Co-designing with community:
Launch
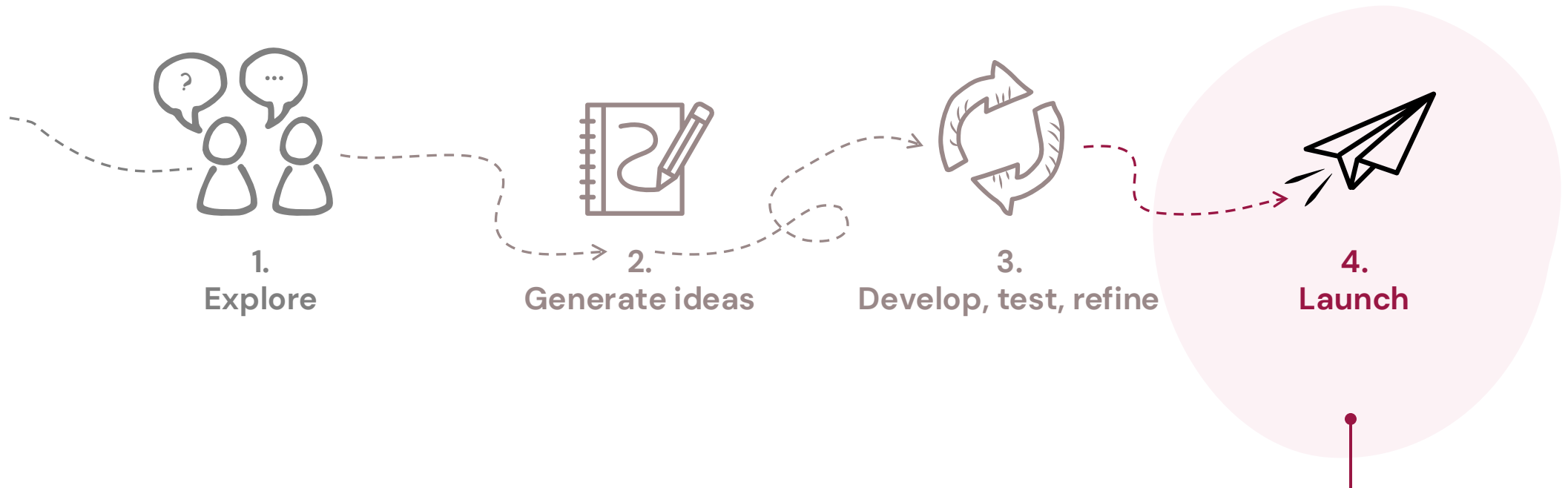
South Asian Violence Prevention
Trials in Auckland
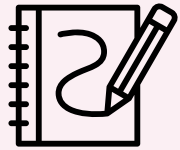
Where we are in the process

1.
Explore

2.
Generate ideas

3.
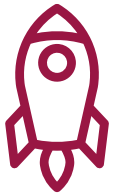Develop, test, refine

4.
Launch

The final stage of this co-design process is all about **preparing for the launch of your new initiative, what's needed to get it off the ground, get feedback from community and makes changes.**
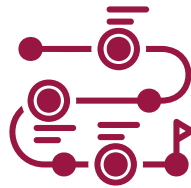
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4. Launch

Focus areas:

1. Preparing to launch

Creating a plan to ensure your initiative will be ready for a **soft launch** by the end of the month.

2. Planning the initiative timeline

Creating a plan for **how the initiative will run**, what is needed, and what risks need to be mitigated.
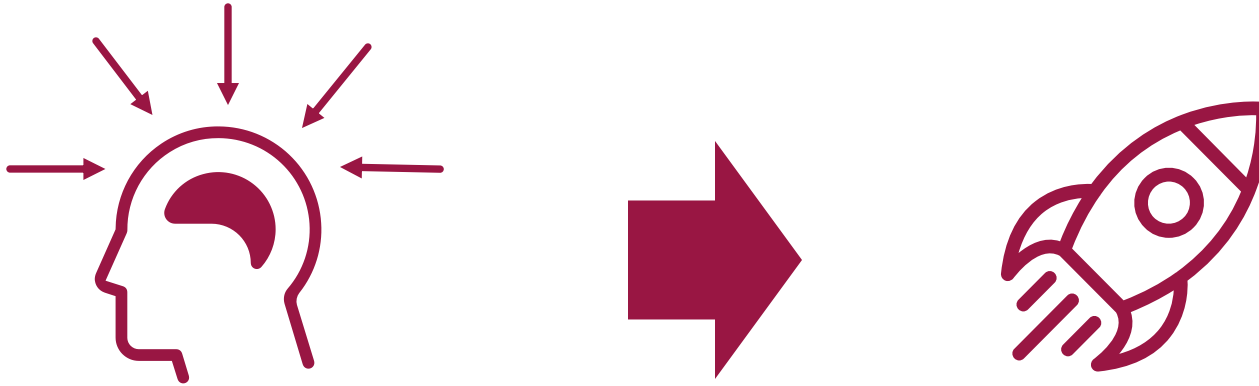
3. Evaluation going forward

Understanding the **role of evaluation** in this work and determining **how this work will be evaluated.**

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Preparing to launch

Getting into the mindset

Launching an initiative is a flip in thinking:


from **learning and designing**   to **delivering and learning**

- The sooner you can launch the more time we have to share and learn with the community

- It's tempting to stay in the design phase and perfect everything before you launch, but remember the soft launch technique.

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Ready to launch your SAT trial initiative?

Below are some key questions to work through prior to launching to ensure you are delivering an effective trial initiative in this programme and keeping community and yourselves safe.

A unique initiative
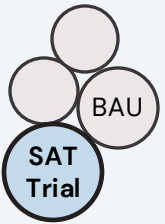
How is your initiative **different** to other prevention work you currently deliver in your organisation?

(*A key aspect of the SAT trials is trying out new ways of preventing violence. This means your initiative **should look different** to your current work*)

Clear goals & signals of change

What are the **clear initiative objectives**?

What are the **signals of change** that will indicate how your initiative is working?

Designed with community

How have you co-designed your initiative so it reflects the **culture** of the community?

How has community feedback **influenced** your initiative?

What are the planned ways to **seek feedback** and **make changes** to your initiative through the trial?

Secured & skilled resource

Have you **mapped out the resource** you need to run your initiative for the **6-month** trial duration?

Are the people delivering the initiative trained in **violence and trauma informed approaches?**

Mobilising communities
(**with evidence-based approaches**)

How is your initiative focused on **prevention** of violence (not response)?

What **protective factors** and **evidence** is your initiative supported by?

Managing risk & communications

Have you identified potential **risks** and how you'll **manage** them?

Have you planned how you will **keep people updated** about your initiative?

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Activity: Confirming key aspects of your initiative

A unique initiative
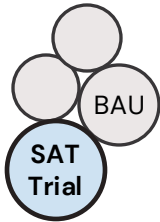
BAU

SAT Trial

How is your initiative **different** to other prevention work you currently deliver in your organisation?

Clear goals & signals of change

What are your **clear initiative objectives**?

What are the most important **signals of change** that will indicate how your initiative is working?

Designed with community

How have you co-designed your initiative so it reflects the **culture** of the community?

How has community feedback **influenced** your initiative?

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Making sure your initiative is prevention focussed

"Is it primary prevention?" tool

*Created by **Tallulah Cardno** (Wellington City Council) with support from Dr Cristy Trewartha, Melanie Calvesbert, and Rachel Harrison*

... helping you to know if your project is focused on primary prevention

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Continuum of prevention

Primary prevention aims to stop harm before it happens, working to address the things (drivers) that contribute to family and/or sexual violence, and prevent it

Early intervention – secondary prevention happens immediately after family or sexual violence occurs to provide crisis support and response

Response – tertiary prevention takes place after family or sexual violence happens to provide support that enables healing and recovery

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Prevention is focused on addressing the drivers of family and sexual violence

The drivers of family and sexual violence include systems and structures, behaviours and social norms that contribute to violence and abuse occurring.

For example:

- Sexism including rigid gender norms and roles
- Racism
- Colonisation
- Ableism

- Homophobia, Transphobia
- Classism
- Norms that accept of silence or minimise violence and abuse

Check out page 17–21 of the CM toolkit for more risk and protective factors

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Who is the initiative is aimed at?

Individuals	Focus on individual factors like history, attitudes, values and behaviours that increase the likelihood of experiencing or causing harm.
Small groups	Focus on family and social circle influence on behaviour and shape experiences. For example – peers, friends, partners and family members.
Large groups	Focus on the settings where social relationships occur and identify the characteristics of these settings that increase or decrease risk of experiencing or causing harm. For example – schools, workplaces and neighbourhoods.
Whole community or population	Focus on broader social factors that help create environments that encourage or discourage violence and abuse. For example – laws, media, social norms, stereotypes.

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Who is the initiative is aimed at?

People who have done harm	Initiative may be early intervention (secondary prevention) or response (tertiary prevention)
People who have been harmed	
Whole community/everyone	This is primary prevention. It means working with the whole community/ everyone, including people that go on to do harm or to be harmed. Primary prevention aims to stop first-time use of violence or abuse. Whole community initiatives are essential for changing norms about what is acceptable and what people expect in their relationships.

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Does your initiative build **protective** factors?

Protective factors protect people from experiencing or being impacted by family and/or sexual violence. Prevention initiatives will be strengthened if they actively build protective factors.

Individual and relationship level protective factor example:

- Emotional health and regulation skills
- Strong positive cultural identity and sense of belonging
- Healthy and supportive family dynamics

Community level protective factor examples:

- Healthy gender norms demonstrated in community
- Strong community-based anti-violence social norms
- Positive community connections and strong social support networks.
- Norms of healthy and respectful relationships

Societal level protective factor examples:

- Healthy gender norms
- Inclusion
- Equitable access to resources, choices and opportunities
- Strong legislative system
- Low levels of crime, violence and other anti-social behaviour

Refer to pages 17 –20 of your community mobilisation toolkit

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Does your initiative address **risk** factors?

Risk factors put people at more risk of experiencing/being impacted by family and sexual violence. Prevention initiatives will be strengthened if they actively reduce risk factors.

Individual and relationship level risk factor examples:

- Family history of violence/ abuse
- Emotionally unsupportive family environment
- Association with sexually aggressive, hypermasculine peers

Community level risk factor examples:

- Community tolerance of family or sexual violence
- Weak community sanctions against harmful sexual behaviour

Societal level risk factor examples:

- Norms that condone family and sexual violence
- Weak laws and policies relating to family and sexual harm and gender equity
- High levels of crime and other forms of violence

Refer to pages 17 –20 of your community mobilisation toolkit

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What will you be doing?

- Counselling/ Group support sessions for people who've done or experienced harm

- Running workshops, training people

- A social media campaign

- Developing resources

- Developing leadership in your community

- Holding community conversations about healthy relationships

Te Tiriti-led Primary Prevention Systems Model
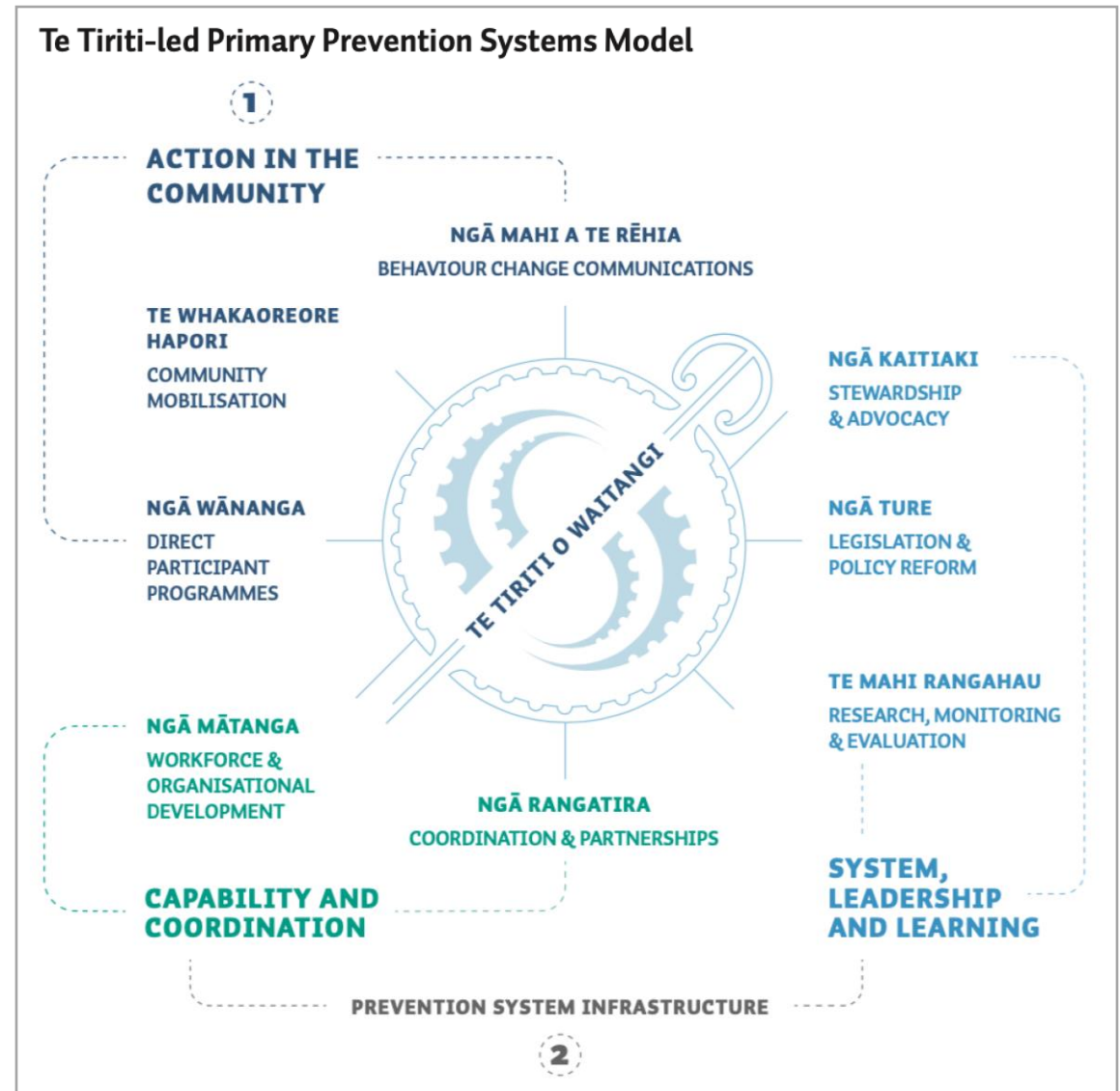
Roadmap to launch

Roadmap to launch

Launch date
- - - - - - - - -

1 Oct

What resources do you need to prepare?

What people do you need to coordinate/ work with?

What support or training might they need?

Are there any final co-design activities or communications you need to send out to community?

What risks or challenges might you face during this preparation phase? How might you manage these?

Activity: Roadmap to launch

SOCIAL MEDIA CAMPAIGN

Map out when each of the following will occur:

1 Oct ———————————————————————————— **31 Oct**

Milestone
FINALISE INITIATIVE DETAILS

Milestone
FINALISE ROADMAPS FOR LAUNCH

Budget check

Check-in with MSD

Share back with collaborators

First launch activity

Milestone
FIRST EDUCATIONAL POST

What resources do you need to prepare?

- HIRE SOCIAL MEDIA MANAGER
- CREATE POST PLAN
  - TOPICS
  - TIMINGS
- CREATE CONTENT FOR FIRST 3 POSTS

What people do you need to coordinate/ work with?

- PARTNERS WHO HAVE GOOD SM PRESENCE IN OUR AUDIENCE

What support or training might they need?

- HOW TO EFFECTIVELY COMMUNICATE ABOUT F&SV

Is there any final co-design activities or communication you need to send out to community?

- WORKSHOP TOPICS THAT COULD BE WRITTEN ABOUT
- SHARE FINDINGS IN COMMUNITY WHO PARTICIPATED
  - SHORT REPORT OF PROCESS & PLANS

What risks or challenges might you face during this preparation phase? How might you manage these?

- CONTENT MAY BE TRIGGERING / CAUSE HARM
- PUT SOCIAL MEDIA MANAGER THROUGH GOOD COMMUNICATION TRAINING

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Activity: Preparing to launch

Before starting the roadmap, take some time to consider these two things:

1. What's the first **launch** activity you might do for your initiative?

- Is it making an announcement?
- Sending out communications?
- Is it sending an invitation to your event or session?

2. What are the **key milestones** from now until that activity?

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Activity: Roadmap to launch

Map out when each of the following will occur:

1 Oct

Launch date
- - - - - - - -

What resources do you need to prepare?

What people do you need to coordinate/ work with?

What support or training might they need?

Are there any final co-design activities or communications you need to send out to community?

What risks or challenges might you face during this preparation phase? How might you manage these?

Share back with collaborators	First launch activity	Check-in with MSD	Budget check
Milestone	**Milestone**	**Milestone**	**Milestone**
Milestone	**Milestone**	**Milestone**	**Milestone**
Milestone	**Milestone**	**Milestone**	**Milestone**

Shareback:
What are the key points in your plans?

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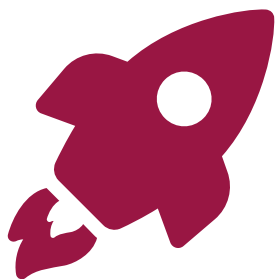
Activity: Roadmap for initiative

Map out when each of the following is required/will occur:

1 Nov → **31 May**

	Timeline
What resources do you need to prepare?	
Who will be involved in delivery?	
What will you seek feedback on and how will you collect this from community?	
When will you make changes based on this feedback?	
What are the signals of change? How might these change throughout the trial?	
What risks or challenges might you face and how might you manage these?	
What support might you need form MSD or others?	

| Begin wind-down	Initiative close	Share back with collaborators	Milestone
Milestone	Milestone	Milestone	Milestone
Milestone	Milestone	Milestone	Milestone
Milestone	Milestone	Milestone	Milestone

Evaluation going forward

Evaluation

For SAT, **evaluation is about learning**

Not judgment of effectiveness, or decreasing rates of FVSV

Our evaluation partner will come on board soon. Their role is to:

- **Understand** the work you are doing in your communities

- **Communicate** how culture-centred and community-led approaches can support community engagement on FVSV prevention

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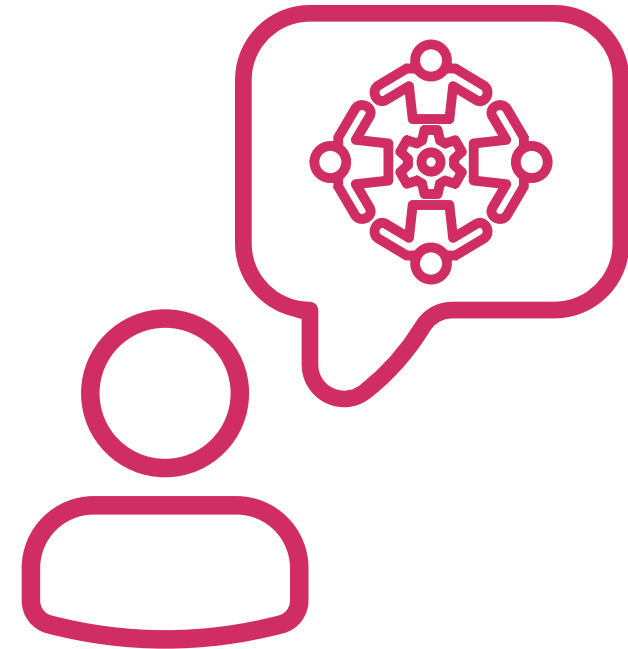
How we will evaluate

Tools we already have in place that will inform the evaluation:

- **Monthly feedback report**

- **Community mobilisation** self-assessment

- **Community readiness** self-assessment

- The **signals of change** you are identifying at different phases of your timeline will support your work with the evaluators

The evaluator will also **interview** you about your project

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Building evaluation into your practice

Asking questions

Good questions create openings, highlight assumptions, values, common ground, and show differences that, if not dealt with, could slow development.

Facilitating

Good facilitation includes active listening, naming assumptions, clarifying, ensuring diverse voices are heard, and ensuring that the conditions in the room support learning.

Sourcing information

Bringing information to the group, doing research around promising practices, alerting the group to a complementary initiative or identifying a helpful resource to support learning.

Pausing

There are times when a pause in the action is very helpful.

Take a pause to clarify, allow thoughtful consideration, discussion or celebration.

Reminding

Staying on track by reminding the group of the values and aims you have agreed to.

Keeping track of past failures and successes so that the group can build on the learning that has gone before and informs new members of the group.

Match-making

Connecting the group with people, organisations, resources, or ideas.

Connect to social resources available (e.g. existing connections, potential champions or door-openers) that you are not yet leveraging.

From page 36 of the Community Mobilisation Toolkit

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