

Evaluation Report

Raising Voices Program Tools

October 2005

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Table of Contents

EXECUTIVE SUMMARY

1.	EVALUATION OVERVIEW	1
1.1	<u>Background</u>	1
1.2	<u>Evaluation Objectives</u>	1
1.3	<u>Methodology and Timing</u>	2
	<i>Survey Design</i>	2
	<i>Survey Response</i>	2
	<i>One-on-One Interviews</i>	2
	<i>Program Tool Description</i>	3
1.4	<u>Project Funding</u>	4
1.5	<u>Program Tool Distribution</u>	4
2.	EVALUATION FINDINGS	5
2.1	<u>Who is using the Program Tools?</u>	5
	<i>Connecting with Raising Voices</i>	5
	<i>Organisation Type and Focus</i>	6
2.2	<u>How is the Resource Guide being used?</u>	7
	<i>Model of Behaviour Change</i>	8
	<i>Phase of Community Mobilisation</i>	9
	<i>Learning Materials</i>	9
2.3	<u>How is the Training Process being used?</u>	10
2.4	<u>What are the strengths and weaknesses of the Program Tools?</u> ..	12
	<i>Program Tool Strengths</i>	12
	<i>Challenges in Using the Program Tools</i>	13
2.5	<u>How effective are the Program Tools as a strategy for promoting quality violence prevention programs?</u>	14
	<i>Cultural Appropriateness</i>	17
	<i>Additional Program Tool Supports</i>	18
3.	LEARNINGS AND FUTURE DIRECTIONS	19
3.1	<u>Monitoring and Evaluation</u>	19
3.2	<u>Future Directions</u>	20
4.	FURTHER RECOMMENDATIONS.....	21
5.	CONCLUSIONS.....	22

Appendix I - Survey

Appendix II - Telephone Interview Guide

Appendix III - Respondents by Country

EXECUTIVE SUMMARY

Raising Voices, a project of the Tides Center, works to develop sustainable programs that prevent violence against women and children. The organisation is based in Uganda and provides resources and supports that build gender-based violence prevention capacity in organisations primarily in East and Southern Africa, as well as around the world.

One key strategy is the development and publication of program tools that assist organisations and individuals to work in their community to prevent gender-based violence. Raising Voices has produced two Program Tools focussed on violence prevention in East and Southern Africa:

- ◆ *Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa*, a comprehensive guide which outlines key community mobilisation strategies in order to effect lasting change.
- ◆ *Rethinking Domestic Violence: A Training Process for Community Activists*, a practical tool that outlines training activities focussed on preventing domestic violence.

Although originally intended for use in East and Southern Africa, approximately 2,500 Program Tools have been disseminated by request in 65 countries. They are being used by organisations and individuals to develop programs and guide violence prevention activities in local communities, on national levels, and in large geographic regions.

Raising Voices recruited an external evaluator to assess the use and impact of the Program Tools. A representative sample of 272 participants in 40 countries responded to an online survey, followed up with 26 in-depth interviews.

Key findings

- ◆ Organisations have very high confidence in Raising Voices and the Program Tools. They frequently recommend Raising Voices and share the Tools with partners.
- ◆ The publications are actively used to develop and implement violence prevention programs in communities and regions around the world. The majority of respondents also regularly use the Tools for reference and capacity building. In addition, organisations reported that the Tools have positively impacted the quality of their violence prevention programs.
- ◆ Respondents commented on the high quality of the publications, their clarity, usefulness and the ability to easily adapt the resources. Respondents found the Resource Guide comprehensive and the Training Process valuable for implementing training. Organisations expressed a strong interest in receiving further supports from Raising Voices, including more resources and training.
- ◆ An overwhelming majority of organisations do not gather feedback on their violence prevention activities. 46% have little experience in monitoring and evaluation, presenting an important opportunity for capacity building.

Key Recommendations

- ◆ Continue with the provision of resources and support to organisations engaged in mobilising communities to prevent gender-based violence. Expand these supports to organisations through the development of new multi-media tools and increased technical support and training.
- ◆ Further document monitoring and evaluation capacity needs in the violence prevention field. Develop tools to support organisational competence in program evaluation.

Raising Voices has developed effective resources that mobilize communities and prevent violence against women and children. They have a strong reputation for successfully responding to capacity building needs within the violence prevention community. Raising Voices provides organizational and program development supports that enable significant community mobilisation violence prevention initiatives worldwide.

1. EVALUATION OVERVIEW

1.1 Background

Raising Voices is a non-profit organisation established in 1999, based in Uganda and a project of the Tides Center. The organisation works to create and promote community-based approaches to preventing gender-based violence. Raising Voices provides support for the development of sustainable violence prevention programs and engages in violence prevention advocacy. The organisation aims to strengthen programs and influence practice through:

- ◆ Program Tools – The Resource Guide and Training Process
- ◆ Technical Support and Partnerships
- ◆ Learning Centers
- ◆ Coordination of the Regional GBV Prevention Network
- ◆ International Advocacy
- ◆ Publications

Raising Voices is committed to understanding the impact of their work in the field of violence prevention and to respond to emerging needs in the sector. In particular, Raising Voices is interested in identifying organisational capacity needs and then developing resources to address these needs, with a focus on strengthening violence prevention community mobilisation initiatives. Raising Voices originally developed two Program Tools as resources for East and Southern Africa. These Tools have been distributed more broadly around the world for use in a variety of national and international settings. It was important for Raising Voices to understand how the publications have been used in diverse violence prevention initiatives worldwide. An independent consultant was engaged in 2005 to assess the usage and impact of the Program Tools:

- ◆ Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa, 2003 (the Resource Guide)
- ◆ Rethinking Domestic Violence: A Training Process for Community Activists, 2004 (the Training Process)

The Resource Guide and the Training Process are available from Raising Voices free of charge with the request that organisations/individuals in the Global North cover a \$10 international shipping fee. The Training Process is also available online and can be downloaded for free from the internet at www.raisingvoices.org.

2,000 copies of the Resource Guide and 750 copies of the Training Process have been published. Approximately 2,500 publications have been distributed to 1,000 organisations and individuals worldwide, including 29 African countries.¹ The publication distribution list formed the primary contact list for the evaluation. Additional copies have been distributed at conferences, meetings, and workshops.

1.2 Evaluation Objectives

The overall goal of the external evaluation is to assess the use and effectiveness of Raising Voices' Program Tools in violence prevention work. This evaluation report is a summary of the findings. The specific objectives of the evaluation report are to document and/or analyse:

- ◆ Who is using the Program Tools and how they are being used to strengthen programs on violence against women.
- ◆ Strengths and weaknesses of the Program Tools from the user's perspectives.
- ◆ The effectiveness of the Program Tools as a strategy for promoting and strengthening quality violence prevention programs.

¹ The Tools have been distributed to 29 countries in Africa, 6 in the Middle East, 12 in Asia, 8 in Latin America/Caribbean, 3 in CIS/CEE, and 15 in Europe and North America.

This evaluation also recommends potential improvements in the use of the Program Tools and possible future program directions. The findings from the evaluation will inform Raising Voices' continued work in responding to the resource/capacity needs of violence prevention organisations and in strengthening violence prevention programs.

1.3 Methodology and Timing

The evaluation methodology included:

- ♦ document review (including the Tools, project proposal, and online documents)
- ♦ an initial confidential survey sent to all recipients of the Program Tools
- ♦ in-depth one-on-one interviews with staff of organisations who volunteered to provide additional feedback

Survey Design

The sheer number of international recipients posed an initial challenge to the evaluation methodology, however, nearly all recipients providing contact information had communicated with Raising Voices via e-mail. 100% of the recipients of the publications with current contact information (n=853) were included in the sample due to the unpredictability of online survey response rates. Survey participants received an e-mail invitation to view the survey and could choose to complete the survey online, receive a copy via e-mail, fax or over the phone. The survey is included in Appendix I.

The survey was developed and pre-tested with key informants in a number of countries to ensure the questions were easy to understand and the web interface was comfortable for people with various levels of computer experience. In addition, questions were designed to reduce "satisficing" and to allow respondents to express their own reactions using both closed and open ended questions and likert scales.²

Survey Response

853 survey invitations were distributed on August 9th, 2005 with a follow-up reminder to those who had not initially responded on August 16th and a final invitation on September 12th to non-responders. A total of 272 individuals responded, with 17 individuals declining to complete the survey (31.9% response rate). Respondents in 40 different countries worldwide participated in the survey, including 20 Sub-Saharan African countries. This is a remarkable response rate for an online survey primarily distributed in the developing world where Internet/e-mail access is expensive and unreliable.³ In addition, the response rate provides an adequate sample size for the evaluation results to be representative and broader inferences about the use and impact of the Program Tools can be drawn from this report.⁴

One-on-One Interviews

One-on-one interviews were conducted in order to more deeply explore respondent's experiences with the Program Tools and to document case examples of how the Tools are being used in practice. A total of 26 follow-up telephone interviews were completed with organisations who volunteered their interest in contributing further to the evaluation. The interview guide for the telephone survey is included in Appendix II.

² *Satisficing* is the tendency to respond quickly without necessarily engaging with the question. Answers do not reflect the respondent's view, but reflect a desire to complete the survey. A *Likert Scale* measures statements on a point scale of agreement to disagreement. It is used to gauge attitudes or reactions.

³ Online survey response rates vary greatly, with response rates frequently seen in the 10 – 25% range. Several respondents who declined indicated via e-mail that they were not actively using the Tools.

⁴ Sample size calculation relies on a conservative estimate of response variability. REFERENCE: Fitz-Gibbon, C. & Morris, L. (1987). *How to design a program evaluation*. Beverly Hills, CA; Sage Publications.

Program Tool Description

Resource Guide

Raising Voices spent four years developing and field testing *Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa*. The Resource Guide is designed as an accessible tool to guide community mobilisation initiatives that address gender-based violence and to influence beliefs and behaviours that perpetuate violence. These resources are focused on promoting structural social change through active, inclusive community engagement and leadership. The Guide provides information and resources to community based organisations who are planning, implementing or monitoring domestic violence prevention projects. In particular, the Resource Guide outlines five phases of community mobilisation and five fundamental strategies in community mobilisation initiatives.

The five phases of community mobilisation are rooted in Prochaska et al.'s Stages of Change Theory of individual behaviour change and amplified to work at a broader community level. Recognising what individuals and communities typically experience when changing behaviour, the Resource Guide suggests strategies to facilitate each stage of that process. The phases are described below:

Phase 1: Community Assessment - a time to gather information on attitudes and beliefs about domestic violence and to start building relationships with community members.

Phase 2: Raising Awareness - a time to increase awareness about domestic violence within the general community and various professional sectors (e.g., social and health services, law enforcement, teachers, religious communities, etc.).

Phase 3: Building Networks - a time for encouraging and supporting general community members and various professional sectors to begin considering action and changes that uphold women's right to safety.

Phase 4: Integrating Action - a time to make actions against domestic violence part of everyday life and institutions' policies and practices.

Phase 5: Consolidating Efforts - a time to strengthen actions and activities for the prevention of domestic violence to ensure their sustainability, continued growth, and progress.

The Five Strategies for Community Mobilisation are:

1. Development of effective **learning materials** such as booklets, posters, exhibitions, stickers, story cards, information sheets, and murals.
2. **Building capacity** of staff, the community and professional sectors.
3. **Media and public events** that create public forums for exploring ideas and values.
4. **Advocacy** that focuses attention on women's needs with specific groups, including NGO collaborations, professional sector partnerships, and community leadership forums.
5. **Local activism** that engages community members to actively participate in preventing domestic violence in their community.

The Resource Guide also includes resources for program planning, monitoring and evaluation; several organisational case studies; information sheets; and a Community Activism Course which outlines training activities and strategies.

Training Process

Raising Voices developed the Training Process in response to requests for an easy to follow, expanded, standalone version of the *Community Activism Course* that is included as an appendix in the Resource Guide. *Rethinking Domestic Violence: A Training Process for Community Activists* was produced in partnership with the Center for Domestic Violence Prevention (CEDOVIP). The Training Process was field tested in Kenya, Uganda and Tanzania and published in 2004.

The Training Process is organised in six parts:

Introduction - provides an overview of the work, a brief description of the ideas behind the approach and some tips on how to facilitate the process.

Section One: Becoming Aware of Gender and Rights - participants explore the belief system in the community that allows domestic violence to occur; ideas about gender; and learning about women's rights.

Section Two: Deepening Understanding of Domestic Violence - participants explore how they understand domestic violence, what their experience has been and what some of the consequences have been for their community.

Section Three: Developing Skills and Personal Qualities - participants identify skills and personal qualities needed to prevent domestic violence.

Section Four: Taking Action to Prevent Domestic Violence - participants discuss the importance of breaking the silence around domestic violence; develop action plans and plan how to support each other to maintain the community-based efforts; and discuss how to inspire others to become activists in domestic violence prevention.

Appendices - this section provides information on how to monitor and evaluate the process of domestic violence prevention in the community. Additional information, handouts and learning tools are included in the appendices.

1.4 Project Funding

The Resource Guide was developed by Raising Voices and published in collaboration with UNIFEM and ActionAid Uganda with support from The Moriah Fund, CIDA/GESP II, and the Richard and Rhoda Goldman Fund. The Training Process was developed in collaboration with the Center for Domestic Violence Prevention (CEDOVIP) with support from The Moriah Fund, CIDA/GESP II, and the Royal Netherlands Embassy.

1.5 Program Tool Distribution

Initially, the Program Tools were distributed in East and Southern Africa. Demand for the Tools grew quickly through word of mouth recommendations. Organisations both in the region and worldwide showed immense interest in receiving these resources. Consequently, Program Tools have been distributed internationally through a variety of channels, for example:

- ◆ A number of organisations have requested and received multiple copies of the Tools (i.e. over 35) for targeted violence prevention activities, including: WRAP - Women's Rights Awareness Programme, Action Aid Uganda, AMKENI, Engender Health, Kivulini, UNIFEM, ECODEV and the GBV Global Technical Support Project - Reproductive Health in Response to Conflict (RHRC).
- ◆ An additional 1,400 copies were distributed to approximately 1,000 recipients active in violence prevention, community mobilisation, and participatory learning. A summary of the types of organisations who received the publications is included in Section 2.

Feedback from organisations and individuals who received copies of the publications forms the basis of this evaluation report.

2. EVALUATION FINDINGS

2.1 Who is using the Program Tools?

Connecting with Raising Voices

The survey responses indicate that Raising Voices is accessible and very responsive to requests for publications and program support.⁵ The majority of respondents learned about Raising Voices after they were recommended by a colleague or organisation (41%) or through the internet (30%). Various organisations in numerous countries were specifically mentioned as sources who recommend Raising Voices, including: Kivulini, PATH, EngenderHealth, NAWOU, TIDES, ECODEV, GBV Prevention Network, GBV - RHRC, Migrant Clinicians Network, CIDA/GESP, International Medical Corps, UN Habitat Safer Cities, Oxfam, and Close to Home.

Remarkably, 67.7% of respondents reported that they have shared the Resource Guide/ recommended it to partners. 58% have shared the Training Process with others. The fact that both Tools are so widely recommended and shared within and throughout the violence prevention community is a strong indication of their usefulness to staff and organisations. It is apparent that the Tools are both highly relevant to a broad range of community mobilisation and violence prevention initiatives and highly adaptable to numerous countries and cultures.

This high confidence level in both Raising Voices and their publications was also expressed in the survey responses and in the one-on-one interviews:

- ◆ When people ask me about community organising resources around domestic violence prevention I always suggest they check out Raising Voices website and materials. (USA)
- ◆ Once you introduce the Guide to other people, they grab the copy you have. Today we have only one copy at our office where there were about 7 copies. You just think it is so good to give other people who are doing similar job. You will realise you do not have a copy later when you want to refer to it. (Tanzania)
- ◆ Not only do you get the Resource Guide, you get really amazing people doing really amazing programming who are showing you what works and what doesn't by doing it. They are spot on fantastic and helpful. There are a lot of resource books for other things, but you can't reach the person who wrote it – that is what really sets Raising Voices apart. Raising Voices is very open to coalition building. (Uganda)
- ◆ I would highly, highly recommend Raising Voices to others – and I do. (Pakistan)
- ◆ People are energetic about recommending it to other groups, wanting to talk more creatively about how to use it. (Uganda)
- ◆ The layout is superb, which makes it easy to follow. It's written in a down-to-earth language - easy to understand and the illustrations are very appropriate. The content and examples given make it an excellent tool. (Kenya)
- ◆ It is friendly, simple and a very practical tool to use. Organisations and individuals who have seen it from our organisation are always excited on getting a copy. (Tanzania)

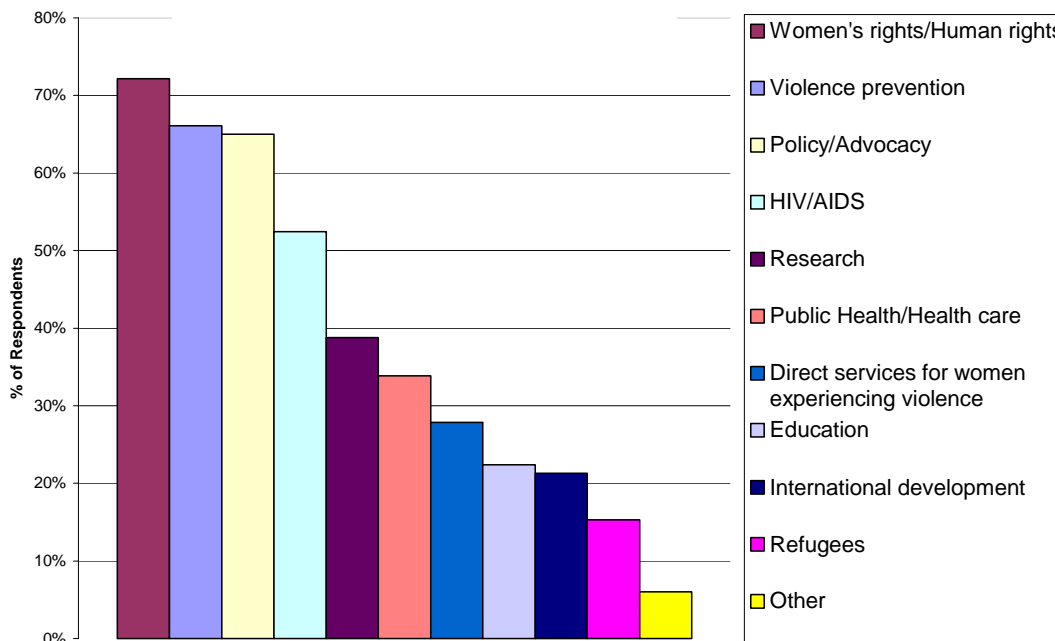
A list of the number of respondents by country is included in Appendix 6.3.

⁵ A total of 3 respondents indicated that they had ordered a publication and had not received it. All others indicated that the publications were received. Many expressed interest in receiving more copies.

Organisation Type and Focus

The majority of organisations using the Program Tools are national and international non-governmental organisations. The organisational focus of the majority of respondents centre on women’s and human rights, violence prevention, and policy and advocacy. Interestingly, organisations also reported working in the field of HIV/AIDS – reflecting the link that many respondents commented on between gender-based violence and HIV/AIDS.

Graph 1 – Organisational Focus



Case Example – Kivulini, Tanzania

Kivulini addresses the root causes of domestic violence by working closely with community members to change attitudes and behaviours that perpetuate violence against women. *Kivulini* has adapted the Resource Guide and uses it to guide their violence prevention work in Mwanza, Tanzania.

We are using the Resource Guide heavily. It is very practical because it indicates how you can organise yourself - what kinds of strategies, activities you can use, what kinds of activities you can develop.

Before we go to our meetings and trainings, we use it to prepare, then we use it as a referral document. We choose what materials we want to use and adjust it according to our own situation. We've made many posters, booklets, murals, and T-shirts. We use it to engage people in discussing domestic violence, mainly with

the community – religious leaders, students, and healthcare workers.

When I'm using [the Guide], it is really something because it's coming from the real experience of how you work with people. It's based on something real that is happening in the community. Even with staff, it outlines how to do reports and how to do reviews. It helps us very systematically to document what we are doing. We find it so useful, so resourceful and it gives us a lot of confidence in our work. We are in the mobilising / building networks phase. Also, we know so many people who are so interested in using the Resource Guide.

2.2 How is the Resource Guide being used?

79.4% of respondents reported using the Resource Guide. It is apparent from the survey and one-on-one interviews that the publications are being used with creativity for numerous programs, capacity building, and long term violence prevention strategies. A large majority (85%) of respondents using the Resource Guide reported that they are using it regularly for reference. 47% keep it in a resource room.

- ◆ 44% indicated that they are using the Resource Guide to develop and implement violence prevention programs.
- ◆ 21% of organisations report using the Resource Guide daily or weekly, and 24% use it monthly. Only 4% report that they never use the Resource Guide.
- ◆ 43% of Respondents using the Resource Guide have been using it for a year or more and 23% have been using the Guide for 7 months to 1 year.

The adaptability of the Resource Guide is seen in the broad range of countries and contexts in which it is used. In addition, the Resource Guide's strategies for the prevention of gender-based violence are "scale-able." The Guide is actively being used by individuals and local organisations in their community mobilisation efforts on local and national levels, as well as by much larger international non-governmental organisations who are implementing Resource Guide concepts and strategies in regional multi-year initiatives.

Case Examples – Using the Resource Guide for Reference

The comments below reflect the importance of the Guide as a reference tool:

- ◆ We are using [the Resource Guide] as a reference. We have prepared our own materials and in our own language. The Guide shows how women are organised; what are the strategies; how the communities are really sensitised; how can it be sustainable. Getting information on what is going on elsewhere – it's a great solidarity feeling. It's a very useful reference. We can draw some experiences from it and modify to our strategies. (India)
- ◆ I like all the suggestions about activities and all these materials on things you did - like action planning and especially for monitoring. It is excellent. An organisation has given funds and you have to give reports. It is very helpful. I have shared it with people who are right now doing projects. Some are not trained in making action plans. (Colombia)
- ◆ We have adopted part of its action plan and activity evaluation format. The cartoon layout, billboards have all helped us design human rights readers. (Uganda)

Case Example - World Neighbors, India

World Neighbors is a nonprofit, non-sectarian, self-help organisation that helps communities solve their own problems of hunger, poverty and disease. Program areas include community-based health, conservation, water and sanitation, and livelihood strategies.

We have the Resource Guide and we are using it in the field. We are using these materials in the community and in group meetings. We have translated some of it into our regional language. [World Neighbors] has training quarterly based on the Resource Guide. Field level staff attend the training and then train the group leaders. The group leaders then train the community. The thing that is useful for the trainers to use in the field is that it is easy

to follow. We can create awareness in simple terms. For example, we are using the participatory materials and some of the pictures showing gender and violence. We have developed some flash cards and pictures. They are pictures of some gender issues, like a boy is going to school and the girl is in the house. After building rapport with community and people, we can talk about these pictures.

Case Example - WE CAN End Domestic Violence Campaign (Oxfam), South East Asia

The South Asia WE CAN campaign to end violence against women aims to mobilise voluntary change makers and inspire them to challenge attitudes and practices that support violence. WE CAN is implemented by more than 400 organisations across South Asia.

This is a South Asia campaign in five countries – 50 million people in the next five years with 5 million changemakers who work to end violence against women. As Oxfam's Global Advisor on Gender I was looking for examples from other parts of the world and to mobilise people in terms of changing attitudes and practices. I got in touch with Raising Voices. The Resource Guide and Training Process provided a very practical way to think the issues through.

What has been very useful for us – in terms of our own thinking on the campaign - are the communication materials and approach. We have hard copies of the posters. We are using the basic underlying ideas of what we want to communicate and how to communicate.

The reasoning behind the materials helped us in an instrumental way to think through the communication strategy. There is a tendency to sell negative messaging visuals in communication around violence against women and I think using more positive images and approach is something that was very useful, especially seeing it in practice.

Having the practical examples before us enables our partners and others who are actually practicing to see the theory translated into practice.

[The Raising Voices Co-Director] has come out and done training. It was very useful to have her doing workshops with us and help us think through [the communication strategy] - seeing it in practice. I think that was very important to convince people here that there is a different approach. We're aiming to have a big impact in changing attitudes across society. We are planning a capacity building process for our alliance members where we would adapt and use the Resource Guide and Training Process. It will have to be adapted to South Asia and to our campaign and our scale.

The Resource Guide and Raising Voices' support were critical. She was a resource person with us and did capacity building - which was equally important. We are looking to her to continue. Here's someone who has moved ahead and started earlier. We can learn a lot from [Raising Voices] and adapt it to our own needs.

In addition, survey participants indicated a range of other uses for the Guide, including:

- ◆ Using it to develop program funding applications
- ◆ Strengthening capacity of staff in program reporting, monitoring and evaluation
- ◆ For academic work, such as theses and research initiatives
- ◆ As a model program in literature reviews
- ◆ Journalists using it for ideas for news stories

Model of Behaviour Change

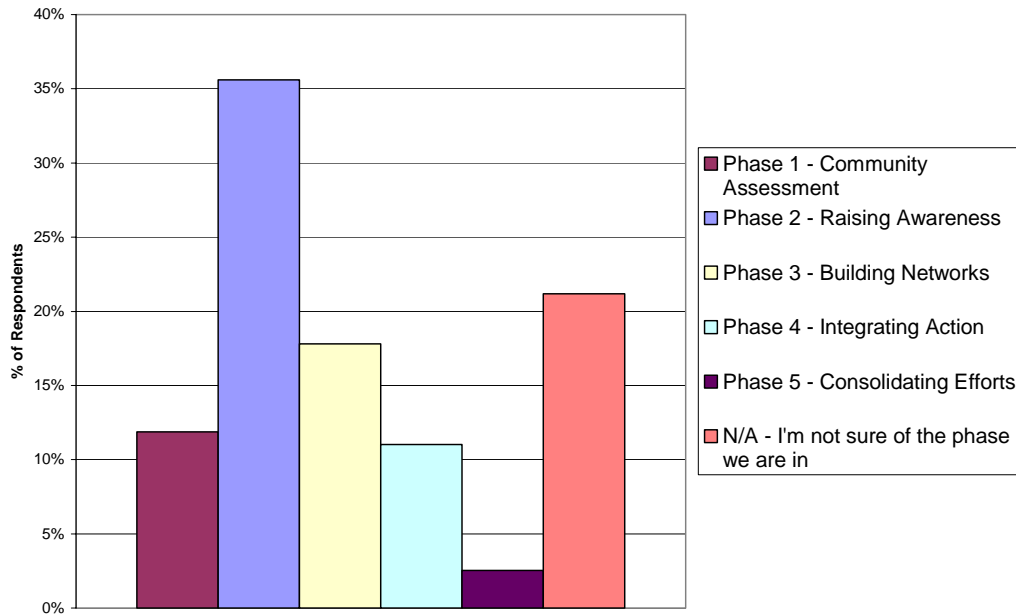
The model of Behaviour Change described in the Resource Guide outlines the theory of change that is fundamental to the Guide's violence prevention strategies. It provides the conceptual foundation on which to understand the process of community mobilisation and describes the dynamic process involved in changing widely held beliefs and accepted or condoned behaviours. 88% found the model of behaviour change useful or very useful in their work. 4% found it moderately useful and 8% of respondents did not remember the model. One survey respondent commented:

- ◆ I thought the theory of change was very useful. Found the supporting activities to be helpful. The context in which we are working is quite different than Uganda -- but the analysis and process outlined was/is very instructive. (USA)

Phase of Community Mobilisation

Organisations were asked to identify what phase of community mobilisation they felt they were in. The majority felt that they were in the Raising Awareness phase. Several respondents commented that it was difficult to identify the phase as organisations are at various stages of implementation and communities are not homogenous in responding to violence prevention efforts.

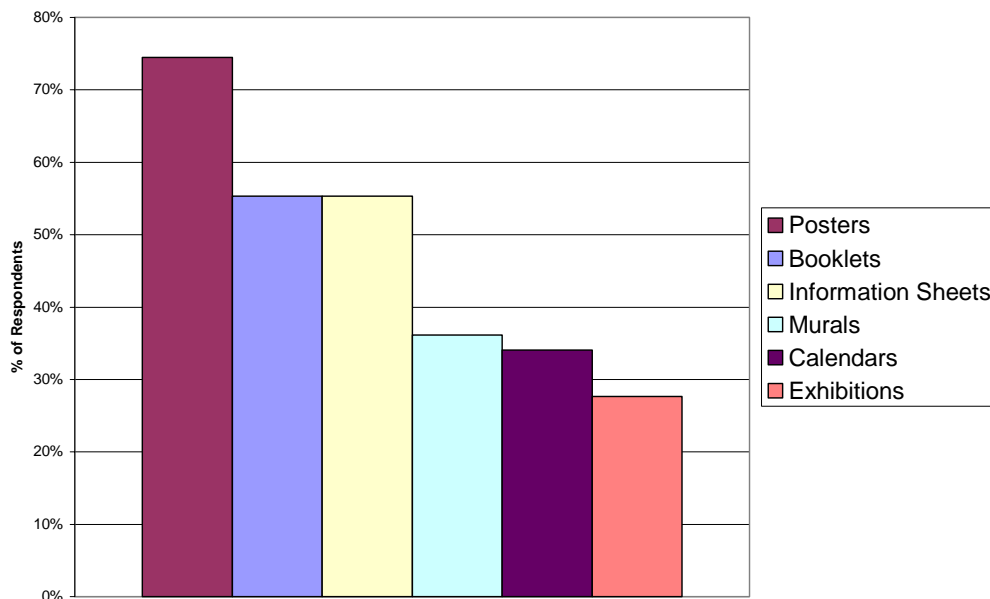
Graph 2 – What Phase of Community Mobilisation is Your Organisation In?



Learning Materials

36% of people who are using the Resource Guide reported that they had developed their own learning materials based on the Guide. Posters are a popular tool within this group of users who have gone on to develop their own materials. The graph below depicts the types of learning materials that have been produced by organisations who reported creating their own Resource Guide inspired learning materials:

Graph 3 – Learning Materials Produced



Respondents reported that these learning materials are primarily adapted from the Guide to be culturally and linguistically appropriate for specific violence prevention and community mobilisation initiatives (please refer to section 3.6 for further information on cultural adaptation). The table below outlines the number of materials that have been adapted by organisations in violence prevention activities.

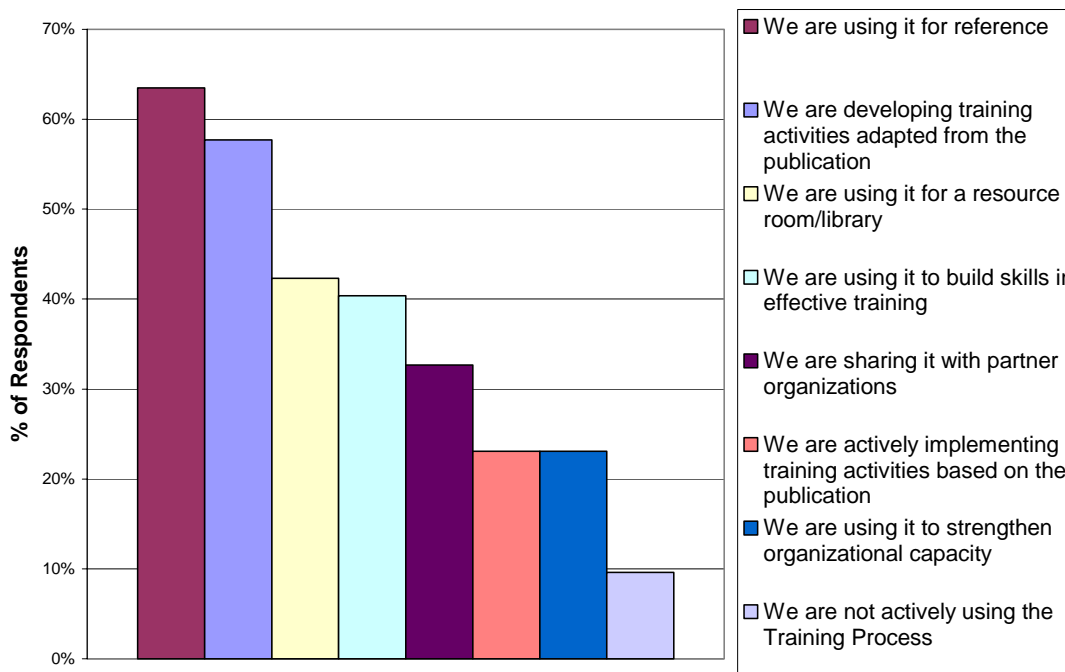
Type of Learning Material	# of unique publications adapted from the Guide
Posters	112
Calendars	13
Booklets	41
Information Sheets	80
Exhibitions	3
Murals	114

2.3 How is the Training Process being used?

The Training Process was published in 2004 and thus organisations have been using this resource for a shorter amount of time. 750 copies have been published (versus 2000 Guides) and so fewer overall organisations are using this Tool. The Training Process is currently in a second print run. 35% of respondents indicated they are using the Training Process.

- ♦ 21% of respondents using the Training Process reported that they had been using it for 1 year or longer. 39% have used it for 7 – 12 months and 40% have used it for 6 months or less.
- ♦ 23% reported actively using the Training Process to deliver training and 56% were developing training activities adapted from the publication.

Graph 4 – Uses of the Training Process



As with the Resource Guide, the majority of respondents reported that one of the most common uses for the Training Process is for reference. Respondents also commented on their experiences implementing training or workshops based on the Training Process:

- ◆ The two documents have been our reference in all of our endeavours. They have eased our training activities because we don't need to use much time on training preparation. (Tanzania)
- ◆ The sessions articulate well and flow sequentially. The sessions are participatory and outline steps to follow. They are clearly set out so that even facilitators with less experience can easily use the Process. (South Africa)
- ◆ It makes preparations for trainings easy since all that is needed in preparation and the actual sessions are well stipulated. It clearly explains the different phases, which makes it easy to understand what to do at every particular stage that you are on. (Uganda)

Respondents reported the number of training activities they had offered based on the Training Process (i.e. workshops, activities) and the number of people who attended. The responses are outlined in the table below:

# of Trainings Held	# of participants
321	9462

Case Example – CEDOVIP (Center for Domestic Violence Prevention), Uganda

CEDOVIP works with the grassroots community to address the issue of domestic violence by influencing change in attitudes and behaviours that perpetuate violence against women. CEDOVIP has drawn on its close relationship with Raising Voices to establish a Learning Center based on their on-the ground experiences implementing the Resource Guide and Training Process over five years. The Center was a pilot site for the Resource Guide and offers extensive ongoing workshops, training, and advocacy work.

We have regular training workshops for community volunteers to support our local activism and advocacy for violence prevention. It is an ongoing capacity building exercise, depending on the needs of the group. We continue identifying their needs - where they are weak, where they need more information.

We offer regular monthly training sessions with our community volunteers. Other training includes sensitisation seminars with

religious leaders. This is why identifying needs is so important – it helps to see what topics are appropriate for these leaders.

The Training Process is a handbook which everyone else can use. You have in mind an issue like domestic violence or human rights. It gives you the guidelines and outlines the preparations for training. When people receive a copy, everyone wants a copy. They follow me and say make sure that we get more copies.

Case Example – Migrant Clinicians Network, USA

The Network is a national non-profit organisation that is a clinical network working to improve the health care of migrants and other mobile poor populations. The Network provides support, technical assistance, and professional development services to clinicians. The Network is currently trying to secure funds to produce a Spanish violence prevention training guide.

We have used [the Process] to inform our staff before going and training our community workers. We haven't been able to use it directly with the [community workers] because of the language. It helps us to frame questions and issues. It gives ideas of activities and how to approach issues – more of a way to formulate our own ideas and get some new ideas.

Our biggest hurdle with it is the linguistic and cultural barriers – anything we do has to be adapted or modified. We have to think how to put it into a relevant story or activity. I think it has been a very useful tool in thinking through how to look at the issues and how to approach them. That's not always the way that community focused family violence work is often presented. It is often facts and figures, and focused on how to provide services to people

experiencing violence. [The Training Process] gives you some ideas of how to address the root of the problem and develop strategies for changing the way the community views gender roles, violence, and power disparity.

The Process has a strong community focus and a very good popular education model, a lot of stories and games and dynamic interactive activities. The focus on primary prevention and making cultural shifts makes it a very good tool. For people who haven't had a lot of training and education, things are well explained. How to present the information and what to elicit, in a way that training manuals aren't always structured. I like the emphasis on involving the whole community - involving women and men talking about underlying issues. It is user friendly and easy to use.

2.4 What are the strengths and weaknesses of the Program Tools?***Program Tool Strengths***

Respondents were extremely positive about the Resource Guide and the Training Process and commented on the high quality of the publications and the ability to use them in a variety of settings by staff with differing skill sets. The flexibility and adaptability of the Program Tools when implementing gender-based violence prevention initiatives were identified as a main strength. A number of people referred to the Resource Guide and the Training Process as their violence prevention “bibles.” Respondents commented that both Tools reflect a practical understanding of how to realistically address issues of violence in a manner that could be implemented in their own organisations and communities. This is particularly remarkable given that the Tools were originally developed to mobilise communities in East and Southern Africa and are now successfully used internationally.

The Resource Guide

When describing what users like about the Resource Guide, respondents specifically commented on the strengths of the publication. Representative comments regarding what users like about the Guide include:

- ◆ For a long, long time I had done educational activities, mobilising etc. Now I found the methodologies described in this book. This guide is different - the strategies, the activities make sense and they repeat. It is exactly how you do it in real life. In real life you do activities, you do murals, you do capacity building. The book shows you how to actually put it into practice. (Colombia)
- ◆ Well written, clear and easy to understand, good information, great illustrations! (USA)

- ◆ The resource is very practical in its set up. Most issues in the Resource Guide are real issues affecting the women's lives particularly. (Kenya)
- ◆ Layout and diagrams/pictures. The sequence of topics. The freedom to reproduce materials from the Guide without copyright infringement. (Kenya)
- ◆ It is very real, it challenges stereotypes, it allows discussion. (Senegal)
- ◆ It is easy to use and understand. Demystifies violence against women. Also how to work with the community and not pitch it as a battle between the sexes. (India)
- ◆ It has been very insightful experience reading the Resource Guide. It has also helped us think out of the box and encouraged us to rethink approaches. (Sri Lanka)
- ◆ After many years of experience designing and implementing education and communication campaigns, for the first time I had the experience of having in front of me, in full detail, an overall map of how to do it. And it reflects exactly what we used to do or it showed us what we lacked in the past. I congratulate you for a great job. (Kenya)
- ◆ Clear and understandable pictures (also easier to understand if mother tongue is not English) - Very practical to use and to adapt. (Tanzania)
- ◆ It is highly participatory and it leads to the empowerment of the community and enables you to discuss issues of domestic violence which are not recognised by the community. I like the way it enables you to develop participatory facilitation skills too and to involve the community. (Ethiopia)

The Training Process

Respondents described what they liked about the Training Process, including:

- ◆ The manual is easy to understand and use it as a training material. (*reflected in 49% of comments*)
- ◆ I like that it has supporting materials/illustrations for the discussions. (*33% of comments*)
- ◆ We can easily adapt it to our community. It is very detailed and covers domestic violence as a whole. (USA)
- ◆ The activities are easy to adapt. Activities allow for the inclusion and participation of men. (Uganda)
- ◆ I like that it fosters community/participant involvement and that the emphasis is on changing the social environment so that violence becomes unacceptable. It is thorough, covering issues from gender roles/rights to preventing domestic violence. There are lots of great ideas for activities and games to use throughout a training. (USA)
- ◆ It has a logic and has a simple English to be understood. (South Africa)
- ◆ It allowed people to drop their prejudice and seek collective ways of ending violence against women in the community. (Nigeria)
- ◆ I like the clarity of the instructions and I like that it has supporting materials for the discussions. (Angola)

Challenges in Using the Program Tools

The survey and one-on-one interviews documented a number of challenges people have faced when using the Program Tools. Predictably, the most common comment was the need to translate the materials into a variety of languages, along with the need for more hard copies of the publications.

The Resource Guide

10.7% of respondents provided feedback on improvements that would make the Resource Guide easier to use. Approximately ¼ of these responses indicated that the Resource Guide provides a vast amount of information and that it could be intimidating to users.

Representative comments include:

- ◆ It is so much information! (24%).
- ◆ The binding coil needs change. I lose the last pages or some of the sections when I try to bring only what I need at a time (17%).
- ◆ It would be useful to us if it were available in other languages (14%).
- ◆ The guide bases on women only. Children have been partially spoken about. (Tanzania)
- ◆ I think it is necessary to be involved in a training to be able to know how to use the tools more effectively. (Kenya)
- ◆ Could include ways of working with multiple forms of oppression, e.g. gender, sexual orientation, class, race etc. Could also provide an understanding of context within which violence operates. (South Africa)
- ◆ It would be difficult for an NGO to just take it and use it without a support role where you have a facilitator's guide to take you through it, or an orientation to use it. It's important that, if you want NGOs to use it really well, then the dissemination process should include training. (United Kingdom)

The Training Process

3% of respondents commented on what they disliked about the Training Process, represented by the following comments:

- ◆ Too much group work sessions which needs to be shortened. (Egypt)
- ◆ Sometimes the people in the community complain about the pictures being in cartoon form, some of them prefer pictures of real people. (Uganda)
- ◆ Illustrations tend to give the impression that the manual is aimed at grass-roots rural communities, whereas most of the material is useful or can be adapted for any community, including large cities. (South Africa)

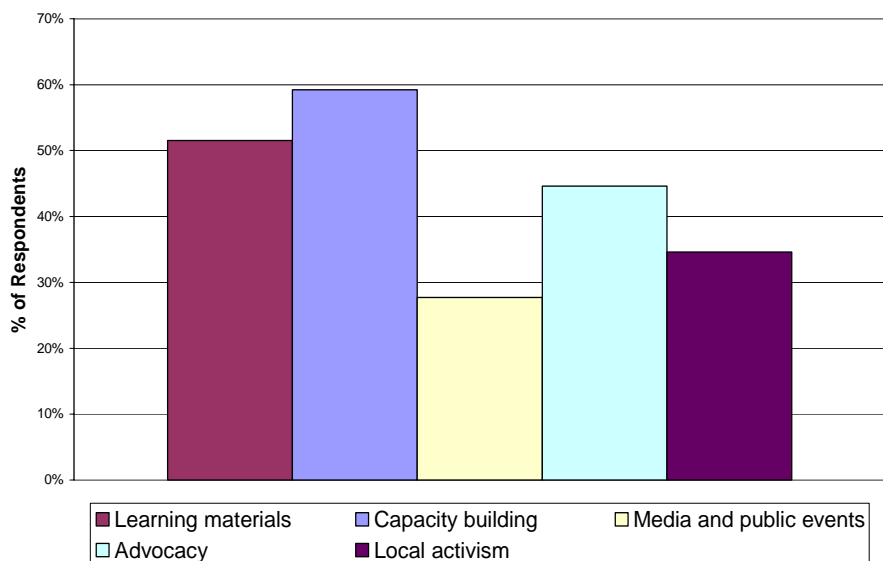
2.5 How effective are the Program Tools as a strategy for promoting quality violence prevention programs?

The evaluation documented the user's perspective of the impact of the Program Tools on organisations and communities. It is clear that organisations using the Program Tools find them to be useful.

- ◆ 90.6% reported that the Resource Guide and/or Training Process was "useful" or "very useful" in developing and strengthening violence against women prevention activities. 88.9% reported that it was "useful" or "very useful" in their community mobilisation work.
- ◆ 17% reported that they were not actively using the Resource Guide and 23% were not actively using the Training Process for violence prevention activities at the time they completed the survey. Many organisations not actively implementing activities commented that they had conducted training and activities in the past, or were planning/submitted funding applications for future initiatives.

Organisations using the Tools to implement violence prevention activities reported that capacity building and learning materials were the most effective resources for their own work in the field. These strategies are viewed as being the most effective supports for community mobilisation initiatives.

Graph 4 – What Strategies Were the Most Effective?



This finding echoes results seen earlier in the evaluation. In previous responses, the majority of organisations commented on the usefulness of the Guide and the Process as reference tools which help to build knowledge and skills. In addition, most reported being in a Raising Awareness phase with a need to develop outreach materials to actively promote violence prevention messaging. To meet these needs, organisations are actively using the Tools for capacity building and the development of learning materials.

Respondents described how they use different strategies in their violence prevention work:

- ◆ We are advocating a bill for domestic violence and it has passed in our parliament. The Guide helps us to think about how to provide the kind of support that is needed for a community group. They need a lot of support from the state, police, lawyers, activists so that communities can effectively sustain and address domestic violence. The central question is 'how do we make it for civil society and not just women alone?' (India)
- ◆ It's a very practical tool for anybody - anybody - who hasn't done anything about mobilising communities to prevent domestic violence – even mobilising a community around an issue. It's very practical because it indicates how you can organise yourself. What kinds of strategies, activities you can use or develop. It shows how you can organise yourself as an organisation or a group, depending on your situation. You can do small things, you can do big things. You are linked up with the five steps. (Tanzania)

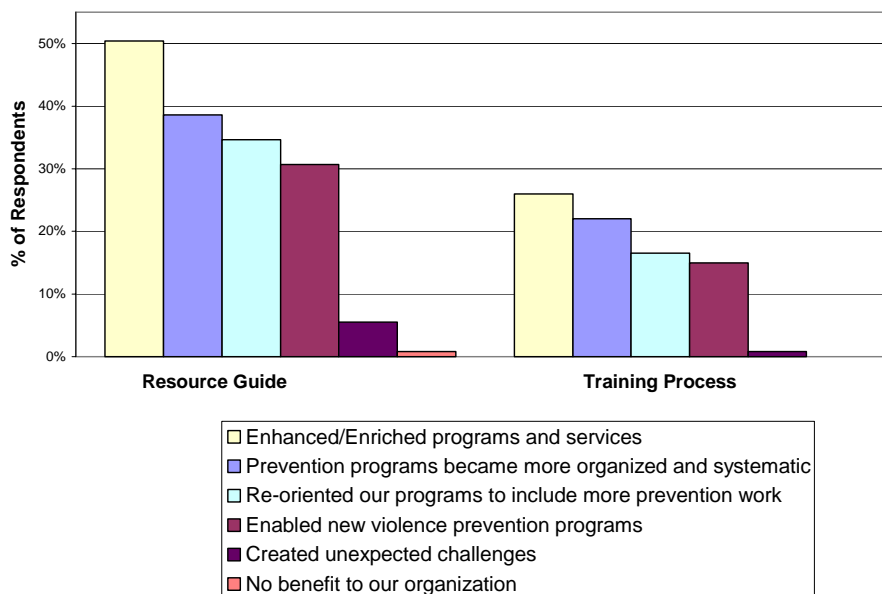
One important measure of the impact of the Program Tools is whether they have influenced the quality of violence against women prevention programs. In exploring this question with respondents, it is clearly evident that the Tools are viewed as having a positive effect on the quality of violence prevention programs.

- ◆ 89% reported that the Resource Guide had a very positive or positive impact on program quality.
- ◆ 86% indicated that the Training Process had positively impacted their programs
- ◆ No organisations reported a negative or very negative impact of either of the Tools on their programs.

Interestingly, organisations using both the Resource Guide and the Training Process indicated that the impact of the Tools followed a similar pattern. Respondents reported that programs and services were enhanced and enriched, and that programs became more organised or systematic as a result of using the Tools.

- ◆ It strengthens the users capacity, increases their understanding on domestic violence and improves on their skills. It empowers them to think of practical ways of preventing domestic violence in communities. (Uganda)
- ◆ Both books have enhanced our capacity as staff and trainers and we have been in a position to reach out to the women that we train as they have opened up to share their stories with us. (Kenya)

Graph 5 – Overall Impact on the Organisation



Case Example – AMKENI, Kenya

AMKENI is an umbrella organisation, managed by EngenderHealth, committed to improving family planning, reproductive health, and child survival throughout Kenya.

We received funding from USAID for gender-based violence awareness raising. There is very little support for women experiencing violence and for perpetrators of violence. The Resource Guide came into play for our community agents to find a way to engage the community in a broader discussion [of violence] – why is it happening, who is doing it.

Resource Guides went to staff and implementing partners. One of the issues was how do you get men and women to sit together and talk about something so sensitive. A lot of the process that's in the Guide is getting the gatekeepers involved in a dialogue. Staff pulled from the training provided by [Raising Voices] – things like having church groups set up informal support networks, having the village elders decide on gender-based violence issues and integrate that into our local hearings.

I've handed it to people as a guide to start the ball rolling, even if you can't do a full scale gender-based violence program. I've used other tools that have frameworks that are more difficult to adapt to health, education and behaviour change. This is a much easier fit. It is a resource we would like to share with all of our people, but it's a matter of cost - we have 1000's of people.

It's a great looking guide, easy to find the things you want to. It's sturdy. I really appreciated that [Raising Voices staff] were there and the Guide was there. It was very difficult to find anything else we could use. This is a guide with bits and pieces that you can pick up and integrate. Approaching gender-based violence is so overwhelming and it's great that there is a place that's manageable that you can start.

Cultural Appropriateness

The usefulness of the Program Tools rests on their adaptability to community and organisational realities. The survey and interviews explored respondent's experiences with the Tools in diverse environments. Participants were asked whether they were controversial, and whether they were culturally appropriate/adaptable. The responses to these important questions indicate that, overall, both Tools are adaptable to local communities. This finding is particularly notable given the multiple purposes the publications are serving and the international contexts in which the Tools are being used. Respondents from a wide variety of settings indicated that the focus on working within the community context and recognising community leadership possibilities when addressing attitudes and beliefs about gender-based violence made the Resource Guide and the Training Process useful for community mobilisation. The comments below represent common replies to the questions regarding users' experiences with the cultural appropriateness of the Tools.

Resource Guide

- ◆ Adaptable to our local context – we make changes in dress; clothing; (as we have a culturally diverse community) also hair and language (commonly use Sinhala or Tamil). (Sri Lanka)
- ◆ I had to change the language and outfits so that the community we are targeting understands and are able to reflect on their surroundings. So we changed the clothing and we did slight changes in the translations. (Tanzania)
- ◆ They are very culturally appropriate and relevant to the communities I work with (Sudanese, Eritrean, Ugandan, etc). (United Kingdom)
- ◆ While most of the examples are culturally appropriate, we have found that you need to adapt some of the material to suit different settings such as the rural areas. For example, while a hair saloon is ok, some communities do not have them. The waterpoint may serve as an alternative. (working in Kenya, Uganda and Ethiopia)

Training Process

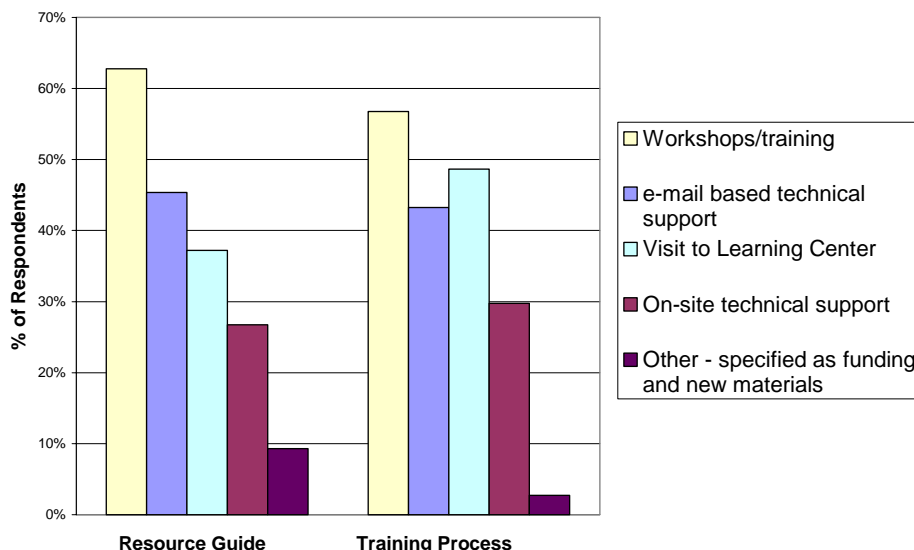
- ◆ They are objective and do not disregard any ethnic group but address attitudes, perceptions and practices. (Uganda)
- ◆ We have implemented a program on Intimate Partner Violence in the African immigrant community. The participants are predominately from West Africa, but the illustrations and examples are very culturally adaptable to the community. (USA)
- ◆ In some instances I have had to slightly change the examples to suit the environment and participants. Lately I have been training farm workers with the purpose of motivating them and the ages are somewhat mixed, but workable examples have always come up. (Zimbabwe)

Respondents who found the Resource Guide difficult to adapt for cultural reasons had the following comments:

- ◆ The culture of the Refugees has eroded a bit due to the conflict and relocation. They are depressed and it is very difficult to appreciate change. (Uganda)
- ◆ The violence is culturally different in a Muslim context. (Senegal)
- ◆ Many of [the examples in the Guide] are antagonistic to culture, as they advocate for sharing family roles, equality to name a few. (Uganda)
- ◆ As Church staff it is much easier for us to use biblical foundations of equal and fair rights for all humans than Human Rights conventions. (Tanzania)

Additional Program Tool Supports

Graph 6 – Interest in Additional Support from Raising Voices

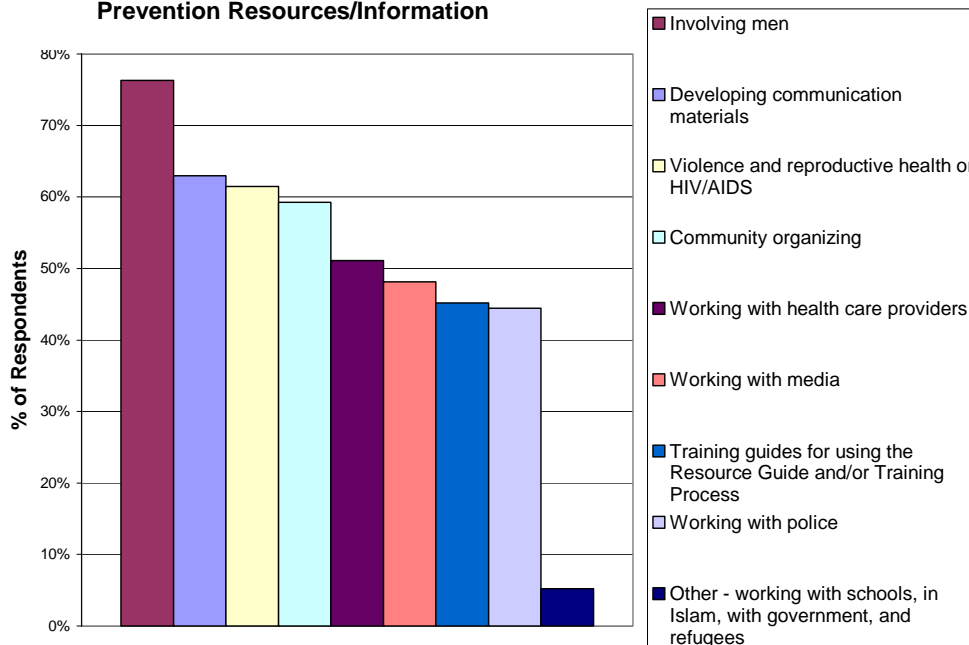


Participants expressed a high level of interest in additional supports to assist in using the Program Tools. Respondents indicated that supports that supplement the Program Tools would enable them to more fully understand and use these resources, especially program staff. For example, respondents commented that it would be helpful for staff engaged in violence prevention work to visit Raising Voices or to have Raising Voices conduct training for them. They described the value of meeting with people who are actively thinking about and engaged in community mobilisation in order to learn from practice and experiences. The strongest interest was seen in workshops or training in how to use the Program Tools.

Interest in Further Information and Resources

A great deal of interest was shown in further information and resources, most notably in involving men. The high level of interest in receiving information on many of the topics - along with further supports from Raising Voices - is remarkable. It is apparent that organisations are enthused about learning from others' violence prevention experiences and are seeking further supports and resources to strengthen their responses to domestic violence.

Graph 7 – Interest in Other Violence Prevention Resources/Information



3. LEARNINGS AND FUTURE DIRECTIONS

3.1 Monitoring and Evaluation

The evaluation brought to light some interesting feedback on organisations experiences with monitoring and evaluation.

- ◆ 76% of people using the Resource Guide reported that they did not gather verbal or written feedback on their activities or initiatives.
- ◆ 69% using the Training Process reported that they did not collect feedback.
- ◆ 46% reported that they have little experience with ongoing monitoring and evaluation, agreeing with the statements in the survey such as: “we have not yet turned attention to monitoring and evaluation”; “we are in the process of trying to develop monitoring and evaluation activities”; or “we do not have the time/resources/skills to conduct monitoring and evaluation”

The nature of violence prevention programs – the focus on changing individual and community attitudes and behaviour over the long term - makes their impact notoriously difficult to assess even when they are routinely monitored and evaluated. The absence of systematic monitoring and evaluation creates a significant problem when attempting to measure the impact of violence prevention work. While organisations participating in the survey and interviews described the impact of the Program Tools on their activities and organisations, this problem of measurement makes it difficult to assess the broader impact of prevention work on individuals, communities and public policy.

Raising Voices is recognised as an organisation with experience implementing high quality violence prevention community mobilisation programs, clearly documenting them, and engaging in evaluation. The one-on-one interview comments below describes Raising Voices as one of 3 model programs highlighted in a USAID Gender-based Violence literature review and analysis.⁶ Key criteria for the programs selected for the literature review were strong program documentation and evaluation.

Case Example – Raising Voices as a Model Violence Prevention Program

There are very few programs in the violence against women field that have been well documented and well evaluated. Documentation and evaluation were fundamental criteria in the selection methodology for model programs highlighted in the literature review. Over and over again, the Raising Voices initiative was mentioned as a high quality program - it's a small field. Raising Voices had strong documentation and engaged in evaluation. One of the things that strikes me is that [the Resource Guide] is very user-friendly; the language is very accessible, and very detailed. It's approachable for folks who haven't used guides before. [The Guide] is progressive; there is a large order goal. It is easy to see how one can start small and add different initiatives as one progresses. Also, it works within a context of the community and doesn't isolate one issue.

Even though it was based in a particular experience in Africa, it is very applicable in other countries. You would think it would be very site specific and difficult to translate into other settings. I've always been very impressed at how thoughtful and balanced the view is without neglecting ethical considerations/culture. The Guide is not a recipe approach. Overall, it is ethical, thoughtful and progressive - a hard balance to strike.

⁶ Guedes, A (2004), *Addressing Gender-based Violence from the Reproductive Health/HIV Sector – a literature review and analysis*. Available at <http://www.prb.org/pdf04/AddressGendrBasedViolence.pdf>

3.2 Future Directions

Raising Voices faces a number of choices in determining next steps as they relate to the Program Tools and prioritising future directions. Users of the Program Tools described a variety of ways in which they felt the Tools and resources offered by Raising Voices could be further developed. Many of these suggestions were described as “wish lists” as they are resource intensive and entail significant time and funding commitments. These suggestions include:

Development of Audio-Visual Resources

Many respondents commented that audio-visual resources would be a welcome addition to the Resource Guide and Training Process. People became excited about the thought of videos, posters, or other presentations that could accompany hard copies of the Tools to enhance and expand the use of the publications. Suggestions included:

- ◆ additional posters and pictorials that could be pulled out of the publications
- ◆ CD supplement to the publications that could be saved on computer. This would be used to complement the materials in the existing publications for staff training or at public events.
- ◆ multimedia CD or video that includes music and people talking about violence prevention and their experiences in community mobilisation

These types of resources have the potential to be incredibly powerful additional tools and resources for organisations and communities. Respondents indicated these audio-visual tools should accompany the existing publications as enhancements, not substitutions for the existing Program Tools.

Developing a CD or video for staff/volunteer training or for public events would involve significant time and resources and would require committed funding. It is evident that audio-visual resources would be well received by organisations who have used Raising Voices publications and would also have a strong positive impact within the violence prevention community.

Expanded Training and Technical Support

A number of respondents commented that it would be useful to visit Raising Voices, or have Raising Voices come to meet with them to receive training in how to use the Program Tools and to further develop thinking around effective violence prevention programming. Some organisations felt it would be useful to include training when receiving the Tools.

Raising Voices offers ongoing training to many organisations and expanding this support to a broader scale would require significant human and capital resource investments. There is a clear capacity building benefit from additional training and technical support from Raising Voices, if those resources are available. Additional suggestions included having regional meetings or training programs and seminars or web-conferencing.

Development of Targeted Tools

Several respondents suggested that breaking information from the Resource Guide down into a series of booklets would be useful. People could then choose a relevant topic without being overwhelmed with information. It was suggested that separate booklets could be created on each of the phases outlined in the Guide. Another idea was to create a booklet outlining community mobilisation strategies, showing how the strategies link from phase to phase. In addition, booklets could be tailored to different stakeholders – police, health care providers, religious leaders etc. These booklets or toolkits would outline strategies for working effectively with different sectors of the community, how to approach these stakeholders and what has worked in practice. Respondents also indicated interest in an in-depth guide to address gender-based violence and HIV/AIDS. Creating targeted stakeholder or topic specific booklets would be welcome resources in the sector. Producing these resources is a significant undertaking and would entail tool development and testing.

Translation/Cultural Adaptation

There is a documented need for both Program Tools to be translated into several languages, most notably Swahili and Spanish. While the organisation is pursuing possible translations in these two languages, further translations would be highly resource intensive and involve field testing. If funds are not available to complete translations, one possible new resource could be a guide to translating publications so that organisations can more easily adapt the materials. Another suggestion is to publish a few popular posters/activities in multiple languages/other focus communities.

Publication of the Tools

Many organisations requested additional hard copies of the Resource Guide and/or Training Process. Some organisations had heard of one of the publications and not the other. There is a clear demand for these resources. Hard copies of the publications are valued resources within organisations.

In addition to requesting further copies, organisations indicated that the format of the Tools could include more white space, less information/ideas on a page, and space for notes. Several suggested that the Tools could be in a large binder so staff could take out the pages they need to use; however, this format also poses challenges in replacing lost pages. A final comment was that activities should start at the top of the page so it is easy to mark them and find them again. It is questionable whether the benefits of comprehensively re-formatting the entire publications is an effective use of the organisations resources. This feedback should be incorporated into future publications.

4. FURTHER RECOMMENDATIONS

Geographic Focus

In addition to the possible future directions outlined above, several factors need to be taken into consideration when moving forward with violence prevention work. It is apparent that Raising Voices will need to consider how to proceed with Program Tool projects and partnerships in the future. Raising Voices publications are being used around the world with concentrations in East and Southern Africa, the USA, and India. With the rapid expansion of countries using the Program Tools, Raising Voices may want to clearly identify future geographic priority areas in addition to East and Southern Africa and pursue partnerships in those locations. This would involve additional cultural and linguistic translations of the materials and committing to broader, long-term Technical Support in those regions. Raising Voices may also choose to focus on expanding the use of the Program Tools worldwide and engage in broader outreach to organisations around the globe.

Monitoring and Evaluation

The low level of respondents who actively engage in monitoring and evaluation clearly indicates a gap in organisational capacity within the violence prevention community. There is a significant opportunity for Raising Voices to share its expertise and competence in program monitoring and evaluation. The Program Tools currently include a variety of monitoring and evaluation resources. These materials could be developed into a separate publication focussed on the monitoring and evaluation of violence prevention programs. A clear and user-friendly monitoring toolkit that takes into account the difficulty of measuring violence prevention initiatives would be a great resource. This type of tool has the potential for significant capacity building impact in the field of violence prevention.

5. CONCLUSIONS

Raising Voices has a strong reputation for high quality work, responsiveness, effectiveness and flexibility in the field of violence prevention. It is evident that the Program Tools are valued resources by organisations involved in the prevention of gender-based violence in East and Southern Africa and around the world. The strong participation rate in the survey, particularly given the difficult access to Internet and e-mail, and overwhelmingly positive feedback of experiences with the Program Tools indicate a high degree of confidence in the effectiveness of these publications.

This evaluation shows that many local, national and international organisations are using the Program Tools on a regular basis to strengthen violence prevention initiatives. The strength of the Tools is in their clarity, user-friendliness, adaptability and reflection of community realities. The fundamental concepts outlined in the Tools are used to mobilise communities around the globe. While the Resource Guide is comprehensive, one difficulty with this Tool is its length. In addition, organisations struggle with the need to translate materials into local languages.

Respondents indicated that the Program Tools have had a positive impact on their organisations. The resources have built staff and organisational capacity, while also improving community awareness and outreach activities. The publications and support provided by Raising Voices have contributed to the development of significant mobilising activities along with improvements in existing violence prevention programs and initiatives. The Tools are frequently adapted to local culture and language and there is keen interest in receiving further resources and support from Raising Voices.

Through the Resource Guide, Training Process, advocacy and technical support, Raising Voices has successfully built significant resources and capacity in the violence prevention community. Organisations using the Program Tools have outlined a number of possible future resources that they feel would continue to strengthen community mobilising efforts and build violence prevention capacity. Raising Voices' strength is in their ability to positively impact gender-based violence prevention programs around the world. Many in the field are looking forward to their leadership in innovative responses that prevent violence in homes and communities worldwide.

Appendix I - Survey

Evaluation of Raising Voices' Resource Guide and Training Process

Thank you for contributing to this confidential survey.
It should take about 15 minutes of your time.

1. Welcome to the Survey

Raising Voices has hired an independent consultant to conduct a confidential evaluation of the following tools:



1. Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa (*the Resource Guide*)
2. Rethinking Domestic Violence: A Training Process for Community Activists (*the Training Process*).

Thank you for taking the time to respond to this important survey.

2. A little information about you....

1. Organisation Name: _____

2. In what country are you based? _____

3. Type of Organisation:

- CBO (Community Based Organisation)
- National NGO
- International NGO (i.e. PATH, Amnesty International)
- International Agency (i.e. WHO, World Bank, UNIFEM)
- Government
- Foundation/Donor Agency
- Institution (Academic/Hospital/Law Enforcement etc.)
- Consultant
- Other (please specify): _____

4. Organisation focus: *Please tick all that apply.*

- HIV/AIDS
- Education (school/university)
- Public Health/Health care
- Research
- Policy/Advocacy
- Violence prevention
- Direct services for women experiencing violence
- Refugees
- Women's rights/Human rights
- International development
- Other (please specify) : _____

5. How did you first hear about Raising Voices, the Resource Guide and/or the Training Process?

- Internet search
- Conference
- Reference in another publication/website
- List-serv
- Recommended by a colleague or organisation (please specify below)
- Other (please specify by name): _____

6. I have been using the following documents: (covers are pictured here)

- Resource Guide Only
- Training Process Only
- Both



7. How many staff have been involved in using:

NOTE: Please enter n/a if you are not using that publication.

the Resource Guide _____

the Training Process _____

8. Approximately how long have you been using these materials? *Please check the appropriate boxes below.*

	less than 3 Months	4 to 6 Months	7 to 12 Months	1 to 1½ years	2 Years +	N/A - we are not using this tool
Resource Guide						
Training Process						

9. Please describe approximately how often these publications are referred to or used by your organisation/department: *Please check the appropriate boxes below.*

	Daily	Weekly	Monthly	Every few months	Rarely	Never	N/A - we do not have this document
Resource Guide							
Training Process							

3. Detailed Information on the Resource Guide

Please answer the following questions if you are using the Resource Guide - pictured here.

NOTE: If you are using the Training Process only please skip to Section 4



10. Who is using the Resource Guide in your organisation/department?

Please tick all that apply.

- Program Staff
- Managers
- Volunteers
- Other (please specify) _____

11. How are you using the Resource Guide in your organisation/department? *Please tick all that apply*

- We are actively implementing the program approach described in the Resource Guide
- We are in the process of developing programs and initiatives adapted from the Resource Guide
- We are using it for reference
- We are sharing it with partner organisations
- We are using it to shape policy
- We are using it for a resource room/library
- We are using it to strengthen organisational capacity
- We are not actively using the Resource Guide
- Other (please specify): _____

12. The Resource Guide outlines a model of behaviour change at the individual and community level.

On a scale of 1 to 5, how do you find this model?

	Very useful	Useful	Moderately useful	Minimally useful	Not useful	N/A - I don't remember the model
Resource Guide's model of behaviour change						

13. If you are using this model in your community mobilisation efforts, what phase would you say your organisation/department is in?

A more detailed description of the model of community mobilisation is attached as a final page to this survey.

- Phase 1 - Community Assessment
- Phase 2 - Raising Awareness
- Phase 3 - Building Networks
- Phase 4 - Integrating Action
- Phase 5 - Consolidating Efforts
- N/A - I'm not sure of the phase we are in

14. What strategies outlined in the Resource Guide have you found to be the most effective in your organisation or in the community? *Please tick all that apply.*

- Learning materials (i.e. posters, information sheets, murals etc.)
- Capacity building (i.e. Community Activism Course, training community volunteers and professionals etc.)
- Media and public events (i.e. community theatre, radio etc.)
- Advocacy (i.e. NGO collaborations, community leadership forums etc.)
- Local activism (i.e. domestic violence watch groups, impromptu discussions, community volunteers etc.)
- None of the above - I have not found these strategies to be effective
- Not Applicable - I have not used any of these strategies

15. Please answer this question if you have implemented activities based on the Resource Guide. On a scale of 1 to 5, how would you rate the overall level of community change following implementation of activities adapted from the Resource Guide?

- 1. Very significant change
- 2. Significant change
- 3. Some change
- 4. Minimal change
- 5. No change
- 6. N/A - I am unsure of the level of change

16. Are the examples in the Resource Guide culturally appropriate/adaptable to your community?

- Yes
- No

Please Explain

17. Have you adapted or reproduced any learning materials from the Resource Guide or the Raising Voices website?

- Yes
- No

18. If you have adapted these learning materials, please indicate the number of materials you have created/adapted from the Resource Guide or website: *i.e. If you have created 1 poster, please enter Posters - 1*

- Posters -
- Calendars -
- Booklets -
- Information Sheets -
- Exhibitions -
- Murals -

19. Did you gather any verbal or written feedback from staff/the community or write any summary reports of your activities during the time you used the Resource Guide?

Yes ~ *If yes, please provide contact information on the last page of the survey if it is ok to follow up with you to discuss this valuable information*

No

20. Do you feel you need/would like additional support in using the Resource Guide?

- Yes
- No

21. If you would like additional support, what would be useful? Please tick all that apply.

- Workshops/training
- Visit to Learning Center
- On-site technical support
- e-mail based technical support
- Other (please specify) _____

22. Do you find any parts of the Resource Guide controversial or difficult to use in the community?

- Yes
- No

Please Explain _____

23. What are one or two things you like about the Resource Guide?

24. What are one or two things you dislike about the Resource Guide?

25. Have you shared the Resource Guide with other organisations?

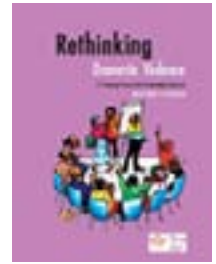
- Yes
- No

Please list/explain: _____

26. Using the scale below, how would you rate the overall usefulness of the Resource Guide in developing and strengthening violence against women prevention activities:

	Very useful	Useful	Moderately useful	Minimally useful	Not useful	N/A - we are not actively using the RG
In your organisation/department?						
In your community?						

Please answer the next set of questions if you have used the Training Process. If you have not used the Training Process, please skip to Section 5.



4. Detailed Information on the Training Process

You are almost finished with the survey.

Please answer the following questions if you are using the Training Process - pictured here.

NOTE: If you are not using the Training Process only please skip to page 8

28. Who is using the Training Process in your organisation/department? *Please tick all that apply.*

- Program Staff
- Managers
- Volunteers
- Other (please specify) _____

29. How are you using the Training Process in your organisation/department? *Please tick all that apply*

- We are actively implementing training activities based on the publication
- We are developing training activities adapted from the publication
- We are using it for reference
- We are sharing it with partner organisations
- We are using it for a resource room/library
- We are using it to strengthen organisational capacity
- We are using it to build skills in effective training, participatory learning or facilitation
- We are not actively using the Training Process
- Other (please specify): _____

30. If your organisation has held workshops or activities adapted from the Training Process, please estimate the approximate number of:

Training activities held based on the Training Process: _____

Total number of participants in these training activities: _____

31. On a scale of 1 to 5, how would you rate the impact of your training on participants?

(i.e. the increase in knowledge, skill or abilities resulting from your training activities based on the Training Process)

- 1. Very significant
- 2. Significant
- 3. Somewhat significant
- 4. Minimal impact
- 5. No impact
- N/A - we are not actively using the Training Process

32. Are the examples in the Training Process culturally appropriate/adaptable to your community?

Yes

No

Please Explain

33. Did you gather any verbal or written feedback from staff/the community or write any summary reports of your activities during the time you used the Training Process?

Yes ~ *If yes, please provide contact information on the last page of the survey if it is ok to follow up with you to discuss this valuable information*

No

34. Do you feel you need/would like additional support in using the Training Process?

Yes

No

35. If you would like additional support, what would be useful? Please tick all that apply.

Workshops/training

Visit to Learning Center

On-site technical support

e-mail based technical support

Other (please specify) _____

36. Do you find any parts of the Training Process controversial or difficult to use in the community?

Yes

No

Please Explain

37. Have you shared the Training Process with other organisations?

Yes

No

Please list/explain

38. What are one or two things you like about the Training Process?

39. What are one or two things you dislike about the Training Process?

40. Using the scale below, how would you rate the overall usefulness of the Training Process in developing and strengthening violence against women prevention activities:

	Very useful	Useful	Moderately useful	Minimally useful	Not useful	N/A - we are not actively using the TP
In your organisation/department?						
In your community?						

5. Organisational Implementation

This is the final section of the survey. You have almost completed all of the questions - thank you for your time so far.

These final questions relate to the overall impact of the Resource Guide and/or Training Process. When answering the last few questions below, please think of your organisation or department as a whole, or the partner organisations with whom you have shared these tools.

41. How would you describe the impact of the Resource Guide and/or Training Process on the quality of your violence against women prevention programs?

	Very positive impact	Positive impact	Little impact	Negative impact	Very negative impact	N/A - we are not actively using this tool
Resource Guide						
Training Process						

42. How would you describe the overall impact of the Resource Guide and/or Training Process on your organisation/department? *Please tick all that apply.*

	Resource Guide	Training Process
Re-oriented our programs to include more prevention work		
Prevention programs became more organised and systematic		
Enabled new violence prevention programs		
Enhanced/Enriched programs and services		
No benefit to our organisation		
Created unexpected challenges		
N/A - we are not using this tool		

43. Thinking specifically of staff, how would you describe the overall impact of the Resource Guide and/or Training Process? *Please tick all that apply.*

	Resource Guide	Training Process
Increased understanding of issues surrounding violence against women		
Enhanced skills/abilities in violence prevention		
Increased confidence in violence prevention work		
Expanded program management skills/abilities		
Improved teamwork		
No impact on staff		
Created difficulties amongst the staff		
N/A - we are not using this tool		

44. Please describe any additional benefits or challenges of using the Resource Guide or the

Training Process

45. Please feel free to add any further comments below

46. How would you describe your organisation's/department's monitoring and evaluation activities in relation to your violence prevention initiatives: *NOTE: please answer this question if you directly engage in violence prevention work or if you support other organisations that engage in violence prevention*

- We have not yet turned attention to monitoring and evaluation
- We are in the process of trying to develop monitoring and evaluation activities
- We do not have the time/resources/skills to conduct monitoring and evaluation
- We conduct some routine monitoring but have not yet evaluated the impact of our programs
- We have conducted an evaluation of our violence prevention work. *(If you are willing to share this information, please enter your contact information at the end of this survey for a short follow-up interview)*
- Other (please specify): _____

47. Please list other violence prevention resources/tools you regularly use: *Please enter N/A if you are not using other resources or tools*

48. What other resources or information related to violence prevention would be useful for your organisation/department? *(Please tick all that apply)*

- Training guides for using the Resource Guide and/or Training Process
- Working with media
- Involving men
- Working with police
- Working with health care providers
- Developing communication materials
- Violence and reproductive health or HIV/AIDS
- Community organising
- Other (please specify): _____

49. If you are interested in participating in a short telephone or e-mail interview that will supplement this survey with further questions about the strengths and challenges of these violence prevention tools, please provide your contact information below. In addition, organisations can volunteer to share feedback on violence prevention activities or be included in the final report as violence prevention case studies.

Your participation is greatly appreciated.

Name: _____

Position: _____

Telephone (include country code): _____

E-mail address: _____

You have completed the survey - Thank You!!

Thank you for taking the time to complete this survey - the information you have provided is valuable feedback and your input is greatly appreciated. Please e-mail the survey to s_ruff@yahoo.com or fax to 1 (949) 713-2464.

I welcome any further information regarding these tools if you would like to speak with me directly. You can reach me via e-mail or by phone at the contact information below.

Simonne Ruff
Tel: 1 (909) 354-6256 (Pacific Daylight Time=UTC/GMT-8hrs)
Fax: 1 (949) 713-2464
e-mail: s_ruff@yahoo.com

The Five Phases Of Community Mobilisation

From "*Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa*" (2003) - Raising Voices (info@raisingvoices.org)

Process of Social Change

The *Resource Guide* adapts the theory of individual behaviour change and scales it up to the community level. It proposes that a community also goes through a process of change before any given value system is adopted, and suggests that projects which recognise this process and operate in harmony with it are more likely to facilitate enduring change.

The process described in the *Resource Guide* suggests five phases for affecting social change. These five phases are based on the stages of individual behaviour change as described in the *Resource Guide*, yet the phases are amplified to work at a broader community level. Recognising what individuals and communities typically experience when changing behaviour, the *Resource Guide* suggests appropriate activities and materials to facilitate each stage of that process. The phases described below can provide structure and general guidelines for your organisation when designing and implementing a project to prevent domestic violence.

Phase 1: Community Assessment

The Community Assessment phase is a time to gather information on attitudes and beliefs about domestic violence and to start building relationships with community members. This phase corresponds to *pre-contemplation* in individual behaviour change.

Phase 2: Raising Awareness

The Raising Awareness phase is a time to increase awareness about domestic violence within the general community and various professional sectors (e.g., social and health services, law enforcement, teachers, religious communities, etc.). Awareness can be raised on various aspects of domestic violence including why it happens and its negative consequences for women, men, families, and the community. This phase corresponds to *contemplation* in individual behaviour change.

Phase 3: Building Networks

The Building Networks phase is a time for encouraging and supporting general community members and various professional sectors to begin considering action and changes that uphold women's right to safety. Community members can come together to strengthen individual and group efforts to prevent domestic violence. This phase corresponds to *preparation for action* in individual behaviour change.

Phase 4: Integrating Action

The Integrating Action phase is a time to make actions against domestic violence part of everyday life and institutions' policies and practices. This phase corresponds to *action* in individual behaviour change.

Phase 5: Consolidating Efforts

The Consolidating Efforts phase is a time to strengthen actions and activities for the prevention of domestic violence to ensure their sustainability, continued growth, and progress. This phase corresponds to *maintenance* in individual behaviour change.



Appendix II - Telephone Interview Guide

Introduction

Hello, my name is Simonne Ruff and I'm calling to follow up on the online survey you recently completed. I'm wondering if you have some time now or if there is a more convenient time I can reach you.

Thank you so much for taking the time to reply to the survey. I have a few questions about your use of the tool(s) and this should take about 10 – 15 minutes. I'm really interested in some vignettes or a mini case example that describe how people have used the Guide – that's what I am wanting to speak with you about.

Questions and prompts

You said that you have used the Resource Guide/Training Process. Can you please tell me a little bit about how you came to know of Raising Voices and receive the Guide/Process?

Can you tell me a little bit about your experience implementing some of the ideas in the Guide/Process?

- who used it/how was it used?
- how did people respond?
- what impact has it had on staff/the agency?

In your experience with the Guide/Process can you tell me what one thing stands out in your mind? What do you think about most?

If you were describing the Resource Guide/Training Process to someone who had never used it, how would you describe it?

Did you complete any evaluations of your work with the publications? Can you please share some of this information?

In your experience of using the Guide/Process, is there anything that would have made it more useful for you/easier to use? Anything you would add or change?

Is there anything else that is important for me to know about your experience with the publications?

Appendix III - Respondents by Country

In What Country Are You Based?	% of respondents
USA based (includes US and Global NGOs)	19
Kenya	13
Uganda	12
Tanzania	10.1
South Africa	8.5
India	3
United Kingdom	3
Canada	3
Bangladesh	3
Eritrea	2
Zimbabwe	1.6
Nigeria	1.6
Ethiopia	1.6
Angola	1.6
Pakistan	1.6
Colombia	1.6
The Netherlands	1
Philippines	1
Brazil	1
Sierra Leone	1
Namibia	1
Egypt	1
Ukraine	0.5
Turkey	0.5
Thailand	0.5
Switzerland	0.5
Swaziland	0.5
Sudan	0.5
Sri Lanka	0.5
Senegal	0.5
Republic of Congo	0.5
Thailand	0.5
Mozambique	0.5
Malaysia	0.5
Malawi	0.5
Liberia	0.5
Ghana	0.5
Cameroon	0.5
Belize	0.5
Argentina	0.5