

Working with Community Action Groups

(2 hours)



Local Activism 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 *SASA! An 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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Note: If participating organizations want to work with large, formal institutions (e.g. police, health), there are additional modules under *Institutional Strengthening* that may help. If organizations plan to work with local, informal institutions, (e.g. market women's associations) this module alone is enough to get started! This module is best used after *Community Asset Mapping* exercise has been completed (in *SASA! Start Phase*).



Objective

- Practice techniques to approach and engage strategic, existing groups in the community to activate Community Action Groups.

Competencies

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

- List 3 types of existing groups identified in the community asset mapping exercise that you would like to engage (e.g. local government, women's savings clubs, religious leaders, etc)
- Explain the structure and possible interest of one community action group
- Describe how to approach a group to suggest collaboration (including description of activism and benefits to their members)
- List 3 activities they may suggest to Community Action Groups to be a part of *SASA!* activism



Preparations

- Ask participants to read: *SASA! Awareness Phase - Local Activism: CAGs* booklet
- Photocopy of organization's most recent community asset mapping exercise
- Photocopy Handout: *Way Forward with One Community Action Group* for all participants
- Write group discussion questions and role play instructions on a flip chart (in Handout: *Way Forward with One Community Action Group*)



Steps

Deciding who to work with:

1. Ask: *Who has read the Awareness phase Local Activism booklet on Community Action Groups (CAGs)?* (Show booklet—ask for show of hands).
2. Ask: *What are some of the possible CAGs that we may decide to work with?*
3. Write responses on flip chart. Be sure to include: security action group, health action group, faith-based action group, local leader action group, business action group and peer action groups (with examples e.g. youth clubs, women's associations, etc)
4. Explain: *As it says in SASA it depends on your own context to know which of these groups are potential SASA action groups in your communities.*
5. Ask: *How will we decide which of these will become CAGs in the communities we engage?*
6. Solicit responses, and allow group to discuss.
7. Summarize and Explain:
 - *There are two main ways we can decide which CAGs to engage—based on our community asset map, and based on interests and connections of key group members.*
 - *For example, if we notice on our community asset map that health workers have a lot of presence and power in the community, we may choose to engage them.*
 - *In another example, say we see the same man at a number of our activities, who has started to ask about what he can do about this problem. Upon talking with him, we realize he is a part of a local men's association at a powerful church.*



8. Divide participants by location/ community where they work. If all or many participants work in the same community, divide them into smaller groups. Ask each group to reflect on their community and identify one (or two) groups they would like to work with. After 5 minutes of small group discussion, ask each group to say aloud their chosen CAG.

9. Explain:

- *Each group should now have 1 type of CAG—for example, a local market women’s association, group of male barber shop owners, etc. Next, your group will create a plan to engage this particular group.*
- *Hang up a flip chart with the pre-written group discussion questions/ instructions.*
- *Each group will answer the following questions, and prepare a short role play related to their type of group. You will have 20 minutes to do this, then 3-5 minutes to present your findings.*

10. Distribute Handout: [The Way Forward with One Community Action Group](#) and go over briefly as a large group. Note that they will write a few brief answers to these questions on a flip chart for presentation purposes, but they can write more on the worksheet to remind themselves of their plans, and keep the sheet after this training to work with.

11. Invite and answer any questions about group work instructions

12. Move around to each group, listening for their comprehension of the competencies and assisting where needed.



13. After 20 minutes, call “stop!”

14. Invite each group to present brief answers to their questions and their 3 minute role play. Remind each group they have no more than 5 minutes for their entire presentation.

Validation Option: Activity in training

This activity allows for group validation of the competency:

- List 3 types of existing groups identified in the community asset mapping exercise that you would like to engage.

During the group brainstorm, are participants able to list relevant groups they would like to engage, such as those in the Community Asset Mapping exercise? If so, then they as a group have demonstrated the competency. If not, further training is needed.



Validation Options: Activity in Training

This activity allows for group validation of the competencies:

- Explain the structure and possible interest of one community action group.
- Describe how to approach a group to suggest collaboration (including description of activism and benefits to their members).
- List 3 things they may work with Community Action Groups to do to be a part of *SASA!* activism.

During the group work and presentations, are participants able to suggest ideas for activism appropriate to a group's structure and interests? During the group role play, are the participants playing the "staff" in the role play clear about the benefits of activism to the group they are speaking with? If so, then they as a group have demonstrated the competencies. If not, further training is recommended.

15. After each group, take questions and discuss. Encourage other participants to add other ideas and suggestions for starting and sustaining activism with that CAG.

16. Summarize:

- *Activating the existing power of CAGs can be a great way to create sustainable *SASA!* activism.*
- *In this session, we have gained several new ideas for getting started with existing CAGs.*
- *For those organizations who wish to work with police, health, education or other large institutions, there are additional modules we can go through in another training that helps us to think through that engagement on a bigger level.*
- *However, working with CAGs in your community, you can get started with what you know right now!*





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 and ‘X’ for each competency.
3. Plan a time in the training agenda to use the validation method you’ve chosen to test each competency.

Competency (Specific skill)	Suggested Validation Methods								
	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
List 3 types of existing groups identified in the community asset mapping exercise that you would like to engage**	X	X	X	X	X		X	X	X
Explain the structure and possible interest of one community action group	X								
Describe how to approach a group to suggest collaboration (including description of activism and benefits to their members)	X						X		
List 3 things they may work with Community Action Groups to do to be a part of SASA! activism**	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/hot sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**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



List 3 types of existing groups identified in the community asset mapping exercise that you would like to engage (e.g. local government, etc).

What are 3 things a Community Action Group might do to be a part of SASA! activism?



Pick and Play



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*.





Handout: The Way Forward with One Community Action Group (CAG)

Type of CAG to be discussed:

1. Discuss and respond to the following questions:
 - What do you know already about your specific group's current structure, membership, and possible interest—in your community/ communities? (e.g. Who leads it? What type of people are members of it? Are they already interested in *SASA*?)
 - What concrete steps can you take to find out more information about the group?
 - What are a few activities a group like this could do to be a part of *SASA* activism?



