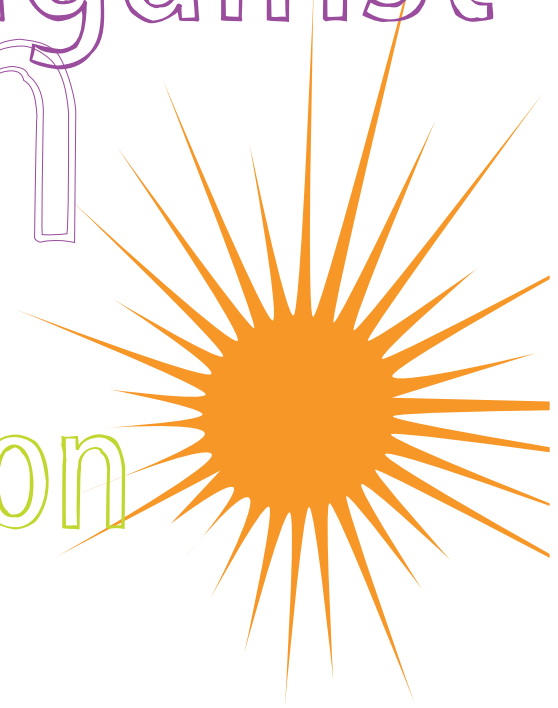
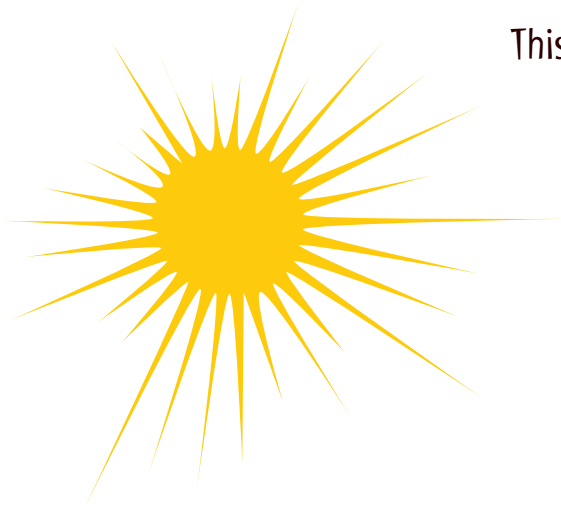


Strengthening your
activism
skills for preventing
violence against
women
and HIV
infection





This Tips Booklet is a portable reference
about how to **facilitate activities**
and **conduct the planning,**
monitoring
and **assessment**
exercises
in *SASA!*


Inside you will find
How-tos,
Dos, Don'ts, Tips and Reminders

Photocopy pages for *SASA!* Team members and community activists
to strengthen their activism skills.

Use it to help you **understand *SASA!* activities,**
for inspiration and ideas,
to strengthen or
refresh your **skills,** and to help you track your
progress.

You will also find detailed **suggestions, templates and tools**
for **planning, monitoring and assessing** the impact of *SASA!*
in your community.

Let these ideas focus and inspire your work!



Refer to the *SASA!*
Map for quick and
easy reference to all
activities.

Table of Contents

Section One: Facilitating <i>SASA!</i> Activities	3
Local Activism	4
Working with Community Activists.....	5
Community Dramas	6
Quick Chats and Health Chats	8
Community Conversations.....	10
Community Action Groups.....	11
Public Events.....	12
Soap Opera Discussion Groups	14
Media & Advocacy.....	15
<i>SASA!</i> A Film about Women, Violence and HIV/AIDS and Screening Guide.....	16
PowerPoint Presentations.....	16
Fact Sheets	17
Leadership Leaflets.....	17
Media Exposure	18
Soap Opera Scripts.....	19
Story Ideas	20
Communication Materials.....	21
Brochure.....	22
Info Sheets	22
Card Game.....	23
Posters and Comics	23
Picture Cards	24
Training	25
<i>SASA!</i> Modules.....	26
Health Care Provider Training Module and Interview Guides	28
Section Two: Conducting Planning, Monitoring and Assessment	29
Planning	30
Phase Plans	30
Strategy Plans.....	32
Monitoring	34
Activity Reports	34
Activity Outcome Tracking Tool.....	36
Strategy Summary Reports.....	39
Assessment	42
General Guidelines for Conducting <i>SASA!</i> Assessment Exercises.....	42
Assessment Dialogues.....	45
Rapid Assessment Surveys	46

FACILITATING *SASA!* ACTIVITIES

This section of the *SASA!* Tips Booklet is organized according to the four strategies of *SASA!*: Local Activism, Media & Advocacy, Communication Materials and Training.

Every strategy section has a detailed description of each activity found in *SASA!*

There is an overview of the activities and ideas for conducting, coordinating and supporting these activities in your community. The ideas and tips can strengthen your activism!

LOCAL ACTIVISM

The Local Activism strategy includes creative activities that engage families, friends and neighbors in talking about issues often surrounded by silence and stigma.

Create informal opportunities for personal reflection, critical thinking and public dialogue about power, violence against women and HIV/AIDS.

COMMUNITY ACTIVISTS

Dos and Don'ts for Working with Community Activists

Dos

Do always show respect and appreciation for their efforts. It takes courage to speak up in one's own community about sensitive issues.

Do recognize that community activists also must go through a process of reflection and change. They will often hold the same attitudes as other community members.

Do publicly recognize the community activists wherever possible – in meetings, speeches, community activities. Recognition can be a powerful motivator.

Do remember that many community activists may have experienced or used violence in their own lives. This can make them powerful activists. It can also be challenging and even traumatic for them. Be aware of this and provide support and opportunities for them to discuss their experiences if they choose or provide referrals to counseling services.

Do encourage activists to be careful and prudent. When dealing with violence in the community there will be times when they are called to a home or scene where violence is happening. Community activists should never endanger their own lives to help others – brainstorm alternatives such as gathering other community members to accompany them, calling the police or local leaders, etc.

Do help the activists become organized. Work with them to develop plans for their activities in the community. This will help you monitor and support them as well as avoid replication with other activists in the community.

Do hold ongoing training sessions for community activists. Consider using the *SASA!* Training Modules. Meeting regularly with activists will help keep them focused, build their skills and maintain their motivation.

Don'ts

Don't expect perfection. Community activists, like all of us will have strengths and weaknesses. Focus on the positive, further develop the strengths. Give constructive criticism but accept that activists will not always conduct activities as you had hoped and that many mistakes will be made along the way. Celebrate the positive, don't dwell on the negative.

Don't push or force anyone to do anything s/he is uncomfortable with. Some activists may not feel ready to give speeches in large groups but they may be fantastic in facilitating one-on-one or small discussions. Encourage them to try new things but respect their boundaries.

Don't treat the community activists as a 'members only' club. Encourage community activism from everyone. There is no limit to the number of *SASA!* activists in the community – in fact, the more the better! Find a role, big or small for everyone that shows interest in *SASA!*

Don't forget to have fun together!

Community activists are at the heart of the Local Activism strategy. These are women, men and youth who are committed to preventing violence against women and HIV. They are 'regular' community members who will lead *SASA!* activism and activities in the community. There are detailed suggestions for identifying community activists (see Start, Local Activism). This is only the beginning of the process, you will work closely with an ever growing group of community activists throughout *SASA!*

COMMUNITY DRAMAS

The Awareness, Support and Action phases of *SASA!* each include three community dramas with content appropriate for the phase. *SASA!* dramas are not simply for entertainment, they aim to educate and inspire discussion. *SASA!* dramas use a facilitator to conduct discussions with the audience after each scene, turning the dramas into an interactive experience.

The discussion questions are designed to provoke, inspire and motivate community members to think about and do things differently. In this way, *SASA!* dramas take private issues and open them up for public discussion and debate. Share these drama sketches with community-based drama troupes in your area (or just 'regular' community members interested in performing!) and work with them as they practice and perform these dramas in your community.

Many communities have a strong oral storytelling tradition. People like to learn about themselves and their lives through stories. Community dramas draw on this tradition by acting out stories that portray experiences in the community.

Dos and Don'ts for Community Dramas

Dos

Do choose a facilitator who is dynamic, outgoing and comfortable speaking in front of a crowd.

S/he also needs to be knowledgeable about the issues in order to manage controversial discussions and reinforce the ideas of the drama.

Do conduct a discussion after each scene, as recommended. We have found that it is better to ask questions throughout the drama as well as at the end, instead of saving up all the questions for the end. People often leave right when a drama is finished. Provoking discussion during the drama allows more opportunities to get people talking and involved.

Do work with local "actors." The audience will be far more interested and influenced by actors from their own community than by perfectly polished professional actors. With local actors, your impact will go well beyond the drama itself. People will begin to see the actors as *SASA!* activists. And local actors will be around long after the drama itself, to raise awareness and support community members.

Do raise the actors' awareness of the issues. Don't assume that a drama troupe knows about power, violence and HIV/AIDS. Take time to help them understand these issues. Use the *SASA!* Training Modules. This will ensure that as they are planning, acting and improvising the scenes, they maintain important meaning. Visit practices and performances to ensure the key idea of the drama remains clear and focused.

Do encourage audience participation. Dramas attract a whole range of people, and they become a captive audience. Talk to them! Ask people what they think. Spark debate and discussion. Encourage them to get involved!

Do have a clear "take home idea." Many people can watch the same drama yet have a different understanding of what it was about. Explaining the main idea of the drama at the beginning and the end allows people to have a shared language about what they just experienced. It also helps people feel more comfortable talking about the drama later, without fear of having misunderstood its meaning.

Do portray all characters with dignity. While the drama is meant to entertain, sometimes drama troupes do this at the expense of people's dignity. Portraying women as victims and men as monsters will not help any community members identify with the characters. Good drama helps people to see themselves in the characters and situations. Show characters that are thoughtful, capable and real.

Do role model the positive. Dramas can inspire individuals and communities to change. You can use your dramas to show characters thinking about and responding to issues in new, positive ways.

Do, if possible, train the troupe to act out some of the ideas the audience is likely to discuss. This will increase the audience's engagement and strengthen their connection with the characters.

Don'ts

Don't show extreme violence. Performances are supposed to be dramatic, but sometimes this goes too far, especially when dealing with violence and HIV/AIDS. Showing a woman being badly beaten or raped is dehumanizing to all women. Showing a man acting extremely drunk and violent is dehumanizing to all men. It is not necessary to show graphic violence. Use interesting dialogue and creative characters to engage your audience instead. Drama troupes can let the audience know that violence has happened by showing an injury, shouting off stage, depicting fear, referring to violence, etc.

Don't only reflect negative reality. We all know that women experience violence and that women and men in the community are living with HIV. We all know that these situations are difficult, hurtful and sad. Showing only how bad things are in the community will not help anyone to think differently about the topic or to make changes. Introduce hope in the story, and portray positive attitudes and behaviors that show people claiming their power.

Don't cover too many issues. Many times drama troupes have so many issues that are important to them that they try to pack them all into one drama! This is overwhelming to the audience, and they will go away wondering what it was all about. Stick to one main issue and try to avoid going into too many side stories or complicated twists and turns.

Don't offer overly simplistic solutions. It is often tempting to act out a whole story from the beginning of a problem to its end. This is usually very difficult, because it is unrealistic. Change takes time, and if we show dramas in the community where all the problems are solved, seemingly overnight, it doesn't promote or support meaningful change in real life. It is okay to leave a story hanging, and not to solve all the problems in one short drama. The fact that a problem is left unsolved in a drama is an excellent way to involve the audience in discussion. Ask them for suggestions on how the characters should deal with the challenges. Ask how they might help the characters if they were their friends/colleagues/neighbors.

Get creative! Change and adapt
the community dramas
to make them perfect for
your community!

QUICK CHATS & HEALTH CHATS

Be an adventurous activist—
start chatting!

People are often influenced by spontaneous conversations with others. Quick chats and health chats are a great way to get people talking. They describe sample conversations about power, violence against women, and HIV/AIDS—including recommended topics and what to say. You can use these chats with fellow neighbors, friends, relatives—anyone! You could have chats while in a queue, in the waiting room, at the market, on the bus, in a taxi—anywhere!

The Awareness, Support and Action phases of *SASA!* each have five quick chats and three health chats with content appropriate for the phase. The quick chats are mostly for provoking dialogue. Remember, people you are chatting with don't have to agree with you – don't feel pressure to convince them to your point of view. Just opening up new topics of conversation in the community can begin to foster new ways of thinking and change. The chats include possible opening lines, ideas to chat about and departing words—to help you focus the conversation. Feel free to change and adapt these ideas to suit your community.

The health chats are mostly about sharing information, so for these we provide the What, Why and How for each topic. These notes will ensure that the information you share is accurate. Health chats are about more specific, sometimes sensitive topics. Consider conducting these in single sex

peer groups, waiting rooms at health centers and clinics or in youth groups.

Dos and Don'ts for Quick Chats & Health Chats

Dos

Do stay friendly and polite at all times. The issues of power, violence against women, and HIV/AIDS hold a lot of emotion for many people. Some people may feel uncomfortable, others won't want to have their ideas challenged and may become angry. Don't let this upset you. They will be better able to hear what you are saying if you remain friendly and calm, rather than rising to meet their anger.

Do allow others to express their own views. In communities, we do not have to agree all the time. We can learn from one another. You can try to convince and persuade the people you are talking to, but don't worry if they don't see your point of view. Just having a conversation and challenging others about a topic is important. It is the first step toward change!

*Just jump in!
Smile, greet someone
ask how they are,
chat with them about these ideas
and encourage them to share their
thoughts on the topic.*

Do tell people where to get more information, if they are interested. Many people will be happy to speak with you, and will find your point of view interesting and valuable. When this happens, feel free to set another time to meet with them to discuss the issues further, invite them to *SASA!* activities, or introduce them to other *SASA!* activists. Once the seed of an idea is planted, it's important to encourage it to grow!

Do thank them for their time. It's important to let people know that you appreciated the conversation and the time they spent to chat with you. This recognition will make them feel appreciated and valued, which is something we should all feel from our fellow community members.

Do encourage them to talk to others. The main goal of the quick chats and health chats is to spread the word about power, violence against women, and HIV/AIDS. The more people talk about the issues, the better equipped your community will be to prevent these dual pandemics.

Don'ts

Don't become confrontational. The chat isn't a debate or an argument. It's a way to share some new ideas with others in your community, and to begin building relationships. It should be an enjoyable experience. Angry words are violence too, and nothing positive can come from them.

Don't drag the conversation out too long. The chats should be short (about 15 minutes). If it goes for too long, it is likely that it will lose focus and will be less useful than it would have been if it were kept shorter. Of course, if someone is very keen wants to keep chatting that is also good – take the lead from them!

Don't be negative. Violence against women and HIV/AIDS are heavy issues. People sometimes avoid talking about them because of their seriousness. While it's important to recognize the urgency of these problems, it's also possible to talk about them in a positive way. Focus on the ways that a shift in the power dynamics would be healthy for families and communities. Talk about how much it means to women and men to feel supported. Encourage people to think of ways they can take action and create change!



Once the seed of
an idea is planted
it's important to
encourage it to grow!

COMMUNITY CONVERSATIONS

Images can make it easier to talk about tough topics. They give people something creative and unique to focus on, decreasing their anxiety about the topic being discussed. Community conversations combine images and questions for starting discussions with small groups. They can be provocative, serious or funny. They are perfect for informal gatherings at market stalls, at drinking joints, in women's or men's groups, around the well or under the shade of a tree.

Community conversations do not need much explanation. They include a drawing with one simple question on it. The question is open-ended, meaning that it encourages discussion, rather than a yes or no answer. Having community conversations is an excellent way to introduce new ideas, to stimulate an exchange of perspectives, and to promote change. The Awareness, Support and Action phases of *SASA!* each have a different booklet of community conversations with content appropriate for the phase. You can use the booklet as a whole or photocopy pages for activists, leaders and community members, so they can start up their own community conversations. To use community conversations all you need to do is find some people to talk with, open the booklet, show the picture and let the conversation flow from there!

Dos and Don'ts for Community Conversations

Dos

Do ask the group if they have the time for a conversation. Asking for people's time shows respect and consideration.

Do let other people give their opinions and share their thoughts. It is okay if their opinions are very different from yours! You don't have to convince them that you are right or they are wrong. Change happens slowly, conversations can be starters for that process.

Do ask provocative questions. Introduce alternative perspectives, but do not force your opinion on others.

Do keep your cool! Even when the discussion gets hot, remember never to insult or degrade anyone's position. You can disagree with humor more effectively than with anger.

Do ensure that everyone in the group has a chance to participate in the discussion. Avoid having one person dominate the conversation.

Do share the community conversation images with others. Trace or photocopy the drawings, and give them to others. Encourage others to have their own community conversations!

Don'ts

Don't feel discouraged if a group is not interested in participating. Try another, and another!

Don't cut short one conversation to move on to the next image. You can always come back another day! A lively discussion is a success.

Don't draw out the discussion for too long if people are losing interest. Watch participants' body language. Be aware of how they are feeling, and stop the discussion before it loses energy.

Community conversations combine images and questions for starting discussions with small groups. They can be provocative, serious or funny.

COMMUNITY ACTION GROUPS

There are many groups that exist in the community – both formal and informal, permanent and temporary. Community Action Groups will allow you to tap into people, resources and energy to develop *SASA!* activism across a whole range of community members. In *SASA!* the groups recommended are: security, health care, faith-based, local leaders, businesses and peers. In your Community Asset Mapping (Start phase, Local Activism) you identified key groups in your community. Choose a few of these and work with them throughout the *SASA!* process. This is a structured way of focusing your work with these groups. Learning about and understanding a specific group (i.e., religious leaders, health care providers, business owners, etc) in detail will allow you to make the most of your relationship with them. You can use almost any *SASA!* activity with each of these groups – give them the materials, help them use them so they become strong *SASA!* activists and inspire more activism within their own context.

Community Action Groups will allow you to tap into people, resources and energy to develop *SASA!* activism.

Tips for Community Action Groups

- Learn about and respect the protocol, hierarchy or structure within the Community Action Groups you wish to engage. Approaching the group inappropriately or at the wrong level can be very difficult to correct as members may feel disrespected or side-stepped. Even though you probably won't work most closely with the top leaders, their approval and endorsement of *SASA!* can make or break your efforts.
- Most groups have their own agenda and are very busy. Accept this and try to avoid being too pushy or demanding. Start slowly and help the group see how beneficial *SASA!* is to their members, constituents, clients, etc. Learn about the group as much as possible to figure out the activities and timing most suitable for them. Help them see that *SASA!* is adding value to their existing work and doesn't mean more work for them.
- Help the groups remember that they are doing important and ground-breaking work in the community. Celebrate their willingness to address issues of power, violence against women, and HIV/AIDS.
- Whenever possible highlight the involvement and activism of the Community Activism Groups. For example, if you are holding a public event recognize their efforts publicly. If you are doing media work involve them – invite them to join you in radio programs, encourage newspaper journalists to interview them, etc. Recognition and appreciation can be powerful motivators.

PUBLIC EVENTS

Many people enjoy public events, because they provide a social space for connecting with others and learning about shared interests. Combining activism with public events is a great way to gain the participation and attention of hard-to-reach community members, especially those who avoid small group activities. The Awareness, Support and Action phases of *SASA!* each recommend a public event appropriate for the phase. However, unlike most *SASA!* activities, all events could be used in any phase.

The three secrets to planning and facilitating successful public events are organization, teamwork and publicity. Here are some tips for all three:

Organization

- Talk to people who have organized similar events before. They will have learned a lot from experience and can make your job easier.
- Use your imagination for planning. Imagine the event day, and for every detail, imagine all the associated tasks (and then eventually the people and timeline for each of those tasks). For example, if you imagine a banner at your march, you might think of the following tasks:
 - Decide who will make the banner.
 - Decide what the banner will say.
 - Decide where to hang the banner, how to hang it, who will help.
 - Decide what materials you can afford to use and what are appropriate for where you will hang it.
 - Buy the materials.
 - Create a sample mini-banner (on paper) and get feedback from your team.
 - Create the real banner.
 - Hang the banner for the event.
- Always allow twice the time you think you will need to organize the event. There will always be many unexpected tasks. Plan to have tasks completed earlier than necessary, in case something takes longer to do than you expected.

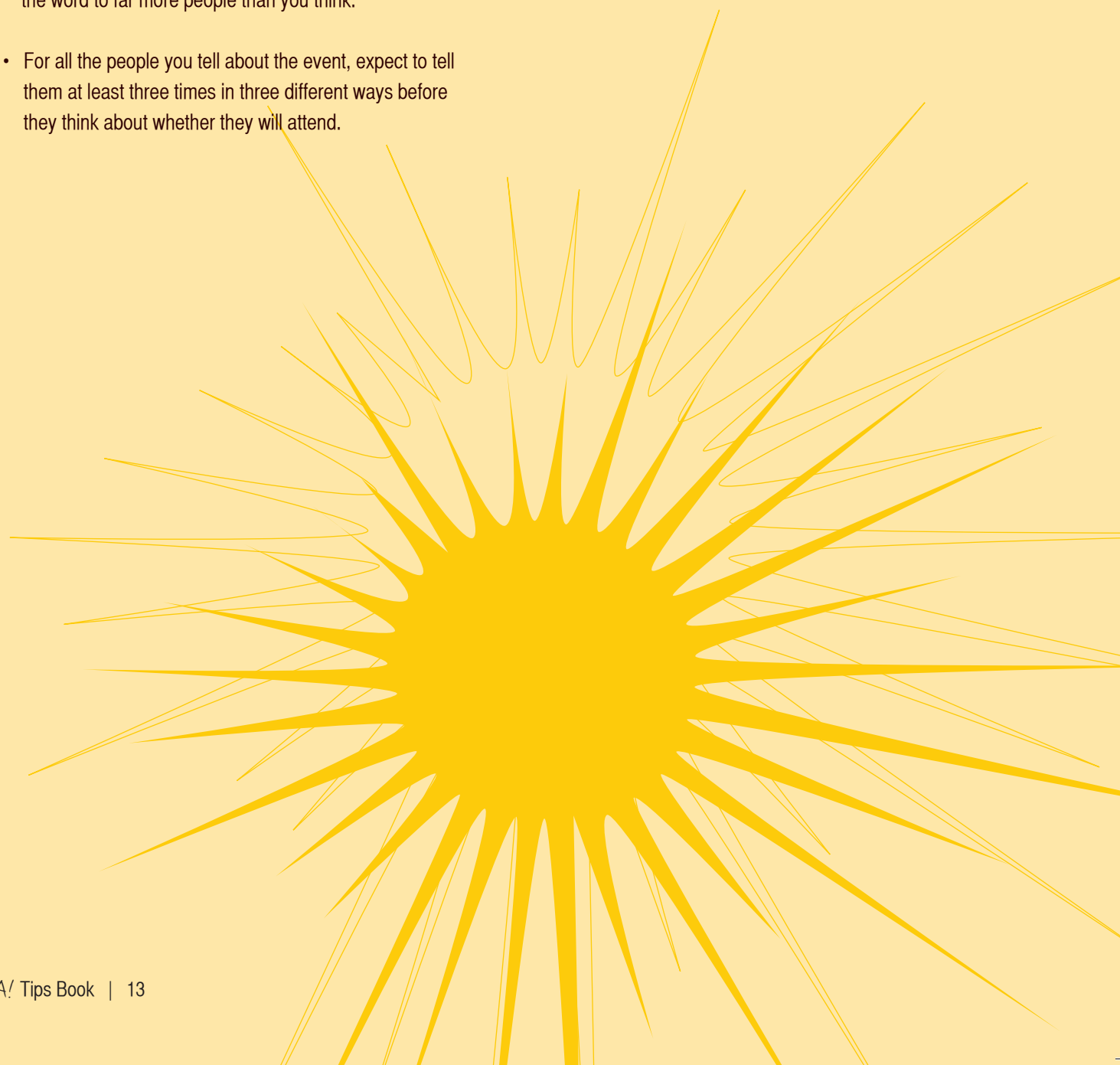
- Get a booklet for writing all your notes, tasks and ideas in one place. Write down everything!
- On the day of the event have an easy-to-carry bag filled with everything you might need for the type of event you are running. Depending on the event, this bag may include some of the following: tape, string, paper, pens, watch, scissors, agenda, originals of handouts, cell phone and air time, first aid kit, water, snacks, contact information for key organizers and *SASA!* Team members.

Teamwork

- Keep your team happy and energized. When unexpected things happen, share a positive perspective and help the team problem solve with optimism and confidence. When things go well, celebrate as a team. In between, give lots of thanks and recognition for everyone's efforts.
- Match people's roles to their strengths and interests.
- Engage the team in developing the complete task list. Delegate clear and specific tasks to team members. Put this information in writing, so that everyone is very clear on who is doing what and when.
- Check in regularly with team members and encourage them to ask for help whenever needed.
- Have a motivational team meeting right before the event. Have a team celebration after the event. Discuss lessons learned after the celebration.

Publicity

- Encourage team members to talk casually and positively with others about the event. Word of mouth is the most powerful form of publicity.
- Get all team members involved in publicizing the event. Ask each team member to prepare announcements or posters for all the groups they are directly involved in (e.g., their neighborhood, school committee, workplace, etc.) People are more likely to come to an event when invited by someone they know.
- If you have to trim costs or time, don't let it affect the quality of your advertising. A great event will have little impact if no one shows up.
- For every 10 people you tell about the event, expect only one person to come. This means that you have to spread the word to far more people than you think.
- For all the people you tell about the event, expect to tell them at least three times in three different ways before they think about whether they will attend.



SASA! SOAP OPERA DISCUSSION GROUPS

The scripts and CDs of the *SASA!* Soap Opera about life, love and relationships can be found in the Media & Advocacy strategy as it is designed for broadcast on the radio. However, you can also use it in Local Activism – playing it on a CD player with small groups. In the Local Activism strategy you will find guidelines for *SASA!* Soap Opera Discussion Groups. They include a brief summary of the soap opera and a series of questions for discussion in small groups. Each question has key points to help you keep the discussion focused and positive.

Some ideas for where to play the soap opera episodes and hold discussions within the Local Activism strategy include:

- 1. Community-Based Radio:** Many small villages and communities have “community radio stations,” which are just simple sound systems for playing CDs over a loud speaker. Check with your community to see if it’s possible to play the *SASA!* Soap Opera. You can even facilitate a discussion in public places after an episode plays.
- 2. School Clubs:** Many primary and secondary schools have life skills or human rights clubs. Visit the school and see if you can attend the club meetings. You could set up a schedule for the students to listen to the episodes and participate in a discussion. Or, you can make copies of the soap opera discussion guide and give them to the clubs to listen to and discuss on their own.
- 3. Public Spaces:** You can play the soap opera episodes in the waiting rooms of local health centers, counseling centers or legal aid clinics. Many people gather in these places and often wait a long time to be seen. Ask permission to play the episodes at different times and then to facilitate discussions one-on-one or in groups. You could also train the staff of the facility to facilitate discussions.
- 4. Community Groups:** Form community discussion groups. You can start with pre-existing women’s or men’s groups or you could form your own specifically for this purpose. With these groups, always follow each episode

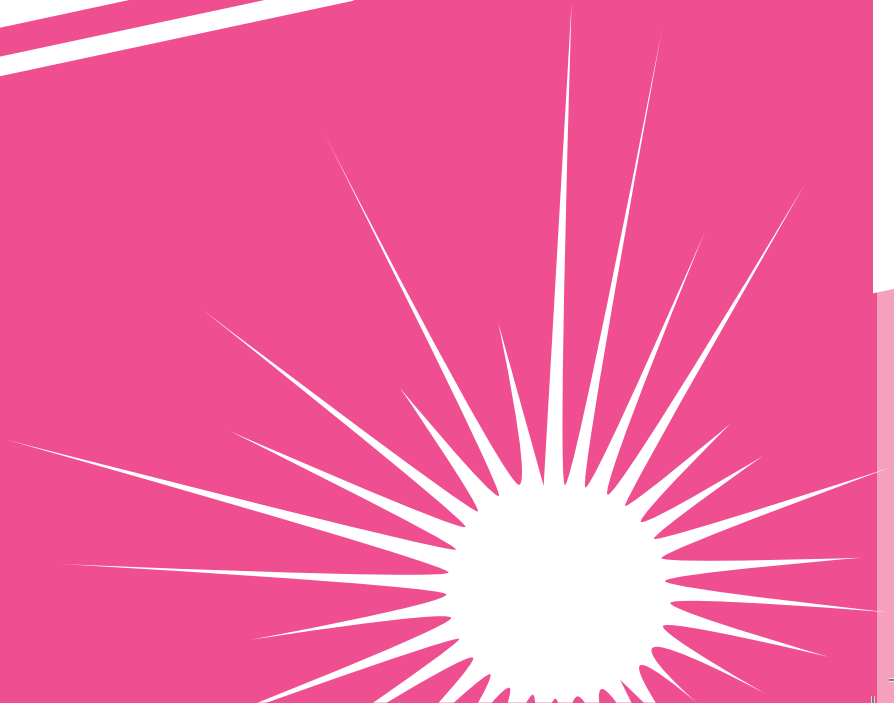
with a discussion. You may find that these groups become quite popular and that people want to make copies of the soap opera and form their own discussion groups.

- 5. Public Transport:** You can provide copies of the soap opera to bus and taxi drivers to play while they are driving. People are often on public transport for a long time. Listening to the soap opera episodes can provide them not only with something to do but also with something to think about and talk about!

*Listening to the soap opera episodes
can provide people
not only with something to do
but something
to think about
and talk about!*

MEDIA & ADVOCACY

The Media & Advocacy strategy aims to influence public priorities,
by making **violence against women**
and its connection to **HIV/AIDS** a popular media topic
and a catalyst for new **policies and practices**.
Engage local leaders, **policymakers and journalists**
to affect wider change in your community.



SASA! A FILM ABOUT WOMEN, VIOLENCE AND HIV/AIDS and Screening Guide

The *SASA!* film is designed for all phases of *SASA!* There is a 30 minute and 6 minute version of the film for maximum flexibility with different groups and situations. See the Screening Guide for information on how to organize a film screening, facilitate discussions during screenings, and use the film in a variety of ways. You will find the film on DVD and the Screening Guide in the Start phase, Media & Advocacy strategy of the *SASA!* Activist Kit.

PowerPoint presentations allow you to present ideas of power, violence against women and HIV/AIDS clearly to leaders, policy makers and other professionals.

POWERPOINT PRESENTATIONS

A PowerPoint presentation is a professional visual tool that will give you credibility when meeting with leaders and professionals. Each phase of *SASA!* has its own PowerPoint presentation. They can be used with community leaders, service providers, other NGOs or policy makers. The PowerPoint presentations were designed to help you explain *SASA!* at each phase, encourage reflection and inspire involvement. The PowerPoint Presentation can be found on the Digital Resources DVD, Communication Materials, Start phase and printed copies in each phase, Media & Advocacy.

Tips for using PowerPoint presentations

- Learn how to set up a PowerPoint presentation for projection on a screen.
- Practice your presentation using the presentation slides.
- Practice what you can say in addition to the words on each slide, so that you give your own examples and explanations while making eye contact with the audience.
- Speak slowly, with passion in your voice.
- Leave time for discussion at the end of your presentation.

FACT SHEETS

The Awareness, Support and Action phases of *SASA!* each include Fact Sheets with content appropriate for the phase. The Fact Sheets include relevant statistics from regional, national and international surveys, reports, studies and papers. The sheets include the primary source for each fact and figure, so if you require more information you can access the original materials. Each Fact Sheet also includes quotes from leaders around the world. When community leaders or officials are having a hard time understanding how violence and HIV/AIDS are connected or why it is so important to address these issues in the community, a related quote from someone they admire and respect may inspire them to start thinking differently.

LEADERSHIP LEAFLETS

Leadership Leaflets are useful handouts for leaders and professionals. They leave a permanent and written reminder of the ways these community members can influence change—both through policies and procedures in their work and by being role models in their personal lives. The Awareness, Support and Action phases of *SASA!* each include a Leadership Leaflet with content appropriate for the phase. Electronic versions are found in the Digital Resources DVD, Communication Materials, Start phase.

When meeting with leaders and professionals, they will often be at work with their attention divided between you and the many other meetings and challenges they must face that day. The Leadership Leaflets allow them to review the *SASA!* issues at a later time.

Facts and quotes are useful tools for persuading people to see the connection between violence and HIV/AIDS. Personal stories are very persuasive—and critical for the success of *SASA!* but concrete facts and quotes can strengthen those stories by demonstrating the broader significance and focusing attention on the issues. Facts and quotes can help show the full picture of a situation in very powerful terms.

Here are some ways you can use facts and quotes to strengthen your activism:

- to create charts and visual aids.
- to back-up your arguments in casual conversations.
- to enhance presentations or written materials such as persuasive reports, speeches, info sheets or articles.
- distribute them in your press kits.
- share them with women so they know they are not alone.

Tips for using Leadership Leaflets

- Always take a few more copies than you think you will need, in case extra people show up or people want extra copies for friends or workmates.
- Incorporate time in your meeting/session/training for people to read the Leadership Leaflet before leaving. Consider including time for questions and discussion about it.
- Encourage people to share the Leadership Leaflet with others.
- Ask if anyone would like an electronic copy of the document emailed to them.

MEDIA EXPOSURE

There are many ways to get exposure for *SASA!* in the media. The Awareness, Support and Action phases of *SASA!* each include Media Exposure activities appropriate for the phase. However, unlike most other activities, all the Media Exposure activities can be used in any phase.

Tips for working with the media

- Working with the media takes courage and persistence. It may take a lot of effort to get exposure in the media, but once you succeed, the influence of media exposure on community norms can be very powerful.
- Ask the media for feedback. As you build relationships with people in the media, ask them their preferences for communication (e.g., email, fax, phone, etc). They will appreciate your interest in making their work easier.
- Draw on *SASA!* resources whenever you can. The Fact Sheets and Story Ideas, among others, can simplify the work required for getting media exposure.
- Spread the word. When you get media exposure, tell everyone you know to watch or listen for it. Make copies of articles and hand them out at events. Get creative! Get lots of value from your success!
- File all media coverage. Whether it's the transcripts or recordings of an interview or copies of articles, keep a record of all media exposure for *SASA!*

SASA! A SOAP OPERA ABOUT LIFE, LOVE AND RELATIONSHIPS

The *SASA!* Soap Opera includes two 15-minute episodes for each phase of *SASA!* with content appropriate for the phase. You will find scripts in the Awareness, Support and Action phases and the pre-recorded episodes on CD in the Awareness phase (Episodes 1 – 4) and Action phase (Episode 5 & 6), Media & Advocacy.

In the Awareness, Support and Action phases in the Local Activism strategy you will find a booklet you can use for Soap Opera Discussion Groups. Consider the following ideas for using the Soap Operas in the media.

Use the scripts to recreate your own version of the soap opera, with names, details and language to suit your community.

Play the pre-recorded soap opera on a local radio station. If the radio station agrees, use the listening guide to conduct an on-air discussion. Some options for radio include:

Call-In Shows: Pitch the soap opera to a radio station. Explain that the episodes are a great way to engage listeners in on-air discussions. Offer to be on the air after the show at no charge to answer questions from callers. Or, offer your expertise during the call-in show in exchange for a reduced rate for airing the soap opera episodes. Propose these options to many different stations. Some may say no, but others may jump at the opportunity.

Public Service Announcements: Some stations do “public service” programming, and are often looking for pre-recorded material on issues important to the public. Sometimes they even have to buy programming. Also, some stations are run by NGOs and are looking for good pre-recorded programs, which they also may run at little or no charge. Set up a meeting with the radio station to discuss your ideas. Give them a press kit. Take the initiative and be professional.

Paying for Airtime: If you are trying to get the soap opera or other pre-recorded programs on the air, you may have to buy airtime, especially during prime listening hours. Still, try to negotiate. If you are buying time for all six programs, they may give you a discount. When you write proposals for *SASA!* funding, you may want to include a budget item for radio airtime.

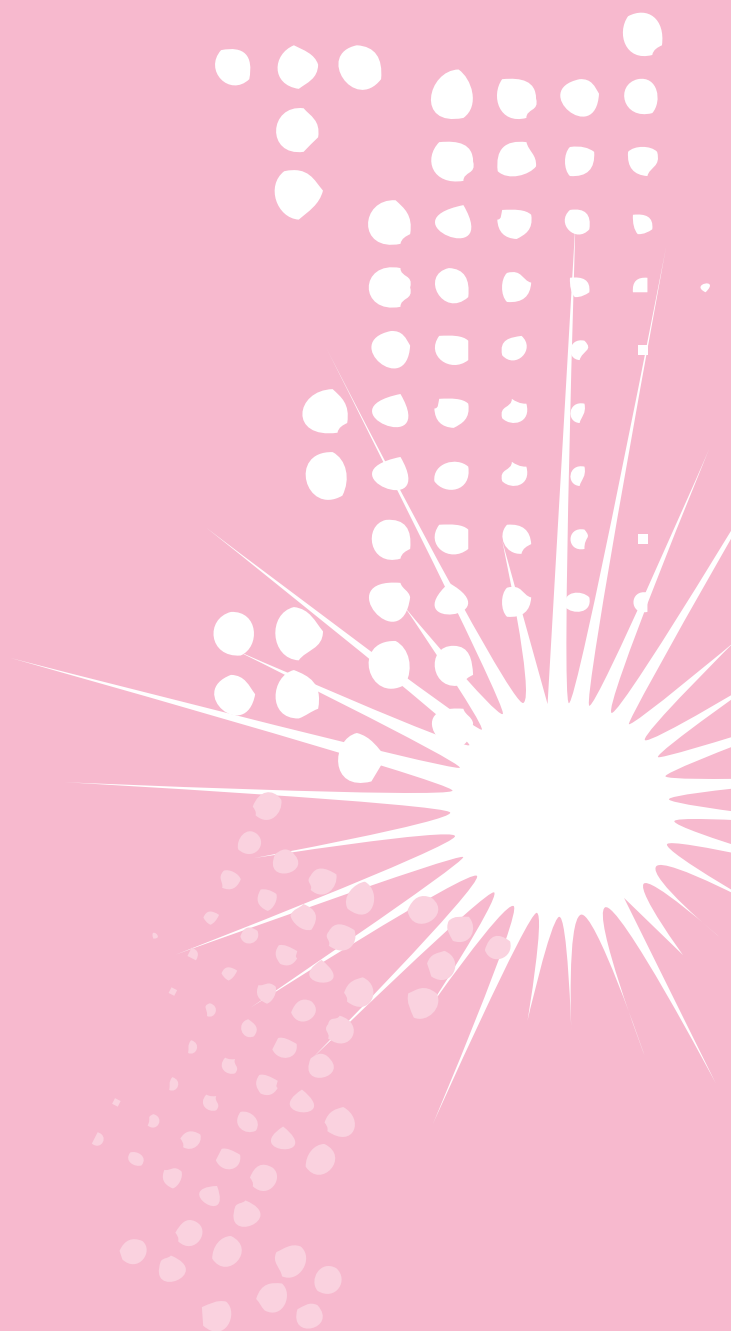
*Create a buzz on the airwaves —
broadcast the
SASA! Soap Operas.
Host a listener call-in talk show
after to spark dialogue
and debate.*

STORY IDEAS

The topic of violence against women and its connection to HIV/AIDS is at times overwhelming. To get the interest of community members, especially through media and advocacy, you will often need to take one piece of the issue and discuss it in more detail creatively combining explanations, quotes, testimonies and facts. The Story Ideas in *SASA!* present examples of how you could break down and bring to life the issues of power, violence and HIV/AIDS. You will find Story Ideas in the Awareness, Support and Action phases of *SASA!* with content appropriate for the phase.

Tips for using Story Ideas

- Engage students in a *SASA!* essay writing competition. Let students choose from a selection of *SASA!* story ideas for the topics of their essays. Get permission to publish the winners in the local newspaper or government newsletter.
- When you meet journalists interested in the issues of power, violence and HIV/AIDS, propose one of the story ideas to them for an article. Explain that you can support them with facts, quotes and even community members to interview. The media is always looking for new, provocative stories, and *SASA!* is full of them.
- When you meet a leader who is interested in the issues of power, violence and HIV/AIDS, encourage them to make a public speech about one of the story ideas. Explain that you can support them with facts and quotes.
- Use story ideas to inspire your own writing. (See Media Exposure, Support phase to learn more about writing and publishing.)
- When asked to make a presentation to leaders and professionals, you may choose to first talk about the broad issues of *SASA!* and then address one story idea that relates to the audience's concerns.





COMMUNICATION MATERIALS

The Communication Materials strategy includes a wide range of creative materials, such as posters, comics and info sheets. They portray the positive and are designed to get people thinking and talking about power, violence against women and HIV/AIDS.

All of the communication materials in *SASA!* can be reproduced at no cost by anyone using *SASA!* given the following conditions are met:

- The materials are not sold but distributed for free and used for non-profit purposes.
- The *SASA!* logo, artist's signature and website reference remains on all materials.
- The materials are not adapted in a way that changes the original intention of the material.
- The organization strives to ensure highest possible quality printing and reproduction.

All the communication materials in *SASA!* can be found in hard copy as well as on the Digital Resources DVD, Communication Materials in the Start phase. On the DVD materials will be found in InDesign CS3 files used by professional printers for reprinting large quantities and PDF files which organizations can use to print the materials on their office printers.

On every *SASA!* communication material, there is a space to include your own contact information. This is important so community members know where to go locally to learn more or get involved.

BROCHURE

The *SASA!* community mobilization approach means that new and different people will be learning about *SASA!* in every phase. The *SASA!* Brochure found in the Start phase is a good starting point for literate community members who want to know more before getting involved. The professionalism of a brochure also gives *SASA!* credibility.

Tips for using the Brochure

- Always have at least twenty copies of the *SASA!* Brochure in your office for drop-ins.
- If you have a separate brochure for your organization, consider clipping the two brochures together and handing them out as a set.

- Bring the *SASA!* Brochure to all activities, enough for all new participants and a few extras for them to share with friends.
- For mixed literacy groups, consider handing out the Brochure and then reading and discussing it together.
- Leave Brochures at gathering spaces and institutions in the community, including drinking joints, hair salons, market stalls, schools and health clinics.
- Attach your business card to the brochure and give it to leaders and professionals after you meet with them for the first time.
- Put the *SASA!* Brochure in your press kits.

Don't stop here! Learn how to create your own materials in the Start phase, Communication Materials strategy.

INFO SHEETS

There are two Info Sheets in *SASA!*, one about HIV/AIDS and one about violence against women. These are simple information-filled handouts about the two core issues in *SASA!* These handouts will be appreciated by all types of community members and are a useful add-on to any activity. However, they will be most helpful for engaging community members who want detailed information to take away.

Some people connect to ideas through social interactions (like playing the card game). Some people connect to ideas through visual ways (like looking at and discussing a poster). Other people connect to ideas through detailed information that they can reflect on in private, without the pressure to make any immediate comments. These individuals are often the ones at the back of the group with little to say, but who ask you specific and detailed questions after everyone has left. The Info Sheets are useful for these individuals.

Tips for using Info Sheets

- Always have copies of the Info Sheets in your office for drop-ins.
- Always have copies of the Info Sheets on hand when facilitating activities.
- Give the Info Sheets to teachers who want to incorporate *SASA!* into their lessons.
- Give the Info Sheets to any community members who want to make a presentation on the issues.
- Provide the Info Sheets to all team members, community activists and action groups, so they can refresh their knowledge as needed and share the information with others.

KNOW, SAY, DO? CARD GAME

The *SASA!* Card Game is a great way to get mixed groups—women and men, adults and youth—casually and comfortably talking about power, violence against women, and HIV/AIDS. Card games are as much entertainment as opportunities for discussion, learning and reflection. The *SASA!* Card Game can be found in Communication Materials, Awareness phase.

Tips for using the Card Game

- Use the Card Game to lighten the mood after serious discussions and debates.
- Take out the Card Game during lunch breaks at training sessions.
- Share the Card Game after working with a women's or men's group, for those who want to stay behind and further explore the issues.
- Have community activists play the Card Game with their friends.
- Give the Card Game to health clinics, youth groups, men's drinking and sporting clubs, women's groups, market vendors, etc. Everyone can enjoy!

POSTERS AND COMICS

In the Awareness, Support and Action phases of *SASA!* there are a selection of communication materials combining words and images, including Power Posters, Community Posters and Comics. These materials are designed as tools for group discussion—not just for giving out or hanging up. That said, once they have been used for discussion, they can be the perfect leave-behind for people to post and share with friends, neighbors and workmates.

These materials are among the most flexible activities in *SASA!*, easy to use anywhere with almost any group. They:

- include images, making them useful for audiences with low or mixed levels of literacy.
- simplify a message into common language, making them useful for groups with mixed levels of knowledge and education.
- often tell a story by showing pictures of people doing things and saying things, making them memorable and connected to everyday life.
- are often inexpensive to produce.
- are playful and creative, making them appealing to all ages.
- can diffuse anxiety and defensiveness by introducing humor.
- can be used for entertainment as well as for motivating change.

Tips for using Power Posters, Community Posters and Comics

- Distribute the materials among all the groups you work with – particularly the community activists and community action groups. Encourage them to use the materials to start discussions with others.
- Use the question guides – they can help focus a discussion and ensure that key points are being addressed.
- Use the materials as appreciations or prizes in other activities where community members actively participate and contribute. For example, at a community drama, give copies of a material after each scene change to each of the community members who contributed to the discussion.
- Encourage community activists to use the materials when talking about *SASA!* in their community. For inexperienced facilitators, a communication material can help give courage and confidence as they help break the ice with community members and focus the discussion.

PICTURE CARDS

Picture cards are designed for use in small groups for discussion and learning on the three key stages of change in the *SASA!* process: Awareness, Support and Action. Picture cards are not posters – they are not designed to hang independently on walls or public spaces. They are meant to use as discussion guides. Each picture card includes a series of questions on the back. Use these questions to deepen participants understanding of the issues and to provoke discussion. They can be used with any small group – formal or informal to focus attention and dialogue on the issues of power, violence against women, and HIV/AIDS.

Tips for using Picture Cards

- Use them in small groups where participants can see the drawings easily.
- Encourage personal reflection and discussion with the Picture Cards. As they are used with small groups, encourage participants to share experiences, reflect on their own lives and their community.
- Take particular care not to leave the Awareness Picture Card just hanging in the community on its own. This Picture Card deals with men's power over women and uses images demonstrate the different types of violence against women. The images are sensitive and this Picture Card, seen on its own without a facilitator or explanation could create defensiveness.

Communication materials
can get people talking!
Use the issues and characters
found in them to help community members
connect with their own
experiences
of power, violence against
women and HIV/AIDS.

TRAINING

The Training strategy includes lively, in-depth training modules suitable for anyone exploring their potential as activists.

Use the sessions in workshops or short trainings to guide participants in developing a passion for and practical skills in creating positive change.



PREP TRAINING MODULE

In the earliest days of using *SASA!* you will want to train core team members in the basic theories and methodologies of *SASA!* The PREP Training Module will help you do this. It is a foundational training that explains many of the concepts outlined in the *SASA!* introduction, using participatory activities that allow for discussion, reflection and integration of these concepts. Make sure all the members of the *SASA!* Team receive this training as well as core community activists and other stakeholders you plan to work closely with in *SASA!*

The PREP Module is designed to help the SASA! Team understand the process, structure and content of the SASA! approach.

PHASE TRAINING MODULES

There is a different training module for each *SASA!* phase:

Start: Deepening Knowledge Module

Awareness: Influencing Attitudes Module

Support: Strengthening Skills Module

Action: Inspiring Behavior Change Module

Begin each phase with training for the *SASA!* Team, community activists and members or representatives of the community action groups. Then identify additional groups who may benefit from the training sessions. The sessions are written so that even facilitators with minimal experience will be able to conduct meaningful sessions. Encourage all training participants to conduct all or some of the sessions with others – fellow community members, colleagues, peer or social groups.

The *SASA!* Training Modules for the four phases are each divided into several sessions. The exercises in a session are designed to be facilitated one after the other. This can be done all at once in a workshop that lasts several days or as stand alone sessions on a regular basis.

Training Module Assumptions

All the training modules were written with the following assumptions:

There will be no more than 30 people in a session. A maximum of 30 participants allows facilitators to ensure everyone's active engagement. (If you have less than 30 people in your training session you may need to adjust the preparations for the exercises and the arrangements for small group work.)

Facilitators will always bring the following supplies:

- tape
- 10 markers
- extra flipchart paper
- extra standard-sized paper
- extra pens

Dos and Don'ts for Participatory Learning

In trainings, as in the rest of *SASA!*, the goal is to get personal—to help people internalize the issues of power, violence and HIV/AIDS and feel that they are directly related to their own lives. When training, we achieve this effect by using “participatory learning techniques.” Here are some Dos and Don'ts for facilitating participatory learning.

Dos

Do have participants sit in a circle or semi-circle, preferably without desks or tables in front of them.

Desks and tables create barriers between people, take up space and block the flow of discussion, movement and exchange.

Do prepare yourself for facilitating the sessions. Go through the sessions before the training. Run through the exercises in your head, talk with your co-facilitators (if any) and create a plan for how you will facilitate. Make sure all required preparations are complete.

Do develop trust in the group. Participants need to trust you, your facilitation skills and your leadership style before they can learn effectively. Create this safe space by being prepared, respectful, open and honest. Be friendly and create a comfortable, informal environment through your words and actions.

Do use energizers. Pay attention to the body language and energy level of the group. If you feel participants are tired or distracted, or if a session is particularly intense or heavy do an energizer to pick up the mood. Energizers get people laughing and moving – encourage participants to share the energizers they know with the group.

Do write down only appropriate responses when capturing participants' contributions on flipchart. For inappropriate responses, prompt the participant and group with questions to provoke debate and discussion, ultimately leading the group to an appropriate response.

Do keep the flipchart sheets organized. The visual impact of the accumulated flipcharts is an important aspect of training. Well-organized flipcharts hanging throughout the room will track the progress of the discussion and be a resource throughout each session.

Do remember the following when facilitating debate and discussion:

- Gather various perspectives and opinions from around the room.
- Ask open-ended questions.
- Ask leading questions that will guide participants toward the desired discussion points/answers.
- Gently challenge participants to examine their ideas.
- Periodically ask for opinions and ideas from those who are not raising their hands.
- Aim to resolve each topic while the group's energy is still high.
- Always summarize to ensure that all participants understand the correct explanations.

Do modify and change the *SASA!* modules. Make modifications based on the needs, priorities, experiences and backgrounds of your groups!

Don'ts

Don't be overly relaxed and unstructured. Participatory learning requires a facilitator to structure and guide the process. Be open, flexible and responsive, but also clear about the objectives and exercises.

Don't shy away from conflict. When a group is discussing sensitive issues a facilitator must sometimes mediate or moderate conflicts. If you try to avoid conflicts or ignore tension, participants will lose trust in the process and unhealthy group dynamics can develop.

Don't force any participants to share their thoughts. By respecting the personal boundaries of participants you will create an honest and powerful discussion. Avoid calling on participants who have not volunteered. This creates more safety in the process and allows even shy members to feel more comfortable, thereby able to contribute on their terms.

Don't leave the room, talk on the phone, or sit down alone during group work. Group work is not a facilitator's break! It is an important time for you to engage with smaller groups, interjecting ideas and ensuring people are clear and on track.

Don't forget to summarize! At the end of the day summarize what has been learned. At the beginning of a new day, begin by reviewing the previous day of training. Review and reflection is an important part of the learning process.

THE HEALTH CARE PROVIDER TRAINING MODULE AND INTERVIEW GUIDES

The Health Care Provider Training Module was designed for training health care providers, including VCT counselors, to use the interview guides provided in the *SASA!* Activist Kit. These pieces are found in the Support phase. The interview guides help health care providers address women's concerns about violence and HIV/AIDS. Each interview guide includes *questions* for guiding an effective provider-client conversation, as well as recommended *responses* to the unique circumstances of each woman. The *SASA!* Activist Kit includes three interview guides:

The Health Care Provider Interview Guide: For all general health practitioners, including doctors, nurses and counselors.

The VCT Counselor Interview Guide: For counselors and other health care providers offering HIV testing and counseling to women.

The Sexual Violence Interview Guide: For health care providers who may encounter survivors of sexual assault on the job.

Note:

The Health Care Provider Training Module is a collection of exercises for mixing and matching, depending on the group of participants. At the beginning of the Health Care Provider Training module you will find a table recommending which sessions to use with which groups.

All the training assumptions and dos and don'ts for participatory learning apply to the Health Care Provider Module.

PLANNING, MONITORING AND ASSESSMENT

This section of the *SASA! Tips Booklet* describes the planning, monitoring and assessment tools in *SASA!* and how to use them.

You will find detailed descriptions as well as practical templates needed for you to carry out effective planning, monitoring and assessment

For phase specific guidelines see the Start, Awareness, Support and Action Phase Overviews

PLANNING

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)
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.
Timeframe	The dates within which the activity will be conducted. • Remember: Training is a critical first activity for strengthening the capacity of your <i>SASA!</i> 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 <i>SASA!</i> Team who will be responsible for facilitating this activity.

SASA! Phase Plan

Name of Phase:

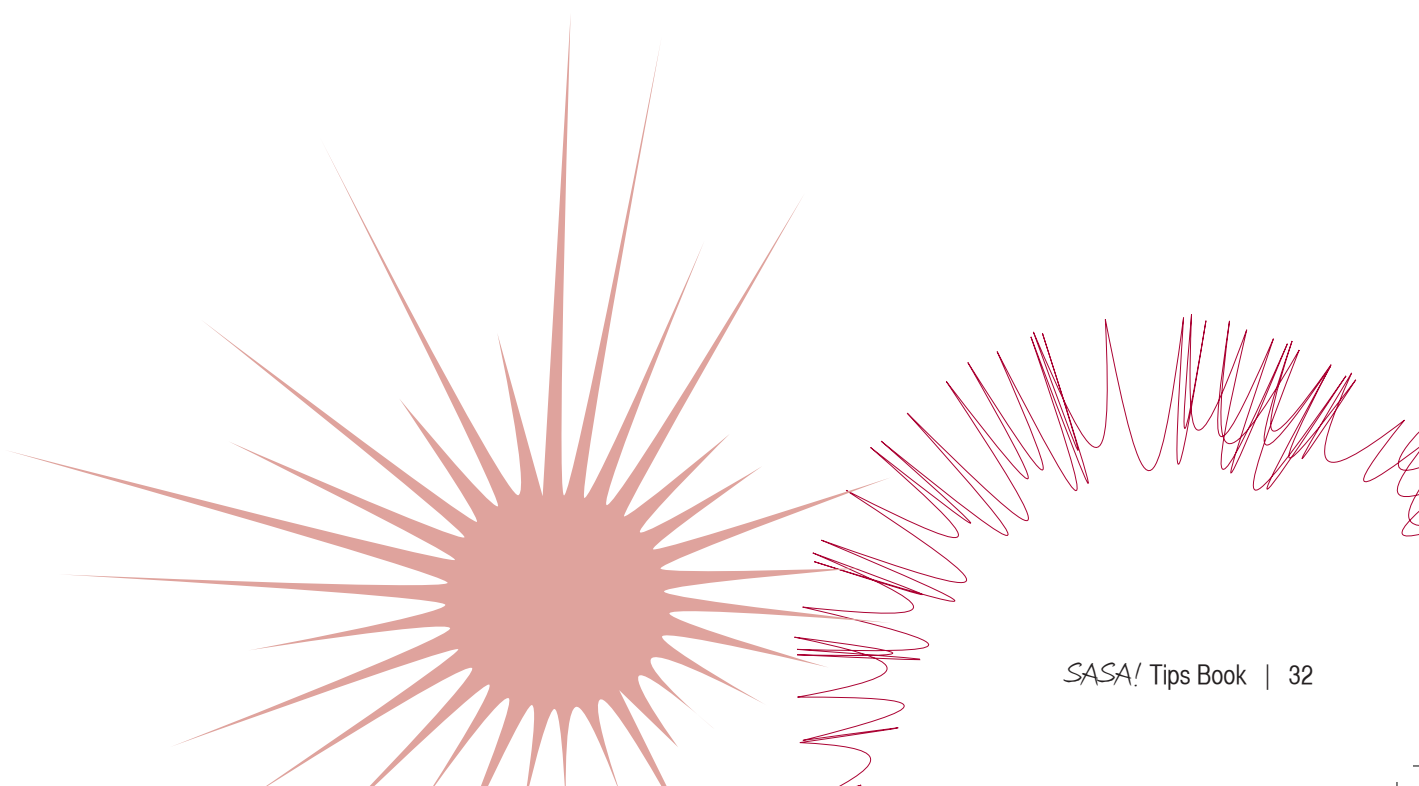
Activity	Strategy	Intended Outcome	Circle(s) of Influence / Specific Group(s)	Anticipated Reach/ Exposure	Timeframe	Person(s) Responsible

Strategy Plan

The Strategy Plan enables the members of the *SASA!* Team responsible for each specific strategy to further break down their activities and ensure comprehensive planning. *SASA!* strategy teams can complete a Strategy Plan on a monthly basis, it should include each activity they are planning.

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

Column	Information Required
Activity	The name of the activity.
Intended Outcome(s)	The outcome(s) you are intending to produce using the activity. (i.e., from the list of intended outcomes for the phase)
Specific Group(s)	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 specific date(s) when the activity will be conducted and how often (if appropriate). • Remember: Training is a critical first activity for strengthening the capacity of key individuals within the community, before doing any other activities for the phase. Prioritize this!
Venue	The physical location where the activity will be held.
Person(s) Responsible	The member(s) of the <i>SASA!</i> Team who will be responsible for facilitating this activity.
Resources Required	The material and/or financial input needed to successfully carry out this activity.



SASA! Strategy Plan

Strategy: _____ Phase: _____ Month/Year: _____

Activity	Intended Outcome(s)	Specific group(s) reached	Timeframe (when/how often)	Venue	Person(s) Responsible	Resources Required

MONITORING

SASA! includes a variety of monitoring tools to help the *SASA!* Team keep track of the process and progress along the way. They are simple tools that can be used by the *SASA!* Team, community activists, key stakeholders and partners and NGO staff.

Activity Report Form

After each activity, the member(s) of the *SASA!* Team facilitating/observing that activity should complete an Activity Report. This form captures the details of the activity: who attended, how many people attended, successes, challenges and responses that can be used to plan and improve follow-up activities.

The *SASA!* Activity Report form includes the following columns. Use these descriptions to help you complete the Activity Report accurately.

Column	Information Required
Strategy	The name of the strategy.
Activity	The name of the activity.
Date	The date the activity was conducted.
Location	The location where the activity was conducted.
Attendance Breakdown	The number of women, men, youth and children who attended the activity.
No. of People Attended	The total number of people who attended the activity.
Successes	The successes you feel were achieved as a result of carrying out the activity.
Challenges	The challenges you faced while organizing or facilitating the activity.
Response	The response or adjustments needed to further successes or overcome the challenges encountered.
Community Comments	The key comments made by community members during the implementation of the activity.

SASA! Activity Report Form

Strategy:

Activity	Date	Location	Attendance Breakdown			Total Number of People Attended
			Women	Men	Youth/Children	

Successes

-
-
-

Challenges

-
-
-

Response

-
-
-

Community Comments/Feedback

-
-
-

Activity Outcome Tracking Tool

This is a monitoring tool designed to help the *SASA!* Team track the progress on key outcomes for each phase. It is done by observing an activity and then ranking the degree of resistance or acceptance of community members participating. It is designed to be flexible to cater for different capacities of groups using *SASA!* Depending on your organization's capacity to collect, analyze and track this information, it can be used as a regular part of the Activity Report form (e.g., after each activity), or only occasionally (e.g., on a quarterly basis by selecting 10 activities at random, large and small) and tracking the community perceptions.

In addition to frequency, the tracking tool can be used either in sections or as a whole. It is organized according to the four *SASA!* outcome areas: knowledge, attitude, skills and behaviors. Those organizations with less experience or skills in monitoring could use only the sections relevant to the current phase (e.g., knowledge and attitudes in the Awareness phase; skills in the Support phase; and behaviors in the Action phase) to track change for the specific phase outcomes during that period. For others, they may choose to use the whole Activity Outcome Tracking Tool to monitor progress and change for all four outcomes throughout each phase. Choose what you feel is best and most manageable for your organization.

How to use the Tracking Tool. In the far right column of each table (see below, column labeled: Positive Statements/ Accepting of *SASA!* ideas), there are three key statements representing the intended outcomes. Across the table in the far left column are the *opposite* of these statements (see

below, column labeled: Negative Statements/Resistant to *SASA!* ideas). In the middle is an arrow that spans across squares labeled 1 – 4. The task of the facilitator or observer of the *SASA!* activity is to listen to the comments that are made by community members participating in the activity and to rank them along the spectrum according to the level of resistance to, or acceptance of, *SASA!* ideas.

For example, using the knowledge section of the Activity Outcome Tracking Tool (below), if **most** participants are stating that acts can only be considered violence if there is serious physical injury that requires medical care, then you would make a tick in the column labeled 1. This is because community members are closer to the statement: *violence is only physical* than to the statement: *violence may be physical emotional, sexual or economic*. Likewise, for the next set of statements about consequences of violence against women. If community members are expressing their belief that violence has negative consequences on many people in a community then you would put a tick in the column labeled 4. This is because their comments are closer to the statement: *violence has negative consequences* than to the statement: *violence does not have negative consequences*. For the final statement, if a few but not many community members demonstrate understanding that women who experience violence are more at risk for HIV infection you would make a tick in the column labeled 2. This is because community members are closer to the statement: *women who experience violence are not at risk for HIV and AIDS* than the statement: *women who experience violence are at risk of HIV and AIDS*. If the issue was not discussed do not rank, just leave blank.

Knowledge (for use in Awareness phase)

Negative Statements / Resistant to <i>SASA!</i> ideas	1	2	3	4	Positive Statements / Accepting of <i>SASA!</i> ideas
<i>Participants tend to say that:</i>					<i>Participants tend to say that:</i>
- violence is only physical	✓				- violence may be physical, emotional, sexual, economic
- violence against women does not have negative consequences				✓	- violence against women has negative consequences
- women who experience violence are not at risk for HIV/AIDS		✓			- women who experience violence are at risk for HIV/AIDS
Total	1	2		4	$7 \div 3 = 2.6$

Compiling Results. When the ranking is complete, bring down the number of the column into the final row. Add these numbers and divide by three (or the number of statements ranked). See example previous page. Continue to do this for each activity that you selected for tracking. When all the activities you selected have been tracked and totaled, plot the numbers on a simple chart (suggestions below).

Specific Outcome Tracking. If your *SASA!* Team is using the Outcome Tracking Tool specific to that phase, a bar graph might be most relevant and useful to you. You can group the completed Outcome Tracking forms in three groups by when the activity was conducted: beginning of phase, middle of phase, end of phase. Add up all the numbers from each of the forms and divide by the number of Activity Outcome Tracking forms that you completed for each grouping. Use the number generated to create a bar chart (see Figure 1). This information can either be plotted on squared (graph) paper, or fed into a simple Excel sheet on the computer. Seek assistance from colleagues skilled in spreadsheets to create this Excel sheet or download a template from www.raisingvoices.org/sasa.php. See the Awareness, Support and Action Phase Overviews for the phase specific Activity Outcome Tracking Tools.

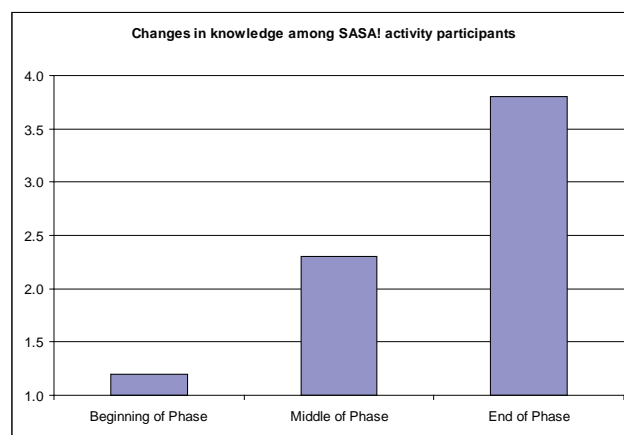


Figure 1: Specific Outcome Tracking Bar Graph

Comprehensive Outcome Tracking. If your *SASA!* Team has the capacity to use each of the four sections of the Activity Outcome Tracking Tool in every phase of *SASA!* this will help you track progress for the four outcomes over the entire length of the project. In order to compare the different outcomes, use a different symbol (e.g., square, triangle, x, star) for each outcome area (i.e., knowledge, attitude, skills, behaviors) to enable you to track how the four outcome areas change over time. This information can either be plotted on squared (graph) paper, or fed into a simple Excel sheet on the computer. These plots (see Figure 2) can be used to monitor community member's attitudes towards the activities, *SASA!* ideas, and to illustrate the achievements of *SASA!* Seek assistance from colleagues skilled in spreadsheets to create this Excel sheet or download a template from www.raisingvoices.org/sasa.php. See this document, page 38 for the comprehensive Activity Outcome Tracking Tool.

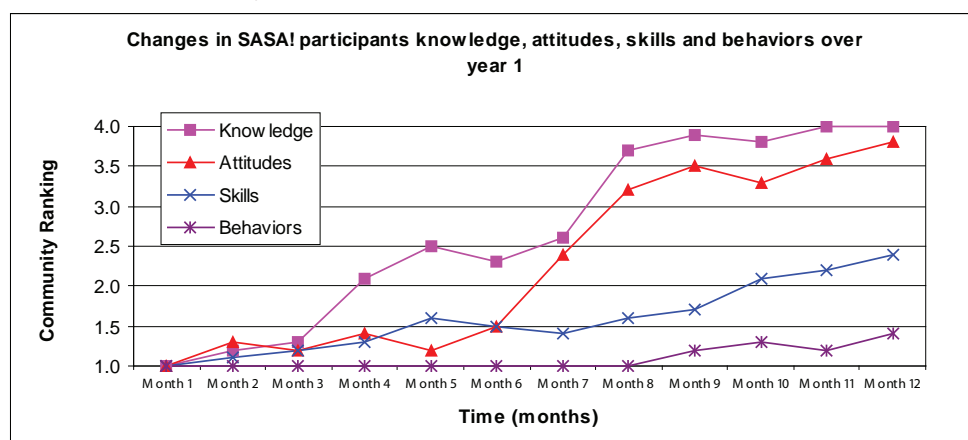






Figure 2: Comprehensive Outcome Tracking Plot

SASA! Comprehensive Activity Outcome Tracking Tool

Knowledge

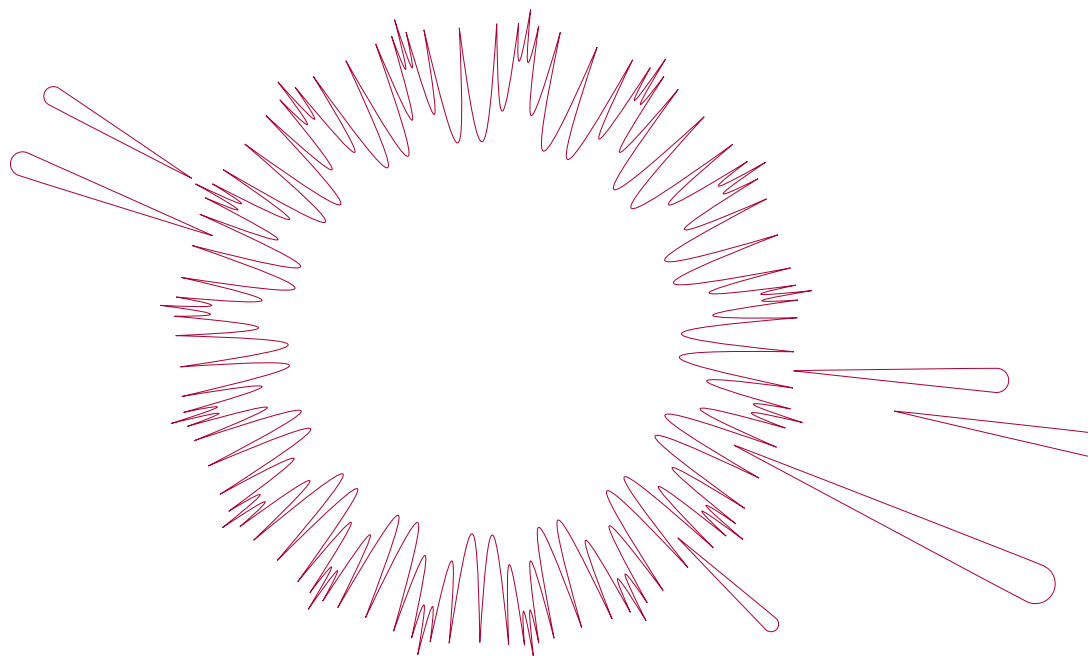
Negative Statements / Resistant to SASA! ideas	1	2	3	4	Positive Statements / Accepting of SASA! ideas
					
<i>Participants tend to say that:</i>					<i>Participants tend to say that:</i>
- violence is only physical					- violence may be physical, emotional, sexual, economic
- violence against women does not have negative consequences					- violence against women has negative consequences
- women who experience violence are not at risk for HIV/AIDS					- women who experience violence are at risk for HIV/AIDS
Attitude	1	2	3	4	
					
- some forms of violence are acceptable					- violence is never acceptable
- men should have power over women in relationships					- women and men should balance power in a relationship
- women and men should not share roles in their family and community					- women and men should share roles in their families and community
Skills	1	2	3	4	
					
- men who use violence should be publicly shamed					- men who use violence should be supported to change
- women who experience violence should be ignored					- we must reach out to women experiencing violence
- activists speaking out should be shunned					- activists speaking out should be supported
Behaviors	1	2	3	4	
					
- they cannot balance power in their relationship					- that they do balance power in their relationships
- they must use / experience violence – it is unavoidable					-they do not use / experience violence
- they do not promote non-violence in the community					- they promote non-violence in their community

Strategy Summary Report

At the end of each quarter or phase (depending on your organizational monitoring system) summarize the Activity Report forms using a Strategy Summary Report. This allows you to have a quick at-a-glance picture of the activities conducted throughout the time period. This information then feeds into end of Phase Reports.

The *SASA!* Strategy Summary Form includes the following columns. Use these descriptions to help you complete the Activity Report accurately.

Column	Information Required
Phase	The name of the current phase.
Strategy	The name of the strategy.
Time Period	The time period the summary covers.
Activity	The names of the activity conducted.
Number of times carried out	The total number of times the activity was carried out.
Location(s)	The locations where the activity was conducted.
Circles of Influence reached	The key circles of influence reached by the activity.
Total number of people reached	The total number of women, men, youth and children reached through the activity.
Major Successes	The major successes you feel were achieved as a result of carrying out this type of activity.
Major Challenges	The major challenges you faced while organizing or facilitating this type of activity.
Response	The response or adjustments needed to further successes or overcome the challenges encountered.



SASA! Strategy Summary Report

Phase:
Strategy:
Time Period:

Activity	Number of times carried out	Location(s)	Circles of influence reached	Total number of people reached

Major Successes:

-
-
-
-
-

Major Challenges:

-
-
-
-
-

Response:

-
-
-
-
-

ASSESSMENT

In *SASA!* there are two main types of assessment exercises: **Assessment Dialogues** and **Rapid Assessment Surveys**. The following are guidelines for conducting these assessment exercises followed by specific suggestions for carrying them out.

At key points throughout the *SASA!* process we suggest that you carry out assessment exercises. These key points are:

Baseline: Conducted in the Start phase before you begin any community-based activities. This will help you learn level of knowledge, attitudes, skills and behaviors in your community in relation to power, violence against women and HIV/AIDS prior to using *SASA!*

End of Phase: Conducted at the end of the Awareness, Support and Action phases of *SASA!* These assessments will help you learn what impact *SASA!* is having in your community based on the key outcomes for that phase. These end of phase assessments will help you determine if your community is ready to move onto the next phase or if you need continued efforts on the current phase outcomes before advancing to the next phase.

Follow-up: Conducted at the end of the *SASA!* process. After you feel you have completed all four phases of *SASA!* you will conduct a follow-up assessment covering (like the baseline) all of the *SASA!* outcomes: knowledge, attitudes, skills and behaviors. This information will be compared with the baseline data to measure the overall impact of *SASA!* in your community.

Who should conduct the *SASA!* assessment exercises?

Every organization using *SASA!* can conduct the assessment exercises. They have been designed to be simple yet effective measures of your progress. To carry out the *SASA!* assessment exercises consider organizing a few members of the *SASA!* Team who may have some experience in, or be keen to learn, how to carry out the assessments. Ideally, you should have an equal number of male and female *interviewers*, so women can approach female community members and men can talk to male community members.

In practice, a small group may be easiest to organize. For example, you could train two males and two females to conduct the *SASA!* assessment exercises. This would mean that each interviewer would be responsible for conducting about 2 dialogues (as facilitator or note-taker) and 25 surveys in each phase. Also consider having an additional person, preferably with slightly more experience to lead and support this group. The leader will help make community contact, give out and collect the surveys after completion and be in the community to trouble-shoot any emerging issues.

When putting together this group, choose people with good interpersonal skills who are sensitive to the issues, and who are comfortable in and able to approach and interview people they do not know. It is also important that they can be relied upon to carefully conduct the exercises, record the responses, and keep the information private.

What kind of training is needed to carry out the assessment exercises?

Before conducting the dialogues and survey spend time with the interviewers reviewing the sampling methods (see below for suggestions) that you will use to select respondents. It is also important that the group has an in-depth understanding of the dialogue and survey questions you will use. To do this, carefully review and discuss each of the questions in turn. Make sure that everyone is clear what the questions mean, that all translations are accurate, and if you are interviewing in more than one language, that the translations are accurate.

Interviewers also need to practice recording responses (either through note-taking in the dialogues or the numbered responses on the survey). For this, it is useful to use role plays. For example, start off doing each question in the dialogue or each section of the survey separately. Once people become comfortable with this, move on to practicing a full dialogue or the full survey.

To identify confusions and common mistakes made in note-taking during the dialogues or administering the survey, as part of this training you can have the interviewers practice recording the same dialogue or interview, and then check that everyone recorded the contributions or responses in the same way.

Another important part of training is maintaining privacy and confidentiality (see ethics section page 44). This should be discussed in detail with the group and safeguards must be put in place to ensure that these standards are followed absolutely.

The final part of the training should focus on practicing how the group will work together. This includes issues such as:

- if they will work in pairs in the same area or separately
- meeting times for debriefs
- the kind of support the leader will provide

- handing in dialogue notes or completed surveys
- how to move on to the next location, etc.

What kind of support do the interviewers need?

When the team goes out to conduct the assessment exercises, they are likely to need:

- someone who can help introduce them to the community
- documentation from the leaders/officials in that area which states they have been granted permission to conduct the assessment
- some form of identification, to let people know what organization they are working for
- supplies: paper or notebook to record dialogues, blank surveys, a pen, a clipboard, and an envelope to put the completed surveys in
- refreshments (or money for them) if these are being provided to respondents
- information on available services in the area to provide respondents if appropriate
- credit on their phone, in case there are problems and they need to phone the office / the leader

As you proceed with the assessments, keep track of how you are doing. Share experiences among the team in a daily debrief. If you are having problems getting community members to participate, see whether it is one particular interviewer that is having problems, or whether it is a general problem. Meet to discuss any problems, and to try to find solutions together. Ask interviewers how they are feeling about not only the process, but also the information they are collecting. It is often emotionally difficult to listen to respondents experiences of violence. Make sure there is support for your interviewers.

What ethics must guide the assessment exercises?

Privacy and Confidentiality. When conducting the SASA! Assessment Dialogues and the Rapid Assessment Survey, it is important that respondents can trust you to keep the information that they provide secret. Do not write down the names of participants on any of the tools. Although you will want to compile their responses, you will not report on what any specific individual has told you. To help reassure participants, it is important that you:

- conduct the dialogues and surveys in private, or in a manner which others nearby cannot overhear what you are being told.
- do not write the name or addresses of the people that you interview down. At most you could record the age and sex of the person.
- do not pass the dialogue notes or completed surveys around or share them with anyone. Put them into an envelope and return it to the group leader or your office for data entry.
- keep the notes and completed surveys in a locked cabinet at your office. Do not leave them laying around and limit access to the data to essential staff only.
- carefully dispose of the surveys, once you have summarized their responses. Burning is the safest method.

Consent. Participants should voluntarily participate in the dialogues and survey. You should not try to entice people to participate by offering compensation or other incentives. To thank community members for participating, you can offer refreshments, or give a small amount for transport expenses. Only do this if you are confident that you are not 'buying' people's participation in the assessment exercises.

Minors. You should not interview children for the SASA! Rapid Assessment Dialogues or Surveys. The age of consent is considered different in different communities. In some places children below the age of 18 are considered minors and you would therefore need permission from the parents before interviewing them. In other communities the age of consent is younger so it may be culturally appropriate and acceptable to include adolescents from ages 15 – 18. Often research does include this group, and they may be especially relevant to your SASA! work if many of them are already in relationships or sexually active in your community. Seek clarification from experienced researchers in your area before making this decision.

SASA! Assessment Dialogues

SASA! **Assessment Dialogues** are similar to focus group discussions where you will have a prepared question guide which will help facilitation of the session. It is a qualitative method for gathering information from select community members.

Selecting Participants. When selecting participants for your *SASA!* Assessment Dialogues you may purposefully sample the respondents. This is where the *SASA!* Team deliberately invites participants from different walks of life in your community (e.g., young women, married women who stay at home, employed women, married men, community leaders, etc.) who you feel will be able to contribute to the dialogue. Remember – you are **not** looking for people who are exceptionally gender sensitive – you are looking for community members who reflect the common perceptions and beliefs in your community. If you select those who you feel will give you the 'right' answers this will distort your baseline and all future information gathering and assessments in *SASA!*

A *SASA!* Assessment Dialogue should include 6 – 8 people. Limiting the number of participants will ensure everyone will have an opportunity to contribute. Consider holding single sex groups if possible within the same age group. This too will allow participants to feel comfortable and free in sharing their thoughts, opinions and experiences. Hold the *SASA!* Assessment Dialogue in a quiet and private place so participants feel safe and comfortable.

Number of Dialogues. Remember that *SASA!* Assessment Dialogues will generate a considerable amount of information. It is not necessary or feasible to conduct very many dialogues. The number of dialogues you carry out will depend on the size of your community and your capacity to analyze the information. As a general rule, once you start getting the same information, you have collected enough data. This is called reaching '*saturation.*' Depending on your community and your capacity, consider conducting two dialogues with women, two with men and one or two with any key groups that you will work with. For example, if you know a large part of your *SASA!* program will involve

health care providers, religious leaders, or local government officials, consider holding a dialogue with each main group. Holding *SASA!* Assessment Dialogues with a few different groups that you will work with will give you a sense of how the impact may vary between these groups.

Beginning the Dialogue. At the start of the dialogue, introduce yourself and tell participants why you are conducting the dialogue. Remind them that their participation is voluntary and that they are free to leave at any time. You may have participants introduce themselves by their first names but do not record these anywhere. Explain that all the information gathered will be compiled and no one will be cited by name or in any way that would make them identifiable. If you think that you may end up quoting participants responses in *SASA!* reports, tell participants about this and tell them you will keep their identities confidential. Ask directly if participants are comfortable continuing. Invite anyone who may not be willing to participate to leave. Explain that there will be no negative consequences for them if they do not want to be involved.

Dialogue Content. Remember, in these dialogues you are not aiming to have participants talk individually about their own relationships, or whether they are experiencing violence or not, but rather to share their views about the situation in their community. Reassure them that there are no right or wrong answers, and encourage them to express themselves freely. When you are finished, remember to thank the participants and let them know, if appropriate, when you will share the findings of all the dialogues conducted with the community.

Facilitation and Note-taking. Ensure that you have a facilitator and a note-taker to record participant's contributions during the dialogue. Avoid having the facilitator also act as a note-taker as this is difficult to do at the same time. Remember that in a *SASA!* Dialogue the *SASA!* Team member facilitates discussion among the participants. This is not a training session. There are no right or wrong answers. Encourage everyone to speak and establish rapport and a feeling of safety among participants.

Analysis. Write up a brief report with your findings. You can either do this by re-reading the notes from the dialogues, and identifying and describing the main themes discussed by participants. Or you may consider using the guiding questions found in each Phase Overview in combination with the notes from the *SASA!* Assessment Dialogue to reflect on the critical aspects of the dialogues and intended outcomes of *SASA!*

SASA! Rapid Assessment Survey

SASA! **Rapid Assessment Survey** is a tool for gathering data to help you understand and assess change in knowledge, attitudes, skills and behaviors among community members.

The Rapid Assessment Survey exercise in *SASA!* is designed to help you collect quantitative data about the changes that are happening in your community. In the Start phase, you will collect **baseline** data on all four of the *SASA!* outcome areas (knowledge, attitudes, skills, behaviors) before you begin any *SASA!* activities. After the Action phase, when you have completed all your activities, you will conduct the entire survey again to collect **follow-up** data. The baseline and follow-up data will be compared to assess the overall impact of *SASA!* on your community. In between (after the Awareness, Support and Action phases), you will conduct **mini-surveys** specific to that phase to monitor how things are changing, and to see whether you should move on to the next phase.

The *SASA!* Rapid Assessment Survey should be conducted with community members by the interviewers you have selected and trained to carry out the *SASA!* assessment exercises. The interviewers will read the questions to respondents and record their responses. The survey should not be self-administered by community members but by your trained interviewers. This will increase the quality of data collected.

The following are suggestions and guidelines for carrying out the Rapid Assessment Survey focusing, in general, on what may be the minimum that you should try to do. Groups with more experience with research, or who have good links with researchers may be able to conduct a larger, and more 'scientific' assessment survey.

Sampling

For rigorous research, an organization would aim to interview a *representative sample* of respondents from the community that they are working in. This involves getting a complete and up-to-date list of houses in the community, and randomly picking households to interview. For example, from a list of houses every 4th house may be chosen (depending on the size of your community). Then, at each 4th household you would list all the eligible household members and then randomly select one person to interview (by putting all names of eligible members in a bag and choosing one). This form of research is complicated, and generally would require that you collaborate with a research organization that has experience of conducting this type of research. If you would like more information on this kind of research see *Researching Violence against Women* by Mary Ellsberg and Lori Heise (http://www.path.org/files/GBV_rvaw_complete.pdf).

A simpler, less rigorous but still useful approach is to *systematically sample* participants in locations in your community where you are implementing *SASA!* For this, over a period of two weeks, you should try to conduct interviews at a few different community meeting points (both large and small), so that you can get a fairly objective sense of a range of people's views.

To work out where to conduct the interviews, make a list of the key locations where people meet in your community that are in and around areas where you will conduct *SASA!* activities. Note whether they are large meeting points (such as a central market, where 100 or more people will pass through each day), or small meeting points (such as a tea shop, where less than 100 people will stop and talk each day). Write the name of each of the large meeting points on a small piece of paper (list at least 6). Put these in a bag, and select three. These three large meeting points you selected will be where you will conduct the *SASA!* Rapid Assessment Survey. Follow the same process for the smaller meeting points. But this time, list at least 12 places, put the names of these on separate papers in a bag and select six meeting points. It is also at these six small meeting points that you will conduct the *SASA!* Rapid Assessment Survey. Use these same places every time you conduct an Assessment Survey.

Number of Respondents

You should try to conduct the *SASA*/ Rapid Assessment Survey with a sample of 20 respondents at large meeting points and 8 participants at smaller meeting points (half women respondents and half male respondents at each site). You should aim to complete all the surveys you intend to do at one location on the same day.

Remember that some community members you ask to participate will refuse. This is okay and natural. Try not to let it disappoint you. Record the total number of community members you asked to complete the survey and the total number of surveys actually completed.

Illustrative Approach to Community Sampling		
Large Meeting Points	Number of people asked to complete survey	Number of surveys completed
Central Market	21	20
Village Hall / Community Center	28	20
Bus park	23	20
Small Meeting Points		
Community Market	8	8
Water pipe / Well	11	8
Taxi Stand	13	8
Tea/Soda Shop	10	8
Corner Kiosk	15	8
TOTAL	131	100

Selecting Respondents

Just as in the *SASA!* Assessment Dialogues, you should not aim to just interview people you know, or people who may have positive attitudes about power, violence against women and HIV/AIDS. Instead, you should apply a simple objective rule to identify who to interview, and stick to this, irrespective of their views about violence. Also remember that male interviewers should only interview men and female interviewers should only interview women. Respondents must also be above the age of consent (see above, page 44).

For example, at a market, you could pick something distinctive about peoples clothes, such as wearing the color red, and then interview every third eligible person that you see wearing red. You could use the same sampling method at a small meeting point – choosing something distinctive about what men and women are wearing, and then selecting people to interview.

No matter which sampling method you use it is important that you make a note of how you sampled the respondents, and whether anyone refused to be interviewed. It is useful to record how many people did not want to be interviewed, so that you can get a sense of whether there may be a particular group of people who did not participate in your survey and therefore who you may not be reaching in activities or who might be particularly resistant to *SASA!* ideas.

Note: The same method of sampling and selection you use for the baseline survey should be used every time you conduct the *SASA!* Rapid Assessment Survey -- after each phase and at follow up. These follow-up interviews will not be with the same people, but should be conducted in the same settings for each round of the interviews. Although you will not be able to say that the data that you have collected is representative of the community in which you are working, if you use the same methods in each round of data collection, you will be able to compare the data that you have collected at different points during *SASA!*



Male researcher selecting eligible respondents (every 3rd man wearing red)

Using the Survey

The *SASA!* Rapid Assessment Survey has questions on each of the four outcome categories of *SASA!*: knowledge, attitudes, skills, behaviors. You will use all or part of the survey depending on which phase you are in:

- Start: Questions 1 - 20 questions (for baseline)
- Awareness: Questions 1 – 10 (knowledge and attitudes)
- Support: Questions 11 – 15 (skills)
- Action: Questions 16 – 20 (behaviors)
- After completing all *SASA!* activities: Questions 1 – 20 (for follow-up)

Summarizing the Data

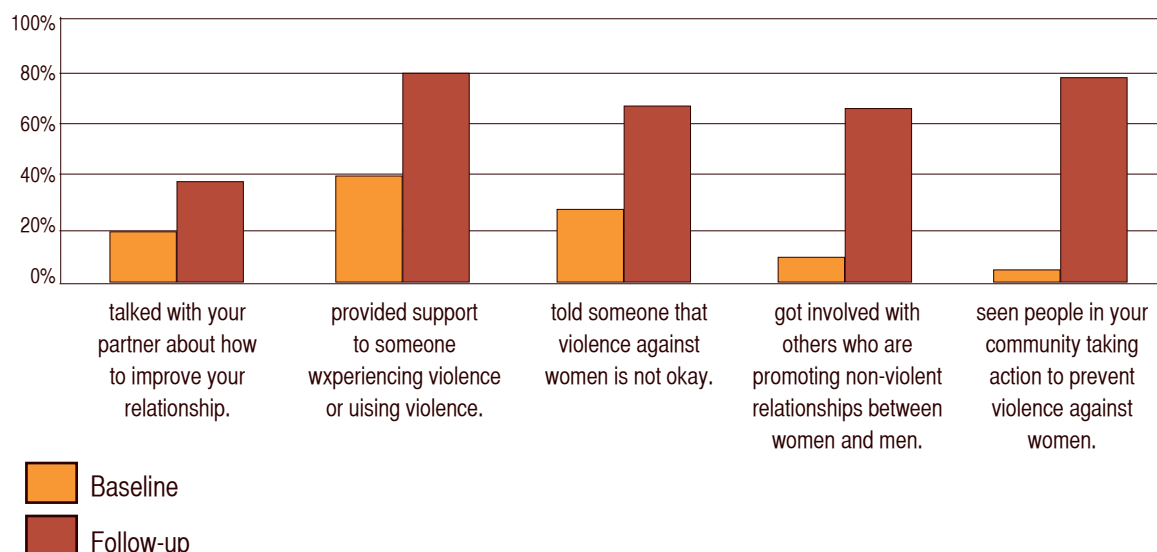
You will need to compile the responses from the survey. Consider using a simple Excel spreadsheet or a research software package like Epi-Info to compile and analyze your results. A simple excel spreadsheet that can be used for this purpose is available on www.raisingvoices.org/sasa.php. If you are not able to do this, you can also tally the responses by hand.

You can use the information collected to show the extent to which the people interviewed held different views. See example below.

For more information on collecting, analyzing and sharing research on violence against women see: *Researching Violence against Women: A Handbook* by Mary Ellsberg and Lori Heise

(http://www.path.org/files/GBV_rvaw_complete.pdf)

Percentage of community members at baseline and follow-up who have taken actions against violence in the past 12 months



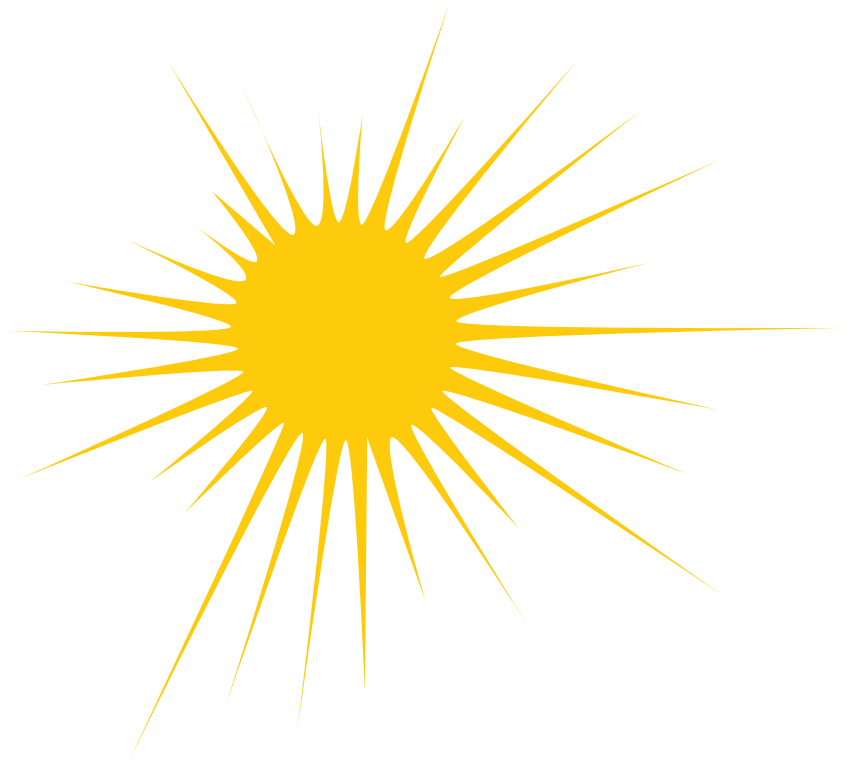


Effective activism requires
systematic **planning,**
monitoring
and assessment.

These processes and tools will help you
professionally organize,
manage and demonstrate
your progress.

Share with us the
successes,
challenges, and results of your
SASA! work!

Write to us at **info@raisingvoices.org**





www.raisingvoices.org/sasa.php