



## The Approach in Action: A Training Video for Mobilising Communities to Prevent Domestic Violence

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# The Approach in Action

A Training Video for Mobilising Communities to Prevent Domestic Violence

This Training Video is a companion piece to *Mobilising Communities to Prevent Domestic Violence, a Resource Guide* developed by Raising Voices. The video is a tool for organisations that are working to prevent domestic violence by using a community-based approach. The video draws on the experiences of two organisations that are pioneering the approach: Center for Domestic Violence Prevention (CEDOVIP) in Kampala, Uganda, and Kivulini Women's Rights Organisation in Mwanza, Tanzania. Staff of Raising Voices, CEDOVIP and Kivulini appear in the video to share the knowledge they have gained from implementing the approach.

Following a textbook-like structure, this Training Video covers:

- The Guiding Principles – key concepts organisations should keep in mind when doing community-based violence prevention work.
- The Phased-In Approach – a way of structuring your program in order to effectively move your community through a process of change.
- The Five Strategies – activities organisations can use to bring alive the Guiding Principles and the Phased-In Approach.
- Monitoring and Evaluation – advice on how to monitor and evaluate your work.

Organisations can use the Resource Guide and this Training Video as a foundation for their community intervention, as a rich library of activity suggestions, or as a reference to supplement their ideas and technical knowledge.

## Using the Training Video

Like the Resource Guide, this Training Video can be used in a number of ways, depending on your needs. You can:

- Watch the video in its entirety to get a sense of the approach, before or after reading the Resource Guide.
- Watch the video and then use the training sessions in this booklet to help deepen your understanding of mobilising communities to prevent domestic violence.
- Watch a specific chapter in the video when you have questions about the approach.
- Use the video in staff training sessions to introduce or refresh ideas and techniques.
- Watch the video and read along in this booklet. Guide your learning by answering the questions at the end of each of the five strategies in the video.

However you decide to use this Training Video, we hope it helps you take the next step and implement the ideas presented here in your violence prevention work!

## Using this Booklet

This booklet was designed to help you get the most out of the Training Video. In it you will find:

1. Brief summaries of the chapters of the Training Video.
2. Questions for discussion and reflection about the Training Video and community mobilisation approach.
3. A series of simple training sessions written to help deepen your understanding of the approach and how your organisation may adapt and use some of these ideas.
4. A list of each of the activities highlighted in the Training Video and where you can read more about them in the Resource Guide.



## Chapters of the Training Video

Below are the chapters in the Training Video and a brief summary of each.

### **Chapter 1:** Introducing the Approach

Staff of Raising Voices, CEDOVIP and Kivulini introduce the approach and why it is important to work with communities to prevent domestic violence.

### **Chapter 2:** The Guiding Principles

The guiding principles are the key concepts organisations should keep in mind when doing community-based violence prevention work.

### **Chapter 3:** The Stages of Individual Change

The Stages of Individual Change is a theory that helps us to understand the process an individual undergoes when making a change in her/his life.

### **Chapter 4:** The Phases of Community Mobilisation

The Phases of Community Mobilisation are based on the Stages of Individual Change but scaled up to the community level. By structuring your work around the Five Phases, you will be able to lead your community through a process of social change.



### **Chapter 5:** The Five Strategies

The Resource Guide suggests five main strategies for organisations to use within each phase. Each of the five strategies are used throughout the five phases. While some activities might remain the same (e.g., workshops, community dramas) the content of these activities will change (please see the table in the back of this booklet for more information). Using multiple strategies will help your program reach many different people through many different activities.

### **Chapter 6:** Learning Materials (Strategy #1)

The Learning Materials strategy is about developing and using thought-provoking and positive learning materials to stimulate discussion, critical thinking and change.

### **Chapter 7:** Strengthening Capacity (Strategy #2)

The Strengthening Capacity strategy is about engaging the staff of key institutions and your own organisation over a sustained period of time to help them think critically about domestic violence and strengthen their skills to prevent it.

### **Chapter 8:** Media & Events (Strategy #3)

The Media and Events strategy aims to promote public discussions for exploring ideas and values by hosting community events, working with journalists, and creating media content. It's about increasing exposure of domestic violence and women's issues in the media and helping community members to bring violence out from the private sphere by making it a public issue.

### **Chapter 9:** Advocacy (Strategy #4)

The Advocacy strategy is about influencing the way people think about and act in relation to domestic violence. It's about focusing



attention on women's needs and encouraging opinion leaders and decision makers to work toward preventing and responding to domestic violence.

### **Chapter 10:** Local Activism (Strategy #5)

The Local Activism strategy is about encouraging community members to become actively involved in preventing domestic violence in their community. It's about encouraging community ownership, meeting people where they are, and creating a culture of activism in the community to prevent domestic violence.

### **Chapter 11:** Monitoring & Evaluation

Monitoring and evaluating your work is essential. The work of mobilising communities can get complex and you can get lost if you don't monitor and learn from your experiences. Some ideas are shared on how to measure your impact and progress through the phases.

### **Chapter 12:**

Reflections on the Work. Final thoughts from staff of Raising Voices, CEDOVIP and Kivulini on mobilising communities to prevent domestic violence.



## Discussion Guide



After viewing the Training Video with colleagues in your organisation, you may want to discuss the issues and topics raised. The following guide offers questions to guide the discussion.

1. Which of the guiding principles are you most effectively using in your prevention programs?
2. Which of the guiding principles are more difficult for your organisation to keep in mind?
3. What could you do to better reflect the guiding principles in your work?
4. Why might it be important to use the phases of community mobilisation to structure your work?
5. How could you integrate the phased-in approach into your work?
6. How will you use learning materials to prevent domestic violence?
7. How will you strengthen the capacity of institutions?
8. How will you bring domestic violence into public debate?
9. What are your key advocacy aims?
10. How will you inspire local activism?
11. How will you track your work and progress?

## Training Sessions

The training sessions were designed to help you deepen your understanding of the approach and how you might adapt it for use in your own organisation and community. Sessions can be done with many different sized groups, from 5 – 30 people. The sessions below were written in detail so even a facilitator without extensive knowledge of the approach or community mobilisation will be able to run the sessions successfully. It is suggested that the facilitator watches the video and reads the introduction to the Resource Guide prior to facilitating the sessions. It is also useful for the participants to have watched the video prior to participation in the sessions.

### Session 1: Understanding the Guiding Principles

#### Objectives

- Increase understanding of the guiding principles.
- Build skills for the practical application of the guiding principles.

*Time needed: 1 hour 30 minutes*

#### Preparation

Write each of the guiding principles below on a separate sheet of paper.

• **Prevention** – In order to affect long-term, sustainable change, organisations need to adopt a proactive stance. This means trying to stop violence before it starts. Prevention involves addressing the root causes of violence against women: women's lower status in the community and power imbalances within intimate relationships.

• **Holistic** – Being holistic means seeing the community as a whole and recognizing that everyone can and should be involved in violence prevention, from police to health care providers, hairdressers, neighbours, religious leaders, and so on! Reaching out to a cross section of community members helps build the critical mass needed for change.

• **A Process of Social Change** – Changing behavior is a process that happens over a period of time. In order to create long-lasting social change, we must work systematically to facilitate individual and community change.

• **Repeated Exposure to Ideas** – Ensuring that members of the community are exposed to new ideas about women, rights and violence from a variety of sources over an extended period of time is the best way to ensure that these ideas are absorbed and put into practice.

• **Human Rights Framework** – Talking about domestic violence in terms of women's human rights is empowering to the entire community. It challenges community members to prevent violence on the basis of rights, rather than on the basis of kindness or goodwill.

• **Community Ownership** – In order to create and sustain change within the community, it's important for the community members to feel that they are leading the change, rather than having the change imposed on them. In this way, community activism will live long after specific projects end.

## Steps

1. Ask participants what they understand by the word ‘principles’ and discuss briefly. Principles are ideas and values that guide decisions and actions.
2. Explain to participants the importance of having concepts or principles that guide our work in preventing domestic violence. Explain that the community mobilisation approach to preventing domestic violence is guided by principles that help us maintain consistency, clarity and focus to the work.
3. Explain that there are six guiding principles discussed in the Training Video. Each guiding principle has been written on a different card. Divide participants into six groups. Give each group a different card/principle. In small groups ask participants to discuss the following and record their thoughts on a flipchart.
  - i. Why might this guiding principle be important?
  - ii. To what extent are your current programs realizing this guiding principle?
4. After approximately 30 minutes ask the groups to share their ideas in plenary.
5. Facilitate a discussion that deepens participant’s understanding of the guiding principles.

*To learn more about the guiding principles, see page 13 of the Resource Guide.*

## Session 2: Understanding Individual and Community Change

### Objectives

- Increase understanding of the process of behavior change.
- Emphasize the connection between individual behavior change and the process of facilitating community-level change.

*Time needed: 1 hour 30 minutes*

### Preparations

For Part A - Write the following Stages of Change (Prochaska et al 1992) on a flipchart prior to the session.

- Pre-contemplation – an individual is unaware of the issue/problem and its consequences in her/his life.
- Contemplation – an individual begins to wonder if the issue/problem relates to her/his life.
- Preparation for Action – an individual gets more information and develops an intention to act.
- Action - An individual begins to try new and different ways of thinking and behaving.
- Maintenance - An individual recognizes the benefits of the behavior change and maintains it.

For Part B - Write the following phase descriptions on large cards/paper.

- Building relationships with community members and learning more about your community and its attitudes and beliefs towards domestic violence.

- Increasing the community's awareness about domestic violence, its causes and consequences.
- Building informal networks of support by linking different groups in the community and helping the community to envision alternatives to violent behavior.
- Encouraging community members to make positive changes both personally and publicly. Celebrate positive actions that have been taken.
- Helping individuals and institutions to formalize the changes that have been made in the community so that community members will continue to prevent domestic violence.

### **Part A – Stages of Individual Behavior Change (30 minutes)**

This session aims to help participants reflect on how they have made changes in their own lives. It helps them discover their own thoughts, feelings and attitudes about a behavior that they feel was negatively affecting their lives and the process they underwent to change. Encourage participants to feel free to share their experiences.

#### **Steps**

1. Ask participants to think of a specific example of when they changed their behavior (e.g., giving up drinking, using their time better, losing weight, changing jobs, shifting houses, etc.) Remind them to think of a change they decided on – not that was imposed on them (i.e., they were laid off at work, forced to shift houses, etc.)
2. Ask them to remember some of the steps they went through as they struggled to change that behavior. Ask participants to think of this quietly for a few minutes. If helpful, ask them to write these steps down in their notebooks.

3. After a few minutes, invite one or two participants to share their experiences.

4. After a few participants have shared their stories, choose one to illustrate the process of change. Using one participant's experience as an example, ask that participant to describe her/his process of change in more detail. Help her/him along by asking: When did you realize it was a problem? How did you realize it? What did you do? How did you decide to make a change? Did anyone help or support you? What happened next? The aim is to elaborate on the process that a person goes through when s/he changes behavior.

5. As the participant is describing her/his process, refer to the prepared Stages of Change flipchart. Explain each of the stages and connect the discussion with the example from the participant.

6. Explain that much research has been conducted on how people make changes in their lives and this is one model that has been found to be simple and applicable to many people in a variety of settings. As you read the stages of behavior change that individuals typically pass through, ask participants to think about their own experience of change and how they went through the various stages.

7. Summarize the discussion explaining that the Stages of Individual Change is a theory that helps us to understand the process an individual undergoes when making a change in her/his life. Emphasize that this process takes time and sometimes people progress slowly. In the next part of the session we will see how understanding and scaling up this process of change that individuals typically pass through can help us facilitate change in the communities.



To learn more about the Stages of Individual Change, see page 15 or appendix C of the Resource Guide.

## **Part B – Phases of Community Mobilisation (30 minutes)**

### **Steps**

1. Explain that just as an individual goes through a process of behavior change, so does the community. This community mobilisation approach aims to support the community as it goes through the process of behavior change. The work of mobilising communities is based on systematically facilitating a process of change in communities.

### **Stages of Individual Change**

### **Phases of Community Mobilisation**

**PRE-CONTEMPLATION**

**COMMUNITY ASSESSMENT**

**CONTEMPLATION**

**RAISING AWARENESS**

**PREPARING FOR ACTION**

**BUILDING NETWORKS**

**ACTION**

**INTEGRATING ACTION**

**MAINTENANCE**

**CONSOLIDATING EFFORTS**

2. Next to the flipchart listing the stages of change, hang a new flipchart and list the phases of community mobilisation next to the corresponding stage.

3. Explain that the community mobilisation approach outlined in the Resource Guide suggests five phases to facilitate social change. These five phases are based on the stages of individual behavior change as described above, but scaled up to work at a broader community level.

Explain to participants that recognizing the process that individuals and communities typically pass through when changing behavior can make the process more systematic and effective. The phases can provide structure and focus for prevention work.

4. Ask for five volunteers and give them each one of the prepared cards that describes each of the phases. Ask them to arrange themselves in order of the five phases and face the other participants. Others from the audience can also help by advising.

- i. a time to gather information on the community's attitudes and beliefs about domestic violence and to start building relationships with community members.
- ii. a time to increase awareness about domestic violence, its causes and consequences.
- iii. a time for encouraging community members and professionals to begin considering alternatives and for building supportive environments for change.
- iv. a time to begin making changes privately and publicly and celebrating those changes.

v. a time to strengthen actions and activities for the prevention of domestic violence and to ensure their sustainability, continued growth, and progress.

5. After about two minutes ask each of the volunteers to read out her/his card in the order they are arranged. Ask the group if they agree – make any changes necessary and discuss.

6. Wrap up the discussion by summarizing the key objective of each phase. Emphasize that this approach breaks down the problem of domestic violence into smaller, manageable pieces. Invite questions and discuss.

## Session 3: A Phased-In Approach

### Objectives

- Increase understanding of the process of community mobilisation.
- Emphasize the connection between individual behavior change and the phases of community mobilisation.

*Time needed: 1 hour and 30 minutes*

### Preparations

Write out on separate pieces of paper each of the items on the attached table (see fold-out on back page). If possible, use a different color for each of the core components: phase, objective, focus, approach, and key discussion points.

### Steps

1. Explain to participants that this activity will help them further understand how the phases of community mobilisation can help an organisation structure and inform the content of their programs.

2. On a large wall, put up the pieces of paper that list the Phases in a row from top to bottom. Also put the papers listing components across the top from side to side – so that there should be enough room to fill out a chart.

3. Explain to participants that they will be divided into five groups corresponding to a core component. Each group will be given the papers that you have already prepared that describe one of the core components (i.e., objectives, focus, approach, etc). Their task is to discuss together and based on the previous exercise, to try to discern which phase the statement on each paper corresponds to.

4. Divide the group and give them 30 minutes to work on this.

5. At the end of 30 minutes ask the group to come together. Ask the group that was working on objectives to come up and have one representative share their ideas. As facilitator, stand with the representative and ask them to show the group how they organized the objectives into the five phases. Go one by one with them, starting with phase one, reading each one aloud and placing it in the phase stipulated by the group. If there is disagreement by the group or other participants, discuss and place in the correct phase. Do this for all the components.

6. When finished, discuss with the group why this type of structure might be important. How does it help keep the program on track? How does it reflect the stages of individual behavior change? What are some benefits of the approach, what might be some challenges working with such an approach?

*To learn more about the Phases of Community Mobilisation, see page 16 of the Resource Guide.*

## Session 4: Strategies and Activities

### Objective

- Understand the five strategies and how they bring some of the guiding principles to life.

*Time needed: 1 hour 30 minutes*

### Preparations

Look through the Resource Guide so you have examples for types of activities under each strategy.

### **Part A** – Diversifying Programming (30 minutes)

#### Steps

1. Explain that in the Resource Guide just as there are five phases of community mobilisation to facilitate a process of change, there are also five strategies that are used to help ensure that organisations are realizing the principles of repeated exposure to ideas, being holistic and community ownership. The five strategies suggested are: Learning Materials, Media and Events, Strengthening Capacity, Advocacy, Local Activism.
2. Have a brief discussion about each to ensure participants understand what is meant by them.
3. Divide the participants into five groups – give each group a different strategy. Ask them to brainstorm all the possible activities that could be done under their strategy.
4. Ask each group to present their ideas. Invite other participants to add additional ideas they may have.

## **Part B – Practicing the Principles (1 hour)**

### **Steps**

1. Select one activity from each strategy (keeping in mind that you'll want one appropriate for each phase). Ask participants to work in the same groups, assign each group one of the phases. Ask participants to prepare and implement a mock of that activity appropriate to the phase they were assigned. For example, a community leaders meeting in phase one, a poster for phase two, or a community dialogue for phase three, etc.
2. After 30 minutes, each group should role play or show their activity to the plenary. Encourage participants to give constructive feedback to groups.
3. After each group presents, ask if the activity fit in with the objectives of the phase they were assigned. Discuss and offer suggestions if not.
4. Discuss why it is important to use different strategies and how changing the activities and/or their content over the five phases can help an organisation systematically facilitate change in their communities.

*To learn more about the strategies and activities, see page 17 of the Resource Guide.*

### **Learning More**



This section of the booklet lists the activities highlighted within the five strategies shown in the Training Video and where you can read more about it in the Resource Guide.

Please note that as each organisation uses the Resource Guide they adapt and make changes according to their own community and needs. On the lists below, titles in ( ) are what you will find in the Resource Guide but in the video they are slightly changed as CEDOVIP and Kivulini have adapted to suit their own settings.

## Learning Materials

Posters & Poster Facilitation	pages 78, 127, 167
Murals	pages 75, 126
Booklets & Booklet Clubs	pages 79, 132
Games	pages 135, 169

*To learn more about the Learning Materials Strategy, see pages 39, 74, 126, 166 and 202 of the Resource Guide.*

## Strengthening Capacity Activities

For Your Organisation:

- Training Sessions (Staff Workshop)	pages 137, 173
- Weekly Check-ins	page 43

For Key Institutions:

- Building Relationships (Preparing for ToRP)	page 48
- Training Sessions (CV Sessions)	page 87
- Technical Support Visits (Follow-up Support)	page 90, 138 174, 205

*To learn more about the Strengthening Capacity Strategy, see pages 43, 85, 173 and 205 of the Resource Guide.*

## Media & Events Activities

Marches & Rallies	page 178
Journalist Seminars	pages 96,141
Creation of Media:	
- Radio Programs	pages 51, 92, 140,177
- Newspaper Articles/Columns	pages 177, 206
Letters to the Editor	page 98

*To learn more about the Media & Events Strategy, see pages 51, 91, 139, 177 and 206 of the Resource Guide.*

## Advocacy Activities

Building (Cultivating) Relationships	page 54
Cultural & Religious Leader Advocacy (Local Leader)	page 103
Engaging Local Government (Professional Bodies)	page 198
Influencing Law & Policy (Local Court Advocacy)	page 103
NGO Collaborations & Coalitions	pages 101, 180, 183

*To learn more about the Advocacy Strategy, see pages 53, 101, 143, 180 and 211 of the Resource Guide.*

## Local Activism Activities

Community Volunteers & Counsellors	pages 57, 187
Impromptu Discussions	page 108
Community Dramas (Local Theatre)	pages 112, 190
Community Action Groups	pages 109, 187

*To learn more about the Local Activism Strategy, see pages 57, 104, 149, 187 and 216 of the Resource Guide.*



## Some useful report forms for monitoring and evaluating your work

Action Plans	pages 26, 71, 123, 163 and 199
Action Plan Column Guide	page 242
Sample Action Plan	page 243
Meeting Notes Form	page 245
Activity Report Form	page 246
Strategy Summary Report Form	page 247

### Tell Us What You Think!



What did you find useful about this video? What did you find useful about this booklet? What could have been done better? We want to hear from you! Send us an email at [info@raisingvoices.org](mailto:info@raisingvoices.org)



