

PreventConnect

TEXT CHAT TRANSCRIPT

WEB CONFERENCE

Using Popular Education to Engage Communities in Sexual Violence Prevention

February, 26, 2015

2:00-3:30 PM Eastern (11:00 AM – 12:30 PM Pacific)

Hosts and Facilitators

Ashley Maier, MSW, MPA – [PreventConnect](#), [CALCASA](#)

Donna Greco, MSW – [NSVRC](#)

Invited Guests

Roberto Tijerina, Trainer, [Wayside Center for Popular Education](#)

Morgan J Curtis, LMSW, Deputy Director, [Texas Association Against Sexual Assault](#)

Tim Love, Prevention Program Director, [Texas Association Against Sexual Assault](#)

Participant names have been removed from this chat record, unless provided by the participant in text.

* Hello! We will start at 11am PST / 1pm CST / 2pm EST.

* For any technical issues, call iLinc technical support at 800-799-4510.

* Today's slides can be downloaded in .pdf format from

<http://www.preventconnect.org/2015/02/using-popular-education-to-engage-communities-in-sexual-violence-prevention/>

* Slides for today's web conference can be found at

<http://www.preventconnect.org/2015/02/using-popular-education-to-engage-communities-in-sexual-violence-prevention/>

* Check out the 2015 PreventConnect Web Conference schedule - many great topics

<http://www.preventconnect.org/2015/02/announcing-the-2015-preventconnect-web-conference-series/>

* Non-profit adolescent health and education center

* To see my blog on the power of "connect"

<http://www.preventconnect.org/2015/02/the-power-of-connect/>

- * Infographic can be found at http://www.nsvrc.org/sites/default/files/nsvrc_infographic_preventing-sexual-violence-latina-communities.pdf
- * And here is a link to the executive summary from that assessment: Preventing sexual violence with Latin@ communities executive summary: <http://nsvrc.org/publications/nsvrc-publications-assessments/preventing-sexual-violence-latin-communities-executive>
- * What do you know about popular education? What comes to mind?
- * Building off of people's experience and treating them as the experts in their lives
- * What do you know or what comes to mind when you think about popular education?
- * Equal access to social change making
- * what many people learn and understand together
- * anti oppressive
- * Pamela Sizemore: I had problems joining.
- * "outside the box"
- * pop education - K-12 public schools
- * Outreach and Education Coordinator at a Rape Crisis Center
- * It's a framework that was developed specifically for work with communities with limited access to education and resources
- * schools
- * university
- * Participatory Action Research
- * Making boundaries visible and collaboratively pushing them
- * education in family
- * facilitating a dialogue by posing questions
- * education is not giving people info (banking) but students and teachers related to each other
- * positive change
- * not top-down education
- * journeying together in growth
- * TV is a popular education*
- * big problem is tv
- * Not telling people what they need to know, but discovering knowledge gaps together and working cohesively towards filling them.
- * learning bad think from that box :)
- * i agree on tv
- * understanding that we are at different stages on the journey
- * TV is a medium, but doesn't seem to fit these ideas we are hearing about as a form of popular education-which requires an exchange. TV is one way
- * Empowerment
- * You build trust and relationships.
- * allows you to engage rather than indict
- * it will be more effective and impactful.
- * Why is that an important approach?
- * Starts where people are.

- * it equalizes knowledge - it empowers community members to own issues
- * There is ownership and empowerment
- * Because the knowledge generated is more full
- * yes you are
- * to engage with the public
- * it gives control back to those who have had it taken away. it also guarantees their voices will be heard and not overshadowed
- * our audiences will respond more to us taking their experiences
- * rest of the community will respect one of their own
- * Allows you to learn the environment and the community
- * Generates more buy-in for strategies if they are organic & not imposed upon a group
- * We each only know what we know
- * won't waste time covering information people already know
- * Collaborate and not direct
- * it starts with the person, what they know based on their experience, and develops knowledge based on what makes sense to them
- * Paulo FREIRE
- * roberto is going in and out- audio
- * a cool film about Paulo Freire: <http://www.youtube.com/watch?v=U4jPZe-cZgc>
- * Internet audio quality depends on your connection quality so if any issues, please call in to 1-888-447-7153, passcode 87936.
- * Passcode 879736
- * Thank you, Deena!
- * :)
- * Here's the link to Highlander again: Highlander Research and Education Center:
<http://highlandercenter.org/>
- * My favorite book is We Make the Road by Walking, a dialogue between Paulo Freire and Myles Horton of Highlander Institute
https://www.temple.edu/tempress/titles/804_reg.html
- * All other speakers we can hear fine except the current one.
- * What are the Principles and Practices of popular education?
- * S - we will get to that shortly.
- * Okay thank you
- * Questions?
- * Are there any programs that I can get involved in?
- * programs*
- * If we want to learn more about popular education in general, are there any books/resources you would recommend?
- * how do we take a strengths based/empowerment perspective when approaching DV/SA?
- * as it fits into popular education
- * I admire your ability to model popular education practices in a webinar-- not easy.
- * admire
- * can we have like this programme in morocco, or africa generally soon !!

- * Here is another great resource for further reading/learning: Popular Education for Movement Building, Volume II. Project South: Institute for the Elimination of Poverty and Genocide. <http://www.projectsouth.org/products-page/curriculum/popular-education-for-movement-building-vol-ii/>
- * I wholeheartedly agree, Jessica!
- * How can popular education respond to requirements for evidence-based programs?
- * how can dv/sa organizations partner with schools in popular education?
- * Good question, Chad! Morgan and Tim will help answer that.
- * Hands on
- * emotional meaning
- * What is your story?
- * The passion of the teacher
- * I had a history teacher who always made up songs about important dates and events so we could all remember those things better.
- * i had sexual story before
- * feeling comfortable; not feeling defensive
- * relatability
- * Experiential -- I got to make choices and see the consequences of those choices
- * pictures help
- * Caring about the individuals who were teaching it lesson. (parent)
- * connection
- * learning through experience
- * being part of a movement/justice.
- * Songs to remember French words
- * safety
- * Emotionally connected to the person I was learning from
- * my mentor in this work--we would just talk every day and she had so much knowledge
- * Putting visual, audio and hands on experience all together
- * In a group we had to write a motivation statement for why we were doing something - group interaction was great
- * being treated as a partner with my mentor in the work we were doing
- * felt included in the learning process
- * Applicable
- * Non-judgemental
- * High level discussion with intelligent peers, I had to rise to the occasion
- * having the option to understand in Spanish when English was not easy.
- * Shout out to Sarah K. I can relate.
- * Love this diagram!
- * Right, connections to language. Je le sais.
- * Me too Sarah and Flo!
- * You can download this image at <http://sites.tufts.edu/foodeconomyfinalreport/files/2013/04/learning-heads-cropped.jpeg>
- * never passing judgement on someone

- * practicing intervention strategies
 - * An experience of an educational process that helped the group organize or change something?
 - * we don't have like this organizations in morocco, can i ask why ??
 - * signing a petition
 - * Team building - Franklin Covey
 - * I co-facilitate domestic violence trainings as dialogues
 - * RPE 2-day retreat - all agencies got on the same page for our rpe endeavors around the state of IN
 - * Our vote no, marriage equality campaign focused on engaging people in conversations about love, relationships.
 - * I worked on an anti-discrimination campaign which led to passing of state legislation.
 - * walks for awareness
 - * Participatory data analysis to identify levers of change
 - * circle sharing with different questions
 - * Workshops
 - * neighborhood watch FB group
 - * What were the group dynamics that made change possible?
 - * hearing all the voices
 - * ongoing work over many many years
 - * transparency with the goals, openness to hear both positive and negatives
 - * everyone has a voice
 - * leaving ego out of it
 - * Finding common ground. Connecting the issue to people's lived experience.
 - * can you answer me why focus !!!
 - * give roles to support each other, give responsibility,
 - * having everyone do what they were comfortable
 - * everyone has a role/job
 - * mutual respect
 - * Nonviolent Communication skills help.
 - * Making a personal connection with the group members
 - * empowerment, freedom to communicate all ideas; developing strong relationships
 - * shared commitment to mutual goal
 - * can i have word please !!!
- Graham Goulden: doing with people rather than doing to people
- * @Graham YES!
 - * services here in scotland set up to do to people. need to recognise the assets in communities and use them
 - * can you look here in morocco
 - * How can you start by asking for people to share their stories with a group when we're dealing with such sensitive and triggering issues, like intimate partner violence?
 - * they take baby steps when sharing
 - * you can share only with true friend
 - * @boubaker - Abby Sims from PreventConnect will private chat you regarding your questions.

- * then they feel more comfortable sharing more
- * Dana, it's all about building relationships with people.
- * Surely you can utilise bystander principles and start with even field
- * not everyone that you know
- * Marie, without relationships learning doesn't take place, build relationships magic happens
- * yes dana, you'd have to ask people who are ready to participate, and warn the audience
- * so true!
- * Thanks! Yes I understand the need to build relationships, but if step 1 is storytelling that seems like it needs to be done delicately
- * So, the principles would be the definition and the message that popular education sends and the practices would be educating others?
- * Dana, people are WAY more ready to tell their stories than we think they are.
- * knowledge is power ;)
- * sounds like Erin Brokovich!
- * Sounds like what the anti-fracking organizers are going now as well.
- * Sometimes it's helpful to think of it as a facilitative process, rather than an educational one (only because we tend to think of education as a teacher-student relationship...in pop ed everyone enters the room as equals.
- * In this line of work I've learned that you first do for, them then you do with and then you continue to empower
- * You Got to Move: <http://yougottomove.com/main.html>
- * My favorite book is We Make the Road by Walking, a dialogue between Paulo Freire and Myles Horton of Highlander Institute
https://www.temple.edu/tempresstitles/804_reg.html
- * Popular Education for Movement Building, Volume II. Project South: Institute for the Elimination of Poverty and Genocide. <http://www.projectsouth.org/products-page/curriculum/popular-education-for-movement-building-vol-ii/>
- * I used Project South materials on the local level in Los Angeles. Great materials!
- * Chad Sniffen - can you repeat your question here? I think it applies to this section.
- * So, the principles would be the definition and the message that popular education sends and the practices would be educating others?
- * Abby, absolutely, love me some Project South
- * How have you used a popular ed approach in your work?
- *:-) I use it every chance I get!
- * No
- * community presentations
- * im probably using it without knowing im using it
- * We do it all the time with our program working with youth.
- * I agree Graham
- * Life Skills workshops with survivors on topics such as conflict management, healthy relationships

- * We use it in our work with youth leadership development around developing healthy communities; we also use the principles in pretty much any community-based collaboratives we facilitate.
- * I use it in coaching adults who work with youth.
- * I hadn't called it that, but I use it quite a bit in workshops and presentations
- * I agree with Graham now that he mentioned it.
- * Shifting trainings from more lecture type to dialogue
- * Yes, it seems that I do. I work with youth and always include youth on committees, etc. Youth are integral to the planning of everything that I do when I work with youth. Correct, I didn't know!
- * i use the MVP approach in Scottish high schools. Engaging and sharing personal experiences
- * Engaging survivors as trainers
- * when working with youth, not making assumptions about what they know or don't know. Asking them about music and relationships and what that means to them
- * The Power and Control Wheel was developed using a Freirian approach
<http://www.oneinthreewomen.com/ckfinder/userfiles/files/adaptingwheel.pdf>
- * We use "scenarios" and get group input about how to respond
- * advising, but not supervising, student organizations on campus
- * I have used the concepts in helping adults and students learn together on equal ground
- * role plays with students
- * yep
- * I think PreventConnect as a community of practice draws on the expertise of the audience
- * What David said.
- * great question, what was an "aha" moment?
- * personal stories are great, they engage and support change.
- * How can popular education respond to requirements for evidence-based programming?
- * spend time making the connection then change and learning are the next step
- * Great question, Chad. I'll ask you to unmute soon so we can discuss.
- * Chad - pop ed is probably already included in evidence based programmes. i sue mvp in scotland, there is good evidence base there
- * Sorry, I'm getting my audio online
- * Okay, Chad.
- * Chad, that's a great question.
- * This is a great manual if folks are interested: <http://www.afsc.org/resource/hipp-manual>
- * My sound is fading in and out a bit
- * I can't hear very well either
- * It might be easier for people who can't hear to dial in - we can hear a lot better on the phone than we could on the computer
- * pop ed approach seems to work within a safe learning environment?

- * i always say that we dont always need to educate we need to engage. Pop Ed seems to support this
- * So, the principles would be the definition and the message that popular education sends and the practices would be educating others?
- * Chris Argyris and Donald Schön's work on theories in use is pertinent and really great connection here.
- * learning can only happen in a safe environment
- * So, the principles would be the definition and the message that popular education sends and the practices would be educating others?
- * Matt enviroment might feel safe but the relationships need to be there
- * agreed!
- * Love the public health model, makes so much sense
- * needs to be a trusted place
- * no significant learning will take place without a significant relationship (james comer)
- * How was that work translated into a measurable outcome? What was the outcome?
- * Which part of the work specifically, Chad?
- * How do you talk about connections?
- * So, once you've applied these principles to your prevention work, what happens? Do you have a measure that looks at the impact of of the principles on your work, or is the assertion that these principles enhance other outcomes that you are measuring?
- * It helps to zoom out from the individual and look at what gets in the way of not only surviving, but thriving
- * Talk about power and privilege and apply to differnt forms of oppression, and ask people about whta would have made a difference for them-what change do they want?
- * build empathy, real experiences connect people
- * can you be more specific and simplify the connections question?
- * COnnecting the Dots can be found at <http://www.preventconnect.org/2014/10/connecting-the-dots-understanding-and-addressing-the-links-between-multiple-forms-of-violence/>
- * It can be helpful to use the personal experiences to then help people think about structural causes of social problems. Esp when lots of ppl in the room have a shared experience
- * We include creative art projects which approach the subjects in a safe way - those included share stories and similar connections emerge
- Chris Lackey: Helps them to know they are not alone in what transpired
- * I use it in the context of helping people discover who they really are
- * Great webinar folks, im having to go. Keep up the great work folks. Keep connected on twitter @grahamvru
- * Thank you for joining, Graham!
- * How successful have you been? How open are school and/or agencies to allowing you to come into their facilities?
- * If you are using popular education in gendered violence prevention efforts, please email info@preventconnect.org. We would love to learn more about and potentially feature your work.

- * I have had great success in being allowed in schools. It has taken a lot of relationship/trust building
- * This sounds great at a macro (state-wide) level. Can someone share what this has looked like at a micro (agency/group) level?
- * For the average person, risk reduction is the entire framework of their experience with mitigating violence. Based on what you've said about popular education, that is the predictable outcome of your work.
- * Katy - we are planning to do a 2nd web conference on this with local examples!
- * Morgan - did you have to do a lot of work convincing the state and federal powers that be that this was prevention work?
- * I believe that too... lots of work to do!
- * Jennifer I can say that in RI we have had really great responses from both the Health Dept and the CDC.
- * What possibilities do you see for using popular ed for sexual and domestic violence prevention?
- * Jessica - thank you, that is so great to hear!
- * I would love to create a community sexual violence prevention committee comprised of local agencies and I think this is a great starting point
- * We are using it for a planning process, getting folks to evidence-informed practice that is also meaningful... so it doesn't replace initiatives or programs, but it the process by which the decisions are made
- * Jen - We didn't have any trouble convincing state or federal folks because I think this model looks a lot like community planning or community assessment. Even though it plays out differently on the ground, that parallel made it easy to sell.
- * Thanks so much for the webinar! Gotta run.
- * intersections of sexual assault, gambling, and alcohol in our community - then seeing those as symptoms of intergenerational trauma for our refugee community.
- * I see this working well in our local LGBTQ community working specifically on DV/SV prevention.
- * Thanks, Morgan - that's what I was thinking. It's all about how you frame it.
- * Pop ed is a great way of helping a community heal from the effects of the toxic oppressions they've been forced to live under by validating their experience.
- * More natural gender discussions - abuse is abuse regardless of sexual gender.
- * never doubting again the use of stories in our talks
- * Morgan, I'm glad you raised Community Planning... as a movement we are not super familiar with community planning practice. when we stumbled upon it here it was such an eye opener :)
- * preventconnect.org - registration for future conferences
- * In the military community more should be done to inform family member (high school student)
- * These concepts work well with helping the native alaskan tribes mentor young people away from violence