



Training Curriculum

IV.

COMMUNITY ENGAGEMENT CURRICULUM GUIDE

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This training curriculum is based on a report for the Asian Pacific Institute on Gender-Based Violence by Mimi Kim:

The Community Engagement Continuum: Outreach, Mobilization, Organizing and Accountability to Address Violence Against Women in Asian & Pacific Islander Communities.

Trainers should familiarize themselves with the report before using this training curriculum. This curriculum has been designed with OVW funding, although the report was not.



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 - b. Strategizing
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1. INTRODUCTIONS

(20 mins)

Each introduce a) name, b) organization, c) one thing that person wants to get from the training

2. AGENDA

(2 mins) (Butcher Paper¹) (On Handout)

1. Introductions (20 mins)
2. Agenda (2 mins)
3. Considerations (3 mins)
4. Learning Objectives (5 mins)
5. Introduction to the Report (10 mins)
6. Introduction to the Community Engagement Continuum (20 mins)
7. Continuum Expanded with API Examples (2 hours)
8. Community Engagement: Critical Issues (Optional)
9. The Community Engagement Continuum: Applying It to Our Work (1 hour, 50 mins)
 - a. Assessment (50 mins)
 - b. Strategizing (1 hour)
10. Evaluation (10 mins)

¹ **Note:** Prepare butcher paper where indicated. "On Handout" refers to pieces which are also available on the handouts. Handouts can be passed out all together at the beginning of the session. **LIST OF BUTCHER PAPER/HANDOUTS ON LAST PAGE.**

3. CONSIDERATIONS

(3 mins) (Butcher Paper)

- Talking about “community engagement” and “community organizing” is a new thing for many of us
- All of us are engaging communities in some way
- All kinds of community engagement are important
- This is not about valuing one type of engagement over another, rather, this is for all of us to learn
- Domestic violence work can be both challenging and discouraging -- especially when our own communities do not accept our work and beliefs
- We’re here to talk about our challenges and mistakes, as well as our successes
- We’re here together to respond better in the future

4. LEARNING OBJECTIVES

(5 mins) (Butcher Paper) (On Handout)

1. Understand community engagement as a continuum (4 categories)
2. Understand key issues regarding community engagement
3. Learn from innovative community engagement strategies in the API communities
4. Understand how the continuum approach can help you and your organization in developing your community engagement strategies
 - a. Understand where your work lies along the continuum
 - c. What is the niche of your program/organization in the continuum? What role makes sense? Now and in the future?
 - d. What are the next steps?

5. INTRODUCTION TO REPORT

(10 mins)

- **Background to the report**
 - ◆ Many constituents, i.e., API domestic violence programs requested help with community organizing
 - ◆ We as participants in an anti-violence movement recognized that we didn't know how to talk about what we do with communities
 - ◆ We need to document things that we're already doing
 - ◆ We need to share this information with others
 - ◆ We need to increase networking to share ideas and decrease isolation

- **Historical background of anti-violence movement and community organizing**
 - ◆ Much of our work comes from the struggles of survivors
 - ◆ Many of the programs in API communities, communities of color, or immigrant communities has been very involved in engaging our communities – just to even begin our programs
 - ◆ As our work has become more "professionalized", social service and criminal justice oriented, we have lost some of our "organizing" roots
 - ◆ Others in other social justice areas have been talking a lot about "community organizing", "labor organizing", etc., but our programs and advocates have been left out of most of these conversations

- **Goals of the Community Engagement Report? (*Optional*) (*Butcher Paper*) (*On Handout*)**
 - ◆ Create concepts to better understand community engagement work
 - ◆ Identify challenges encountered in community engagement work

- ◆ Document innovative community engagement strategies
- ◆ Analyze the impact of community engagement strategies in addressing VAW
- ◆ Apply the lessons of community organizing to anti-violence work
- ◆ Forge new directions in anti-violence policy and practice

6. THE COMMUNITY ENGAGEMENT CONTINUUM

(20 mins)

- **How did we come up with the continuum?**
 - ◆ Share facilitator's personal experiences with community engagement anti-violence work
 - ◆ Share witnessing of many different API communities engaging communities in many different ways
 - ◆ Share confusion when we tried to "name" what we were doing and why, e.g., What is community education? How is this different from "organizing"? Is this important?
 - ◆ When documented the different strategies in the report, recognized a kind of continuum of goals and activities

- **Continuum of Community Engagement** – name the 4 stages: community education/outreach, community mobilization, community organizing, community accountability (*Butcher Paper*)

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- **Continuum – The Concept: What is a continuum?**
 - ◆ Definition: One concept which can be divided into different steps along the way but which is still a part of the whole – a progression
 - ◆ Can think of them as steps, as one developing towards another
 1. May require different levels of planning
 2. May require different levels of resources
 - a. organizers/staff
 - e. community leaders/community readiness
 - f. time
 - g. money
 3. May have different goals, particularly with respect to community capacity to shift attitudes or take actions which ends or prevents violence
 - ◆ Not necessarily linear – can go back and forth between stages
 - ◆ One stage is not necessarily more valuable than another. You might decide to stop at one stage or that for you organization/community, one stage is more appropriate than another.

(OPTIONAL: if there are many questions about the meaning of a continuum): You can use the following examples;

e.g. Childhood as a continuum – from birth to teen years with different phases along the way. You might not be able to distinguish differences in development from one day to the next, but there are recognizable phases of development, birth, infancy, and so on.

e.g. Rainbow as a continuum – from red to violet. You may not be able to tell exactly when red turns to orange, orange turns to yellow and so on. But you can recognize these colors when you step back and look at the whole rainbow.

(OPTIONAL: another way to describe a continuum): Let's look at the continuum as a trip you're going to take. You might want to stay near home. Or you may want to take a long trip. First, it's helpful to know where you're going. If you're taking a long trip, you want to prepare more at the beginning to make sure you have everything you need. If you're bringing more people with you, you may need to coordinate things among each other. You may decide that the best thing is to stay near home and take short trips.

In order to make the trip successful, it is important to:

- a. Know your goals.
 - h. Know what kind of trip fits those goals – long trip or short trips near home, trips which have a lot of people going together, or just a few, etc.
 - i. If you have your goals, are you prepared to meet them?
 - j. What do you need to get there?
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- **Why a Community Engagement Continuum?** (*Butcher Paper*) (*On Handout*)
 - ◆ To create a more organized system for understanding different levels and types of community engagement work.
 - ◆ To clarify our *targeted sectors*, desired *outcomes and goals*, *timelines*, and *useful strategies* to make our work more effective.
 - ◆ Help us see individual community engagement activities as steps within a strategic overall plan.
 - ◆ Push us to imagine, prioritize, and plan long-term strategies with greater impact on our communities.

7. THE COMMUNITY ENGAGEMENT CONTINUUM (BREAKDOWN)

(Butcher Paper with critical issues) (On Handout) (2 hours)

Let's present the 4 categories of the continuum using examples from the report to describe each category.

- For each category, we will also look at:
 - ◆ What is it?
 - ◆ Who are the target communities?
 - ◆ Where does this happen?
 - ◆ What is the timeline?
 - ◆ What are the goals?
 - ◆ What are some key issues? *(Write down on butcher paper)*

- For each category, we will follow by asking for audience example

- We will follow the audience example with an example from the report:
 - ◆ Community Education & Organizing: S.A.V.E. Cambodian door-knocking
 - ◆ Community Mobilization: Shimtuh and Needs Assessment Campaign
 - ◆ Community Organizing (General): Move right into next category
 - ◆ Community Organizing (Among Those Most Affected): Freedom, Inc.
 - ◆ Community Accountability: Pick 1 or 2 among Sakhi, Raksha, Sharon Spencer

8. COMMUNITY ENGAGEMENT: KEY ISSUES /THEMES

(Refer to previous butcher paper) (OPTIONAL)

- Key issues and themes (briefly go over)
 - ◆ Sustainability
 - ◆ Social service vs Community Engagement
 - ◆ Intergenerational Organizing
 - ◆ Confidentiality
 - ◆ Safety
 - ◆ Leadership development
 - ◆ Engagement with systems
 - ◆ Multi issue organizing
 - ◆ Prioritizing those most affected
 - ◆ Culture, Racism, and Colonization: How meaningful are these issues to our work?

9. THE COMMUNITY ENGAGEMENT CONTINUUM: APPLYING IT TO OUR WORK

a. Assessment (50 minutes)

Learning Objectives: What is the continuum? Where do you lie in the continuum? Does this category of activity make sense for your organization? (**Butcher paper** – Small group questions – also on new handout so this is optional) (**Butcher paper** – 4 or 5 pieces depending on whether you want to separate organizing into 2 sections/1 for each type of engagement) (**Butcher paper** for barriers) (**New Handout** – small group questions)

Exercise: Pairs or small groups of 3 (*Try to be with people you don't work with*)

Assessment: Small Group Questions: (20 mins) (on New Handout) (**Pass out Post-its**)

- What are your community engagement activities?
- Where do they lie in the continuum? Why?
- Is this where you want to be? Why? Why not?
- Is this what makes sense for your organization? Why? Why not?
- Is there a difference between where you want to be and where it makes sense for your organization to be?
- If you're not where you need or want to be, what are some of the barriers?
 - ◆ Clear goals
 - ◆ Clear target community
 - ◆ Your own resource capacity
 - ◆ Community capacity

- ◆ Appropriate relationships in the community
 - ◆ Anything from Critical Issues section?
 - ◆ Anything else?
- Take some time to briefly write your activity on a post-it and place it on the butcher paper where it makes most sense.

Large Group Discussion: (30 mins)

- Do you see anything interesting when looking at the post-its?
- What did you learn from this?
- Go around the room and have each organization talk about their example

(Write barriers on butcher paper as we go around)

b. Strategizing (1 hour)

Learning Objective: Identify goals, identify assets, identify gaps, and identify next steps (**New Handout – Questions**) (**New Handout – Grid**) (**Butcher paper or large board – Write up grid**)

Demonstration Exercise: (15 mins) (Hand out small groups questions & grid)

- Get someone to volunteer to strategize. Demonstrate by asking them the questions.
- One of facilitators write in the grid as the questions are answered.

Post on a grid with the following categories: Goals, Target Community, Do What, Activities, Gaps, Capacity, Next Steps)

Small Group Exercise (30 mins)

- Remain in same groups or move into groups where you are working together/share some similarities
- Strategizing. Small Group Questions:
 1. What are your community engagement goals? Long term goals? Short term goals? (Break down by community or activity area if this makes sense)
 2. Who is the target community? Why? Long term? Short term?
 3. Who are community leaders? Are these the leaders you need to be working with? Do you need to develop new leaders?
 4. What do you want the leadership/community to be able to do?
 5. What activities are appropriate for each of these goals?
 6. What are the gaps?
 7. What is your capacity/resources/assets?
 8. What are next steps?

(Post on a grid with the following categories: Goals, Target Community, Leaders, Do What, Activities, Gaps, Capacity, Next Steps)

Large Group Discussion: (15 mins)

- Short sharing on key points

10. CHECK-OUT/EVALUATION

(10 mins)

- Most valuable learning
- Changes

COMMUNITY ENGAGEMENT TRAINING

Agenda

1. Introductions
2. Agenda Review
3. Considerations
4. Learning Objectives
5. Introduction to the Community Engagement Report
6. Introduction to the Community Engagement Continuum
7. The Community Engagement Continuum (Breakdown and Examples)
8. Critical Issues
9. The Community Engagement Continuum: Applying It to Our Work
 - a. Assessment
 - b. Strategizing
10. Evaluation

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Learning Objectives

1. Understand community engagement as a continuum (4 categories)
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 - b. What is the niche of your program/organization in the continuum? What role makes sense? Now and in the future?
 - c. What are the next steps?

Why Community Engagement Report?

- Create concepts to better understand community engagement work
- Identify challenges encountered in community engagement work
- Document innovative community engagement strategies
- Analyze impact of community engagement strategies in addressing VAW
- Apply the lessons of community organizing to anti-violence work
- Forge new directions in anti-violence policy and practice

Why a Community Engagement Continuum?

- Create a more organized system for understanding different levels and types of community engagement work
- Clarify our *targeted sectors, desired outcomes and goals, timelines, and useful strategies* to make our work more effective
- Help us see individual community engagement activities as steps within a strategic overall plan
- Push us to imagine, prioritize and plan long-term strategies with greater impact on our communities

Brief Continuum Overview

Community Outreach and Education

Bringing awareness to issues of violence against women and children or of the anti-violence program to community members

E.g., tabling at a community fair

Community Mobilization

Bringing community members and/or organizations together to participate in an action or set of actions addressing violence against women and children or supporting the anti-violence program

E.g., organizing supporters to go to City Hall to push for domestic violence funding

Community Organizing

Building long-term, sustainable, and community-based institutional capacity to address violence against women and children and shift gendered and other oppressive relationships of power

E.g., organizing community members to start a new domestic violence program

Community Accountability

Building community capacity to support survivors and hold perpetrators accountable

E.g., organize at a university to fire a professor accused of sexual harassment

Community Engagement Continuum Overview: Expanded Community Education and Outreach

What: Bringing awareness to issues of violence against women and children and anti-violence program services to community members

Who Targets: Individual community members including but not necessarily targeting those directly impacted by intimate and family violence; community organizations or institutions; service providers; faith community leaders; civic or business organizations; media audience

Where: On the streets; in homes; in classrooms; in grocery stores; at community events; in religious or spiritual institutions; in civic institutions; at social services serving the community; in the ethnic or identity-specific media

How: Door-knocking; community education presentations; co-sponsoring of events; tabling at events (e.g. health fairs, campus events, and ethnic pride events); surveys; promotional materials (e.g. brochures, balloons, totebags, grocery bags, magnets, and whistles); media coverage through ethnic or identity-specific press, radio, television

Timeline: Can be one-time; as regularly as event is scheduled such as weekly, monthly, annually; short-term campaign

Goals:

- Educate the community to recognize and acknowledge intimate and family violence;
- Educate the community to shift attitudes and values from those tolerating or promoting intimate and family violence to those who oppose violence;
- Let community members, in particular, survivors of violence, know about the availability of services;

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- Learn more about the community's attitudes and needs in order to inform effective community engagement practices

Community Mobilization

What: Bringing community members and/or organizations together to participate in an action or set of actions addressing violence against women and children or supporting the anti-violence program

Who Targeted: Individual community members including but not necessarily targeting those directly impacted by intimate violence; community organizations or institutions; service providers; faith community leaders; civic or business organizations; media audience

Where: On the streets; in homes; in classrooms; in grocery stores; at community events; in religious or spiritual institutions; in civic institutions; at social services serving the community; at fundraisers; in the ethnic and other identify-specific media

How: Community surveys; focus groups; community gatherings; conferences; fundraising; petitioning; lobbying for legislation; sponsoring projects; planning protests and/or campaigns

Timeline: Generally time-limited and leading to an event or series of events, campaign, action or set of actions, or a narrowly defined outcome

Goals:

- Mobilize community members to move beyond awareness to active participation in addressing violence or supporting the anti-violence program;
- Create community ownership of the issue of gender violence or the anti-violence program;
- Gain greater public recognition of the issue of gender violence or the anti-violence program;
- Gather greater resources and base of power to accomplish a task, reach a goal, pass legislation, or win a campaign with a positive impact on intimate or family violence or the anti-violence program

Community Organizing (General)

What: Building long-term, sustainable, and community-based institutional capacity to address violence against women and children and shift gendered and other oppressive relationships of power

Who Targeted: Leaders within community-based institutions and organizations; faith community leaders; newly identified leaders within the community; newly formed groups of community members

Where: On the streets; in neighborhoods; in community institutions; in community organizations; in faith communities; in new collective community spaces

How: Bringing resources to assist existing institutions/groups, developing new institutions and/or collective groups to create new sustainable community-based capacity to address violence against women and children; bringing resources to existing groups or creating new community spaces which transform power relations within the community and in relation to other institutions of power

Timeline: Long-term collaborative relationship or until the newly established community capacity is functioning relatively independent of the organizer or organizing group

Goals:

- Build new and/or increase community-based long-term capacity to address violence against women and children;
- Establish new and independent community institutions to address gender and other forms of intimate violence;
- Forge relationships among individuals within and among groups to form a cohesive unit of power and common points of analysis from which to build a new base of power;
- Define and achieve winnable goals to build collective strength and shift relations of power;

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- Permanently shift institutions of power towards the interests of community-based group

Community Organizing (Among those Most Affected)

What: Building collective power among those most affected by the problem to challenge and change the conditions of their own oppression

Who Targeted: Those most affected by intimate and family violence including women and children survivors of violence; family, friends, and social networks impacted by intimate and family violence; sectors of API communities most impacted by community violence including gang violence, poverty, targeting by criminal justice and child welfare systems, etc.

Where: On the streets; in neighborhoods; in community institutions; in community organizations; in workplaces; in faith communities; in new collective community spaces

How: Building positive collective identity and new bases of power; developing skills, confidence, and leadership among those most affected by the problem; creating organizational spaces which nurture collective identity, power and leadership; identifying and systematically challenging and making demands of powerful targets who symbolize and embody sources of the problem; building greater collective power through the successful (and failed) experiences of challenging targets; building coalition with other collective forces towards the achievement of strengthening power in order to achieve short-term and long-term goals

Timeline: Long-haul; meaning a long, long time, or until goals are met

Goals:

- Building collective power among those most affected by the problem;
- Bringing about long-term solutions through short-term gains and long-term strategies;
- Transforming the dynamics of power towards shared decision-making, equal resources, and equal value among all community members.

Community Accountability

What: Building community capacity to support survivors and hold abusers accountable

Who Targeted: Collective groups of community members including non-abusive families and social networks of survivors and/or abusers; community organizations and institutions; anti-violence programs; state criminal justice systems creating alternative justice structures

Where: Within intimate community spaces or social networks; in homes; on the streets; in groups and organizations; in mental health centers; in alternative criminal legal systems such as restorative justice; in batterer intervention programs

How: Direct intervention and confrontation of abuse and with abusers; public naming; public shaming rituals or demonstrations; creation of structures and systems for survivor support and abuser accountability (short-term and long-term); creation of structures and systems for abuser reparation and transformation

Timeline: One-time confrontations; long-term accountability processes involving individual perpetrators (and survivors) including monitoring and follow-up; long-term creation of systems of structures within organizations and communities

Goals:

- Create greater community capacity for direct intervention & prevention;
- Create community-wide norms and institutions supporting direct intervention and prevention of intimate and family violence;
- Shift shame, blame, and responsibility for ending violence from individual survivors to perpetrators and a collective community response;
- Strengthen the role, expectations, and skills for bystanders close to violence to intervene directly and prevent further violence;

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- Create more accessible, effective, and just interventions by reducing the reliance on criminal justice and other state and social service systems to intervene in violent situations;
 - Increase the potential to transform individuals, families, social networks, and communities from violence towards collective respect and responsibility.