



SOCIAL NORMS DIAGNOSTIC TOOL:

Sexual and gender-based violence
on public transport

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INTRODUCTION

Research into discriminatory social norms has identified many ways in which they may curtail the ability of women and girls – and more recently, transgender and gender non-conforming people – to break the cycle of poverty, and access the resources and services they need for empowerment.

This Social Norms Diagnostic Tool guidance document sets out participatory exercises for a 1.5-day workshop that will help programme teams identify and discuss the social norms, perceptions and expectations that shape, constrain or promote sexual harassment against women, girls, transgender and gender non-conforming people on public transport; and to develop initial ideas for change strategies with community members. This tool, though developed for primary research in Sri Lanka, can be adapted to other country contexts.

These exercises are complementary to Oxfam’s strategies and interventions on gender justice and ending violence against women and girls, economic development, food security, care work, enterprise, and market development.

SCHEDULE

The tool diagnoses social norms and other factors influencing sexual and gender-based violence against women and girls on public transport, with a participatory action planning element.

STRUCTURE

Introduction: Getting started
30 mins

Activity 1: Norms around gender roles, responsibilities and sexual harassment
2 hours 15 mins

Activity 2: Understanding norms
2 hours 30 mins

Activity 3: Deeper understanding of norms around sexual harassment on public transport
3 hours

Activity 4: Strategies for change
4 hours

Documentation

Each section offers some guiding questions for discussion. These are suggestions only, and do not have to be followed strictly.

Refer to the documentation template for suggestions on how to record relevant points from discussions. Example tables are provided throughout. These tables should act as a guide only; not all sections need to be filled out.

In addition, rapporteurs should take detailed notes of the discussions, including key quotations.

WHO NEEDS TO BE INVOLVED?

- **Oxfam project staff and local partners:**
provide support and coordination, alongside the facilitators.

- **Community-level facilitators:**
two overall facilitators are needed (one woman and one man), preferably from a local partner organization. Partners should support community representatives to facilitate discussions and exercises where possible.

- **Rapporteurs:**
two rapporteurs are needed to document conversations – one woman and one man. If needed, make audio recordings of conversations so that a transcript can be provided. Ensure that Oxfam's informed consent procedures are followed.

- **Community members:**
women, girls, men, and boys; business leaders; community elders; religious leaders; parents; teachers. If appropriate, consider holding separate sessions with men, women and youths so that they can discuss their experiences in full and participate confidently.

For research undertaken with survivors of violence and young people, adhere fully to Oxfam's Safeguarding Adults and Youth Policy and Guidelines for Research with Young People. Additional measures should be undertaken to do no harm, protect confidentiality, minimize participant distress, and provide referrals for care and support where available.

Two facilitators (one man and one woman) will conduct each workshop. Participants in each location will be divided into two age groups of mixed genders, and separate workshops be held:

- Ages 18–30 (men and women)
- Ages 31–40 (men and women)

HOUSE RULES

Inform participants clearly that the sessions are being recorded for transcription and reporting purposes, but that no names will be mentioned, and the recording will not be made public or shared with authorities in any form. Assure them (and reiterate throughout the workshop) that they can ask for the recording to be paused at any point if they wish to make a point but do not want their voice recorded.

Oxfam staff may invite a communications team member to take some pictures for publication. Please ask participants if they consent to this and reassure them that they can say no or opt out at any time.

Should you feel that participants are stilted or hesitant in their responses, and the objective of the research is not being achieved, then offer them the option of writing down their feedback anonymously and handing it to the facilitator. Please ask them to indicate if they give consent for this to be read out to the wider group during the discussions. This should be reiterated at several points.

Should participants express distress or discomfort at any point, do not push them to keep sharing. If needed, please pause the session and ask them if they would like to take a break or leave if they are experiencing distress or trauma. Remind participants that they are in a safe space that they are all expected to help uphold by being as open, supportive and non-judgmental as possible. They should be encouraged to allow others to share and to respect everyone's opinions and experiences.

Getting started: Introduction

STEP 1: INTRODUCTION

30 mins

Objectives:

- To outline the objectives of the two days.
- To define what 'social norms' means

[Note: Talking about social norms can be uncomfortable for some people. Some might feel strongly about these norms and consider them values they want to be directly challenged. You should make them feel as comfortable as possible doing so. Reassure them that there are no right or wrong answers to give during the workshop, and that all opinions and ideas are equally valid.]

Method:

1. Introduce yourself and ask participants to introduce themselves. Then read out the following introductory text:

'Oxfam has been working with the Sri Lankan community for the past thirty years. Our focus areas are in favour of the development of gender justice, economic justice and resilient communities.

Oxfam in Sri Lanka supports women and girls from vulnerable communities to be able to exercise their rights and live free from violence. We believe that there must be more women in positions of leadership, working for a fairer society.

We work towards a Sri Lanka in which everyone lives in dignity and peace, enjoying prosperity and justice.'

2. Explain the purpose of the workshop: it is part of Oxfam's wider research to understand how the participants and others in their communities see or experience sexual harassment against women and girls on public transport. This will inform a wider national campaign on the issue. Stress that this is a safe space, and individuals' names and identities will not be revealed outside of the group.

3. Explain the house rules from the Introduction.

4. Explain and agree objectives for the session/workshop with participants.

ACTIVITY 1: GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING

1

Step 1: Identifying social norms relating to gender traits, roles and responsibilities

45 Mins

Objective:

- To identify gender norms about expected roles, responsibilities and household decision making.

Method:

1. Split the group into two: men and women.
2. Give each group two sheets of flipchart paper to write and draw on. One should have 'Girl & Boy' written on the top and the other 'Man & Woman'.
3. Ask participants to think about someone who is considered to be an 'ideal woman' or 'ideal girl' in their community or context, and someone who is considered an 'ideal man' or 'ideal boy'.
4. Ask each group to list the characteristics of 'ideal' women/girls and 'ideal' men/boys, and the roles and responsibilities they are expected to perform (**this will be used in Activity 2, Step 2**). Ask them to also visually represent this, thinking about hairstyle, clothing, etc.

[**Note:** If groups need prompting, ask them leading questions such as: what kind of activities should an ideal boy/girl take part in? What job does the ideal man/woman have? What type of behaviour would an ideal man/woman demonstrate in a certain situation?]

5. Ask participants to share their work, and have a discussion using the following questions as a guide:

a. Descriptive and injunctive norms around the traits, roles and responsibilities that define ideal women/men, girls/boys

- What **traits or characteristics** define ideal women/men and girls/boys? Why should ideal women/men, girls/boys exhibit these traits? Who says?
- Which **roles and responsibilities** are 'ideal'

women/girls and men/boys expected to perform? What should they not do? Why is this?

-Are there any **sayings** about 'ideal' women/men, wives/husbands, mothers/fathers, daughters/sons who have certain characteristics or roles? What about 'bad' women/men?

- Do most people think that women should access public transport? How does that relate to their responsibilities? Do most people think that men should access public transport? How does that relate to their responsibilities?

b. Rewards and sanctions

- Ask each participant to choose one characteristic and one task that they think is a critical expectation for an 'ideal' woman/girl or man/boy.

- What are the benefits of exhibiting these characteristics and doing this task (e.g. praise, respect in the community, sense of pride/self-worth)?

- What if they are not followed? What would people say and what might they do to women/girls and men/boys who do not show these traits or do these tasks?

- What happens when women access public transport when people think they should not? What about men?

c. Other factors that reinforce or weaken social norms

- Considering the difference between a key role and responsibility for an 'ideal' woman/girl and one for an 'ideal' man/boy, does the difference change according to age, marital status, life stage, income, ethnicity, experience of conflict, etc.?

- Do any factors change expectations upon 'ideal' women/girls and/or men/boys – e.g. social status, wealth, location, ethnicity?

- Are there any other influences on what tasks good women/men are expected to do, e.g. laws, media, adverts, celebrities, schools, information, employment?

d. Positive deviance and pathways to norm change

- Are there any exceptional cases of women/girls and men/boys in the community who are not fulfilling the expected roles with positive consequences? Why is this? (Tell participants not to identify people with names).

ACTIVITY 1: GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING

Step 2: Identifying norms relating to sexual harassment on public transport

1 Hour 30 Mins

Objective:

- To explore how norms influence sexual harassment against women and girls on public transport.
- To understand institutional norms around sexual harassment and victim blaming; and social sanctions around survivor reporting/action and bystander intervention.

[**Note:** Facilitators should adapt the stories in this step to the local context to make them as recognizable to participants as possible. Change the names to reflect ethnicity and local place names etc. Think of what visual anchors can be used to accompany vignettes.]

Method:

1. Tell participants the following story:

I will tell you a story of a young woman called Priya who is 25 years old. Priya lives in a community like you... [name some things that are typical for girls her age in the community, e.g. housing situation, daily labour, family setting etc.] One day she was waiting to take the train from Colombo to Kandy (or another route/mode of transport relevant to the research location) to meet her family. A man, Suvik, also 25 years old [name some things that are typical for men his age in the community, e.g. housing situation, daily labour, family setting etc.] begins to harass her.

2. Stop, and ask participants the following questions:

- What kind of actions would Suvik be doing that would harass Priya?

- Would there be noises and/or gestures he makes? What would he be saying?

- What would the environment of the bus be like? Would there be a lot of people around?

- Would other men in Suvik's position also behave the same way? Why/why not?

3. Continue the story, building on what the participants have shared. What follows is only an example – you should reframe the story based on what was shared:

Suvik starts whistling at her and saying her dress has a lot of holes. When she moves further down the platform, he begins following her and asking for her number. After she gets on the train, he follows her and sits down on the seat next to her, and asks why she isn't replying. He then starts to stroke himself in her view.

4. Stop, and ask participants the following questions:

- How would Priya react to this? What would she say and do?

- Would most women in Priya's position behave like that? How would she be expected to behave by others in her community?

- Does this relate to the earlier discussion on what makes an ideal woman? What would people in the community think of Priya's reaction?

5. Continue the story, building on what the participants have shared. If participants say that Priya would not react, continue the story including the below:

At this point, she gets up and yells at him, 'What is wrong with you? Have you no respect for women?'. He shouts back even louder, 'this woman is behaving all innocent, but she is a prostitute'. Furious, she slaps him.

6. Stop, and ask participants the following questions:

- Would other women in Priya's position behave like she did?

- What would people in the community think of Priya yelling and slapping Suvik? What would her parents, friends and others in the community think? What would they say about her? Why?

- Would other men in Suvik's position respond as he did?

- What would people in the community or on the bus think of Suvik's behaviour? Why?

- How would Suvik react to Priya's slap? What about other bystanders on the bus?

ACTIVITY 1: GENDER ROLES, RESPONSIBILITIES AND DECISION MAKING

- What other kind of responses or negative consequences might Priya experience? Would there be any benefits or positive consequences?

- Would this be different if she was older, pregnant, married, traveling with a male companion? Do other factors matter, e.g. social status, wealth, location, ethnicity, mode of transport?

7. Continue the story:

An older woman, Sara, who witnessed the entire incident, comes up to Priya and tells her that she should sit with her. After Priya sits next to her, Sara tells her that she has recorded parts of the incident on her phone and that she will help her report it to the police. When the train reaches Kandy, Sara accompanies Priya to the local police station.

8. Stop, and ask participants the following questions:

- Would most people in Sara's position, witnessing an incident like this, respond in a similar way?

- What would other people on the bus think of women who reacted like Sara? What about people in the community (peers, fathers, mothers, uncles, extended family, family of the groom, neighbours, elders, community leaders, religious leaders) think?

- What kind of responses or negative consequences might Sara experience as a result? Would there be any benefits?

- Would this be different for men if they were to intervene – why?

- Do other factors make a difference, e.g. age, social status, wealth, location, ethnicity?

- Can you think of bystanders like Sarah who intervened when witnessing a woman being harassed? What factors made this possible?

- Where would most women like Priya go for support? Would they typically go to the police to report the incident? If they decide not to go to the police or another authority, why would they choose not to? What

influences this decision?

- What about asking bus conductors for help or calling the 119 number that is supposed to alert the police? What would people in the community think of Priya for reporting the incident to a police officer? What would her parents think?

9. Continue the story, building on what the participants have shared about where they would go. What follows is only an example – you should reframe the story based on what was shared:

At the police station, they meet a male officer at the Women and Children's Desk, Asiri. Sara shows him the video and Priya gives a complete account of the incident. Then the officer asks, 'why were you travelling alone dressed like this?'. Priya explains that she was visiting her family, who live in Kandy. The officer asks her how she reacted, and Priya explains that she slapped him. Sara tells the officer that instead of asking Priya questions about her attire, the officer should focus on Suvik's actions. The officer yells back that he cannot help women who are disrespectful, and that Priya should not have screamed at the man and created a scene. He also says that the man could even make a complaint against her now because she assaulted him.

10. Stop, and ask participants the following questions:

- Would most police officer's respond in the way Asiri did, e.g. asking what the woman was wearing and why she was travelling alone? How would they be expected to respond by others in the community?

- Would a female police officer react the same way?

- Is Priya's experience of being refused services from the police a common one for women like her?

- Would the police react differently to Priya if her marital status, age, ethnicity, income, sex, etc. were different?

ACTIVITY 2: UNDERSTANDING NORMS

2

Step 1: Understanding social norms

30 Mins

Objective:

- To help participants understand different types of social norms, and how it feels to both break them and to see them broken.

Method:

1. In front of the group, violate a minor social norm. This should not be anything offensive, disrespectful or harmful to participants. For example, talk to participants with your back towards them, wear sunglasses or a hat indoors, or hum loudly. Alternatively, you could ask one person to act like a monkey/do a dance, and then ask everyone to act like it/dance together.

2. Ask participants what they noticed or felt, and what were the reactions to what they saw? What specific rule did they feel you were breaking, and how and when did they learn about that rule? How might it have originated?

3. Work with the group to define the following terms that you will be using in the workshop: norms, attitudes and behaviours. Ask for examples that illustrate differences between the three. Ask participants to give examples of when they did something not because they wanted to or felt it was right, but because they felt socially motivated to do so. Follow up by asking what the beliefs were that underpinned this thinking. Write up all these answers to be visible throughout the workshop.

4. Refer back to the story from Activity 1, Step 2 and ask participants to identify norms, attitudes and behaviours in that context. Facilitators need to note down the key norms, as they will be used in the next step. There should be a minimum of four norms (no maximum) each on:

- gender characteristics;
- roles and responsibilities; and
- norms on sexual harassment on public transport

Step 2: How have norms changed?

1 hour

Objective:

- To strengthen understanding that norms have changed and will continue to change, and consider to what extent changing norms are significant.

- To help participants think more creatively about norms, with more nuance.

Method:

1. Divide participants into two mixed-gender groups. Assign one group to focus on norms surrounding gender characteristics, roles and responsibilities. Tell the other group that they will focus on norms surrounding sexual harassment on public transport.

2. Ask the groups to reflect on a time period, event or trend that has contributed to changing norms (e.g. generational change, a conflict leading to women-headed households, new economic opportunities). For each norm, they should explore the following questions:

- What would have been the expectation of women/girls and boys/men in the previous time period?

- How have expectations and social acceptability changed?

- What would your mother/father, grandmother/grandfather have said about this?

- Was it different for people with different social classes, wealth levels, ethnicities and locations? Were there any exceptions?

- What happened when people did and did not adhere to the changed norms? What were the benefits or sanctions?

3. In particular, document when participants use sayings or expressions.

ACTIVITY 2: UNDERSTANDING NORMS

Step 3: Who and what influences social norms?

1 hour

Objective:

- To strengthen participants' understanding of the complexity of the process of changing social norms, perceptions and expectations.
- To identify a range of reference groups and drivers of change.

Method:

1. Keep participants in the same groups. Write or draw the norms from Step 2 in the middle of a large piece of paper.
2. Ask participants to draw a 'rich picture' of the people, institutions or drivers that influence, change, promote or reinforce the norms.
3. Start with family members in the first circle—children, siblings, spouses, parents, grandparents, in-laws, etc.
4. For the second circle, go wider to other community members—e.g. friends, peers, teachers and religious/cultural/political leaders.
5. In a third circle, explore other influences—e.g. laws and policies; media, adverts or images; celebrities; evidence or information; and school/training curricula and practices.
6. In a fourth circle, look at social changes – e.g. conflict, climate change, migration or new populations; new technology; and new types of employment.
7. Ask participants whether there are any other reasons why the norms have changed.
8. Ask participants to discuss and note by the respective picture whether each source/driver changed or reinforced the existing norm.
9. Ask participants to discuss and note down who was a blocker, and who was an ally in bringing about change?

10. Ask participants to rate how influential each source/driver was, on a scale of 1 to 3.

11. Ask participants what the family/community responses have been to this change in norms:

- Has there been praise and approval of those exhibiting each new norm?
- Have any people ignored the change?
- Has there been any criticism, backlash or even violence?
- Which people have shown acceptance and flexibility?
- What is the perception of the benefits or problems associated with the new norms?

Here are some definitions that may be helpful for the facilitators' understanding:

- **Behaviour:** What people actually do. This is shaped by both personal attitudes and social norms.
- **Personal attitudes:** People's individual preferences, i.e. what they would choose to do if there were no social context. These do not take into account what others do or what is seen as appropriate.
- **Social norms:** Shared beliefs about others. These include:
 - a) Descriptive norms: beliefs about what others in a group actually do (i.e. what is typical behaviour)
 - b) Injunctive norms: what others in a group think others ought to do (i.e. what is appropriate behaviour)

These beliefs shape the 'social expectations' within a group of people, and are often enforced by social sanctions.

- **Social sanctions:** Positive or negative responses or reactions by others to the behaviour of an individual. Positive sanctions include smiling, patting on the shoulder, or being granted higher status in the community. Negative sanctions include scolding, gossiping, threats or physical aggression. People's anticipation of positive and negative sanctions is believed to affect their behaviour.
- **Reference groups:** The 'others' whose behaviour and opinions matter in maintaining social norms.

ACTIVITY 3: DEEPER UNDERSTANDING OF NORMS AROUND SEXUAL HARASSMENT ON PUBLIC TRANSPORT

3

Step 1: Understanding norms around sexual harassment on public transport through role play 2 hours

Objective:

- To understand norms around male sexual entitlement, victim blaming and gendered division of public places.

Method:

1. Ask participants to remain in the groups from Activity 2.
2. Tell participants that they will be asked to develop a short play based on a scenario you will give them. They will have 30 minutes to prepare. They can change some details from the play to make it more relevant to their context, or to include stories they know or have heard.
3. Read out the appropriate scenario below depending on the age group of the workshop:

[**Note:** facilitators should adapt the stories to the local context as appropriate in order for the stories to be as recognizable as possible]

For 16–25 age group

Aisha is 16 years old and takes the bus to school every day. One day she is coming back after debating club, and it is only her and another friend. They get on the bus and sit at the back. On the way, a group of men shout out to them, telling them that they look beautiful. When they ignore this, the men come closer continue to tease them. One of the men, Kapila, shouts out an insult. Other people on the bus don't say anything, and Aisha and her friend move to sit closer to the front of the bus. The men keep teasing them. Aisha tells the bus conductor who tells her that if she doesn't want to be teased, she should take a trishaw or a cab without making a fuss. A few people on the bus witness this incident but say nothing. Aisha and her friend get off the bus, but tell no-one at school, home or anywhere else about the incident. They are especially afraid that if they tell their parents they will no longer be allowed to participate in after-school activities or to travel on their own.

Roles: Narrator, Aisha, Kapil, bystanders on the bus and street, bus driver

For 26–35 age group

Rashmi is 28 years old and started working as a machine operator in a garment factory two weeks ago. She takes the public bus alone from her house to the factory and back every morning and evening. Her job requires her to wear trousers and a shirt to work. One day on Rashmi's way back from work on a fairly empty bus at around 8pm, an older man called Kasindu comes and sits on the seat across from her. He begins to harass her. Scared of a backlash and not wanting to attract attention, Rashmi doesn't say anything to the man. At least two other people who witness Kasindu's behaviour don't intervene. Rashmi gets off at the next stop. Terrified, she reaches home and tells her fiancé, Sandun, about the incident. He responds by saying 'men will be men' and that Rashmi should change the way she dresses, change her work timings, or start using an office van to travel to and from work. When Rashmi says these are not options she can consider, especially as an office van is expensive and the timings don't always work for her, her fiancé says she should quit her job. He mentions he is only saying this for her own safety and protection and, once they are married, if this is a common incident then he will not want her to work at such hours.

Roles: Narrator, Rashmi, Kasindu, bystanders on the bus, Sandun

4. Tell participants that they will each need to choose a role (or roles) they are comfortable playing.
5. Support both groups in preparing and rehearsing their plays, ready to perform in front of the other group.
6. After 30 minutes, bring the groups back together, telling them that they will now be the audience for each other's plays. Tell them:

You are about to watch two versions of the play. You will witness the main character experiencing a series of events. When you watch the other group's play, think about the moments where you feel any of the characters could have acted differently. We will have a discussion, then perform both versions again. The second time you watch the other group's play, you will all have an opportunity to replace any of the characters in the play to try to influence the events.

ACTIVITY 3: DEEPER UNDERSTANDING OF NORMS AROUND SEXUAL HARASSMENT ON PUBLIC TRANSPORT

7. Ask the groups to perform their plays in turn. Following the two performances, facilitate a discussion using the following questions as guidelines, adjusting for each scenario accordingly:

Descriptive and injunctive norms surrounding the acceptability of sexual harassment against women:

- Is what Rashmi/Aisha experienced a common occurrence on public transport? Would most people on the bus or in the community be surprised at such behaviour?
- How would most women in Rashmi/Aisha's position respond?
- What would people in the community expect them to do in this situation? Do nothing? Reprimand the man? Tell others on the bus or the bus driver? Report him to the police?
- What would other people on the bus witnessing this behaviour be thinking? How would they typically react? Why would they react in this way? How would they be expected to react?

Descriptive and injunctive norms surrounding male sexual entitlement and victim blaming:

- Would most parents respond how Aisha and her friend think their parents would respond?
- Would most fiancés/husbands tell Rashmi to change the ways she dresses, change her work timings, to take another mode of transport or else quit work?

Rewards/sanctions:

- What other kind of behaviours or negative consequences might Aisha/Rashmi experience as a result of behaving differently from what is expected of her? Would there be any benefits?
- What would happen if Rashmi didn't do as her fiancé suggested and continued using public transport and going to work? What would others in her community, or those riding the bus think of Rashmi if they found out?

- If Aisha/Rashmi had filmed the incident and shared it on social media what do you think the reaction would be? Positive or negative?

- Would this be different if Rashmi was married? Pregnant? Do other factors matter, e.g. age, social status, wealth, location, ethnicity?

- What kind of behaviour or negative/positive consequences might the man experience as a result of behaving in the way that he did? Would there be any benefits?

- What kind of behaviour or consequences might bystanders experience as a result of not intervening? Would there be any benefits?

Positive deviance

- Can you think of parents who have responded differently to how Aisha expects her parents to respond, and supported their daughters by reporting the incident and/or telling them how they can take a stand against it? What did they do? What factors made this possible?

- Can you think of young women who had an experience like Rashmi who spoke out, reported the incident, or took action against men like Kasindu? What did they do? What factors made this possible?

Key influencers

- Who are the most influential people, and what are the most influential factors in Rashmi's/Aisha's decision on whether to take action?

- Aisha was harassed by a group of men—do you think they would have behaved the same if they had been alone? What influence do peer groups have in this regard?

- Who were the most influential people and what were the most influential factors in Kasindu's decision on whether to verbally or physically harass a woman on the bus?

- Who were the most influential people and what were the most influential factors in each bystander's decision on whether to intervene?

ACTIVITY 3: DEEPER UNDERSTANDING OF NORMS AROUND SEXUAL HARASSMENT ON PUBLIC TRANSPORT

Step 2: : Achieving alternative outcomes

1 hour

Objective:

- To identify how changes in social norms about sexual harassment against women and girls on public transport can be achieved.
- To explore 'reference groups', drivers of change and social sanctions.

Method:

1. Ask one group to perform their play again, explaining that this time members of the audience should replace characters in the play at different stages to try to bring about a different ending. They can either replace one of the actors or choose to play a new character based on one of the influential people identified in Step 1.
2. As the play is performed again, support audience members to identify moments at which things could have been different, prompting with phrases such as 'does anyone want to come in here?' and 'could anything happen differently here?'

3. If the play gets 'stuck' after a new actor has come in, with no resolution to the issue, encourage another audience member to replace one of the characters or join as a new character.

4. After the first play, facilitate a discussion on some of the new issues that emerged, based on the previous discussion questions.

5. Repeat the process with the other group's play.

6. Ask participants to reflect on the changes in the plays. Why did the outcome change or not change? What were the obstacles to change? Was there any other way that the outcome could have changed?

7. Ask participants to reflect on what else may have made a difference to the outcome, apart from influential people at the local level, e.g. laws, media, adverts, celebrities, schools, information, technology or employment.

8. Ask participants what has brought about changes to norms on gender-based violence on public transport in the past (as identified in Step 1)? Encourage them to think in the long as well as short term.

ACTIVITY 4: STRATEGIES FOR CHANGE

4

Step 1: Strategies for norm change on sexual harassment against women on public transport

1 hour 30 mins

Objective:

- To brainstorm potential strategies for change, building on earlier outcomes.

Method:

1. Start by playing this video: Does She Travel Safe by UNFPA Sri Lanka, from <https://www.youtube.com/watch?v=vuYTcSebFbg>
2. Ask participants to reflect for a few minutes by themselves on what they learned from the video, how it related to what was discussed over the previous activities, and what they feel about it.
3. Split participants into the two groups they were in for the previous activity.
4. Choose two or three of the norms related to sexual harassment against women on public transport identified in Activity 2, Step 2.
5. For each norm, ask participants to brainstorm potential activities and strategies to change the norm. Drawing on the benefits, consequences, obstacles and influencers identified previously, ask them to consider:
 - How might this change happen in your context? What activities and strategies could be used to bring about change?
 - What could happen at different levels—individual, household, community, regional, national?
 - What strategies would mean that the benefits are reinforced, negative consequences are mitigated, and obstacles overcome?
 - How might the important influencers and drivers be included? Who are allies supporting the

change, and who are the blockers?

- Who can be involved in bringing about the change—girls/women, boys/men, school pupils, teachers, religious/community leaders?

- How could activities build on or cooperate with existing activities in the community?

6. Reflect on the positive values and beliefs in existing cultural narratives. What new norms could be developed based on these? Craft specific messages that can be used to develop these norms, for example 'good husbands take care of their wives'.

[Note: It is critical that discussion concludes with creative and inspiring ways for communities to address gender-based violence as it relates to sexual harassment on public transport, rather than ending with a 'problem statement'.]

Step 2: Developing a campaign to promote positive social norms to end sexual harassment against women on public transport

1 hour 30 mins

Objective:

- To translate the strategies identified earlier into a campaign to promote positive social norms.

Method:

1. In the same groups, ask participants to develop a campaign focusing on ending sexual harassment against women and girls on public transport.
2. Ask them to consider the following:
 - Who would they target?
 - What would the medium of communication be? (e.g. posters inside buses, or online videos)
 - What would the messages be?

ACTIVITY 4: STRATEGIES FOR CHANGE

Step 3: Prioritizing strategies for norm change on sexual harassment against women on public transport

1 hour 30 mins

Objective:

- To prioritize the proposed change strategies according to their potential impact.

Method:

1. Explain to the group that they will now rank the proposed change strategies according to the impact that they would be likely to have.

2. Start by discussing the criteria for the ranking. Lead a discussion on what constitutes a 'good strategy' for achieving changes in social norms. Some possible criteria include:

- Is it possible to carry out this activity?
- Will people in the community like it?
- Will it have a big impact and result in change?
- Are there any negative consequences that might result from the activity?

Support participants to come up with additional criteria. On a large piece of paper, draw a matrix with the criteria listed.

3. Once criteria have been established, ask the group to choose up to four of their favourite change strategies. Write these along the top of the matrix.

4. Lead the group to score each strategy according to each criterion. Use dots to rank each proposed change strategy on a scale of zero to three.

5. Fill in the matrix collectively—always ask why when people rank the options. Additional categories may be added if necessary.