Checklist for Effective Sexual Violence Public Education Campaigns

The prevention of sexual violence is critically important and also very complex. To change attitudes and behaviours that create lasting societal change it is crucial that public education is done right.

This checklist is designed to provide, in point form, some key elements of effective sexual violence public education campaigns. In addition to identifying key elements of effective campaigns, at the bottom of each section there is a list of "things to avoid." This checklist can be used by itself or with the "Key Best Practices for Effective Sexual Violence Public Education Campaigns: A Summary".

PART 1: Framing the Issue

Key Elements of Framing the Issue	Check as appropriate
1. There is the identification of a clear problem that needs to be addressed.	☐
2. There is an understanding of who is being targeted for the prevention effort and why – there is a clearly identified audience.	☐
3. There is a clear understanding of what the target audience needs to learn or be persuaded to do.	☐
4. The campaign includes a positive message.	☐
5. It is clear who specifically is being asked to take that action (i.e. is it bystanders, or men).	☐
6. The campaign is based on a clear understanding of the intended audience (i.e. what do they think or know about violence against women).	☐
7. The public/ intended audience understands what is at stake and what it means to neglect this problem.	☐
8. The problem is defined in such a way that the community understands that they can play a role in influencing change.	☐
9. Strategies are provided to address barriers and to adapting new behaviours.	☐
10. Connects violence against women to root causes, to gender inequality	☐
11. The campaign engages and motivates the audience to effect changes in their behaviours. Motivation is built in. The benefits of change are made clear.	☐
12. The campaign creates new social norms that promote positive changes to end sexual violence against women.	☐

Things to Avoid / Less Effective Approaches
• Campaign does not identify a specific gap or problem that needs to be addressed.
• Proposes a social problem as an individual issue creating compassion or criticism but missing larger social change as part of the solution.
• Campaign aims at multiple audiences at once, without clarity of purpose.
• Provides an informational message and doesn't focus on how to change behaviour.
• Campaign does not have an identifiable theory or understanding of what motivates and creates behaviour change.

PART 2: Key Elements of Effective Social Marketing

Key Elements of Framing the Issue	Check as appropriate
1. Provides a clear understanding of why sexual violence is happening and how it might be addressed (because understanding the cause(s) is the first step towards recognizing solutions).	☐
2. Provides context, establishes cause of problem and who is responsible for solving it.	☐
3. Connects sexual violence to root causes.	☐
4. Makes the links between sexual violence and gender inequality, to unequal power between women and men.	☐
5. Provides Information to change attitudes, encourage new behaviours and help create support by expanding the number of people who are willing to get involved in solving a social problem.	☐
6. Presents the problem of sexual violence as an issue for the community at large.	☐
7. Emphasises that men need to understand that they have a direct stake in sexual violence prevention.	☐
8. Encourages men to recognize their role in ending sexual violence by believing they can contribute to its prevention.	☐
9. Makes links between issues as part of context – for example, the higher risk to women of sexual assault if men are under influence of alcohol or drugs. (Links to research on proportion of sexual assaults involving alcohol or drugs.) This does not mean alcohol or drugs cause or excuse sexual violence … only that there is a role.	☐

Things to Avoid / Less Effective Approaches
• Sexual violence is misunderstood only as an individual's personal problem, or as an infrequent social disturbance.
• Sexual violence is misunderstood as a "women's issue," not a men's issue or a community issue.
• Doesn't provide encouragement to allow men to believe they can contribute to prevention of sexual violence.
• Treats alcohol and drug issues as entirely unrelated to problem of sexual violence.
• Suggests that alcohol or drugs are to blame in or are responsible for cases of sexual violence.

PART 3: Applying Social Norms Theory: How to Change Behaviour

Key Elements of Framing the Issue	Check as appropriate
1. Campaign promotes social norms as a strategy for changing behaviours	☐
2. The campaign promotes gender equality as a social norm	☐
3. Social norms theory is used to correct misperceptions among men about violence related attitudes	☐
4. Creates new social norms that promote positive changes aimed at ending sexual violence against women.	☐
5. Male peer pressure is enlisted as a strategy to correct and change misperceptions of group norms which support sexual violence.	☐
6. Peer leaders are exposed to ways to build their skills so they can help positively shift the behaviour of their peers.	☐
7. The campaign integrates emotional persuasion as an approach to change behaviours.	☐
8. Approaches men as allies in efforts to prevent sexual violence who can positively influence their peers.	☐
9. An emotional hook or connection engages the audience with the problem of sexual violence.	☐
10. The campaign tells a story that the audience can relate to.	☐
11. The campaign has considered areas of resistance in the intended audience.	☐
12. Encourages men to reject sexual coercion by showing masculinity in a positive and non-violent light.	☐
13. Victim/survivor empathy is promoted and creates an emotional resonance	☐

Things to Avoid / Less Effective Approaches
• Social norm theory is not integrated as a strategy to change behaviour
• The campaign does not inspire hope or provide a positive view of the change that is needed
• Campaign does not create an emotional hook for the audience
• Presents data but not emotion so misses the opportunity to create emotional resonance.
• Campaign fails to provide a positive emotional resonance.
• The campaign blames men for sexual violence and depicts a negative example of male behaviour
• Provides an informational message and doesn't focus on how to change behaviour.
• Campaign does not have an identifiable theory or understanding of what motivates and creates behaviour change.
• Provides an informational message only and doesn't focus on how to change behaviour.

Part 4: Engaging Bystanders: An Important Strategy

Key Elements of Framing the Issue	Check as appropriate
1. Participants are chosen not as potential victims or offenders but as third parties who have an important role to play.	☐
2. Involves the entire community (we are all bystanders).	☐
3. Gender specific information for bystander interventions has been developed (i.e., messages are tailored for men and different ones are tailored for women).	☐
4. Violence prevention messages should be personally relevant to bystanders (people need to care about the problem).	☐
5. Bystanders should be taught how to take action safely and effectively in contexts where sexual violence may occur.	☐
6. Bystanders are offered opportunities to build skill and efficacy in violence prevention.	☐
7. Bystanders need to know how to respond and what is expected of them.	☐
8. Bystanders need to know how to respond and what is expected of them.	☐
9. Creates new social norms of expectation that bystanders will intervene proactively and reactively.	☐

Things to Avoid / Less Effective Approaches

• Bystanders are not provided information on how to respond to situations safely and effectively.

• It is not made clear who bystanders are, or they are presented only as persons directly "standing by" or "at the scene."

• Generic bystander approaches are only offered – gender specific bystander interventions are not developed.

PART 5: Campaign Message Considerations

Key Elements of Framing the Issue	Check as appropriate
1. Message must have personal relevance for the target audience.	☐
2. The message must clearly inform the audience about what to do and how they can do it.	☐
3. The message offers alternatives or solutions.	☐
4. The message reflects the language of the target audience.	☐
5. The message offers an emotional connection to the social problem presented.	☐
6. The message explains to the audience what the result will be if they make the positive behaviour change.	☐
7. The message should align with the values we want to convey rather than reinforcing the negative perceptions or behaviours we are trying to change.	☐
8. The message promotes a collective response to the problem, and connects people to communities.	☐

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PART 6: Campaign Messenger: Who Should Deliver the Message

Key Elements of Framing the Issue	Check as appropriate
1. The messenger has been carefully selected for the purposes of the sexual violence prevention campaign.	☐
2. The messenger effectively reinforces the campaign message.	☐
3. The messenger is someone who is knowledgeable and trustworthy.	☐
4. The messenger is an unlikely ally and therefore promotes reconsideration of the issue by the audience.	☐

Things to Avoid / Less Effective Approaches
• The messenger is not carefully chosen, and can potentially undermine the sexual violence prevention campaign message.
• The messenger is perceived to be biased.
• The messenger is someone who is generally liked but not necessarily knowledgeable on the issue.
• The messenger is not perceived to be committed to the issue – does not "put their money where their mouth is."

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