a 14- to 16-week period, we will display seven posters containing images and messages based on influence principles that will offer our key promises and ignite an emotional response. Each poster will be displayed for 2 weeks at a time to allow social diffusion of the messages. These posters will be placed on several community message boards throughout the community where people tend to congregate. We will invite pre-selected influential community members to the unveiling of the boards and will facilitate a discussion that ignites a word-of-mouth campaign. Each poster is meant to work together with the others to bring parents closer to a final commitment of the desired behavior change:

Keeping girls in school.

Poster 1:
Raise community awareness of hopes and dreams of girls



Poster 2:
Build a sense of common experience among parents



Poster 3:
Demonstrate tangible benefits for parents



Poster 4:
Suggest emotional benefits for parents



Poster 7:
Commitment of parents and creation of critical mass for group action/peer pressure



Poster 6:
Validation of actions by respected community leaders



Poster 5:
Identify actions parents can take to achieve these benefits

OVERALL GOAL: IMPROVED GIRLS EDUCATIONAL ATTAINMENT AND DELAYED EARLY MARRIAGE

POSTER ONE CONCEPT:

HIGHLIGHTING THE HOPES AND DREAMS OF ADOLESCENT GIRLS.

The hopes and dreams of young girls venturing into womanhood will be featured through words and images on the community board. These hopes and dreams were identified through our formative research with children when developing the “CHOICES” curriculum.

EMOTIONS AT WORK

Because emotions, not logic and facts alone, drive behaviors, the **PROMISES** intervention starts out with strong emotion-based message...highlighting the voices of girls.



Final poster created from Poster One Guide.

POSTER ONE GUIDE

POSTER TITLE:

The hopes and dreams of our young girls.

- I hope to have friends who listen to and respect me.
- I hope to be accepted and feel valued for who I am.
- I hope to develop knowledge and skills so I can be financially secure in the future.
- I hope to discover my own uniqueness before being married.
- I hope to be treated as equal as to boys in all respects.
- I hope to learn what it takes to be a good human being before becoming an adult.
- I hope to offer love to my family for their support and encouragement.
- I hope to marry a man who loves, respects, listens and understands me.
- I hope to be a wise mother to my children when I grow up.
- I hope and dream to be in a marriage where my husband will not beat me.

TO BE CONTINUED....

Once the message is posted, the local NGO staff (or a community member who is respected) will invite pre-identified influential community members to come to an unveiling of the week's poster.

The facilitator will read the messages and review the images with the community members and ask these questions to spark conversation:

- Do any of these hopes and dreams surprise you?
- Did you share any of the same hopes and dreams when you were a young girl or boy?
- What additional hopes and dreams did you have that aren't included here?
- What can parents do to allow these hopes and dreams to come true for young girls?
- What might prevent these hopes and dreams from coming true?
- How are the hopes and dreams of girls going to school differ from the hopes and dreams of girls who will be married at an early age before completing school?
- Which hopes and dreams do you want your daughters to have: Hopes and dreams associated with a world that allows them to complete school before a timely marriage or hopes and dreams of an early marriage and the responsibilities that come with early marriage?
- How will parents be viewed who allow their daughter's hopes and dreams to come true different from parents who ignore or discard their daughter's hopes and dreams?

THE POWER OF WORDS: "HUSBANDS" AND "WIVES"

In Nepali society, we use the local terms 'jiwansaathi' or 'jiwansangi' and 'jiwansangini,' which mean 'life partner' or 'lifetime friend.' In the local language Mehtali, in which this approach was created, we will use the terms 'gharwala' meaning 'house-sharing man' and 'gharwali' meaning 'house-sharing women.' The use of these terms will reinforce the gender equality and sharing of power we are seeking through this approach, instead of using the terms 'husband' and 'wife'.

EXPERIENCES FROM PROMISES PILOT TEST

The potential Questions and Answers provided in this manual were found to be only somewhat useful during the unveiling of the posters during pilot testing. To some extent, the sample answers did help guide responses, but truly it is difficult to predict the question of participants beforehand. But reviewing these sample questions and answers does give implementers an idea of the tone and types of positive responses one should provide to community members. Most of the time, the participants asked complex questions different from those listed. Many questions were related to the dowry system and traditions. So these sample questions and answers can be useful when learning about the Promises approach, but as a better practice, local partners should brainstorm other potential questions they expect and think about how they would answer these questions.

In addition to asking these questions, probe for deeper responses with statements like, “Tell me more” and “Help me understand.” Do not provide details about the overall project other than announcing that another poster will be posted in a two weeks on a different but related topic. Invite the same influential community leaders to return at that time for more discussions. Also encourage community leaders to share this information with others in the community and to listen to questions and comments they hear in the community, which can be discussed at the next meeting.

Potential questions and responses during the unveiling of the poster

Question: Why does this focus on the hopes and dreams of girls rather than boys?

Sample answer: It is an honor and privilege to hear intimate sharing from the human heart. This week’s messages focus on girls, but it is likely that boys share similar hopes and dreams. You may want to ask the young girls and boys in our community to share their hopes and dreams with you. We would like to hear what you discover.

Question: Which girls shared their hopes and dreams with you? How do you know these are true?

Sample answer: We asked girls in many Nepali communities to share their hopes and dreams. Perhaps they are the same as young girls in this community. Will you please ask girls about their hopes and dreams, and let me know which are the same and which are missing?

Question: Why are you using these posters? What’s the purpose?

Sample answer: We are sharing these messages with you and your community because our mission is to make the world a better place for children. Knowing the hopes and dreams of our children allows us to discuss ways that children can have better lives in this community. We will unveil a new board in a few weeks. Until then, I hope you will share these messages with friends throughout the community.

POSTER TWO CONCEPT:

PARENTS' HOPES AND DREAMS FOR THEIR DAUGHTERS.

The first poster contained messages that focused on the hopes and dreams of young girls. This poster is removed and replaced with a second poster about two weeks later. The new poster will feature the hopes and dreams parents have for their young daughters, which were identified during formative research in a sample of target communities.

THE HOPES AND DREAM THAT WE, AS PARENTS, HAVE FOR OUR DAUGHTERS



We hope our daughter will be educated.



I hope my daughter will have a better life than us.



We hope our daughter will thank us someday and be proud of us as parents for allowing her to complete her education.

WE HOPE OUR DAUGHTER WILL BE EDUCATED, MARRY AN EDUCATED MAN, BE HAPPY AND BRING RECOGNITION TO HER FAMILY.



We hope others recognize our daughter as a role model for others in my community and nation.



I hope my daughter will be able to read and understand signs/symbols in the market.



We hope our daughter will have skills that lead her to financial security and her life would be better.

 **Save the Children** 

New subject matter next time.....To be continued.

Final poster created from Poster Two Guide.

POSTER TWO GUIDE

POSTER TITLE:

The hopes and dream that we, as parents, have for our daughters.

- I hope my daughter will have a better life than me.
- I hope my daughter will be educated.
- I hope my daughter will have skills that lead her to financial security.
- I hope my daughter will marry an educated man.
- I hope my daughter will enjoy her life.
- I hope my daughter will have access to life outside the household surroundings and feel part of the community.
- I hope my daughter will experience the joy of having good friends she can trust.
- I hope my daughter will be educated and bring recognition to our family.
- I hope my daughter will have a decent and safe future because of her schooling.
- I hope my daughter will be educated and mature before becoming a mother.
- I hope my daughter will be happy with her husband.
- I hope others recognize my daughter as a role model for others in my community and nation.
- I hope my daughter will be able to stand on her own feet once she is well educated.
- I hope my daughter will be able to read signs in the market.
- I hope my daughter will thank us someday and be proud of us as parents for allowing her to complete her education.

TO BE CONTINUED....

Once the messages are posted, invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- Do any of these hopes and dreams surprise you?
- Do/did you share any of these hopes and dreams for your daughters?
- How do you feel when you hear other parents' hopes and dreams for their daughters?
- What additional hopes and dreams do you have for your daughters that are not included here?
- What can parents do to ensure these hopes and dreams come true for their daughters?
- What might stop parents from seeing these hopes and dreams come true for their daughters?
- How are parent hopes and dreams different for their daughters who are allowed to complete education before their timely marriage different than their hopes and dreams for daughters will be married early?
- What will parents gain if their hopes and dreams for their daughters includes education before a marriage comes true?
- What do mothers, who were married early before being able to complete their education, miss in life? What do they hope their daughters will experience that they didn't get to experience?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

EXPERIENCES FROM PROMISES PILOT TEST

In practice, before unveiling the new poster, we did a recap of the previous poster. The intention of the recap was to reinforce the community influencers' understanding of the key messages and their role in diffusing the messages throughout the community. The main questions asked during the recap were:

- To how many people did you share the message? Did you encourage them to talk to others?
- Is there anyone in the community who ask you about poster? How did you clarify the message for them?
- Which message(s) on the poster created the biggest “buzz” in the community?
- Were there any messages that you feel were difficult to clarify?
- Were there any suggestions you heard from community members regarding the poster?

Potential questions and responses during the unveiling of the poster

Question: Why do so many people's hopes and dreams focus on education?

Sample answer: We asked many parents to share their hopes and dreams with us during earlier visits to this community and others nearby. Many parents, especially mothers, realize that more schooling would dramatically have changed their own lives for the better. Their unique perspective as adults and mothers helps them aspire to more for their daughters, and allows them to link education with hopes and dreams that come true.

Question: Many people may feel education will help their daughters, but they do not have the resources to send them to school. How do parents juggle the desire for education for their daughters and the realities of life?

Sample answer: Life is hard. There may be times when there isn't money to support education. But life can change quickly. By allowing their daughters to grow and mature without marriage, their daughters can return to school if the family's financial circumstances improve. Also, people report that the financial sacrifice involved in keeping their daughters in school gets paid back later in life. Sometimes through financial support from their children but also in the happiness and status they receive from community members for the just and fair way they have treated their children and girls and the success their girls have achieved because of their support.

POSTER THREE CONCEPT:

PERSONAL TESTIMONIES OF EDUCATED WOMEN.

The past two posters contained community members' hopes and dreams for their daughters as well as the hopes and dreams of girls themselves. Because this rare sharing of true emotions is relevant to community members' real life experiences, it's likely that parents have viewed, discussed and reflected on the messages. Some may already be motivated by hope to allow and encourage their daughters to complete their education before marriage. This third poster provides parents with another opportunity to hear from their daughters' hearts. The messages featured this week come from young women who had the opportunity to complete their schooling before marriage. They share the emotion-based and practical benefits that education has brought to their lives and how they feel about their parents for giving them the gift of education.

EDUCATED DAUGHTERS SHARE THEIR DEEPEST FEELINGS



My life is better because my parents encouraged me to complete my dreams.



My community considers me and my parents a role model. It feels very good to be an inspiration to others.



My parents encouraged and supported me to complete education. Now I want to offer my support to them.

**I MAKE MY PARENTS
FEEL PROUD OF ME
AND MAKE THEIR
DREAMS COME TRUE.**



I feel proud because I am very satisfied with my work and I am able to marry an educated person.



New subject matter next time.....To be continued.

INFLUENCE AT WORK

The goal is always to influence people through subtle messages and never to shame parents for their current behavior or to focus only on the factual reasons that their current practices may be misguided. In the world of influence, doing this makes you less “likable” and you lose credibility with the community. Being influential is often simply a common sense way of relating to people in a likable way.

As in the previous messages, the theme of education is woven throughout, but parents are never directly told to educate their daughters. That is a personal decision that only they can make. The goal of the messages is to influence parents to feel that education will allow their daughters' hopes and dreams to come true, and to view education as a gift they give their daughters and future sons-in-law for a more secure and happy future.

POSTER THREE GUIDE

POSTER TITLE:

Educated daughters share their deepest feelings.

- I thank my parents for believing in me.
- My life is better because my parents, sister and brothers encouraged me to complete my education.
- I am thankful towards my parents for allowing my hopes and dreams to come true.
- I feel loved and valued because my parents gave me time to be educated before marriage.
- My community considers my parents and me to be role models. It feels very good to be an inspiration to others.
- I want to marry an educated and good person. But first I must focus on my education.
- I am very satisfied and proud of the work I do. Thank you to my parents for allowing me to gain a professional skill.
- I will in turn offer my support to my parents for my education. They supported me and now I want to support them. I want to return their kindness by giving back any way I can. My husband and I agree, I should give back to my family.
- I make my parents feel proud of me and make their dreams come true.

TO BE CONTINUED...

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- How would you feel as a parent if your daughters shared these comments?
- Some mothers said they regretted not having time to grow and have fun as a young girl. What else do girls miss if they marry before their education is complete?
- There are times when money is not available for education. What can parents do to allow their daughters time to mature before marriage?
- Some mothers said they wanted their daughters to have a happier life. How does education lead to a happier life?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: Why do you listen just to the educated girls and not the girls who are already married and working hard to have a good life?

Sample answer: We honor all children in any every walk of life. We applaud the work of girls who are married and raising a family as well as girls who are educated. But we want to start to think about how life can be different for girls who continue their schooling and marry a little later, how life is different for their families.

Question: You make it sound easy to educate girls. What can we do if there is no money for education?

Sample answer: Young girls can develop, mature and grow in many ways. Education is one way. Allowing girls to learn and experience life is a gift you give them, even if their time is not spent in school. Early marriage with only limited schooling confines a girl and prevents her from maturing in a way that leads to a happier life. Delaying early marriage allows girls to mature physically and mentally.

Note to facilitator:

These questions are intended to start a dialogue with influential community members about resolving potential barriers to their practice of taking girls out of school and to draw out emotional responses to this practice. The questions are written in such a way that they do not directly address changing behavior to keep girls in school. Rather, they engage parents in thinking through and experiencing the positive feelings associated with greater schooling and delayed marriage for girls.

POSTER FOUR CONCEPT:

PERSONAL TESTIMONY FROM PARENTS OF EDUCATED DAUGHTERS.

On this fourth poster, we hear again from parents. The messages demonstrate the feelings parents experience when they see their daughters become educated and how community members feel about them as the parents of educated daughters.

EMOTIONS AT WORK

Each week's messages are intended to touch the parents' hearts and move them closer to the desired behavior change of allowing daughters to complete their schooling before marriage.

PARENTS WHO EDUCATED THEIR DAUGHTERS TALK ABOUT THEIR PRIDE AND SATISFACTION IN THEIR DECISIONS



We love our daughter and want her to have a better life. Education is the right way to a joyful life.



Our daughter thanks us often. She tells us that education we provided her is a special gift.



I see what a wonderful and successful mother my daughter is because of her education.

Our daughter provides support to us in all aspects. We now believe that educating daughters is **NOT** like watering our neighbors' garden.



People introduce us as the parents of an educated and well recognized daughter. We're proud of our daughter and of ourselves.



We feel proud that we do hard labour and sacrificed for our daughter's education.



New subject matter next time.....To be continued.

POSTER FOUR GUIDE

POSTER TITLE:

Parents who educated their daughters talk about their pride and satisfaction in their decisions.

- We love our daughter and wanted her to have a better life than me. Education is her shortcut to a joyful life.
- We feel proud that we sacrificed for our daughter's education.
- Our daughter thanks us often for her education. She says it was like a special gift we gave her.
- Our daughter tried hard in school because she knows we believed in her.
- Neighbors tell us that we are good parents because we kept our daughters in school. That makes us feel good.
- People introduce us as the parents of an educated and well recognized woman. We're proud of our daughter and of ourselves.
- Our daughter provides moral and financial support to us to help our family in all aspects. We now believe that educating daughters is NOT like watering our neighbor's garden.
- Our daughter sends money home to pay for her younger siblings' education.
- I see what a wonderful mother my daughter is because of her education.

TO BE CONTINUED...

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- What would girls miss out on in life if they didn't have the gift of education?
- How does education allow a girl to live a happier life than their mothers?
- Parents said they gave their daughters a gift with education. What makes education a treasured gift?
- Why does their daughter's education represent love to these parents?
- What makes it possible for parents to give their daughters the gift of education?
- What can be done so parents can assure their daughters safety while still giving them the gift of education?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

INFLUENCE AT WORK

Framing girl's education as a "gift", inheritance or legacy parents give their daughters is using the influence principle of Reciprocity. Parents are more likely to change a behavior when they see themselves receiving something in return for the change they make. When we can frame education as a gift parent can give, they are more likely to associate this with what they might receive back one day for their generosity.

The word "gift" means a generous, kind, thoughtful transfer of something to another that is appreciated by the person who receives the gift. The "gift" conveys love and is regarded in a way that is above and beyond normal everyday interactions. Some gifts are merely tokens of appreciation and quickly forgotten. The use of 'gift' in this situation suggests great significance, something that keeps giving to the recipient over a lifetime.

Potential questions and responses during the unveiling of the poster

Question: These messages make me feel bad as a parent as I was not able to give my daughters an education. Why are you elevating some parents and making others feel sad?

Sample answer: Every parent does the best they can for their children. And people feel differently about education today than they may have even a few years ago. Parents in this community need to celebrate past choices yet look forward to new choices now that more is known about how education can impact a daughter's life.

Question: Not all girls want to study hard and go to school. Marriage is a good choice for daughters who don't do well in school. Does that make the parents bad?

Sample answer: Parents always do the best they can for their children. And daughters almost always do the best they can to succeed in school. Sometimes they are

unable to excel in school due to lack of study time, illnesses like anemia or too much house work in addition to school work. Children mature at different times. A girl may be struggling in school one year and a top student the next. Allowing your daughters time to mature and prove themselves is another gift parents can give their girls.

Question: Why should my daughter continue in school if she can't be a top student? Maybe she isn't smart enough for school and should just be married.

Sample answer: School enriches lives through exposure to different ideas and thoughts, and the opportunity to learn to communicate. It's not a race to the finish line with just a few winners. Just being in a learning environment enriches your daughters' lives regardless of their test scores. Exposure to new ideas and thinking strengthens them as wives, mothers and community members.

POSTER FIVE CONCEPT:

LOST OPPORTUNITIES FOR GIRLS WHO ARE MARRIED EARLY.

Each subsequent poster is intended to touch the parents' hearts and move them closer to the desired behavior change of allowing daughters to complete their education before marriage. The first four posters set the emotional foundation for change. The parents have heard from the girls about their hopes and dreams and how their lives were better because of the gift of education. They have also heard from parents about their hopes and dreams and how their daughters' education was a gift to them. Parents are primed for behavior change. This week's focus introduces the desired behavior change: Allowing girls to complete their schooling before marriage.

GIRLS TELL US WHAT THEY MISS OUT ON IN LIFE WHEN THEY ARE MARRIED EARLY BEFORE COMPLETING THEIR SCHOOLING.

We miss experiencing friendships formed in school and in the community

We miss feeling the confidence that we can make a difference in our community

We miss being physically mature and ready for safe childbearing

We miss being able to learn the skills that will allow them to live a happier and healthier life

WE MISS OUT ON MAKING OUR DREAMS COME TRUE

We miss being able to have greater status with her husband and his family

We miss being able to study which will help them financially contribute to their family

We miss feeling proud that they are a role model for the community

Save the Children

New subject matter next time.....To be continued.

Final poster created from Poster Five Guide.

INFLUENCE AT WORK

Scarcity is one of the six influence principles. It states that people value what is in limited supply or hard to get. Presenting a situation in a way that shows how much an individual has to lose by not taking action is especially persuasive. In the fifth poster, we do something called “framing the loss” of not allowing girls to complete their education. According to the influence principle of scarcity, telling people what they will lose by not taking action is more persuasive than listing the benefits. In this case, telling parents what their daughters will lose by not being allowed to complete their education before marriage will likely be more powerful than listing the logical benefits of education.

From this point on, it is important that the desired behavior change be precisely stated in messages and conversations. We know that parents equate marriage with security and protection for their daughters, so we always want to mention that education and marriage together, with education coming first, is another way to achieve these same emotional end benefits. We also want to always say ‘complete their education,’ not just ‘educate their children.’ The goal is completion of education, not simply staying in school until a specific age. Financial challenges, other family circumstances and even geographic isolation may cause some children longer to complete their schooling than others.

POSTER FIVE GUIDE

POSTER TITLE:

Girls tell us what they miss out on in life when they are married early before completing their schooling.

- We miss out on making our dreams come true.
- We miss being physically mature and ready for safe childbearing (“If a tree gives mangos at a very early age, there is a high probability of breaking the twig. Same is the case with early marriage and early pregnancy.”)
- We miss being able to learn the skills that will allow us to live a happier and healthier life.
- We miss experiencing friendships formed in school and in the community.
- We miss having a happier life than our mothers.
- We miss being able to have greater status with our husband and his family.
- We miss feeling the confidence that we can make a difference in our community.
- We miss being able to read which will help us financially contribute to our families.
- We miss feeling proud that we are a role model for the community.

TO BE CONTINUED....

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- Do you know girls in your community who wanted to stay in school but whose family circumstances required them to marry early? What did they miss out on?
- What are the kinds of things girls might be able to do for their communities if they were permitted to stay in school for longer?
- How might leaving school and marrying early limit girls' ability to be good mothers?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: What about us parents? We will miss having the extra help around the house if we keep girls in school and we will not be assured that our daughters will make good wives?

Sample answer: Tradition had led us down a path where poverty, dowry and a girls marriage prospects had led us to believe that marrying her off early is better than supporting her to get an education. We tend not to see the long term gain for both our lives and the lives of our daughters when we keep them in school. But we do see families with educated daughter and respect them. So how can we achieve the same respect from community members by keeping our girls in school?

Question: This is just a short list of what girls might miss if not allowed to complete their education before marriage. What's missing from this list?

Sample answer: Parents will share other things not included on the list that their daughters will miss if not allowed to complete their education before marriage.

Question: What if parents can't afford to send their daughters to school at all times. What can they do so that their daughters don't miss out on the gifts/inheritance?


Sample answer: Allowing time for a girl to mature before marriage also provides gifts to the girls. Every day that a young girl is not confined to an early marriage is a gift parents give their daughters. It is a gift for a girl to be free to attend school rather than burdened with domestic work or confined to an unfamiliar home at an early age. It is a gift for a girl to be able to grow and mature before she must turn her attention to the care and tending of her new family. How might the investment you make in the girl's education now come back to you later in life?

POSTER SIX CONCEPT:


COMMUNITY LEADERS' OPINIONS ON KEEPING GIRLS IN SCHOOL.

This week's poster features messages from authority figures and community leaders (objective opinions) about the value of allowing daughters to complete their schooling before marriage.


**OUR COMMUNITY LEADERS
SHARE THEIR THOUGHTS ABOUT GIRLS WHO COMPLETE
THEIR EDUCATIONS BEFORE MARRIAGE**




Together, we can make the world a better place. Girls who complete their education before marriage are part of the plan.




The world is changing. We need to change with it and encourage our girls to complete their education before marriage.





We need skilled and able leaders in our community. Our daughters could be those leaders, but only if they are allowed to complete their education before marriage.



Our community is united behind our girls' futures. We have to invest in their lives by allowing them to complete their education before marriage.



GIRLS WHO COMPLETE THEIR EDUCATION BEFORE MARRIAGE HELP OUR COMMUNITY, HER FAMILY AND HERSELF TO BE STRONGER AND PROSPEROUS.

**Save the Children**

New subject matter next time.....To be continued.

Final poster created from Poster Six Guide.

The messages featured on the sixth poster provide logical reasons that parents can share with others when asked why they are allowing their daughters to complete school before marriage. These “face saving” messages allow people to appear more detached and to conceal the feelings that move them toward the desired behavior change.

The placement of the authority messages at this time is strategic. People are moved to action by emotions. But people rarely reveal their hearts to others. They may not be aware of the emotions that are driving their behaviors or they may be unwilling to share those very personal feelings with others. People prefer to present a logical “face” to the world that suggests their decisions and actions are based on rational thought rather than emotions. They are also likely to feel empowered to act on their own feelings after hearing the views and facts shared by people they respect.

POSTER SIX GUIDE

POSTER TITLE:

Our community leaders share their thoughts about girls who complete their educations before marriage.

- Girls who complete their schooling before marriage help our community to be stronger.
- Girls who complete their education before marriage enrich our families and communities and improve their own lives.
- Together, we can make the world a better place. Girls who complete their education before marriage are part of the plan.
- We need skilled leaders in our community. Our daughters could be those leaders, but only if they are allowed to complete their schooling before marriage.
- Our community is united behind our girls’ futures. We have to invest in their lives by allowing them to complete their education before marriage.
- The world is changing. We need to change with it and encourage our girls to complete their education before marriage.

TO BE CONTINUED....

INFLUENCE AT WORK

The Influence Principle of Authority states that people rely on those they perceive to have superior knowledge or wisdom for guidance on how to act. Authority can be either objective or subjective. In matters of objective fact, people rely on authority figures. For example, if a doctor tells you that you are sick, you probably don’t ask your neighbors for their opinions. The doctor is an expert and you believe him or her. In matters of subjective judgment, people tend to rely on community leaders, friends and family for advice rather than experts. Most behavior change results from recommendations, ideas or thoughts and not from pronouncements of fact. Therefore, we tend to discuss behavior changes with friends and family members, both talking and listening. For example, if one neighbor suggests purchasing a specific household item, we are likely to discuss this with other neighbors and family members as we decide whether or not to buy it. We need to feature the words of both authority figures and community members in order to be more credible with community members about the desired behavior changes.

Invite the same influential community members to come to an unveiling of the week's messages and images. **Also invite authority figures who have endorsed the completion of education for girls before marriage to join the unveiling and discussion.** Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- How does educating girls lead to a stronger community?
- How can girls help in the development of our community?
- How will the leadership of our community be weakened if we are only investing in half our population (i.e. the boys)?
- What makes it possible for the community to ensure girls have the gift of education?
- What should community leaders do to ensure girls have equal access to education?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: In our community, few jobs require much education. Aren't you exaggerating how important education is, and how citizens who have completed their schooling become important assets to the community?

Sample answer: Citizens who can read can be better informed and make good decisions for our community and their families. They are better able to speak and to engage with outside institutions and leaders. They can work at skilled jobs and bring financial assets to our community. With extra money, they can provide food and medicine for their families and raise strong and healthy children.

Question: Our community is fine the way it is, with all boys getting an education. Isn't this the way we have always lived?

Sample answer: The community is better off when each individual person has a better life and can contribute to community life. If girls aren't allowed to complete their education before marriage, the community will miss having the talents and thoughts of half the community. They will miss seeing girls thrive and become all they could be. They will miss seeing future generations become wiser and more prosperous.

POSTER SEVEN CONCEPT: PARENTS PLEDGE THEIR COMMITMENTS TO KEEP GIRLS IN SCHOOL.

By now, parents will likely feel it is important to allow their daughters to complete school before marriage. They may feel that the desired behavior change is aligned with their personal values. They may feel that the investment in their daughters' education completion before marriage is a wise decision for themselves and their family, one with emotional and logical benefits.

THE FUTURE STARTS NOW!
MARK YOUR PLEDGE TO KEEP GIRLS IN SCHOOL



We can't change the past, but we can create a bright and new future. The future starts now and with us.



Offering complete education to daughter before marriage is the greatest gift, parents can give to their daughters. Lets show our commitment on this board for this new behavior.

 **Save the Children** 

Community celebration of change...Next time.

Final poster created using Poster Seven Guide.

INFLUENCE AT WORK

The influence principle of **Commitment and Consistency** states that people want to be consistent in what they have said, done or committed to in the past. Personal commitments are amplified if the pledge is active, written down and public. The pledge board requires parents to actively pledge their commitment by signing their name or using their thumb-print. It is written down for others to see in a public place. All of these pledge attributes enhance the influence of the commitment principle.

The influence principle of **Consensus** states that people look to others like themselves to decide how they should act. This is not pressure; this is human nature. There is a difference between pressure and influence. Influence principles work on the individual level internally — reacting to the opinions of others helps people determine what is best for them. This leads to voluntary and genuine commitment to longer-term change. Peer pressure is a non-voluntary external force —people forcing you to act or say something that you don't agree with but feel obligated to do which leads to short-term compliance but not long-term change. Since people look to others like themselves as well as authority figures when deciding how to act, it is important on the day of making a pledge, or commitment to keep girls in school, be sure to solicit as many leaders, parents and community members who have positive views of this behavior so they will attend the pledge ceremony and step forward to sign the pledge board. The more people who attend and sign, the more likely other community members will do the same.

We know emotions guide people's behaviors and decisions, so it is very important to identify and reinforce feelings. But we also know that parents want to be able to offer logical explanations to others for why they might behave in a particular way. By this week's poster, parents will feel that the desired behavior is aligned with their values and that community leader's support the desired behavior.

In the seventh poster, parents are called to take a stand on the desired behavior—allowing their daughters to complete education before marriage – by signing a pledge board or putting a thumb print or mark symbolizing their commitment.

Pledging to allow their daughters to complete their education before marriage is a voluntary act. No one can or should force parents to “sign” the board. Although this is a voluntary act, it is likely parents will be motivated to pledge because the behavior—allowing daughters to complete their education before marriage—is now

aligned with their values, and because others will be signing the board (which is the influence principle of consensus).

Early pledges by many people will influence more people to sign the pledge board. Many signatures from other community people will likely spur more people to also pledge.

This powerful commitment and consistency principle could be a problem for this intervention because it's likely that in the past, parents have not allowed their daughters to complete their education before marriage. The commitment and consistency principle states that parents are likely to be consistent with their past behaviors. Even if convinced that the completion of education before marriage is a good idea, parents may not want to provide some daughters with this legacy when others who have already been married at an early age miss out, feeling they are treating their daughters unfairly.

It is pivotal that this poster and subsequent discussions address parental conflict between wanting eligible daughters to complete their schooling and feeling they are being unfair to daughters who have already been married early. This pledge board asks parents to draw a line between the past and the future and commit to a new vision and future for their daughters. It identifies this conflict as a potential stumbling block and suggests a strategy for resolving the conflict.

POSTER SEVEN GUIDE

POSTER TITLE:

The future starts now! Mark your pledge to keep girls in school.

- We are co-creators of a new vision for our own lives, our families, our community and our nation.
- The future starts now and it starts with us.
- We can't change the past, but we can create a bright new future.
- Parents who pledge to give their daughters the greatest gift a parent can give a child, the ability to complete an education before marriage, please sign this board as a way to pledge their commitment to this new behavior.
- Let us together change the lives of our daughters and contribute to achieving their hopes and dreams, along with ours.

Invite influential community members and other supportive people to the unveiling of the seventh poster. The goal is to have leaders sign the board, but also to give them talking points to use when discussing the pledge board with other community members. It is true, that we cannot influence and persuade everyone to keep girls in school, but we want to have a critical mass of supporters based on our science of influence. So at this important event, ***we want to maximize the attendance of those who support increasing girls' education and delaying early marriage.*** It is better to have supporters there who can answer questions and spread these ideas. So it is important to properly prepare for this week's unveiling by talking to community leaders and members who have made these changes or keep girls in school so they are invited and present at the meeting. Their testimonials will be a very powerful catalyst for change. In the conversation that follows the unveiling, address potential barriers to signing the pledge board.

Use these points to call people to action and encourage conversation:

The call to action:

This is a pivotal day in our community. You, the community leaders, have gathered to discuss something that will change our families from now on. We can't change the past but we can change the future. If you agree that allowing girls to complete their schooling before marriage is important to our future, our families and our community, please step forward now and sign your name or use the ink on your thumb to show our community members that you are part of the vision for this new future. (Silence while people come forward to sign the pledge board. Applaud each person as they sign the board and thank them for their vision and courage.)

Facilitating this important day:

The purpose of the pledge ceremony is to celebrate parents and community members who choose to make this commitment to their daughters. There is no need to identify or address people who think differently. Keep the focus on the people who have come to sign the

pledge board. If community members try to take over or express concerns, doubts or different opinions, thank them for coming to the celebration and respectfully ask them to join in the celebration of these who are able and willing to take the pledge today.

Asking how people feel:

Ask community signers to share how they feel about their commitment to their daughters, what they would say to someone who is hesitant to join the community members who have taken the pledge, or what they think their daughters will say to them when they tell them of their pledge.

Support people with regrets:

Some parents in this community who see this new future through sad eyes. They regret their decisions to marry their daughters before they completed their schooling. They feel conflicted, giving some daughters the gift of education while others have already moved on to marriage. What can you say to those parents to encourage their commitment to their younger daughters while relieving their regret over their older, married daughters?

Summarize their key points:

- Holding on to the past stops us from moving forward.
- All parents do the best they can for their children with the information they have at the time.
- Today is a new day with new information so decisions are made based on different considerations.
- We invite all parents—mothers and fathers—as well as community member (grandparents, aunts and uncles, etc.) to sign the pledge board.
- Discuss the opportunity for community members to devise a plan to self-monitor progress along these commitments (to keep all girls in school).

Note:

The pledge board stays in place in the community for as long as possible and is not removed. We also want to give time for word-of-mouth to take effect, for people to start talking about the pledge board, and for them to come on their own and make this pledge to themselves and then publicly sign the pledge board when they are ready.

FINAL WEEK:

COMMUNITY CELEBRATION OF CHANGE.

Two weeks after the pledge board has been in place you can hold a final larger community meeting or celebration. The final gathering is for all community members, influential leaders and children. The gathering will take place around the pledge board.

Parents have been exposed to feelings and thoughts that influenced them to pledge their commitment to their daughters' schooling before marriage. At this celebration, congratulate community members on their pledges to give their daughters the inheritance of a completed education before marriage. Offer parents another opportunity to sign the pledge board before the celebration begins.

Here are options for the celebration:

- Ask all parents who signed the pledge board to share how they feel now that they have pledged to allow their daughters to complete their education before marriage.
- Ask young girls to share how they feel about their parents' commitment to letting them complete their education before marriage.
- Ask community leaders to share how they think the community will be better because of the commitment to girls' education before marriage.
- This is a good time for child clubs to put on skits, songs and dance showing the good effects on girls' lives of finishing their schooling and marrying only after they are done.
- Ask young boys how their sisters' futures might be better because of their parents' pledge.
- Ask grandmothers to share how they feel about their granddaughters' future as educated women and how it compares to the lives they have lived.
- Ask grandfathers to share their hopes and dreams for their granddaughters' future as educated women.

Concluding the celebration

Ask the community how a plan can be developed to self-monitor progress so girls will be kept in school. How will the community deal with families who pull girls out of school for early marriage? What will we teach our children about keeping girls in school and early marriage?

INTERVENTION 2:

ENDING DOMESTIC VIOLENCE

Desired Behavior Change: *Husbands use caring and thoughtful dialogue instead of violence to communicate and resolve disagreements with their wives*

Effective behavior change interventions solve problems in the lives of people they target, help them think through the consequences of their actions and identify opportunities for change that is perceived as beneficial. People welcome and respond to messages that make their lives better. Interventions and messages that create problems or make people feel bad about their choices, however, are likely to be ignored or rejected.

The topic of domestic violence is sensitive. No one likes to be told they are wrong or that their actions are harming others. The issue must be framed in a way that doesn't just call attention to this widespread problem but makes it clear that behavior change solves the problem.

In this intervention, anti-domestic violence messages will be framed as a solution to a problem all marriages face at times: poor communication, disagreement and conflict within a marriage. This will make the messages relevant to every community member. The messages will also be framed as a way to have happier and peaceful marriages, something that most people value and want, a desire articulated especially by women during the formative research phase. The difficult issues of alcohol use and gender roles will be woven into the intervention after community members are "hooked" on the ultimate goal: peaceful and happy marriages where both husbands and wives feel happy, loved and satisfied with their marriages.

Marital satisfaction is embodied by both husband and wife feeling lucky to be sharing life with such a wonderful person, feeling that their spouse unselfishly protects and takes care of them and their family and feeling that they work as a team, united in challenges and joys.

A nuanced approach to domestic violence is essential for another reason. This intervention is a word-of-mouth project in which community members talk, reflect and struggle with the messages before being presented with the opportunity to take a stand. If the message is about how to resolve marriage conflict, everyone will talk to each other. If the message simply condemns domestic abuse, it is more likely that people will talk about each other. Gossip and innuendo divide rather than unite communities and are unlikely to lead to positive behavior change.

Using Influence Principles as a behavior change method gradually moves people toward new attitudes, and behaviors while contributing to the construction of new social norms. Telling men they abuse alcohol or suggesting that they resort to violence because they are not able to live up to what is culturally expected of them (i.e., provide adequate financial support for their family) results in undesirable messages and interventions that don't change behaviors.

THE POWER OF WORDS: "HUSBANDS" AND "WIVES"

In Nepal, we use the local terms 'jiwansaathi' or 'jiwansangi' and 'jiwansangini,' which mean 'life partner' or 'lifetime friend.' In the local language Mehtali, in which this approach was created, we will use the terms 'gharwala' meaning 'house-sharing man' and 'gharwali' meaning 'house-sharing women.'

The use of these terms will reinforce the gender equality and sharing of power we are seeking through this approach, instead of using the terms 'husband' and 'wife'.

GENDER BASED VIOLENCE IN NEPAL

The Nepal Demographic and Health Survey (2006) shows that 23% of women and 22% of men age 15-49 believe that a husband is justified in beating his wife for at least one of five specified reasons: if she burns the food, if she argues with him, if she goes out without telling him, if she neglects the children, or if she refuses to have sexual intercourse with him.

The same survey also shows that a third of currently married women do not participate in any form of household decisions making; their own health care, major household purchases, the purchase of daily household needs, and visits to family or relatives.

Finally, ending domestic violence has everything to do with children's ability to gain gender equity in their lives. Boys who witness violence in the household are more likely to use violence against their own wives and children when they grow up, perpetuating a power cycle that favors men and oppresses women. When boys and girls grow up in households free of violence, they can focus on their hopes and dreams and feel as if these dreams can come true. Brothers and sister can begin to see each other as equals and work together to achieve their hopes and dreams. **But when surrounded by violence, challenging these gender inequalities becomes very difficult.**

BEHAVIORAL FOCUS

The purpose of this intervention is to develop the communication and conflict resolution skills of men in marriage so they adopt non-violent behaviors. Specifically, this intervention will be a success when husbands use caring and thoughtful dialogue instead of violence to communicate their frustrations and to resolve disagreement and conflict within their marriage.

SITUATION ANALYSIS

Marriage reflects a complicated balance of personalities, needs, interests and cultural norms. In Nepal, marriage is shaped by long-held cultural beliefs. Many men – and many women – believe that the husband is the decision maker in the family and that wives must follow their husbands' directives. Men place their own needs and

interests above those of their wives, focusing on themselves and their desires rather than viewing marriage as between two equal people who both have needs. Men have strict expectations of wives' service to husbands. One respondent interviewed in the formative research summed up his view toward marriage with this statement: "My wife is happy because I am happy."

Many men want complete control over their wives and tradition dictates and rationalizes this control as part of a man's duty to protect his family. Men have been socialized to feel it is their right and privilege to direct their wives' thoughts and actions, holding their wives accountable for any behaviors that don't comply. In Nepal's Terai region, it is not uncommon for husbands to react with violence if their wives do something against their wishes or something that displeases them. These men feel justified in hitting their wives when they experience conflict, frustration or disappointment, blaming their wives for their actions rather than holding themselves accountable.

Violence by husbands against wives takes many forms in Nepal. Hitting, slapping and pulling wives' hair is so frequent and seemingly accepted that many men and women don't consider this to be violence, but just a normal part of marriage. Verbal and psychological abuse is rarely viewed as violence in this setting. **For this intervention, we will define violence as physical action against a woman, including hitting, slapping, hair pulling and cutting.** We recognize the importance of threats and psychological violence, but this intervention focuses on the physical manifestations of violence.

Our formative research revealed the emotional motivators of violence. Violence against wives typically takes place in private, yet in view of children. Given people's close connections and proximity, however, extended families and neighbors are often well aware of the situation. In formative research conducted with children in 2009 near Kathmandu for the development of choices, a boy shared how he felt sad and ashamed of his father when he heard his mother's bones break during a beating at the hands of his father. Parents report that some children try to stop their fathers during domestic abuse, while others, especially daughters, are too fearful to intervene. Boys may feel a desire to physically protect their mothers, but usually use words rather than force to calm their fathers. Some children were too fearful to approach their fathers when they were out of control, preferring to encourage their mothers to wait until a better time for potentially upsetting conversations. Many boys may grow up to repeat this behavior in their own marriages, since this is what they witness.

Many fathers report being influenced by their sons or daughters intervening during domestic violence. They experience humiliation, regret, embarrassment and disappointment in their actions and often stop the abuse. Many fathers expressed regret for their actions because they understood that children would learn from what they observed.

Domestic violence can result from a wide variety of situations, many of which do not have specific causes in women's perceived shortcomings. Both men and women, however, are readily able to identify specific instances that are likely to give rise to violence against women. Some

women report being hit for being away from home without permission, returning late from working in the fields, talking back to their husbands, or not completing tasks like washing clothes or preparing meals in a timely way.

Occasionally, men and women have affairs because they are unhappy with their partners, finding that they are not pretty or handsome, or noting that their spouses were not their choices for marriage. When a man discovers that a woman has had an affair, he is likely to resort to violence. While men also have affairs, a sexual double standard means that only limited repercussions are likely to arise.

One of the cultural expectations of Nepali husbands is to provide financially for their families. An inability to do so results in feelings of inadequacy, which threaten their sense of themselves as men. This stress and frustration also results in abuse against wives, particularly when wives ask for resources their husbands cannot provide. Both men and women report that arguments arise when wives ask for money for school or food.

Living in extended family arrangements can itself contribute to marital conflict. Some wives feel that their husbands are not supportive enough of them and their opinions, choosing to side instead with their own fathers and mothers.

Living in poverty is grueling, causing some men to seek escape from the realities of daily life through alcohol. Women report that when husbands are drunk they are more likely to use violence against them than when they are sober. Requests for money are especially resented when the husband spends family resources on alcohol.

As researchers and program implementers, we know that violence is about asserting control and power over someone else, and not necessarily about conflict. From a program design perspective, however, we must work with the perceptions of the target audience to help us design something subtle that appears to solve a problem in their lives. In this case, resolving conflict or avoiding conflict and having a happy home life is one such problem we can help solve and move men towards the actual behavior we want to see: not using violence in the home.

Many husbands who participated in our formative research reported using violence simply as a way to control their wives, even in the absence of any perceived offense. They felt powerful, even proud, of their violence because they felt secure that their wives would comply with their wishes. These men mentioned feeling out of control at times, but reported feeling better after abusing their wives. These feelings of misplaced security lead to fearful wives and social isolation, since both husbands and wives felt ashamed at times in relation to other people.

Some men identified non-violent actions they took to control themselves during marital conflict. Some walked away, giving themselves time to calm down. Others said that they tried to understand their wives' perspectives and keep their egos in check. One man seemed particularly wise in that he said that one person can never fulfill all the spouses' needs and that compromise was the foundation of a happy marriage. He also shared that husbands need to realize that real life is always different than imagined life, and that realigning expectations with reality was important to resolving conflict.

Most husbands who abuse their wives feel regret after the violence. They knew that violence resulted in a lack of respect and regard by both their children and their wives. They hoped their children would learn other ways of handling conflict, and didn't want their children to model their abusive example. Domestic abuse is a sensitive topic but knowing that both men and women regard it negatively provides a good platform for change.

Women interviewed during the formative research shared incredible stories of daily abuse. One woman said she was beaten daily throughout her marriage, never daring to fight back. She firmly believed that every wife endured violence and didn't believe the interviewer when she told her that her husband was not abusive.

One man said that neighbors would intervene if they sensed marital conflict was escalating beyond a safe level. Many men recommended that women approach neighbors or community groups if they needed help with domestic violence. Men believed that women should seek help rather than abandon their families and villages.

Although most women tolerate marital abuse and stay with their husbands and families, some respondents reported that wives do sometimes leave abusive husbands and homes, especially when they are engaged in affairs. Some wives leave when they feel it is no longer possible to live with arrogant, violent husbands. Others leave when they realize their community is not willing to help them and expects them to remain long-suffering at the side of their abusive husbands. Many women live with long-lasting physical and psychological damage from abuse. Suicide by hanging or poison was a reported result from enduring a lifetime of domestic abuse.

This intervention intends to change how married men communicate with their wives, helping them do so in a more respectful and loving way with caring words instead of violence. To accomplish this goal, we need to clearly state how men – and those around them – will benefit when they use loving and respectful words instead of physical and verbal force to share their feelings.

INTERVENTION KEY PROMISE

Emotion-based promises:

- Husbands who use loving and respectful words instead of violence are respected and loved.
- Children who see their fathers use loving and respectful words instead of force admire their fathers for their wisdom and strength of character.
- Children who see loving and respectful words used to resolve marital conflicts grow up to be loving and respectful.
- A violence-free home is a gift to children and women.
- Loving and respectful words are more powerful in resolving conflict than violence.

Logic-based promise:

- I was given strength as a man. I can use this strength for helping my wife, not hitting her and can tell my friends that this is why I have a marriage and life free of problems.

INTERVENTION PLAN

Over a period of a few months, we will display six posters containing images and messages offering our key promises and kindling an emotional response. These posters will be placed on a few community message boards throughout the community where people tend to

congregate. Pre-selected influential community members will be invited to the unveiling of the posters and a discussion will be facilitated that ignites a word-of-mouth campaign. Each of the posters is meant to work together to bring men closer to a final commitment of the desired behavior change: **Not using violence in their marriages.**

Poster 1:
Raise community awareness
of hopes and dreams of children



Poster 2:
Build a sense of common
experience among parents



Poster 3:
Demonstrate tangible benefits
for marriages without violence



Poster 4:
Men suggest emotional benefits
on non-violence and regrets of
using violence



Poster 6:
Commitment by men
to not use violence



Poster 5:
Building non-violent conflict
resolution skills

OVERALL GOAL: MEN COMMUNICATE WITH RESPECTFUL AND LOVING WORDS WITH THEIR WIVES INSTEAD OF VIOLENCE.


POSTER ONE CONCEPT:

HOPES AND DREAMS OF YOUNG GIRLS AND BOYS ABOUT MARRIAGE.


The purpose of the first poster is to present emotion-based messages that get people talking. We want the messages to be shared by influential community members with others around them, so the messages must be stimulating and newsworthy. It is likely that no community members have shared their personal hopes and dreams about marriage or have heard this very personal information from others, so they may welcome the opportunity to talk about it.

In addition to creating word-of-mouth messages, we want to start the intervention with emotion. Domestic violence is all about emotions related to power, control, and the frustrations of not living up to expected social norms, so we need to emphasize emotion throughout the behavior change process. We want to engage the entire community in talking about marriage, communication and conflict first, so all people feel the messages target the community as a whole before identifying specific behaviors like violence and alcohol use that greatly impact marital happiness.


THE HOPES AND DREAMS FOR MARRIAGE OF ADOLESCENT GIRLS AND BOYS



I hope my future wife will admire me








I hope my husband will respect me.





I hope my husband will use caring words and dialogue with me instead of violence to resolve conflict

I hope my wife will be independent and be able to make thoughtful decisions with me





 Save the Children 

New subject matter next time.....To be continued.

POSTER ONE GUIDE

POSTER TITLE:

The hopes and dreams for marriage of young people.

Boys/men:

- I hope my future wife will love and respect me.
- I hope I will enjoy life together with my future wife.
- I hope my future wife and I will face challenges together, united by love.
- I hope we will share the same values.
- I hope my future wife will admire me.
- I hope my future wife will be happy and think I am a good man.
- I hope my future wife will be a good mother.
- I hope my future wife will be faithful to me.
- I hope my wife will be independent and be able to make thoughtful decisions with me.

Girls/women:

- I hope to marry someone who will love me.
- I hope to marry someone who will be able to support me and our children.
- I hope to marry someone who will share my values.
- I hope to marry someone who will treat our children and me with respect.
- I hope to marry someone with a kind and loving family.
- I hope my husband will respect me.
- I hope my husband will listen to me.
- I hope my husband will use caring words to dialogue with me instead of violence to resolve conflict.
- I will not stay with a husband who will use alcohol.
- I hope my husband will understand me.
- I hope my husband and I will share happiness and sorrows together.

TO BE CONTINUED....

EXPERIENCES FROM PROMISES PILOT TEST

The potential Questions and Answers provided in this manual were found to be only somewhat useful during the unveiling of the posters during pilot testing. To some extent, the sample answers did help guide responses, but truly it is difficult to predict the question of participants beforehand. But reviewing these sample question and answers does give implementers an idea of the tone and types of positive responses one should provide to community members. Most of time, the participants ask complex questions different from those listed. Many questions were related to the men's and women's roles and traditions. So these sample questions and answers can be useful when learning about the approach, but as a better practice, local partners should brainstorm other potential questions they expect and think about how they would answer these questions.

Invite the pre-identified influential community members to come to an unveiling of the week's poster. After unveiling the poster, read and review the messages and ask these questions to spark conversation:

- Do any of these hopes and dreams surprise you?
- So you remember back to when you were young and the expectations you had on marriage? What were they?
- Did you ever share your hopes and dreams about marriage when you were young with anyone?
- What can parents do to allow the hopes and dreams of boys and girls come true?
- What would prevent these hopes and dreams about marriage from coming true?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: Do young people really understand marriage? Are their hopes and dreams realistic?

Sample response: The hopes and dreams young people have for their marriages are powerful and real. They learn about relationships and marriage from their parents and neighbors. You would be surprised what they already understand about marriage by watching us adults. If their hopes and dreams were to come true, all marriages in this community would be peaceful and fulfilling, and our children would learn that violence is unfair and unjust.

Question: All of our marriages were arranged, but husbands and wives grow to love each other. Does a man really have to get his wife to love him?

Sample response: Perhaps we need to ask a question to find the answer. What makes a man a good friend to another man or a woman a good friend to another woman? (Identify as many friendship attributes as possible, including respect, kindness, thoughtfulness and a generous spirit.) These same attributes allow men and women to be best friends in marriage as well.

Question: Shouldn't wives focus on respecting their husbands rather than asking for respect for themselves?

Sample answer: Respect is the foundation of a happy marriage. Respect is earned. When someone treats you with kindness, love and affection in a way that honors you, they have earned the right to be respected. There is a difference between fear and respect. Some people think they are being respected when they are actually feared. Husbands who abuse their wives by hitting or slapping likely create fear rather than respect in their wives.

Question: What makes a wife admire her husband?

Sample answer: A wife admires her husband when she feels he is a man of character. A man of character is someone who has the courage to be selfless, to think of others before himself. A man of character has a vision of himself and his family that unites rather than divides them. A man of character has a heart to care for his family more than himself. A man of character has a strong moral sense and knows right from wrong, and acts on that knowledge. A man of character is loved and admired by his family and friends.

Question: Can a young woman really love someone who is not handsome or rich? Can a young man really love someone who is not pretty or clever?

Sample answer: A person of character—someone who has the courage and heart to love others more than himself—is always more beautiful than money or looks. Looks fade; character becomes more treasured and loved with time. The time that husbands and wives spend sharing experiences and supporting one another develops the love between them.

POSTER TWO CONCEPT:

PARENTS' HOPES AND DREAMS FOR THEIR CHILDREN AS THEY ENTER INTO MARRIAGE (OR AS THEY ARRANGE THEIR MARRIAGES).

The second poster will feature the hopes and dreams of parents for their children when they get married. Because parents arrange most Nepali marriages, their vision of what makes a successful marriage is important to present and discuss.

WHAT WE, AS PARENTS' HOPE AND DREAM FOR OUR CHILDREN'S MARRIAGES



We hope our daughter's husband will be honest; and provide for all her emotional and physical needs.



We hope our daughter will find companionship and support from her husband. And she will not fall into a "web of family burden".



I hope my daughter's husband will be devoted & loyal to his wife and use caring words and dialogue instead of violence to resolve the marital conflict.



I hope my daughter's husband will be a loving father to his sons and daughters equally.



I hope my son's wife loves and respects him and his family members; and brings positive energy into the family.



We hope our daughter will live on the bright side of life, not the dark side.



Save the Children



New subject matter next time.....To be continued.

Final poster created from Poster Two Guide.

This information is part of the slow but steady process of moving husbands in the community toward the desired behavior change of using loving and respectful words instead of violence to communicate and resolve marital conflict. We need to keep community members engaged and focused on a positive and shared vision with

strong emotion-based benefits – happy marriages based on respect, compassion and patience —before introducing sensitive topics like domestic abuse. Talking about hopes and dreams, and reinforcing the emotion-based benefits of a happy marriage establishes a firm foundation for later change.

POSTER TWO GUIDE

POSTER TITLE:

What we, as parents' hope and dream for our children's marriages.

- I hope my daughter's husband will provide for all her emotional and physical needs.
- I hope my daughter husband is someone who respects her enough to talk rather than hit her when conflicts arise.
- I hope my daughter marries into a family that will love her as their own daughter.
- I hope my daughter can find companionship from her husband.
- I hope my daughter will not fall into a “web of family burden” that requires her to always serve others and never have time to enjoy life.
- I hope my daughter will live on the bright side of life, not the dark side.
- I hope my daughter's husband will be devoted to his wife and family rather than alcohol and other things.
- I hope my daughter's husband is loyal to her and doesn't engage in affairs with other women.
- I hope my daughter's husband will be a loving father to his sons and daughters equally.
- I hope my son's wife loves and respects him.
- I hope my son's wife learns to love his family.
- I hope my son's wife will be a loving mother.
- I hope my son's wife is faithful to him and doesn't engage in affairs with other men.
- I hope my son's wife will be happy and brings positive energy into the family.

TO BE CONTINUED....

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a “buzz” created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- Do any of you feel the same way as these parents? Any different feeling?
- What other hopes and dreams do you have for your daughter's marriage? For your son's marriage?
- Has anyone ever told their children what your hopes and dreams are for their futures? How do they feel about these hopes and dreams?
- What can we do to ensure our hopes and dreams for our children come true?

EXPERIENCES FROM PROMISES PILOT TEST

In practice, before unveiling the new poster, we did a recap of the previous poster. The intention of the recap was to reinforce the community influencers' understanding of the key messages and their role in diffusing the messages throughout the community. The main questions asked during the recap were:

- To how many people did you share the message? Did you encourage them to talk to others?
- Is there anyone in the community who ask you about poster? How did you clarify the message for them?
- Which message(s) on the poster created the biggest “buzz” in the community?
- Were there any messages that you feel were difficult to clarify?
- Were there any suggestions you heard from community members regarding poster?

In addition to asking these questions, probe for deeper responses using requests like these, “Tell me more,” and “Help me understand.” Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: Many families look for a handsome man for their daughter. Why isn't this on the hopes and dreams board?

Sample answer: It's tempting to judge a man by his looks. A handsome man may appear to be a good marriage choice, but wise families look into the man's heart. Looks fade, but a good heart lasts forever. Families want their daughters to be happy, and outside looks are not a predictor of how loving and kind the man will be toward their daughter.

Note:

Everyone wants their daughter to be a desirable marriage partner, so identifying desired behaviors provides motivation for families to discuss and change to meet community expectations. The purpose of these questions is to establish and discuss new community norms for choosing a husband. In addition, the poster and discussion questions are intended to introduce the key behaviors in an indirect, non-accusatory way.

Question: How can a family tell in advance if a woman will be faithful to her husband throughout marriage? How can the family know whether a husband will be faithful to his wife?

Sample answer: The best predictor of a woman's faithfulness in marriage is how the husband treats his wife. Women who are treated with kindness and compassion are likely to respond with loyalty and love. Women who are slapped, hit by sticks or have their hair pulled may consider leaving the husband or look for other opportunities. Parents who want their daughter-in-laws to be faithful should tell their sons to use loving and respectful words to resolve marital conflicts rather than hands.

Men often have more choices, and can more easily and acceptably have relationships with people other than their wives. But those men who are kind and tender with their wives, listen to them and talk to them, and work together to make decisions, are likely to be happier in their marriages and to have happier wives. These men are more likely to be devoted and faithful husbands. There is effort involved, but these men earn the happiness of their marriages.

Question: Why is a young man who doesn't use alcohol a better choice than a man who enjoys alcohol?

Sample answer: Men who use alcohol may have less control over their actions after drinking and may hit or slap their wives or use money for food and education to buy alcohol instead. No family wants that for their daughter.

Question: How can we tell if a young man will end up to be a husband who hits his wife or uses loving and respectful words to resolve conflict?

Sample answer: The best way to know if the young man will end up to be an abuser is to ask his family members how they feel about husbands hitting wives. If they feel it is appropriate for men to use force against women for any reason, that's a sign that the young man may share this belief. Your daughter's future marriage happiness and success depends on this knowledge, so ask directly to be sure you make the right choice for your daughter.

Question: How will we know if a young man will be a good father to my future grandchildren?

Sample answer: A man who is a good husband often is a good father, as both roles require similar traits. Look for a young man who has the wisdom to listen to others, the heart to care for others more than himself, and the courage to walk away when angry rather than hit. A good husband is a good role model for how your grandchildren should live their lives.

Question: Husbands provide for physical needs like food and shelter as well as supporting their wives emotionally. Which is more important to the success of a marriage: Emotional or physical needs?

Sample answer: Many families evaluate potential husbands in terms of ability to physically provide for their family. But men who are able to provide emotionally for wives may be more unique and important. Men who are skilled emotional providers think of their wives' happiness as often as they consider their own, listen to their wives and considering their wishes equal to their own. They honor their wives by using loving and respectful words instead of their hands when conflicts arise, and treat their wives with respect at all times.

Question: What is the benefit to men who are skilled at being emotional providers?

Sample answer: They are loved and respected by their wives, family and community members. Their wives feel lucky to be married to them.

POSTER THREE CONCEPT:

PERSONAL TESTIMONIES FROM MARRIED WOMEN WHOSE LIFE-PARTNERS USE CARING DIALOGUE INSTEAD OF VIOLENCE.

The first two posters revealed the hopes and dreams of young boys and girls as well as those of parents regarding marriage. The third poster will shift to messages from married people regarding the key behavior: using words instead of violence to communicate and to resolve marital conflict. The messages highlight the emotion-based benefits to husbands when they take the desired actions.

WOMEN SHARE THEIR FEELINGS ABOUT THEIR HUSBANDS WHO USE LOVING AND RESPECTFUL DIALOGUE INSTEAD OF VIOLENCE



My life partner is a role model for others.



I am happy to share my life with such a wonderful man.



I am confident my children will learn how to resolve conflict without being violent.



Other women wish they were married to a husband like mine.

I am proud of my husband's wisdom.

I hope my daughter will have a husband as respected and loved as my husband.



Save the Children

New subject matter next time.....To be continued.

Final poster created using the Poster Three Guide.

POSTER THREE GUIDE

POSTER TITLE:

Women share their feelings about their husbands who use loving and respectful dialogue instead of violence.

- I am proud of my husband's wisdom.
- I love my husband because he has restraint and kindness.
- I am confident my children will learn how to resolve conflict without being violent.
- I am happy to share my life with such a wonderful man.
- Community members say good things about my husband. He is a role model for others.
- Other women wish they were married to a husband like mine. I like knowing others envy the way my husband treats me.
- I never consider relationships with other men because I have a good husband.
- I hope my daughter will have a husband as respected and loved as my husband.

TO BE CONTINUED....

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- Men: How would you feel if your wife shared these positive comments about you with other women?
- Is it normal to tell others the positive traits of your life partners and how good your marriage is?
- How common are these types of marriages in our community which are based on love and respect with no violence?

- What message does it send to your sons when they see fathers hit mothers?
- What message does it send to your daughters when they see fathers hit mothers?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: How does a man control his wife if he doesn't use force?

Sample answer: The goal of marriage is to work together as a team toward shared goals. It is not to control wives. Marriages are successful and happy when the husband and wife work together toward shared objectives rather than when the husband tries to control his wife. It is best to discuss things with each other before deciding together on the best choice.

Question: What is the difference between force and violence?

Sample answer: There is no difference between force and violence. Some people feel violence is only when there is significant physical damage to the wife like a broken bone. Any physical force used against a woman including hair pulling, slapping and striking with a stick is violence. Loving and respectful words are always more effective at communicating and resolving conflict than violence. Even threats are harmful because they damage the trust between a husband and wife.

Question: How will a wife learn to respect her husband if he doesn't use force?

Sample answer: A wise man knows the difference between fear and respect. Here are ways fear and respect are different:

- Force causes wives to fear their husbands; Communication with loving and respectful words causes wives to respect their husbands.
- Force divides husbands and wives; Communication with loving and respectful words unites husbands and wives.
- Force causes children to learn that violence is acceptable; Communication with loving and respectful words causes children to learn that peace is best and that they too can learn peaceful ways to share their feelings and resolve conflict.
- Force causes community members to view husbands negatively; communication with loving and respectful words causes the community to recognize husbands as wise.
- Fear is resented; respect is earned and valued.

Question: How can husbands learn a new way of being loving husbands when they have observed only marriages filled with violence and fear?

Sample answer: People are always challenged to learn new and better ways. Simply walking away when angry or frustrated is a good first step. Return home only when you can share your feelings with loving and respectful words instead of force. This takes practice, but wives will notice and appreciate the new efforts. And they will love their husbands more for their wisdom and courage.

Question: Will wives view husbands as weak if they don't use force?

Sample answer: Men who use force against women are weak, because they lack self-discipline and the skills to communicate respectfully. Women know and recognize courage and strength when they see it. A man who has the courage to walk away from conflict or to speak loving and respectful words to resolve conflict is seen for what he is: a wise and strong man. Our formative research suggests that community members, including men, view non-violent men more positively.

Question: What will family members think if they see wives being treated this way, using loving and respectful words instead of force to make wives obedient? Will others laugh at or lose respect for husbands that talk with their wives instead of using force?

Sample answer: All men have the right to choose happiness for themselves and their families. Men who choose to talk through conflicts rather than use force are choosing happiness. They are also choosing a very effective way to resolve conflict, as words are more effective than force. Force only makes the conflict worse. Family members will admire a man's choice of happiness over fear and his wisdom to use effective methods rather than cause more problems.

POSTER FOUR CONCEPT:

MEN SHARE THOUGHTS WITH PEERS ABOUT LOST OPPORTUNITIES IN LIFE IF THEY USE VIOLENCE INSTEAD OF DIALOGUE WITH THEIR LIFE PARTNERS.

The forth poster combines two influence principles: Scarcity and consensus. In addition, week four messages focus on the key promises that tell husbands how they will benefit from taking the desired actions.



Final poster created using Poster Four Guide.

INFLUENCE AT WORK

This week's messages are for husbands, from other husbands. The influence principle "consensus" states that when people are unsure of how to act, they look to others like themselves for help. People tend to "follow the crowd." If husbands are unsure if words are really a better than violence, they will likely be influenced to change their violence behaviors when the messages come from other husbands.

Simply telling people what to do rarely works. They have to see that changing their behavior will benefit them and those around them. We have to identify a key promise that clearly and simply tells people how they will benefit if they take the desired actions. Because emotions lead to changed behaviors, not logic and fact alone, the key promise must always be emotion-based. But people rarely reveal their hearts to others; so one of the key promises needs to be logic based. This gives the person a logical reason for making the change that he can share with others who ask why the change was made.

Emotion-based key promises:

- Husbands who use loving and respectful words instead of violence to resolve marital conflict are respected and loved.
- Children who see their fathers use words instead of force admire their fathers for their wisdom and strength of character.
- Children who hear loving and respectful words used to resolve marital conflict grow up to be loving and respectful.
- A violence-free home is a gift to children and to the community!
- Using loving and respectful words instead of violence in the home will gain you respect and status with your neighbors.

POSTER FOUR GUIDE

POSTER TITLE:

Married men tell their peers what opportunities in life they miss when they use force instead of words in their homes.

- I miss the opportunity to be loved and respected by my wife.
- I miss the opportunity to be happy.
- I miss the chance to see admiration in the eyes of my children.
- I miss being a role model for my children on how to resolve conflict.
- I miss being a community role model for how to have a happy marriage.
- I miss being viewed as wise by my wife, and children, and neighbors.
- I miss giving my children the gift of a peaceful home.
- I miss having community members view me as a man of wisdom.
- I miss being in a marriage based on love rather than fear.
- I miss the simplicity of resolving issues with my life partner by just using words dialogue and discussion.

TO BE CONTINUED....

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- Everyone knows men in the community who use violence. What do you think they are missing out on in life by doing this?
- Some men think violence is a way to control their wives and is what men are supposed to do. Is this true? Are these men truly respected?
- Can a man who does not use violence still have status and respect in their communities?
- What do you think children feel about fathers who use violence in the homes?
- What opportunities do wives miss out on in life when their husbands use violence against them?
- How does violence shame a family?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

INFLUENCE AT WORK

The influence principles of Scarcity states that opportunities appear more valuable when they are less available. "Framing the loss" is one way to weave the influence principle of scarcity into behavior change interventions. Rather than tell people the benefits of taking action, people are made aware of what they will miss out on if they don't take action. "Framing the loss" is more influential in moving people toward behavior change than identifying behavior change benefits.

Potential questions and responses during the unveiling of the poster

Question: This week's messages talk about what husbands will miss if they use violence instead of caring and thoughtful dialogue to communicate and resolve disagreements and conflict with their wives. What will wives miss?

Sample answer: Wives will miss:

- Feeling loved by their husbands;
- Enjoying a peaceful marriage based on respect instead of fear;
- Feeling proud of their husband for his wisdom and courage;
- Feeling proud of how community members recognize their husbands as men of wisdom and courage;
- Feeling secure that their children are learning how to be partners in a happy marriage;
- Feeling their husbands are wise;
- Feeling they were lucky to have married good men;
- Feeling happy their children are growing up in a home that is peaceful.

Question: This week's messages talk about what husbands will miss if they don't use words instead of force to resolve marital conflict. What will children miss?

Sample answer: Children will miss:

- Viewing their fathers with admiration;
- Seeing parents enjoy a secure and happy marriage;
- Learning how to resolve conflict in an effective way;
- Hearing community members recognize their fathers for their wisdom;
- Being proud of their fathers.

Question: Don't wives love husbands that use force?

Sample answer: Violence never leads to love. Women may be able to forgive and relearn love but violence always stops love. Men who want a loving and happy marriage choose words instead of fear to work things out with their wives.

Question: Don't children understand when they see their fathers use force against their wives? They have to know that life is hard and men can't always be in control of their actions, especially after drinking alcohol.

Sample answer: Life is hard. But all people are accountable for their actions. Wise and courageous men are able to walk away when they are not able to control their actions. Once they are in control of their anger, they can return and discuss the situation with words. Children admire that action. Children and wives also admire men who don't drink alcohol, or drink only limited amounts so they can be in control of their actions.

Question: Is it really possible to use words to resolve conflict? Force seems easier and quicker.

Sample answer: Words are truly the only way to resolve conflict. Violence only makes conflict worse. Violence may appear to be a swift solution, but it scars the relationship and leads to more conflict.

POSTER FIVE CONCEPT:

GAINING SKILLS TO USE CARING AND THOUGHTFUL DIALOGUE INSTEAD OF VIOLENCE. ACTIONABLE STEPS FOR MEN.

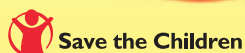
Learning to use caring and thoughtful dialogue is not easy when one is not exposed to this way of communicating and resolving conflict from an early age. Men might be hesitant to adopt this behavior if it is not consistent with social norms of masculinity. But over the past weeks of influence posters, men may start to recognize that many men are respected in the community because they do not use violence against their wives and that, in fact, there are non-violent role models all around them. We recognize, however, that for those men who do use violence against their wives, abandoning this behavior can be motivated by emotions but needs to be reinforced by skill building. This week's poster attempts to suggest new strategies for building non-violent behaviors and catalyzing discussions among men to encourage the adoption of these new ways of being.

**I WANT TO BE LOVED AND RESPECTED BY MY CHILDREN,
MY WIFE AND MY COMMUNITY. WHAT CAN I DO SO
I DO NOT USE VIOLENCE AGAINST MY WIFE WHEN I FEEL UPSET?**

**Walk away as the
disagreement starts.**

**BELIEVE THAT
CHANGE IS POSSIBLE.**

**Say positive things to yourself, like: I am
a loving man who wants to be respected
and loved. Hitting hurts my wife and
shames me in the eyes of my children
and community.**



Take a walk and talk to a friend.
Sharing your story may help you
see a different perspective.



Don't drink alcohol.

New subject matter next time.....To be continued.

POSTER FIVE GUIDE

POSTER TITLE:

I want to be loved and respected by my children, my wife and my community. What can I do so I do not use violence against my wife when I feel upset?

- Walk away. Fresh air and time will allow you to regain your composure and find words to express your feelings.
- Take ten deep breaths. This helps you rethink your feelings and choose wise words.
- Say positive things to yourself. Example: I am a loving man who wants to be respected and loved. Hitting hurts my wife and shames me in the eyes of my children and community.
- Don't drink alcohol. Alcohol may cause you to lose control and regret violent actions.
- Take a walk and talk to a friend. Sharing your story may help you see a different perspective.
- Believe that change is possible.

TO BE CONTINUED....

Invite the same influential community members to come to an unveiling of the week's messages and images. Recap the previous week's messages and discuss if there was a "buzz" created in the community. After unveiling the new poster, read and review the messages and ask these questions to spark conversation:

- What else can people do to calm down when they are upset so they do not use violence?
- How does alcohol fuel violence?
- Some people who drink have no control over their actions. What can friends do to help their friends who are drunk not use violence?

- How can we teach children to communicate instead of using violence?
- Children who see their fathers using violence have reported losing respect for them. Men who use violence have reported feeling ashamed. How can we use this knowledge to stop the use of violence?

In addition to asking these questions, probe for deeper responses using requests like these, "Tell me more," and "Help me understand." Do not provide details about the project other than announce that another message will be posted in two weeks on a different, but related topic. You should encourage the same influential community members to return at that time for more discussions. In addition, you should encourage them to share this information with others in the community and listen to their questions and responses for the next meeting.

Potential questions and responses during the unveiling of the poster

Question: Is change possible with men who have witnessed abuse all their lives?

Sample answer: Yes, absolutely, there is hope. Men can change, no matter what they have witnessed in the past. It takes a strong man to stop the cycle of violence he has witnessed and decide for a better future for himself and his family.

Question: How can something as simple as taking a walk or breathing deeply stop violence?

Sample answer: Walking away or breathing deeply gives the husband a few seconds to reconsider his actions. Perhaps he refocuses on what's really important to him like his wife's love or his children's respect. Maybe he thinks of his own scars from observing a violent past and feels a need to stop scarring his own children. Those few seconds may allow him to look in the eyes of his children and see fear instead of respect.

POSTER SIX CONCEPT:

MEN PLEDGE THEIR COMMITMENT TO USE DIALOGUE WITH CARING WORDS INSTEAD OF VIOLENCE IN THEIR HOMES.

This is the time for a call to action. The intention is for husbands to understand that violence shames a family and does not permit hopes and dreams for a happy marriage to come true. They should have a renewed vision of what marriage can be like without violence. They recognize both the emotion and logic-based benefits of using words instead of violence to resolve marital conflict. Potential barriers to change have been identified and resolved through questions and conversation. It is now time to ask husbands to take a stand and commit to using words instead of violence to communicate and resolve marital conflict.

**I AM MAKING MY PLEDGE NOW!
I CHOOSE TO GAIN RESPECT BECAUSE
I DO NOT USE VIOLENCE IN MY MARRIAGE**

It is not too late to have a marriage based on love and respect instead of fear

Using loving and caring words instead of force allows love to grow



Walking away rather than using force is a first step to uproot violence and have a better marriage life.

Lets use caring dialogue instead of violence to resolve the marital conflict. And express our commitment on this poster.

 **Save the Children**

Community celebration of change...Next time.

Final poster created from Poster Six Guide.

INFLUENCE AT WORK

The influence principle of **Consistency and Commitment** suggests that once people take a stand, they will encounter personal and interpersonal pressure to act consistently with their commitment. The simple act of voluntarily signing their name (or place a thumbprint) in a public place to this pledge is a quiet power that directs actions. People want to be consistent with what they have agreed to do, so the pledge is very effective at moving husbands closer to the desired behavior change.

On this poster, we ask husbands to sign the pledge board with their signatures, handprints or thumbprints if they are willing to use words instead of violence in their homes, specifically against their wives. In addition, their desire to be consistent with their commitment will result in serious reflection about their actions, and ultimately, behavior change. Because domestic violence is such a sensitive issue, and is normalized by the community, this behavior change will be sustained only if there is a tipping point within the community in the communal rejection of domestic violence.

Invite influential community members to the unveiling of the fifth community message board. ***The goal this week is to have married male leaders sign the board, but also to give them talking points to use when discussing the pledge board with other community members.*** Recap the previous week's messages and discuss if there was a "buzz" created in the community. In the conversation that follows the unveiling, address potential barriers to signing the pledge board.

Use these statements to call married men to sign the pledge:

POSTER SIX GUIDE

POSTER TITLE:

**I am making my pledge now!
I choose to gain respect
because I do not use violence
in my marriage.**

- It is not too late to have a marriage based on love and respect instead of fear.
- Using loving and caring words instead of force allows love to grow.
- Walking away rather than using force is a first step to uproot violence and have a better marriage life.
- Husbands who sign this board pledge to their wives and this community that they will use words instead of force to resolve marital conflict.

The call to action:

This is a pivotal day in our community. You, the community leaders, have gathered to discuss something that will change our families from now on. We can't change the past but we can change the future. Married men: If you agree that using words rather than force in your marriages is important to our future families and community, please step forward now and sign your name or use the ink on your thumb to show our community members that you commit to this important action. (Silence while people come forward to sign the pledge board. Applaud after each man signs the board and thank them for their wisdom, vision and courage. Congratulate them on their future marriage happiness and success and thank them for being good role models for their children and other community members.)

TO BE CONTINUED....

Ask:

There are some husbands in this community who regret past actions. They feel conflicted, wondering if they too can join the pledge to happier marriages, free of violence. We welcome all men to join us in rededicating themselves to a new commitment of a marriage filled with love and peace. The only mistake is to hold on to the past when the future promises to be better.

Summarize their key points, adding these talking points as necessary:

- Holding on to the past stops us from moving forward.
- Today is a new day. New beginnings can start today with this pledge.
- We invite all husbands—young and old—to sign the pledge board.

Note:

The pledge board stays in place for as long as possible in the community and is not removed. We also want to give time for word of mouth to take effect, for people to start talking about the pledge board, and for them to come on their own and make this pledge to themselves and then publicly sign the pledge board when they are ready.

FINAL WEEK:

COMMUNITY CELEBRATION OF CHANGE.

Two weeks after the pledge board has been in place you can hold a final larger community meeting or celebration. The final gathering is for all community members, influential leaders and children. The gathering will take place around the pledge board.

Men have been exposed to feelings and thoughts that influenced them to pledge their commitment to use caring and thoughtful dialogue instead of violence against their wives. At this celebration, congratulate community members on their pledges and discuss that this non-violent behavior is a legacy they pass along to their children who will now grow up in a household free of violence. This type of environment will enable children to feel like they can achieve their hopes and dreams. Offer men another opportunity to sign the pledge board before the celebration begins.

Here are options for the celebration:

- Ask all men who signed the pledge board to share how they feel now that they have pledged to not use violence against their wives.
- This is a good time for children's clubs to put on skits, songs and dance showing how meaningful it is to them to have their fathers and other men in the community leave violence against women behind.
- Ask young boys and girls to share how they feel about their fathers' commitment to not use violence in the home.
- Ask community leaders to share how they think the community will be better because of the commitment to abandon physical violence against women.
- Ask young boys and girls how they feel their futures will be better since they will grow up in a non-violent home.

Concluding the celebration

What are the things we can do to achieve our vision for a community without violence? Ask the community how a plan can be developed to self-monitor progress so domestic violence is not used. How will the community deal with domestic violence in the future? What will we teach our children about domestic violence?



Save the Children