

**Creating the SASA! Phase Plan (2 hours)**

DRAFT - For Field Test

*Monitoring and Evaluation Series  
Staff Skill Building Library  
Raising Voices*

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 *Monitoring and Evaluation* 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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## Creating the SASA! Phase Plan (2 hours)

*Note: This session can be conducted shortly before completion of Strategy-specific sessions: e.g. Local Activism Planning. While it is written with the Start phase of SASA! in mind, with a little thinking about the activities to include, the same session can easily be adapted for use before each of the phases of SASA!*

### Objective

- Develop SASA! Phase Plan.

### Competency

*By the end of this session, participants should be able to . . .*

- Develop and explain SASA! Start Phase Plan.

### Preparations:

- Ask participants to read *SASA! Start Phase Overview A*—p. 5 and *SASA! Tips Booklet* pp. 30-33, in advance of training.
- Photocopy *SASA! Start Phase Overview A* and *Tips Booklet* pp. 30-33- 1 per participant.
- Write in large block letters and cut apart Phase Outcomes for upcoming SASA! Phase. Put them in a bag for musical chairs game. Be sure tape is available to tape them to the wall.
- Bring a recorded song (or be prepared to sing) for musical chairs game.
- Ensure there is at least 1 copy of *SASA!* available for groups to look through.
- Print and cut apart **Activities to Include** strips for group work.
- (Optional): Go to [www.raisingvoices.org/staffskills](http://www.raisingvoices.org/staffskills) and photocopy the list of modules available in the Raising Voices Staff Skill Building Library, for Training Strategy small group work.

## Steps

### Become Familiar with Phase Outcomes

1. Explain: *Today, we are going to make a SASA! Phase Plan for the upcoming phase of SASA! But first, we are going to play a little game.*
2. Ask: *Has anyone ever played musical chairs?*
3. Explain (or have participant volunteer explain): *We will all stand up, and remove 1 chair from a circle of chairs, so there is 1 less chairs than the number of participants. We will turn on some music. As long as you hear music, you will continue to walk in a circle. As soon as the music stops, you will try to sit on one of the available chairs. Whoever is standing will pick one of the SASA! Phase Outcomes out of the bag and read it aloud and put it up on the wall.*
4. Play musical chairs game until all Phase Outcomes are selected and put on the wall, then invite participants to take their seats again.
5. Ask group to spend a minute reviewing all of the Phase Outcomes, and discuss if any are not realistic for their context.
6. Distribute SASA! Start Phase Overview and Tips booklet, for reference.

### Select Activities to Achieve Outcomes

1. Explain: *We are going to break into 5 groups, and discuss the activities we need to do in the Start phase to meet the SASA! Outcomes. The groups will be 1 for each strategy, plus 1 for M&E, which plays a big part in the Start phase because of the baseline.*
2. Ask participants to form 1. Local Activism, 2. Communication Materials, 3. Media & Advocacy, 4. Training and 5. M&E groups, based on their work and interest—but to make the groups relatively the same size.
3. Even groups out, as necessary.
4. Explain:
  - *Each group will look through the SASA! Start phase, and start to fill out the SASA! Phase Plan for that Strategy—up to the circles of influence/ specific groups reached.*
  - *Make a list of the major activities first, think about which intended outcomes the activity works towards, then move on to writing in the circles of influence/ specific groups you think will be reached by each activity.*
  - *Remember you only have to think through the really major activities, as you can plan out each Strategy's activities in more detail when doing your SASA! Strategy Plans.*
  - *You will have 15 minutes to complete the group work, then we will complete the rest of the Phase plan as a large group.*
5. Distribute **Activities to Include** slips of paper to each group.
6. Move from group to group as they are working, to answer questions, as needed.
7. Write large version of SASA! Phase Plan on flip charts as they are working, following the below template (from SASA! Start Tips Booklet p. 31):

**SASA! Phase Plan**

Name of Phase:

Activity	Strategy	Intended Outcome	Circle(s) of Influence / Specific Group(s)	Anticipated Reach/Exposure	Timeframe	Person(s) Responsible

8. After 15 minutes, call “stop!” on group work.
9. Ask each group to present.
10. Fill in activities, strategy, intended outcomes, and circles of influence on the large SASA! Phase Plan on the wall, as they are presenting and directly after.
11. Invite other groups to comment on activities and amend, as necessary.
12. After Training group has presented, take a few minutes to discuss the *Raising Voices Skill Building Library* of materials to help organizations train staff who are implementing SASA! The Library modules are available for download at [www.raisingvoices.org/staffskills](http://www.raisingvoices.org/staffskills) and include materials related to the strategies of SASA! as well as materials on VAW Basics, the Principles of Community Mobilization, Training and Mentoring Skills, and Institutional Strengthening.
13. After all groups have presented, thank them for their work.

**Filling in the SASA! Phase Plan**

**Validation Option: Activity in Training**

This activity allows for group validation of the competencies:

- Develop and explain SASA! Start Phase Plan.

Were groups able to fill in the Start Phase Plan in a way that responded to community needs and assets, was realistic compared to available resources, and reached all circles of influence? If so, then the group demonstrated the competencies. If not, further training is recommended.

1. Invite participants to sit a minute and look at the whole plan.
2. Ask: *Are all the circles of influence reached by this plan? If not, why not? What can we do to reach all circles of influence, appropriate to this phase?*
3. Discuss and amend activities as necessary.
4. Ask: *Does this plan so far seem relevant and realistic, compared to the community needs we know about? Compared to the resources we have?*
5. Discuss and amend activities as necessary.
6. With amended activities, intended outcomes and circles of influence, ask the group—activity by activity—to consider the anticipated reach, timeframe and person(s) responsible for each activity, completing the Phase Plan.

## 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](http://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					Individual Validation			
	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
Develop and explain SASA! Start Phase Plan.	X								

\* Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, an 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 needed for this session.*

## Activities to Include

### Activities to Include- Communication materials

1. With Start phase Communication Materials strategy, be sure to include the translation and adaptation of Start phase materials, including:
  - Power Poster:  
Note: Take home messages below can help you to determine Intended Outcomes  
**Attitude:** It benefits everyone when women and men balance power in their relationship.  
**Attitude:** Women and men in healthy and happy families share roles
  - Brochure:  
Note: Take home messages below can help you to determine Intended Outcomes  
**Attitude:** We need to break the silence about VAW  
**Knowledge:** Women who experience violence are at risk for HIV/AIDS
  - Power Point:  
Note: Take home messages below can help you to determine Intended Outcomes  
**Attitude:** We need to break the silence about VAW  
**Attitude:** Imbalance of power between women and men hurts us all.
2. Look through all the Start- Communication Materials sections of *SASA!* and be sure to include any other needed activities, and to estimate correct timeframes for these activities.
3. Think through your own organization's activities, and add any you feel fit with the intended outcomes of the phase.

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### Activities to be sure to include- Local Activism

1. With Start phase Local Activism strategy, be sure to include:
  - Community Activist (CA) selection
  - Staff practice to gain competence with new communication materials
2. Look through all the Start- Local Activism sections of *SASA!* and be sure to include any other needed activities, and to estimate correct timeframes for these activities.
3. Think through your own organization's activities, and add any you feel fit with the intended outcomes of the phase.

### **Activities to Include- Media & Advocacy**

1. With Start phase Media & Advocacy strategy, be sure to include:
    - Creating an Media & Advocacy (MA) strategy
    - Media Coverage tracking
    - Press Kit creation
    - Policy Scan & Assessment
    - Practicing and Delivering the MA Power Point Presentation
  2. Look through all the Start- Media & Advocacy sections of *SASA!* and be sure to include any other needed activities.
  3. Think through your own organization's activities, and add any you feel fit with the intended outcomes of the phase.
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### **Activities to Include- Training (Staff and Community)**

1. With Start phase Training strategy, be sure to include:
    - Start Prep and Start Knowledge Builder trainings- look through and list topics you feel will be important for staff and Community Activists (CAs)
    - Staff: Additional training modules as needed, from Raising Voices Staff Skill Building Library [www.raisingvoices.org/staffskills](http://www.raisingvoices.org/staffskills)
  2. Look through all the Start- Training sections of *SASA!* and be sure to include the right dates and amounts of time for all needed training sessions.
  3. Think through your own organization's activities, and add any you feel fit with the intended outcomes of the phase.
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### **Activities to Include - M&E activities**

1. With Start phase M&E work, be sure to include:
  - Baseline Assessment Dialogues
  - Baseline Rapid Assessment Survey
  - Baseline Assessment Meeting
  - Weekly or Bi-monthly check in meetings
  - Activity Report Forms
  - Quarterly review meeting
2. Look through all the Start- Monitoring and Evaluation sections of *SASA!* and be sure to include any other needed activities, and to estimate correct timeframes for these activities.
3. Think through your own organization's activities, and add any you feel fit with the intended outcomes of the phase.

## For Facilitator Reference: SASA! Phase Plan

The Phase Plan provides an overview of all activities planned for that phase. The SASA! Team should maintain ONE Phase Plan for each phase. Photocopy and distribute the Phase Plan (and any updated versions) so that each strategy team has a summary of all activities for that phase, including those they will be facilitating.

The SASA! Phase Plan form includes the following columns. Use these descriptions to help you complete the Phase Plan accurately.

Column	Information Required
Activity	The name of the activity.
Strategy	The name of the corresponding strategy. (i.e., local activism, media & advocacy, communication materials or training)
Intended Outcome	The outcome you are intending to produce using the activity. (i.e., from the list of intended outcomes for the phase)
Circle(s) of Influence / Specific Group(s)	The circle(s) of influence from the Ecological Model that this activity engages. (i.e., individual, relationship, community and/or society)  The specific group(s) from this circle of influence that this activity engages. (i.e., police, elders, hair dressers, health care providers, local leaders, etc)
Timeframe	The dates within which the activity will be conducted.  ★ Remember: Training is a critical first activity for strengthening the capacity of your SASA! Team and other key individuals within the community, before doing any other activities for the phase. Prioritize this!
Person(s) Responsible	The member(s) of the SASA! Team who will be responsible for facilitating this activity.
Anticipated Reach/Exposure	The number of people you plan to reach with this activity. (i.e., number of people participating, or in the case of media, the number of people likely exposed to the media story)  ★ If an activity engages more than one circle of influence, provide numbers for each circle of influence.