

Boundaries around SASA! Issues: Focusing Discussions
(1 hour 30 minutes)

DRAFT - For Field Test

*Violence against Women Basics Series
Staff Skill Building Library
Raising Voices*

(SASA! Awareness 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 Violence against Women Basics series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org

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Boundaries around SASA! Issues: Focusing Discussions (1 hour 30 minutes)

Objective

- Understand what issues are and are not addressed in SASA!

Competency

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

- Describe what issues are and are not addressed in SASA!--including which family disputes are considered VAW and which are not.

Preparations

- Photocopy 1 copy of **Group Work Scenarios** and cut apart scenarios.

Steps

1. Explain:

- *Often, the activists who want to do SASA! work in the community are very caring people who want to help others.*
- *At times, because they become known for being helpful, they are approached to work with many people and discuss many topics that are not related to the prevention of violence against women (VAW) or HIV.*

2. Ask: *Has anyone ever been doing an activity and had some participants try to sway the conversation to other issues that you knew were not VAW or HIV?*

3. Solicit responses, asking participants to clarify what issues these were and listing these on a flip chart, e.g.

Related issues, but not SASA! issues

- Corporal punishment in schools
- Family disputes, such as arguments over land
- Family problems that do not involve the couple in the family. For example, problems related to children with behavior issues, etc.
- Orphan issues
- Reproductive health problems not related to sexual violence or an imbalance of power such as impotency, infertility, unwanted pregnancy that came from a consensual sexual encounter, etc.
- Etc.

No relationship to SASA! issues

- Sanitation problems
- Employment problems
- Poverty
- Care for the sick and funeral services
- Disputes between neighbors
- Etc.

4. Summarize:

- *We can see that some of these issues are clearly not related to SASA! issues, but that others—depending on the particular stories being told, may or may not be related to VAW or HIV.*
- *If it relates to unequal power relationships between women and men (for example, if it is a land dispute where a widow is being denied land rights because she is a woman) then it is related. If the conflict is between two neighboring families about the border between their land, then it is likely not related.*
- *It is common for participants in activities, to discuss issues that are important to them but that are not directly related to SASA! It is important for us to be able to identify when this is happening and focus the conversation back on SASA! issues.*

- *In the rest of this session, we are going to practice refocusing conversations on SASA! issues when they start to get off track.*
5. Split participants into 4 groups, by asking them to count off 1-4.
 6. Explain: *Each group will receive a scenario. You will discuss your scenario, deciding whether the issues presented are SASA! issues or not. If so, make a justification for why you think so. If not, think about how you would refocus the conversation to VAW and HIV prevention. Your group will have 5 minutes to present your scenario to the larger group later, and either explain why it is a SASA! issue or demonstrate how to refocus the conversation.*
 7. Distribute a group work scenario to each group, and give them 10 minutes to discuss.
 8. After 10 minutes, call “stop!”
 9. Invite each group to read their scenario and either explain why it is a SASA! issue or demonstrate how to refocus the discussion to a SASA! issue.
 10. Ensure each group presents for 5 minutes only. Invite other participants to give feedback after each group’s presentation. Provide feedback as necessary, ensuring that:
 - All groups conclude that the issues presented in the scenarios, according to the information given, are not SASA! issues.
 - Each group does a short role play to refocus the discussion diplomatically, not minimizing the importance of other issues presented but focusing on the importance of healthy and peaceful families and communities with balanced power as important.
 - Explain, if needed, that healthy, happy families that are nonviolent are in a much better position to deal with any other of life’s challenges. Families experiencing violence are unable to deal strongly with other problems.
- Note: There are many ways to refocus the discussion. It is important to acknowledge the group’s concerns and then reiterate the importance of VAW and HIV in the community--if possible, linking it to the group’s other concerns. One example for the Group 1 scenario might be: “Lack of respect is a very important issue, and I can hear that people are worried about youth. It is true that youth listen to what adults do, every day. Violence against women is the ultimate kind of disrespect in the family, and if we want to set a good example for youth, we want to assure our relationships are healthy, peaceful and nonviolent.”*
11. Thank the group for participating. Create additional time for scenarios and practice, as needed.

Validation Option: Activity in Training

This activity allows for group validation of the competency:

- Describe what issues are and are not addressed in SASA!--including which family disputes are considered VAW and which are not.

Did groups conclude the scenarios were not SASA! issues? Did they diplomatically refocus the discussion? If so, then the group demonstrated the competencies. If not, further training is recommended.

Validation Options

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

Select validation methods for each competency using the table below:

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

Suggested Validation Methods

Competency (Specific skill)	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>			
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview / Role Play	Game Show (All Play)	Written Quiz
Describe what issues are and are not addressed in SASA!--including which family disputes are considered VAW and which are not.**	X	X	X	X	X		X	X	X

* Activity in Training includes many possibilities, depending on the module, including brainstorming, 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.

Validation Questions

- Is this a *SASA!* issue? Why or why not:
 - Corporal punishment in schools
- Is this a *SASA!* issue? Why or why not:
 - AIDS orphans
- Is this a *SASA!* issue? Why or why not:
 - Disputes between neighbors
- Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods. Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

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Group Work Scenarios

Group 1:

You are facilitating a training for another organization's staff about SASA! and a very influential participant stands up and says: "It is good we are working on these issues within the family. We should be talking more about children and the way they are behaving in the homes these days. Children are very disobedient these days and it is from that lack of respect that the whole community starts to have problems."

1. Is this a SASA! issue? If so, why?
2. If it is not a SASA! issue, how would you refocus the discussion to SASA! issues?

Group 2:

You are monitoring a health chat in a series recently started by a local health worker, and notice that she introduces SASA and then spends the whole chat talking about sexually transmitted infections (STI's). She does not link them to power in any way.

1. Is this a SASA! issue? If so, why?
2. If it is not a SASA! issue, how would you refocus the discussion to SASA! issues?

Group 3:

A community activist in training raises his hand and begins to share a personal story. He says, "You are talking about power, but you haven't talked about what really matters here. My family is going through a terrible time right now. My father was buried earlier this year. My two brothers are fighting over our father's land, seriously—to the extent that they no longer speak to one another. They are both powerful, but are taking their families down with them through their stubborn selfishness. We should be addressing these types of issues as CA's, through mediation."

1. Is this a SASA! issue? If so, why?
2. If it is not a SASA! issue, how would you refocus the discussion to SASA! issues?

Group 4:

You are pleased to finally get a meeting with a local leader to discuss SASA! However, upon hearing what SASA! is about, the leader says: "It is good that you people are here. SASA! deals with important issues. As you say, SASA! is about power, and money is power here. We need money in this community! Bring economic empowerment activities and education and these issues will soon disappear."

1. Are these SASA! issues? If so, why?
2. If they are not SASA! issues, how would you refocus the discussion to SASA! issues?