

**Adaptation and Planning of SASA! Training** *(1 hour 30 minutes)*

DRAFT - For Field Test

*Training and Mentoring Skills Series  
Staff Skill Building Library  
Raising Voices*

*(SASA! Start Phase Logo)*

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

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) or requested at [info@raisingvoices.org](mailto:info@raisingvoices.org) The *SASA! Activist Kit* can be downloaded at [www.raisingvoices.org](http://www.raisingvoices.org)

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## Adaptation and Planning of SASA! Training (1 hour 30 minutes)

### Objective

- Practice adapting a SASA! training agenda to group needs and local context.

### Competencies

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

- Identify specific participants the workshop could include, including names or positions.
- Identify resources needed and resource persons required for desired training.
- Use **Training Planning Worksheet**.
- Create a realistic agenda of SASA! modules to respond to a training need, scheduling for times convenient to participants.

### Preparations

- Photocopy Handout: **Training Planning Worksheet** for each participant.
- Photocopy 3-5 copies of **Scenarios: Planning a Training** and cut apart scenarios, enough so that each organization or location can have one scenario.
- Pre-prepare flip chart questions for No. 10.

## Steps

1. Explain:
  - *We are going to get ready to facilitate a training session in the community by practicing how we can adapt and SASA! training materials to the needs of a particular group in our contexts, and plan that training.*
  - *To do this, we will consider who we want to train, where and when we will train them, and what we will train them on.*
2. Break participants into groups by organization and/or location.
3. Ask: *Does anyone have a training need in mind for a group from your location, around which you would like to create an agenda?*
4. Invite 1-2 volunteers to explain their possible training needs.
5. Explain: *If you have an idea of a training need in your community and have enough information about the participants' specific needs to fill out the **Training Planning Worksheet**, you can build a realistic training agenda of SASA! modules for that training.*
6. Distribute **Training Planning Worksheet** and ask participants to take turns reading the main questions (not sub-questions) after each number.
7. Explain:
  - *For those organizations/locations who do not have an idea yet of a training need, or who do not have enough information about the participants to plan an agenda yet based on that, we have a couple of scenarios to choose from, to be passed out in a minute.*
  - *Each group will look through the SASA! training sessions, to create an appropriate agenda for the participants they have selected. Agendas should include appropriate morning, afternoon and lunch breaks.*
  - *Remember that SASA! training materials are designed to build on each other—so, it is important to think about the flow as you select modules for your training.*
  - *Each group should also copy the objectives for each SASA! session onto another sheet, to remind us what your training will accomplish, and be able to explain why these are the sessions you think are important.*
  - *You will have 20 minutes to fill out your **Training Planning Worksheet** and create your agenda and objectives.*
8. Distribute group Scenarios, with groups who have an idea for a real training need receiving Scenario 1, and those without an idea or without enough information about the group's needs receiving Scenarios 2 or 3.
9. After 20-25 minutes, call "stop!"
10. Invite participants to listen carefully to each other's presentations, asking themselves the following questions, pre-written on a flip chart:
  - Do the agenda and objectives fill training needs outlined, including being within the appropriate SASA! phase?
  - Is the agenda realistic in terms of desired objectives for the group?
  - Do the training sessions allow enough time for sessions and breaks?
11. Invite each group to present their **Training Planning Worksheet** and explain their agendas and objectives.

### **Validation Option: Activity in Training**

This activity allows for group validation of the competencies:

- Identify specific participants the workshop could include, including names or positions.
- Use **Training Planning Worksheet**.
- Create a realistic agenda of SASA! modules to respond to a training need, scheduling for times convenient to participants.

Group validation is sufficient for these competencies, since groups are broken up by organization and it is important that someone from each organization demonstrates the above competencies. In group presentations and on **Training Planning Worksheets**, did groups:

- Identify workshop participants based on SASA! Circles of Influence, Community Asset Mapping, training requests made, or other strong rationale?
- Submit completed **Training Planning Worksheet**?
- Create a realistic training agenda and objectives that responds to their stated training needs and is set for a duration and time convenient for participants?

If so, then the group demonstrated the competencies. If not, further training is recommended.

12. Thank participants for their work. Provide feedback and suggestions, and ask groups to submit their filled out **Training Planning Worksheets**.
13. Ask: *What resources and resource persons, if any, they might need to make your training a success?*
14. Invite a couple of groups to explain briefly.

### **Validation Option: Activity in Training**

This activity allows for group validation of the competency:

- Identify resources needed and resource persons required for desired training.

Was the group able to list and explain rationale for resource and resource person needs for their proposed training workshops? If so, then the group demonstrated the competencies. If not, further training is recommended.

15. Ask: *How might you be able to use this **Training Planning Worksheet** in your programs?*
16. Solicit responses briefly e.g. to be sure our training is strategic and fits with the objectives of SASA!
17. Summarize:
  - *Planning and adapting SASA! trainings to fit our needs and contexts are really important skills. Training takes a lot of work, so we want to be sure it is strategic and well-planned, so we can make the most out of the resources used.*
18. Thank participants for their participation and invite questions.



Create a realistic agenda of SASA! X  
modules to respond to a training  
need, scheduling for times  
convenient to participants.

\* Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others.

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

*Note: There are no Validation Questions for this module.*

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# Training Planning Worksheet

## 1. What group you want to train?

Note: In deciding WHO to train, consider the following:

- What SASA! circle of influence would it be good to engage more?
- What people or groups were seen as important in your community asset mapping exercise (SASA! Start phase)?
- Did the group request a training? (If so, and it seems strategic for one of the above reasons to engage them, or if not providing the requested training might alienate them, then that is a reasonable rationale).

Group to Train: \_\_\_\_\_

## 2. Which specific persons within that group should be involved in the training? (e.g. formal and informal leaders that are part of and respected by the group of participants you want to involve. List their names or positions below on another sheet)

## 3. Once you have an idea about which groups are strategic to train, think more deeply about the group:

(Circle answers as applicable)

- *Language barriers:* Does everyone speak the same language? Yes/ No
- *Gender Balance:* Does the group include both men and women? Yes/ No  
If not, is this intentional, such as a training for ONLY women or ONLY men?  
Yes (Rationale) \_\_\_\_\_  
No (If no, please consider making it a mixed-sex training)
- *Literacy Level:* Will you be able to facilitate in a way that meets the needs and abilities of all the participants? Yes/ No (If 'no', consider splitting the groups).
- *Power dynamics:* Will all the participants feel comfortable to participate with each other present? (e.g. Are there any barriers in rank or power that would silence some participants?)  
Yes (If yes, how can you deal with this situation?) \_\_\_\_\_  
\_\_\_\_\_  
No
- *Group size:* People usually learn best in groups of 15 to 25—is your planned group size within this range?  
Yes  
No (If no, what can you do to increase/ decrease the size?) \_\_\_\_\_  
\_\_\_\_\_

## 4. On what topics do you want to hold the training?

Note: In deciding on WHAT to train, consider the following (Circle answers as applicable):

- Do observations of staff or a needs assessment of some kind identify these topics as training needs of this group? Yes/ No
- Does it work toward the outcomes of the SASA! phase the community is currently in? Yes/ No

**Topics to cover in training:**

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**5. When might you hold the training?**

*Note: In deciding WHEN to hold the training, consider the following:*

- What do you know about the schedules and preferences of the participants you want to invite? (e.g. Do evening sessions work better? ½ day trainings? From what time to what time? Are residential trainings necessary to assure participation, if it must be a multi-day training?)

**When will you hold the training, and for how long?** (e.g. ½ day training on Saturday) \_\_\_\_\_

**Rationale:** \_\_\_\_\_

**6. Where might you hold the training?**

*Note: In deciding WHERE to hold the training, consider the following:*

- Is the venue convenient/ easy to access for participants? Yes/ No
- Is there enough space to split into groups, to move around in activities, and to sit in a circle as desired? Is it free of barriers (e.g., poles in the middle of the room, etc) Yes/ No

- Are the needed equipment and supplies present: (e.g. chairs, tables, chalkboards/ white boards, flipchart stands, etc)

Available:

Need to Bring:

- Do they serve food there? Yes/ No (If no, alternate plan: \_\_\_\_\_)
- Are there lodging accommodations available, if necessary? Yes/ No/ N/A
- Is the venue available on the proposed dates and times? Yes/ No

**Location of training:** \_\_\_\_\_

## Scenarios: Planning a Training

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### Scenario 1: Filling a Known Training Need from Your Community

#### Instructions:

1. Try to fill in the *Training Planning Worksheet*
  2. If you are unable to fill out most of the *Worksheet* due to lack of information about the group you want to train, ask for another scenario. If you are able to complete most of the worksheet, continue to No. 3
  3. Look through *SASA!* and consider what modules might be appropriate, based on what you know about the group.
  4. Build a training agenda based on the training you think would be best. Include approximate times for *SASA!* sessions, breaks and lunch to create a realistic agenda. Write out relevant objectives of sessions.
  5. Be prepared to present and discuss these objectives and agenda, including your rationale for including them rather than others
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### Scenario 2: Community Leader Training Request

You meet one of the community leaders and explain *SASA!* the leader becomes very interested in the *SASA!* concept. Though too busy to become a CA, he suggests that there are a number of community leaders that could benefit from some training so they too can understand the program.

He says a number of community leaders have had trainings on HIV before, but no one has talked to them about violence. He says couples come to him and other leaders all the time and ask them to mediate between them. He knows there is too much fighting between families these days, and thinks the community needs to find a way forward.

He offers his yard as a training area, and says they have a tent that can be set up.

#### Instructions:

1. Try to fill in the *Training Planning Worksheet*. (Note: Do not worry if you cannot fill out the information about where the training may be held.)
2. Discuss: Would you make any changes in the desired participants you are being requested to train?
3. Look through *SASA!* and consider what modules might be appropriate
4. Build a training agenda based on the training you think would be best. Include approximate times for *SASA!* sessions, breaks and lunch to create a realistic agenda
5. Be prepared to present and discuss these objectives and agenda, including your rationale for including them rather than others

### Scenario 3: Engagement of Journalists- Seminar

You have noticed that the way the media treats VAW cases is really blaming to the survivor, and does not help the community get accurate information about VAW or its connection with HIV. You have not yet engaged journalists in your program, but would like to—since if they learn more about VAW and HIV, it could have an impact on their reporting, which in turn would have an impact on community perception of the issues.

You contact a national media association, which says they have 50 members and would like you to hold a seminar for all of them. They could hold the seminar in the offices where they normally meet, which has enough space for all of them.

#### Instructions:

1. Try to fill in the *Training Planning Worksheet* ( *Note:* Do not worry if you cannot fill out the information about where the training may be held.)
  2. Discuss: Would you make any changes in the desired participants you are being requested to train?
  3. Look through *SASA!* and consider what modules might be appropriate.
  4. Build a training agenda based on the training you think would be best. Include approximate times for *SASA!* sessions, breaks and lunch to create a realistic agenda. Write out relevant objectives of sessions.
  5. Be prepared to present and discuss these objectives and agenda, including your rationale for including them rather than others
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