

Engaging Women, Men and Youth
(1 hour 30 minutes—or 2 hours 30 minutes with Optional practice)

DRAFT - For Field Test

*Local Activism 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 Local Activism 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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Objective

- Describe methods for engaging women, men and youth in a community.

Competencies

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

- Explain the importance of engaging women, men and youth.
- Describe how to choose what time and place you will try to engage women, men, and youth in the community.
- Explain one situation in VAW prevention that would be best in mixed-sex groups.
- Explain one situation in VAW prevention that would be best achieved if men engaged men and women engaged women.

Preparations

- Write questions for group work (*Successes and Challenges in Engaging the Whole Community* No. 12) on flip chart.
- Print *Engaging Men, Women and Youth: Group Work Instructions* and cut apart.

Steps:

Successes and Challenges in Engaging the Whole Community

1. Ask: Is it more important to engage men, women, or youth in the community?
2. Solicit responses. Try to get participants to come to the conclusion that we need to engage all three! Play devil's advocate (arguing the opposite point—for example, that only 1 group needs to be engaged—to get people to think), if needed.
3. Summarize: In order to prevent violence against women (VAW), the whole community needs to be involved—women, men and youth!
4. Explain:
 - There are always some groups in a community which are easier to engage, and others we find more difficult to engage. This is normal!
 - At the same time, when we *build our skills* in engaging harder-to-reach groups, we can have success at engaging the whole community—which is what we need to create social change.
5. Put up flip chart with a line dividing down the middle, with one side labeled: “Successes” and the other side labeled “Challenges”.
6. Ask: If we think of the 3 broad categories of women, men and youth, imagine which might be our challenges in engaging each of these groups? What might be our successes?
7. Write responses on flip chart. (e.g. getting men to find the time to come to our activities, men engaged at the workplace are often disrupted, youth come to activities but do not feel comfortable speaking, etc.)
8. Explain: In today's session we want to build on some of our successes, build skills and make a plan to engage groups in our community that have been challenging.
9. Ask: What are some of the tricks we have learned that help us successfully and meaningfully engage the community?
10. Allow participants a few moments to think, if they need it.
11. Write responses on flip chart, under “successes” or post another flip chart.
12. Post pre-written flip chart with the following questions. Ask participants to think about the questions in relationship to their areas of success:
 - Did when and where they met participants fit with participants' schedules?
 - What have we learned about schedules and daily routines of different groups in the community that help us plan activities at appropriate times?
 - Did the way they framed *SASA!* issues highlight the benefits of nonviolence in a way the participants would understand, relate to and care about?
 - Was there anything else about the person doing the activities that helped attract or discourage the participants? Consider how the sex, age, dressing, mannerisms etc of the facilitator and the other participants matter to who was drawn to an activity?
13. Explain: With what we have discussed about our successes, we can think more deeply about our challenges.
14. Ask participants to count off by 3, forming 3 groups. Ask groups to sit together but remain in plenary seating.

15. Explain: Each group will look at the challenges we have had engaging certain groups, and think about the groups that have challenged us or might challenge us.
16. Distribute group work instructions.
17. Invite groups to ask any questions or clarifications.
18. Explain they will come back in 20 minutes, and present for only 5 minutes.
19. After 20 minutes, call “stop!”
20. Invite each group to present.
21. After each group, solicit comments from the rest of the group and ensure the suggestions given do fit with the reality of those groups in the local community.

Validation Option: Activity in Training

This activity allows for group validation of the competencies:

- Describe how to choose what time you will try to engage women, men, and youth in the community.
- Explain one situation in VAW prevention that would be best achieved if men engaged men and women engaged women.
- Explain one situation in VAW prevention that would be best in mixed-sex groups.
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Did groups 1-3 presentations accurately depict how to decide when to engage men, women and youth? Did group 4 presentation accurately explain when it is best if men engage men and women engage women? Did group 4 presentation accurately explain a situation in which mixed-sex groups are best? If so, then the group demonstrated the competencies. If not, further training is recommended.

22. Notes for facilitator- to summarize after each group:

Group 1: Youth

- *Where and when:* Where and when we meet each group depends on the course of those people’s days. Youth can sometimes be found in school, but other times need to be found at home, in existing clubs, or other hangouts.
- *Framing of ideas:* Framing needs to directly impact people’s concerns, and speak to the benefit it has for each group. We will learn more as we go along about what ideas appeal to youth—and the variations within and between youth--but to generalize some past experience, youth often can see the human rights/ justice angles of nonviolence, and can get engaged around many arguments—but tend to also want to hear things from the perspective of the children in the family where the mother is being abused.
- *Who brings ideas:* With some topics, youth listen well to elders, who they assume to have much more experience and knowledge about life. At other times, and at certain ages, youth do not open up or discuss well with elders—and the best person to bring an idea to youth is another youth they respect.

Group 2: Women

- *Where and when:* Where and when we meet each group depends on the course of those people's days. Women are often able to be found at home during the day or in market places, often in groups of other women.
- *Framing of ideas:* We will learn more as we go along about what ideas appeal to women—and the variations within and between women—but to generalize some past experience, women are often receptive to discussions of women's human rights, as well as family unity and benefits to children.
- *Who brings ideas:* With some topics, women will listen to either women or men. Being in groups where the ideas are brought by other women sometimes inspire the best participation and reflection from women, who may not feel comfortable to reflect or share some experiences in front of a man.

Group 3: Men

- *Where and when:* In general, it is best to meet men where they work or hang out rather than calling them for an activity at a special location. Men can often be engaged at work, e.g., carpentry/mechanics shops or taxi/bus stands during a slow period or break times. While hanging out, they often meet at the same places daily to sit and play games, or in bars.
- *Framing of ideas:* We will learn more as we go along about what ideas appeal to men—and the variations within and between groups of men—but to generalize some past experience, economic arguments for nonviolence (i.e., families develop more when there is no violence) seem to appeal to men, as well as arguments about increased status in the community for men who are non-violent and increased family unity/ decreased family tension.
- *Who brings ideas:* At the beginning of the process of social change, men often listen best to other men. They often discount or mistrust the opinions of women and youth, and therefore the best person to bring ideas to men is a fellow man. At the same time, as social change happens, part of the point of SASA! is to help men to respect and listen to the voices of women and youth. It is important that this be practiced as communities work through the process of social change, and even that it be pointed out to men when they listen "differently" to men than they listen to women.

Group 4: When to Mix Groups

- Who brings an idea, and to what group of people, makes a difference. Before we mobilize for an activity, it is a good idea to help Community Activists (CAs) think about who they want the activity to be for, and figure out whether it would ideally be a mixed-sex or single-sex discussion, and a mixed-age or specific age group discussion.
- As a general rule, people listen best to people who are most like them or most like the people they admire. An older, very conservative woman is unlikely to inspire male youth participation. A very elite-seeming NGO worker with very modern dress is unlikely to inspire internally motivated participation of older, more traditional women getting water from a well, etc.
- Men may at first listen best to other men, but through the course of the program should begin to listen to women's voices as well—as power dynamics begin to shift.

- Most activities in *SASA!* work will for mixed groups—but sometimes you may notice people self reflect more openly in single-sex groups, and that youth do not participate as fully if there are elders present.
- Summarize:
 - We have discussed today that it is necessary to engage men, women and youth in a community—and that the strategies we use to engage these groups relate directly to our success at creating social change.
 - While certain groups will be more tricky to engage than others, today we have practiced our skills at engaging groups that seem challenging for us.
 - It is important to keep developing these skills—so we can ensure everyone is a part of preventing VAW and HIV!

Optional: Extra Practice of Engagement Techniques

1. Explain:
 - We have a number of strategies which have been suggested in order to better engage groups we have had a hard time reaching.
 - Now, we are going to break up into a different three groups to practice this. One group will take “men”, one will take “women” and one will take “youth”—with an eye on the challenges we listed at the beginning of this session, related to that group.
2. Ask participants to count off by 3's again.
3. Explain: Each group will choose a group they want to practice engaging, and choose one *SASA!* activity. You will use the tips we just developed and create a short, 3- minute role play—where you frame the issue for the group you think you should engage. Be ready to give your justification for whether you think you are a good person to bring ideas to this group (or if not, who you would send), where you might find the group, and why this would be your approach to frame issues with that group.
4. Invite group questions, and give them 15 minutes to prepare.
5. After 15 minutes, call “stop!”
6. Invite groups to present.
7. Ask other groups to give feedback to the others, ensuring the ideas discussed earlier are represented in what they see.

that would be best in mixed-sex groups.

* 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.

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Validation Questions

- Why is it important to engage women, men AND youth, rather than just choosing one group?
- What is one thing you can ask to consider what time to schedule activities to engage certain groups (men, women or youth) in the community?
- 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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• Engaging Men, Women and Youth: Group Work Instructions

Group 1: Youth

- Discuss where and when it might be best to meet youth. Make a list of possibilities for us to consider.
 - How might we frame the benefits of nonviolence in a way youth will care about? Prepare a short presentation or role play showing how to frame the issues.
 - Which activists might have the most success engaging youth, and why? List characteristics and important skills of the facilitator.
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Group 2: Engaging Women

- Discuss where and when it might be best to meet women. Make a list of possibilities for us to consider.
 - How might we frame the benefits of nonviolence in a way women will care about? Prepare a short presentation or role play showing how to frame the issues.
 - Which activists might have the most success engaging women, and why? List characteristics and important skills of the facilitator.
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Group 3: Engaging Men

- Discuss where and when it might be best to meet men. Make a list of possibilities for us to consider.
 - How might we frame the benefits of nonviolence in a way men will care about? Prepare a short presentation or role play showing how to frame the issues.
 - Which activists might have the most success engaging men, and why? List characteristics and important skills of the facilitator.
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Group 4: When to mix groups

- Make a list of the advantages and disadvantages of having activities where both men and women are present
- List a few situations where it would be better to engage only men or only women, and a few situations where it would be better to engage men and women together.
- Make a list of the advantages and disadvantages of having activities where people of all ages are present.
- List a few situations where it would be better to engage only youth or only older people, and a few situations where it would be better to engage mixed-age groups.

- Prepare a short presentation or role play (only about 3 minutes!) showing the type of positive depth and group dynamics you might achieve if you select the right group for the right topics.

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