

Our safety  
is everyone's  
responsibility



# Amani Campaign Implementation Guide

## Jordan





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## **Acknowledgment**

We are very grateful to everyone who provided input to the Amani Implementation Guide, and to all of the organizations that are involved in the Amani Campaign, even though we are not able to mention them all.

In preparing this guide, we have drawn great inspiration from different guides and documents previously produced, in particular we have been guided by Raising Voices' SASA! tools, and UNICEF's Facts for Life.

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## 1

## Introduction

## What is the Amani Campaign?

The Amani Campaign is an inter-agency campaign aimed at influencing the knowledge, attitudes and behaviors of women, girls, men, and boys related to violence, abuse and exploitation in Jordan. It seeks to contribute to prevent such acts, and to ensure that survivors are protected from further harm and seek needed support.

The Amani campaign provides a pool of consistent key messages and tools which can be used and adapted by organizations, in order to maximise the campaign's outreach and impact. Organizations can mainstream the campaign throughout their activities, as well as adapt or create new ones. It is based on a strong principle of collaboration, founded on the idea that working together is better than working alone.

The campaign was developed by the Child Protection and Sexual and Gender-Based Violence (SGBV) sub-working groups (SWGs) in Jordan, in collaboration with refugee and local communities, and drawing on best practices and lessons learned from other contexts.



### A further look:

#### the Child Protection and Sexual and Gender Based Violence Sub-Working Groups.

*The objectives of the SGBV and Child Protection Sub-working Groups are to strengthen multi-sectoral SGBV prevention and response and to coordinate child protection interventions in the context of the Syrian refugee emergency response in Jordan. The groups are co-chaired respectively by UNFPA and UNHCR, and UNICEF and UNHCR. Members of the groups include UN agencies, international and national NGOs, national institutions and ministries.*

The development of the Amani campaign has been led by Save the Children International, IRC, UNFPA, UNICEF and UNHCR under the inter-agency project *Strengthening SGBV and Child Protection Services and Systems*. The Amani campaign, together with the *Inter-agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse And Exploitation of Children in Jordan*, and the *Inter-agency Child Protection and SGBV Case Management Manual*, is a core strategy of the SGBV and Child Protection sub-working groups, to work at community, service provision, and institutional levels to further child protection and SGBV prevention and response in Jordan.

To date, the Amani campaign has been implemented by over 30 organizations that have supported the dissemination of its key messages. Their level of involvement varies from dissemination of tools, implementation of activities with communities, and creation of new tools.

# How was the Amani Campaign developed?

In 2012 the Child Protection and SGBV sub-working groups developed a pool of basic key messages in response to the major child protection and SGBV issues that emerged in Jordan in the context of the emergency response to the influx of Syrian refugees.<sup>1</sup>

Since lack of information about available services and other child protection and SGBV issues remained a challenge, the inter-agency campaign was initiated to facilitate the dissemination of key messages by harmonizing tools and approaches and building on existing activities.

The key messages were revised through extensive consultations with women, girls, boys, and men from refugee and host communities, and service providers. A key messages document was then produced, setting out main and supporting messages, images, and slogans. Through preliminary research and testing, a number of tools were also created to allow interactive dialogue and debate.

A further look: 

## DEFINITIONS

### **Sexual and Gender-based Violence**

*Any harmful act that is perpetrated against a person's will, and that is based on socially-ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion or other deprivation of liberty, whenever occurring in public or private life. Core types of SGBV include: sexual violence, physical violence, psychological and emotional abuse; forced marriage (including child marriage); and denial of resources, opportunities, and services.<sup>2</sup>*

### **Child Protection**

*The prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies. Forms of abuse, neglect and exploitation include for example: sexual violence, child labour, family separation, physical abuse, and early marriage.<sup>3</sup>*

1. For more information about key Child Protection and SGBV trends and patterns in the context of the response to the Syrian crisis, please see the Child Protection and SGBV Briefing notes respectively available at:

[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=107&Id=27](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=27) and

[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=107&Id=35](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=35)

2. Inter-agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse and Exploitation of Children in Jordan.

3. Global Child Protection Working Group: Minimum Standards for Child Protection in Humanitarian Response, 2012. available at: <http://cpwg.net/minimum-standards>



## What are the Amani Campaign Key Messages?

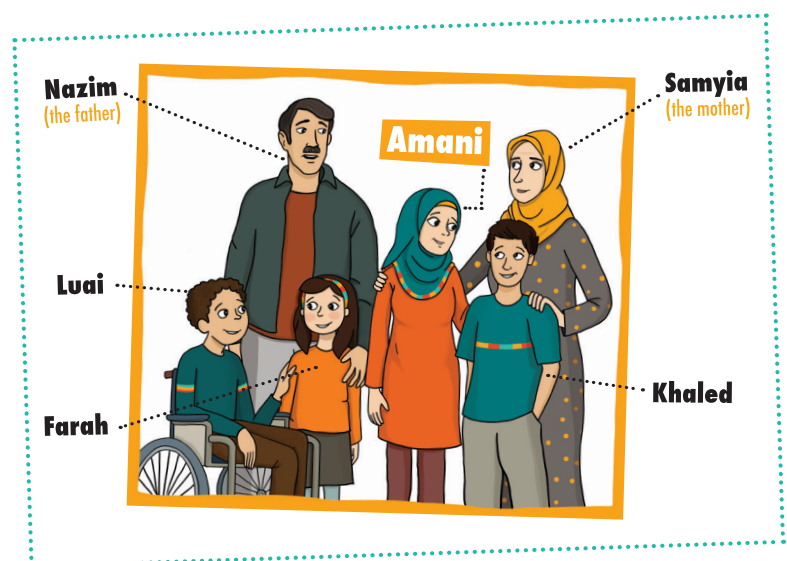
Amani means *my safety*, and the overall campaign message is *our safety is everyone's responsibility*. The Amani campaign has 10 key messages on:

1. Prevent violence and stay safe: *Hands are to help not to beat;*
2. Response and support for survivors of violence: *If you were harmed, don't stay silent. Ask for help from someone you trust;*
3. Early Marriage: *Marriage after 18: Better for me and you;*
4. Psychosocial support: *Whatever happened to you, we are here to listen and support you;*
5. Disabilities: *Our abilities are different but our rights are always the same;*
6. Child Labour: *Teach me today, I will work in the future;*
7. Birth Registration: *Protect your child, register its birth;*
8. Family unity/Separation: *Stay with your children whenever safe to do so. Always make sure they are with someone you trust;*
9. Humanitarian aid is free: *Nobody has the right to demand anything from you in exchange for aid;*
10. Respect for diversity/non-discrimination: *Our differences complete us and make our life more beautiful.*

4. All the members of the family have meaningful name that represent an aspect of their personality: Amani means "my protection", Samyia means "noble" or "proud", Nazim means "honest", Khaled means "eternal", Luai means "young lion", and Farah means "happiness".

## Who is Amani?

The Campaign features a fictional character called Amani, a 15 year old Syrian refugee girl in Jordan, and her family, as they experience and deal with different challenges. Amani is a smart girl, she has good friends whom she really cares about, and supports. She writes for her school's magazine. Her parents, Samyia and Nazim, do their best to take care of the family in difficult circumstances. They are very caring parents, and supportive of one another. Whilst life is not easy, they try to find solutions to the problems they face. Khaled is an active 13 year old boy. He likes theatre, and he's part of a youth group that organizes performances. Khaled spends a lot of time with Luai, his 9 year old brother. Luai was injured in Syria, and now he uses a wheelchair. Luai loves photography; he attends a photography class in the local community centre. Farah is seven years old; she is the youngest of the family. She is very energetic and makes people around her laugh<sup>4</sup>.



# How does an Organization Become Part of the Amani Campaign?

All organizations which are members of the Child Protection and SGBV sub-working groups, and/or which have endorsed the Emergency Child Protection and SGBV SOPs can automatically be part of the Amani campaign.

Organizations participating in the Amani campaign are encouraged to regularly report to the SGBV and Child Protection SWGs, to share their implementation plans.

In the spirit of the Amani campaign, any organization that produces new tools should do this in coordination with the SWGs, and is invited to make these available to other participating organizations to use.

Importantly, all organizations that want to implement the Amani campaign must operate in accordance with the guiding principles for SGBV and child protection actions, as summarized in the box below.

## A further look:



### Principles<sup>5</sup>

#### **GBV Guiding Principles for all Actions:**

- *Understand and adhere to the ethical and safety recommendations in the WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies (WHO 2007);*
- *Extend the fullest cooperation, assistance and coordination between organizations and institutions in preventing and responding to GBV;*
- *Engage the community fully in understanding and promoting gender equality and power relations that protect and respect the rights of women and girls;*
- *Ensure equal and active participation by women and men, girls and boys in assessing, planning, implementing, monitoring, and evaluating programmes;*
- *Integrate and mainstream GBV interventions into all programmes and all sectors;*
- *Ensure accountability at all levels;*
- *All staff and volunteers involved in prevention of and response to GBV, including interpreters and refugee incentive staff, should understand and sign a code of conduct.*

5. For a detailed version please see the Inter-agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse and Exploitation of Children in Jordan.

## A further look:

### Principles

#### **Child Protection Guiding Principles for all Actions:**

- **Avoid exposing people to further harm as a result of your actions;**
- **Ensure people's access to impartial assistance;**
- **Protect people from physical and psychological harm arising from violence and coercion;**
- **Assist people to claim their rights, access available remedies and recover from the effects of abuse/violence;**
- **Strengthen child protection systems;**
- **Strengthen children's resilience in humanitarian action.**

## What are the Benefits of Taking Part in the Amani campaign?

Participants in the Amani campaign become part of an extensive team of organizations all working towards the same aim, to prevent and respond to SGBV and child protection issues. Having many organizations all working together, spreading the same messages in different ways, means the campaign can reach more communities and have a greater impact on people's knowledge, attitudes and behaviors. It is an effective and efficient strategy to maximize resource whereby many organizations work together, sharing a common approach and tools.

## What is this Guide?

This implementation guide explains provides participating agencies ideas on how to implement the Amani campaign and to continue to develop it further with an inter-agency approach.

This guide includes basic information about the campaign, an introduction to the theory of change, information on how to plan, monitor, and evaluate it, tips on key communication activities, suggestions on how to use existing communication tools, and ideas on how to develop new tool in line with the spirit of the Amani campaign.

The guide includes quick reference tools such as check lists, templates and examples, meant to be used in the day-to-day implementation of activities. The guide also comes with a CD and links to where Amani campaign tools can be accessed.

The guide supplements knowledge and skills gained through Amani campaign trainings. It is a support for communication focal points and those responsible for organizing and implementing Amani campaign activities.

# How to use this Guide?

- ✓ *Read it as an introduction to the Amani campaign to help you start implementing it;*
- ✓ *Refer to it to get inspiration for new communication activities;*
- ✓ *Share it with your key communication focal points at all levels of your organizations;*
- ✓ *Consult it regularly to refresh your key facilitator skills;*
- ✓ *Understand how to reproduce Amani tools;*
- ✓ *Check it to have guidance on how to produce new Amani tools;*
- ✓ *Reproduce specific templates and tools when you need them;*
- ✓ *Consult it when you need to remember what you learned in the training;*
- ✓ *Access all the tools in the CD included with the guide on the following website:*

[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=107&Id=68](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=68)

# 2

## The Basics of Behavior and Social Change Communication

This chapter briefly looks at the basics of communication for behavioral and social change and provides a framework to better understand the approach behind the Amani campaign and its tools, and how to implement the campaign effectively.

A comprehensive approach seeks to influence change through individual, community, and broader societal level strategies. These strategies might include advocacy, social mobilization, behavior change communication, and social change communication.<sup>6</sup>

The Amani campaign mainly focuses on the last two strategies. However it should be seen in connection with other initiatives, and in particular work around the SGBV and Child Protection Standard Operating Procedures, that focus more on the advocacy and policy level.

When working on **behavior change** the focus is on the individual level of change, however each individual cannot be considered in isolation, as individual change is connected to and influenced by social factors.

**Social change** tends to focus on changes at the level of a community or society and associated social norms and practices. These two are complementary, overlapping approaches which focus more on individual and collective change respectively.

*Behavior change communication is an interactive process to develop tailored messages and approaches, to motivate sustained changes in knowledge, attitudes, and behaviors. Increasing knowledge it's not sufficient to foster change. Before individuals and communities change their behaviors, they must first understand basic facts, adopt key attitudes, learn a set of skills and be given access to appropriate products and services. They must also perceive their environment as supporting behavior.<sup>7</sup>*

The Amani campaign also uses elements of social change communication which entails a process of dialogue to change behaviors broadly, reduce harmful social and cultural practices and negative coping strategies caused or exacerbated by displacement.<sup>8</sup>

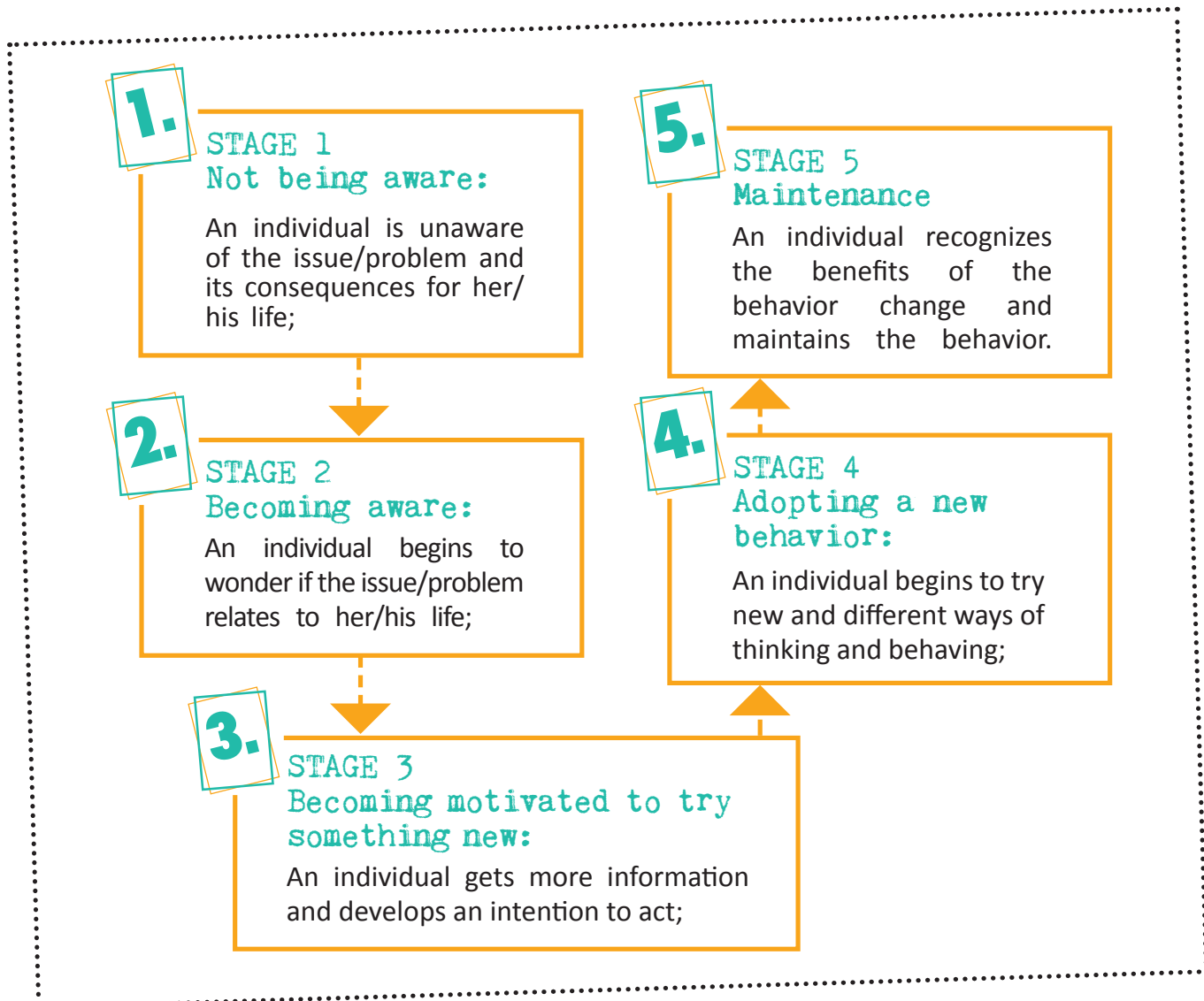
Applying the theory to day-to-day work on behavior and social change, planning and implementing Amani campaign activities, consider the following:

6. UNICEF, What are the Social Ecological Model (SEM), Communication for Development (C4D)?, [www.unicef.org/cbsc/files/Module\\_1\\_SEM-C4D.docx](http://www.unicef.org/cbsc/files/Module_1_SEM-C4D.docx)

7. Ibid

8. Ibid

## 1. As individuals we go through different stages when changing behavior:



*Learning a new behavior takes place in this continual cycle of awareness, experimentation, and repetition. People might move back and forward between the different stages multiple times.<sup>9</sup>*

9. UNICEF, Fact for Life, 2010, [http://www.unicef.org/publications/index\\_53254.html](http://www.unicef.org/publications/index_53254.html)

## 2. Behavior and social change are closely connected:

- *Individuals rarely change all by themselves. What people decide to do is often influenced by what others are doing around them;*
- *To change social behavior means changing the everyday views and practices of families and communities;*
- *Resistance can be expected when social norms are challenged. This is because change involves shifting the dynamics of a group on fundamental issues related to gender roles, power relations and many other factors within the family or community;*
- *Acceptance can become contagious when people begin to see and hear benefits from the change, and interest spreads, prompting others to adopt the new behavior that can benefit their lives;*
- *Eventually, the behavior is considered normal practice by everyone.<sup>10</sup>*

## 3. A number of factors affect change:

- *Politics and power relations, culture (e.g. religion, history, education, language, emergence of ideology), physical environment (e.g. climate change), population (e.g. demography, displacement), technology (e.g. communication methods, inventions), economic relations (e.g. class issues), scientific discoveries (e.g. telecommunication, medical, transportation), gender relations;*
- *Emergencies offer opportunities for change as often they are accompanied by social changes in boys, girls, women and men's roles (e.g. women become increasingly responsible to collect aid, or become breadwinners);*
- *Change can be imposed by external intervention (e.g. a new law and regulations), and also by internal mechanisms, such as process of slow change in norms, morals and family relations, involving dialogue, negotiations and collective actions.<sup>11</sup>*

10. UNICEF, Fact for Life, 2010, [http://www.unicef.org/publications/index\\_53254.html](http://www.unicef.org/publications/index_53254.html)  
11. Amani Campaign Training Material, 2014.

## **To summarize,** from theory to practice, when implementing Amani campaign Activities consider:

- ✓ *Use diverse reinforcing methods (e.g. billboards, animated short films, discussion groups). Repetition is vital!*
- ✓ *Provide opportunities for dialogue and debate among community members;*
- ✓ *Challenge existing traditions in sensitive ways by explaining laws, rights and negative effects of current practices;*
- ✓ *Focus on positive values, behaviors, role models and positive benefits of changing behaviors (not only problems);*
- ✓ *Deliver messages in ways that are engaging and interactive;*
- ✓ *Deliver them in ways that are accessible to the target population (avoiding technical terms and jargon, using pictures or videos to assist understanding).*



# 3

## Plan, Monitor and Evaluate Amani Campaign Activities

This chapter provides suggestions on how Amani campaign activities can be planned, monitored, and evaluated. It provides a basis for the inter-agency process, so that through the use of common tools and parameters the campaign can be planned, monitored, and evaluated both at the level of the single organization, and in its totality.

## Planning Amani Campaign Activities

The Amani Campaign includes two levels of planning, one at the level of the Child Protection and SGBV SWGs and one at the level of each organization.

Periodically, sub-working groups may organize planning exercises to review the status of the campaign and plan for the next phase. Through this exercise the SWGs:

- Establish areas of focus for the campaign (e.g. priority key messages, geographical areas, target groups);
- Look at available resources (e.g. communication expert, material);

- Plan for new tools;
- Collect and compile the plan for the following period using the Amani Work Plan ([Annex 1](#));
- Collect and compile monitoring reports from the previous phase using the Amani Monitoring Report ([Annex 2](#)), including, if applicable, a section on evaluation;
- Agree on a timeline for next phase requirements in terms of reporting and evaluation.

When implementing the campaign, organizations should consider mainstreaming Amani campaign activities into existing communication plans, to enrich them, rather than create separate ones. When planning for communication activities each organization may:

- Review internal and inter-agency priorities to decide the focus;
- Finalise, share, and review the previous phase report to help planning;
- Review resources and decide if you need to reproduce and/or create new tools;
- Consider how to integrate Amani activities within day-to-day work;
- Plan your Amani activities using the Amani Work Plan ([Annex 1](#));
- Share your work plan with the SGBV and CP SWGs and your team.

## Monitoring Amani Campaign Activities

Most organizations participating in the Amani Campaign have thorough monitoring systems in place for their programs and will not need to create anything new for the Amani activities (this includes inter-agency reporting tools such as ActivityInfo). Remembering to integrate Amani-specific elements into team meetings, monitoring forms, and reports is very important. While monitoring your activities, please consider:

- In team meetings, regularly check in with the team that is implementing Amani activities. Discuss challenges, successes, and lessons learned. Consider how to adjust the upcoming activities accordingly.

- Whether by using the Amani Activity Report ([Annex 3](#)), or your own activity reporting format, record basic information about each activity you implement. Consider:

- Type of Activity
- Date
- Location
- Number of participants (age and gender disaggregated)
- Main Amani messages
- Main tools used
- Participants' feedback
- Comments (challenges, successes, lessons learned)

- Regularly record and analyse the feedback of women, girls, men and boys participating in activities. This can be done in different ways, the Amani Participants Feedback Form provides a basis for this ([Annex 4](#)). Establish which activities you will use the forms for, and how you will use them. Offer to help participants to complete the written forms if necessary. Feedback forms can also be created on specific messages.

- Include specifics about the Amani activities in your reports. Summarise the work you've done on Amani using the Amani Monitoring Report ([Annex 2](#)).

## Evaluating Amani Campaign Activities

While a thorough evaluation of the campaign is quite complex, here we outline a simple methodology that will help in the evaluation process of each organization, and contribute towards an overall evolution of the campaign.

Ideally, baseline data should be collected prior to the commencement of activities, and then collected again after established periods of time.

Focus group discussions from the Amani campaign development phase in 2013 provide one source of baseline information on knowledge, attitudes, and behaviors on child protection and SGBV of the target communities. Your organization might have other information as well.

When planning for the beginning of new phases of the campaign, specific data collection efforts can be organized to assess progress made in the completed phase and provide a base line to evaluate the upcoming phase. To evaluate the Amani campaign your organization may:

- Conduct an internal data review on knowledge, attitudes and behaviors that you already collected through other means;

- Carry out two to four focus group discussions on the key topics of the Amani campaign, using the FGD Assessment Guide ([Annex 5](#));

■ Analyse participants' feedback, by compiling feedback collected throughout the phase.

■ Prepare information using all your sources, and include them in Amani Monitoring Report (**Annex 2**). As a guide to complete the report consider these questions:

- Are community members knowledgeable about child protection and SGBV?
- Is it becoming more acceptable to discuss child protection and SGBV?
- Are there any visible changes in the knowledge, attitude and behavior of the community towards Amani campaign topics?
- Is knowledge on services related to child protection and SGBV changing?

According to their capacities and interests, the Child Protection and SGBV SWGs might decide to conduct an overall evaluation of the campaign at the inter-agency level. To do so the groups might consider:

■ Collecting and compiling the evaluation reports from each organization;

■ Organizing additional data collections though focus group discussions or surveys with the target community;

■ Organizing additional data collections though focus group discussions or surveys with staff, as during the first phase of the campaign (see **Annex 6** for an example).

## Planning, Monitoring, and Evaluation Check list

### Planning

(Quarterly or Bi-annually)

- ✓ *Complete the Amani Plan*
- ✓ *Amani Plan Shared with Child Protection and SGBV SWGs*
- ✓ *Inter-agency Amani plan compiled*

### Monitoring

(through the campaign duration)

- ✓ *Conduct regular meetings*
- ✓ *Regularly complete Amani Activity Reports*
- ✓ *Regularly collect beneficiaries' feedback*
- ✓ *Compile Amani report regularly*

### Evaluation

- ✓ *Conduct Internal Data Review*
- ✓ *Conduct Assessment FGDs, at the beginning and end of each phase*
- ✓ *Compile Assessment information (include in Amani report)*
- ✓ *Complete survey, if applicable*
- ✓ *Inter-agency Assessment conducted*



# 4

## Amani Tools and Activities

As we learned from the basics about changing behaviors in Chapter 2, repetition is key and it is important to use a variety of communication channels. In this way people receive and discuss the same message several times, in different situations. To implement this principle the Amani campaign includes a number of tools that can be used in different activities:

■ **Communications Activities** are the communication channels to pass your message to the outside world (e.g. door-to-door, community dialogues, creative storytelling, event, and social media);

■ **Communications Tools** are the communication materials that are produced. In the case of Amani specifically, Key Messages Guide, Facilitator's Cards, posters, contact cards, animation videos, and giveaways (notebooks, t-shirts, hats, and bags, balloons) produced and distributed by the inter-agency project. Furthermore Un Ponte Per (UPP) created radio sketches and the Arab Women Organization brochures, which are also included here as core tools of the Campaign.

This chapter includes key communication activities to disseminate Amani messages among women, girls, men and boys.

These activities can be used as inspiration during implementation, and while they cover a wide range, it is not intended as an exhaustive list. It also includes ideas on which Amani tools can be used for each activity and tips on how to reproduce Amani tools.

Staff tasked to implement the activities should be trained, qualified and supported by supervisors. Importantly they should be trained on the GBV and Child Protection SOPs, and be able to take the necessary steps if anyone discloses a SGBV or child protection case in the course the activities.



## A further look:



### Referrals

*Child protection and SGBV cases may disclose or be identified by staff working closely with beneficiaries in various roles. This is particularly true when engaging people in activities about such issues. Staff implementing Amani campaign activities should be aware of their roles, and steps to take when they come across cases through disclosure or identification. Therefore staff should be trained on the Inter-Agency Emergency Standard Operating Procedures for Prevention of and response to Gender-Based Violence and Violence, Abuse and Exploitation of Children in Jordan.*

*Specific information about the role of non-case managers can be found in section 3.1 of the SOPs. For information on how services providers should respond and refer GBV cases that are disclosed to them, see section 3.2.2 “GBV Disclosure: Roles and Responsibilities”, 3.2.3. “Informed consent and information sharing” and 3.2.4 “Mandatory reporting”. For information on how general services providers should respond to and refer child protection cases, see section 3.3.1 “Identification of child protection cases by general service providers” and section 3.3.3. “Obtaining informed consent/informed assent from children and caregivers”.<sup>12</sup>*

12. Inter-agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse and Exploitation of Children in Jordan.

## 1

## Key Activity: One to One Conversations

Our daily work life is made of a lot of one to one interactions, for example in the context of counselling, outreach, or simply people stopping by your centre or workplace for information. Any of these situations represent an opportunity to introduce one or more of the Amani campaign messages, having a conversation about it and providing information.

### Key Amani tools to use:

- Facilitator cards to help you introduce and close the topic;
- Brochures and/or contact cards to leave with the other person when you finish;
- Key message document to prepare yourself on each message.

### DOs

- ✓ Do consider what is more relevant to the other person (i.e. why he/she is coming to your service).
- ✓ Do prepare yourself on the various messages you might focus on. Read the supporting messages and research areas that you are not sure about. You should have a basic knowledge of the legal framework, and services available.
- ✓ Do be ready to ask questions, provide information and discuss alternatives. Focus on the positive by asking questions on different opportunities and whether the other person things they could work in their context.
- ✓ Do remain polite at all times. These are difficult topics to discuss and they stir up emotions. People will listen more easily if you are calm and friendly.
- ✓ Do tell people where to find more information if they are interested, and invite them to participate in other activities.

### DON'Ts

- ✗ Don't bring up too many things at once. This might cause confusion, and not enable a full constructive conversation.
- ✗ Don't answer questions you are not sure about. Is better to say that you will check and get back to people then giving incorrect information.
- ✗ Don't judge people for their opinion even if you don't agree. Don't try to convince someone that you are right and they are wrong. The main aim of a conversation is to 'plant the first seed' for further change.
- ✗ Don't try to give professional advice (case management or counselling) if someone speaks up about a personal experience, unless you are qualified and tasked by your organization to do so. Provide information about the support available and make the necessary referral.
- ✗ Don't insist a person engages with you, if they express discomfort or seem unwilling to talk.
- ✗ Don't draw out the discussion for too long, and check if people are losing interest.



## TOOL: Contact Card

Contact cards are a pocket-size tool that include key hotlines for child protection and SGBV in Jordan. These cards can be produced in large quantities with limited resources, and they are a central tool for people to learn where help is available. When you are thinking about how to use the cards consider:

- Always keep the contact cards in all the locations of your work, display them on the front desk of your centres, on the tables of social workers, and in waiting areas;
- Bring referral cards to all your activities, make sure you have enough for all participants, and distribute them during the discussion or at the end of the activity;
- Leave the cards at gathering places in your community, such as shops, cafes, beauty salons, and clinics; discuss with your community what the most appropriate places are;
- If you are planning a distribution of aid packages, include the referral cards along with other information material. Reach out to organizations that are likely to carry out distributions, i.e. food packages, clothing distribution, hygiene kits and collaborate to include the cards in their packages.



## Good Practice

*UNHCR distributes the Amani contact cards in each of its registration centres in Amman, Irbid and Mafraq. Amani posters are displayed in the refugee waiting areas and in registration offices where families are interviewed. Additionally, in Rabaa Al-Sarhan, the joint UNHCR-Government of Jordan registration centre where all refugees arriving through unofficial border crossings are first registered by UNHCR and the Government, UNHCR staff share the Amani contact cards with each family. Since the beginning of the campaign, UNHCR has distributed more than 41,000 contact cards and have recorded an increase in the number of calls received on the InfoLine and the Protection hotline, which are UNHCR's main contact numbers included the campaign tools.*





## TOOL: Facilitator Cards

The Amani Facilitator Cards are a simple tool that can really help in guiding a conversation or an awareness raising session. They include key questions to ask to initiate and guide a conversation on each key message.

- Use the facilitator cards when conducting one to one conversations in your centre or outreach;
- Use them to facilitate community dialogues in combinations with other tools;
- Use them as inspiration to create your own questions.



## 2

## Key Activity: Community Dialogues

One of the most widespread activities among organizations working on prevention of SGBV and child protection issues are awareness raising sessions. Amani tools can help moving from a lecture style approach into more creative community conversations where people are invited to share their perspectives/experiences, and also learn new information.

### Key Amani tools to use:

- Posters or Animation videos to break the ice and introduce the subject;
- Facilitator cards to help you to stir the conversation and keep it alive;
- Brochures and contacts cards to leave with the participants.



### Good Practice

*In Azraq camp, IMC organized an interactive community event on early marriage using the Amani campaign messages. The organizations working in the camp agreed to focus on one message per week for a period of time. Together with four girls, and with the support of IMC case managers, they prepared a debate on early marriage highlighting different positions on the issue. When advocating against early marriage, the Amani messages were included. The event took place in a community centre in collaboration with CARE International. Around 200 women, girls, men, and boys took part, asking questions and expressing opinions. The girls and IMC staff were there to address questions and facilitate the discussion. This methodology allowed for a constructive and positive exchange of ideas, which helped participants to feel included. The core of this event was around stimulating discussion and creating dialogue.*

## DOs

- ✓ *Do make sure everyone's privacy is respected. Explain this concept from the beginning, so that people avoid using examples with names or other identifiable information.*
- ✓ *Do ensure that everyone in the group has a chance to participate in the discussion. Avoid having one person dominate the conversation, but also don't force anyone to talk if they are not willing.*
- ✓ *Do provide useful information. During the discussions make sure you mention where help can be accessed, but also some of the key facts related to the message you are discussing as a way of inspiring more debate.*
- ✓ *Do adapt the activity to the age of participants, and find creative ways to work with adolescents and young people.*
- ✓ *Do consider when is more appropriate to have females or males groups-only or when they can be mixed. Be aware of the dynamics of the groups.*

DON'Ts <sup>13</sup>

- ✗ *Don't be negative. Child protection and SGBV are difficult issues. While it's important to recognize the urgency of these problems, it's also possible to talk about them in a positive way. Encourage people to think of ways they can take action and create change.*
- ✗ *Don't draw out the discussion for too long if people are losing interest, be aware of how they are feeling, and stop the discussion before it loses energy.*
- ✗ *Don't give a lecture. Avoid doing all the talking during the activity.*



## TOOL: Short Animated Films

The Amani campaign has produced five short animated films. Three were created by young men and women supported by an animator. The young people came up with the story around the messages, and gave their interpretation through the story. In this case, the process in itself, as well as the finished product, is a way to engage young people on the Amani campaign messages. These three animations mostly focus on child labour, prevention of violence, and response to violence. Two other animated short films were produced by a professional animation company, focusing on early marriage and response to violence. Appropriate use of the animations varies slightly according to how they were created:

- Use both kind of animations in the context of a facilitated discussion, such as community dialogues, and as an introduction to the message followed by a discussion and reflection on the topic. When using the animations made by young people, mention the production process.



■ Use the two movies produced by the animation company in contexts where there are no opportunities for discussions, such as public service announcements on TV. Screen them on a loop in reception areas or waiting rooms of centres, clinics, refugees' registration areas. The animations produced by young people are not meant to be used as standalone, therefore they should not be used in contexts where discussions cannot be held.



## TOOL: Posters

The Amani campaign produced 13 posters, one or two for each message to appeal to different audiences (i.e. more focus on adults or children or males and females). Posters combine visuals with written messages and contact information on where help can be found. Posters are mostly made to be displayed, and can also be used as tools for discussions:

■ Distribute and display the Amani posters in all facilities where you carry out activities, such as women's centres, child friendly spaces, and community centres; use all posters or choose the posters that are most relevant to your work or location.

■ Distribute and display the Amani posters in community gathering places, such as clinics, supermarkets, or beauty salons, as appropriate in your community. Have a discussion with employees and other community members on whether and which posters are most appropriate.

■ Use posters as question guides for community dialogues, and awareness raising sessions. Posters are a great tool to use as ice-breakers and to initiate discussions. Ensure all the key points are addressed: key message, supporting messages, and contact information of where help can be found.



## Good Practice

*The World Food Programme (WFP) is an active participant in the Amani Campaign. Among other activities, WFP displayed the Amani posters through its cooperating partners at food and voucher distribution sites and in over 80 partner shops throughout Jordan, both in camp and urban settings. WFP field monitors have also received orientation on the importance of understanding and communicating the Amani campaign key messages and convey them to Syrian refugees through field/home visits during their regular post distribution monitoring activities. The added value of this approach is the ability to display the Amani messages in natural gathering points for the community.*

## 3

## Key Activity: Events

Community events are a great way to create buzz on different issues. They combine a social occasion with awareness raising and distribution of key messages. An event is an opportunity to reach people who are not inclined to join day to day activities you organize. They are also occasions to celebrate your and the community's achievements. Events can feature all kinds of other activities, from animation screening, to theatre shows, debates and games.

### Key Amani tools to use:

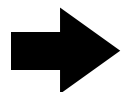
- Posters and balloons to decorate your space;
- Videos and Radio Spots to animate a booth;
- Giveaways to reward participants who take part in activities and games;
- Amani t-shirts and caps so that volunteers and staff are recognizable;
- Brochures and contacts cards to distribute to participants.

### DOs

- ✓ Do put together a team. Make sure each person has specific tasks and make time to meet regularly.
- ✓ Do sort out your budget. Know how much you have available and allocate it to the different activities, materials, promotion, refreshments, set-up etc.
- ✓ Do be creative, think of new ideas, discuss with your team what interesting activities you can implement to involve and entertain your audience and at the same time spread Amani messages.
- ✓ Do plan in detail. Imagine the day of the event and all the activities you want to implement, come up with an exact plan for the day. Pay attention to small logistic aspects (location, seating, order, security permits, etc).

### DON'Ts<sup>14</sup>

- ✗ Don't try to do all yourself. Make sure you involve you team, and also consider collaborating with other CSOs in your area.
- ✗ Don't exclude any team/or community member from participating in the event, for example don't forget to invite local community leaders.
- ✗ Don't rush the preparations, allow for enough time to get organized.
- ✗ Don't be disrespectful. Discuss with the community appropriate date and activities. Don't assume that a community wants to celebrate something before discussing it, e.g. refugees coming from conflict might not be comfortable with loud music and may be sensitive to things that could be perceived as disrespectful to people who are suffering or mourning.



14. Adapted from SASA! Tips Booklet, <http://raisingvoices.org/sasa/>



## DOs

## DON'Ts

- ✓ *Do consider the age and gender of your target audience, and make sure you take into account their needs and interests, and be sensitive to what is appropriate in the community.*

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- ✓ *Do promote your event. Promote the event in different ways and places. Use social media channels to inform public about the event, and provide real time updates on the day.*

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- ✓ *Do invite media and press to attend and cover the event.*

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- ✓ *Do mark important days; events can be a good way to celebrate local holidays and global events to mark specific causes connected to the Amani campaign, for example the 16 days of activism against violence against women.*



## TOOL: Giveaways

The Amani campaign has produced a number of giveaways including t-shirts, hats, bags and notebooks. Wearable items or things people can use in everyday life are a great way to show commitment to a cause, and they also to engage people in a different way:

- Wear hats and t-shirts while conducting activities, including outreach. Distribute them among your staff and volunteers and agree to use them during activities;
- Use the giveaways as appreciation or prizes during other activities when community members are engaged. For example when people support an event, or while a group of women are organizing an activity.

## TOOL: Brochures

Under the Amani campaign brochures, including visuals, some supporting messages, and key contact information have been produced.<sup>15</sup> Brochures are a flexible tool that can be distributed, and also used in the context of face to face interactions.

- Keep the brochures in all work locations, display them on the front desk of your centres, on the tables of social workers, and in waiting areas;
- Bring the brochures to all your activities, make sure you have enough for all participants, and distribute them during the discussion or at the end of the activity;
- If you are planning a distribution of aid packages, include the brochures along with other information material. Reach out to organizations that are likely to carry out distributions, i.e. food packages, clothes distribution, hygiene kits and collaborate to include the cards in their packages;
- Post the brochures on your website and social media on a regular basis as a mean to provide information.



15. The Arab Women Organization (AWO) produced the brochures in consultation with the Amani steering committee. If you would like to adopt this tool, and make any changes please be in touch with AWO to discuss this option.

## 4

## Key Activity: Community Storytelling

Community storytelling can take different forms, from community theatre to puppeteering, to songs, to “hakawat”. Storytelling can be another interactive and involving activity that engages the community and helps spread Amani messages. It requires preparation and creativity, and at times the support of people with specific expertise. It is an appropriate activity for people of all ages according to the style chosen. It is essential that this activity remains interactive and does not become one way communication.

### Key Amani tools to use:

- *Key Message Guide to prepare and get inspiration for the story line and script;*
- *Giveaways to ‘reward’ participants who take part in discussions;*
- *Brochures and contacts cards to distribute to all participants.*



### Good Practice

***Save the Children Jordan (SCJ) organized some very creative storytelling activities in the context of the Amani Campaign. Together with children, nine to eighteen years old, and with the support of music and theatre teachers a song and a theatre play were created. The children came up with the story of a girl having a dream about getting married very young, and going through many difficulties as a consequence. Once she wakes up she discovers that it was only a dream and runs to tell her parents. They reassure her and discuss with her all the main reasons why they would not allow her to get married so young. Throughout the plot of the show, the key messages from the Amani campaign are woven in. The play was filmed and it is available to be used by other organizations, along with the lyrics of the song. When the main show was organized and community members, leaders, and CBOs invited, Amani giveaways were also distributed along with the posters. In 2015 SCJ plans to repeat the experience in other areas of the country.***



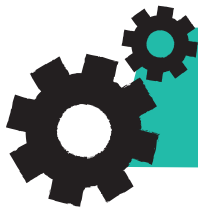
## DOs

- ✓ *Do prepare your story and style of storytelling with the support of community members. The preparation phases are as important as the final product. If relevant, give enough time to group/individual to prepare and rehearse.*
- ✓ *Do choose a facilitator who is dynamic, outgoing and comfortable speaking in front of a crowd. S/he also needs to be knowledgeable about the issues in order to manage controversial discussions and reinforce the ideas of the storytelling.*
- ✓ *Do work with local artists, such as actors, song writers, hakawat. The audience will be far more interested and influenced by artists from their own community.*
- ✓ *Do encourage audience participation. Storytelling attracts a whole range of people, and they become a captive audience. Talk to them! Ask people what they think. Spark debate and discussion. Encourage them to get involved!*
- ✓ *Do give a clear message. Explaining the main idea of the storytelling activity at the beginning and the end allows people to have a shared language about what they just experienced.*
- ✓ *Do role model the positive. Storytelling can inspire individuals and communities to change. You can storytelling to show characters thinking about and responding to issues in new, positive ways.*

DON'Ts<sup>16</sup>

- ✗ *Don't show extreme violence. Performances are supposed to be dramatic, but don't allow this to go too far, especially when dealing with violence.*
- ✗ *Don't only reflect negative reality. Showing only how bad things are in the community will not help anyone to think differently about the topic or to make changes. Introduce hope in the story, and portray positive attitudes and behaviors that show people claiming their power.*
- ✗ *Don't cover too many issues. Stick to one main issue and try to avoid going into too many side stories or complicated twists and turns in order not to confuse the audience.*
- ✗ *Don't provide simplistic solutions. Leave open endings to spark more discussion and encourage audiences to find solutions.*
- ✗ *Don't expose the personal lives of individuals. Make sure you maintain the highest standard of confidentiality at all times.*

16. Adapted from SASA! Tips Booklet, <http://raisingvoices.org/sasa/>



## TOOL: Key Message Guide

The key message guide is a central tool for the Amani campaign. It contains all the key messages, along with slogans, supporting messages, visuals and key contact information on where to find help. The aim of this document is to provide a pool of consistent key messages to be used and adapted according to the needs of each organization. Best results are achieved when messages are delivered in ways that are engaging and interactive, and when consistent messages are incorporated across organizations' tools and resources.

- Use the key message document to support you during facilitation of community dialogues, awareness raising sessions, and door to door visits;
- Think of ways to deliver the key messages in creative and engaging ways, and use the key message document to make sure all the key points are getting across;
- Use the key message document as a starting point to create new tools (see chapter 5 for more details on this);
- Make sure that your teams have access to the document wherever they are conducting activities.

## 5 Key Activity: Social Media

Social media allows organizations to reach a large number of people and to share information regularly with dispersed audiences. It can also be the platform to allow exchanges and conversations. Social media is an inexpensive interactive tool that allows different voices to be heard.

### DOs

- ✓ *Do post regularly. The key to keeping social media audiences engaged is a steady stream of information.*
- ✓ *Do be systematic and persistent. Keep revisiting a message, over a period of time. Also use multiple tools to publish/share a message (images, animations, articles, stories, etc).*
- ✓ *Do have a focal point in your organization who can answer questions and comments, and facilitate discussions.*
- ✓ *Do have a clear plan on how to deal with rude, or radical comments. Discuss this with your organization and make it clear to your audience. The topics of the Amani campaign are controversial and can stir-up discussions.*
- ✓ *Do monitor your social media feed to identify your most popular content and work out which people are most actively engaged.*
- ✓ *Do encourage your audience to participate. This can be done at different levels, from online voting to sharing of content.*
- ✓ *Do use multiple platforms (Facebook, Twitter, and Instagram) and make sure they are connected.*

### DON'Ts

- ✗ *Don't publish all messages at the same time.*
- ✗ *Don't use social media channels if you don't have resources to manage comments and conversations, or if you can't control extreme harmful comments.*
- ✗ *Don't ignore feedback and comments, make sure you answer questions and provide feedback, don't just check the number of likes.*
- ✗ *Don't underestimate the exposure that social media provides. Remember that anything that goes on the web becomes public. Consider privacy and safety issues in this regard.*

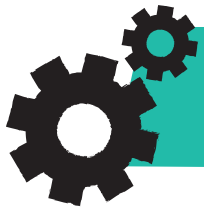


## Good Practice

*UN Women is actively sharing the Amani Campaign on its Jordan Facebook page. Each week a key message with relevant tools is shared, starting with the posters, and relevant supporting messages with the support of the Amani Key Messages Document. The communication focal point moderates discussions and comments. To keep the level of engagement high, the audience was asked to follow the journey of Amani and her family through the weeks, share their thoughts, and share the tools in their pages.*

*During the 16 Days of Activism against Gender-Based Violence campaign, the social media activity was intensified to maximise the impact of the campaign.*

*To allow for Amani-related discussions to be shared and to create more buzz, the hashtag Amani (#Amani) was created and shared with the other organizations engaged in the campaign.*



## TOOL: Radio Sketches

Under the Amani campaign three radio spots on psychosocial support, prevention and response to violence, and early marriage were produced.<sup>17</sup> The Amani family takes a central role in explaining a problem, and presenting possible solutions to it. The radio sketches also provide key contact information on where to access help. The sketches are played regularly on community radios. Other ways of using the sketches:

- Playing them during a community activity to spark discussion and exchange;
- Consider playing them in waiting areas of your activities;
- Post them on your website and on social media regularly;
- Discuss with other community radios the possibility of them playing the sketches.

17. Un Ponte Per (UPP) produced the radio sketches in consultation with the Amani steering committee. If you would like to adopt this tool, and make any changes please be in touch with UPP to discuss this option.

## **6** How Can the Amani Tools Be Reproduced?

An important Amani campaign principle is collaboration, therefore one of the features of the campaign is that all of the tools can be reproduced by any organizations taking part in the campaign at no cost. To ensure the spirit of Amani is maintained, a few conditions should be met:

- 1** The tools should be reproduced with original intention of the campaign in mind and following the guiding principles illustrated in chapter 1. They should always be used and distributed for free;
- 2** The logos of the organizations that originally produced the tools as well as the Child Protection and Sexual and Gender-Based Violence Sub-Working Groups should remain on all tools. Your organization can add your logo and your own contact information to any tools produced by the inter-agency project. If you would like to co-brand tools produced by other agencies, please contact them first.
- 3** The Amani Style Guide is used when making changes, and when printing or reproducing any of the tools;

Remember that because you can reproduce the tools, you are not limited by the amount you initially received. Reproducing material is quick, easy, and relatively cheap, and it can have a great impact!



## 5

How to Develop  
New Amani Tools

The Amani messages can be communicated in many different creative ways as discussed in chapter four. One of the features of the Amani campaign is that it is adaptable. Participating organizations are welcome to use its images, slogans, and key messages to create new tools. An important campaign principle is collaboration, therefore tools created by any organizations should be made available for others to use as well.

Whilst being creative with the Amani images, slogans and tools so that they are most helpful in the communities your organization works, please keep in mind some important points on how to develop tools, the Amani campaign style and features. In this way, we can all ensure the spirit of Amani is maintained.

## Key Features of Amani Campaign Tools

The Amani campaign is based on a number of basic characteristics that should be carried through when creating new tools and tools. Here are some tips to ensure you maintain the Amani spirit:<sup>18</sup>

### 1 Maintain the dignity of the characters:

When creating communication tools about violence, abuse and exploitation, it seems easy to use images that show people being abused. However the Amani campaign is based on positive images, therefore avoiding showing characters in humiliating positions (i.e. laying on the ground, being battered, etc) is important. Explicit images of acts of violence are rarely effective in helping change people's attitudes. Similarly, avoid showing people being very aggressive or violent. Women, girls, men and boys viewing explicit images such as these tend not to want to identify with the characters or the issue that is being represented. Try instead to show characters as reasonable and considerate and able to make positive decisions.

### 2 Use the Amani messages and identity:

If people receive the same message in many different ways they are more likely to start thinking about the issue, and possibly changing their behavior, this is one of the main aims of the Amani campaign.

18. Adapted from SASA! How to Develop Communication Materials, Activist Kits, <http://raisingvoices.org/sasa/>



Furthermore by using a common identity, certain colours, images, sentences will start automatically to mean something positive. As explained in chapter 1, the messages of the Amani campaign were developed through an extensive research and consultation process. If you feel like new messages should be included, raise it at the CP and SGBV sub-working groups.

### **3** Keep to main personalities of the characters:

The campaign is built around Amani and her family and so it is important that those characters specifically are portrayed with dignity and in line with their main characteristic. Through many organizations using the same characters they will progressively become known to the community, and eventually each of them will become associated with a positive message.

### **4** Get the conversation going:

Tools that tell people what to think rarely have significant impact on the attitudes or behavior of people. Try to make tools engaging, introduce new ideas, ask questions, encourage people to think and feel something about the topic. Find ways to help people identify positive practices, values, and role models.

### **5** Focus on the positive:

When discussing violence, abuse and exploitation instead of telling people that violence is bad, try to show the benefits of an alternative behavior.

For example one of the Amani posters on prevention of violence shows a couple collaborating, and it reads “Hands are to help not to beat”. Tools that portray role models and alternative ways of thinking and behaving are more engaging and effective, than just showing the violence.

### **6** Help the audience engage:

When the audience can see themselves in the characters, they are more likely to reflect about the issue and think on how it touches them. For this reason, the Amani Family portrays ‘regular’ women, men, girls and boys, helping more people identify with the characters. When producing other tools the characters should be used with this in mind. Each character looks a certain way and generally appears in particular contexts. Considering diversity, including age, gender, and disability is a very important aspect.

### **7** Provide useful information:

One of the overarching goals of the Amani campaign is to inform refugees about getting support if in need; letting communities know basic information about referral. Therefore whenever possible add contact phone numbers relevant to the message at hand. Make sure that useful information is always coupled with engaging discussions.





## Good Practice

*Un Ponte Per NGO (UPP) developed three radio sketches based on the Amani campaign messages about prevention and response to violence, early marriage and psychosocial support. UPP wanted to create a tool able to reach the audience of their radio program in a creative and useful way. The decision to create this new tool was taken considering what already existed among the Amani tools and the expertise and ability of UPP to play the sketches during their bi-weekly radio program “the Syrian Hour” on Farah al Nas and Yarmuk FM.*

*With the help of communication experts and volunteers, a detailed story for the family was written with specific roles for each family member. Each sketch was created starting from the key message guide, and included slogans, key messages, and key contact information.*

*The characters speak simple and understandable language, they deal with everyday issues and actively try to find solutions. The sketches really help the audience engage through the use of familiar expressions, and sounds. Amani and her family is represented as “one of us”. The idea was really to make sure that listeners could identify themselves in their experiences, so that they might feel less alone in their daily struggles.*

*The sketches were launched through two radio shows focusing on the Amani campaign and then regularly played during “the Syrian Hour”. They are regularly shared through social media along with other Amani tools. UPP and other organizations are now working to find other radio stations interested in airing the sketches.*

# Key Steps to Develop New Amani Tools

When implementing the campaign, consider making your own tools. Here are some steps you can follow when you want to design positive and effective communication tools to reach a specific audience.<sup>19</sup>

## 1 Create a small team and work together

for the duration of the development process. Include people with different backgrounds and expertise; your organization's staff, and also volunteers, and beneficiaries.

## 2 Share existing tools and information

about Amani, including the story of Amani family, and the campaign visual identity to get inspired about the messages and ensure that you will not replicate what already exists. All the Amani tools are available in the CD attached to this guide.

## 3 With your team, brainstorm

specific message of the campaign you want to address and who is your community/specific group.

## 4 Discuss which parts

of the supporting information you want to focus on. Ask yourselves:

- Which are most compelling?
- Which are most appropriate for the audience?
- Which should be avoided?

## 5 Discuss the desired format

for the communication tools (e.g., comic, poster, info sheet, mural, billboard, movie, radio show etc.) by considering the interests of the audience, the required durability, your budget and which format might be most appropriate to the ideas you want to share. For inspiration, look at **Annex 7**, which summarizes pro and cons of different tools.

## 6 Collaborate to come up with a story,

and develop a general outline of it. Think about how the different characters from the Amani campaign family can play their roles.

19. Adapted from SASA! How to Develop Communication Materials, Activist Kits, <http://raisingvoices.org/sasa/>

**7** Once you have an idea,

prepare a creative brief. A creative brief clarifies important details of the design and content:

Category <sup>20</sup>	What to Fill In
<b>1. Goal and Audience</b>	<ul style="list-style-type: none"> <li>• Overall aim of the material or activity</li> </ul>
<b>2. Communication Objectives</b> (based on confronting desired changes and barriers to change)	<ul style="list-style-type: none"> <li>• Desired changes</li> <li>• Barriers to change</li> <li>• Communication objectives addressing these barriers</li> </ul>
<b>3. Message Brief</b>	<ul style="list-style-type: none"> <li>• The Key Promise</li> <li>• The Support Statement</li> <li>• A Call to Action</li> <li>• Lasting Impression</li> <li>• Perception of Someone Who Changes</li> </ul>
<b>4. Tone and Key Content</b>	<ul style="list-style-type: none"> <li>• Tone for the material or activity, based on the message brief</li> <li>• Key content of the material or activity</li> </ul>
<b>5. Other Creative Considerations</b>	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Launch opportunities, literacy levels, local languages, etc.</li> <li>• <b>Include Amani style guide (Annex 8)</b></li> </ul>

20. C-change, Developing a Creative Brief, [www.c-changeprogram.org/sites/default/files/C-Bulletin-3.pdf](http://www.c-changeprogram.org/sites/default/files/C-Bulletin-3.pdf)

## 8 Test the tools with women, girls, men and boys

from the primary audience. Decide which of the suggested changes you will make. If the changes are significant, you may need to conduct a second test with the audience. One of the simplest and most effective ways to test your tool is through focus groups discussions, for inspiration on this point, consult [Annex 9](#).

## 9 Discuss the changes, and implement them throughout.

## 10 Share the draft

with the CP or SGBV coordinators for their revision. The coordinators have the responsibility to check whether the tool is in line with the Amani approach. They will give you feedback within five days and then you can finalize it.

## 11 Make the tool available

to all by sharing with the coordinators and asking to be uploaded on the portal/Amani platform<sup>21</sup>. Announce the availability of the tool at the CP and/or SGBV sub-working groups.



## Good Practice

*The Arab Women's Organization (AWO) produced brochures under the Amani campaign. They chose the key Amani messages in consultations with staff and community according to the specific needs of their program. As the pre-testing for images and slogans had already taken place, they adopted them. In coordination with the Amani team, AWO team, and beneficiaries, adjustments were made to the language. The brochures are used during activities, and distributed in many ways among their beneficiaries, including through CBOs that are part of the AWO network.*

21. [http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=107&id=68](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&id=68)

# Communication Tools Checklist

If you make your own communication tools, use this checklist to ensure your communication tools fit with the Amani approach.<sup>22</sup>

Content	Illustrations
<b>Does your communication tool:</b>	<b>Does your communication tool:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid stereotyping?</li> <li><input type="checkbox"/> Maintain the dignity of the characters?</li> <li><input type="checkbox"/> Encourage viewers to think for themselves?</li> <li><input type="checkbox"/> Avoid showing women and girls as powerless victims?</li> <li><input type="checkbox"/> Reinforce the concept of human rights?</li> <li><input type="checkbox"/> Encourage personal reflection?</li> <li><input type="checkbox"/> Use characters and situations that viewers can identify with?</li> <li><input type="checkbox"/> Include characters being active and thoughtful?</li> <li><input type="checkbox"/> Include useful information?</li> <li><input type="checkbox"/> Include relevant hotlines and up-to-date contact numbers?</li> <li><input type="checkbox"/> Test the content/images/language with local community?</li> <li><input type="checkbox"/> Reflect and appeal to different members of the community considering gender, age, and disabilities?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid graphic images or those that provoke fear?</li> <li><input type="checkbox"/> Use images that community members can and want to identify with?</li> <li><input type="checkbox"/> Use images to help low-literate viewers understand the ideas?</li> <li><input type="checkbox"/> Use images to enhance the information?</li> <li><input type="checkbox"/> Depict backgrounds that reflect reality of your target audience environments?</li> <li><input type="checkbox"/> Reflect and appeal to different members of the community, considering gender, age, and disabilities?</li> </ul>
Language	Design
<b>Does your communication tool:</b>	<b>Does your communication tool:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid blaming or accusations?</li> <li><input type="checkbox"/> Use language that is informal and familiar to the community?</li> <li><input type="checkbox"/> Use language that is simple and straightforward?</li> <li><input type="checkbox"/> Use an attention grabbing caption, slogan or question?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have organized information so that it looks appealing on the page (not too crowded or wordy) (if appropriate)?</li> <li><input type="checkbox"/> Have large enough writing to be read at a distance (if appropriate)?</li> <li><input type="checkbox"/> Have a design that is accessible to low-literacy viewers?</li> <li><input type="checkbox"/> Use an Amani Style Guide approach?</li> <li><input type="checkbox"/> Identify your organization's contact information and logo?</li> <li><input type="checkbox"/> Include logo of CP &amp; SGBV Sub-working groups?</li> </ul>



# **ANNEXES**



**ANNEX 1**

**Amani  
Work Plan**

**Organization:** .....

**Period:** .....

<b>Type of Activity</b> (i.e. community dialogue, storytelling, event, etc.)	<b>Timeframe</b> (When/how often)	<b>Location</b> (Area, and venue)	<b>Amani Main Message</b> (i.e. prevention, response, early marriage, etc.)	<b>Comments</b>



**ANNEX 2**

# Amani Monitoring Report

Organization: .....

Reporting Period: .....

Activity	Number of times carried out	Location/s	Number of participants (Women, girls, men, and boys)	Main Amani Message/s	Main Amani Tools used

**Participants' Feedback:**

.....

.....

.....

.....

.....

**Challenges, successes, lessons learned:**

.....

.....

.....

.....

.....



**ANNEX 3**

**Amani  
Activity Report**

Organization: .....

Activity	Date	Location	Number of participants (Women, girls, men, and boys)	Main Amani Message/s	Main Amani Tools used

**Participants' Feedback:**

.....

.....

.....

.....

.....

**Challenges, successes, lessons learned:**

.....

.....

.....

.....

.....

**ANNEX 4**

# Amani Feedback Form

Dear Participant,  
 We value your feedback, please take a few minutes to fill in this form. We will use the information that you provide to plan and adapt our activities. Your responses are confidential, and anonymous.

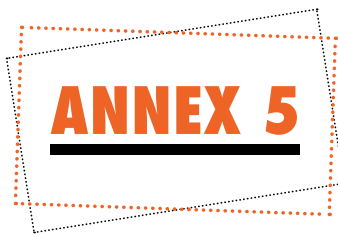
<b>Date:</b>	<b>Location:</b>			
<b>Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>Age:</b> <input type="checkbox"/> 15-17 <input type="checkbox"/> 18-24 <input type="checkbox"/> 24-60 <input type="checkbox"/> 60 and above			
<b>Today we talked about (please write the main topic of the activity):</b> .....				
<b>Question</b>	<b>Please circle the answer</b>			
<b>My knowledge of this issue increased</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>My ideas/believe towards this issue changed</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>The activity allowed for people to participate and share views</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>The activity was well organized</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>The tools used during the activities were useful</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>The facilitator was engaging</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>The topic discussed was not appropriate</b>	Strongly Agree	Agree	Disagree	Strongly disagree
<b>Now I know who to contact if I need information or support on the issue discussed today</b>	Strongly Agree	Agree	Disagree	Strongly disagree

**Comments:**

.....

.....

.....



## Amani Focus Group Discussion Protocol Evaluation

*For Adults & Adolescents (15-17)*

### INTRODUCTION

The purpose of this protocol is to guide focus group discussions (FGD) with adults and adolescents (15-17 years old) from Syria and Jordan on child protection (CP) and sexual and gender-based violence (SGBV) issues in camps and communities in Jordan. The objective of these FGDs is to facilitate discussions with adults and adolescents on AMANI related topics to assess the initial knowledge, attitudes and behaviors of the community, and possible changes at the various stages of the campaign.

### I. PREPARING for FGD

#### PARTICIPANTS:

- Should constitute a representative sample of the community which positions are explored.
- Each focus group should not have less than six participants and not more than 10 participants.
- The ideal number of participants ranges from seven and nine.
- In the context of working with Syrian refugees, it is preferable to separate males and females in focus groups discussing culturally sensitive issues such as protection and SGBV.
- Homogeneous focus groups prove to be more successful than groups of different backgrounds and positions. Therefore it is recommended to limit the age group of adults' FGDs.

#### MODERTOR:

- Has to be knowledgeable about the topic of discussion, yet should not oversee the positions of participants.
- Should not argue a point with a participant, even if you do not agree with them.
- Should ensure that all participants are heard, without pressurizing those who prefer not to talk.
- It is preferable to arrange participants in a circle for a friendly and interactive setting.

## II. CONDUCTING a FGD

■ **Welcome participants:** *Good morning/afternoon. Thank you for taking the time to join us for this discussion today.*

■ **Introduce yourself:** *My name is \_\_\_\_\_, and I'm here on behalf of \_\_\_\_\_ (organization) \_\_\_\_\_, working on \_\_\_\_\_ (field) \_\_\_\_\_.*

■ **Explain purpose:** *We are conducting a series of discussions to learn from each other about the kinds violence and other protection issues women, girls, men and boys experience in our community, what people think about this issues. If you feel uncomfortable at any time you can leave. Participation in the discussion is completely voluntary and you don't have to answer any question you don't want to answer.*

■ **Explain your role:** *In the coming 2 hours, I will be asking questions. I am interested to listen to all points of view in this room and I will not be participating in the discussion (explain the role of the note-taker, if any). We have nothing to offer other than listening, there will be no other direct benefits related to this time we spend together today.*

■ **Ensure Confidentiality:** *We will be calling each other with our first names. We are committed to maintain confidentiality, we are interested in your points of view and not in who said what. We kindly ask you to respect the confidentiality of each other and not to say who said what when you leave this room. If you would like to tell us a relevant story from your community, please do not reveal the names of the people concerned, or any detail that might reveal their identities (if you are planning to use a recorder, notify participants beforehand).*

■ **Begin with introductions:** *Please tell us your first name, since when you are here, and if you have any previous experience on focus groups/trainings that relates to our topic today.*

**Note:** Do not attempt to discuss all the topics in one section, this will take a very long time. Pre-select 3 to 4 topics according to your work, or your target group. Make sure that you repeat the same topics for all the FGD you organize at the beginning and at the end of the established period of evaluation. Do not follow the order below, once you select your topic start with the less controversial one, then pass to the more difficult ones.

### 1. Prevent violence

- In your opinion, what kind of violence do women, girls, men and boys experience in your community? (focus on each group)
- Being a female/male, do you feel more at risk of violence? What kind of violence? And how?
- What do you, and others, think you can do to help the community be less violent?
- What do you think you and other community members could do to keep women, girls, men, boys safe (focus on each group)?

## 2. Response to survivors of violence

- What are the consequences of violence on women, girls, boys, and men? The family? The community?
- Should women and children that experience violence in their family accept to be subjected to violence? Why? What about someone that is subjected to violence in the street or from a stranger?
- How would you, or people around your react to women, girls, boys, and men (focus on each group) experiencing violence?
- Have you even supported someone that experience violence? remember not to reveal their identity or specific info about them
- Can people seek support if they are subjected to violence? If yes where/to whom?

## 3. Early Marriage

- What is the usual age of marriage in your community for females? And for males?
- What are some of the benefits and risks of adolescents marrying before 18?
- Who usually takes the decision on marriage for girls and boys in your community? Are girls (and boys) consulted in the decisions impacting them?
- If a girl or a boy does not wish to get married, what should they do? Who should they talk to about it?
- Do you think is important to register marriages?
- If a girl or a boy is facing difficulty in his/her marriage what should they do? Is there anyone that can support them? Service?

## 4. Psychosocial support

- What kind of social or emotional changes have you noticed in yourself or people around you because of the current situation?
- How do they usually cope? Which of these ways of coping or reacting are helpful and which might be harmful?
- In what situation would you ask for support? Whom you would address to get support?
- If you know about somebody in need for help, what would you do to support him/her?

## 5. Disabilities

- How do you think adults and children with disabilities in your community are treated? And their families?
- What are the problems facing disabled people in the community? Do disabled women and girls face different problems compared to disabled men and boys? Do disabled children face different problems compared to disabled adults?
- What are the services available in the community (if any) to facilitate disabled children lives? And to facilitate disabled adults lives?

## 6. Child Labour

- Are children in your community working? Are there differences between boys and girls?

- How does work affect a child's life? Is it the same for boys and girls?
- Under what conditions is it ok for children to work and when is it not?
- What do you think would be the most effective ways to prevent children under 16 working in paid labour or in situations that are dangerous for them?
- Do you or would you allow your children to work?

## 7. Birth Registration

- Why is it important to register children at birth?
- What are the main reasons why people might not register birth of their child?
- Regarding birth registration, do you think there are differences, in your community, between baby boys and baby girls? If yes, how and what?
- Have you or would you register your child? Do you know how?

## 8. Separation

- Do you know cases of children in your community who are not living with their parents or the people who usually took care of them?
- What do you think children who are living with people other than their parents most need?
- If parents need to separate from their children for some time, what things do you think they and the children should do to keep the children safe?

## 9. Humanitarian Aid is free

- Have you been asked or do you know someone who had to provide favors in return to getting assistance or aid?
- If yes, what kind of favors? And in your opinion or experience, do you think women and men are being asked for different kinds of favors?
- Do you think it is legitimate to be asked for favors in return to getting assistance or aid?
- What would you do if you heard of someone asking for favors for aid or assistance?
- How do you think we can limit the risks of humanitarian staff asking for favors for in exchange for assistance?

## 10. Respect for refugees/discrimination

- How do you think refugees are treated in your communities?
- Do you think refugee women and refugee men are treated differently in your communities?
- Why differences are not accepted in some situations and some communities?
- How do you relate to people from different places?

■ **Summarize keys points; encourage some general agreement:** *To summarize what we discussed, you think \_\_\_\_\_.* Does this capture the essence of what was said today?

■ **Thank participants, inform them about next steps:** *Thank you again for coming today. The stories and points of view you shared today are really important to us and for the success of our work. Thank you for helping us.*

**ANNEX 6**

## Evaluating Agencies' Use of Amani Campaign Resources & Messages

1. How many activities has your organization held using Amani campaign messages and resources during the period \_\_\_\_\_?

.....

2. How many people have taken part in your Amani group/community activities and sessions during the period \_\_\_\_\_?

.....

3. If your organization has delivered Amani activities through media / social media, how many people do you estimate you have reached during the period \_\_\_\_\_?

.....

4. Which Amani messages have you focused on in your activities?

- Preventing violence and staying safe: «Your hands are to help me, not to beat me»
- Response for survivors of violence: «If you were harmed, don't stay silent»
- Early marriage: «Marriage after 18: Better for me and you»
- Psychosocial support: «Whatever happened to you, we are here to listen and support you»
- Disabilities: «Our abilities are different but our rights are always the same»
- Child Labour: «Teach me today, I will work in the future»
- Separation: «Stay with your children whenever safe to do so»
- Humanitarian aid is free: «Nobody has the right to demand anything from you in exchange for aid»
- Respect for diversity / discrimination: «Our differences complete us and make our life more beautiful»

**5. How useful are the Amani campaign resources in helping you in your work?**

	Very useful	Somewhat useful	Not so useful	N/A
Training: Two Day Communicating for Change Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance with design of our own resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for setting up activities and events on Amani messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-focused resources: t-shirts, caps, balloons, posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult-focused resources: shopping bags, referral cards, posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Read the statement and choose the answer which best reflects your view.**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Amani message and resources enable us to confidently expand our work to raise awareness, facilitate discussion and action to better protect boys, girls, women, and men from violence and other kinds of harm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. How can the Amani campaign be improved?**

.....

.....

.....



## ANNEX 7

# Pro and Cons of Communication Tools

Tools <sup>23</sup>	Pros	Cons	Notes
<b>Newsletters, magazines</b>	<ul style="list-style-type: none"> <li>• Provide more in-depth coverage.</li> <li>• Opportunity for contributions from community; great community-builder</li> <li>• Can encourage long-term engagement.</li> <li>• Online distribution possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be costly in the long run.</li> <li>• Requires skills and a dedicated team.</li> <li>• Time-intensive.</li> </ul>	<ul style="list-style-type: none"> <li>• These formats need to be sustained over time.</li> <li>• Length is crucial: enough information to satisfy and make the reader want to come back, without overwhelming them.</li> <li>• Make sure the content is relevant and timely.</li> </ul>
<b>T-shirts or Scarves, Canvas Bags</b>	<ul style="list-style-type: none"> <li>• Fast, simple, durable, useful, colourful</li> </ul>	<ul style="list-style-type: none"> <li>• Costly.</li> <li>• Not in-depth.</li> <li>• Can't be updated or easily shared.</li> </ul>	<ul style="list-style-type: none"> <li>• A simple, punchy message is essential, with a design that complements the message.</li> <li>• One colour is fine, but ensure high contrast.</li> </ul>
<b>Stickers</b>	<ul style="list-style-type: none"> <li>• Fast, simple, catchy, inexpensive, street-level.</li> </ul>	<ul style="list-style-type: none"> <li>• Not in-depth.</li> <li>• Potential legal and security issues for people distributing.</li> <li>• Can't be updated.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<b>Posters</b>	<ul style="list-style-type: none"> <li>• Fast, simple, colourful, catchy, street-level high impact.</li> <li>• Online distribution possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be costly depending on print quality and size.</li> <li>• Potential legal and security issues for people distributing.</li> <li>• Can't be updated.</li> </ul>	<ul style="list-style-type: none"> <li>• You need a good concept and possibly a designer.</li> </ul>
<b>Brochures, Pamphlets, Fact- or Information-Sheets</b>	<ul style="list-style-type: none"> <li>• Quick and easy, more in-depth, relatively inexpensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, concise writing and layout are essential. Demands research and fact-checking.</li> </ul>
<b>Books, Booklets, Reports</b>	<ul style="list-style-type: none"> <li>• Very in-depth.</li> <li>• Can be self-funded through sales.</li> <li>• Online distribution possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive to print and distribute.</li> <li>• Sales systems required.</li> <li>• Time-intensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully weigh up whether you want to give your book away or sell it; and whether you want to make an e-book or a printed book.</li> </ul>

23. This table is reproduced from <https://womensrights.informationactivism.org/en/strategies/print-based-media>

**ANNEX 8****Amani Campaign  
Style Guide**

You can download Amani Campaign logos, stamps, and fonts from this link:

[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=107&Id=68](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=68)

**1** Logo

**SGBV**  
subworking group



**Child Protection**  
subworking group



**MHPSS**  
subworking group



**Protection**  
working group

**CONCEPT**

The logo is constructed from the abstraction of three hands with three different colors alluding to the collaboration between different partners and gathering to form a safe, protected environment.

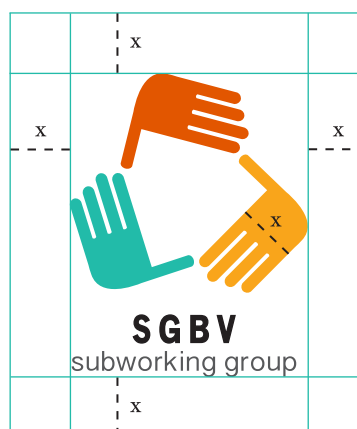
The extended hands suggest also the support, assistance and care offered to the families and individuals.

Four variations of the logo were created for the protection working group, MHPSS(?), SGBV (sexual and gender-based violence) and Child Protection subworking groups.

**LOGO CLEARSPACE**

To ensure the legibility of the logo, it must be surrounded by a minimum amount of clearspace.

The minimum clearspace is equivalent to the width of any of the hands (shown here as x), regardless of the size of which the logo is reproduced.



## LOGO COLOUR

The logo should always be used in its original colors on all print and electronic communications .

However, an entirely black or white logo can be provided for those instances where the logo must be printed in a single color (e.g silkscreen on fabric).



## USAGE GUIDELINES

1. The Logo has been specifically designed as a unit and should always be displayed with the name. No elements of the logo artwork may be recreated, deleted, cropped, or reconfigured.
2. A minimum clearspace must be maintained on the perimeter surrounding logo artwork as outlined on Logo Clearspace page.
3. Logo artwork must be uniformly scaled. Non-uniform scaling distorts the proportions of artwork.
4. The logo must always be used on a white background. A white box should be put around the logo when placed on a colored or busy background.
5. The logo should not be smaller than 1.5 cm height.

## LOGO USAGE DON'TS

1. Don't change the logo's orientation.
2. Don't bevel or emboss the logo.
3. Don't place the logo on a busy photograph or pattern.
4. Don't change the logo colors.
5. Don't crop the logo in any way.
6. Don't add "glow" or "drop shadow" effects to the logo.
7. Don't present the logo on colored backgrounds.
8. Don't stretch or squeeze the logo to distort proportions.
9. Don't reconfigure or change the size or placement of any logo elements.



ORIENTATION



BEVEL/EMBOSS



PHOTO/PATTERN



COLOR



CROP



GLOW/SHADOW



BACKGROUND COLOR



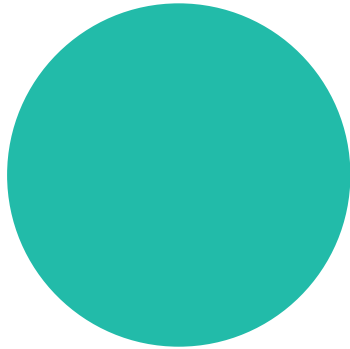
STRETCH/ SQUEESE



RECONFIGURE

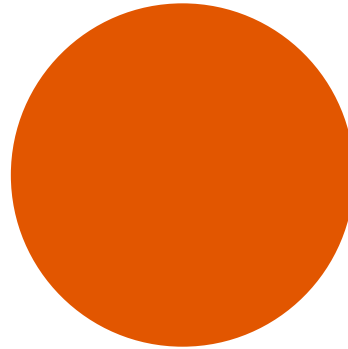
## 2 Colour Palette

The colour palette developed for the Amani Campaign is constructed of three solid, flat colours which are the same colors as the SGBV sub-working group logo. This “Solid Colour” approach is to be applied to the treatment of all typography and icons used across any publication or electronic communication.



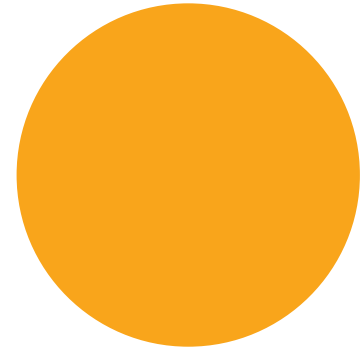
**Amani Turquoise**

C70 M0 Y42 K0  
R0 G189 B156



**Amani Orange**

C2 M75 Y97 K0  
R226 G86 B0



**Amani Yellow**

C0 M40 Y100 K0  
R236 G171 B0

## 3 Typeface

Three typefaces have been chosen for the Amani campaign: Calibri, Futura and Kingthings Typewriter 2.

**Kingthings Typewriter 2 is used for the stamp text and for Headlines in non formal publications.**

**Headlines are set to 15pt Futura Condensed ExtraBold , with a line height of 16pt.**

**Supporting headlines are set to 16 pt Futura Medium, with a line height of 18 pt.**

All body copy is set to 13 pt Calibri, with a line height of 15 pt.

As a web alternative for the body copy, 12 pt Arial with a height line of 14 can be used.

# 4 Stamp



A stamp was designed for the Amani Campaign to highlight the main message of the Campaign. It is also used for short headlines.

The text is always set to Kingthings Trypewriter 2 and is centered.

The stamp could be inclined up to 20° left or right.

## STAMP COLOUR

A palette of three colours exists for the for the Amani Campaign. The stamp can be reproduced in any of these colours. It may also be reproduced in black.



## STAMP USAGE DON'TS

1. Don't use any colors other than the ones specified in «STAMP COLOUR»
2. Don't Align the text left or right. It should always be centered.
3. Don't stretch or squeeze the stamp to distort proportions.
4. Don't use more than one color.



COLOR



TEXT ALIGNMENT



STRETCH/  
SQUEESE



MULTI COLOR



# **5** Printing recommendations .....

## **Poster**

Coated Art Paper (Gloss) 250-300 gsm

## **Flyer/ Brochure/Fact sheet**

Coated Art Paper (Gloss) between 170gsm – 250gsm

## **Manual/ Guide**

### **Cover:**

Coated Art Paper (Gloss) 350 gsm with cellophane

### **Inside pages:**

100-120gsm coated paper, semi matte or silk (if it includes pictures, colored icons, art work..)

100-120gsm uncoated paper (if it is basically text)

**ANNEX 9**

**FGD Pre-testing Samples**

Visual/Written Messages: Pre-testing FGD Guide	
<b>Date:</b>	<b>Location:</b>
<b>Moderator:</b>	<b>Participates summary</b> (Number of women, girls, boys and men):
<b>Age Range:</b>	<b>Nationality:</b> <input type="checkbox"/> SYR <input type="checkbox"/> JOR <input type="checkbox"/> OTHER
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li><b>1. Explain purpose:</b> We are conducting a series of discussions to learn from each other about the kinds violence and other protection issues women, girls, men and boys experience in this context.</li> <li><b>2. Explain your role:</b> In the coming 2 hours, I will be asking questions. I am interested to listen to all points of view in this room and I will not be participating in the discussion (explain the role of the note-taker, if any).</li> <li><b>3. Ensure Confidentiality:</b> We will be calling each other with our first names. We are committed to maintain your confidentiality, we are interested in your points of view and not in who said what. We kindly ask you to respect the confidentiality of each other and not to say who said what when you leave this room. If you would like to tell us a relevant story from your community, please do not reveal the names of the people concerned, or any detail that might reveal their identities (if you are planning to use a recorder, notify participants beforehand).</li> <li><b>4. Begin with introductions:</b> Please tell us your first name, since when you are here, and if you have any previous experience on focus groups/trainings that relates to our topic today.</li> </ol>	

**Cover the picture and ask the following:**

**1) What does this illustration mean to you?**

Question aims to measure wither the illustration is understood as intended/Concept: Picture understood as intended ; Indicators: Yes / No

**Cover the slogan and ask the following:**

**2) What does this slogan mean to you?**

Question aims to measure wither the slogan is understood as intended/Concept: Slogan understood as intended ; Indicators: Yes / No

**Show both and ask the following:**

**3) What does the slogan combined with the illustration mean to you?**

Question aims to measure wither the whole work is perceived as intended/Concept: Whole work understood as intended; Indicators: Yes / No

**4) How do you think other people might react to the illustration?**

Question aims to measure wither the whole work as perceived is appropriate/Concept: Appropriate as perceived ; Indicators: Yes / No / Depends

**Participant is informed about the intended message at this stage**

*Inform participant about the intended message before asking the following, skip if Q.3 answer reflects the intended message.*

**5) Having been introduced to the intended message, how do you think other people might react to this Poster?**

Question aims to measure wither the whole work as intended is appropriate/Concept: Appropriate as intended ; Indicators: Yes / No / Depends

**6) Having been introduced to the intended message, do you think that the poster is related to reality? Any suggestions to make the connection clearer?**

Question aims to measure wither a connection between the intended msg. & the whole work is perceived/Concept: Connection perceived ; Indicators: Yes / No







شعورنا بالأمان، مكان مسؤوليتنا

**الزواج بعد الـ ١٨  
أسلم إلي و إكم**

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF

شعورنا بالأمان، مكان مسؤوليتنا

**إذا تعرّضتني لأذى،  
ما تسكتني!**

إطلبني المساعدة من حدا بتفتي فيه

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF

شعورنا بالأمان، مكان مسؤوليتنا

**إيدك لتساعدني  
ما لتضرني**

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF

شعورنا بالأمان، مكان مسؤوليتنا

**شو ما صار معك،  
نحن هون لتدعمك**

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF

شعورنا بالأمان، مكان مسؤوليتنا

**المساعدات مجانية:  
ما حدا إلو الحق يطلب منك  
أي شيء مقابل تقديمها**

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF

شعورنا بالأمان، مكان مسؤوليتنا

**حلبك مع أطفالك،  
طول ما سمحت أحوالك  
دائماً وأناك وولدك مع حدا بتفتي فيه**

١٨ سنة مبرمة أو قلده على الزواج ولا تاراد دون من التامة عمر بكتابة الإقرار

UNICEF



**شعورنا بالأمان ، مسؤوليتنا كمان**

**درسوني اليوم ، بالمستقبل بشتغل**

إذا كنت تعمل وقت من من الساعة عشر أو هناك فطما يعمل بمساعدة المساعدة والتكامل  
 11:00 - 12:00  
 12:00 - 13:00  
 13:00 - 14:00  
 14:00 - 15:00  
 15:00 - 16:00  
 16:00 - 17:00  
 17:00 - 18:00  
 18:00 - 19:00  
 19:00 - 20:00  
 20:00 - 21:00  
 21:00 - 22:00  
 22:00 - 23:00  
 23:00 - 24:00

**شعورنا بالأمان ، مسؤوليتنا كمان**

**لو اختلفنا بالقدرات ، حقوقنا بتضل نفسها**

الساعة في الامتحان بتتطلب من الامتحان  
 11:00 - 12:00  
 12:00 - 13:00  
 13:00 - 14:00  
 14:00 - 15:00  
 15:00 - 16:00  
 16:00 - 17:00  
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 19:00 - 20:00  
 20:00 - 21:00  
 21:00 - 22:00  
 22:00 - 23:00  
 23:00 - 24:00

**شعورنا بالأمان ، مسؤوليتنا كمان**

**إختلافنا بكمّل و بجمّل حياتنا**

الرجوع من الامتحان هدف أو إختلافات نسبة الامتحان أو إختلافات  
 11:00 - 12:00  
 12:00 - 13:00  
 13:00 - 14:00  
 14:00 - 15:00  
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 16:00 - 17:00  
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 21:00 - 22:00  
 22:00 - 23:00  
 23:00 - 24:00

**شعورنا بالأمان ، مسؤوليتنا كمان**

**إيدك لتساعدني ما لتضربني**

إذا كنت بحاجة إلى مساعدة أو مساعدة فمساعدتك فمساعدتك من هؤلاء الهموم الإيماني  
 11:00 - 12:00  
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 22:00 - 23:00  
 23:00 - 24:00

**شعورنا بالأمان ، مسؤوليتنا كمان**

**شو ما صار معك ، نحنا هون لتدعمك**

إذا كنت بحاجة إلى مساعدة أو مساعدة فمساعدتك فمساعدتك من هؤلاء الهموم الإيماني أو إختلافات نسبة الامتحان  
 11:00 - 12:00  
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 23:00 - 24:00

**شعورنا بالأمان ، مسؤوليتنا كمان**

**إذا تعرضت لأذى ، ما تسكت! إطلب المساعدة من حدا بتلق فيه**

إذا كنت بحاجة إلى مساعدة أو مساعدة فمساعدتك فمساعدتك من هؤلاء الهموم الإيماني أو إختلافات نسبة الامتحان  
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 23:00 - 24:00