SASA! TOGETHER

Learning & Assessment Guide

Table of Contents

Raising Voices

Welcome to the SASA! Together Learning & Assessment (L&A) Guide.

Here, you will find all of the information and tools to help you track, analyze and apply learning about your *SASA! Together* program.

In *SASA! Together*, learning is essential. It fosters quality programming and accountability to ourselves and our communities, as well as minimizes potential risk to women. Consistent L&A will create an agile program that effectively responds to community and institutional realities.

SASA! Together L&A is designed to help you identify and address emerging issues and enhance *SASA! Together's* quality, resonance and impact. The L&A process has several components, including tools and suggestions for data analysis, interactive Feedback Sessions, program decision-making and more. In brief, *SASA! Together's* L&A tools help you *track* important information about the quality and outcomes of your activities. Yet, this is only the first step in your L&A cycle, and on its own will tell you very little. It's your *analysis* of the information that gives data meaning and how you share and *apply* this assessment that brings this learning to life.

Why "L&A"?

SASA! Together uses "L&A" instead of "M&E" (monitoring and evaluation) to emphasize the importance of continual learning as the core motivation for this work. By contrast, monitoring can often be oriented around indicators, measurement and reporting. L&A encourages us to stay active in understanding our programming and allows for real-time adjustments to strengthen the quality, flexibility and safety of *SASA! Together*.

Learning & Assessment Overview

SASA! Together promotes learning at every step and uses these insights to guide programming decisions. Several L&A tools are included to help track progress toward expected outcomes in the community and institution, and to determine when it's time to move to the next phase. Groups are encouraged to use every tool to ensure in-depth and comprehensive learning about your entire program.

At the beginning of every phase, review the *SASA! Together* Outcomes table and phase fundamentals with *SASA! Together* staff and check that everyone has a shared understanding of what you aim to accomplish. Introduce (or review) the specific learning tools for that phase and practice using them with staff during in-house practice sessions before using them in the community. Once staff are confident with the L&A tools, introduce them to activists, leaders and allies and provide ongoing support as needed. This will help L&A become integrated into all of *SASA! Together* and keep staff, activists, leaders and allies motivated around the desired impacts.

Integrating
SASA! Together L&A Into Your M&E

Some organizations may already have an institutional M&E system—or your funder may require reporting on specific indicators. This isn't a problem; it only requires some additional planning as you get started. During Set-Up, look at how *SASA! Together* L&A "fits" within any other organizational M&E. Because this work takes considerable time and effort, it's a good idea to make sure you aren't using different tools to collect the same information. Ideally, you can prioritize the *SASA! Together* L&A tools, as these have been specifically designed for *SASA! Together* and will give you a complete picture of all program strategies and activities.

However, if you require monitoring data for indicators *not* included in *SASA! Together's* L&A, you may need to create new tools and/or adapt the *SASA! Together* tools. For

instance, if your program includes an innovation around addressing early marriage, you may want to add additional questions to your Community Change Tracker (page 27) and Community Assessment Survey (page 61) to reflect this topic. If your donor requires reporting on specific age groups engaged with your programming (e.g., young women or older men), you may need to add a question to your Activity Plan and Report (page 19).

Please discuss any questions around integrating or adapting *SASA! Together's* L&A with your technical assistance provider, as it's critical to have a clear, easy-to-follow plan in place prior to initiating any activities.

> **A Note on Evaluating Impact**
>
> *SASA! Together's* **L&A tools are ultimately intended to deepen program learning. Your L&A data will enable you to track progress toward expected outcomes and help you to assess quality, reach and how** *SASA! Together* **is being experienced in the community. However, the L&A tools were not designed for external evaluators to rigorously measure program impacts. For example, the tools will not generate findings such as, "***SASA! Together*** reduced the acceptability of violence against women by 40%" or, "***SASA! Together*** decreased the prevalence of violence against women by 20%." We advise organizations that require a formal impact evaluation to seek support from a research institute and/or an evaluation expert.**

Ethical *Considerations*

Every *SASA! Together* activity—including L&A—is intended to foster ethical and respectful engagement with community members and strive to do no harm. Minimizing risk is built into all of *SASA! Together,* such as ensuring that all staff, activists, leaders and allies are able to provide a quality referral when needed (see Set-Up Guide, page 77), designing activities to reduce backlash, and carefully monitoring intended and unintended consequences, among other efforts. The L&A work serves as an additional safeguard; it allows staff to understand the implications of programming in the community and institution on an ongoing basis.

L&A involves observation and structured data collection—asking women and men (individually and in groups) about their experiences and beliefs related to violence against women. It also requires analyzing and interpreting their feedback to inform programming decisions. Therefore, specific measures are necessary to mitigate physical, social and emotional risks, especially for women who are most affected by violence.

First and foremost, it is critical that L&A tools asking community members direct questions are carefully reviewed to ensure they are worded (and translated) in a way that minimizes the risk of causing emotional harm or triggering women to "relive" traumatic experiences. Prior to any data collection, community members must understand the purpose and voluntary nature of their participation and provide full consent without any coercion or manipulation. In addition, anonymity must be maintained at all times, meaning that no information collected through L&A should be traceable to a specific individual (for this reason, *SASA! Together* L&A tools do not record any names or other personal identifying information).

As a team, it's also important to discuss potential scenarios that can compromise safety and jointly agree on appropriate responses and/or any additional ethical protocol(s) that may be required. For example, you may want to decide how to address a husband who approaches an interviewer and demands to know what has been discussed during data collection. Team safety is also paramount; for example, deciding what time is too late for data collection and providing emotional support for any L&A staff who experience distress after learning about specific acts of violence during surveys or interviews. Additional ethical considerations for the Community Assessment Survey and the Community Focus Group Discussions are discussed on pages 55 and 49, respectively.
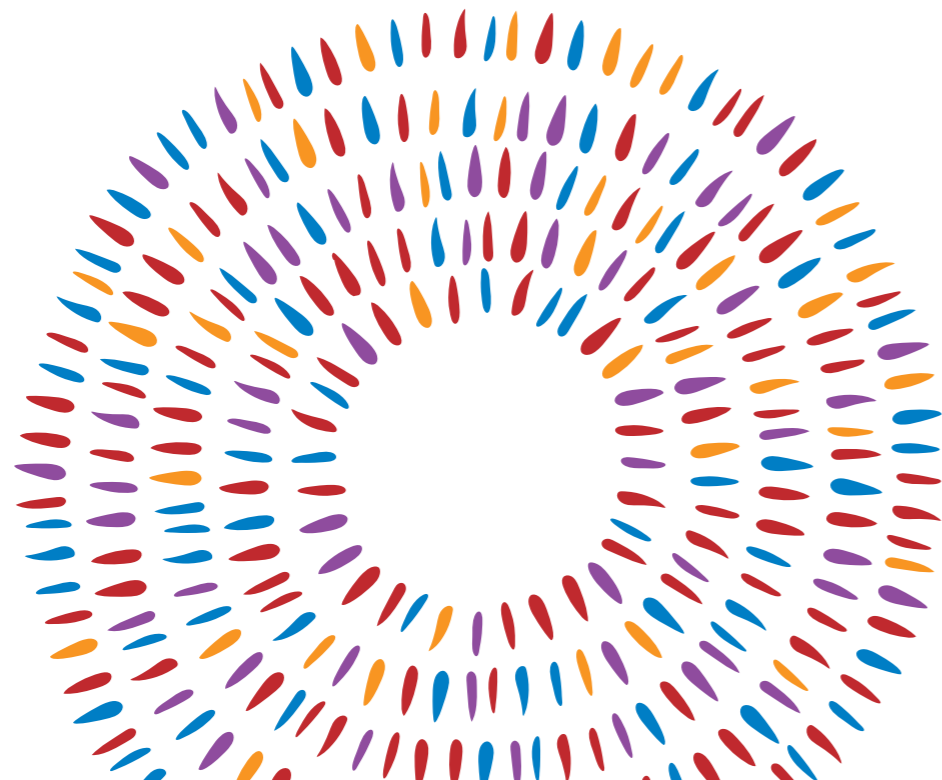
> For more in-depth guidance, see **Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women**, developed by Charlotte Watts, Lori Heise, Mary Ellsberg and Claudia Garcia-Moreno for the World Health Organization (2001).

SASA! Together's Aims and Outcomes

Each of the four phases of *SASA! Together* corresponds to a distinct stage of change (see Set-Up Guide, page 24) with specific aims and expected outcomes. The aim is the phase's overall purpose—what we are trying to achieve. Expected outcomes are the changes necessary to achieve that phase's aim.

In each phase, you are working toward changes related to what women and men in the community and the institution *know*, how they *feel* and what they *do*. This reflects *SASA! Together's* approach to creating deep, lasting transformation that touches everyone on a personal level—including their understanding, beliefs and actions—right from the Start phase. You will also be working toward specific operational changes within the institution. These desired results are summarized in the following *SASA! Together* Outcomes table (for the *SASA! Together* Theory of Change, see Set-Up Guide page 8).

SASA! Together Outcomes

		Start	Awareness	Support	Action
PHASE	**Aim**	*Foster personal reflection about power and nurture* **power within**	*Deepen analysis of men's* **power over** *women and the community's silence about it*	*Build skills and encourage community members to join* **power with** *others to prevent violence against women*	*Use collective* **power to** *formalize and sustain change that prevents violence against women*
EXPECTED OUTCOMES		**Women & men in communities and institution(s)…**			
	Know	The basics about power	That men's power over women is the root cause of violence against women and that our silence allows it to continue	How to build healthy relationships and support others to create positive change	How to use our power to formalize and sustain changes beyond *SASA! Together*
	Feel	That we have power within ourselves	That violence against women—and our silence about it—is a problem and that preventing violence will benefit all of us, our communities and our institutions	That it is everyone's responsibility to prevent violence against women and that we have confidence in our own ability to create change	That we are committed to creating and sustaining violence-free relationships, communities and institutions
	Do	Reflect on power in our own lives, communities and institutions	Critically analyze how we and the people around us use power, and begin talking with others about the benefits of change	Create positive changes in our own relationships, support women experiencing violence and hold men to account when they use violence	Maintain positive changes and develop ways to formalize change in our family, community, workplace and institutions
		Operational changes within the institution(s) include…			
		Enhance operational culture (values, employee morale and power dynamics)	Revise protocols/ guidelines in alignment with core principles for effective violence prevention and/or response	Ensure protocols/ guidelines are fully accepted and well implemented	Create formal mechanisms to deepen and sustain positive changes

The Learning & Assessment Cycle

Throughout each phase, *SASA! Together* staff follow a cyclical L&A process.

TRACK
L&A tools & ongoing data collection

ANALYZE
Data entry, cleaning & analysis

APPLY
Feedback Sessions & accountability
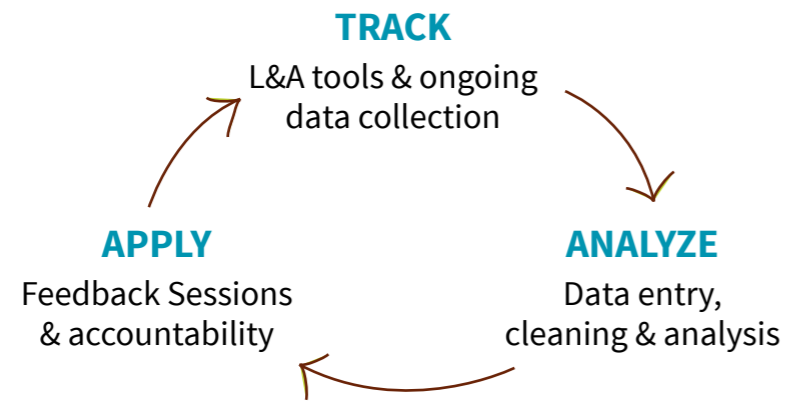
Track

Throughout each phase, *SASA! Together* staff track progress through ongoing data collection using a variety of L&A tools.

Analyze

Every month, the tracking data are entered into a database (a Microsoft Access template is available through Raising Voices at info@raisingvoices.org) and checked for accuracy ("cleaned"). Every quarter, data are analyzed to identify key lessons learned and assess trends over time.

Apply

Every quarter, Feedback Sessions help *SASA! Together* staff to interpret and expand on L&A findings. Completing the L&A cycle requires collectively identifying—and documenting—priority actions, as well as following up to ensure accountability.

1. Track

Learning & Assessment Tools

→ **Activity Plan and Report:** Lists every *SASA! Together* activity conducted by community activists, community leaders and institutional allies. Analysis of these data can tell you the intensity of activities (e.g., how many activities you are conducting per phase and where); how many women, men and youth have been reached; and common challenges and successes. This tool ensures that every activity is recorded (irrespective of the facilitator) so that you can confidently determine *SASA! Together's* total reach.

→ **Activity Observation Form:** Assesses the quality of *SASA! Together* activities, facilitation skills and community engagement for the Local Activism and Community Leadership activities. Analysis of these data can help you understand how community members are reacting to activities and ideas, as well as the quality of facilitation by activists and leaders. This tool helps staff determine which activities are valued in the community and which skills activists and leaders need to strengthen.

→ **Community Change Tracker:** Tracks progress toward *SASA! Together's* phase-specific outcomes. Analysis of these data helps you understand whether *SASA! Together* is achieving desired results in the community by observing any changes in what community members know, feel and do over time.

→ **Institutional Change Tracker:** Tracks progress toward *SASA! Together's* phase-specific outcomes within the Institutional Strengthening strategy. Analysis of these data helps identify achievements and areas that require additional attention before moving forward to the next phase.

→ **Community Focus Group Discussions:** Capture insights, experiences and perspectives from women and men in the community—including positive shifts and any signs of backlash or risk to women. Analysis of these data helps illustrate the extent to which attitudes and behaviors related to power and violence against women may be changing in the community.

→ **Community Assessment Survey:** Measures *SASA! Together's* expected outcomes among women and men in the community, focusing on what they know, feel and do related to power and violence. Analysis of these data helps to assess whether the Local Activism and Community Leadership work is contributing to positive changes within the community.

→ **Institutional Assessment Survey:** Measures *SASA! Together's* expected outcomes among the institution's employees—focusing on what they know and feel related to power and violence against women, as well as employee practices and observations. Analysis of these data helps assess the extent to which the Institutional Strengthening work is contributing to positive operational changes within the institution.

Starting with a Quality Baseline Assessment

The Community and Institutional Assessment Surveys are used multiple times and serve as your "baseline" and "endline" in the community and collaborating institution. Using the same tool and process throughout is what makes it possible to detect changes over time. Therefore, it's essential to conduct a quality baseline survey prior to beginning any *SASA! Together* activities. If your baseline is not high quality or conducted at the appropriate time—or is unreliable for any other reason—it will impact all of your future assessments. Therefore, invest in a careful, deliberate process for your initial Community and Institutional Assessment Surveys (see pages 54 and 67 for further guidance).

Data Collection at a Glance

The following table provides guidance around the data collection process. Some organizations with very large or very small *SASA! Together* programs may need to adjust the suggestions around how many forms to complete. All data are entered by *SASA! Together* staff, L&A staff or an external consultant.

Tool	What does it assess?	Who completes it?	When or how often?	How many?
Activity Plan and Report *for Local Activism, Community Leadership and Institutional Strengthening strategies*	Location, number of participants and type of every *SASA! Together* activity conducted by activists, leaders and allies	Community activists, community leaders, institutional allies and *SASA! Together* staff	The first part is completed when planning activities, with remaining details added after completing each activity; the Activity Plan and Report is submitted to *SASA! Together* staff once a month (for activists and leaders) and once a quarter (for allies)	Depends on the intensity of your programming (remember that *every SASA! Together* activity is recorded on this form)
Activity Observation Form *for Local Activism and Community Leadership strategies*	Quality of *SASA! Together* activities, facilitation skills and community engagement	*SASA! Together* staff	Each time a staff member observes a *SASA! Together* activity in the community	20 per month (minimum)
Community Change Tracker *for Local Activism and Community Leadership strategies*	Progress toward *SASA! Together's* phase-specific outcomes	*SASA! Together* staff or L&A staff	Select specific activities to track, as determined through systematic sampling (see page 28)	Depends on the size of your program (15 per month minimum)
Institutional Change Tracker *for Institutional Strengthening strategy*	Progress toward *SASA! Together's* phase-specific outcomes	*SASA! Together* staff in collaboration with institutional allies	Toward the end of each phase	One per phase (if institution has multiple offices, complete one in each)

Tool	What does it assess?	Who completes it?	When or how often?	How many?
Community Focus Group Discussions *for Local Activism and Community Leadership strategies*	Insights, experiences and perspectives from women and men in the community	*SASA! Together* staff, L&A staff or consultant	Toward the end of each phase	Approximately six per phase
Community Assessment Survey *for Local Activism and Community Leadership strategies*	Trends across all *SASA! Together's* expected outcomes in the community	An equal number of trained female and male interviewers	Beginning of the Start phase (as a baseline), at the end of the Awareness, Support and Action (as an endline) phases	Depends on the size of your community (200 per phase minimum)
Institutional Assessment Survey *for Institutional Strengthening strategy*	Trends across all *SASA! Together's* expected outcomes in the institution	Institutional employees	Beginning of the Start phase (as a baseline), at the end of the Action phase (as an endline)	All employees (or about 50% for a large institution)

Assessing Change within your *SASA! Together* Team

While *SASA! Together* staff, community activists, community leaders and institutional allies will undergo their own journeys of change, the L&A tracking tools largely focus on the communities and institutions where you are working. However, groups that want to formally assess shifts within their *SASA! Together* team are welcome to use the Community Assessment Survey (see page 61) with staff, activists and leaders—ideally before the Start Phase Training and at the end of the Action phase.

☑ Details That Make a Difference

Often, overlooking simple details can create significant barriers for L&A. The following are a few practical tips to support the data collection process:

→ Create a centralized location for all blank L&A forms. Assign someone to be responsible for photocopying blank forms and replenishing the stock.

→ Provide staff with a folder to carry L&A forms every time they conduct or visit a *SASA! Together* activity. If you have an organizational vehicle, keep a stack there.

→ Complete the forms at the end of every activity while memories are still fresh (but not in the presence of the activists, leaders or allies).

→ Designate a person or place to drop all completed L&A forms, ensuring a safe location.

2. Analyze

Entry, Cleaning and Analysis

It's best to enter all L&A data (from *SASA! Together* staff, activists, leaders and allies) on a monthly basis (or more frequently). Develop a database or use the Microsoft Access databases available through Raising Voices by emailing **info@raisingvoices.org**. Data entry can be done by someone on your team or by hiring an external data support person. To make data collection and entry most efficient, develop a clear work plan for filling out the L&A tools, returning completed forms, and entering and analyzing data.

Prior to analysis, it is important to clean and verify data by reviewing them for consistency and logic. For example, are names and activity locations spelled consistently? Are the dates within the expected range? Are there any scores or numbers that appear illogical or unrealistic? Review common errors with staff and provide additional training as needed.

We recommend analyzing your L&A data on a quarterly basis. This can be done by L&A staff or a data support specialist within the organization or by seeking support from an outside consultant. If you are newer to data analysis, consider the following suggestions:

→ Review the available categories ("queries") for analysis in the database, and run those most useful for your program (for example, total community members engaged by sex and age, number of activities by location and facilitator, average quarterly scores for Community Change Trackers, etc.).

→ Using the data extracted during your analysis, create visuals such as graphs where possible and pull out the key takeaways (see Appendix, page 77, for further guidance).

→ Remember to review all the qualitative information, such as the summary of successes and challenges on the Activity Plan and Report and any other open-ended comments, as this is a rich source for learning and helps make sense of the numbers.

→ Every quarter, share a summary of your analysis with staff at a Feedback Session (see the next section).

☑ Details That Make a Difference

→ Assign a particular day of the week or month for data entry and a consistent deadline for data analysis.

→ Check L&A forms for completeness. If specific questions are frequently left blank, discuss and clarify as a team what support is needed and practice the form together.

→ Ensure each completed hard-copy is assigned a unique Form ID number and is initialized by the entrant after entry. The Form ID links the hard copy form with the database record. This will make it easier to consult the hard copy in case of any inconsistencies that emerge during cleaning and analysis.

→ Experiment with your data visualizations until you find graphics that are easy for everyone to understand and useful for sparking reflection and discussion.

→ Ideally, run the same analyses and create the same graphs each quarter to more easily detect patterns and track progress over time.

3. Apply

Feedback Sessions

Applying what you learn is the core purpose of *SASA! Together* L&A. Feedback Sessions provide an opportunity to share and deepen your analysis as staff come together to interpret and expand on L&A findings. These sessions also prioritize space to collectively reflect on what this learning means for your *SASA! Together* program, identifying—and documenting—priority changes or actions required to improve quality and impact. Finally, Feedback Sessions are ideal for making an overall assessment of whether you are on track, ready to conduct the Community and/or Institutional Assessment Survey, or even ready to transition to the next phase (see page 74 for more guidance on phase transitions).

We recommend you conduct Feedback Sessions on a quarterly basis with staff. We also encourage you to facilitate similar Feedback Sessions with community activists, community leaders and institutional allies, ideally on a quarterly basis but at least twice a year (these sessions may be condensed and modified so they are directly relevant to those groups).

As a general format, Feedback Sessions can start with a summary presentation (see the sample presentation in the Appendix, page 79). After sharing the analysis, consider the following agenda items:

→ Develop a set of questions to help staff explore findings (see the following box for ideas).

→ Share and discuss ideas on how to adjust and strengthen programming based on what you've learned.

→ Agree on the priority program changes or actions to take forward. These will depend on what your data reveal. For example:

⇨ If the Activity Plan and Report shows that institutional allies are not engaging male employees, talk with them about the importance of involving both women and men as equally as possible and create practical ways they can do this.

⇨ If the Activity Observation Form analysis shows that community members are not very engaged with the Quick Chats, explore why. Are community leaders using them as speeches rather than chats? Would leaders benefit from additional training?

⇨ If the Activity Observation Form analysis shows community activists are having trouble summarizing activities, provide additional practice sessions for them emphasizing how to share take-home ideas.

⇨ If the Community Change Tracker analysis shows there is considerable resistance to the idea of balanced power, plan with activists and leaders to conduct more activities that explain and engage on this concept.

⇨ If the Institutional Change Tracker shows that employees have low morale, introduce additional activities to strengthen this aspect of organizational culture.

→ Assign any necessary responsibilities and/or flag those issues that require further attention or problem-solving, including time frames for each item. Document these decisions in a simple work plan.

Suggested Questions to Guide L&A Reflection

→ **Are we achieving good coverage of communities? Of women and men? If not, what adjustments need to be made? (For example, if you are not reaching enough men, consider questions such as: Are men not interested? Is the location and timing of activities convenient for men? How can we meet them where they are? Do community activists need more support addressing men?).**

→ **Which activities seem to be working better than others? Why do we think that is? Should some activities be discontinued due to lack of interest, or do activists and leaders need more practice in making them more dynamic activities?**

→ **Are any common or reoccurring challenges emerging?**

→ **Which outcomes appear to be faster to change? Why do we think that is?**

→ **What outcomes appear to be more difficult to change? What can we do about this?**

→ **Are there any signs of backlash against women and/or the staff, activists, leaders or allies? Are there signs of any other unintended outcomes? What specifically is causing tension?**

→ **What concrete actions can we take to strengthen *SASA! Together* based on this overall reflection?**

Accountability

Completing the L&A cycle requires accountability—to ourselves and to our communities. Periodically review and follow up on your documented action points and responsibilities to ensure follow up actions have been taken. At times, your team may experiment with a new approach or activity. Reflect on these programming innovations, making further refinements as necessary (and learning as you go).

☑ Details That Make a Difference

→ For some, L&A can feel like a performance review. Take care to orient your Feedback Sessions around *mutual learning* to inspire honest reflections and solutions-oriented discussions.

→ Keep your recommended actions focused and manageable. A long list of actions can be overwhelming and limit your ability to follow through.

→ Don't forget to assess your learning strategies! If something isn't working, adapt and innovate until your L&A feels meaningful and able to support your entire *SASA! Together* program.
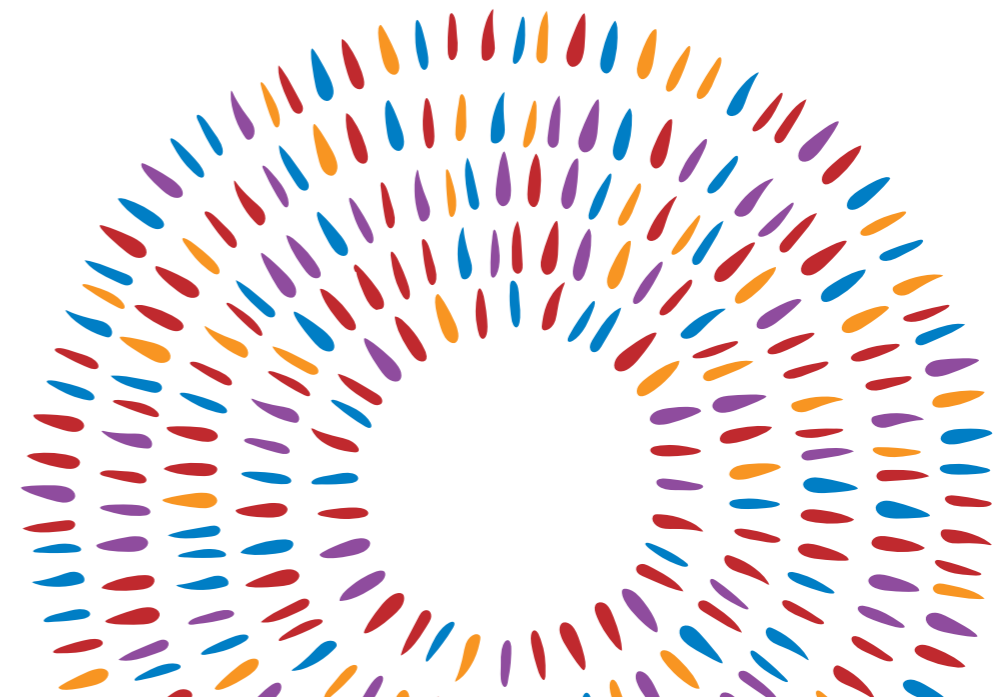
Learning & Assessment Tools

The tools on the following pages can also be found in print-ready form on the electronic version of *SASA! Together*.

Activity Plan and Report

What does it assess?	Who completes it?	When or how often?	How many?
Location, number of participants and type of every *SASA! Together* activity conducted by activists, leaders and allies	Community activists, community leaders, institutional allies and *SASA! Together* staff	The first part is completed when planning activities, with remaining details added after completing each activity; the Activity Plan and Report is submitted to *SASA! Together* staff once a month (for activists and leaders) and once a quarter (for allies)	Depends on the intensity of your programming (remember that *every SASA! Together* activity is recorded on this form)

How It Works

This form is used for all *SASA! Together* strategies and activities. Each community activist, community leader, institutional ally and/or *SASA! Together* staff member (if they directly implement an activity) fills out one of these forms in two parts: completing the first four columns as they plan in order to guide their work (A. Activity Plan), and then filling in the remaining details after each activity is completed (B. Activity Report), including an overall summary of strengths, challenges and other comments (see the back of the form). Reviewing the Activity Plan as soon as it is completed allows staff to schedule their activity support visits and to select activities for the Community Change Tracker (see page 27).

Activity Plans are developed during the monthly (for activists and leaders) or quarterly (for allies) meeting facilitated and supported by staff (see Start Phase Book, pages 33, 75, 122, respectively). Each person will keep their own form, but staff should also photocopy it (or if staff have a smartphone, they can take a photo and print it out at the office). This step is critical to maintaining a complete record of all planned activities planned and to organize ongoing support for activists, leaders and allies.

The Activity Report provides details about the actual activity or—in the event that it didn't happen—the reason for the cancellation. This includes the number of adult women and men who participated (i.e., age 18 and over), as well as any girls and boys who attended.

Organizations can discuss the age range to be tracked for girls and boys depending on your context—for example, some groups may decide to track girls and boys aged 14 to 17, while others may also include younger participants. It is important to keep the age range consistent for all L&A activities throughout *SASA! Together*.

What can it tell you about your program?

Once analyzed, this tool provides an overall picture of how intensive and consistent your programming has been (e.g., how many activities and which types) and whether your *SASA! Together* coverage is diverse and far-reaching (e.g., how many women, men, girls and boys are participating and in which communities).

> *Note:* If the activists and/or leaders have low literacy skills, consider pairing them with someone who can provide support. Alternatively, if many find it challenging, planning can be done collectively with staff. For reporting, ask if the activist or leader can get support from a friend or family member.

Activity *Plan and Report*

By (circle one): Community Activist   Community Leader   Institutional Ally   Drama Group   SASA! Together Staff   Other ....

Name: ....   Phase: ....   Month/Quarter: ....   Year: ....

(A) Activity Plan				(B) Activity Report		
Activity	Location	Planned Date dd/mm/yyyy	Planned Start Time XX:00	Date Completed* dd/mm/yyyy	Attendance Breakdown: Women (W), Men (M), Girls (G), Boys (B)	Topics Discussed/Reason Canceled
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	
					W: M: G: B:	

* If your activity was canceled or hasn't yet taken place, please write "NA" (not applicable) in this column

Data entry done on: ....   by: ....   Form ID: ....

Comments/Feedback	Lessons Learned/Actions Required
Successes	**Challenges**

Activity Observation Form

What does it assess?	Who completes it?	When or how often?	How many?
Quality of *SASA! Together* activities, facilitation skills and community engagement	*SASA! Together* staff	Each time a staff member observes a *SASA! Together* activity in the community	20 per month (minimum)

How It Works

The Activity Observation Form is used for Local Activism and Community Leadership strategies. Using the Activity Plan as a reference, *SASA! Together* staff select which activities to support and observe each month, ensuring a diversity of activists and leaders as well as communities and activity type (e.g., Community Conversations, Dramas, Quick Chats, etc.). During the support visit, the staff member is responsible for observing and assessing the quality of content, mobilization, participation and facilitation during the activity, marking down their rating for each category according to the simple 1 to 5 rating system explained on the back of the form. They then write comments about successes and challenges in the space provided, as well as overall thoughts on how the content is resonating with the community.

This form is completed by staff after they have left the community. It is important to rate after the activity is completed, as it reduces potential anxiety, helping activists and leaders feel supported rather than graded. The friendly and simple feedback at the bottom of the page ("Great job on…" and "Next time, try…") should be shared with the activist or leader directly after the activity. It is best to share just one or two strengths and areas for growth to keep the feedback manageable. If the activist or leader is interested, you can tear it off and give it to them—let your context guide you. For more information on how to use this form, see practice session guidance in the Start Phase Book, page 14.

What can it tell you about your program?

Analysis of the Activity Observation Form can tell you which activities are getting the most attention and interest, as well as assess the development of activists and leaders' facilitation skills. By asking critical questions, you can better tailor training and support based on what you learn about the facilitator's strengths and areas for improvement, as well as the activities that are going well and the ones that appear more challenging. Applying these insights will determine where to focus your efforts for the next quarter.

Consistent tracking of the number, quality and outcomes of SASA! Together activities will support safe, ethical and accountable programming.

Form ID: ....

Activity *Observation Form*

SASA! Together Phase: ....   **Date (dd/mm/yyyy):** ....

Strategy (circle):   Local Activism   Community Leadership

Type of Activity: ....

Main Activity Topic/Take-Home Idea: ....

Facilitator Name(s): ....

Type of Facilitator (circle):

a) Community Activist   b) Community Leader   c) Drama Group

d) *SASA! Together* Staff   e) Other ....

1	2	3	4	5
Poor quality.	Some concerns about quality.	Satisfactory, reasonable activity quality and skill competence.	Very good, above-average skills/quality.	Excellent, exceeds expectations!

1. The Activity		2. The Facilitation	
a. Quality of Mobilization	Rating:	**a.** Effort	Rating: ......
b. Relevance to Phase	Rating:	**b.** Knowledge of Content	Rating: ......
c. Level of Involvement		**c.** Fosters Critical Thinking	Rating: ......
Women (when applicable)	Rating:	**d.** Respectful	Rating: ......
Men (when applicable)	Rating:	**e.** Manages Tension	Rating: ......
d. Overall Response	Rating:	**f.** Focuses Discussion	Rating: ......
e. Overall Feeling	Rating:	**g.** Summary	Rating: ......
f. Length of Activity	Rating:	**h.** Refers to Available Services	Rating: ......

Successes/Challenges: ....
....
....

Comments/Quotes (3 maximum):

"Great job on..."   *"Next time, try..."*

....
....

....

Feedback to Facilitator by ....   Date ....

Data entry done on: ....   by: ....

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Activity Observation Form: *Rating Guidance*

Rating Guide

1	2	3	4	5
I have *very serious concerns* about this aspect. Urgent intervention is needed.	I have *concerns* with this aspect. There is much room for improvement.	I am *reasonably satisfied* with this aspect, but there is room for improvement.	I am *quite satisfied* with this aspect and find it to be above-average.	I am *impressed* with this aspect; it is excellent and exceeds my expectations!

Analyzing the Activity

a. **Quality of Mobilization**: Do the location, number and type of participants and the method of mobilization seem appropriate to make this activity meaningful (helping people see the benefits and not coercing them to take part in the activity, achieving representation of diverse community members, etc.)?

b. **Relevance to Phase**: Do the overall topic and content of the conversations that take place feel appropriate/relevant to the current *SASA! Together* phase?

c. **Level of Involvement (Women and Men)**: Are participants actively engaged, interested and participating in the activity? Do they seem inspired by the discussion?

d. **Overall Response**: Do participants seem to identify with and express openness to the ideas being discussed?

e. **Overall Feeling**: Do participants seem to feel that this activity matters and is important? Do they express increased confidence and courage to become active in violence prevention?

f. **Length of Activity:** Is the activity conducted within a realistic time frame to keep the community members interested and engaged?

Analyzing the Facilitation

a. **Effort**: Does it appear that the facilitator took time to prepare and is striving to conduct a quality activity? Are they engaging and inspiring in their facilitation?

b. **Knowledge of Content**: Does the facilitator demonstrate sufficient knowledge of the topic being discussed and respond well to questions?

c. **Fosters Critical Thinking**: Does the facilitator use probing and participation rather than lecturing? Does the facilitator ask personal questions that spark reflection and critical analysis?

d. **Respectful**: Does the facilitator encourage people to ask questions, use easy-to-understand language and respond in a way that makes people feel safe and listened to?

e. **Manages Tension**: Does the facilitator address tension or resistance that emerges in a way that maintains respect while also correcting false or victim-blaming statements that reinforce inequality?

f. **Focuses Discussion**: Does the facilitator do a good job keeping the discussion focused and bringing people back to the topic when they go off-topic?

g. **Summary**: Does the facilitator do a good job summarizing the session and leave the group with a clear take-home idea and information about future *SASA! Together* activities?

h. **Refers to Available Services:** Does the facilitator seem knowledgeable of services within their community, and do they reference them when the need arises?

Community Change Tracker

What does it assess?	Who completes it?	When or how often?	How many?
Progress toward *SASA! Together's* phase-specific outcomes	*SASA! Together* staff or L&A staff	Select specific activities to track, as determined through systematic sampling (see page 28)	Depends on the size of your program (15 per month minimum)

How It *Works*

This tool is used for the Local Activism and Community Leadership strategies. Each *SASA! Together* phase has its own Community Change Tracker. Use one Community Change Tracker for a single activity in the community (e.g., Power Poster, Community Conversations or Bingo Game), which you select using a systematic process (see the "Systematic Sampling" section).

The Community Change Tracker focuses on the *KNOW*, *FEEL*, *DO* outcomes for each phase, which are assessed using a series of statements. The observer rates each statement using the simple 1 to 5 system outlined at the top of the form. Community members aren't expected to directly say all statements. Rather, it's the observer's role to listen to participants' comments and questions and roughly assess where they fall on the rating scale. If the observer is unsure or doesn't know what to write (or if the item was not discussed), then they should simply add a dash (—) so the data entrant knows it was intentionally omitted and not just forgotten. After rating, the observer fills out the staff reflection questions at the bottom of the form.

This tool requires practice. During the staff activity practice sessions (see Start Phase Book, page 14), have each staff member fill out the form. During the debrief for the practice activity, share and discuss everyone's score so all staff can become skilled at listening for—and more consistently rating—the statements.

Systematic *Sampling*

There are two options for selecting activities to track, depending on what feels manageable for your organization and the size of your sample (i.e., Option 1 is generally more rigorous for a sample of 30 or more Community Change Trackers per month):

→ **Option 1:**

1. Enter all planned *SASA! Together* activities for the Local Activism and Community Leadership strategies into two simple spreadsheets (one for each strategy) the week of the planning meeting. Ensure each activity is numbered (e.g., if there are 150 Local Activism activities that month, number them 1 to 150).

2. Decide on how many Community Change Trackers will be completed that month, with a minimum of 15 per month (10 for Local Activism and 5 for Community Leadership) and more if you have the capacity.

3. Go to **https://www.random.org/integers/** to generate random numbers, ensuring no duplicates. Generate a separate set of random numbers for each spreadsheet.

4. Select/highlight those numbered activities for Local Activism and Community Leadership. Put these activities into staff work plans to ensure they are observed and Community Change Trackers are done.

→ **Option 2:**

1. Decide how many Local Activism and Community Leadership activities each *SASA! Together* staff member will observe each week.

2. Review the Activity Plans together as staff and decide which activities to track (ensuring at least 15 are completed per month, 10 for Local Activism and 5 for Community Leadership). Be intentional when making this selection, and aim to include a variety of activity types, facilitators and locations so the data provide a good representation of what is happening across the community.

What can it tell you
about your program?

Regular use of this tool can help identify where change seems to be happening smoothly, as well as "sticky issues" that are meeting resistance or not shifting as expected. Based on this, you can increase mentoring for activists, leaders and allies or have them use activities that specifically address sticking points. Analyzing data from this tool also gives you helpful signals as to when you are making progress on phase outcomes and might be ready for a Community Assessment Survey.

▶ Community Change Tracker
Start Phase

Activity: .... **Strategy:** .... **Location:** ....

Completed by: .... **Date** .... **(dd/mm/yyyy):**

Phase Aim: *Foster personal reflection about power and nurture power within*

This form helps to track Start phase outcomes.

When observing *SASA! Together* activities, pay close attention to what participants are saying and how they are reacting to ideas. Based on what you observe, rate the items below on a scale of 1 to 5.

It is not expected that participants will say each of these statements directly. Rather, your observations should give you important indications of their level of understanding, feelings and actions. If you do not observe anything related to a particular item, then simply put a dash (—).

The rating scale is as follows:

1	2	3	4	5
Almost no participants	Very few participants	About half of participants	Many participants	Almost all participants

	Community members KNOW…	Rate 1–5
1	both women and men have power.	
2	everyone can choose to use power positively or negatively.	

	Community members FEEL…	Rate 1–5
3	that they have power within.	
4	willing and interested in discussing power.	

	Community members DO…	Rate 1–5
5	think about how they use power.	
6	talk about positive and negative uses of power.	

Staff Reflection

7. Was there any issue discussed that caused a lot of disagreement amongst participants? If so, what was it?

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8. List any comments made by community members that are helpful for understanding what they know/feel/do.

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9. Any other observations or comments?

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Data entry done on: ....   by: ....

Form ID: ....

Community Change Tracker
Awareness Phase

Activity: ....   **Strategy:** ....   **Location:** ....

Completed by: ....   **Date** .... **(dd/mm/yyyy):**

Phase Aim: *Deepen analysis of men's power over women and the community's silence about it*

This form helps to track Awareness phase outcomes.

When observing *SASA! Together* activities, pay close attention to what participants are saying and how they are reacting to ideas. Based on what you observe, rate the items below on a scale of 1 to 5.

It is not expected that participants will say each of these statements directly. Rather, your observations should give you important indications of their level of understanding, feelings and actions. If you do not observe anything related to a particular item, then simply put a dash (—).

The rating scale is as follows:

1	2	3	4	5
Almost no participants	Very few participants	About half of participants	Many participants	Almost all participants

	Community members KNOW…	Rate 1–5
1	violence against women can be physical, emotional, sexual or economic.	
2	violence against women has negative consequences for women, men and children.	
3	men's power over women (not other factors) is the root cause of violence against women.	

	Community members FEEL…	Rate 1–5
4	violence against women is never acceptable.	
5	it is important to balance power in relationships—including in sexual relationships.	
6	their silence about violence against women allows it to continue.	

	Community members DO…	Rate 1–5
7	analyze how they use power in their own relationships or in the community.	
8	talk to others about the benefits of change.	
9	speak out against violence against women.	

Staff Reflection

10. Was there any issue discussed that caused a lot of disagreement amongst participants? If so, what was it?

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11. List any comments made by community members that are helpful for understanding what they know/feel/do.

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12. Any other observations or comments?

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Data entry done on: .... by: ....

Form ID: ....

Community Change Tracker
Support Phase

Activity: .... **Strategy:** .... **Location:** ....

Completed by: .... **Date** .... **(dd/mm/yyyy):**

Phase Aim: *Build skills and encourage community members to join power with others to prevent violence against women*

This form helps to track Support phase outcomes.

When observing *SASA! Together* activities, pay close attention to what participants are saying and how they are reacting to ideas. Based on what you observe, rate the items below on a scale of 1 to 5.

It is not expected that participants will say each of these statements directly. Rather, your observations should give you important indications of their level of understanding, feelings and actions. If you do not observe anything related to a particular item, then simply put a dash (—).

The rating scale is as follows:

1	2	3	4	5
Almost no participants	Very few participants	About half of participants	Many participants	Almost all participants

	Community members KNOW…	Rate 1–5
1	skills for creating healthy relationships (e.g., communication, emotion management).	
2	violence is a choice, and men can choose non-violence.	
3	how to effectively support women experiencing violence (e.g., listening, talking through options, not making decisions for women or telling them what to do, not blaming women or telling them to be submissive).	

	Community members FEEL…	Rate 1–5
4	balancing power leads to safe, happy and healthy relationships.	
5	it's their responsibility to reach out to and support those trying to prevent violence in the community.	
6	it's everyone's responsibility to hold men who use violence against women accountable.	

	Community members DO…	Rate 1–5
7	experiment with ways to make positive changes in their own relationships (e.g., showing respect, care, appreciation, and valuing; talking about pleasure; consent before sex; no violence).	
8	hold men who use violence against women accountable (e.g., say violence is never acceptable, explain that violence is a choice, refuse to blame woman, do not excuse behavior).	
9	offer effective support to couples trying to change (e.g., encourage positive communication; explain benefits of balanced power, consensual sex, and valuing, respecting and caring for partner).	

Staff Reflection

10. Was there any issue discussed that caused a lot of disagreement amongst participants? If so, what was it?

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11. List any comments made by community members that are helpful for understanding what they know/feel/do.

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12. Any other observations or comments?

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Data entry done on: .... by: ....

Community Change Tracker
Action Phase

Form ID: ....

Activity: .... **Strategy:** .... **Location:** ....

Completed by: .... **Date** .... **(dd/mm/yyyy):**

Phase Aim: *Use collective power to formalize and sustain change that prevents violence against women*

This form helps to track Action phase outcomes.

When observing *SASA! Together* activities, pay close attention to what participants are saying and how they are reacting to ideas. Based on what you observe, rate the items below on a scale of 1 to 5.

It is not expected that participants will say each of these statements directly. Rather, your observations should give you important indications of their level of understanding, feelings and actions. If you do not observe anything related to a particular item, then simply put a dash (—).

The rating scale is as follows:

1	2	3	4	5
Almost no participants	Very few participants	About half of participants	Many participants	Almost all participants

	Community members KNOW…	Rate 1–5
1	how to sustain positive changes in their relationships and communities.	
2	how to ask for and give consent for sexual activity.	
3	ongoing activism is needed to prevent violence against women.	

	Community members FEEL…	Rate 1–5
4	committed to creating and sustaining violence-free relationships.	
5	that balancing power in sexual relationships fosters safety, respect and pleasure.	
6	violence against women is no longer tolerated in their community.	

	Community members DO…	Rate 1–5
7	not use violence.	
8	consider their family a joint project in which both partners contribute.	
9	take action against violence against women in their community.	

Staff Reflection

10. Was there any issue discussed that caused a lot of disagreement amongst participants? If so, what was it?

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11. List any comments made by community members that are helpful for understanding what they know/feel/do.

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12. Any other observations or comments?

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Data entry done on: .... by: ....

Institutional Change Tracker

What does it assess?	Who completes it?	When or how often?	How many?
Progress toward *SASA! Together's* phase-specific outcomes	*SASA! Together* staff in collaboration with institutional allies	Toward the end of each phase	One per phase (if institution has multiple offices, complete one in each)

How It Works

This tool is used for the Institutional Strengthening strategy. *SASA! Together* staff and institutional allies review and complete the form together during one of their regular meetings toward the end of each phase. Discuss each question carefully before agreeing on a rating of 1 to 5 for each question, and don't forget to complete the reflection questions at the bottom of the form. Set aside at least an hour for this process and bring your Discovery Report for reference. After completing the form, make a copy so both the staff and institutional allies can keep one for their reference. If the institution you are supporting has multiple offices, complete a separate form for each office.

What can it tell you about your program?

The Institutional Change Tracker can show you how far along you are in the process of building responsive institutions and help you identify areas that require additional attention before moving forward to the next phase. This tool also highlights successes and achievements that deserve special celebration.
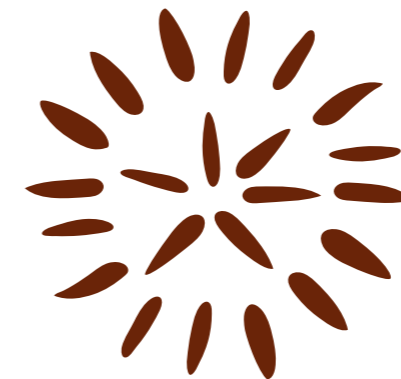
Form ID: _____

▷ Start Phase Institutional Change Tracker:
Enhancing Operational Culture

In the Start phase, the Institutional Change Tracker helps you assess if and how the operational culture at the institution has shifted and how it supports or hinders the conditions for violence against women prevention and/or response.

Rate progress in each area, reflecting on any changes that may have resulted from your Strengthening Process activities. Please note that in the questions below, the term "employee" refers to all levels of employee within the institution—from support employees such as cleaners and guards to institutional leaders—as well as representation across gender, ability, religion and other aspects of identity. If there was an area that you intentionally didn't work on, just put a dash (—).

Remember, shifting the operational culture in any institution takes time, so don't be discouraged if not everything has shifted in a positive direction just yet. While it may be tempting to inflate the rating, keep in mind that this is a learning exercise and that honest reflection is essential to strengthening programming.

The rating scale is as follows:

1	2	3	4	5
Not successful	Limited success	Fairly successful	Successful	Very successful

Values		Rate 1–5
1	The values that we reviewed and/or developed throughout the Start phase encourage non-discrimination and respect.	
2	All employees have had an equal voice in discussing or establishing the institution's values.	
3	All employees have expressed a commitment to upholding these values.	
Employee Morale		**Rate 1–5**
4	The institution has taken concrete actions to enhance employee morale (e.g., social opportunities, employee recognition, feedback box).	
5	All employees are given the same opportunities for professional development.	
6	Employees of the institution generally feel positive about the institution's culture.	
Power Dynamics		**Rate 1–5**
7	Employees understand the distinction between *acceptable* differences in authority and responsibility and *unacceptable* use of power over others.	
8	Non-judgmental, confidential processes exist (or have been created) for employees to express any concerns about the workplace.	
9	Employees of all levels are treated with dignity and respect.	
Achievements		**Rate 1–5**
10	Overall, our progress toward enhancing operational culture (values, employee morale and power dynamics) was…	

☆ Keep in Mind

The Institutional Change Trackers are not done after each activity but near the end of the phase with *SASA! Together* **staff and institutional allies.**

Further Reflections

11. What has been the most important change you have observed in the operational culture of your institution since *SASA! Together* began?

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12. What do you feel is the most important item pending, or in need of further strengthening, around operational culture?

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13. Have *SASA! Together* activities resulted in any other changes, positive or negative, that you didn't plan for or expect?

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Data entry done on: .... by: ....

Awareness Phase Institutional Change Tracker:
Enhancing Protocols and Guidelines

In this phase, the focus was on analyzing and enhancing the institution's existing protocols and/or guidelines for addressing violence against women.

Discuss each of the following categories and the degree of success, rating progress in each area. Please note that in the questions below, the term "employee" refers to all levels of employee within the institution—from support employees such as cleaners and guards to institutional leaders—as well as representation across gender, ability, religion and other aspects of identity. If there is an area that you intentionally didn't work on, just put a dash (—).

Remember, enhancing protocols and guidelines in any institution takes time, so don't be discouraged if not everything has shifted in a positive direction just yet. While it may be tempting to inflate the rating, keep in mind that this is a learning exercise and that honest reflection is essential to strengthening programming.

> *Note:* If you are supporting revisions on more than one protocol/guideline in an institution, complete a separate Institutional Change Tracker for each.

The rating scale is as follows:

1	2	3	4	5
Not successful	Limited success	Fairly successful	Successful	Very successful

Name of the Protocol/Guideline Being Assessed:	
Revision Process	**Rate 1–5**
1	Key institutional protocols/guidelines related to violence against women were identified.	
2	Revisions were made to the protocol/guideline through a collaborative and participatory process.	
Assessment of Revised or New Protocol/Guideline	**Rate 1–5**
3	The protocol/guideline upholds the "do no harm" principle.	
4	The protocol/guideline actively challenges unequal gender norms and stereotypes.	
5	The rights of survivors of violence against women are prioritized, and the protocol/guideline ensures that safety, confidentiality and privacy are maintained.	
6	The definition of violence against women in the protocol/guideline is based on a systemic analysis of men's *power over* women as a core driver of violence against women.	
7	Different groups of people are considered in the protocol/guideline, considering factors such as gender, class, rural or urban, sexual identity, ethnicity, HIV status, religion and ability.	
8	The rights of employees and/or community members are prioritized and upheld throughout the protocol/guideline.	
9	There are mechanisms in place for institutional staff (or community members, if applicable) to hold the institution accountable to the obligations in the policy/guideline.	
Achievements	**Rate 1–5**
10	Overall, our progress toward revising protocols/guidelines (in alignment with core principles for effective violence prevention and response) was…	

Further Reflections

11. What has been the most important change you have observed in your institution's protocols and guidelines since the start of the Awareness phase?

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12. What do you feel is the most important item pending, or in need of further improvement, around enhancing protocols and guidelines?

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13. Have *SASA! Together* activities resulted in any other changes, positive or negative, that you didn't plan for or expect?

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Data entry done on: .... by: ....

Form ID: _____

Support Phase Institutional Change Tracker:
Implementing Protocols and Guidelines

The focus of this phase was the implementation of the newly revised protocols and/or guidelines.

Discuss each of the following categories and the degree of success, rating progress in each area. Please note that in the questions below, the term "employee" refers to all levels of employee within the institution—from support employees such as cleaners and guards to institutional leaders—as well as representation across gender, ability, religion and other forms of identity. If there was an area that you intentionally didn't work on, just put a dash (—).

Remember, implementing protocols and guidelines in any institution takes time, so don't be discouraged if not everything has shifted in a positive direction just yet. While it may be tempting to inflate the rating, keep in mind that this is a learning exercise and that honest reflection is essential to strengthening programming.

> **Note:** If you are supporting revisions on more than one protocol/guideline in an institution, complete a separate Institutional Change Tracker for each.

The rating scale is as follows:

1	2	3	4	5
Not successful	Limited success	Fairly successful	Successful	Very successful

Name of the Protocol/Guideline Being Assessed: ....

	Implementation Process	Rate 1–5
1	Most employees are aware of the revised protocol/guideline.	
2	The protocol/guideline upholds the rights and well-being of women.	
3	Employees (and community members/clients, if applicable) have access to the revised protocol/guideline.	
4	Employees feel the revised protocol/guideline is easy to understand.	
5	Employees have been trained on effective implementation of the protocol/guideline.	
6	There are mechanisms for employees to hold leadership and the institution accountable for implementation of the protocol/guideline.	
7	There are mechanisms for community members/clients to hold employees and the institution accountable for implementation of the protocol/guideline.	
8	Most employees believe the protocol/guideline has a positive influence on staff behavior.	
9	Most employees believe the protocol/guideline is well aligned with the values of the institution.	
	Achievements	**Rate 1–5**
10	Overall, our progress toward fully understanding and implementing the protocols/guidelines was…	

Further Reflections

11. What has been the most important change you have observed in implementing protocols and guidelines since the start of the Support phase?

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12. What do you feel is the most important item pending, or in need of further strengthening, around implementing protocols and guidelines?

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13. Have *SASA! Together* activities resulted in any other changes, positive or negative, that you didn't plan for or expect?

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Data entry done on: .... by: ....

Form ID: ....

Action Phase Institutional Change Tracker:
Sustaining Institutional Change

The focus of this phase was creating mechanisms to ensure that all of the excellent work creating a more responsive institution remains long after *SASA! Together* programming is formally over.

Discuss each of the following categories and the degree of success, rating progress in each area. Please note that in the questions below, the term "employee" refers to all levels of employee within the institution—from support employees such as cleaners and guards to institutional leaders—as well as representation across gender, ability, religion and other forms of identity. If there was an area that you intentionally didn't work on, just put a dash (—).

Remember, sustaining institutional changes is hard work that often involves both progress and setbacks, so don't be discouraged if not everything has shifted in a positive direction just yet. While it may be tempting to inflate the rating, keep in mind this is a learning exercise and that honest reflection is essential to strengthening programming.

The rating scale is as follows:

1	2	3	4	5
Not successful	Limited success	Fairly successful	Successful	Very successful

Operational Culture	Rate 1–5
1 There are mechanisms in place to maintain the institutional values and positive employee morale.	
2 Employees are provided with regular training and mentoring on violence against women, power and equality.	
3 Employees are personally committed to sustaining the operational culture of the institution.	
Protocols and Guidelines	**Rate 1–5**
4 There are mechanisms in place to monitor the use of the revised protocol/guideline(s).	
5 There are mechanisms in place that enable employees and/or the community to provide feedback on the revised protocol/guideline(s).	
6 Orientations for new employees (or refresher sessions for existing employees) on the revised protocol/guideline(s) are being routinely implemented.	
7 There are examples of how the revised protocol/guideline(s) have positively shaped the institution's decisions and actions.	
8 The employees leading this work have been recognized by senior leadership for their important contribution—and had their achievements celebrated.	
9 Employees, allies and/or leaders have identified additional protocols and guidelines for revision to further strengthen violence against women prevention and response, equality and/or human rights within the institution.	
Achievements	**Rate 1–5**
10 Overall, our progress toward creating mechanisms to sustain institutional changes (operational culture and protocols/guidelines) was…	

SASA! TOGETHER

Further Reflections

11. What has been the most important change you have observed in sustaining institutional change since the start of the Action phase?

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12. What do you feel is the most important item pending, or in need of further improvement, around sustaining institutional change?

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13. Have *SASA! Together* activities resulted in any other changes, positive or negative, that you didn't plan for or expect?

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Data entry done on: .... by: ....

Community Focus Group Discussions

What does it assess?	Who completes it?	When or how often?	How many?
Insights, experiences and perspectives from women and men in the community	*SASA! Together* staff, L&A staff or consultant	Toward the end of each phase	Approximately six per phase

How It *Works*

Community Focus Group Discussions are facilitated to help assess the Local Activism and Community Leadership strategies. By engaging community members using open-ended questions to spark thoughtful and honest conversations, this approach generates rich, qualitative information that speaks directly to their lived experiences. While a different guide is used during each phase (to align with *SASA! Together's* aims and outcomes), every Community Focus Group Discussion includes the same "mini-vignette" (e.g., short story). In it, the group is introduced to "Sarah" and "David"—two fictional characters—and asked to imagine and discuss different aspects of their married lives. Including this method helps to clarify existing norms related to violence and gender roles, and to more easily detect how these norms may be changing as *SASA! Together* deepens in the community.

Selecting and Preparing a Facilitator

Ideally, select a facilitator for the focus group discussions who is not a *SASA! Together* staff member to reduce potential bias (such as social desirability bias, where participants are motivated by a desire to make staff "feel good" and/or "prove" they have adopted *SASA! Together* ideas). For any facilitator, ensure they practice using the guide with friends or colleagues and remain neutral—in other words, that they do not encourage positive responses with their verbal, facial or body language. Remember, this is not a *SASA! Together* activity, and there are no right or wrong answers. In addition, it may be necessary to adjust some questions so they better suit the communities where you work (if you're not sure, please speak with your *SASA! Together* technical assistance provider). Each Community Focus Group Discussion should last about one hour and be no longer than one hour and 30 minutes.

Selecting Participants

Purposefully sample respondents for the discussions. This requires staff to deliberately select and invite people from different walks of life in your community (e.g., young women, married women who stay at home, employed women, married men, elders and community leaders). Select different participants for each focus group discussion.

Remember—you are *not* looking for people who are exceptionally gender-sensitive or who are the most enthusiastic about *SASA! Together*; you are looking for community members who reflect the common perceptions and beliefs in your community. Selecting participants who you feel reflect the common beliefs in your community will enhance your learning and maximize the usefulness of this activity.

Community Focus Group Discussions should include six to eight women or men (groups should be single-sex). Limiting the number of participants will ensure everyone has an opportunity to contribute. If possible, consider holding groups with participants close in age, as this will help them feel comfortable and free in sharing their thoughts, opinions and experiences. Hold the discussions in a quiet, private place so participants feel safe and at ease.

Number of Discussions

These discussions will generate a considerable amount of information, and it isn't necessary or feasible to conduct many discussions. The number of discussions 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 capacity, consider conducting two focus group discussions with women, two with men, and one or two with any key groups that you work with during each *SASA! Together* phase.

For the Facilitator: Guiding the Discussion

Beginning the Discussion: At the start of the discussion, introduce yourself and share the purpose of the discussion with participants. 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 of the information gathered will be compiled and no one will be cited by name or in any other way that would make them identifiable. If you think that you may end up (anonymously) quoting participants' responses in *SASA! Together* reports, it's important that you explain this to the group—and never include anyone's real name in your reports. Ask directly if participants are comfortable participating. Invite anyone who may not be willing to participate to leave. Explain that there will be no negative consequences for them if choose not to participate.

Discussion Content: Remember, in these discussions, you are not aiming to have participants talk individually about their own relationships or whether they are experiencing violence or not but rather are providing space for them to share their views about the situation in their community. Reassure the group there are no right or wrong answers, and encourage participants to express themselves freely. When you are finished, remember to thank everyone and let them know when and where you will share the findings.

Note-Taking and Facilitation: Ensure that you have a note-taker to record participants' contributions during the discussion. Ideally, the facilitator should not also act as a note-taker, as these two roles are difficult to do at the same time. Remember that in a focus group discussion, the intention is to facilitate discussion among the participants. Take time to establish rapport at the outset and encourage everyone to contribute to the conversation.

Analysis

At a minimum, analysis includes re-reading the notes from the dialogues and summarizing the main themes discussed in response to each question, as well as any differences that emerged in the different groups (e.g., when comparing reflections shared by women versus men, older versus younger participants, etc.). Reflect on the critical aspects of the discussions and/or any insights related to *SASA! Together's* expected outcomes. Pay particular attention to any signs of backlash or risk to women in the community, and if any emerge—flag for immediate problem-solving with the team.

> For more in-depth guidance on conducting focus group discussions, see **Researching Violence against Women: A Practical Guide for Researchers and Activists** by Mary Ellsberg and Lori Heise (2005).

A Note on Ethics

As noted earlier, participation in the Community Focus Group Discussions is voluntary and participants must be informed they are free to leave the discussion at any time without repercussion. While the suggested questions are carefully worded to elicit general impressions, at times, conversations may naturally gravitate toward personal experiences of violence. In such situations, facilitators can acknowledge the participant's courage in sharing their story and express empathy about what transpired while gently guiding the discussion back to the suggested questions. Even without such direct disclosures, it is possible that some participants may become "triggered" (e.g., emotional, distraught, anxious or sad) during the discussion. As such, it is important for the facilitator and note-taker to be aware of signs of duress within the group and privately approach any participant who appears in need of support. As with any *SASA! Together* activity, ensure facilitators have an up-to-date referral list and know how to make safe referrals (for more, see the Set-Up Guide, page 77). It is also helpful to remind participants to maintain confidentiality around other participants' stories and comments.

What can it tell you about your program?

Community Focus Group Discussions can provide a rich and nuanced understanding of how community members are feeling about *SASA! Together* ideas, what people are doing to put new ideas into practice, and any perceived barriers to change. The learning from focus group discussions can be considered along with other data from the tracking forms and the Community Assessment Survey to inform phase transition decisions, as well as to identify "sticky issues" (i.e., outcomes particularly resistant to change) where more intensive engagement may be required, and also detect any potential backlash in the community.

▷ Start Phase Focus Group
Discussion Questions

1. Do you think everyone has power within themselves? Why or why not?

2. What are examples of positive uses of power? What are examples of negative uses of power?

3. To what extent do you hear people talking about power in the community? Do you think people in our community are aware of how they use power?

   a. Thinking back on the past year, do you think there has been any change in people's awareness of power? IF YES: What do you feel has motivated this change?

4. What do you understand "violence against women" to mean?

5. Does violence against women affect women? In what ways? Does violence against women affect men? Children? Our community?

6. Thank you for all of your input so far—we are learning a lot! Now I'd like to talk about an imaginary woman named Sarah, who is married to a man named David.* Sarah and David are not real people, but let's pretend they are a married couple with two children.

   a. During the early years of their marriage, they are very happy. What are some ways Sarah and David can show respect and kindness to one another?

   b. When David wants to have sex, does he need to ask Sarah for consent? Please explain.

   c. After some years of marriage, David starts to beat Sarah, for example, when she is late or has her own activities outside of the house. Is this behavior acceptable?

   d. One day, their neighbors overhear David yelling—and Sarah crying. What do you think the neighbors *would* do in this situation? What do you think they *should* do?

   e. What if David wants to stop using violence against Sarah—what is the best way to help him?

7. In addition to what we've discussed, do you have any other experiences or thoughts you want to share about how people in our community are reacting to *SASA! Together* (or these ideas)—positive or negative? Do you have any concerns for women's safety related to the *SASA! Together* program?

If helpful, substitute Sarah and David with common names in your community.

👁 Awareness Phase Focus Group
Discussion Questions

1. What kind of power do men have in our community? What about women? Do you think men have more power than women? Why or why not?

2. How would you explain the idea of "one person holding power over someone else" to someone hearing this phrase for the first time?

3. What do you think is the root cause of violence against women? Please explain.

4. Do you think there are times when a man has no choice but to use violence against a woman? Please explain.

5. Does violence against women affect women? In what ways? Does violence against women affect men? Children? Our community?

6. Thank you for all of your input so far—we are learning a lot! Now I'd like to talk about an imaginary woman named Sarah, who is married to a man named David.* Sarah and David are not real people, but let's pretend they are a married couple with two children.

   a. During the early years of their marriage, they are very happy. What are some ways Sarah and David can show respect and kindness to one another?

   b. When David wants to have sex, does he need to ask Sarah for her consent? Please explain.

   c. After some years of marriage, David starts to beat Sarah, for example, when she is late or has her own activities outside of the house. Is this behavior acceptable?

   d. One day, their neighbors overhear David yelling—and Sarah crying. What do you think the neighbors *would* do in this situation? What do you think they *should* do?

   e. What if David wants to stop using violence against Sarah—what is the best way to help him?

7. In addition to what we've discussed, do you have any other experiences or thoughts you want to share about how people in our community are reacting to *SASA! Together* (or these ideas)— positive or negative? Do you have any concerns for women's safety related to the *SASA! Together* program?

If helpful, substitute Sarah and David with common names in your community.

Support Phase Focus Group
Discussion Questions

1. Can you think of any examples of a marriage where power is balanced between a wife and a husband? What would this look like? Do you think it is possible? (Please remind the group not to use any names in their responses.)

    a. Thinking back over the past year, do you think there have been any changes in how couples are balancing power in their relationship? IF YES: What do you feel has motivated this change?

2. What do you think is the root cause of violence against women? Please explain.

3. Do you feel it is important for both women and men to experience pleasure during sex, or do only men need to enjoy sex?

4. Do you think there are times when a man is entitled to demand sex from his wife, even if she doesn't want to? Please explain.

5. Do you think a man who uses violence against his wife or partner should be held accountable? IF YES: What do you suggest?

6. Have you noticed women and men speaking out about violence in our community? In the last year, would you say you have noticed this happening more, happening less, or have you not noticed any change?

7. Thank you for all of your input so far—we are learning a lot! Now I'd like to talk about an imaginary woman named Sarah, who is married to a man named David.* Sarah and David are not real people, but let's pretend they are a married couple with two children.

    a. During the early years of their marriage, they are very happy. What are some ways Sarah and David can show respect and kindness to one another?

    b. When David wants to have sex, does he need to ask Sarah for consent? Please explain.

    c. After some years of marriage, David starts to beat Sarah, for example, when she is late or has her own activities outside of the house. Is this behavior acceptable?

    d. One day, their neighbors overhear David yelling—and Sarah crying. What do you think the neighbors *would* do in this situation? What do you think they *should* do?

    e. What if David wants to stop using violence against Sarah—what is the best way to help him?

8. In addition to what we've discussed, do you have any other experiences or thoughts you want to share about how people in our community are reacting to *SASA! Together* (or these ideas)— positive or negative? Do you have any concerns for women's safety related to the *SASA! Together* program?

If helpful, substitute Sarah and David with common names in your community.

Action Phase Focus Group
Discussion Questions

1. What are the benefits of balancing power in a relationship? What are some of the challenges?

2. Thinking back over the past year, have you heard about or noticed any community members trying to balance power in their relationships? What steps are they taking? (Please remind participants not to use any names in their responses.)

3. Now I'd like to talk about an imaginary woman named Sarah, who is married to a man named David.* Sarah and David are not real people, but let's pretend they are a married couple with two children.

    a. During the early years of their marriage, they are very happy. What are some ways Sarah and David can show respect and kindness to one another?

    b. When David wants to have sex, does he need to ask Sarah for consent? Please explain.

    c. After some years of marriage, David starts to beat Sarah, for example, when she is late or has her own activities outside of the house. Is this behavior acceptable?

    d. One day, their neighbors overhear David yelling—and Sarah crying. What do you think the neighbors *would* do in this situation? What do you think they *should* do?

    e. What if David wants to stop using violence against Sarah—what is the best way to help him?

4. Do you think Sarah's situation—where she is beaten by her husband—is common for women in your community?

    a. Thinking about the situation three years ago compared to today, do you think there is less violence against women, more violence against women or no change? IF LESS: What has motivated this decrease in violence against women? IF NO CHANGE/MORE: What do you think needs to happen to prevent this violence?

5. In your community, is it common for men like David, who use violence against their wives, to be held accountable**—or does the violence normally stay within the family?

    a. Over the past year, do you think there have been any changes in how men who use violence are held accountable? IF YES: What has motivated this change?

6. Have any of you ever spoken out in the community about violence against women? Please share what you did. (Please remind the group not to use any names in their responses.)

7. In addition to what we've discussed, do you have any other experiences or thoughts you want to share about how people in your community are reacting to *SASA! Together* (or these ideas)— positive or negative? Do you have any concerns for women's safety related to the *SASA! Together* program?

If helpful, substitute Sarah and David with common names in your community.

**Accountability means that men like David are required to acknowledge that their behavior—using violence—was wrong without making any excuses. It is always best to use language that resonates in your context; in some communities, "personal responsibility" might be more widely understood than "accountability."*

Community Assessment Survey

What does it assess?	Who completes it?	When or how often?	How many?
Trends across all *SASA! Together's* expected outcomes in the community	An equal number of trained female and male interviewers	Beginning of the Start phase (as a baseline), at the end of the Awareness, Support and Action (as an endline) phases	Depends on the size of your community (200 per phase minimum)

How It *Works*

Who conducts the survey?

The surveys should be conducted by an equal number of female and male interviewers who have been selected and trained for the task. The number of interviewers depends on the total number of surveys you are aiming to complete, as well as the time you have available for data collection. As a general guide, one interviewer can typically complete 8 to 12 interviews per day, depending on how easy (or difficult) it is to find participants. Interviewers should:

→ Have good interpersonal skills

→ Be sensitive to the issues

→ Be comfortable approaching and interviewing people they don't know

→ Be reliable in terms of carefully conducting the exercises, recording the responses and keeping the information private

→ Speak the local language(s) spoken in that area

If staff do not have experience in action research or conducting research interviews, you might consider seeking assistance from research institutes or organizations with this experience. To increase the quality of the data, the survey should not be self-administered (i.e., participants should not read/complete the survey themselves).

Where?

Ideally, conduct the survey in at least four locations within the community (two large and two small). To determine the locations:

→ Write down the names of the larger locations (where over 100 people may pass through daily) and the smaller locations (where less than 100 people pass through daily) in the community.

→ Put the names of the larger locations in a bowl and draw two names.

→ Do the same for the smaller locations.

→ Keep a list of locations where surveys are conducted; use these same locations *every time* you conduct the Community Assessment Survey. This is very important to ensure your findings are comparable for each phase.

How often?

The Community Assessment Survey is conducted at least four times during *SASA! Together*:

→ Baseline: After completing the Set-Up Guide's Suitability and Readiness Assessment and *prior to doing any activities* in the community; this is essential for obtaining valid results. You will use this baseline as a point of comparison for later survey rounds.

→ End of both the Awareness and Support phases: When your tracking data and observations suggest that it may be time to transition to the next phase, conduct the Community Assessment Survey.

→ Endline: When you feel the desired outcomes of the Action phase have mostly been achieved.

Ethics

When conducting any *SASA! Together* activity, it is essential to protect the safety of community members, especially women who are most affected by violence. For the Community Assessment Survey:

→ Ensure that only female data collectors interview women and that only male data collectors interview men.

→ Only interview community members who are 18 or older. In many communities, girls and boys below the age of 18 are considered minors, and you would therefore need permission from parents.

→ Offer all participants a list of referral services in case the interview triggers difficult memories or women disclose they are experiencing violence (or fear violence in the future).

→ Put specific safeguards in place adhere to the standards of **confidentiality and consent** (see the following subsections) during data collection.

Confidentiality

Take the following actions to keep respondents' information private. These procedures can also be shared openly with respondents to gain their trust and confidence.

→ Although the Community Assessment Survey is completed in public, ask respondents to step away from others and try to find a quiet spot where neither of you will be overheard.

→ Do not write down the names or addresses of participants anywhere on any form, and do not report on what any specific individual has told you (e.g., instead of "Mary told me…" write "Respondent said…").

→ Do not share your completed surveys with anyone. Put them into an envelope and return it to your office for data entry.

→ Keep the completed surveys in a locked cabinet at your office. Do not leave them lying around, and limit access to essential staff only.

→ Once the data have been analyzed, shared and backed up on a computer system, carefully dispose of the hard copies of data collection tools. Burning is the safest method.

Consent

Take the following actions to gain voluntary consent from all respondents:

→ Do not use incentives or compensation to encourage people's participation.

→ Invite people to participate by explaining the value and purpose of the activity.

→ Explain how the information people share will be kept private and confidential.

Is approval from an institutional review board needed?

Institutional review boards (IRBs) are mandated to review (and approve) all research protocols prior to data collection as an oversight mechanism to ensure adequate ethical safeguards are in place to protect participants from potential physical, emotional or social harm. IRBs also provide input on the technical rigor of the methodology to ensure that the research is able to generate valid findings. In general, L&A (or M&E) is not considered "research" given that the primary aim is to inform programming rather than to disseminate "generalizable knowledge" for the field—and is therefore considered exempt from IRB review. However, if you are working with a research partner or are hoping to share findings from the Community Assessment Survey (or any *SASA! Together* L&A) in an academic paper, it is advisable to seek IRB approval before collecting any data. If you are still unsure, discuss with your *SASA! Together* technical assistance provider.

How to Conduct the Community *Assessment Survey*

1. Training Interviewers

The initial training takes two to four days and should include:

→ **Review of Survey Questions:** Carefully review and discuss each of the questions in turn, ensuring everyone is clear on what each question means, as well as when to select the "DOESN'T APPLY" response. If you are interviewing in more than one language, ensure the translations are accurate by discussing translations carefully during the training (and after the pretest, see next section) or doing a formal back translation.

→ **Practice Opportunities:** Have each researcher role-play asking the questions and recording responses on the surveys. Observe the role-plays and share supportive feedback while also resolving points of confusion and common mistakes.

→ **Emphasis on Ethics:** Discuss ethics in detail, as an important part of training is ensuring that the Community Assessment Survey will do no harm and maintain privacy and confidentiality (see preceding "Ethics" section). Brainstorm other challenging scenarios that could occur and decide—as a group—the most appropriate response for each.

→ **Logistics/Teamwork:** Explain where and when each interviewer should conduct their interviews and how interviewers will work together. Explain the local permissions (from government or community leaders) received and discuss protocols in case any problems are encountered with respondents or other community members.

→ **Review of On-Site Supplies/Support:** Organize and introduce what interviewers will receive/ need when at their survey location:

⇒ *Survey Supplies:* blank surveys, a pen, a clipboard and an envelope for the completed surveys

⇒ *Introductions:* someone to formally introduce the interviewers to the community leaders/officials

⇒ *Permission:* written permission from a local leader/authority to conduct the assessment

⇒ *Identification:* a form of identification to let people know whom the interviewers are working for

⇒ *Referral List:* information on available services to provide to respondents as needed

⇒ *Phone Credit:* in case there are problems and interviewers need to phone the office/team leader

2. Pretesting the Survey

If resources allow, it is valuable to pretest the survey with at least 10 community members to check that questions are easily understood and appropriate to your context. This step can be done concurrently with your interviewer training as part of the practice opportunities discussed in the previous step. Debrief with the interviewers after each pretest and make any revisions or adaptations required (or speak to your technical assistance provider if you are unsure).

> *Note:* *SASA! Together* strives to be as inclusive as possible. For this reason, Section 1 of the survey includes options for non-binary gender identities, as well as diverse religions and levels of education. These options can be modified to best suit your context.

3. Selecting Respondents

To select respondents, use a simple rule to identify whom to interview, irrespective of who they are or their views about violence. For example, upon arriving at the selected location, you may choose to invite the first 10 people wearing a particular color to participate in the survey. Be sure that whatever you choose as a distinguishing factor does not exclude any group in the community. For example, if you know a group doesn't wear a specific color for cultural, religious or political reasons, choose a more neutral color.

> *Note:* Use the same sampling rule every time you implement the Community Assessment Survey to increase the quality and comparability of your data over time.

Additionally:

➔ Keep track of individuals who did not want to be interviewed to see if there is a particular group you may not be reaching (and who might be particularly resistant to *SASA! Together* ideas).

➔ To the extent possible, interview an equal number of women and men at each location.

➔ Return to the same locations and use the same sampling rule every time. Avoid selecting just your friends or people who seem easy to approach or who you think will respond positively.

4. Conducting the Interviews

The survey is conducted verbally through a one-on-one interview with each respondent. Female interviewers should interview women, and male interviewers should interview men. When conducting a survey at a particular location, aim to complete all of the surveys for that location on that same day or within as short a duration as possible.

The interviewers read the questions to the respondents and record their responses. If the respondent doesn't understand a question, the interviewer can read it again; however, it is best not to deviate from the interview guide. Skipping a question is always an option if a community member is not comfortable answering.

> *Note:* The Community Assessment Survey intentionally does not ask about personal experiences of violence (either victimization or perpetration). Asking these highly personal questions requires adherence to more in-depth consent and ethical procedures.

5. Analyzing the Community Assessment Survey

Survey data should be entered into a database no more than one month after collecting the data. You can obtain Microsoft Access database templates by contacting Raising Voices at **info@raisingvoices.org**. Data entry can be done either by hiring an external data support person or by someone within your team (using the numerical codes embedded in the survey: e.g., "0" for "YES" and "1" for "NO"). Once the data are entered, the L&A Staff (or data support specialist) can analyze the data and share results with the team, just as they do for your other L&A data.

During a Feedback Session with the staff, discuss the results and what they mean for your *SASA! Together* program, including whether you are ready to move to the next phase (see Appendix, page 77), what areas need further attention, and which aspects have been harder to shift than others and why. The survey itself is coded to highlight the questions most relevant to each phase ("St" for Start, "Aw" for Awareness, "Su" for Support and "Ac" for Action), which helps assess whether you are on track in your current phase.

Consider the following reflection questions to guide your Feedback Session:

➔ What percentage of participants give the progressive or equitable response for "know" and "feel" questions (Q10–Q32)? Any differences since the last round, or in women's versus men's reporting? Are trends "on track" given your current *SASA! Together* phase?

➔ What percentage of participants give the progressive or equitable response for questions related to "do" (Q33–Q38)? Any differences since the last round, or in women's versus men's reporting? Are trends "on track" given your current *SASA! Together* phase?

➔ What percentage of participants have had *any* exposure to *SASA! Together* (Q40–Q42)? Any differences since the last round? In women's versus men's reporting?

➔ What percentage of participants have *actively participated* (Q43) in *SASA! Together* or other activities (Q46) on healthy relationships? Any differences since the last round? In women's versus men's reporting?

➔ Do we think our data are reliable (for example, are responses overly progressive considering what we know about the communities)? Are they aligned with Community Change Tracker results?

What can it tell you about your program?

At baseline, findings from the Community Assessment Survey highlight what community members know, feel and do around power and violence against women, as well as any differences between women and men in these areas. In subsequent rounds, Community Assessment Survey data help you decide when to move to the next phase—as well as identify outcomes that appear resistant to change and celebrate outcomes where positive changes are taking place. Comparing your endline and baseline will make an important contribution to assessing *SASA! Together's* potential impacts in the community.
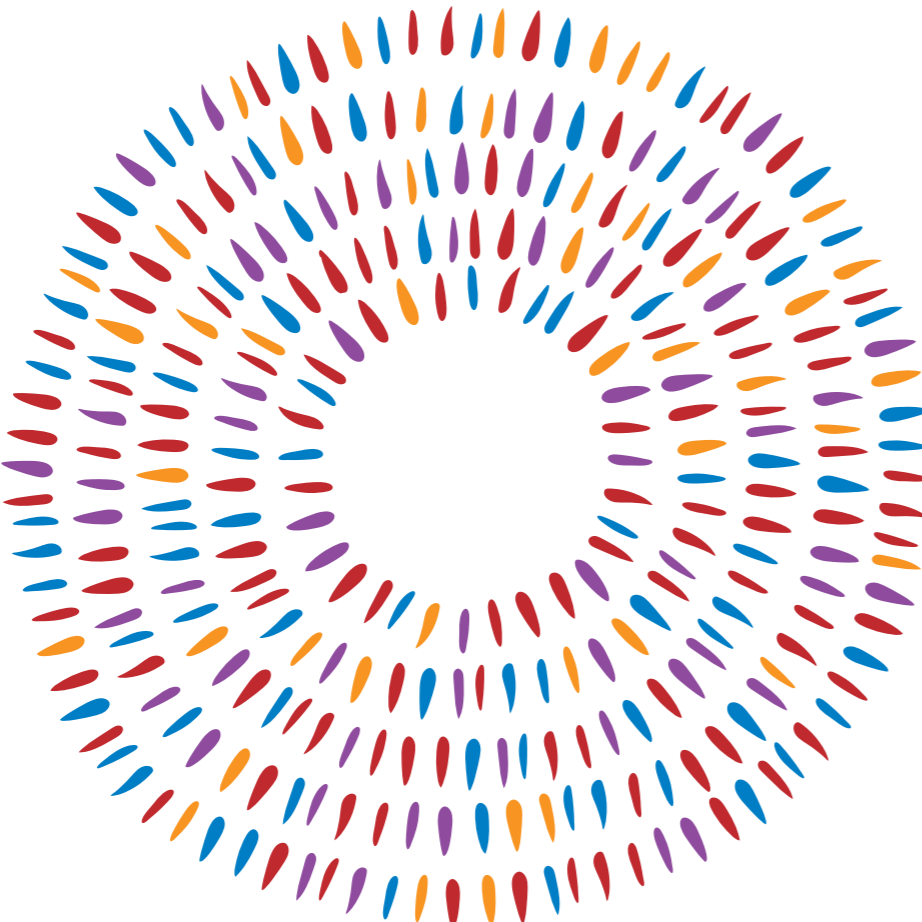
Community Assessment *Survey*

"Hello, my name is _____, and I am working with _____ to help them learn about our community. If you don't mind, I would like to ask you a few questions about your thoughts on women and men's health, relationships and what happens in families in our community. This should not take much of your time, and you can choose to stop the interview at any time or to skip any questions if you would like. Your responses are confidential, and your name will not be written down. We will use the information that you provide to plan activities and to see how well we are doing in our work."

a. Do you have any questions?   YES   NO
b. Are you happy to proceed with the interview?   YES   NO
(IF NO, THANK PARTICIPANT AND END SURVEY)

Section 1: About the respondent

1	Record the date of the interview	DAY [ ][ ] MONTH [ ][ ] YEAR [ ][ ][ ][ ]
2	Record the location of the interview	COMMUNITY/VILLAGE _____ [CUSTOMIZE Q2 BASED ON WHERE YOU ARE IMPLEMENTING *SASA! TOGETHER*]
3	What is your gender?	FEMALE .... 0 MALE.. 1 NON-BINARY .... 2 PREFERRED NOT TO ANSWER 9
4	Have you lived in this community/village for at least 1 year?	YES .... 0 NO .... 1 [IF NO, THANK PARTICIPANT AND END SURVEY]
5	How old are you?	[ ][ ] [IF LESS THAN 18, THANK PARTICIPANT AND END SURVEY]
6	What is your marital status?	SINGLE .... 0 MARRIED .... 1 WIDOWED .... 2 COHABITING .... 3 DIVORCED .... 4 PREFERRED NOT TO ANSWER 9
7	What is the highest level of education you have completed?	NO FORMAL EDUCATION .... 0 COMPLETED PRIMARY EDUCATION........... 1 COMPLETED SECONDARY EDUCATION ...... 2 UNIVERSITY DEGREE............................... 3 OTHER .... 4 PREFERRED NOT TO ANSWER 9
8	What is your religious affiliation?	NO RELIGIOUS AFFILIATION .... 0 CATHOLIC... 1 PROTESTANT .... 2 PENTECOSTAL... 3 MUSLIM.. 4 BUDDHIST .... 5 TRADITIONAL/ANIMIST............................ 6 OTHER .... 7 PREFERRED NOT TO ANSWER 9
9	Have you been formally employed in the last 3 months?	YES .... 0 NO .... 1 PREFERRED NOT TO ANSWER 9

Section 2: What we know

"In this community and elsewhere, people have different ideas about relationships, about families and about what is acceptable behavior for women and men in the home. In these questions, we'd like to learn what you think about some of these issues. I am going to read some statements; can you please tell me if you agree or disagree with them? There are no right or wrong answers, so please answer honestly."

	What do we KNOW?	
10	(St) Everyone can choose to use their power positively or negatively.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
11	(Aw) It is a husband's role to decide whether or not his wife can work outside the home.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
12	(Aw) It is not possible for a man to stop during sexual activity if a woman changes her mind and no longer wants to continue.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
13	(Aw) Violence against women has negative consequences not just for women but also for men.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
14	(Aw) It is OK for a man to control his wife's movements.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
15	(Aw) It is fine for a married man to have sex with his wife whenever he wants, even if she does not want to.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
16	(Aw) Men's power over women is the reason why violence against women happens.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
17	(Su) Violence is not the only way to deal with disagreements or problems in a marriage or relationship—there are alternatives.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
18	(Ac) It is possible for men to stop using violence.	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9

Section 3: What we feel

"Thank you very much. This next section is about what you think about common issues that come up in relationships between women and men, as we are interested in learning your opinion. Please answer yes or no, and remember, there are no right or wrong answers."

	What do we FEEL about relationships?	
19	(St) Do you believe that a woman should tolerate violence from her husband to keep her family together?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
20	(Aw) Do you believe that women are sometimes to blame for violence against them?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
21	(Aw) If a married woman has been beaten by her husband, do you believe it is OK for her to tell others?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
22	(Su) Do you believe it is acceptable for a married woman to ask her husband to use a condom?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
23	(Su) If a husband is verbally abusing his wife, do you believe others outside the couple should intervene?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
24	(Su) If a husband is beating his wife, should others outside the couple intervene?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
25	(Su) Do you believe partners in a marriage or long-term relationship need to ask each other if it's OK before they have sex?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9

"Thank you very much. This next section is about what people feel about their community right now, and we are interested in learning your opinion. Please answer yes or no, and remember, there are no right or wrong answers."

	What do we FEEL about our community?	
26	(St) Do you feel you have the power within you to help bring positive change to your community?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
27	(Aw) Would you say that most members of your community see violence against women as a problem that they want to address?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
28	(Aw) Would you say that in general, married women in this community have a say in deciding if and when they have sex with their husband?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
29	(Su) Would you say that in general, women and men feel safe to talk about cases of violence against women in this community?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9
30	(Su) Would you say that in general, women feel safe to report their cases of violence in this community?	YES ....0 NO.....................................1 REFUSED TO ANSWER..........9

What do we FEEL about our community?		
31	(Su) Do you believe it is everyone's responsibility to help prevent violence against women in your community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
32	(Ac) In the last year, do you feel that relationships between women and men have generally become less violent in your community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9

Section 4: What We DO

"In the next few questions, I am going to ask you about some common situations that happen in our community. We would like to know what you think about them. Please answer yes or no; there are no wrong answers, so please be honest."

What do we DO?		
33	(St) In the last six months, have you thought about how you and your partner make decisions about having sex? *Please select DOESN'T APPLY for participants unpartnered in the previous six months*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
34	(Aw) In the last six months, have you had discussions with anyone about the benefits of changing the way women and men use their power in this community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
35	(Su) In the last six months, have you made any important decisions together with your partner? *Please select DOESN'T APPLY for unpartnered participants*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
36	(Su) In the last six months, who made most of the decisions about when you and your partner had sex? *Please select DOESN'T APPLY for unpartnered participants*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
37	(Su) In the last six months, have you offered support to a woman who you knew was experiencing violence from her husband or boyfriend?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
38	(Ac) In the last six months, have you spoken out or taken any action to prevent violence against women in your community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9

Section 5: Exposure to SASA! Together

"Thank you so much; we are almost finished. These last questions are about what you see in your community about violence prevention. Please answer yes or no."

Exposure to *SASA! Together*		
39	In the **last six months**, have you seen people in your community doing something to prevent violence against women?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
40	Have you heard of a program called *SASA! Together*?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
41	Have you seen any *SASA! Together* materials such as posters, pictures, games or info sheets? *Show examples of SASA! Together materials*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
42	Do you know any person who leads *SASA! Together* activities in your community? *Please select DOESN'T APPLY if has not heard of SASA! Together (Q40)*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
43	43a. In the **last six months**, have you participated in any *SASA! Together* activity in your community, such as a drama, deeper discussion or community conversation? *Please select DOESN'T APPLY if has not heard of SASA! Together (Q40)*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
43b	If yes, how many times have you participated in one of these *SASA! Together* activities? *Please select DOESN'T APPLY if has not participated in SASA! Together activities (Q43a)*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
44	Do you feel like *SASA! Together* is helping make your community safer for women? *Please select DOESN'T APPLY if has not heard of SASA! Together (Q40)*	YES .... 0 NO .... 1 DOESN'T APPLY* .... 8 REFUSED TO ANSWER 9
45	Apart from *SASA! Together*, have you seen or heard any other materials (posters, radio shows, flyers, etc.) about preventing violence against women in your community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9
46	Apart from *SASA! Together*, have you participated in any other activities to prevent violence against women in your community?	YES .... 0 NO .... 1 REFUSED TO ANSWER 9

Section 6: Closing

"Thank you for your time. I really appreciate you talking with me and sharing your thoughts."

"Would you like a list of organizations or people who you could talk confidentially with about any of these issues?"

[If yes, give referral list. If no, thank again and remind them of the name of your organization in case they are interested in follow-up.]

Data entry done on: _____ by: _____

Tick: [ ] Start/Baseline   [ ] Awareness   [ ] Support   [ ] Action/Endline

Institutional Assessment Survey

What does it assess?	Who completes it?	When or how often?	How many?
Trends across all *SASA! Together's* expected outcomes in the institution	Institutional employees	Beginning of the Start phase (as a baseline), at the end of the Action phase (as an endline)	All employees (or about 50% for a large institution)

How It Works

The institution's employees fill out this survey on their own (i.e., self-administered), and all responses are anonymous—which means that no names or other identifying information is reported. There are different approaches you can use to complete this tool. If your organization is comfortable with online questionnaires (e.g., SurveyMonkey or Google Forms) and all employees have access to computers/Internet, administering the tool online is the best way to ensure anonymity. The software can also help you to analyze the information collected. However, if online surveys are not a good fit, give everyone a printed copy, and place a collection box in a private location where the forms can be submitted. With either approach, it is important that you take the time to explain the purpose of this survey with all staff and reassure everyone that honesty is key to making this a useful learning process.

The survey is designed to be completed quickly (around 20 minutes) so that all employees can participate. However, if your institution is very large, it may be more feasible to ask a percentage of employees to participate (just make sure the selection represents different departments and levels of your organization).

Analyzing the Institutional Assessment Survey

Online questionnaires will not need to be entered into a database. However, if you are administering your survey via hard copy questionnaires, aim to complete all data entry no more than one month after data collection. You can obtain database templates in Microsoft Access by contacting Raising Voices at **info@raisingvoices.org**. Data entry can be done either by hiring an external data support person or by someone within your team (using the numerical codes embedded in the survey: e.g., "0" for "YES" and "1" for "NO"). Once the data are entered, the data support specialist or team member can analyze the data and share results with the team, just as they do for your other L&A data.

Section 1 focuses on what institutional employees know (Q3–Q11) and feel (Q12–Q18) about power and violence against women. Note that while these questions are very similar to those in the Community Assessment Survey, data are not strictly comparable given the different survey format (the Institutional Assessment Survey is self-administered, which may influence how participants respond). Section 2 focuses on what institutional employees do (Q19-Q32) and are specific to the Institutional Strengthening strategy to assess progress related to operational culture and to the revision, implementation and sustained effectiveness of institutional protocols/guidelines.

What can it tell you about your program?

At baseline, findings from the Institutional Assessment Survey highlight your starting point for the operational-level changes you are hoping to achieve with *SASA! Together*. At endline—after the Action phase—your findings can highlight what has shifted over time—for example, the areas in which you made clear progress or for which further strengthening is required. Alongside analysis of your Institutional Change Tracker data, this learning contributes to assessing *SASA! Together's* potential impacts within your institution and signals when it is appropriate to transition to the next phase.

Institutional Assessment *Survey*

Thank you for participating in this brief Institutional Assessment Survey, which should take no more than 20 minutes of your time. Your feedback will help guide our *SASA! Together* program and also explore changes that are happening within our institution.

Your participation is voluntary, and you can also skip any question you do not wish to answer. Please note there are no right or wrong answers—however, your honest reflections are essential. Please be assured your responses are anonymous—do not write your name or any other identifying information on this form.

	Section 1: About You	Please Select Your Answer
1	My gender is:	Female .... [0] Male .... [1] Non-binary .... [2] Prefer not to answer............ [9]
2	I have worked at my current institution for:	Less than one year .... [0] One to two years .... [1] Three to four years .... [2] Five years or more............... [3]
	Please select if you agree or disagree with the following statement, keeping in mind that there are no right or wrong answers.	
3	I believe everyone can choose to use their power positively or negatively.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
4	I believe it is a husband's role to decide whether or not his wife can work outside the home.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
5	I believe it is not possible for a man to stop during sexual activity if a woman changes her mind and no longer wants to continue.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
6	I believe violence against women has negative consequences not just for women but also for men.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
7	I believe it is OK for a man to control his wife's movements.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
8	I believe it is fine for a married man to have sex with his wife whenever he wants, even if she does not want to.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
9	I believe men's power over women is the reason why violence against women happens.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
10	I believe violence is not the only way to deal with disagreements or problems in a marriage or relationship—there are alternatives.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
11	I believe it is possible for men to stop using violence.	Agree .... [0] Disagree............................. [1] Skip/don't want to answer... [9]
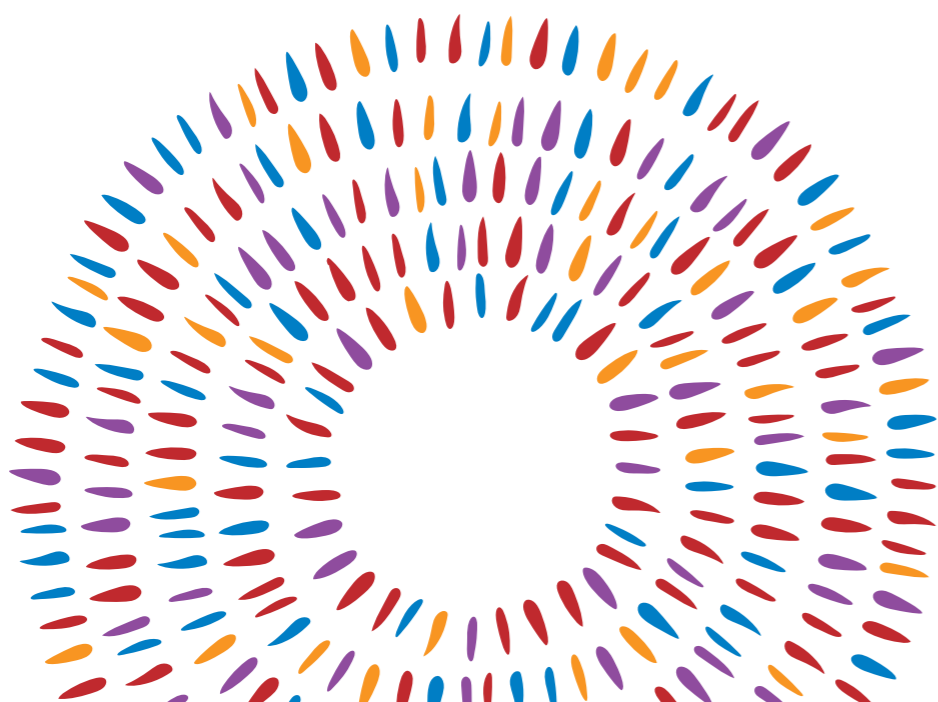
We are interested in learning your opinion about common issues that come up in relationships between women and men. Please select yes or no, keeping in mind there are no right or wrong answers.	
12	Do you feel you have the power within you to help bring positive change to your institution?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
13	Would you say that staff at your institution see violence against women as a problem that they want to address?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
14	Would you say that in general, married women in this community have a say in deciding if and when they have sex with their husband?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
15	Would you say that in general, women and men feel safe to address cases of violence against women in this institution?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
16	Would you say that in general, women in this community feel safe to report their experiences of violence?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
17	Do you believe it is everyone's responsibility to help prevent violence against women in your community?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
18	In the last year, do you feel that relationships between women and men have generally become less violent in your community?	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]

Section 2: About Your Institution	Please Select Your Answer
Please answer the next set of questions as honestly as possible based on your experiences and observations at your institution.	
19	My institution has a clear set of values. (If no, skip to Question 22)	Agree .... [0] Disagree... [1] Skip/don't want to answer .... [9]
20	The following statement best describes how these values are used in my institution *(select one):*	Our values are rarely referred to/ discussed .... [0] Our values are only referred to when orienting new staff or in some documents. .... [1] Our values are actively used to guide decisions in my institution. .... [2] Skip/don't want to answer .... [9]
21	I feel strongly committed and accountable to my institutional values.	Yes... [0] No .... [1] Skip/don't want to answer .... [9]
22	Thinking about the past year, most days I felt good about coming to work.	Yes... [0] No .... [1] Skip/don't want to answer .... [9]
23	Thinking about the past year, I can remember at least one example when my contributions were recognized and/or celebrated by someone at my institution.	Yes... [0] No .... [1] Skip/don't want to answer .... [9]
24	Thinking about the past year, the following statement best describes decision-making at my institution *(select one):*	Managers/directors make key decisions on their own. .... [0] Managers/directors make key decisions mostly on their own; however, these decisions are transparently explained to all employees. .... [1] Managers/directors sometimes seek input from most employees prior to making key decisions. .... [2] Managers/directors almost always seek input from most employees prior to making key decisions. .... [3] Decisions are made through group consensus, including managers/ directors and all other employees..... [4] Skip/don't want to answer .... [9]
25	There is a clear policy for conflict resolution at my institution.	Yes... [0] No .... [1] Skip/don't want to answer .... [9]
26	I feel that if I have a conflict with a colleague—or I am accused of doing something wrong—the situation will be handled fairly.	Yes... [0] No .... [1] Skip/don't want to answer .... [9]

27	The following statement best describes protocols/guidelines on violence against women at my institution:	We do not have explicit protocols/guidelines or I don't know.................[0] We have protocols/guidelines, but they are "on paper" only. ....[1] We have protocols/guidelines and discuss them occasionally................[2] We have protocols/guidelines, for which the organization provides periodic training and guidance.....................[3] We have protocols/guidelines, and they are consistently used to guide our processes, decisions and behaviors ..[4] Skip/don't want to answer...............[9]
28	My institution has explicit protocols/guidelines about rejecting violence against women.	Yes...[0] No ....[1] Skip/don't want to answer...............[9]
29	My institution has explicit protocols/guidelines that promote non-discrimination and inclusion.	Yes...[0] No ....[1] Skip/don't want to answer...............[9]
30	My institution has an explicit accountability process for employees and community members/clients in the event that protocols/guidelines are not followed.	Yes...[0] No ....[1] Skip/don't want to answer...............[9]
31	My institution has mechanisms in place to monitor existing protocols/guidelines around violence against women.	Yes ....[0] No ....[1] Does not apply (we don't have any existing protocols/guidelines) ....[8] Skip/don't want to answer ....[9]
32	I feel our protocols/guidelines strongly enhance our work as an institution.	Yes...[0] No ....[1] Skip/don't want to answer...............[9]

Thank you so much for you participation! If you have any questions about this survey, please contact _____ [contact for institutional allies].

Data entry done on: _____ by: _____

Tick: [ ] Start/Baseline   [ ] Action/Endline

Baseline Survey Ends Here

Section 3: Exposure to *SASA! Together*	Please Select Your Answer
33	I have participated in:	0 *SASA! Together* activities..................[0] 1–4 *SASA! Together* activities ....[1] 5–8 *SASA! Together* activities..............[2] More than 8 *SASA! Together* activities ..[3]
34	My institution had a celebration during the *SASA! Together* Action phase.	Yes...[0] No ....[1] Skip/don't want to answer.................[9]
35	The *SASA! Together* achievement I am most proud of is:	*(Open-ended)* ....
36	If we were to start over with *SASA! Together*, one area we could improve is:	*(Open-ended)* ....

Thank you so much for you participation! If you have any questions about this survey, please contact _____ [contact for institutional allies].

Data entry done on: _____ by: _____

Tick: [ ] Start/Baseline   [ ] Action/Endline

Phase Transitions

As your organization learns from analyzing and discussing the L&A data, you will begin to see progress toward *SASA! Together's* expected outcomes. When your experiences and your analyses of the Community and Institutional Change Trackers seem to indicate that you've achieved most of the expected outcomes for that phase, then it's time to conduct the Community Assessment Survey and Community Focus Group Discussions to make an informed decision about moving ahead.

Ultimately, the decision on when to move on to the next *SASA! Together* phase is not based on one source—it requires a holistic assessment of your L&A data, including feedback from staff, activists, leaders and allies, as well as an intuitive sense that programming is positive, well-received and influencing what community members know, feel and do. To make an informed, practical decision, discuss the following questions as a team and decide if you are ready to transition to the next phase:

→ **Analysis of the Community Change Tracker:** Have average scores in the three outcome categories (*KNOW*, *FEEL*, *DO*) improved since you first began the phase?

⇨ If average scores are 1 to 3 for most questions, you likely need to keep working in that phase.

⇨ If most of the questions have 4s and 5s, that is an indication the community may be ready to move to the next phase and it is time to conduct a Community Assessment Survey.

→ **Analysis of the Institutional Change Tracker:** The Institutional Change Tracker is designed to be used once toward the end of the phase. However, if scores are low (1 to 3)—or the overall assessment in question 10 is discouraging—then we recommend you spend some additional time with intensified activities in the phase.

→ **Analysis of the Community Assessment Survey:** Are scores for phase-specific outcomes higher than the last phase or round of data collection?

⇨ If 50% or more of those surveyed provided equitable/desired responses for phase-specific questions, you may be ready to move to the next phase.

⇨ If less than 50% of those surveyed provided equitable/desired responses for phase-specific questions, consider continuing to work in the current phase intensively for some additional time. You will not be required to conduct another Community Assessment Survey. Rather, you will use subsequent L&A Feedback Sessions to assess progress and move to the next phase.

→ **Analysis of the Community Focus Group Discussions:** Are the perspectives shared by women and men in the community starting to align with expected outcomes for the phase? How are the groups responding to the "Sarah and David" story? Do discussions suggest the community is deepening their analysis of power, violence against women, healthy relationships and activism? Are there any signs of resistance or backlash that need to be addressed before moving forward?

→ **Observations and Feedback:**

⇨ What have you *seen* and *heard* during your community visits?

⇨ How are activists, leaders and allies *feeling,* and what reflections do they share about their experiences?

⇨ Do your experiences and observations suggest that activists, leaders and allies are prepared to move forward? What about community members?

⇨ Are *SASA! Together* ideas gaining traction, or is there still a lot of resistance? Do staff feel ready and feel that the community is ready to move forward?

After carefully reviewing and discussing your L&A data and program observations, you may decide to remain working within the same phase a little longer. This is OK! That's what the assessments are for. Make any adjustments to your program based on what you have learned, and focus on outcome areas that need further attention.

Note: The pace of change may be different in communities and institution(s). If all indications suggest that the community is ready for a phase transition, it is important to take advantage of that positive momentum and move ahead. If the institution is not quite prepared, consider more intensive institutional engagement for a few months.

Congratulations!

Your commitment to ongoing L&A of your programming will support ethical and effective implementation of *SASA! Together.*

Share your L&A findings — both successes and shortcomings — with Raising Voices and the global community of practice. Shared learning will strengthen *SASA! Together* **programming around the world.**

Appendix:
Learning & Assessment Feedback Sessions

This section covers data analysis and Feedback Sessions for most of your L&A data. For guidance on analysis of the Community and Institutional Assessment Surveys—which are designed to compare baseline-to-endline trends—see pages 59 and 67, respectively.

Who does it?

Data Entry: a designated data entrant (*SASA! Together* staff, organizational staff, or someone hired part-time/as needed)

Data Analysis and Feedback Sessions: L&A staff or senior *SASA! Together* staff

How often?

→ **Data Entry:** weekly or monthly
→ **Data Analysis:** every quarter
→ **Feedback Sessions:** every quarter

How It Works

For the Activity Plan and Report, the Activity Observation Form and the Community Change Tracker, you can use the database developed by Raising Voices (contact **info@raisingvoices.org**) or create your own. For the Institutional Change Tracker, only one form is completed per phase, so no formal data management or analysis is required (though it is a key source of information to review and discuss in deciding whether the institution is ready to move to the next phase).

In the SASA! Together L&A database:

→ Each row is designed to correspond with the information collected using your L&A tools.

→ When you enter your data, a visual (graph, chart or table) is automatically generated in a corresponding tab. These can be easily copied and pasted into the Feedback Session PowerPoint template if useful, or you can create your own visuals.

→ Remember to review qualitative information (e.g., notes on successes, challenges and any comments captured in your tools). Key points can be summarized and included for discussion.

→ The Feedback Session PowerPoint template can be used as a guide for summarizing findings and sharing with your *SASA! Together* team. However, each team may have their own style and preference for how much detail they want to include. Feel free to explore and be creative; ultimately, the aim of this PowerPoint is to summarize a lot of information in a more digestible form so that you can more easily interpret patterns and identify areas requiring follow-up or adjustments.

Key Takeaways

Feedback Sessions are a critical step in your L&A—enabling you to share and deepen your analysis, as well as *apply* this learning toward concrete decision-making and programmatic actions. These sessions provide an opportunity to explore overarching successes and challenges, drawing on the data as well as day-to-day observations, experiences and expertise.

Creativity is encouraged to make Feedback Sessions interactive, fun and meaningful! The following sample PowerPoint template is a suggested guide to help get started. The full PowerPoint Presentation can be found in the electronic version of *SASA! Together* (15 slides, first 6 below as a sample).

SASA! TOGETHER

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