



Practicing Local Activism

Part 2 - Community Practice

(Approximately 3 hours. Time depends on group size)



Local Activism Series
Staff Skill Building Library
Raising Voices



This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Local Activism* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org. The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org



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Written by Sara Siebert with Lori Michau
Artist: Marco Tibasima
Designer: Samson Mwaka
Photo: ©Heidi Brady

Raising Voices
Plot 16 Tufnell Drive, Kamwokya
P.O. Box 6770
Kampala, Uganda
Phone: (+256) 41 4531186
Fax: (+256) 41 4531249
info@raisingvoices.org
www.raisingvoices.org



Practicing Local Activism, Part 2 - Community Practice

(Approximately 3 hours. Time depends on group size)

Note: This session is suggested after *Giving and Receiving Feedback*, *Basic Monitoring Tools: Activity Report Form*, and *Practicing Local Activism Part 1 - Training Room Practice*.



Objectives

- © Gain practical experience in a community context, conducting common local activism activities.

Competencies

By the end of this session, participants will be able to:

- Demonstrate at least 1 common Local Activism activity.
- Demonstrate use of Activity Report Form.
- Demonstrate “sandwiching” when providing feedback.
- Provide feedback that is specific and diplomatic.

Preparations

- Photocopies of relevant *SASA!* communication materials or activity supplies (1 per participant)
- Photocopies of Activity Report Forms (3x number of participants)
- Solicit the support of sufficient facilitators to take groups of only 2-4 with them to the community.
- Note: If the training is held near a community that speaks the same language as the training group, arrange transport or walk to pre-determined activity locations. If there are language barriers to this, solicit the support of local community allies that speak a common language as the participants. Invite them to a common location and ask them to participate as “the community” in several activities and provide their expert feedback. In this case, prepare logistics, transport and snacks, as desired.



Steps

1. Explain:

- *We will be going into the community today to practice our Local Activism activity skills with community members. Each person will be put into a small group, and will practice their activity in full—beginning to end. We will not be focusing on mobilization.*
- *We have a variety of SASA! communication materials, and urge participants to choose a variety of them (so not everyone does a poster facilitation, etc.).*
 - **If going to the surrounding community, not to pre-arranged group**, explain: *we will be looking for existing groups—perhaps some men seated playing a game or discussing, people at a hair salon, etc.*
 - **If going to pre-arranged group**, explain: *we have invited several community allies to watch our activities and give us feedback on them. We will be meeting them in the community.*



2. Invite participant questions.

3. Ask participants to select a communication material or arrange any supplies they will need for their activity. After 5 minutes, call the group's attention and ask them to take their seats.
4. Ask groups to find people with different activity types than the ones they have selected, and create groups of 2-4 (depending on the number of facilitators available). Ensure there are a mix of activities represented within a group (i.e. not everyone has the Power poster, etc.).



5. Distribute Activity Report Forms to all participants, such that everyone has a report form to fill out for every other member of their group.
6. Explain:
 - *Everyone will go out and practice our activities in a real setting. Other facilitators are there as support, but will NOT be commenting during anyone's activity.*
 - *After the activity, before you move on to the next group and the next activity, you will fill out your activity report forms for that participant, and provide a short debrief feedback about the activity—using your good feedback skills.*
 - *Just as you will when you are working with CAs, you will NOT give the Activity Report Form to the participant, but discuss the brief feedback verbally and with encouragement. You will give the Activity Report Forms to lead facilitator, completed.*
7. Go to the community. Note: Facilitators are responsible for assuring that:
 - Everyone practices their activity in a realistic way;
 - Everyone provides feedback using the sandwiching technique;
 - Everyone fills in their **Activity Report Forms** for all other group members and returns them to the facilitator, and;
 - Notes are taken about performance on each individual, in terms of activity conducted as well as feedback given to and received from others.
8. A plenary debrief may be held the following day, or if time allows, at the end of the same day, for participants to discuss their experiences, strengths, challenges and questions.



Validation Options

Activity in Training

Validation is another way to say “assessment” or “pre/post-test”. It is a strategy used to determine whether the participants in a training session learned what the facilitator intended for them to learn. Instructions for how to use validation methods can be found in Training Validation Methods: *A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

This module is different in that it is, in itself, an individual or group validation method for the following competencies:

- Demonstrate at least 1 common Local Activism activity.
- Demonstrate use of Activity Report Form.
- Demonstrate “sandwiching” when providing feedback.
- Provide feedback that is specific and diplomatic.

During the practices, if there are sufficient facilitators to listen to each participant practice, it serves as individual validation. If there is only 1 facilitator who can listen to practices, it serves as group validation. Using an Activity Report Form as a guide, the facilitator(s) can rank each participant. What is their level of competency with their activity facilitation? Listening to their feedback to other facilitators, did they provide specific, diplomatic feedback using the “sandwiching” technique? Collect the Activity Report Forms from participants and look through them. Is the form completed appropriately? Were their rankings accurate? If so, the participants demonstrated the competencies. If not, further practice is needed.

