

Guiding Principles of Community Mobilization

(2 hours)



Principles of Community Mobilization Series
Staff Skill Building
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 *Principles of Community Mobilization* 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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Objective

- Guide participants in understanding the guiding principles of community mobilization for prevention of violence against women (VAW)

Competencies

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

- ☒ Describe what community mobilization is.
- ☒ Explain 2 reasons why going beyond service delivery and working in prevention is important.
- ☒ Describe the importance of the guiding principles of community mobilization to effective prevention programming.

Preparations

- Write definition of community mobilization on flip chart.
- Make copies of Handouts: **What Community Mobilization Is/ Is Not** and Handout: **Principles of Community Mobilization for VAW Prevention**.
- Copy **NGO Scenarios** for group work.
- Pre-write flip chart questions in No. 13 **Guiding Principles**.





Steps

What is Community Mobilization?

1. Ask: *Community mobilization is critical to the prevention of VAW and HIV—but what is it? What is ‘community mobilization’?*
2. Brainstorm answers and write on flip chart.
3. Put up pre-written definition on flip chart: Community Mobilization: Working with individuals, groups and institutions in a community over time in many different ways to inspire, encourage and support them in making positive changes in their lives ultimately causing a change in community norms. (SASA! Introduction p. 11.)
4. Note similarities and any differences between their brainstormed answers and the SASA! definition.
5. Imagine that someone in the community comes up to you and asks: “What is ‘community mobilization’ all about? All I see is people talking!”
6. Invite participants to break into pairs to practice responding to the community member, using exactly the words they would use in that situation. If needed, write on a flip chart:
 - Someone says: “What is community mobilization all about? All I see is people talking!”
 - What would you say to help them understand what community mobilization is and why it is important to preventing VAW and HIV?
7. After 5 minutes, call ‘stop!’ and ask for volunteers to suggest their pair’s rationale for why community mobilization is a good approach for preventing VAW.
8. Write responses on flip chart paper and discuss if needed.

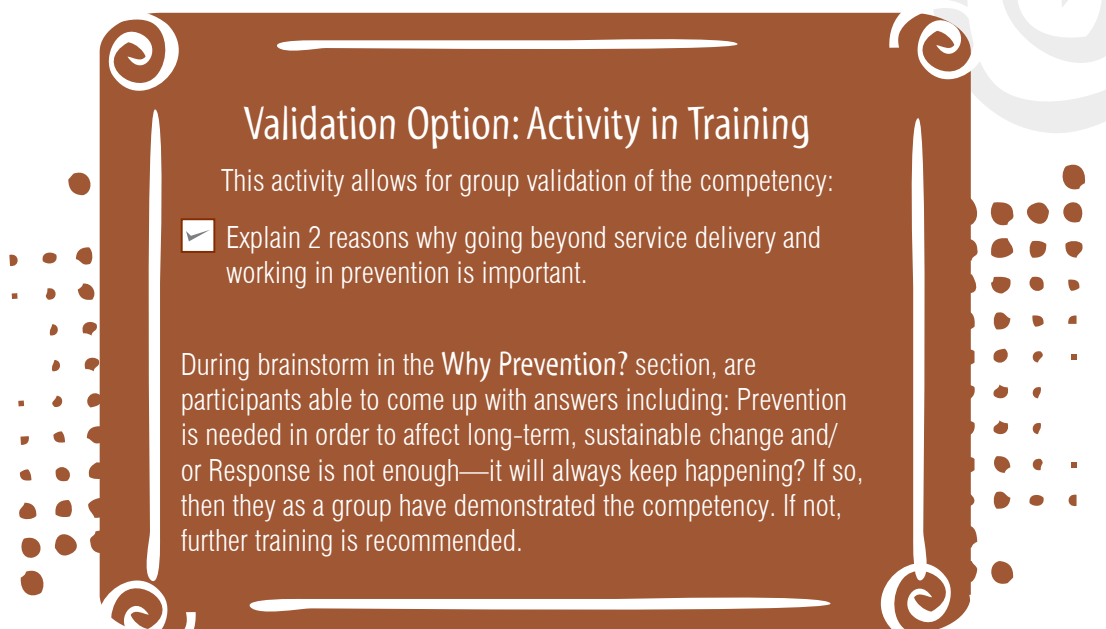


Why Prevention?

1. Explain:
 - *“In this session, we will begin to talk about what community mobilization for prevention of VAW is and how to do it.*
 - *Many organizations see the problem of VAW in their community, and want to provide services to the survivors of abuse. They don’t prevent—they respond.”*
2. Ask: *Why is it important to go beyond response and to prevent VAW before it occurs?*



3. Write responses on a flip chart (e.g. In order to affect long-term, sustainable change. Response is not enough—it will always keep happening. Because prevention is possible! Etc)
4. Summarize the reasons people have given.




5. Explain: *It sounds like we agree service delivery is not enough. We need to prevent violence against women and HIV by addressing the root cause: men's power over women. This will involve engaging people in a process of behavior change, and changing the common attitudes that give men power over women and perpetuate VAW and HIV.*
6. Note: *This does not mean survivors of VAW do not need services—they do! But by creating activism to prevent VAW and HIV, we are decreasing the need for services over time, and also allowing the community itself to provide a supportive environment for survivors, as the community can begin to change and violence can begin to decrease over the long-term.*

Guiding Principles

1. Next, we will explore the ideas of social change, by looking at one story of VAW and HIV and thinking about what kind of approach can best help this family.
2. First—let's look at the Principles of Community Mobilization for VAW Prevention.
3. Break participants into 5 groups by having them count off from 1-5.
4. Distribute Handout: **Guiding Principles of Community Mobilization**



5. Ask each group to focus on the same principle as their group number. (e.g. Group 1 will work on the first principle on the handout, etc). They will understand the principle, and present it to a group, using examples as necessary. They will have only 10 minutes to discuss, and 3 minutes to present.
 6. After 10 minutes, call “stop!”
 7. Invite the groups to present, in order.
 8. Give feedback and add examples, as necessary.
 9. Thank the participants for their presentations.
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10. Explain: *In SASA! we have a drama about Sarah and Musa, who have violence in their home. Musa comes home late from being out with his girlfriend, and does not greet Sarah properly, or explain where he has been. He forces himself on her and refuses to wear a condom. At times, he uses beating and insults to control her.*
 11. Ask participants to imagine we want to work with some NGO to help this family and others like them—and we want to see which approach will be useful in preventing future violence.
 12. Break participants into 4 groups, counting from 1–4 this time. Give each group **NGO Scenario**. Ask groups to read the scenario and reactions aloud, and discuss the following questions in their small groups.
 13. Pre-write the questions on a flip chart:
 - Is the NGO’s work involving men, women and youth at individual, family, community and societal levels?
 - Does the NGO’s work recognize the process of social change?
 - Does the NGO account for people’s need for more than one exposure to a new idea?
 - Is the NGO’s work based on a human rights framework?
 - Does the NGO’s work promote community ownership?
 14. After 10 minutes call “stop!” and ask the groups to come back together. Ask each group to first briefly explain their scenario, then report back on how well the NGO followed the guiding principles. Be sure the group with NGO 4 reports last.
 15. Ask: *What did we learn from this exercise? Why are the guiding principles of community mobilization essential to effective prevention programming?*
 16. Wrap up: Be sure NGOs present do not feel judged, as that is not the intent of the activity. Clarify, e.g: Did the NGO staff in these NGOs mean to do harm? Their intent was not bad—and many of us have been in similar positions, trying to do some prevention work when we can. While we want to encourage this activism, we also want to hold ourselves to a high standard and prevent VAW and HIV in the best way possible!
 17. Distribute Handout: **What Community Mobilization Is and Is Not** at the end of the day.



Validation Options

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

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

Competency (Specific skill)	Suggested Validation Methods									
	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>				
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play		Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Describe what community mobilization is. **		X	X	X	X			X	X	
Explain 2 reasons why going beyond service delivery and working in prevention is important. **	X	X	X	X	X			X	X	X
Describe the importance of the guiding principles of community mobilization to effective prevention programming. ** <i>Note: Validation Images included in the module are another special option for individual validation of this, important competency.</i>		X	X	X	X			X		X

*Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/hot sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.



Validation Questions



Why is going beyond service delivery and working in prevention important?

What is community mobilization?



Name one of the guiding principles of community mobilization and why it is critical to effective VAW prevention programming.

Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.



Validation Images

Participant Name: _____

Date: _____

Think about the guiding principles of community mobilization for violence against women prevention while you look at the images below. Circle to answer the question: Are the guiding principles being respected? Then explain briefly why or why not?

No. 1: Are the guiding principles being respected? Yes No

Why or why not?

No. 2: Are the guiding principles being respected? Yes No

Why or why not?

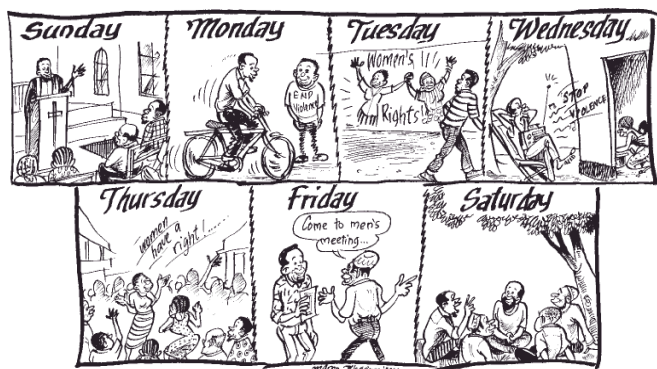


No.3: Are the guiding principles
being respected? Yes No

Why or why not?

No.4: Are the guiding principles
being respected? Yes No

Why or why not?



Handout: Community Mobilization- What it is and is not¹

Community Mobilization Is ...

- Fostering collective power
- Sustained engagement with the community
- Systematic
- Multi-faceted
- A process
- A struggle for social justice
- About fostering activism
- Requiring a range of people, groups and institutions
- Going beyond individuals to influence groups
- Building social networks or capital
- Fostering alternative values
- Stimulating critical thinking
- Holistic and inclusive
- Based on principles of human rights
- Positive and supportive
- Democratic
- Changing norms
- Collective: everyone must work together for change
- Benefits-based
- Focused on root cause (power imbalance)

Community Mobilization Isn't ...

- Using power over others
- One-off activities
- Ad hoc or done without a plan
- Done with one strategy
- A project
- A technical quick-fix
- About implementing activities
- Possible with few individuals or groups
- Focused only on individuals
- Dividing individuals or groups
- Providing only information and facts
- Telling people what to think
- Limited to specific individuals or groups
- Based on benevolence or protectionism
- Blaming and shaming
- Hierarchical
- Changing just specific behaviors
- Possible with individuals acting in isolation
- Punitive
- Focused on manifestations of violence

SASA/ *An Activist Kit for Preventing Violence against Women and HIV (2009) Kampala: Raising Voices.*

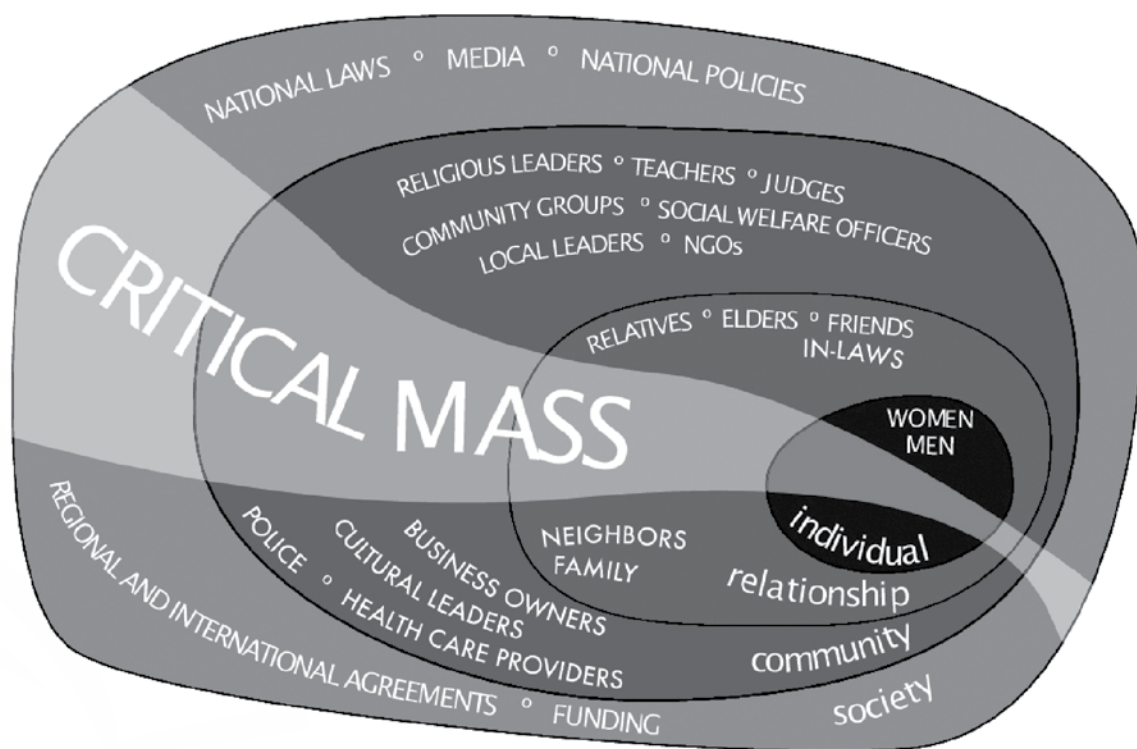
Inspired by: Transforming Communities - What it is and What it isn't, www.transformingcommunities.org



Handout: Principles of Community Mobilization for VAW Prevention

1. Engage the whole community (Circles of Influence)

Preventing violence against women and HIV requires commitment and engagement of the whole community. One-off efforts that engage isolated groups or implementing sporadic activities has limited impact, because we need to build enough support that the whole community works through the process of change. Success in preventing VAW depends on reaching and engaging a broad group of women, men and youth at the individual, relationship, community and societal levels. Since people live in community with others, the whole community needs to be engaged for community-wide change to occur.



From *SASA! An Activist Kit for Preventing Violence against Women and HIV* (2009). Kampala: Raising Voices.



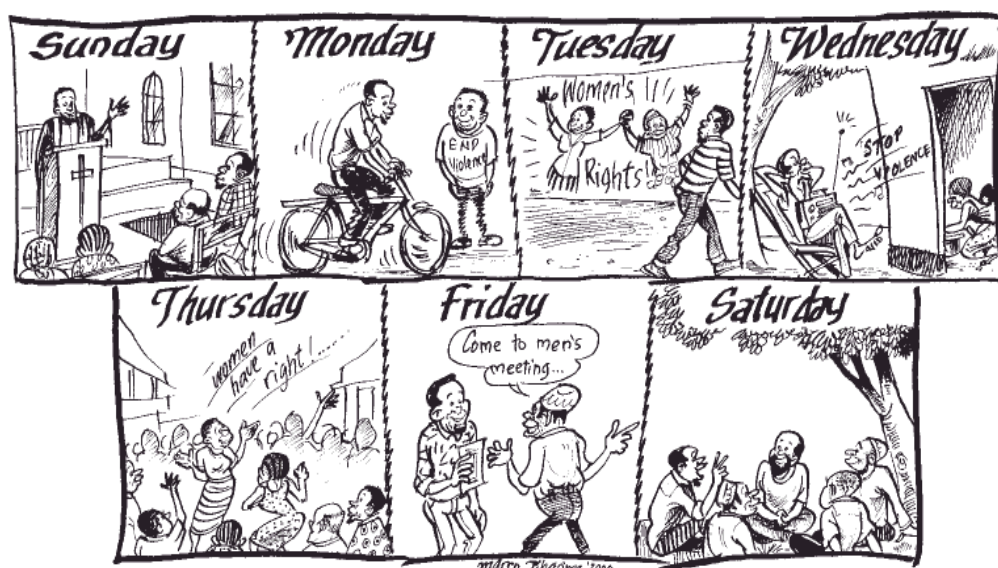
2. Facilitate a Process of Social Change

Changing community norms is a process, not a single event. Projects based on an understanding of how individuals and communities naturally go through a process of change can be more effective than those that thrust haphazard messages into the community. The process of social change mirrors the Stages of Change, and can be broken down into Start, Awareness, Support and Action phases of *SASA!* Organizations that attempt this work can become skilled facilitators of individual and collective change by working with, guiding, and supporting the community along a journey of change.



3. Provide Repeated Exposure to Ideas

Community members need to be engaged with regular ideas that build on and reinforce each other, from a variety of sources over a long period of time. This contributes to changing the climate in the community and building momentum for change. For example, in one week a man may hear a sermon about family unity in church, see a mural questioning violence against women on his walk to work, hear a radio program about human rights, and be invited by a neighbor to join a men's group to discuss parenting skills. Repeated exposure to ideas from a variety of sources can make a difference in people's attitudes and behaviors.



4. Use a Human Rights Framework

A rights-based approach to preventing violence against children is empowering to women and the community. It uses the broader framework of human rights and justice to create a legitimate channel for discussing women's needs and priorities and holds the community accountable for treating women as valuable and equal human beings. It challenges community members to examine and assess their value system and empowers them to make meaningful and sustainable change. Without this foundation, projects tend to appeal to the goodwill of others to keep women safe.



5. Promote Community Ownership

Effective projects aimed at changing harmful beliefs and practices in a community must engage and be led by members of that community. Organizations can facilitate and support change, yet the change must occur in the hearts and minds of community members themselves. Organizations can work closely with individuals, groups, and institutions to strengthen their capacity to be agents of change in their community. In this way, their activism will live long after specific projects end.



NGO Scenarios

NGO 1:

NGO 1 has a radio program it plays each day during 16 Days of Activism, where it talks about the difference between sex and gender, women's rights, and domestic violence. They have no outreach to the community apart from that, but they know couples like Sarah and Musa must be hearing their messages.

Sarah's Reaction

Sarah hears the radio program one day while she is cleaning, and is very interested by their messages. She wishes she knew where to find such people who believe in a woman's right to live without violence. It gives her courage to go out and talk with the pastor at her church. Unfortunately, the Pastor thinks the NGO women are evil minded, frustrated women who are encouraging divorce, which is condemned by the church. A woman's role is to submit to and obey her husband. He asks Sarah never to listen to the program again.

Musa's Reaction

Musa also hears the program one day when he is at a local community leader's house, on some other business. He starts to wonder about what these women are saying—can it be true that men and women are equal? He asks the community leader what he thinks, and the community leader says these women are trying to cause trouble in their homes and the organization should be shut down. A woman's place is behind her man.



NGO 2:

NGO 2 believes that, if couples had better communication skills, VAW would be prevented. They think that most VAW is caused by women not knowing how to talk quietly and respectfully to their husbands, and husbands not being able to properly discipline their wives without beating them too severely. The organization holds a workshop for police on how to do mediation between couples that helps them to communicate better.

Sarah's and Musa's Reactions

Sarah finally gets the courage to reach out to the police, though many people tell her it will be a waste of time and she should just keep quiet and be kinder to her husband. She goes and explains her story to the police. They insist on holding a mediation session. She can see Musa is angry she has reported him to the police, and even in the session the police—who say they have recently been trained by an NGO that works on these issues—says that she must stop refusing Musa sex and learn to speak more quietly to him. He, in turn, must learn to beat her less severely when she does wrong. He is asked to agree to correct her behavior with a less severe beating in the future. When the couple returns home, Musa beats Sarah for reporting him to the police, and threatens her if she tries to do this again. He believes this beating was light enough and that Sarah has understood what she has done wrong.



NGO 3:

NGO 3 believes they need to get their message out, and be a brand name like Coca Cola. They put their billboards and signs everywhere that say “Men who Beat Women are Not Human! Take Action Against Violence against Women and HIV!” and put their office phone number on them in case anyone in the community is interested in taking action.

Sarah’s Reaction

Sarah sees billboards and signs everywhere by some NGO that seems to be against men. She is curious if they will help her, but she does not know who they are or where they work, and is afraid her husband will be very angry if she goes to them, so she stops looking at the posters and keeps her head down when she passes the billboards.

Musa’s Reaction

Musa sees some posters that are very much against men by a group he has never heard of. He becomes very angry and tears some of the posters down.



NGO 4:

NGO 4 believes in engaging as many community members as possible in their efforts to prevent violence against women and HIV. They design posters with thought provoking messages and train interested community members, community leaders, and others how to create discussion using the posters. They have 1 staff that does weekly radio programs that ask people critical questions about the way women and men interact in their communities. They often engage interested community leaders and even religious leaders to be on their radio program. The religious leaders use quotes from the Bible and Qur'an that support women's rights, human rights and nonviolence.

Sarah's Reaction

Sarah hears one of the radio programs with a Pastor on it talking about nonviolence in the home. She feels so happy that a Pastor can think this way, and goes to see him. On the way, she sees one of the women she buys from at the market, away from her stall but engaging a group of women in a conversation about domestic violence. She is so interested in the topic that she stays to listen. It really makes her think about her own relationship.

Musa's Reaction

Musa hears a Pastor on the radio talking in support of nonviolence. He has never heard another man talking like this and thinks he must be very soft or crazy! He goes to attend to some business at the community leader's place, and brings up the radio program to him. Much to his surprise, the community leader says he agrees with the Pastor. He has been to a workshop by an NGO recently and has come to realize that nonviolence has benefits for the whole family and community. He talks to Musa about how he too can benefit from nonviolence in his home. He encourages Musa to come to the activities of a neighbor of his, who has a group for people to discuss these issues and put them into practice in their homes.

