Set-Up Guide

SASA! Together
An activist approach for preventing violence against women
is a revised edition of the
SASA! Activist Kit for Preventing Violence Against Women and HIV
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SASA! Together
An activist approach for preventing violence against women

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Welcome to SASA! Together

Preventing violence against women is critical work that requires commitment, focus and community. This revised edition was created with the energy, ideas and experience of activists from around the world—a community that is determined to realize our shared vision of a life free from violence for all.

In using *SASA! Together*, you belong to this global community of strength, commitment and creativity. Welcome! We look forward to learning together and deepening our activism.

The revision is named *SASA! Together* to recognize and celebrate this global community and all of the collective ideas, experience and learning. The name also reflects the new strategies that strengthen engagement across the whole community and the stronger focus on relationship-building with and support for staff, activists, leaders and allies.

Together, we can strengthen our work to ensure that women are free to live with dignity, safety and an unwavering belief in themselves within healthy and safe relationships and communities.

Acknowledgments

This revision of *SASA!* is the result of persistent insistence from the exceptional women and men working at Raising Voices and the Center for Domestic Violence Prevention (CEDOVIP). They know first-hand the power of the work and that applying what we know now to a revision was not only an opportunity but also a responsibility.

This revision of *SASA!* grew out of the decade of learning from hundreds of partners and colleagues around the world dedicated to preventing violence against women. I am so appreciative of the wisdom, experience and ideas of so many activists, colleagues, friends and partners. The past 10 years have been an incredibly inspiring journey. It is my sincere hope that this revision does justice to all of the experience, hard-earned triumphs and hardships learned and shared with us in the work to prevent violence against women.

It took a global community to create this new version of *SASA!* Over almost 2 years, more than 150 colleagues, partners, feminist activists, researchers, funders and global experts provided input for the revision. I wish we could name them all here—they critiqued, shared, recommended, debated and advocated for what should be included herein. I am humbled by the commitment shown and generosity with their time, ideas and experience freely given.

Sincere appreciation goes to Robyn Yaker and Stephanie Sauvé, who helped me hold the revision, in heart and mind, as it evolved from ideas, to outline, to drafts. Robyn's deep commitment to women and girls and consistent good humor and positivity helped move the revision—and me personally—in moments when I really needed it. Stephanie's long commitment to Raising Voices has been a tremendous gift to me, to Raising Voices and to all those who use our materials. She has a truly unique gift that helped Raising Voices generally and this *SASA!* revision specifically find our voice. I am so grateful.

To all Raising Voices and CEDOVIP staff (named on the credits page) who wrote, reviewed, revised and advised on various sections of the revision—thank you! For the rest of the staff who supported, encouraged, waited patiently and backstopped me and this revision in countless ways—thank you! *SASA! Together* exists because of all of you. I am so blessed to have the family of Raising Voices and CEDOVIP.

Raising Voices is particularly grateful for the support of our long-term funders. Their faith in our work and willingness to trust our judgment allowed us to be responsive to communities, bold and imaginative in our choices. Thank you! Special appreciation also to Tanya Abramsky, Mary Ellsberg, Awet Hailu, Anne Gathumbi, Samrawit Assefa, Connie Geerhart, Jessica Horn and Jeanne Ward for the insightful reviews on key sections. Many thanks to Lori Heise, Manisha Mehta and Lisa Witter, who encouraged me to rethink the title and all 108 friends of *SASA!* who brought creativity and fun to the renaming process.

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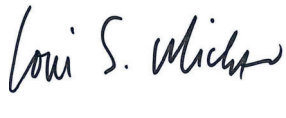
To my dear family—Dipak, Kavita and Celia—for all the early mornings, late nights and weekends that you patiently let me focus on this revision: I am so grateful—and sorry!

SASA! Together is dedicated with love, respect and hope to all the women and girls across the world, and my own amazing daughter, Kavita—may we be free, may we flourish, may we be able to be our full selves in a world free of violence.



Lori S. Michau

This Set-Up Guide is the

WHAT, WHY and HOW

to get started with

SASA! Together.

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SASA! Together at a Glance

Sparking community-wide change by transforming imbalances of power is the heart of *SASA! Together*. It is led by women and men who live and work in the community and are supported throughout this journey by dedicated *SASA! Together* staff.

"*SASA!*" means "NOW!" in Kiswahili, emphasizing the urgent need to prevent violence against women. *SASA!* is also an acronym for its four phases: Start, Awareness, Support and Action. "Together" emphasizes that change is possible with collaboration, support and solidarity. Here's how it works:

In the **Start** phase, community activists, community leaders and institutional allies are identified, spend time exploring community norms about violence against women, begin their journey of deepening their ***power within*** to make changes in their own lives and start engaging others in the community.

In the **Awareness** phase, activists, leaders and allies—through their respective strategies of Local Activism, Community Leadership and Institutional Strengthening—use a variety of provocative and interactive activities to encourage a critical analysis of men's ***power over*** women and the community's silence about this.

In the **Support** phase, more and more people engage with activists, leaders and allies, who are learning new skills and joining their ***power with*** others to support women experiencing violence, couples trying to change, and activists speaking out and holding men who use violence accountable.

In the **Action** phase, activists, leaders and allies lead efforts to support community members' ***power to*** take action and sustain that change for years to come—solidifying new norms in which violence against women is never acceptable and women can live safe, fulfilling and dignified lives.

This journey is structured and systematic, slowly building over time. In this way, *SASA! Together* ideas are gradually diffused throughout the community. Across all phases and strategies, *SASA! Together* is held together by four essential elements:

- ***Benefits-based activism*** that emphasizes the benefits of non-violence rather than the negative emphasis on the consequences of violence.
- ***A gender-power analysis*** that recognizes men's *power over* women as the root cause of violence against women and seeks to create balanced power between women and men in relationships, communities and institutions.
- ***Four phases of change*** that introduce ideas over time to deeply influence what community members know, feel and do about violence, through interactive and inclusive experiences.
- ***Holistic community engagement*** of all circles of influence—individual and interpersonal, community, and institutions and society—to build a critical mass for change by inspiring individuals and groups from each level to impact those around them.

The *SASA! Together* Theory of Change puts these concepts into action, illustrating how various components work synergistically toward *SASA! Together*'s overarching vision.

SASA! Together Theory of Change

Phased-in, benefits-based activism using a gender-power analysis across all circles of influence

Violence against women is never accepted and women can live safe, fulfilling & dignified lives.

What's New in the Revision

For those who are familiar with the *SASA! Activist Kit*, here is an overview of the most significant changes in *SASA! Together*:

A Focus on Intimate Partner Violence

There is a distinct focus on intimate partner violence against women rather than multiple forms of violence against women. This optimizes where *SASA!* has proven to have the greatest impact on changing norms, removes a level of complexity that was proving overwhelming in communities and reflects the highest area of risk for women throughout the world—their intimate relationships.

New Strategies Aligned with the Circles of Influence

The *SASA! Together* strategies no longer describe four types of activities. Instead, the strategies (Local Activism, Community Leadership and Institutional Strengthening) now align with the circles of influence for holistic community mobilization. Each strategy provides a variety of activity ideas for engaging individuals and groups in each circle of influence. This change was designed for greater impact across all circles of influence and stronger engagement with informal and formal community leaders and institutions.

Specific Attention to Power in Sexual Relationships

The exclusive look at the connection between violence against women and HIV has been removed and replaced with a deeper exploration of power related to sexual decision-making. This aligns with the belief that working at the root of a problem is more effective and allows for more flexibility and applicability to different contexts. It also draws attention to a critical area of power imbalance in relationships that often gets less attention.

This Set-Up Guide

There is greater support for setting up and getting started with *SASA! Together*, specifically in this guide.

Stronger Start and Action Phases

The Start phase now contains more community-based activities to deepen the sense of *power within* amongst community members and to create greater momentum at the beginning of the process. There is also stronger content in the Action phase for formalizing change in the community and transitioning from *SASA! Together.*

A Focus on Skill-Building

Throughout *SASA! Together*, there is an increased emphasis on fostering the skills needed to make change. These skills then connect to specific actions by community members that can be observed and used to track community-level change.

New and Improved Activities

Several activities that proved less impactful have been removed, and new activities have been developed, particularly to go deeper into critical issues and to help individuals, couples and communities grapple with the norms that are often the most challenging. All content has been updated for the present day, including the integration of social media.

New and Improved Training Sessions

There are many new and revised training sessions for a more nuanced and practical look at the various *SASA! Together* concepts.

New and Improved Learning & Assessment (L&A)

New L&A tools provide a more comprehensive picture of *SASA! Together* activities and outcomes across all three strategies, with guidance on the full L&A process—from tracking progress to analyzing data to—critically—applying our learning to inspire more responsive and impactful programming.

Tools for Supporting Staff, Activists, Leaders and Allies

There is new content for supporting *SASA! Together* staff, community activists, community leaders and institutional allies with practical skill-building, personal development, self-care and relationship-building.

Stronger Links Among Content, Themes and Outcomes

The new focus on intimate partner violence and sexual decision-making helped us hone in on key themes that run throughout *SASA! Together*. These themes are now more closely linked to the phase aim, outcomes and L&A tools.

A More Global Reach

Communities across the world use *SASA!* While the visuals in the revision remain most relevant for East and Southern Africa, *SASA! Together* includes new guidance on adaptation and new activities suited for diverse contexts.

Don't worry—it's not all new! We kept the *SASA!* essentials and all of the activity favorites.

The SASA! spirit remains strong!

The SASA! Story

2008

SASA! is first published, bringing three innovations to preventing violence against women.

By 2008, Raising Voices had years of experience mobilizing communities to prevent domestic violence. We had seen enough to know that, together, change was possible—if we could innovate our way past existing barriers. So, we dared to do things differently.

1. Translating Theory into *Practice*

The first innovation was translating theory into practice for violence against women prevention. *SASA!* is based on behavior change, communications and feminist theories, a bold departure from other prevention programs that were typically conceptualized as a variety of activities (in no particular order) extending for an indeterminate period. *SASA!* transformed theory into clear program elements—systematically phasing in feminist ideas across every circle of influence to build a critical mass for change.

2. The Language of *Power*

The second innovation, and the most provocative, was the language of power. The language of gender and rights was failing to engage people in their personal lives. It felt foreign and prompted community members to look outward at women experiencing abuse and men using violence rather than inward at their own actions and choices. The language of power shifted the focus from violence against women being a "women's issue" to it being a community issue—one that each of us can contribute to changing, day in and day out, through all of our interactions.

3. Creative, Ready-to-Go *Materials*

The third innovation was to move beyond activity suggestions to providing a wide array of creative, ready-to-go materials. This allowed activist organizations to focus on their expertise in engaging communities while relying on resources that had already been tried and tested. Materials were designed to gradually introduce and layer ideas over time through a variety of experiences for safe and sustainable change. They were also designed to be fun and easy to use for organization staff and community members alike so that community members themselves could lead the process.

At home in Kampala, Uganda, the Center for Domestic Violence Prevention (CEDOVIP) was the pioneer implementer, working with close technical support and engagement from Raising Voices in the early days. Soon, *SASA!* was being used across the Horn, East and Southern Africa—in urban, rural and humanitarian contexts. It was being used by organizations seeking to move beyond awareness-raising to systematic community mobilization, by organizations seeking to expand from service delivery to include prevention and by organizations seeking to transition from a punitive approach to a benefits-based model of prevention.

2012

The *SASA!* Study demonstrates that *SASA!* is effective at creating community-level change.

As partners became more inspired by the impact of *SASA!*, there was also increasing demand from within the field of violence prevention to conduct evaluation research and demonstrate the "evidence base" for widely used programs. This led to the *SASA!* Study, a collaboration by Raising Voices, CEDOVIP, the London School of Hygiene and Tropical Medicine, and Makerere University.

The *SASA!* Study was the first-ever randomized controlled trial in Africa to assess *community-level* change of a violence against women prevention program. It evaluated the *SASA!* pilot in Kampala implemented by CEDOVIP, which included almost three years of intense programming from May 2008 to December 2012 (with some interruptions due to civil unrest). Ultimately, it showed that violence is preventable, that changing norms is possible and does not take generations, that community-based approaches can be rigorous and measurable, and that the field of violence against women prevention is on the threshold of something powerful.[1]

Here is how *SASA!* communities differed from control communities where there was no *SASA!* programming:[2]

52% LESS	risk of women experiencing physical intimate partner violence
18% FEWER	men with concurrent sexual partners
28% MORE	people accepting women's right to refuse sex
3x MORE	support for women reporting violence
50% MORE	people believing violence against women is wrong

Read the detailed results at **www.raisingvoices.org/sasa**.

2012–2018

Communities across the globe use *SASA!*

The *SASA!* Study results led to rapid global uptake.

SASA! is now being used across Africa and the world—from Honduras to Iraq to Pakistan to the South Pacific—and by every conceivable type of organization, from small community-based groups to national feminist organizations, from faith-based institutions to large international humanitarian agencies, from United Nations agencies to global financial institutions. Raising Voices provides technical assistance to many of these groups.

The **first full cultural adaptation**[i] was in Haiti with Beyond Borders, and the **first focused-population adaptation** for faith-based communities emerged from a collaboration between Raising Voices and Trócaire. This diversity of use also necessitated new publications and training by Raising Voices on how to **adapt** *SASA!* to different contexts, how to ensure **ethical implementation** and how to **maintain fidelity** to the *SASA!* essentials that led to *SASA!*'s impact in Uganda.

Inspiring innovation has always been our goal at Raising Voices, and practice-informed adaptations are essential to ensure each new activist organization builds on lessons learned.

Find all of the following resources at www.raisingvoices.org/resources:

- → ***SASA!* Faith**
- → **Adapting *SASA!*: Tips and Tools**
- → **Critical Issues in Ethical *SASA!* Implementation**
- → **Fidelity to the *SASA!* Activist Kit**

[i] https://beyondborders.net/what-we-do/ending-violence-against-women-girls/rethinking-power-adaptation-of-sasa/

2012–2018

Practice-based learning accelerates.

Since we published *SASA!* in 2008, we have been learning—through our partners, our technical assistance and day-to-day witnessing of community activism—about what works and what doesn't.

The top take-aways from the *SASA!* Study and from our years of practice-based learning include:

- Prevention is possible.
- Relationships, not information, fuel social change.
- Change requires a feeling of hope and practical alternatives, as well as specific skills and opportunities to try new things while being supported by family, friends and neighbors.
- Sustained activism from and within communities drives change rather than external people or projects.
- Working with women and men simultaneously, over time and with opportunities for single-sex engagement, is essential.
- The language of power helps personalize, provoke and expand the discourse so that violence against women isn't "out there" among other people but rather close to home in all of our day-to-day choices about how we use our power.
- Focusing on the quality of relationships—intimacy, communication, mutual care and respect—resonates more strongly than an emphasis on equal household roles.
- Quality training and ongoing support to staff and community members leading this work is critical and cannot be overlooked.
- Violence against women prevention programming has a positive ripple effect on women's voice, participation and agency; health outcomes for women and men; family socioeconomic status; child welfare; and community development.

2018–2019

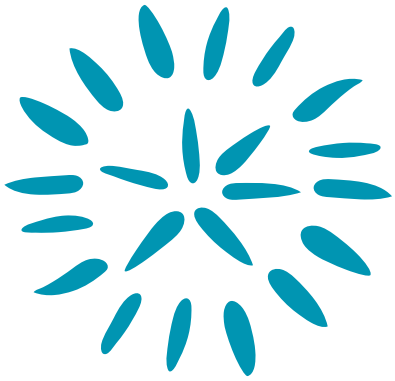
Experience and inspiration inform *SASA! Together*.

The work of preventing violence against women has changed considerably since *SASA!* was first published. There are far more prevention programs now than in 2008, and our understanding of violence against women and many related issues has evolved. Therefore, on *SASA!*'s 10-year anniversary, Raising Voices felt an ethical responsibility to update what we created based on what we have learned and what is needed now.

It has been our priority for the revision to be wholly and systematically practice- and evidence-informed. At the beginning of 2018, we began a year long process of consulting diverse stakeholders through surveys, one-on-one interviews, focus group discussions and individual consultations. We engaged funders, global experts and our closest collaborators at CEDOVIP. We engaged organizations around the world deeply immersed in *SASA!*, as well as those who never finished or decided not to begin. We engaged groups who had struggled with *SASA!* and those who flourished with it. We asked them all to tell us what works, what doesn't, what's missing, what the field needs now, and any and all ways we could make *SASA!* stronger.

It is our hope that *SASA! Together* adds to the body of knowledge and innovations advancing the field of violence against women prevention. The improvements are intended to make *SASA! Together* more useful for groups who don't have the time, space, skills or resources to develop their own methodology—and to make it a greater source of inspiration for those who do.

Fundamentally, we want *SASA! Together* to be easier to use, accessible to more organizations and communities, and above all, even better at preventing violence against women.



Part 1

An Overview of SASA! Together

Introduction to *SASA! Together's* Essentials and Strategies

SASA! Together is a community mobilization approach that supports communities to create positive and sustainable changes around norms that perpetuate violence against women.

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The *SASA! Together* Process Map ..... **pg 42**

The Essentials of SASA! Together

Both SASA! Together and SASA! share the same four essentials—the "secret ingredients" that help create transformational change. Each essential is grounded in theory, reflecting diverse fields and decades of learning, research and practice. This approach contributes to SASA! Together's adaptability and effectiveness for different regions around the world. Maintaining these four essentials is critical—ensuring fidelity to SASA! Together.

Benefits-Based Activism

Reflects social movement and social norms theories

Inspiring community members to take action based on their deep beliefs, with an emphasis on the positive benefits of non-violence rather than the negative consequences of violence.

A Gender-Power Analysis

Reflects feminist theory

Understanding men's *power over* women as the root cause of violence against women and working explicitly to balance power in relationships and communities.

Four Phases of Change

Reflects the transtheoretical model

Working in four phases according to the stages of change, with different objectives and content that evolve for every phase.

Holistic Community Engagement

Reflects the ecological model and diffusion of innovation theory

Building a critical mass of support by using three strategies designed to optimally reach community members at different levels of the circles of influence.

Benefits-Based Activism

Everyone has a desire to feel respected, valued and cared for. *SASA! Together* helps women and men achieve these universal needs. When community members start to explore and feel the benefits of balancing power, then real change becomes possible!

Benefits-based activism *emphasizes aspirations.*

Activism is taking action to create social change based on one's own deeply held beliefs. It's about living our values and taking a stand against injustice. Benefits-based activism focuses on aspirations for a different future rather than dwelling on the problem or its negative consequences.

The word "activism" can be misunderstood; some may think it is only protests and taking to the streets or a form of civil or political unrest. While *SASA! Together* has a more expansive understanding of activism, this language may be "off limits" for some institutions. For this reason, the word "activism" is not used in the Institutional Strengthening strategy. However, the spirit of activism runs deep. Every phase, every strategy, every activity in *SASA! Together* is ultimately about inspiring all of us to speak up, lead change and feel part of something larger than ourselves.

Everyone can be *an activist.*

SASA! Together encourages everyone to discover the activist within. As activists, we understand that the work of preventing violence against women is a personal mission—not a job or volunteer opportunity. *SASA! Together* helps everyone—staff, activists, leaders and allies, alongside all of the women and men in the community—connect on a personal level with the issues of power and violence against women and feel courage and confidence in the ability to create change.[3]

While *SASA! Together* uses different names for the individuals leading the work (i.e., community activists, community leaders and institutional allies), each is an activist in their own way—challenging the status quo, refusing to accept injustice and energizing people around them to also act.

Activism requires *leadership and ownership.*

Programs are often implemented with community volunteers working on behalf of an organization. In such cases, the emphasis is typically on the organization's program and its program goals rather than on the vision a community has for itself. *SASA! Together* flips this around. It aims to identify individuals and groups in the community who feel compelled to spark change and puts them at the center of the process. *SASA! Together* staff support activists who are driven by their beliefs rather than community members implementing activities for the organization. In addition, activism moves away from information-sharing, "sensitization" and training. Through activism, *SASA! Together* addresses the complex and nuanced realities of real change and supports community members over a journey of changing beliefs and behaviors in their roles, relationships and workplaces. This kind of activism is deeply personal and lives beyond the *SASA! Together* program.

Benefits-based activism *puts theory into practice.*

Benefits-based activism reflects social movement theory, which hypothesizes that community members must feel compelled to make changes and that lasting transformation comes when people feel inspired and positive rather than ashamed and negative.[4] Benefits-based activism also reflects social norms theory, which hypothesizes that norms—the shared beliefs about expected or acceptable behaviors—are more likely to change when we stop emphasizing negative behaviors and focus instead on positive ideas and actions.[5] In other words, change is most likely to happen when people are hopeful and inspired, can see the benefits of change and feel that they have the power to create and sustain it.

In *SASA! Together*, this theory comes to life by emphasizing the *benefits* of non-violence over the *consequences* of violence in order to inspire change. It is grounded in hope and fueled by aspirations to create healthier, happier relationships and communities for everybody. Rather than blaming and shaming, *SASA! Together* uses positive language and images to inspire new ways of understanding relationships. It holds people accountable while helping them to imagine and create new ways of being.

A Gender-Power Analysis

SASA! Together **aims to address the root cause of violence against women: the power imbalance between women and men at both the individual and community levels.**

Each of the four phases in *SASA! Together* deals with a different type of power:

START PHASE

Fostering the ***power within*** ourselves to address violence against women.

AWARENESS PHASE

Understanding men's use of ***power over*** women and the community's silence about it.

SUPPORT PHASE

Joining our ***power with*** others to create an environment that accepts new ways of thinking and behaving.

ACTION PHASE

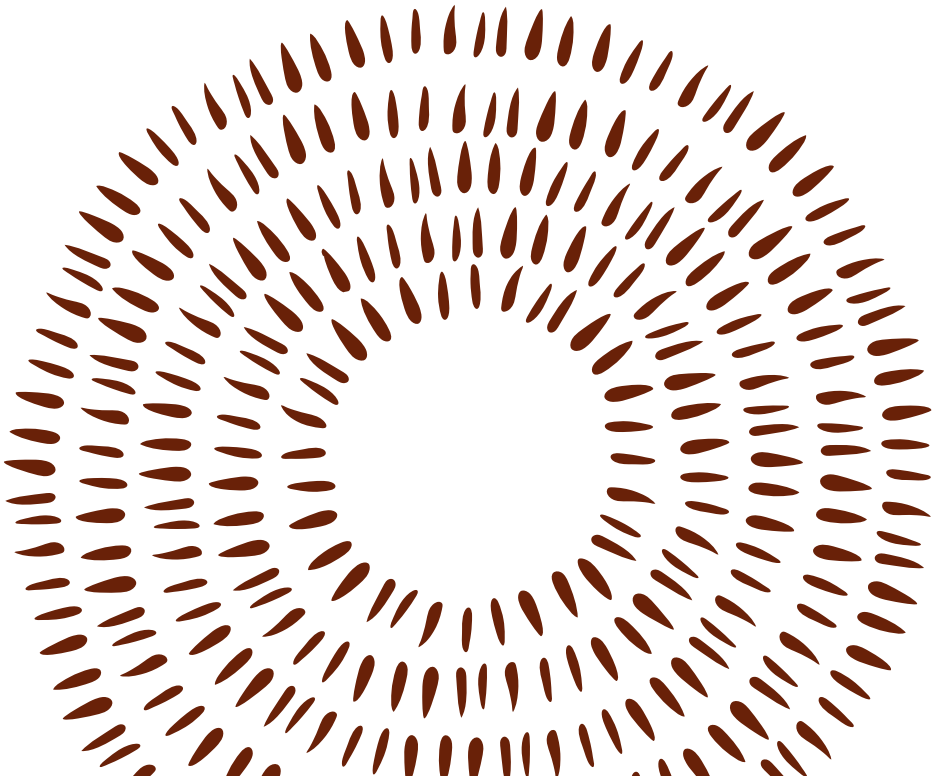
Using our ***power to*** create and sustain positive change that prevents violence against women.

A focus on power is a focus on *preventing violence against women.*

A gender-power analysis reflects *feminist theory*, which acknowledges that systemic power imbalance between women and men is the root cause of violence against women.[6] This means that the core content of *SASA! Together* is **power**. *SASA! Together* activities are all designed to spark reflection, discussion and change in how we all use power. The imbalance of power between women and men is analyzed and questioned—with alternative positive uses of power encouraged and community structures changed to reflect equality and justice for all. This benefits everyone.

When we focus on power, we are directly addressing the root cause of violence against women. If we can change what drives violence, we can stop it from happening.

When we focus on power, we discover the *power within* ourselves and with each other to become activists for lasting change.



Four Phases of Change

Research shows that people tend to go through a similar process when making a change. *SASA! Together* unfolds over four phases based on the stages of change, scaled up for community mobilization.

START PHASE

The Start phase moves a community through the **pre-contemplation** stage of change, in which community members may not even be thinking that violence against women is a problem.

AWARENESS PHASE

The Awareness phase moves a community through the **contemplation** stage of change, in which community members begin to recognize violence against women as a problem.

SUPPORT PHASE

The Support phase moves a community through the **preparation for action** stage of change, in which community members begin to consider alternatives to violence and to support each other through change.

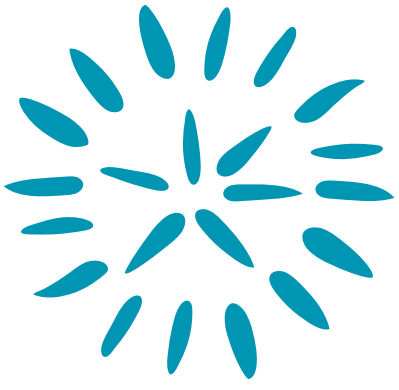
ACTION PHASE

The Action phase moves a community through the **action and maintenance** stages of change, in which all actions by community members since the Start phase culminate in a new normal, individually and across the community, leading to a commitment to actions that will sustain change over time.

Using phases of community mobilization helps *organizations support a process of change in the community.*

The transtheoretical model emphasizes that change is not a one-time event but rather takes place in stages that are predictable across most groups.[7] Drawing on this insight, each of *SASA! Together*'s four phases—Start, Awareness, Support and Action—guides the community through a different stage of change, using content designed specifically for that stage. The effectiveness of *SASA! Together* depends on implementing all phases in sequence. The length of each phase can vary substantially depending on the size, needs and cohesion of the community, the capacity of the activist organization, and the extent and type of prior exposure to similar ideas. In general, *SASA! Together* takes approximately 3 years.

Using phases of community mobilization can prevent the typical experience of getting stuck in Awareness or jumping to Action before individuals and the community are ready. Ensuring community members have time to reflect, internalize issues and experiment with new actions in each phase—as they are ready—leads to deeper individual change and more sustainable collective impacts.

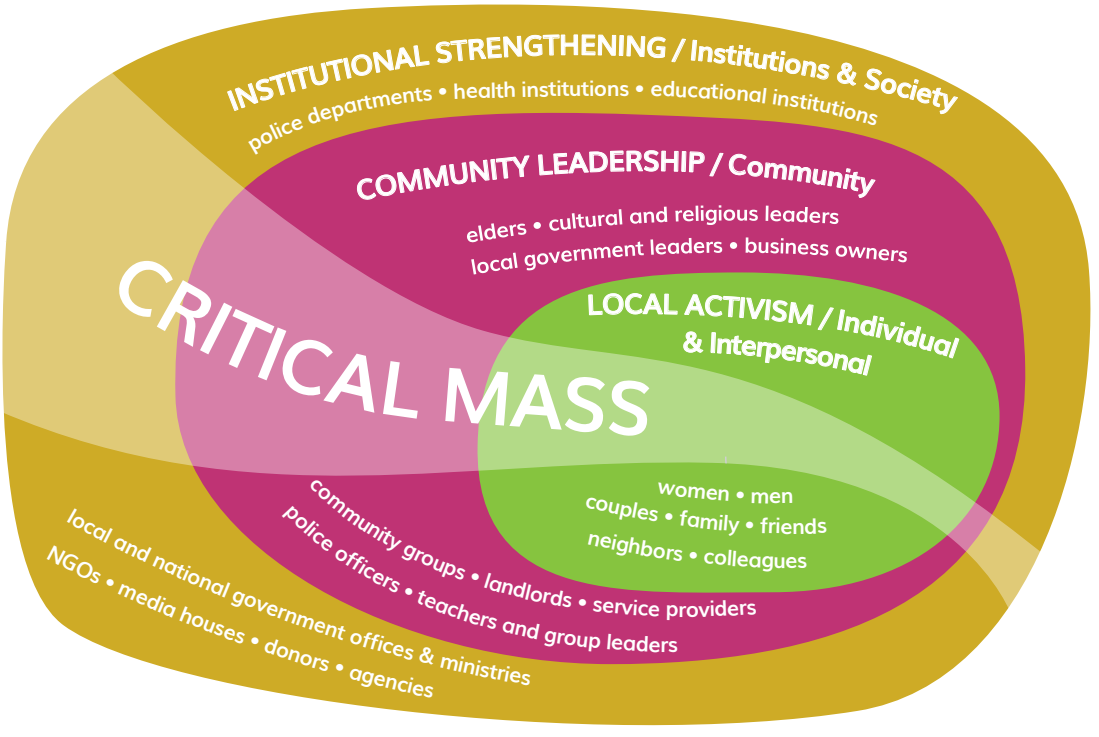


Holistic Community Engagement

Community-level change requires engaging all circles of influence—that is, all layers of community life.

The ecological model recognizes the multiple influences across a society that impact a woman's vulnerability to violence.[8] In *SASA! Together*, this model is applied to prevention, which means building a "critical mass of support" across all circles of influence. In this way, community members encounter ideas in multiple ways—in their homes, in their connections with neighbors, at the market, where they practice their faith, when they consult an elder or local leader, when they go to the health clinic, when they talk to police and so on. As the diffusion of ideas and behaviors becomes more prevalent and noticeable in others, more community members feel the courage and support to change themselves—until the change becomes the new norm.[9]

SASA! Together uses three strategies to engage all circles of influence.



For each strategy, *SASA! Together* staff work with a specially selected group of community members—people who come from the community and who will remain in the community long after *SASA! Together* has finished. They become the face of *SASA! Together* and the leaders of each strategy.

Local Activism is led by *community activists.*

Community activists are a diverse group of trusted women and men who lead informal *SASA! Together* activities in their daily lives that encourage their family, friends, neighbors and others to rethink and change how they use their power.

Community Leadership is led by *community leaders.*

Community leaders are a group of elders, religious leaders, service providers, business leaders (and more) who believe in *SASA! Together* ideas and use their role, platform and influence to lead by example, encourage other informal and formal leaders to do the same and establish a "new normal" in communities where violence isn't tolerated.

Institutional Strengthening is led by *institutional allies.*

Institutional allies are a group of employees from an institution collaborating with *SASA! Together* who strengthen the institution's response to and/or prevention of violence against women.

SASA! Together staff equip these individuals with the knowledge, skills and materials for leading interactive activities, creating gradual and sustainable change. Training and ongoing support from *SASA! Together* staff make it all possible, with regular group meetings, practice sessions, one-on-one check-ins and more.

In *SASA! Together*, no one holds the position of expert. Staff become less visible as change gains momentum. At the same time, these community activists, community leaders and institutional allies inspire and encourage more and more family, friends, neighbors, fellow community members and colleagues to get involved and take action.

SASA! Together Strategies & Activities

*SASA! Together uses three interrelated strategies to build a critical mass of support across the circles of influence. Diverse, provocative and creative activities led by activists, leaders and allies in the community are designed to impact what community members **know**, **feel** and **do** to prevent violence against women.*

Local Activism

Community activists conduct informal, fun, personal activities with their family, friends, neighbors and others.

Community Leadership

Community leaders use their role and platform to encourage, inspire and support positive change among community members.

Institutional Strengthening

Institutional allies lead processes that support a positive operational culture and the creation or revision of protocols and guidelines that prevent and/or respond to violence against women.

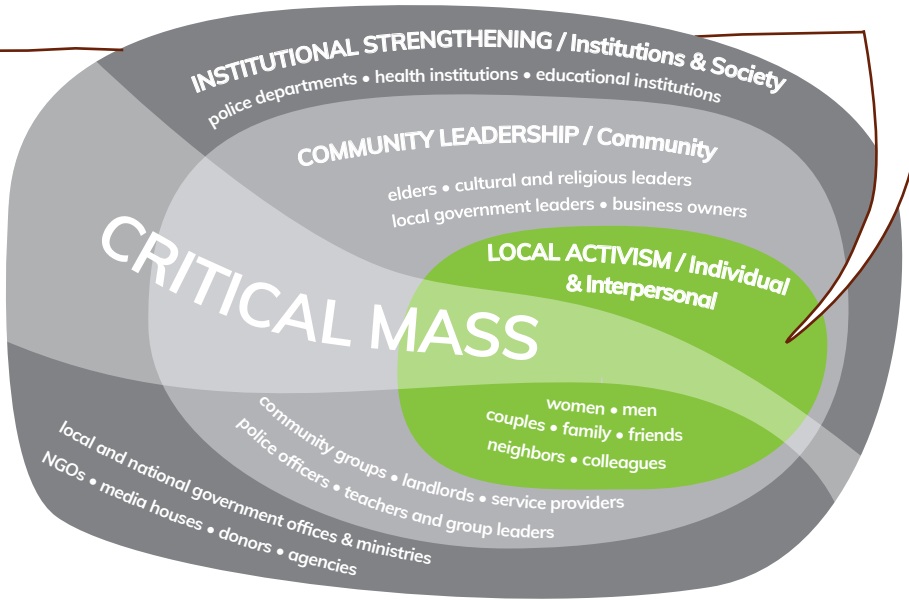
Local Activism

In this strategy, a group of diverse women and men conducts lively activities in the streets, homes, market stalls, bus stops and informal gathering places of the community—engaging family, friends, neighbors and others living or working nearby. Their activism and personal transformations inspire others to trust and reach out to them, and to make similar changes in their own lives. They are called "*SASA! Together* community activists."

What's happening in the Local Activism strategy?

This strategy reaches any and all community members in their day-to-day lives as they spontaneously encounter and participate in *SASA! Together* dramas, poster discussions, games and more. What they discover in these informal activities is that no one is teaching a lesson or preaching about a better way to live. Instead, local activism invites community members to engage in personal and collective reflection about their hopes and dreams, and how to make changes in their own hearts, minds and relationships. All of the activities encourage open dialogue, the sharing of different perspectives and an exploration of the benefits of change for all.

The **Local Activism** strategy engages the **individual and interpersonal** circle of influence.



Why is this strategy *important?*

This strategy engages community members on issues of power and violence in accessible, spontaneous and personal ways. Of all three strategies, it delves the most deeply into the nuances of what it means to balance power in relationships. It is also through this strategy that *SASA! Together* has the most visible presence in the community, with the large number of community activists opening up discussions, speaking out against violence, making changes in their own relationships and supporting others. Community activists also learn extensive activism skills over the course of *SASA! Together*, gaining the ability to lead movements for change well beyond the scope of this program.

Who are *SASA! Together* *community activists?*

Community activists are a diverse group of women and men in the community, aged anywhere between 18 and 100. They live and work in the community and are driven by their own beliefs; by their connections and commitment to their friends, families and neighbors; and by their desire to make their communities stronger. They come from different walks of life, ethnicities, religions, abilities, HIV statuses and more. They are carefully selected by *SASA! Together* staff through a comprehensive process at the beginning of the Start phase.

The number of community activists will depend on the size and scope of the program and the number of *SASA! Together* staff that can provide them with regular support (see page 67).

How are they *trained and supported?*

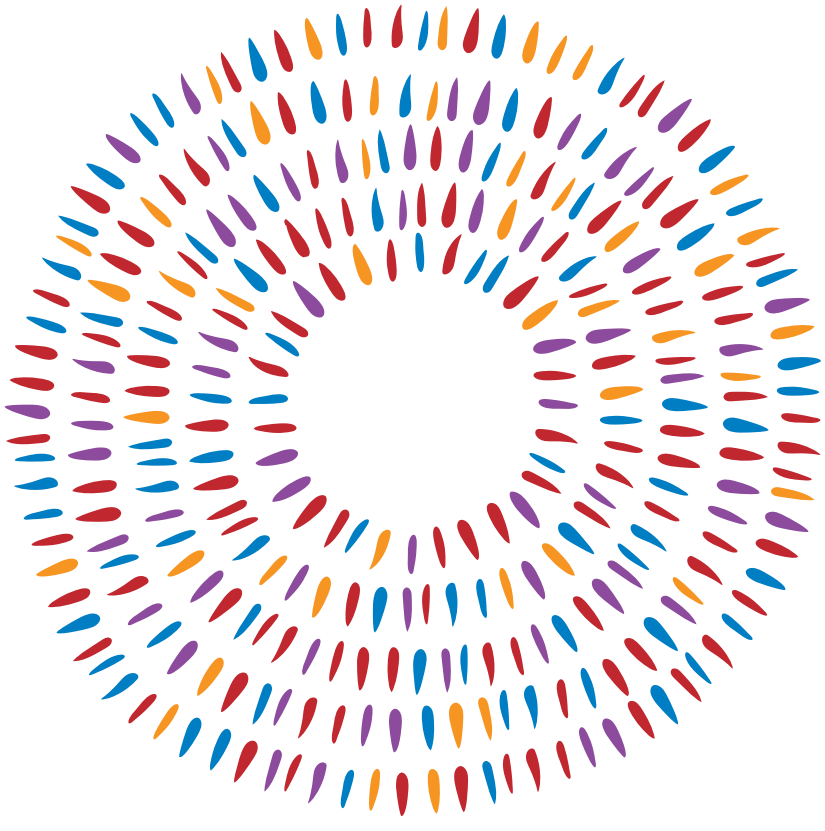
Community activists participate in a multi-day training upon selection and at the beginning of each phase. They also attend meetings with *SASA! Together* staff every two weeks, in which they plan and report on their activities, as well as practice facilitating new activities—recreating as a group the scenarios that can unfold in the community to strengthen their activism.

Local activism is unpredictable work, sparking provocative discussions between strangers and neighbors. It takes courage and confidence. *SASA! Together* staff are often right there in the community to stay connected to what's emerging and to mentor community activists—on facilitation skills, on being activists and on their personal transformations.

What are the activities for the *Local Activism strategy?*

Many Local Activism activities are used in all or most phases. Activity content changes with each phase, going deeper into the issues and guiding the community through the stages of change. However, the activities' formats stay the same, allowing community activists to improve their facilitation skills over time. Some organizations may decide to use all of the Local Activism activities, while others may choose those that are most relevant and appropriate in their communities. A greater diversity of activities used will increase community members' exposure to the ideas, reach different types of community members and support social norms change.

To learn more about the Local Activism strategy, see the Start Phase Book, page 22.



Local Activism *Activities*

Activity Name	Description
Power Posters	Colorful A2-sized posters that depict community members using their power positively or negatively. The questions on the back spark lively discussions about the different types of power and how we can all use our power to prevent violence against women. Power Posters can be used with single- or mixed-sex groups of 3 to 20 community members anywhere in public or private spaces. (All phases)
Community Conversations	Simple, A4-sized black-and-white images that encourage community members to question norms related to power, violence, relationships and activism. The questions on the back promote reflection, debate and change. Community Conversations are easily photocopied and can be used with single- or mixed-sex groups of 3 to 15 people at home, work or anywhere in the community. (All phases)
Deeper Discussions	In-depth guides for facilitating 1- to 2-hour sensitive conversations in quiet, private spaces. Curious couples sign up together and participate during all four phases of *SASA! Together.* Most of the discussions are conducted in single-sex groups, with couples coming together once per phase. Couples gain a shared language and experience that help them engage with each other differently. Each discussion involves 5 to 15 women or men and can also be conducted with individuals (not just couples). Participants leave with take-home "assignments" that encourage conversations with intimate partners. (All phases)

Activity Name	Description
Bingo Games	Fun games that enable community members to learn more about each other and to connect and have fun. Special bingo sessions can be organized, or the game can be handed out after other activities for community members to play on their own. The games reach different community members in each phase: couples in Awareness, family in Support, and friends and neighbors in Action. (Awareness, Support, Action phases)
Community Posters	Upbeat, A3-sized color posters that show the benefits of non-violence and balanced power between women and men. The discussion questions on the back encourage personal reflection, conversation and action. Community Posters can be used in single- or mixed-sex groups of 3 to 20 community members anywhere that women and men gather. (Awareness, Support, Action phases)
Drama Sketches	Creative story ideas for performing in public, including stop-action points and questions for engaging the audience and their reactions. Dramas can be held in large, open spaces for several hundred community members or on smaller neighborhood streets where community members can watch from their doorsteps and shops. (Awareness, Support, Action phases)
Community Infosheets	Easy-to-photocopy, A4-sized black-and-white flyers that use images and words to share facts about power, violence and activism. They also offer phase-appropriate suggestions for actions community members can take in their own lives. They can be used as a discussion guide, as a handout after other activities or for starting informal conversations door to door. (Awareness, Support, Action phases)

Community Leadership

In this strategy, a group of leaders—elders, marriage counselors, cultural and religious leaders, service providers (such as police or healthcare workers), landlords, local government officials, teachers, business owners, etc.—use their role and influence in the community to prevent violence against women. They are called "*SASA! Together* community leaders."

What's happening in the Community Leadership strategy?

Community members take notice as many of the leaders they look to for guidance and support begin talking—publicly, privately and on social media—about the benefits of non-violence for everyone and how to balance power between women and men. Community members notice these leaders making changes in their personal lives and talking to other leaders about the opportunity to lead by example.

The **Community Leadership** strategy engages the **community** circle of influence.

Why is this strategy *important?*

When challenges—including violence—enter our lives, we often turn to formal and informal leaders for help and advice. How these leaders respond, how they speak about women, power and violence in the community, and how they live their own lives deeply influence the norms in a community. *SASA! Together* recognizes the power and potential of community leaders and seeks to tap into their leadership and commitment to cultivate strong and healthy communities.

Who are *SASA! Together* *community leaders?*

Community leaders are a diverse group of community members who hold either formal or informal leadership positions in the community, with fairly equal numbers of women and men. They have platforms (large or small) for reaching community members and can be highly influential, shaping opinions and practices in the community. Their leadership roles typically enable them to limit or increase access to support services, influence community initiatives and/or shape formal policies as well as unspoken norms in the community. While initially they may know little about the issues surrounding violence against women, they are driven by their desire to lead, their love of the community and their commitment to building a better life for all. *SASA! Together* community leaders may work for an institution like the police or health system, but engagement with leaders in this strategy seeks to transform them as individuals—not their entire institution. (For institution-wide engagement, see the Institutional Strengthening strategy, page 38.)

Community leaders are carefully selected by *SASA! Together* staff through a comprehensive process at the beginning of the Start phase. Each organization using *SASA! Together* determines the most critical leaders to engage in their context. The number of community leaders depends on the size and scope of the program and the number of *SASA! Together* staff that can provide them with regular support (see page 67).

How are they *trained and supported?*

Community leaders participate in a series of training sessions upon selection and at the beginning of each phase, with supplementary training sessions throughout each phase as is feasible. They attend monthly meetings with *SASA! Together* staff, in which they set goals, report on their progress, and receive new materials and activities for integrating *SASA! Together* ideas into their daily leadership responsibilities.

Between meetings, staff strengthen the relationships with and between leaders using email, one-on-one check-ins and a private social media group. This is sensitive interpersonal work, in which staff support some leaders who may initially be using violence themselves, gradually supporting their own changes and guiding them in becoming strong leaders for violence against women prevention in their communities.

What are the activities for the *Community Leadership strategy?*

The content for the Community Leadership activities changes in each phase, going deeper into the issues and guiding the community through the stages of change. However, the activity formats stay the same, allowing community leaders to become more comfortable with them over time. Some organizations may decide to use all of the Community Leadership activities, while others will choose those that are most relevant and appropriate in their communities. Using a greater diversity of activities will increase exposure to *SASA! Together* ideas, reach different types of community members and support change among other leaders and in the broader community.

To learn more about the Community Leadership strategy, see the Start Phase Book, page 64.

Community Leadership *Activities*

Activity Name	Description
Leadership Leaflets	Easy-to-read, ready-to-photocopy handouts for community leaders to use as a self-reflection tool and to share with other informal and formal leaders. They introduce facts about power and violence and provide ideas for how leaders can influence change by starting with themselves. (All phases)
Community Talking Points	Factual statements about power, violence and activism that leaders can use in their community meetings, speeches, public engagements and more. They also include tips for how to use one's voice for social change. Ultimately, they help community leaders become informed and credible spokespeople for violence prevention. (All phases)
Social Media	Lively resources including a) skill-building handouts to share and discuss with community leaders on how to use social media to support social change; and b) visual social media posts for community leaders to share with their public and private networks. All of these can be used on their own or in combination with an organization's or leader's existing social media presence. (All phases)
Quick Chats	Brief conversation points for a *quick* way to have a short and interesting *chat*! They provide possible opening lines, ideas to discuss and departing words. Community leaders can use Quick Chats to engage community members, constituents and/or other leaders in formal and informal discussions. They are designed to ignite interest, energy and action to prevent violence against women. (All phases)
Activities for Religious Leaders	Religious leaders are particularly influential in many communities and often become *SASA! Together* community leaders. There is an entire *SASA!* adaptation called *SASA! Faith*[10] for in-depth engagement with faith-based communities. A few well-loved activities for use by religious leaders are included in the *SASA! Together* materials—including Sermon Notes, Muslim and Christian Discussion Guides, and Radio and Story Ideas. (All phases)

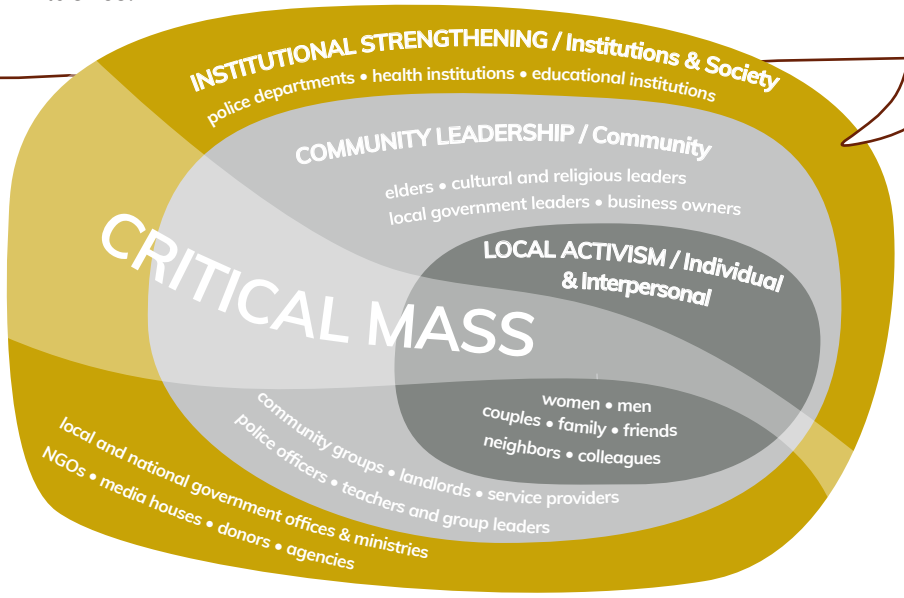
Institutional Strengthening

In this strategy, a community institution with a connection to violence against women (police department, health clinic, media house, etc.) works in collaboration with *SASA! Together* staff. Specifically, institutional leadership and select employees lead a variety of sequential activities for strengthening the institution's operational culture, protocols and guidelines, and daily practices—increasing the institution's capacity to prevent and respond to violence against women in the community. They are called "*SASA! Together* institutional allies."

What's happening in the Institutional Strengthening strategy?

As community members engage with the participating institution and its employees, they notice more concern about and commitment to preventing violence against women. Within the institutions they rely on, there is an improved operational culture, and protocols/guidelines on violence against women that uphold principles of good practice and mechanisms of accountability both internally and for the community. These changes impact how an institution talks about and treats women and responds to violence, which in turn shapes institutional and community norms. The changes community members experience interacting with the institution are similar to changes they have noticed elsewhere in the community, building on and further strengthening and supporting new beliefs and behaviors. Meanwhile, other institutions have also taken notice and feel accountable to improve their own practices.

The **Institutional Strengthening** strategy engages the **institutions and society** circle of influence.



Why is this strategy *important?*

Every day, we interact with institutions. When we take our children to school, go to a health clinic or walk down the road, we use services provided by an institution. Institutions can help a society be more organized and set basic standards for public services. They can also create the framework for different values and beliefs that, directly or indirectly, influence our attitudes and behaviors. For example, if the Ministry of Education creates a policy that forbids physical punishment in school, families might also think it is unacceptable to beat children at home. In this way, institutions hold a great deal of influence. They affect our thoughts and behaviors, as well as the protocols/guidelines and practices of other institutions.

Who are *SASA! Together* *institutional allies?*

Institutional allies are employees and leaders knowledgeable about institutional processes and decision-making and in contact with institutional decision-makers. They have a passion for social justice and for strengthening their institution, and they may even have job descriptions related to violence, gender, community outreach or safety. They are also known and respected by their colleagues, and through the work, become important persuaders and bridge-builders.

Institutional allies are carefully selected by *SASA! Together* staff and institutional leaders at the beginning of the Start phase. The number of institutional allies will depend on the number of institutions engaged (typically one or two) and the number of *SASA! Together* staff that can provide them with regular support (see page 67). Allies should include a balance of women and men, at least one senior leader, one middle manager and a few employees or service providers, although this depends on an organization's capacity and resources.

How are they *trained and supported?*

Institutional allies participate in a series of training sessions upon selection and at the beginning of each phase, with supplementary training sessions facilitated throughout each phase as is feasible. They meet at least monthly one-on-one with *SASA! Together* staff and quarterly as a group of institutional allies. Between meetings, the *SASA! Together* process becomes part of their weekly work, as *SASA! Together* staff provide ongoing support and electronic check-ins.

Institutional Strengthening requires sustained and strategic effort, in which staff often work closely alongside institutional allies, developing their skills to advance a critical agenda within the structures and hierarchies of an established institution. While there

may be fewer individuals to support in this strategy compared to activists or leaders, support to allies requires a different kind of engagement. There is more co-facilitation of activities and more frequent collaboration with institutional allies.

What are the activities for the *Institutional Strengthening* strategy?

The activities in the Institutional Strengthening strategy are implemented primarily within the institution rather than through wider community outreach. Unlike other strategies, it is important to conduct these activities in the suggested order—and comprehensively—to facilitate a strong change process within the institution. The effectiveness of the activities in each phase completely depends on the work in the phases that precede and follow. Most activities benefit from co-facilitation by allies and *SASA! Together* staff.

To learn more about the Institutional Strengthening strategy, see the Start Phase Book, page 108.

Institutional Strengthening *Activities*

Activity Name	Description (*need to be used in sequence*)
Phase PowerPoint Presentations	Inspiring and interactive presentations that summarize key ideas on violence against women, acknowledge past efforts and accomplishments in the institution, and invite employees' perspectives and involvement. PowerPoints are used by institutional allies to introduce the upcoming phase of *SASA! Together* to employees—including the area of institutional strengthening that will be the focus of the phase. (All phases)
Institutional Infosheets	Brief handouts that summarize the *SASA! Together* work unfolding *in the community* and what will be happening simultaneously *within the institution*. They are designed as a take-away and/or discussion starter that can be distributed following a Phase PowerPoint Presentation (see previous) or at the beginning of an Employee Conversation (see next). (All phases)
Employee Conversations	Dynamic guides for one-on-one chats and small group discussions with a diverse range of employees. The conversation topics align with the area of strengthening for that phase and aim to gather knowledge and insights from institutional employees, which are later analyzed to create the Discovery Report (see next). (All phases)
Analyze, Document & Shareback	A structured three-part process that involves a) analyzing the diverse perspectives raised in the Employee Conversations; b) documenting key learning using the Discovery Report template; and c) sharing the Discovery Report with employees. (All phases)
Strengthening Process	Simple guidance for creating *and also* completing a plan for strengthening the institution (aligned with the phase-specific area of focus). The series of actions and activities identified in this process responds directly to the results of the Discovery Report (see previous). The Strengthening Process continues until the end of the phase and engages diverse employees across the institution. (All phases)

The SASA! Together

This map shows how SASA! Together unfolds across the lifespan of the program.

Set-Up
(approx. 3 months)

***SASA! Together* Set-Up**
Identify Staff, Communities, Funding & More

1. Start Phase

Foster personal reflection about power and nurture *power within*
(approx. 7 months)

- ☆ **In the Start phase, a baseline assessment will help you track your impact at the end of *SASA! Together*, and a community event will help you launch programming.**
- ☆ **Start all three strategies simultaneously!**

Phase Preparations
Develop Work Plan
Conduct Translation, Staff Training & More

Local Activism
- Develop Work Plan
- Identify, Train, Support Community Activists

Community activists use Start phase versions of these activities in the community:
Power Poster
Community Conversations
Deeper Discussions

Community Leadership
- Develop Work Plan
- Identify, Train, Support Community Leaders

Community leaders use Start phase versions of these activities in their leadership roles:
Leadership Leaflet
Community Talking Points
Social Media
Quick Chats
Activities for Religious Leaders

Institutional Strengthening
- Develop Work Plan
- Identify Institutions
- Identify, Train, Support Institutional Allies

Institutional allies use Start phase versions of these activities in their institutions:
Phase PowerPoint Presentation
Institutional Infosheet
Employee Conversations
Analyze, Document & Shareback
Strengthening Process

2. Awareness Phase

Deepen analysis of men's *power over* women and the community's silence about it
(approx. 12 months)

- ☆ **Your ongoing L&A will tell you when it's time to move onto the next phase! See the L&A Guide.**

Phase Preparations
Develop Work Plan
Conduct Translation, Staff Training & More

Local Activism
- Develop Work Plan
- Train and Support Community Activists

Community activists use Awareness phase versions of these activities:
Power Poster
Community Conversations
Deeper Discussions
Bingo Game
Community Poster
Drama Sketches
Community Infosheet

Community Leadership
- Develop Work Plan
- Train and Support Community Leaders

Community leaders use Awareness phase versions of these activities:
Leadership Leaflet
Community Talking Points
Social Media
Quick Chats
Activities for Religious Leaders

Institutional Strengthening
- Develop Work Plan
- Train and Support Institutional Allies

Institutional allies use Awareness phase versions of these activities:
Phase PowerPoint Presentation
Institutional Infosheet
Employee Conversations
Analyze, Document & Shareback
Strengthening Process

Process Map

3. Support Phase

Build skills and encourage community members to join *power with* others to prevent violence agains women
(approx. 7 months)

☆ **While you are doing phase preparations, activities from the previous phase are still in use.**

Phase Preparations
Develop Work Plan
Conduct Translation, Staff Training & More

Local Activism
- Develop Work Plan
- Train and Support Community Activists

Community activists use Support phase versions of these activities:

Power Poster
Community Conversations
Deeper Discussions
Bingo Game
Community Poster
Drama Sketches
Community Infosheet

Community Leadership
- Develop Work Plan
- Train and Support Community Leaders

Community leaders use Support phase versions of these activities:

Leadership Leaflet
Community Talking Points
Social Media
Quick Chats
Activities for Religious Leaders

Institutional Strengthening
- Develop Work Plan
- Train and Support Institutional Allies

Institutional allies use Support phase versions of these activities:

Phase PowerPoint Presentation
Institutional Infosheet
Employee Conversations
Analyze, Document & Shareback
Strengthening Process

4. Action Phase

Use collective *power to* formalize and sustain change that prevents violence against women
(approx. 7 months)

☆ **Near the end of every phase, community members from all three strategies come together for a collaboration activity.**

Phase Preparations
Develop Work Plan
Conduct Translation, Staff Training & More

Local Activism
- Develop Work Plan
- Train and Support Community Activists

Community activists use Action phase versions of these activities:

Power Poster
Community Conversations
Deeper Discussions
Bingo Game
Community Poster
Drama Sketches
Community Infosheets

Community Leadership
- Develop Work Plan
- Train and Support Community Leaders

Community leaders use Action phase versions of these activities:

Leadership Leaflet
Community Talking Points
Social Media
Quick Chats
Activities for Religious Leaders

Institutional Strengthening
- Develop Work Plan
- Train and Support Institutional Allies

Institutional allies use Action phase versions of these activities:

Phase PowerPoint Presentations
Institutional Infosheets
Employee Conversations
Analyze, Document & Shareback
Strengthening Process

Activities help prepare the community to sustain activism beyond *SASA! Together* programming.

Part 2

Understanding Key Concepts

Fundamental Concepts for Implementing *SASA! Together*

The key concepts in SASA! Together reflect the analysis upon which the approach is built. Alignment with this analysis will allow the spirit of SASA! Together to shine. The fundamentals are described on the following pages, unpacked further in the SASA! Together Training Sessions and infused throughout all activities.

Violence Against Women .....pg 45
Genders, Ages and Identities .....pg 48
Using a Feminist Analysis .....pg 51
Balancing Power .....pg 53
Community Mobilization .....pg 55
Sustainability and Doing No Harm .....pg 58

Violence Against Women

KEY TAKE-AWAYS

- **Intimate partner violence is the most prevalent type of violence against women globally.[11]**
- **Violence against women is a human rights violation and serious public health concern. It hurts everyone.**
- **Violence against women is an expression of power and control over women by men.**
- **The norms and systems that assert and perpetuate an imbalance of power between women and men are what allows violence against women to happen.**

SASA! Together **focuses on violence against women by male intimate partners.**

What is *violence against women?*

Violence against women is "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."[12]

The term "gender-based violence" was originally intended to emphasize that the root cause of violence against women is gender inequality. Increasingly, it is misused to refer to violence against both women and men.[13] To avoid confusion and remain centered on changing unequal power between women and men, *SASA! Together* uses "violence against women."

Violence against women cuts across all nationalities, races, ethnicities, classes, ages, religions and more. While definitions may vary slightly across organizations, it is important that the underlying analysis of violence stays the same and that everyone works toward balancing power between women and men.

What are the types and consequences of *violence against women?*

There are multiple types of violence against women—including sexual, physical, emotional and economic—which occur both in private and public, directly and indirectly.[14] Most violence women experience is by men, in particular, their male intimate partner or other men they know well.[15] Violence against women causes tremendous harm, across women's entire lives—and affects their physical and mental health and all aspects of their social, emotional and economic well-being.[16] For instance, when women in the family are experiencing violence, other issues are often present as well—including violence against children, poor mental and physical health of other family members, isolation, financial burdens and lack of women's participation in family and community life—undermining their overall well-being and prosperity.[17]

What causes this *epidemic of violence?*

Violence against women affects one in three women around the world in their lifetime.[18] This global epidemic is a public health and human rights emergency. Few other social problems touch so many, with such profoundly negative effects on women, children, men and whole communities.

According to the Declaration on the Elimination of Violence Against Women (DEVAW), violence against women "is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men."[19]

Simply put, violence against women happens because of the beliefs, norms and systems that assert and perpetuate an imbalance of power between women and men. The many different types of violence to which women are exposed are a symptom of inequality in our communities.

Despite significant progress and investments in recent years toward caring for survivors and trying to address the underlying gender inequality that causes violence against women, this violence still persists at alarming rates all over the world. In fact, many of the gains that have been made by activists, organizations and women's movements are now under threat or being rolled back due to rising authoritarianism and backlash against women's rights, exemplified in new laws decriminalizing certain types of domestic violence[20] and governments restricting funding for women's rights organizations.[21] The problem of violence against women remains urgent and in need of dedicated attention.

Why not use the *term "gender"?*

In *SASA! Together*, you won't see the word "gender" often, but the concept of gender runs throughout. In many places around the world, using the term "gender" can create more confusion than it resolves. It may be seen as a "foreign" term, is difficult to translate, is

often misunderstood and is interpreted differently in different contexts.[22] When talking about violence against women and girls and about women's rights, the language of gender describes the concept of power imbalance between women and men, wherein society privileges males over females. Unfortunately, the term is now frequently used as shorthand to mean "women and men," such that programming on "gender" often focuses on the different needs of women and men rather than on transforming gender-based inequalities between them.[23] To avoid confusion, *SASA! Together* uses the language of "violence against women," with the intent to inspire work that transforms power imbalances.

Why start with *intimate partners?*

There are many types of violence against women, and all are critical to address. *SASA! Together* works at the root cause of violence against women and, therefore, seeks to change the norms and structures that uphold power imbalances. *SASA! Together* intentionally focuses this work on violence perpetrated by men in the context of intimate partnerships with women because of the following:

- Intimate partner violence is the most prevalent type of violence against women globally. An estimated 35% of women worldwide have been raped or physically abused, and the majority of those violent acts are at the hands of an intimate partner, such as a boyfriend or spouse. [24]
- Intimate partner violence is something that almost all of us are exposed to personally, either through our own intimate relationships or those of our family, friends and neighbors. At the same time, it is an issue about which each of us can take immediate action to address, as we can all strive to use our power more positively in our relationships.
- Our experience with *SASA!* has shown that trying to address all types of violence against women at the same time is less effective and can cause community members to feel overwhelmed.
- *SASA!* has demonstrated significant results in preventing violence against women by their male intimate partner, an area of expertise we continue to build upon.[25]
- Some forms of violence against women such as sexual violence and harassment require different strategies; a benefits-based approach may not be the most appropriate or impactful.
- Changing dynamics between intimate partners can impact the broader climate in communities. When violence against women in relationships is no longer tolerated, it has a ripple effect on other types of violence and on women's agency and overall empowerment.

Though *SASA! Together* focuses on intimate partner violence against women, we still use the language of "violence against women" for ease and familiarity and to underscore that intimate partner violence shares the same roots as other forms of violence against women and girls.

Genders, Ages and Identities

KEY TAKE-AWAYS

- All violence is unjust.
- The fundamental driver of violence against women is distinctly different from drivers of other types of violence (such as violence against children or violence against men) in that it is rooted in systemic oppression—the subordination of women in relation to men.
- Violence happens to women across their lifespan, which both reflects and reinforces the widespread, systemic nature of violence against women.
- Violence against women does not impact all women in the same way. The multiple identities women have—such as their age, religion, ability, race, gender identity, ethnicity, sexual orientation, and HIV, immigration, and socioeconomic status, among others—influences their risk of and vulnerability to violence.
- Violence takes place in all different types of relationships. It is never acceptable.

SASA! Together focuses on violence against women in heterosexual relationships. However, it recognizes that while violence against women affects all women, the experience of violence varies for each woman and is a complex interplay of multiple oppressions, identities, histories and contexts.

What about *men?*

Violence against women is part of a larger system of oppression—patriarchy—that values men over women at every level in our families, communities and society. It is normalized through men's *power over* women in nearly every aspect of women's lives. Many men are the victims of some type of violence in their lifetime, and that is unacceptable—all violence is unacceptable. However, it's important to recognize that the types of violence men experience are not a result of the systemic oppression of men as a group whereas violence against women is a manifestation of the systemic oppression of women as a group.

Adult men, for example, do not generally experience violence *simply because they are men*. When men experience violence, it is often due to other dynamics around their identity—for example, homophobia or ethnic bias—in the context of war,[26] or in the pursuit of harmful masculine norms that idealize aggression and dominance.[27] Also, violence that men experience is most often perpetrated by other men.[28]

SASA! Together engages women and men in understanding that violence against women is part of a system of inequality; it recognizes that women as a group—not just individual women—are at risk of violence because of this systematic oppression. In centering violence against women, *SASA! Together* seeks to change circumstances not just for individual women but instead for *all* women by working to shift social norms and practices across all levels of the communities and societies where *SASA! Together* is implemented. Men are involved in every step of this process as essential partners in ending violence against women and are critical allies in creating change. By engaging women and men, as individuals and couples, as leaders and institutional employees, *SASA! Together* invests in ensuring that entire communities work together—in solidarity—to create communities where women can live free from violence.

What about sexual orientation *and gender identity?*

SASA! Together and its artwork and materials focus on adult heterosexual relationships. We use this as a starting point given our expertise in this area, as well as the high prevalence of intimate partner violence in these relationships. However, we support loving relationships regardless of the sexual orientation or gender identity of partners. We hope that many of the ideas in *SASA! Together* can be adapted for relationships across sexual orientations and gender identities, and we encourage everyone to use *SASA! Together* in a manner that includes and welcomes individuals of all identities and sexual orientations. We believe that working in solidarity with groups that have expertise with LGBTIQ issues is vital to realizing everyone's fundamental right to live free of violence and with dignity.

What about *girls?*

Violence against women happens across their lifespan; this illustrates the systemic nature of the violence. This violence takes many forms and can deeply affect girls' health, well-being, self-perception and potential. However, *SASA! Together* does not specifically address the needs of girls because the focus is on adult relationships. It is important to have specific interventions that address the needs of girls at risk of or affected by violence rather than to "lump them in" with projects addressing the rights and needs of adult women. An adaptation of *SASA!* specifically for girls, called *Power to Girls*,[29] has been completed in Haiti by Beyond Borders. There are many other excellent resources on working with girls, which can be used in conjunction with *SASA! Together*, and we encourage further innovation in this area.

What about *children?*

Encouragingly, the *SASA!* Study showed changes in parents' relationships with their children, including reductions in the use of corporal punishment and children witnessing violence in the home.[30] *SASA! Together* includes more activities and materials that relate to children (e.g., Quick Chats, Bingo Games, and Deeper Discussions), yet it is not focused on preventing violence against children. For more on violence against children prevention programming, see Raising Voices' **Good School Toolkit**.[31]

Using a Feminist Analysis

KEY TAKE-AWAYS

- **Feminism is grounded in the belief that women and men, girls and boys, have the same rights, value and worth.**
- **If you believe in human rights, you believe in women's rights because human rights support equality, justice and dignity for all people.**
- **Feminism is about transforming patriarchal power.**
- **A feminist analysis of violence against women recognizes and responds to the reality that women, as a group, experience discrimination in relation to men, and this puts them at risk of violence throughout their lives—and that this isn't right, fair or just.**

SASA! Together **uses an intersectional feminist analysis.**

What is a *feminist analysis?*

A feminist analysis recognizes unequal power between women and men, or gender inequality, as the root cause of violence against women. This inequality exists within individual relationships between women and men and is also upheld and reinforced by the institutions, systems, norms and practices that form our communities and societies—which is often referred to as "structural violence."[32]

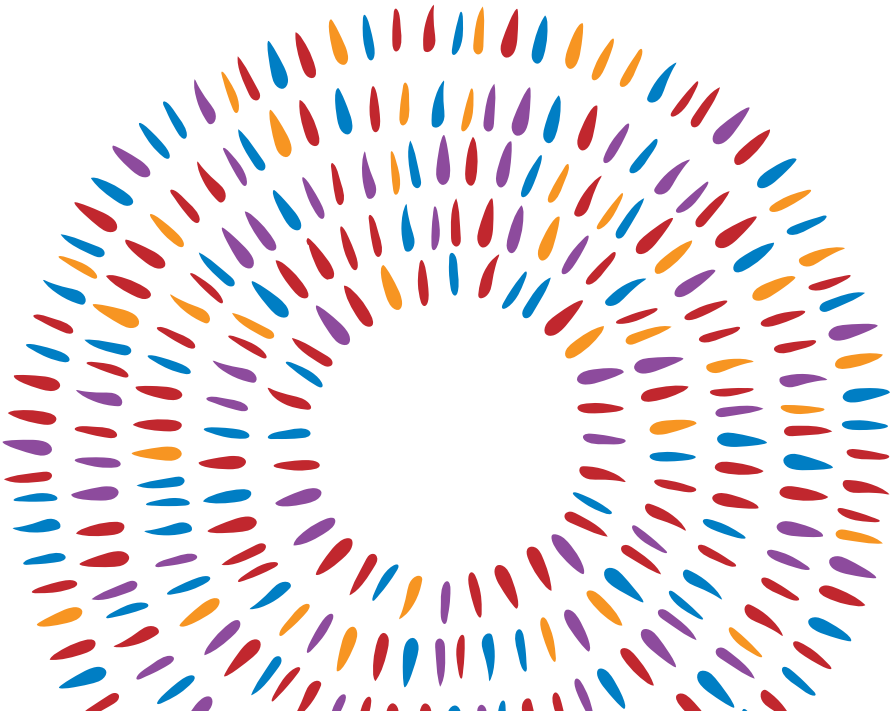
Why is it *important?*

A feminist analysis helps us to understand that violence against women is part of a larger system (patriarchy) that privileges men over women. Violence against women is not random and unrelated incidents of violence or just the result of individual behavior. To

eliminate violence against women, we must work to transform the imbalance of power between women and men not just within individual relationships but also within and across systems as a whole.[33]

Is *SASA! Together* intersectional?

SASA! Together recognizes that women are impacted by multiple, intersecting systems of power and oppression based on various aspects of their identities such as race, ethnicity, gender identity, class, ability, sexual orientation, HIV status and education, among many others. An intersectional lens acknowledges that women face power imbalances and violence differently, and it analyzes their lived experiences through recognition of these many identities and systems. *SASA! Together* invites us to reflect on our own power, privilege and prejudices; to respect and value women's diverse realities; and to actively confront the injustices that each woman faces.



Balancing Power

KEY TAKE-AWAYS

- **Everyone has power. One person does not give power to another. We all have power.**
- **Power is not in limited supply. Everyone can have power.**
- **Power can be used positively or negatively. Men's *power over* women is a negative use of power.**
- **Balancing power between women and men prevents men's violence against women.**
- **When power is balanced, everyone is equally valued and respected.**

SASA! Together **is an exploration of power: who has it, how it is used and how balancing power prevents violence against women and benefits everyone.**

What does it mean to *balance power?*

Balancing power means recognizing one's own power and that of others—and respecting them both equally, with neither person's power seen as more essential. An imbalance of power means that one person's interests, needs, voice and/or preferences are valued more than another's.

Balancing power is a constant dynamic in all of our lives, in all our interactions and relationships with others. We can feel varying degrees of powerfulness or powerlessness in different situations, with different people, at different times in our lives and even in our relationship with ourselves. Our personal experience with and use of power require ongoing and critical self-reflection.

Balancing power is about respecting the decisions and autonomy of others, regardless of their background, ability, status, identity or relationship to us.

Why is this *important?*

Often, power is thought of as limited: that some people can and should have power while others should not. Many men fear they will lose power if women gain power. This is faulty thinking. Women and men can and should be able to have and use their power—which means holding their own beliefs, making their own decisions, expressing themselves as they prefer and being who they want to be—as long as this doesn't include using their *power over* someone else. By changing the imbalance of power between women and men, we can prevent violence against women.

Does everyone *have power?*

Central to the understanding of power is that *everybody* has *power within* themselves and that we can all choose to use our power positively or negatively. While society generally gives some groups more power than others (e.g., rich over poor, men over women, those with formal education over those without), no one person always has power or always lacks power. Even women who are experiencing violence have *power within* themselves, and men who use violence have circumstances and experiences in which they lack power. *SASA! Together* helps everyone to find their *power within* and to use their power positively.

Why start *with ourselves?*

To cultivate relationships and communities that balance power and practice non-violence, we must begin with ourselves. If we can practice balanced power in our own relationships—in both personal and professional contexts—we will be more effective advocates for balanced relationships in communities and societies, including with activists, leaders, allies and other community members we engage with through *SASA! Together.* As you unpack the concept of power in *SASA! Together*, you can begin building the skills and practicing behavior in your everyday interactions that promote respect for and the agency of all people you come into contact with—the clerk at the store, the child walking to school, the assistant in your office and every woman in your life.

Community Mobilization

KEY TAKE-AWAYS

- **Community mobilization for violence against women prevention is an effort to change the norms and behaviors that perpetuate the imbalance of power between women and men across the whole community.**
- **Simply doing a lot of activities with a lot of people or activities only at the community level is not community mobilization. This approach requires carefully working to build a "critical mass" of community members to support non-violence.**
- **Community mobilization is informed by behavioral change theory—this means it's strategic, systemic and sustainable.**
- **The process of community mobilization is also messy and complex. It evolves gradually according to what arises in the community rather than an organizational time frame or agenda.**
- **Community mobilization is personal. Everyone is involved in change.**

SASA! Together **uses a community mobilization approach to preventing violence against women.**

How does community *mobilization work?*

Community mobilization is a highly systematic approach that involves all levels of a community over an extended period of time. It requires engaging, inspiring and supporting a diversity of community members, groups and institutions. Community mobilization elicits critical thinking, develops skills and inspires action to identify and replace negative norms perpetuating violence against women with positive norms supporting safety, non-violence and the dignity of women and men.

Community mobilization to prevent violence against women is NOT about simply doing a lot of activities with a lot of people. It works because it is structured and systematized in the following ways:

- It is theoretically grounded in concepts of behavioral change, feminism and community organizing.
- It engages new community members gradually, starting with those from different areas of the community who support non-violence and the positive use of power.
- It introduces new ideas progressively and only when the community is ready so that each new idea feels like a natural next step in the community conversation and is not too threatening or foreign.
- It encourages community members to question the status quo and to discuss new ideas about how change happens all around us, all the time—in our streets, homes, community gatherings, places of worship, workplaces and institutions.
- It equips and empowers community members to lead and formalize change so that over an extended period of time, an organization supporting community mobilization becomes less visible and eventually is no longer needed.

Organizing such a structured and systematic approach takes time. Using *SASA! Together* enables activist organizations to focus on adaptation and implementation rather than designing a program from scratch.

What does community *mobilization do?*

Community mobilization strives to create community-level change in norms and behaviors that sustain violence against women, primarily the norm of men's *power over* women. Norms are shared beliefs about expected or acceptable behaviors within a social group.[34] Although these beliefs may or may not be true, they are perpetuated and maintained by individuals, communities and societies.[35] There are four gendered norms that have been found to underpin violence against women in diverse societies around the world: 1) condoning of violence against women; 2) men's control of decision-making and limits to women's independence in public and private life; 3) male peer relations that emphasize aggression and disrespect toward women; and 4) rigid gender roles and stereotyped constructions of masculinity and femininity."[36] Community mobilization is a process of questioning these norms, which in turn compels community members and the institutions on which they rely to change their behaviors and practices.

What does prevention look like *in community mobilization?*

SASA! Together focuses on preventing violence against women. In practice, it involves community members and leaders engaging with others about power and violence in intensive, informal, person-to-person approaches, as well as repeatedly, in different

ways, over an extended period of time. These engagements include honest, lively and open dialogue, as well as learning and practicing how to support one another in order to create new community events, systems, services and policies that promote new norms and practices of non-violence and equality. Using this active and immersive approach, *SASA!* has demonstrated that community-level prevention doesn't take decades but rather is possible within just a few years.

How does community mobilization build *social cohesion?*

To begin, community mobilization requires organizations to shift from an "us-and-them" relationship with communities to one of solidarity and collaboration. Rather than seeing communities as "beneficiaries" of a program, *SASA! Together* is about working through change together. Everyone takes part in the change process, including *SASA! Together* staff, and requires support by family, friends, neighbors and colleagues as they are called on to be activists in their own lives and through their *SASA! Together* roles. No one is exempt from the personal challenges and effort that meaningful change requires. In this way, *SASA! Together* is far from a traditional program.

Next, it is a process of building relationships and connection with and among others in communities. Community mobilization encourages all involved to critically analyze men's *power over* women and to care about and take action toward social justice as individuals and collectively. This requires trust, solidary and commitment. This is activism; this is movement-building. It lasts well beyond *SASA! Together* and leads to communities creating positive change in areas including and beyond violence against women.

SASA! Together is not about simply dispatching staff to do different activities. It's about helping everyone—from staff to community members—see the importance of violence prevention, feel compelled to take action, and inspire and support each other to do the work to build more just societies.

Will everyone welcome *efforts?*

Everyone in an organization, community or institution will not welcome or be convinced by ideas of balancing power between women and men or women's fundamental right to live free of violence. There will be backlash. For some, it may take the form of active resistance; others may just remain disinterested. This is natural and normal. *SASA! Together* activities are designed to help mitigate backlash on multiple fronts—through supporting the leadership of community members and quality mentoring of these members, as well as introducing strategies for change that are cooperative rather than confrontational. Despite best efforts, not everyone will be convinced—this is OK! The aim of *SASA! Together* is to get enough community members from diverse roles and identities to support these ideas so there is a tipping point at which more community members support than do not—this is the idea of critical mass.

Sustainability and Doing No Harm

KEY TAKE-AWAYS

- **There are some approaches to violence against women prevention that can be dangerous for women and unhelpful and unethical for communities.**
- **Many aspects of *SASA! Together* are not "nice-to-haves" but rather "must-haves" to do no harm.**
- **All prevention programming must build in mechanisms to support and respond to women experiencing violence.**
- **Sustainability emerges when the community takes on the work as their own. Community ownership is a process that requires communities to be meaningfully involved and leading from the beginning, not once a program is in its final stages.**
- **Part of doing no harm is creating sustainable activism that continues to support women's dignity and safety long after the program has ended.**

SASA! Together **puts women's safety first.**

Why is special care needed in *violence programming?*

Violence against women is a sensitive issue that requires care and attention, including remaining sensitive to the effects of programming in a community. When violence against women is addressed in a community without the necessary preparation, support, care and monitoring, it can actually increase the risk of violence against women and other negative outcomes for women—while at the same time pushing the violence further underground.

How does *SASA! Together* mitigate harm?

SASA! Together ensures programming doesn't bring harm to women by:

- Working over an extended time frame so that programming aligns with community readiness.
- Undertaking thorough community asset mapping and setting up systems of support before engaging any community members.
- Requiring the establishment of referral networks for services for survivors prior to community-based activities, as well as the regular monitoring and updating of a referral list based on the existing informal and formal services available.
- Building organizational and staff readiness, competency and leadership to initiate and sustain sensitive programming.
- Using a network of trained and mentored community members with the time, community presence and tools to stay attuned to community dynamics and programmatic impact.
- Carefully designing materials that are gradually introduced to reduce backlash and potential harm.
- Engaging people collaboratively rather than telling them what to think and do.
- Prioritizing the *quality* over the *quantity* of people's involvement.
- Being *with* community members, working through issues at their pace, rather than prioritizing a time-bound project cycle or program output.
- Prioritizing the safety of *SASA! Together* staff, activists, leaders and allies within all activities.

How does *SASA! Together* support sustainability?

SASA! Together phases ensure everyone has a chance not only to learn about change but also 1) to consider what it means for their own lives and workplaces; 2) to experiment with change; 3) to support others doing the same; and 4) to entrench what's needed to sustain change in individuals, communities and institutions. Without all of these phases, a process of change can be incomplete, unstable and short-lived. Further, the final Action phase is specifically about "formalizing" change—it's full of community-led initiatives that will inspire and support the community to maintain new norms well beyond *SASA! Together*.

Who leads *SASA! Together?*

SASA! Together is designed to gradually shift the leadership on violence prevention from an organization to the community and institutions. With each phase, *SASA! Together* staff become less visible, until at the end, the community and institution are leading their own ongoing process of creating and sustaining change. This is movement-building. A movement goes beyond any specific program or organization and has potential to create impact well past the boundaries of one project or one community. While *SASA! Together* will likely have an impact on levels of violence in a community, sustained attention and action will still be needed within communities, institutions and broader society to maintain positive changes.

Community ownership and leadership free up activist organizations to support other communities through *SASA! Together* or do other movement-building work on violence against women prevention. More importantly, it adds power to the larger violence against women prevention movement.

Part 3

Getting Started

Important Steps Before Beginning the Start Phase

SASA! Together's complexity is what makes it effective, yet it can be challenging to prepare for your organization's first use of the approach. This section provides practical guidance for setting up your SASA! Together programming.

Sometimes, it's challenging to dedicate enough time for preparation; there can be an internal drive to get started or external pressure to begin implementation. However, our experience shows that organizations that invest in setting a solid foundation end up saving time, energy and resources and having stronger, more impactful programming—and a lot less stress! Key areas to address are:

Ensure You Have Sufficient Time.....pg 62
Secure the First 1.5 Years of Funding.....pg 64
Choose the Most Suitable Communities.....pg 66
Select *SASA! Together* Staff .....pg 69
Organize Technical Assistance and Staff Support .....pg 72
Determine What Adaptations Are Needed .....pg 74
Develop a Referral System and Basic Response Skills .....pg 77
Prepare for Learning & Assessment (L&A) .....pg 82
Conduct the Introduction to *SASA! Together* Training for Staff .....pg 87

Ensure you have sufficient time.

1. Plan for at least 3 years *of programming.*

A minimum 3-year commitment is required to implement *SASA! Together* safely and ethically. It takes approximately 3 months for Set-Up and 7 months per phase, except for the Awareness phase, which takes approximately 12 months. That said, the exact timeline varies from program to program. This long-term engagement enables you to support a process of change that is truly led by community members, addresses the root cause of the issue, and creates and formalizes change at the community level.

Estimated Time Needed for Safe, Effective *SASA! Together* Implementation*

Set-Up: 3 months

Start: 7 months

Awareness: 12 months

Support: 7 months

Action: 7 months

***Timing will depend on adaptation needed, levels of resistance, capacity of staff, etc.**

2. Plan to implement all four phases and all *three strategies of SASA! Together.*

Each phase's content sets up the next phase in critical ways because it introduces activities and ideas gradually, which builds support and reduces backlash. Shortcuts in phases can lead to ineffective or even unsafe programming. At the same time, we recognize that some organizations and communities have substantial experience on the issues. The *SASA! Together* L&A tools will ensure that you do not stay in any one phase any longer than the community needs (see the L&A Guide). Further, while using all three strategies is ideal, some organizations may not be positioned to engage in all three and may choose to forgo Institutional Strengthening and focus on community-level change. It is important to be pragmatic about what is possible, and it is always better to do one or two strategies well and with depth rather than all three strategies in a shallow way where those involved are not adequately supported. In *SASA! Together*, quality is always recommended over quantity.

3. Plan for full use of *SASA! Together* *as a stand-alone approach.*

SASA! Together is designed to be implemented in full, as a stand-alone approach and according to its four essentials (see page 19), for deep and sustainable change across a community. While *SASA! Together* may complement other work you are doing, ad hoc, piecemeal or haphazard use of *SASA! Together* activities without comprehensive *SASA! Together* programming is not recommended. Our experience has been that picking and choosing only some activities can put women at risk and waste resources.

Secure the first 1.5 years of funding.

1. Prepare budgets per phase, *alongside phase work plans.*

There are four work plans in each phase, one for the overall phase preparations and one for each strategy. The key tasks for these work plans are already listed in the work plan templates found in each phase book, so you can look in each phase book at any time to begin shaping your budget categories and costs. Remember, the work plans are designed as a starting point; adjust as needed. *SASA! Together* is designed to be flexible and adaptable to each organization and community context.

Here is an example of common budgeting categories that organizations have used:

- **Transport into Communities:** daily for all three strategies
- **Training:** for staff and all three strategies, including food, venues and supplies
- **Supplies:** for community dramas, meetings with activists, leaders and allies
- **Translation:** translator, back translator, translation testing
- **Visual Adaptations:** graphic designer, illustrator
- **Printing:** *SASA! Together* Brochure, Power Posters, etc.
- **L&A:** hiring researchers, training for data collectors, etc.
- **Staff:** salaries and benefits
- **Technical Assistance:** external technical support

2. Use content in this Set-Up Guide to *contextualize your budget and gain approval.*

SASA! Together requires long-term funding and buy-in from funders, board members and other stakeholders to implement this robust and unique approach. Qualities of *SASA! Together* that can be particularly compelling to funders include:

- The results from the *SASA!* Study (see page 14 and **www.raisingvoices.org/sasa**).
- The systematic L&A process, including robust monitoring tools, survey assessments, focus group discussions and more (see page 82 and the L&A Guide).
- The diversity of groups using *SASA!* and *SASA! Together* across the globe (see page 15).

The complete budget for *SASA! Together* varies according to the location, size of *SASA! Together* programming and geographic reach.

Choose the most suitable communities.

1. Understand that this is a *joint process.*

SASA! Together and your organization must be welcome and invited to work in communities. This is not a top-down approach in which organizations independently decide where to implement *SASA! Together.* This is a joint venture in which the communities must actively choose to collaborate.

2. Plan to work with a smaller number of *communities to ensure a higher quality of work.*

SASA! Together is most effective when community members are repeatedly exposed to and involved in the work. Seeing a poster or participating in a training or two will not create change. Many organizations (and funders) want to cover large areas with very light activities. Our experience and considerable research demonstrate that this type of programming will not create impact.[37] It is more effective, efficient and ethical to choose a smaller geographic area or fewer communities and implement in-depth programming. Choosing the number of communities in which to implement *SASA! Together* depends on your staff (number, experience, capacity, etc.), your organizational infrastructure (vehicles, funding, satellite offices, etc.), the level of funding available for *SASA! Together*, and the social and political climate of the communities. Shallow programming over a large geographic area or densely populated communities can lead to increased risk for women, waste of resources and little to no impact. Go deep rather than wide!

3. Identify communities that match your *organization's capacity.*

Implementation of *SASA! Together* relies on providing ongoing support to the various community members leading *SASA! Together* activities and initiatives. While community members are selected for all three strategies, it is the number of community activists and community leaders needed for the Local Activism and Community Leadership

strategies that best guides your choice of communities. The following table provides guidance on the approximate level of coverage needed. However, each organization should conduct its own analysis, including unique considerations for its geographic area and program design.

SASA! Together Capacity Grid

	Type of Community		
	Densely Populated	**Sparsely Populated**	**Barely Populated**
Description	Communities where residents live in close proximity and it's possible to walk around the community and interact with many people within a short period of time; there is a community center or market easily accessible by walking (within 30 minutes)	Communities where residential areas are more spread out and residents could reach the community center within a 1-hour walk	Communities where small groups of residents and/or families live more than an hour's walk from the next small group; there may be no discernible community center
Community Activist-to-Population Ratio	One community activist for approximately 1,500 community members	One community activist for approximately 800 community members	One community activist for approximately 500 community members
Staff-to-Community Activist Ratio	One staff member for approximately 25 to 30 community activists	One staff member for approximately 20 to 25 community activists	One staff member for approximately 15 to 20 community activists
Staff-to-Community Leader Ratio	One staff member for approximately 40 to 50 community leaders	One staff member for approximately 30 to 40 community leaders	One staff member for approximately 20 to 30 community leaders
Staff-to-Institution Ratio	One staff member for up to 2 institutions, each with 4 to 6 institutional allies	One staff member for up to 2 institutions, each with 4 to 6 institutional allies	One staff member for 1 institution, with 4 to 6 institutional allies

4. Ensure regular staff presence *in communities.*

Staff need to be present and available in communities on a regular basis to support *SASA! Together* activism. Selecting close and/or easy-to-access communities is ideal to enable staff to support activists, leaders and allies on a daily basis. At the same time, hard-to-reach communities shouldn't be ignored; often, the need in these communities

is high. These communities do, however, require additional planning and considerations such as small satellite offices, staff remaining in communities for extended stays or creative modes of transportation.

5. Determine which communities are well *suited for community mobilization.*

It's important to reflect on the extent to which potential communities meet the following criteria (if needed, engage community experts). If the community does not meet these criteria, you may want to increase implementation time, take additional actions to ensure success or consider other communities for *SASA! Together:*

- Not overburdened by government or civil society programming.
- A broad mix of events and services that bring community members together (e.g., community-based media, religious institutions, market days, or health and social welfare services).
- Limited transience, meaning there is at least a settled and stable core population in the community (see *Implementing SASA! in Humanitarian Settings: Tips and Tools*[38] for more guidance on these contexts).

6. Choose the community(-ies) that are *interested in and enthusiastic about SASA! Together.*

Now that your organization has different communities in mind, set up a series of discussions with the leadership of the various communities to discuss potential *SASA! Together* programming. Choose to work in communities where the leadership is inspired by the benefits of violence prevention and shows flexibility and creativity in how they could support the work.

A "community" can be defined in many ways; in *SASA! Together*, it refers to any group of people who live in the same geographic areas and have regular contact with and influence over each other's lives.

Select SASA! Together staff.

1. Familiarize yourself with the *SASA! Together* staff roles.

SASA! Together staff are the backbone of your program, ensuring you have a robust presence in the community for monitoring, supporting and guiding the process of change. The following are the types of positions for ideal program implementation. Of course, each organization decides what is possible based on their capacity, outreach and size of their *SASA! Together* program. For larger programs, there may be multiple full-time staff in some of these roles or even strategy teams. For smaller programs, individual staff members may take on multiple roles or staff may allocate part of their time to support *SASA! Together*.

When recruiting, be aware of gender dynamics and whenever possible, pair female and male staff so they can model balanced power and equality (e.g., if hiring two Local Activism staff, ensure one woman and one man are hired). Also, avoid reinforcing stereotypes, such as assigning a male staff member to the Community Leadership strategy because community leaders may be perceived as higher status and a female staff member to the Local Activism strategy if community members are perceived to have lower social status.

Team Leader/Program Manager/Coordinator

Needs to demonstrate a personal commitment to *SASA! Together* values in addition to management skills. This person has technical skills in violence against women prevention and a strong gender-power analysis. S/he can see the big picture, help the team make strategic choices and is willing to visit community and institutional activities to support staff. S/he should be able to mentor and lead in a way that uses power positively.

Local Activism Staff

Need experience and skills in working directly with community members. They are good mentors—friendly, nurturing and positive—and keen to be in the community on a daily basis. They are good relationship-builders, have a sense of humor and are fluent in the languages spoken in the community. In many organizations, staff that work in the community are considered less skilled or more junior—not so in *SASA! Together.* They are the courageous changemakers that will be known far and wide in the community!

Community Leadership Staff

Need experience and skills in working with leaders and influencers in the community. They are patient, are persuasive and have the confidence and experience needed to be taken seriously by leaders. They like being in the community and are good at building bridges and making connections between people and groups. They also need to understand community dynamics and how power flows through the community and need to be willing to let the *SASA! Together* community leaders be in the spotlight.

Institutional Strengthening Staff

Need skills as trainers and experience working within formal structures. They are familiar with institutional processes and are skillful communicators and good problem-solvers. They have good analytical and writing skills that can support institutional allies. They don't give up easily and are comfortable and confident engaging institutional leaders, such as police chiefs and hospital administrators. They have a general understanding of service provision in the chosen communities.

Learning & Assessment (L&A) Staff

All staff will need time allotted for L&A within their *SASA! Together* responsibilities. However, for a large *SASA! Together* program, we recommend one dedicated L&A staff member. This role includes training and supporting others to use the tools, as well as conducting data collection, entry and analysis, facilitating feedback sessions and providing general oversight of all *SASA! Together* L&A. This person is comfortable with data management and analysis and understands both qualitative and quantitative action research. S/he is oriented toward learning rather than evaluating and is supportive, has a keen eye for observation, is good at helping others and feels that L&A is useful, relevant and fun. If you do not have a dedicated L&A staff member, you could organize additional data entry and/or analysis support, which can be filled by someone on your team or by an outside contractor.

2. Determine the number of staff needed for *each strategy.*

When choosing your communities, you have already considered your staff capacity for supporting those communities. Look again at that decision-making and at the *SASA! Together* Capacity Grid (page 67). Use those details and the following considerations to determine how many staff you will need for each strategy:

- Ideally, there will be one staff member dedicated to each strategy that you use. In very small programs, you may choose to have staff play multiple roles. If this is the case, ensure the number of activists, leaders and allies is manageable (page 67).

- While we recommend that designated staff are allocated to each *SASA! Together* strategy, all staff must work together to create change and may support each other in aspects such as training, mentoring and activism.
- All that said, if your work is spread out across a large geographic area, you may choose to allocate staff for each community and perhaps further divide them according to *SASA! Together* strategy. All staff should speak the language most common in the community and, ideally, commit to the length of *SASA! Together* implementation.

3. Determine if you will have a dedicated *SASA! Together* team leader and dedicated Learning & Assessment staff.

For smaller programs, the *SASA! Together* team leader can also be managing other projects and responsibilities or heading up a *SASA! Together* strategy. For larger programs, we recommend a staff member exclusively dedicated to this role.

All *SASA! Together* staff should be ready and able to participate in L&A activities; however, larger programs will need a full-time L&A staff member (as previously described).

4. Determine what additional human resource support your program will need.

Additional human resource requirements depend on your program design, location and communities. Here are some common needs:

- Administrative staff for supporting logistics, printing materials, fleet management, etc.
- Finance staff for budget management and oversight
- Logistics staff if communities will not be reached via public transport
- Adaptation support: cultural consultant, translator, etc.
- Artist or graphic designer
- Technical assistance provider (if senior management is unable to provide, see page 72)

5. Assign roles or recruit *SASA! Together* staff.

Some organizations may have existing staff, while others may need to recruit new staff members. Since *SASA! Together* is a very personal and long-term experience for staff, it is important to assign roles or recruit based on staff skills, talents and aspirations. This will help reduce turnover and create a more cohesive team.

Organize technical assistance and staff support.

1. Organize technical assistance internally or *with Raising Voices.*

While technical assistance (TA) is not required, many groups have found it useful. Accredited TA providers can enable activist organizations with various levels of expertise to more effectively implement this comprehensive and in-depth approach. A TA provider works with the organization as a whole and with *SASA! Together* staff individually to overcome any challenges and manage the experiences unique to *SASA! Together* implementation.

TA is more intense in the beginning and then more spread out over time. It can be organized by applying to join a *SASA! Together* cohort within Raising Voices' Violence Prevention Learning Center or by engaging a TA provider accredited by Raising Voices. There are many people who claim *SASA!* or *SASA! Together* expertise; ensure any provider is accredited by Raising Voices and has the level of skill needed for your context.

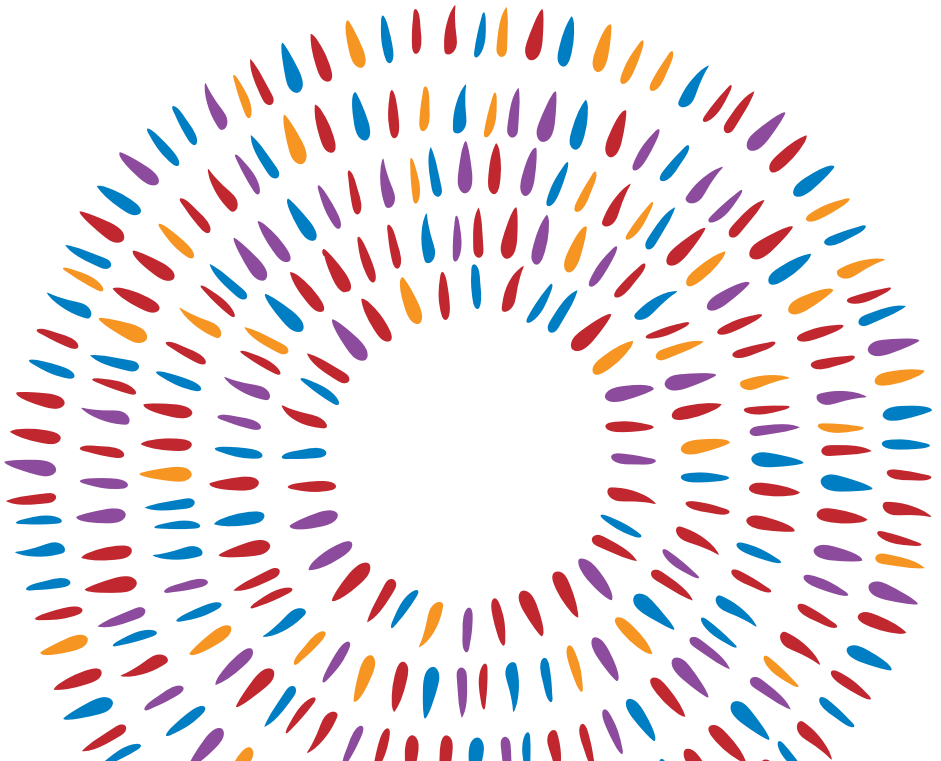
Contact Raising Voices (**info@raisingvoices.org**) to learn more.

2. Determine how the organization will *prioritize personal support to staff.*

SASA! Together includes suggested processes and materials for supporting staff, and staff support must be an organizational priority. Working on *SASA! Together* often personally touches the lives of staff. Some staff may have experienced or be experiencing violence, while others may have used violence. Many will have grown up witnessing or experiencing violence at home. Some may have inequitable or difficult relationships with their current partner. Just as mechanisms are put in place to support activists, leaders, allies and community members, similar mechanisms are needed for staff as well.

It is important to provide a safe and supportive work environment internally—with access to confidential services if wanted/needed, regular opportunities to share personal experiences (without pressure) and opportunities for staff to debrief with senior staff on how this work is impacting them on a personal level.

Consider taking a preliminary look at the Start Phase Book, and specifically the content about supporting staff found in the "phase preparations." Then, meet with the organization's leadership to determine how you can incorporate this extension of support and more into the existing human resources strategies.



Determine what adaptations are needed.

1. Understand that adaptation *is part of the process.*

SASA! Together is designed for adaptation. *SASA!* is widely applicable and has been used in diverse contexts, from Honduras to Haiti, Iraq to Botswana, Mongolia to Fiji. This is because it focuses on the root cause of violence against women rather than its various manifestations. There are different types of adaptation (see *Adapting SASA!: Tips and Tools*),[39] and it saves time and resources to carefully consider and decide on the type of adaptation needed at the outset of program design.

2. Identify what you will need *to translate.*

Your organization will likely need to translate *SASA! Together* materials for the communities and (if applicable) for non-English-speaking staff. Meet as a team to decide whether translation of the entire approach or only some pieces is needed (e.g., activities for use in communities, trainings so that staff do not have to do simultaneous translation while facilitating). Once you understand the quantity of translation to be completed, do the following:

- Find a translator with a basic understanding of violence against women and power concepts and who is familiar with the local usage of language (i.e., places less emphasis on grammatically "correct" language and more emphasis on language accessible to community members).
- Explain to your translator that translations will be done phase by phase to incorporate learning and community feedback as you go. We don't recommend translating everything at the start, as you will learn from phase to phase how to strengthen your translations and adaptations.
- Find another translator (or *SASA! Together* staff if the quantity of translation isn't too overwhelming) to back translate all materials to ensure the translation fits the intended meaning.

- Contact Raising Voices for a dictionary of key terms that are used throughout *SASA! Together* and which can be piloted and tested before substantial translation is done, or to find out what translations of *SASA! Together* are available.

3. Decide whether you will need to make *cultural changes to the text and visuals.*

For communities outside of sub-Saharan Africa, visual images will likely need to be adapted to better represent your context. Other organizations will need to do a more extensive adaptation depending on the setting, organizational interests and community needs. Some differences in dress or landscapes are not usually significant enough to warrant a redraw of materials; if the images are generally relatable, they can be used. However, here are some situations to consider:

- If colors used in *SASA! Together* are associated with other issues or political parties, consider changing them while maintaining a consistent color for each phase.
- Ensure people illustrated in the communication materials reflect the community and allow for easy identification of characters.
- Decide whether artistic styles used in materials are appropriate and aligned with cultural norms and assumptions.

4. Prepare for pre-test translations *and adaptations.*

You will need to pre-test translations and visuals with staff and representatives from the community (e.g., community activists or community leaders you work with) before printing and using them. There is always something to learn through pre-testing. Make sure you leave time for making adjustments based on feedback.

Doing a Complete *SASA! Together* Adaptation

Some organizations are interested in doing a complete adaptation of the entire *SASA! Together* approach for a particular country or region, with the intent of publishing and distributing the adapted version to a wide audience. This is a *different* process than the standard adaptation needed to implement *SASA! Together* and requires a significantly greater investment of time and resources. If you are interested in this, you will need to contact Raising Voices directly.

Before doing that, it may be helpful to consult the following document to help you better understand the type of *SASA! Together* adaptation that best suits your needs:

- ***Adapting SASA!: Tips and Tools:***[40] **This document provides extensive detail and a practical, step-by-step guide on how to adapt SASA! for your context.**
- ***Implementing SASA! in Humanitarian Settings: Tips and Tools:***[41] **For using and adapting SASA! in humanitarian settings.**

5. Consult *Scaling SASA! Together: Tips and Tools*[42] *if planning to go to scale.*

Some organizations or consortia will decide to use *SASA! Together* at scale. Neither *SASA!* nor *SASA! Together* has been rigorously evaluated at scale. Raising Voices and the field more generally are still learning what it takes to go to scale with violence against women prevention programming. Based on our experience to date, special guidance is available to support program design at scale.

Develop a referral system and basic response skills.

1. Understand how referral systems and skills *support women's safety.*

As soon as you raise the issue of violence against women in the community, you create a space for women experiencing violence to come forward in search of support and change in their own lives. An important aspect of violence prevention is providing an appropriate referral and basic response. Doing so helps everyone stay focused on their role in prevention while ensuring that women experiencing violence receive the best support services available. This is critical to ensuring quality and ethical implementation of *SASA! Together.*

It is important to establish a referral system before beginning any activities in the community. This enables you to respond appropriately to disclosures of violence, reducing risk and further harm to women experiencing violence.

Collaborating with a Response Organization

Specific skills and expertise are required to respond to women who experience violence in a helpful, ethical and safe way. If your organization does not already work on response to violence against women, we strongly recommend seeking support from an organization with this expertise when establishing a referral system, as well as when training staff, activists, leaders and allies in referrals and basic response skills. The steps contained here provide a simple framework. However, an experienced organization will provide the in-depth knowledge, skills and practice needed to ensure the dignity and safety of women experiencing violence.

2. Develop a *referral list.*

Creating Your Initial List

Consult existing resources such as service mapping or existing referral lists or assessments done by civil society, coordination bodies or the government institutions relevant to violence against women, as well as consult information gathered in the community asset mapping (see page 146). Make a list of all of the service providers identified.

Filling Gaps

Assess whether your list includes the following services:

- Emotional support
- Accompaniment throughout medical and legal processes
- Health services (including injury treatment, completion of any medical forms needed by the justice system, and access to post-exposure prophylaxis (PEP) to prevent HIV infection and other critical medicines in cases of sexual violence)
- Access to legal services
- Safe housing
- Child-friendly services for children who have witnessed or experienced violence
- Disability-inclusive services for women with cognitive, physical or other disabilities
- Women's support or empowerment groups
- Economic support resources or activities
- Appropriate services for all women (trans women, women who are lesbian or bisexual, women who are HIV-positive, immigrant women, women who do not speak the primary language in the community, etc.)
- Other services you feel are important in your context

Look for ways to fill any gaps in services. For example, some of these services (like post-exposure prophylaxis or medical examinations) might be far away, and you may have to look outside the boundaries of your immediate community to locate the needed service provider. In other cases, you may need to consider informal service providers; for example, caring individuals rather than organizations may be potential referrals for emotional support and accompaniment.

Gathering Information for Each Item on the List

Try to collect all of the following information for each service provider identified (when the service is delivered by a person rather than an institution, you can leave the "Institution/ Organization" column blank). An electronic Referral List template (see sample below) can be found on the electronic version of *SASA! Together*.

Institution/ Organization	Type of Services	Physical Location	Contact Person	Hours of Operation	Cost of Service	Phone Number	How to Make a Referral

3. Assess the quality of services *and finalize the list.*

It's important to have a basic understanding of the quality of services being provided by each resource identified before using, training on or distributing your referral list. This is not a comprehensive evaluation but rather can be done by visiting institutions directly, meeting with key personnel and consulting with others who have made referrals to ensure that the services provided are supportive and safe for survivors. Refer to the minimum standards of care for survivors that are recognized internationally and/ or within your country (e.g., **World Health Organization Guidelines: Responding to intimate partner violence and sexual violence against women, the Inter-Agency Standing Committee Gender-Based Violence Guidelines**). Remove any resources from the referral list that are unable to provide care to survivors that is helpful, ethical and safe. For more on creating a referral list, see the **Women's Refugee Commission's Service Provision Mapping Tool**.

4. All staff, activists, leaders and allies *are trained on how to make helpful referrals.*

There are many resources for building skills on responding to violence against women. Therefore, *SASA! Together* provides suggested key content rather than replicating existing resources. Have the response organization partner (see the preceding text box on collaboration) conduct the training or hire skilled response providers. Training should be done before anyone begins conducting activities in the community and after you have completed the referral list. Be sure to repeat or refresh the training periodically, at least in every phase, and provide an updated referral list regularly to everyone. Invite key service providers to participate and to give information about the services that they provide.

Key Content for Referral Training

Referral training requires at least one full day. All key actors in *SASA! Together* (staff, activists, leaders, allies and any others) need referral training. It is important that training includes:

a. Reviewing and discussing:

- The types of violence against women and their connection to power.
- The key principles of survivor-centered response: respect, confidentiality, safety and security.
- The key areas of support for women experiencing violence (e.g., first response, healthcare, access to justice, emotional support and the specific needs for survivors of intimate partner and sexual violence).
- The referral list developed, including how to read and understand the information provided.
- The gaps in the services available and how to meet those needs.
- Challenges faced by women who experience intersecting forms of discrimination, such as rural women, trans women, women from minority cultures, religions, and ethnicities in your context, women living with HIV, women living with disabilities, etc.

b. Whenever possible, inviting the key contact organizations/individuals on the referral list to meet staff, activists, leaders and allies; these personal connections will strengthen referrals.

c. Practicing making referrals through role-plays that include:

- What to say when a woman discloses violence during a community activity (e.g., how to thank them and remind the group about confidentiality, and then invite the person to talk separately afterwards).
- Basic listening skills, including how to give options rather than advice.
- Being nonjudgmental when supporting women from backgrounds different to your own.
- Helping women know what to expect from service providers.
- How to write notes of referral if required by the service provider or requested by women.
- Helping women to make a safety plan, including people outside of formal services they could turn to in an emergency.

5. Engage and monitor *service providers.*

Invite key service providers from the referral list to *SASA! Together* trainings in each phase, taking into account their service provision and work hours. Service providers often have the same types of knowledge and attitudes as the communities in which they live, and engagement in *SASA! Together* activities may help them greatly to improve the quality of their service provision. Consider the viability of selecting one (or two) as the institution(s) to engage in the Institutional Strengthening strategy. If possible, conduct special trainings with key services providers about violence against women or partner with a response organization in your community to do the same.

Host coordination meetings where various violence against women service providers meet each other and strengthen communication and coordination. In addition, invite activists, leaders and allies to provide regular feedback on the service providers on the referral list. As relationships develop, brainstorm ways to provide both positive feedback on their services and suggestions for improvement.

6. Update the referral list, and conduct *refresher trainings regularly.*

Update the referral list before each phase training or more frequently as needed. Base changes on feedback and experiences, as well as contacts you make with each entity, to ensure you have the latest information. If you have received negative feedback from women about specific services, follow up and make any necessary changes to the referral list.

7. Strengthen basic *response skills.*

All who are involved in *SASA! Together* need basic skills in responding to women experiencing violence. Seek support from the response organization for basic training. Also see the "Supporting Women Who Experience Violence" session (Support Phase Book, page 148) or the following resources:

- **Inter-Agency Standing Committee's *How to Support Survivors of Gender-Based Violence When a GBV Actor Is Not Available in Your Area: A Step-by-Step Pocket Guide for Humanitarian Practitioners***
- **GBV Prevention Network's *The Essentials of Feminist Counseling***

Prepare for learning & assessment (L&A).

1. Appreciate L&A's role in *SASA! Together.*

L&A is an integral part of *SASA! Together* that organizations rely on from start to finish. It fosters quality programming and accountability to ourselves and communities, as well as minimizes potential risk to women. *SASA! Together* responds to community and institutional realities rather than imposing a fixed, externally driven time frame. L&A enables you to know when the *community* and *institution* are ready to move on to the next phase. Analyzing your L&A data also highlights accomplishments to celebrate and any "sticky issues" (e.g., harmful norms that are especially resistant to change) or backlash where more intensive engagement may be required.

We recommend the *SASA! Together* staff member responsible for L&A lead the following steps during the set-up process—bringing all *SASA! Together* staff on board to fully embrace L&A as a central program component.

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*.**

2. Understand what you are trying to achieve *in each phase.*

Each of the four phases of *SASA! Together* corresponds to a distinct stage of change (see page 24). Therefore, 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

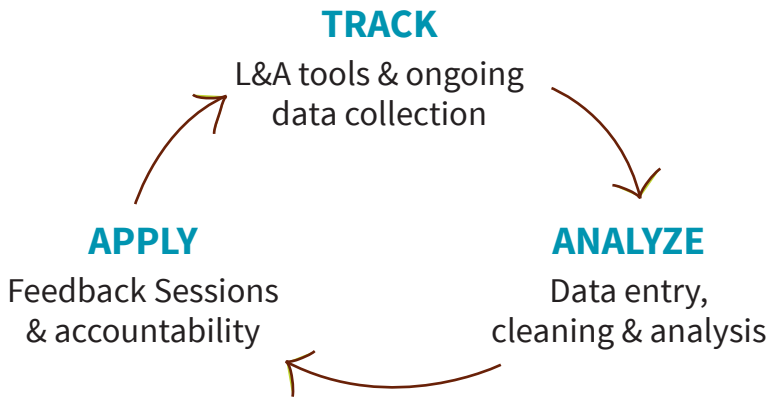
they *do*. This reflects *SASA! Together's* approach to creating deep, lasting transformation that touches everyone on a personal level—including their understanding, beliefs and actions—right from the Start phase. You will also be working toward specific operational changes within the institution. These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

SASA! Together Outcomes

PHASE		Start	Awareness	Support	Action
	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

3. Prepare for how you will *track progress, analyze data and apply learning during each phase.*

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



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) 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.

Some organizations may already have an institutional M&E system—or your donor funding *SASA! Together* may require reporting on specific indicators. This isn't a problem; it only requires some additional planning as you are getting started with *SASA! Together.* Set-Up is the perfect opportunity to compare and contrast how *SASA! Together* L&A "fits" with any other organizational M&E. For more guidance, see page 3 of the L&A Guide.

4. Become familiar with the L&A tools used *during each phase.*

- **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.

5. Learn about the process for *transitioning to a new phase.*

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 analyses seem to indicate that you've achieved all (or most) of the expected outcomes for that phase, then it is time to conduct the Community Assessment Survey and Community Focus Group Discussions to make an informed decision. 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. Further guidance for structuring this decision-making process is provided on page 74 of the L&A Guide.

6. Review the *SASA! Together L&A Guide.*

The *SASA! Together* L&A Guide includes all instructions, insights, tips and suggestions you will need for L&A. It is the primary *SASA! Together* resource for the staff member responsible for L&A, and since L&A is a team effort, it's important that all staff are familiar with it.

7. Make an organizational commitment *to L&A ethics.*

The L&A Guide outlines ethical considerations to protect the safety and confidentiality of all community members and ensure their voluntary consent is obtained prior to any data collection. A key responsibility of L&A staff is to train and support other *SASA! Together* staff to ensure ethical practices are always upheld (see page 4 in the L&A Guide for more details).

Conduct the Introduction to *SASA! Together* Training for staff.

***SASA! Together* staff must stay one step ahead in their own learning and change process. This starts with the Introduction to *SASA! Together* Training, introducing staff to the key concepts that will help in program set-up and all of *SASA! Together*.**

Participation and *Facilitation*

This training is conducted initially for all *SASA! Together* staff. It is best led by a senior staff member with significant violence against women and training experience or an accredited *SASA! Together* TA provider (see page 72). Later in the Start phase, once you identify community activists, community leaders and institutional allies, staff will use some of these sessions to facilitate Introduction to *SASA! Together* Training for them as well.

Format and *Location*

This training session is best implemented as a 3- or 4-day process and, if possible, as a residential workshop. Time away from day-to-day work responsibilities allows staff to be more present and go more fully into the content. If this isn't possible, figure out a way to ensure all of the Introduction to *SASA! Together* Training Sessions are completed before staff begin to engage activists, leaders and allies.

When choosing an offsite location, consider the options for room set-up. We recommend setting up the training room with chairs in a semicircle if possible, without tables or desks so there is lots of room to move around for activities. Wall space is important for hanging flipchart papers. The introductory and L&A sessions use PowerPoint presentations.

Supplies and *Preparation*

The Training Sessions include necessary preparations, handouts and step-by-step instructions. Each session also identifies any special supplies needed. In general, you should always have basic materials on hand such as extra flipchart and A4 paper, at least 10 markers, tape, extra pens and small manila cards or sticky notes (if available). You'll also need a computer, projector and screen for the introductory and L&A sessions.

Sample Agenda

It is best to implement the Training Sessions in the order they are presented, as one often builds on the next. However, you have the flexibility to group or divide these into whatever time frame works best for your group. Here is a sample agenda for the type of timing frequently used and recommended. This schedule is for *SASA! Together* staff:

Introduction to SASA! Together Training for SASA! Together Staff

Day 1	→ Overview of *SASA! Together* → Stages of Change → Motivators and Barriers to Change
Day 2	→ Circles of Influence → *SASA! Together* Strategies and Activities → *SASA! Together* Power
Day 3	→ What Is Activism? → Facilitating Change → Creating a Community Asset Map
Day 4	→ Introduction to Learning & Assessment → Claim Your Power

Part 4

Moving on to the Start Phase

A Practical Look at When and How to Move Forward

SASA! Together *is a comprehensive approach that requires a different level of organizational commitment and engagement with communities than many groups are used to. An honest assessment of the suitability and readiness for* ***SASA! Together*** *will lead to smoother and more successful programming.*

The Six *SASA! Together* Books .....pg 90
Suitability & Readiness Assessment .....pg 93

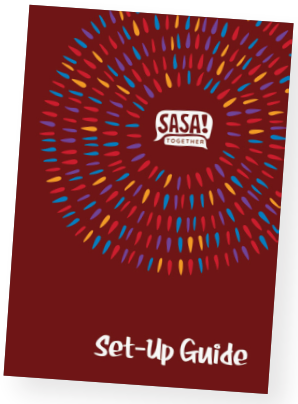
The Six SASA! Together Books

Everything you need for *SASA! Together* implementation is packaged into the following six books. These will be your everyday resources, and *SASA! Together* staff will need easy access to them (or your translated/adapted versions).

The Electronic Version of *SASA! Together*

The electronic version of *SASA! Together* contains all six books and fully printable and editable digital versions of all activity materials raisingvoices.org/sasatogether.

Start Here: Set-Up Guide



We hope this book has inspired and oriented you to all you need to know about *SASA! Together*. As your *SASA! Together* process unfolds, you will find it helpful to revisit this book to understand its contents more deeply as your own community mobilization is underway. It also includes the Introduction to *SASA! Together* Training Sessions for use with staff, community activists, community leaders and institutional allies.

Phase 1: Start Phase Book

This is where you go next after finishing with this Set-Up Guide.

This book provides instructions and materials for moving through the Start phase from beginning to end. It also includes the Start Phase Training Sessions for use with staff, activists, leaders and allies and the Staff Development Exercises for *SASA! Together* staff. When necessary, it refers you to the L&A Guide for more detailed instructions or materials.

This book is the largest because the Start phase includes many one-time activities, such as identifying your *SASA! Together* activists, leaders and allies and identifying the institution(s) you will work with.

Phase 2: *Awareness Phase Book*

This book provides instructions and materials for moving through the Awareness phase from beginning to end. It also includes the Awareness Phase Training Sessions for use with staff, activists, leaders and allies and the Staff Development Exercises for *SASA! Together* staff. When necessary, it refers you to the L&A Guide for more detailed instructions or materials.

Awareness is the first phase to include all activities for all phases, so expect to see some activities you haven't seen before.

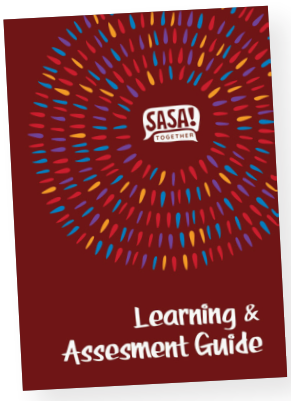
Phase 3: *Support Phase Book*

This book provides instructions and materials for moving through the Support phase from beginning to end. It also includes the Support Phase Training Sessions for use with staff, activists, leaders and allies and the Staff Development Exercises for *SASA! Together* staff. When necessary, it refers you to the L&A Guide for more detailed instructions or materials.

Phase 4: *Action Phase Book*

This book provides instructions and materials for moving through the Action phase from beginning to end. It also includes the Action Phase Training Sessions for use with staff, activists, leaders and allies and the Staff Development Exercises for *SASA! Together* staff. When necessary, it refers you to the L&A Guide for more detailed instructions or materials.

This book includes guidance for how to wrap up formal *SASA! Together* programming.



Learning & Assessment: *L&A Guide*

The book includes all of the instructions and tools for L&A in each strategy and phase of *SASA! Together*.

The size of *SASA! Together* can be intimidating—it is not meant to be read cover to cover, book by book!

Remember...

Read the sections that are particularly useful to you.

***SASA! Together* is designed for easy access to each strategy and the training resources.**

Use the activities and materials feasible for your capacity and context.

***SASA! Together* includes a wide variety of activities for maximum engagement, choice and flexibility in programming. Each organization will use only what is useful and relevant in your context.**

Suitability & Readiness Assessment

The foundational work in this Set-Up Guide is essential preparation for successful implementation and also for assessing fit between *SASA! Together*, your organization, and the communities where you hope to work. *SASA! Together* is one of a number of approaches to preventing violence against women. If proceeding through Set-Up has proven difficult, you may find that *SASA! Together* is not the best approach for your organization. Fill out this assessment to determine whether *SASA! Together* is right for you and whether you are ready for the Start phase.

1. Community Mobilization ***Is your organization ready for…***	**Yes**	**No**
a. critical reflection about power both personally and organizationally, with a commitment by all staff and leadership to take that journey?		
b. continuous community engagement, recognizing that *SASA! Together* is not a training manual or a one-off training for communities?		
c. intensive, sustained programming across all three strategies (Local Activism, Community Leadership and Institutional Strengthening)?		
d. *SASA! Together* staff to spend significant time in the community and institution(s)—likely a few hours on most days (every week) to support activities?		
e. engaging in work that uses a gender-power (feminist) analysis of violence against women?		
f. committing to the *SASA! Together* L&A process throughout, including consistent use of the L&A tracking tools, quarterly analysis and holding quarterly feedback sessions to apply what you learn?		

2. Organizational Commitment and Funding ***Has your organization been able to…***	**Yes**	**No**
a. commit to *SASA! Together* programming for at least 3 years?		
b. secure at least 1.5 years of funding—with a strong expectation of additional funding for the remaining time?		
c. commit to implementing all four phases and all three strategies of *SASA! Together* for safe and ethical programming?		
3. Dedicated *SASA! Together* Staff ***Has your organization been able to…***	**Yes**	**No**
a. recruit enough staff to ensure quality programming and mentoring in the chosen communities (see page 67)?		
b. identify who will be responsible for overseeing the various learning and assessment activities?		
c. conduct the Introduction to *SASA! Together* Training (see page 104) with all staff?		
d. ensure all staff will be able to take on their full *SASA! Together* responsibilities by the beginning of the Start phase?		
4. Suitable and Interested Community(-ies) ***Has your organization been able to…***	**Yes**	**No**
a. explore and understand the context of the community(-ies) you are considering?		
b. engage leaders of the potential community(-ies) and found they are enthusiastic and supportive of *SASA! Together*?		
c. ensure that *SASA! Together* staff will be able to safely access community(-ies) weekly?		
d. identify communities that *SASA! Together* staff can reach within 1 hour or less?		
5. Technical Assistance and Resources for Staff Support ***Has your organization been able to…***	**Yes**	**No**
a. dedicate time and resources to personally supporting *SASA! Together* staff and to supporting your evolution as an activist organization?		
b. identify an external TA provider and allocate the necessary budget? (OR identify a senior leader or senior violence against women or GBV staff member available within your organization to provide ongoing internal TA to *SASA! Together*?)		

6. Resources to Start Work in the Community *Has your organization been able to…*	Yes	No
a. develop a basic referral system and train *SASA! Together* staff in basic referral/response skills?		
b. identify what type of adaptation is required for your context and create an adaptation plan (including translation if applicable)?		
c. understand how *SASA! Together* is organized and familiarized yourself with the books, process and activities using the *SASA! Together* Process Map (see page 42)?		
d. ensure that *SASA! Together* is readily accessible to all staff?		
TOTAL		

Tally the total "Yes" and "No" responses, and use the following chart to help evaluate whether *SASA! Together* is right for you. If you still have questions or are unsure, feel free to contact Raising Voices staff for support and discussion.

Total # "YES"	*SASA! Together* Suitability & Readiness
0–12	*SASA! Together* may not be right for your organization at this time. Consider other approaches to violence against women prevention or building your preparedness to use *SASA! Together* in the future.
13–22	*SASA! Together* may be a good fit for your organization at this time, but there is still important groundwork to do before you get started.
23	Congratulations! Your organization is ready to begin the *SASA! Together* Start phase. Begin working with the Start Phase Book.

Join the *SASA! Together community!*

Write to us at info@raisingvoices.org to get connected to the global community of activists preventing violence against women with *SASA! Together*.

Set-Up Resources

Getting Started with *SASA! Together* Trainings ..... pg 97

Introduction to *SASA! Together* Training Sessions ..... pg 103

Introduction to *SASA! Together* Training Sessions at a Glance ..... pg 104

Overview of *SASA! Together* ..... pg 106

Stages of Change ..... pg 109

Motivators and Barriers to Change ..... pg 117

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SASA! Together Strategies and Activities ..... pg 129

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Getting Started with SASA! Together Trainings

SASA! Together includes lively, in-depth Training Sessions for anyone exploring their potential in preventing violence against women. Use them in workshops or as short Training Sessions to guide participants in developing practical skills and a strong desire to create positive change.

In the Set-Up Guide and each phase book, you will find:

At a Glance

A brief overview and time frame for every training session.

Training Sessions

In-depth guidance for each training session to be used when training *SASA! Together* staff, community activists, community leaders and institutional allies.

Staff Development Exercises

Readers, personal journaling activities and group debriefs to be used with *SASA! Together* staff during each phase of *SASA! Together*. (Note: These exercises are included in all phases but not the Set-Up Guide.)

About *SASA! Together* Training Sessions

Training Sessions are an essential component of *SASA! Together*. The sessions include easy, step-by-step instructions to conduct training for staff, community activists, community leaders and institutional allies. Training Sessions are provided for Set-Up (Introduction to *SASA! Together*) and also for each of the four phases of *SASA! Together*—Start, Awareness, Support and Action. When used at the beginning of each phase, the Training Sessions help build the knowledge and skills needed to successfully create change.

About *SASA! Together*
Staff Development Exercises

Staff are critical to the success of *SASA! Together.* Oftentimes, we focus on their capacity, needs and performance directly related to work outputs. However, in *SASA! Together*, we feel that engaging the whole person, not just the professional aspect of life, is important in fostering a new generation of activists. The Staff Development Exercises are opportunities to support staff's self-care and personal development. In each phase, three topics are explored through a reader, a personal journaling activity and a group debrief. Doing these sessions will also deepen solidarity among team members and support their personal and professional development long after *SASA! Together* ends. Staff Development Exercises can also be done with activists, leaders and allies if you can find the time!

Style and Tone of Training in
SASA! Together

In trainings, as in the rest of *SASA! Together*, the goal is to get personal—to help community members internalize the issues of power and violence and feel they are directly related to their own lives. When training, this can be achieved by using participatory learning techniques. Here are some dos and don'ts for facilitating participatory learning.

Dos

- Do have participants sit in a circle or semicircle, preferably without desks or tables in front of them. Desks and tables create barriers between participants, take up space and block the flow of discussion, movement and exchange.
- Do assemble a gender-balanced facilitation team in your trainings for *SASA! Together*, particularly at the community level. Having female and male facilitators working together demonstrates balanced power in action.
- Do prepare yourself for facilitating the sessions. Go through the sessions before the training. Run through the exercises in your head, talk with your co-facilitators (if any) and create a plan for how you will facilitate. Make sure all required preparations are complete.
- Do develop trust in the group. Participants need to trust you, your facilitation skills and your leadership style before they can learn effectively. Create this safe space by being prepared, respectful, open and honest. Be friendly and create a comfortable, informal environment through your words and actions.

- Do use energizers. Pay attention to the body language and energy level of the group. If you feel participants are tired or distracted, or if a session is particularly intense or heavy, do an energizer to pick up the mood. Energizers get community members laughing and moving. Encourage participants to share energizers they know with the group.
- Do write down only appropriate responses when capturing participants' contributions on the flipchart. For inappropriate responses, prompt the participant and group with questions to provoke debate and discussion, ultimately leading the group to an appropriate response.
- Do keep the flipchart sheets organized. The visual impact of the accumulated flipcharts is an important aspect of training. Well-organized flipcharts hanging throughout the room will track the progress of the discussion and be a resource throughout each session.
- Do remember the following when facilitating debate and discussion:
  - Gather various perspectives and opinions from around the room.
  - Ask open-ended questions.
  - Ask leading questions that will guide participants toward the desired discussion points/answers.
  - Gently challenge participants to examine their ideas.
  - Periodically ask for opinions and ideas from those who are not raising their hands.
  - Aim to resolve each topic while the group's energy is still high.
  - Always summarize to ensure that all participants understand the correct explanations.
- Do modify and change the *SASA! Together* sessions based on the needs, priorities, experiences and backgrounds of your groups!

Don'ts

- Don't be overly relaxed and unstructured. Participatory learning requires a facilitator to structure and guide the process. Be open, flexible and responsive but also clear about the objectives and exercises.
- Don't shy away from difficult conversations. When a group is discussing sensitive issues, a facilitator must sometimes mediate or moderate disagreements or tensions. If you try to avoid conflicts or ignore tension, participants will lose trust in the process and unhealthy group dynamics can develop. The safe space of a training session is ideal for difficult conversations to take place. It will also model to participants how to handle challenging moments.

- Don't force any participants to share their thoughts. By respecting the personal boundaries of participants, you will create an honest and powerful discussion. Avoid calling on participants who have not volunteered. This creates more safety in the process and allows even shy members to feel more comfortable and thereby able to contribute on their terms.
- Don't leave the room, talk on the phone or sit down alone during group work. Group work is not a facilitator's break! It is an important time for you to engage with smaller groups, offering ideas and ensuring community members are clear and on track.
- Don't forget to summarize! At the end of the session, summarize what has been learned. At the beginning of a new day, begin by reviewing the previous day of training. Review and reflection are important parts of the learning process.

Practicalities

All of the *SASA! Together* Training Sessions were written with the following assumptions:

Format

Training Sessions were designed to be facilitated one after the other. They can be conducted in a workshop that lasts several days or as individual sessions on a regular basis—whatever works best for you.

Preparation

In trainings, as in the rest of *SASA! Together*, the goal is to get personal—to encourage staff, activists, leaders and allies to internalize the issues of power and violence against women and make connections to their own lives. When training, this can be achieved by preparing well for sessions and using participatory learning techniques that get people actively involved rather than passively listening. This requires building rapport, appreciating the existing knowledge and skills of participants, and using questioning techniques so the group can arrive at conclusions and think up solutions themselves as much as possible.

Participants

There should be a maximum of 30 community members in a session. Limiting groups to 30 participants allows facilitators to ensure everyone's active engagement. (If you have less than 30 community members in your training session, you will just need to adjust the preparations for the exercises and the arrangements for small-group work.)

Venue and Set-Up

Fresh air and natural light support a positive training environment where participants can feel relaxed yet energized. *SASA! Together* trainings are interactive, where participants are encouraged to get up and move around. To facilitate active participation, rooms are best set up without tables or desks and with seats placed in a circle or semicircle. This allows participants to see each other, have a dialogue and interact, and it also equalizes the space so there isn't a "teacher" at the front with rows of "students" but rather a collective group of adults committed to learning.

Materials

Facilitators should always bring the following supplies:

- Tape
- 10 markers
- Extra flipchart paper
- Extra standard-sized paper
- Extra pens
- A projector, screen and computer for PowerPoint presentations (*Note:* PowerPoints are used only in the Overview of *SASA! Together* session and the learning and assessment sessions in each phase; if unavailable, print the presentations and make photocopies for participants.)

Sensitive Sessions
Caring for Participants

SASA! Together trainings are about violence against women, so sessions can be emotionally challenging to engage with. We will flag especially intense discussions with a "sensitive session" note. However, it can be difficult to anticipate the feelings that various sessions will provoke for each participant—everyone comes with their own personal story, experiences, and possibly, trauma. As a facilitator, be aware of the dynamics of the group and the situation of particular individuals as much as possible while also being mindful of your limitations if you are not a trained mental health professional.

Let participants know that it is OK to leave a session if it is too intense or to decline participation, and remind them of these options throughout the training. Make sure you have referrals on hand and follow up with participants when necessary. If your budget allows, have a counselor, social worker or other trained mental health professional on-site throughout the training.

Adapting *Sessions*

For groups with **low literacy**, any exercises can be done through discussion and reading of the questions or discussion points rather than through writing. For more sensitive discussions, consider having participants discuss in pairs or find a "trusted other" in the session with whom more intimate discussions can be held. Be sensitive to all types of **diversity** among participants and strive for inclusion of all; make accommodations for mobility, sight, hearing, learning or any other differences.

You might also consider making changes to the materials to ensure they're **culturally relevant** to your setting, such as using names for scenario characters that are common where you live or ensuring terms or situations are relatable—for example, drinking alcohol may be uncommon in your community so you could replace a drinking joint with a tea shop or another place where men gather. At the same time, avoid removing or substantially changing material unnecessarily—for example, because it seems "too sensitive." The inclusion of potentially sensitive subjects in *SASA! Together* is intentional, and how to address those subjects is discussed in greater depth throughout these materials.

Introduction to SASA! Together Training Sessions

Introduction to *SASA! Together* Training Sessions at a Glance

Use the Introduction to *SASA! Together* Training Sessions in this Set-Up Guide to help staff, community activists, community leaders and institutional allies understand *SASA! Together*.

Overview of *SASA! Together*

1 hour | presentation & discussion

A PowerPoint presentation of *SASA! Together* starts off the training to provide the background and overview for the exciting journey that lies ahead. Time allows for questions and lively discussions about *SASA! Together*.

Stages of Change

1 hour, 30 minutes | group work & discussion

By examining stories about change and thinking about change in their own lives, participants discover and discuss the common stages of change experienced by individuals and communities. Participants then link the stages of change to the phases of *SASA! Together.*

Motivators and Barriers to Change

2 hours | role-plays & discussion

Participants role-play different situations to learn about motivators and barriers to change, with the focus on practicing a benefits-based approach.

Circles of Influence

1 hour, 30 minutes | game & discussion

Participants are organized into four concentric circles, signifying the influences that surround every individual. Participants take on identities and read statements that demonstrate their influence on women's and men's beliefs and behaviors. After the exercise, participants discuss why it is important to engage community members in diverse roles to bring about community-wide change.

SASA! Together Strategies and Activities

2 hours | discussion & group work

The facilitator introduces the three *SASA! Together* strategies (Local Activism, Community Leadership and Institutional Strengthening) to participants. The group explores whom each strategy engages and activities designed for each strategy. Modifications for staff, community activists, community leaders and institutional allies are suggested.

SASA! Together Power

1 hour, 30 minutes | visualization & discussion

The facilitator guides participants through an exercise that explains the four types of power in *SASA! Together.*

What Is Activism?

1 hour | group work & discussion

Participants discuss different scenarios related to activism and reach a definition of what activism is. They also explore the links between *SASA! Together* and activism.

Facilitating Change

1 hour | brainstorm & group work

Participants brainstorm in groups to discern what effective facilitation is and how it can inspire change.

Creating a Community Asset Map

2 hours | group work & planning

Participants work in groups to identify the existing strengths and resources in their communities and make plans to use them in *SASA! Together.*

Claim Your Power

30 minutes | shout-out & discussion

Participants take turns stating, "I have power," and discuss the thoughts and feelings provoked by believing in one's own power.

Introduction to Learning & Assessment

2 hours | PowerPoint presentation & group discussion

Participants are presented with an overview of *SASA! Together* L&A, including key concepts and tools such as the Community Assessment Survey and Institutional Assessment Survey.

Overview of SASA! Together

(1 HOUR)

Participant Objective

- Gain an overall understanding of the *SASA! Together* approach.

Preparations

- Preview the *SASA! Together* overview PowerPoint presentation (see page 107 and download from the electronic version of *SASA! Together)*.
- Set up a projector and the presentation.

Keep in Mind

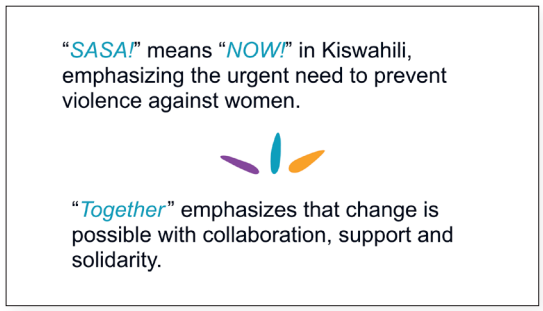
There are two PowerPoint presentations available: one for staff and one for activists, leaders and allies. Choose which is relevant for your group. Translate the presentation prior to the session as needed.

Steps

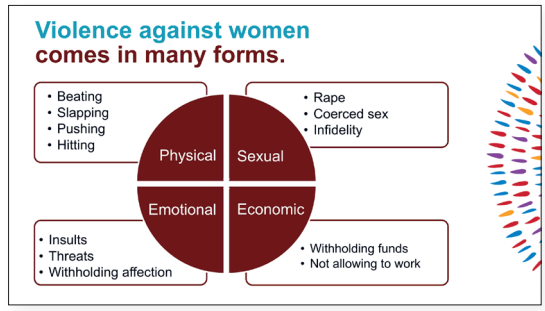
1. Greet participants: *"Welcome to our first session of SASA! Together. We are so happy to have you here and to begin this journey with you! SASA! Together is an approach that will inspire and challenge us both personally and professionally. We are on this journey together!"*
2. In a quick brainstorm, ask participants: *"What impressions do you have about SASA! Together?"* Record ideas on flipchart paper.
3. Explain: *"SASA! Together is a community mobilization approach to prevent violence against women. This PowerPoint presentation is an overview to help us all know what SASA! Together is and how it will work."*

4. Present the PowerPoint. Use the one best suited for your participants. Full PowerPoint Presentations are found in the electronic version of *SASA! Together*.

For SASA! Together staff (28 slides, first 4 below as a sample)



For activists, leaders and allies (20 slides, first 4 below as a sample)



5. Ask participants: *"For many of you, that might have been your first introduction to SASA! Together. Without overthinking it, please just check in with yourself to see how you are feeling. What is the first feeling that comes to mind after hearing about SASA! Together? Please think of one word that represents how you feel."*

6. Go around the circle of participants, having them share one by one their one-word summary of how they feel after hearing about *SASA! Together.* (Keep this quick; just go around the circle).

7. Honor all of the feelings that participants shared, recognizing any diversity of feelings. Explain that it is useful to connect with how we feel before starting this work so that we can be aware of the similarities and differences between us, and from this very beginning stage, support each other.

8. Explain: *"We will be unpacking all of the main ideas presented in the following sessions—so don't worry if things feel very new or even a little overwhelming at this point. Do you have any questions or need for clarification about anything shared in the presentation?"*

9. Answer participant questions. If you are unsure of the answer to any, just say so and let participants know that you will get back to them on any pending issues or that for some issues, you'll all figure things out together!

10. Summarize key points:

    a. *"SASA! Together is a community mobilization approach that works to prevent violence against women."*

    b. *"SASA! Together staff work with community activists, community leaders and institutional allies to engage as many community members as possible to encourage reflection on power, violence against women and activism."*

    c. *"The four phases of SASA! Together are Start, Awareness, Support and Action. Each phase unpacks a different type of power: power within, power over, power with or power to."*

    d. *"SASA! Together is an opportunity for personal growth, to strengthen our own relationships and to create a safer and more just community for everyone."*

    e. *"We're in this together—and it's going to be challenging and very rewarding work!"*

Thank participants for their active participation before closing.

Stages of Change

(1 HOUR, 30 MINUTES)

Participant Objectives

- Gain a basic understanding of the stages of change.
- Link the stages of change to the four *SASA! Together* phases.

Preparations

- Write out or tape portions of the four "Stages of Change Stories" onto separate pre-cut pieces of flipchart paper. Gather the sentences for each story in random order and then clip them together so that they do not get mixed up with sentences from the other stories.
- Tape together two vertical sheets of flipchart paper, end to end, to make one long sheet. Write the title "Stages of Change" and the following content, setting aside until ready to use:
  - Pre-contemplation: the person does not identify the issue as a problem
  - Contemplation: the person begins to identify the issue as a problem
  - Preparation for action: the person seeks information, support and alternatives for making a change
  - Action: the person begins to make a change in her/his life
  - Maintenance: the person sustains the change
- Prepare a flipchart paper with the title "*SASA! Together* Phases" and the following four phases written down the right side of the sheet:
  1. Start
  2. Awareness
  3. Support
  4. Action

Steps

1. Welcome participants to the session. Conduct a short icebreaker or energizer to help participants settle into the space.
2. Introduce the session*: "Welcome! In this session, we will spend time thinking about how change happens and then connect these ideas to the SASA! Together process. Understanding how change happens can help us be more effective in facilitating change in the community."*
3. Ask participants to divide themselves into four groups by counting off from 1 to 4 and then grouping themselves by number.
4. Give each group a stack of randomly organized sentences for one of the Stages of Change Stories.
5. Explain: *"The pieces of paper you've been given make up a story. The task for each group is to read the sentences on each piece of paper and determine their correct order. Make your decisions based on your own experiences of making change or based on what you have witnessed in others. When you're finished, tape the pieces in order on the wall, with the first sheet at the top and last at the bottom. You will have 5 minutes to complete this task."*
6. Ensure there are no questions and begin.
7. Alert the groups when 2 minutes remain, and call, *"Stop!"* when 5 minutes have passed.
8. Ask the groups to tape their stories on the wall (you can choose any wall in the room where there is space).
9. Explain: *"Each group will present their story and explain why they chose the order they did."*
10. After each presentation, ask:
    a. *"Why did you choose to put the pieces in this order?"*
    b. *"Do the other groups agree with this order?"*
11. If there is disagreement, discuss it and come to an agreement on the correct order for the story.
12. After all presentations have been given, tell the group: *"Examine these stories and think to yourself about the similarities between them."*
13. Give the group a few moments in silence to think, and then explain:
    a. *"I am now going to talk you through a process of remembering and imagining one of your own experiences of making a change. At the end of this exercise, you will share this experience with your neighbor, so imagine an example from your life that you feel comfortable sharing."*

b. *"Now make yourself comfortable. Close your eyes if you feel comfortable; if not, soften your gaze. Listen carefully to what I say. Create pictures in your mind as I read."*

14. Once everyone has closed their eyes or softened their gaze, read the following directions slowly to the group. When you see the word "pause," take a deep breath and silently count to 5 to let a few seconds pass:

    a. *"Please take a minute to think about a change in your own life—something that you decided to change yourself, not something that was forced on you by someone else or by circumstances.* (pause) *What was that change? Do not say it out loud; just think about it to yourself."* (pause)

    b. *"Try to remember in detail the process you went through during that change. What issue did you begin to identify as a problem?"* (pause)

    c. *"What made you feel that you needed to change something about yourself or your lifestyle?"* (pause)

    d. *"What did you do next? Did you have information? Did you learn more about the issue?* (pause) *Who did you talk to? Did you get support from anyone?* (pause) *Did you try to think of alternatives to that behavior?"* (pause)

    e. *"Did you change right away, or did it take time? Did you try many different approaches to changing? Try to remember what those approaches were."* (pause)

    f. *"How did it feel to accomplish that change?* (pause) *What did you do to try to sustain the changes you made and not go back to old ways?"* (pause)

15. Tell participants to open their eyes and then say: *"Now, please turn to your neighbor and tell her or him about the change you made in your life—and the process you went through to make that change. After 3 minutes, I will ask you to switch roles of teller and listener."*

16. After 3 minutes, ask participants to switch roles so the other person can describe her/his process of change as well.

17. Call, *"Stop!"* after another 3 minutes have passed.

18. Ask: *"Would anyone like to describe their process of change to the group?"*

19. Invite a few participants to share their stories. Probe to help pull out key details of their story, with questions such as:

    a. *"What kind of change did you make?"*

    b. *"How did you become aware that you needed or wanted to make a change?"*

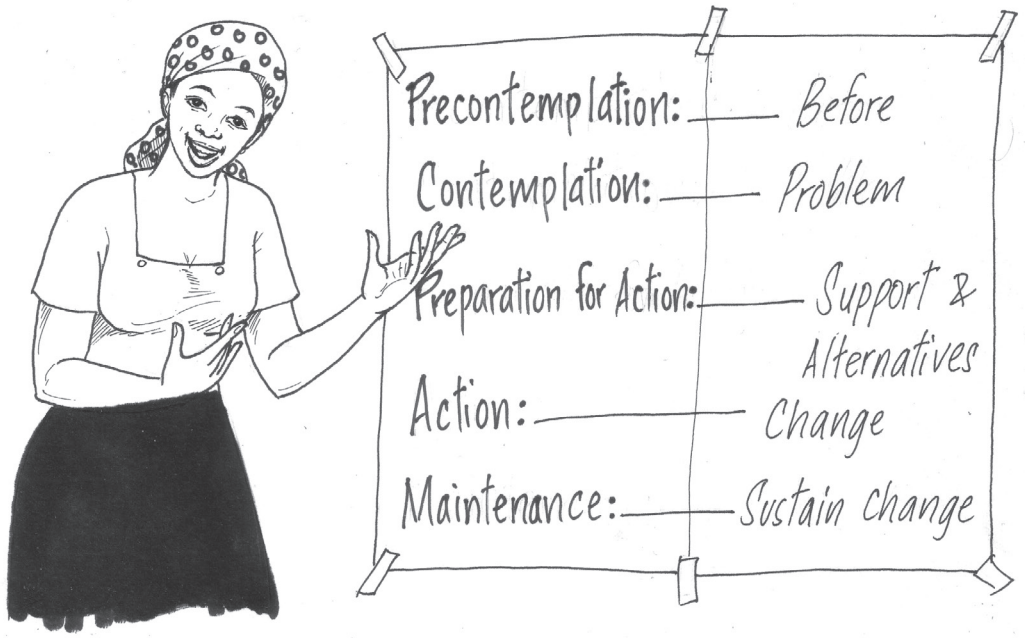
    c. *"Who and what supported you in making that change?"*

    d. *"What actions did you take to be successful in making that change?"*

    e. *"How did you make sure you sustained that change over time?"*

20. Hang the flipchart paper on the wall displaying the stages of change.

21. Explain: *"Anyone making a change in her or his life goes through a common process, which typically has five stages."*



22. Read the stages and descriptions on the flipchart or ask participants to volunteer to read them. Explain that it is not important for participants to remember the formal names of the stages. What is most important is that they understand the different stages and that change is a process.

23. Ask participants: *"Think back to the stories that we organized, as well as your own experience of change. Do these stages reflect the process in these stories and in your own lives?"*

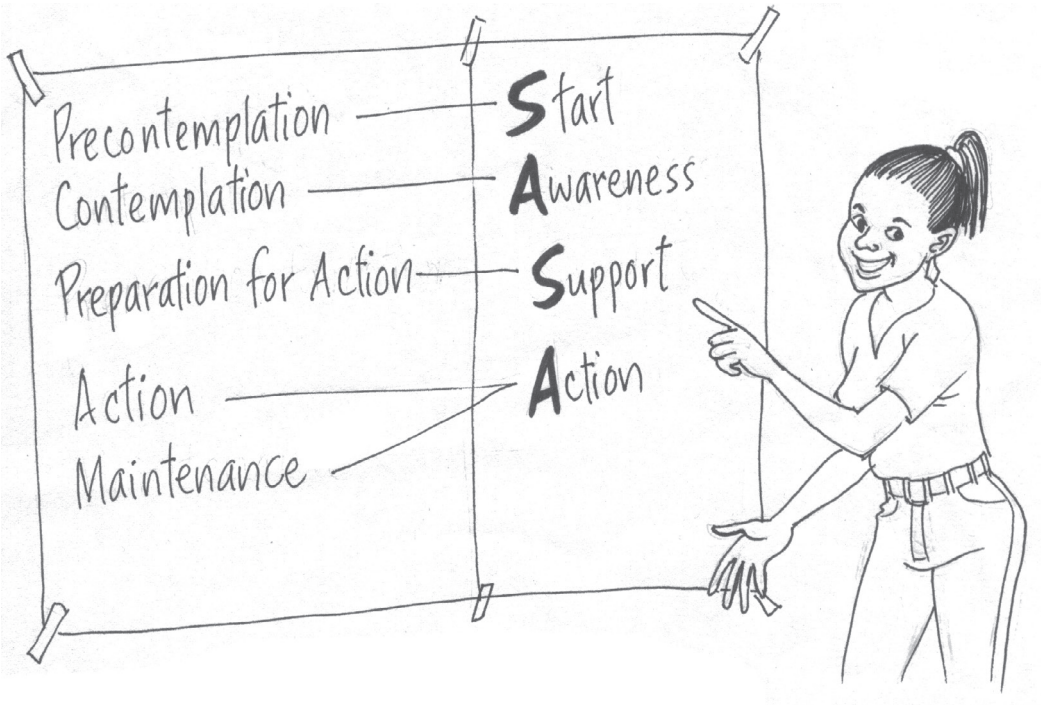
24. Explain: *"SASA! Together is a process of creating change within ourselves and our communities. If we know how individuals typically change, then we can become more skillful in facilitating community-wide change. Through our activism, we will help to bring communities and institutions through the stages of change. The content of SASA! Together activities will evolve and grow as the community moves through the different stages."*

25. Hang the "*SASA! Together* Phases" flipchart paper directly next to the "Stages of Change" flipchart paper so that the side edges touch.

26. Explain: *"SASA!, as you know, means 'NOW!' In Kiswahili. It is also an acronym for the four phases of the SASA! Together process: S-A-S-A! The four phases correspond to the stages of change."*

27. Draw arrows from each stage of change to its corresponding phase of *SASA! Together* (as below), explaining as you go.

Facilitator's Note: Link both the "action" and "maintenance" stages of change to the Action phase. Explain that in the *SASA! Together* process, the action and maintenance stages have been combined into one.



28. Ask participants: *"Please return to your original groups and the story you put in order. Discuss among yourselves how the phases would fit with that story. Write Start, Awareness, Support and Action next to the appropriate sentences."*

29. Once the groups are finished, ask participants to return to the large circle for discussion.

30. Ask:

a. *"Why is it important in our work to recognize how community members change?"*
(**Possible response:** Tailoring our work to the stage that community members are in helps us to work systematically and recognize where community members are in their process; it helps us to be effective in our activism.)

b. *"Do some programs get stuck year after year raising awareness? What effect does this have?"*
(**Possible responses:** Programs often get caught in an endless cycle of awareness-raising. We can see from the stages of change that it is not enough to raise awareness about an issue. In addition to building knowledge, we also need to shift attitudes, build skills and support action in order to make a change. *SASA! Together* aims to move beyond awareness-raising.)

c. *"Do some community programs jump into action before raising awareness and generating support? What effect does this have?"*

(**Possible response:** We often expect community members to change just by giving them new information. We run campaigns with slogans such as "Stop Violence!" or "End Violence Now!" However, these programs may provoke backlash or not be effective because community members are not ready for action or don't know enough about the problem to take effective action. The stages of change help us to see that we need to support individuals and communities through a process of shifting knowledge, attitudes and skills before expecting them to make and maintain lasting changes.)

31. Summarize key points:

   a. *"Change is a process. It is not an event that happens and finishes immediately."*

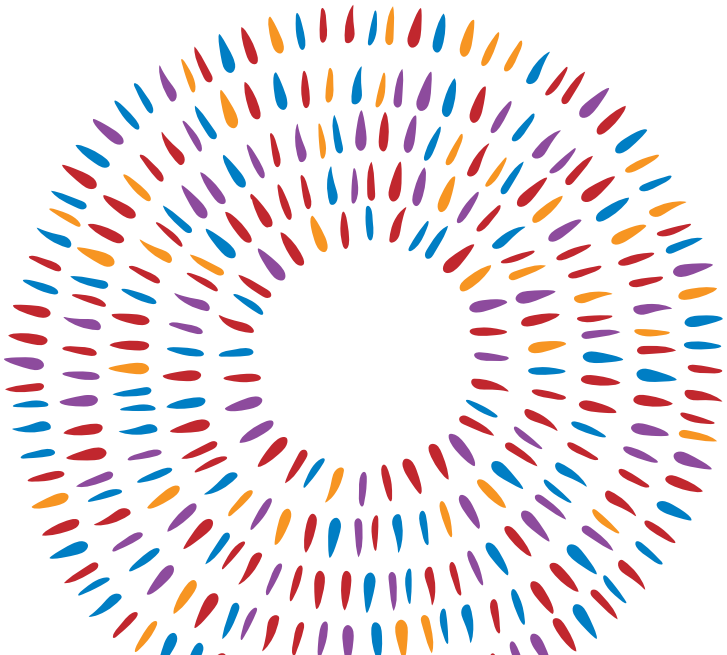
   b. *"Most community members and communities go through a similar process when they change thinking and behaviors."*

   c. *"Understanding how individuals change can help us become better at facilitating change across the community."*

   d. *"A community goes through a similar change process as individuals when changing its thinking and behavior."*

   e. *"SASA! Together uses a 'phased-in' approach (working in different phases) to help us more effectively facilitate change with individuals and communities."*

32. Thank participants for their active participation before closing.



Stages of Change Stories

Story 1

Paul smokes a pack of cigarettes a day.

Paul's doctor tells him that smoking is bad for his health. Paul coughs a lot in the morning and wonders if it could be because of smoking, as the doctor said.

Paul asks his friend who quit smoking whether it improved his health. The friend says, "Yes," and encourages Paul to quit too. Paul thinks about how to quit.

Paul stops smoking.

Paul has not smoked for a year and does not cough anymore.

Story 2

Sabi uses a lot of oil in her food and eats very large portions. She has heart palpitations when she carries heavy loads.

Sabi hears on the radio that being overweight is connected to high blood pressure. She wonders whether her palpitations could be linked to her weight.

Sabi asks her friends about the connection between weight and blood pressure. They talk about how to reduce weight.

Sabi decides to put less oil in her food and eat smaller portions.

Sabi seldom has heart palpitations now. She feels great and weighs 5 kilos less.

Story 3

Mary and John are married. They are seen as a healthy couple in the community. John sometimes slaps Mary when he gets annoyed.

When John is at the bar, a community activist from an NGO program comes in with materials about violence against women. The activist starts a discussion with John's friends about the consequences of violence against women and the benefit of non-violent relationships. John begins to think that it is wrong to slap Mary.

John speaks with his father and others in the community he respects about how they maintain healthy relationships with their partners. They discuss alternatives to violence. John commits to not slapping Mary and to treating her with more respect.

John stops slapping Mary when he is annoyed. Instead, when he is annoyed, he goes for a walk or goes into another room to calm down.

John sees that Mary is happier and likes to be around him more. He continues to be non-violent in his relationship.

Story 4

Aminah beats her son, Ali, when he does not come home from school on time.

Ali begins to withdraw from Aminah and the family. Aminah notices this change in Ali and wonders if it is because he is afraid of being beaten again.

At her women's group, Aminah tells friends about the change in Ali. They share experiences and discuss other, more positive ways of disciplining children.

Aminah tells Ali that she will no longer beat him, but if he doesn't come home on time with a good reason, then he will have to do extra chores.

Aminah tells her women's group the following week that Ali was only late once and he washed the dishes that night. He is more interactive with the family.

Motivators and Barriers to Change

(2 HOURS)

Participant Objectives

- Realize that community members' feelings during a process of change affect their success in making the desired change.
- Practice a positive, benefits-based approach to facilitating change.

Preparations

- Photocopy and cut out the "Motivators and Barriers to Change Role-Play Scenarios."

Steps

1. Welcome participants and explain:
   a. *"In this exercise, we will see how community members' feelings during a process of change deeply influence their motivation and success in making the changes they desire."*
   b. *"You will divide into five groups, and each group will receive a scenario. Read through the scenario and, as a group, create a role-play about it. Each role-play should be no longer than 3 minutes. You will have 5 minutes to prepare."*
2. Ask participants to count off from 1 to 5 and then group themselves by number.
3. Distribute one role-play scenario to each group and begin the exercise.
4. Alert the participants when 1 minute remains. Call, "*Stop!*" when 5 minutes have passed and gather participants to share the role-plays.
5. Ask each group to perform their role-play. After each, conduct a discussion using the following questions:
   a. *"How did the main character feel?"*
   b. *"How did her/his peers or family treat her/him?"*
   c. *"What effect did it have on the main character's ability to change?"*
6. After all the role-plays are finished, ask the participants:

a. *"What can we learn from this exercise?"*

b. *"What are common negative behaviors that hinder change? What are their consequences?"* Responses include:

- ⇨ *Discouraging (consequence: hopelessness)*
- ⇨ *Blaming (consequence: defensiveness)*
- ⇨ *Enabling (consequence: consent)*
- ⇨ *Judging (consequence: stigma)*
- ⇨ *Labeling (consequence: shame)*

c. Explain: *"In SASA! Together, we are talking about a sensitive issue—specifically, some men's use of power over women and the community's silence about it. How can being aware of sensitivities help us become more effective facilitators of change?"* Listen to participants' responses.

7. Tell participants:

a. *"Please return to your groups. Use the same scenario that you already performed, except this time have the characters encourage positive change, and above all, have them talk about the benefits of change. Use the role-play to show that one can emphasize the benefits of change instead of the negative circumstances."*

b. *"In SASA! Together, although we identify violence against women and power imbalance between women and men as problems, our approach will focus on the positive—highlighting the benefits of balancing power instead of just the negative consequences of the problems."*

8. After 5 minutes of preparation, ask the groups to perform their role-plays again, demonstrating how to be effective and positive facilitators of change.

9. After all of the role-plays, debrief by asking:

a. *"What did you learn in this exercise?"*

b. *"What are key principles in helping facilitate change?"*

10. Summarize key points:

a. *"Behavior change can be a difficult and long process—but it is possible."*

b. *"How community members feel in the process of change affects their success in ultimately making and sustaining the desired change."*

c. *"As family, friends, neighbors and community members, we can be effective facilitators of change."*

d. *"Emphasizing the benefits of change is more effective than just emphasizing the negative."*

11. Thank participants for their active participation before closing.

Motivators and Barriers to Change
Role-Play Scenarios

Role-Play 1: Discouraging

Role-Play 1: Paul smokes a pack of cigarettes a day. Paul coughs a lot in the morning and wonders if it could be because of smoking. Paul talks to his doctor, who tells Paul that smoking is very bad for one's health but most community members who smoke can't stop. They become addicted. The doctor tells Paul to try but that most patients who try fail because it is very hard.

Role-Play 2: Blaming

Role-Play 2: Sabi has heart palpitations when she carries heavy loads. Sabi wonders whether her palpitations could be linked to her weight. She talks with her friend about it and says that she is worried. Her friend points to her and exclaims, "Of course you have high blood pressure! You're fat! You eat too much and use so much oil! It's your own fault!"

Role-Play 3: Enabling

Role-Play 3: Mary and John are married. Although John loves Mary, he sometimes slaps her when he gets annoyed. John's grandfather notices but ignores it. He sympathizes with John and says that women can sometimes be difficult, so he understands why he slaps her. John's grandfather says, "It's not so good, but really, what can you do? Women can be big-headed."

Role-Play 4: Judging

Role-Play 4: Sarah has sex with Samwel in exchange for school fees and money for clothes. Sarah hears radio programs about transactional sex. They say that girls are bad these days. They are only after money and are stupid to make such choices. The programs tell all girls to abstain or they will "get what they deserve."

Role-Play 5: Labeling

Role-Play 5: Aminah beats her son, Ali, when he does not come home from school on time. Ali begins to withdraw from Aminah and the family, but Aminah doesn't know what to do. Aminah shares this with her peers at her women's group. They scoff at her and call her a bad mother and other names. She goes home and is even angrier with Ali for giving her a bad name.

Circles of Influence

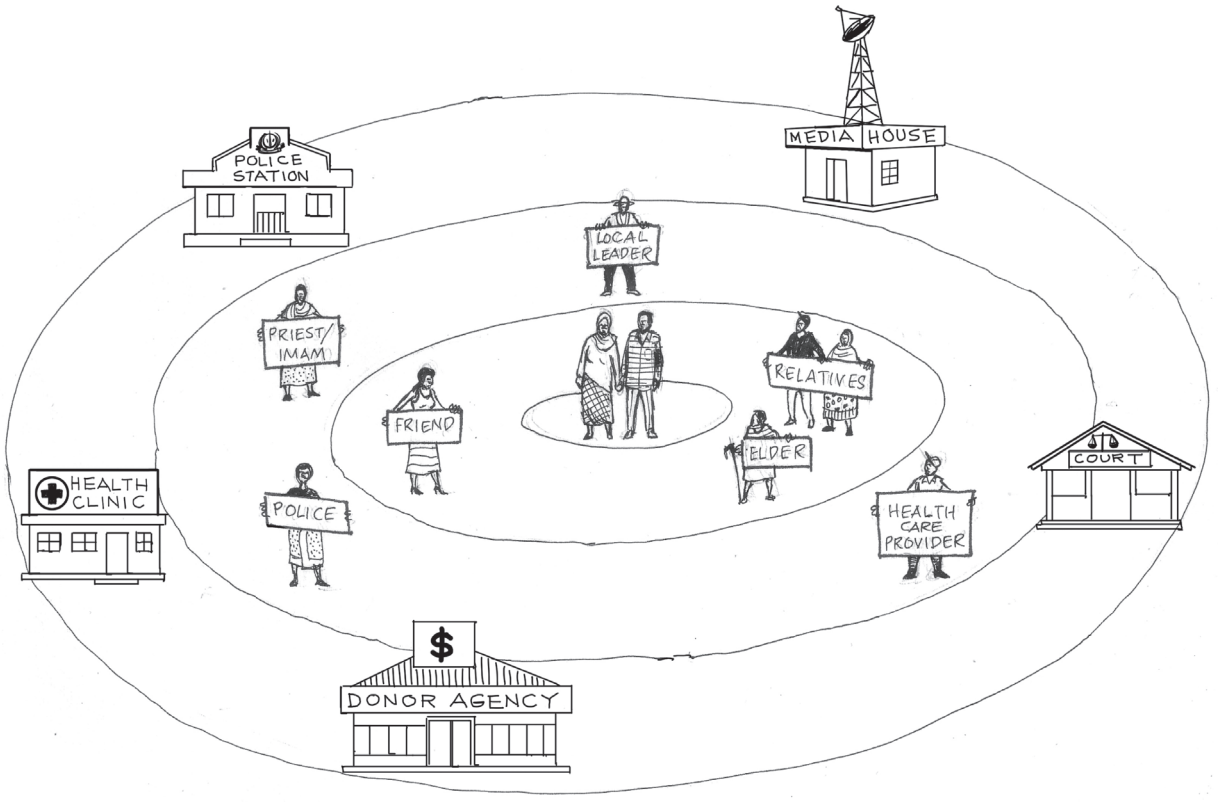
(1 HOUR, 30 MINUTES)

Participant Objective

- Recognize how the thoughts, beliefs and actions of others influence our own.

Preparations

- Bring masking tape, chalk or something else that you can use to mark/draw on the floor. Mark four concentric circles on the floor, large enough for all participants to stand inside of the layers.



- Make 30 numbered name tags by photocopying and cutting out the "Circles of Influence Character Name Tags."
- Prepare 30 small pieces of tape in advance (for participants to tape name tags onto their chests).

➔ Photocopy and cut out the "Circles of Influence Character Statements." Fold each statement in half so that no one can read them. Clip or pile each character statement with the corresponding numbered name tag. You will then have 30 small piles for participants to choose from (with the name tag and the corresponding character statement). Put the 30 pieces of tape nearby.

Facilitator's Note: This exercise requires everyone to read from pieces of paper. When participants choose papers at the beginning of the exercise, pair those participants who cannot read with others who can. This exercise also requires standing for a long period of time. If any participants are living with a disability or are tired from standing, they may bring a chair into the circles of influence. They should remain within their circles but are welcome to be seated.

Steps

1. Introduce the session: *"Welcome! In this session, we will explore how as SASA! Together activists, we need to reach out to all of the different people and groups in the community to effect community change."*
2. Explain to participants: *"In this next exercise, we will explore how the thoughts, beliefs and actions of others create community norms and how these norms influence change in the community. Norms are unwritten rules in a community that guide how community members behave. Norms can and do change over time."*
3. Place the 30 piles of paper on a table or the floor (each consisting of a name tag and folded character statement). Ask the participants to take one pile and a piece of tape. Ask participants to tape the name tags to their chests. Tell them they can read their pieces of paper, but only to themselves.

   Facilitator's Note: Remember to pair any participant who cannot read with another who can. They each take on a different identity and character statement but will support each other to read them.
4. Ask the participants who have chosen the characters of "Betty" and "Benja" to stand inside the smallest, innermost circle on the ground.
5. Explain: *"This woman and man are named Betty and Benja. Betty and Benja, please introduce yourselves to the group by each reading the first statement **only** on your piece of paper."*
6. Once Betty and Benja have introduced themselves, ask participants:
   a. *"If you have numbers 3 to 7, please come stand in this next circle around Betty and Benja."*
   b. *"If you have numbers 8 to 19, please come stand in this next circle (two levels from Betty and Benja)."*
   c. *"All of you who have numbers 20 to 30, please come stand in this outer circle."*

7. Explain the first part of the exercise as follows:
   a. *"I will ask a participant to introduce her- or himself by reading the **first statement** on her or his paper aloud to Betty and Benja."*
   b. *"This participant will then tap someone else (in any circle), who will do the same. That person will tap someone else, who will do the same."*
   c. *"We will continue in this way until all participants have had a turn reading the first statement on their papers."*
   d. *"You do not have to tap a person near you; you may tap any other participant in the circles."*

8. Ensure there are no questions.
9. Start the exercise by randomly choosing one of the participants to go first. Ask them to read their first statement only. Then have them tap another person, who will do the same.
10. Continue like this until everyone has had a chance to read the first statement written on their papers only.
11. Conduct a short debrief using the following questions:
   a. *"Which circle do you think has the most influence on Betty and Benja? Why?"* (**Possible response:** They all have influence, but the inner circle likely has the most influence—those are the family, friends and neighbors whom they see and interact with directly every day.)
   b. *"Do any of the circles NOT influence Betty and Benja? Why or why not?"* (**Possible response:** No. All circles have some influence on Betty and Benja; some circles influence them more directly than others.)
   c. *"What does this exercise tell us about community norms?"* (**Possible response:** Everyone plays a role in shaping and upholding community norms—women and men at all different levels of a community. These norms influence our thoughts, choices and behaviors, particularly in our personal relationships. Harmful norms from all levels of society affect our most intimate relationships.)
   d. *"What does this mean for our SASA! Together work?"* (**Possible response:** We must work at all different levels of a community to achieve change. We will work at each level to help create change.)
12. Summarize:
   a. *"Everyone is influenced by many factors and community members without even realizing it."*
   b. *"Community members are usually influenced the most by the family, friends and neighbors who are nearest to them. They influence us in everyday life."*
   c. *"Even community members who are not as close to us influence how we think and act—in particular, those who have positions of leadership such as religious leaders, elders and service providers who may be helping us."*

d. *"Broader institutional influences—like a health system, police force, the media, and local or national policies or laws—in the outer circle also affect individuals, even if it is at times less direct or immediate."*

e. *"Around all of us are circles of influence: first, family, friends and neighbors; second, community members and community leaders; and third, institutions."*

13. Explain to participants: *"You will now continue the exercise as you did before, but this time you will read your **second statements** aloud to Betty and Benja. I will tap someone on the shoulder to start. The game will continue as last time until everyone, except Betty and Benja, has had the chance to read their second statement."*

14. When everyone has read their second statement, ask Betty and Benja to read their second statements.

15. Debrief the game as follows:

    a. *"What happened when more community members were convinced of the benefits of a violence-free relationship?"*

    b. *"Is there any overlap between the circles of influence?"* (**Possible response:** Yes! People with roles in the community or institution are also family, friends and neighbors. A police officer is seen as a community leader but also works within and is influenced by her/his institution. This interdependence strengthens *SASA! Together*.)

    c. *"What can we learn about effective community mobilization from this exercise?"*

16. Summarize key points:

    a. *"Norms in the community can change. It's up to all of us!"*

    b. *"Everyone has a role to play."*

    c. *"It's up to everyone in the community to create a supportive environment for new behaviors and norms."*

    d. *"The more community members who take on this issue, the more likely we are to succeed in preventing violence against women."*

17. Thank participants for their active participation before closing.

Circles of Influence
Character Name Tags

1. Betty	2. Benja	3. Parent
4. Benja's Friend	5. Betty's Friend	6. Relative
7. In-Law	8. Elder	9. Neighbor
10. Adolescent	11. Food Seller	12. Farmer
13. Bus Driver	14. Market Seller	15. Local Leader
16. Pharmacist	17. Priest/Imam	18. Police Officer
19. Healthcare Provider	20. Head of Police	21. Head Teacher
22. NGO Staff Member	23. Head of the National Hospital	24. Judge
25. National Lawmaker	26. Donor	27. Radio Announcer
28. United Nations Official	29. Minister of Health	30. Newspaper Editor

Circles of Influence
Character Statements

1. i. My name is Betty. I am married to Benja. We used to be OK, but nowadays, Benja shouts at me a lot and even sometimes hits me. I fear him and so do my children.

   ii. My name is Betty. My husband now respects me. We talk about our problems and solve them together. There is no more fear in my heart or in my house.

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2. i. My name is Benja. I am married to Betty. For some time now, things at home have not been so good. My wife annoys me, and I have no choice but to shout at her. Sometimes I even beat her. I guess this is what happens in marriage.

   ii. My name is Benja. I made a commitment to Betty and my children that I will not solve problems or frustrations through shouting or hitting. Our house is now a happier place, and even the children are doing better.

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3. i. I am your parent. We were raised knowing that men can discipline women. This is how things should be.

   ii. I am your parent. Violence is not acceptable in our family or clan.

---

4. i. I am a friend of Benja. We go out drinking together. I see how you drink and then go home angry. But it is normal for men.

   ii. I am a friend of Benja. When we are out drinking, I advise you to stop before having too much so you won't go home drunk.

---

5. i. I am Betty's friend. You and I discuss everything together. My relationship is similar to yours—men are the head of the house, and we have to endure.

   ii. I am Betty's friend. One person as the head of the household is unnecessary. Couples can and should make decisions together.

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6. i. I am your relative. I ensure you respect the family customs.

   ii. I am your relative. In my house, we are non-violent. Why don't you do the same to make your family peaceful and happy?

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7. i. I am your in-law. You are now part of our family, where women stay quiet and don't complain.

   ii. I am your in-law. In this family, women and men have equal rights and live violence-free.

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8. i. I am an elder. You respect me and follow my advice. Men have to make all of the decisions for a family.

   ii. I am an elder. I advise you to make decisions together as a family.

9. i. I am your neighbor. I hear your fights at night but say nothing. It isn't my business.

   ii. I am your neighbor. I let you know that I know about the violence and invite you to come over if there is a problem.

10. i. I am an adolescent. I keep silent—what can I do?

    ii. I am an adolescent. I helped the teacher organize an event for students about equality between girls and boys.

11. i. I am a food seller. I see her bruises but keep silent.

    ii. I am a food seller. I went to a market sellers' association and talked with them about setting up a women's/men's group to talk about our issues.

12. i. I am a farmer. I think a woman is not equal to a man. A woman should obey her husband.

    ii. I am a farmer. I made a presentation at my farmers' meeting about how women and men can work together for a better harvest.

13. i. I am a bus driver. I think violence should be used against a woman once in a while. Otherwise, women start thinking they can do anything.

    ii. I am a bus driver. I talk to passengers in my bus about human rights.

14. i. I am a market seller. Women and men are not equal. If a man wants to show that he has more power, then that is a woman's fate.

    ii. I am a market seller. I support women and men to balance power in their relationships.

15. i. I am a local leader. I don't think it is worth my time to get involved in relationship issues—what happens between partners is their business.

    ii. I am a local leader. Violence between partners in our community is not tolerated! We have a bylaw against it!

16. i. I am a pharmacist. You buy things from me and ask for my advice. I think women must be patient and endure.

    ii. I am a pharmacist. When you come to buy medicine for your injuries, I refer you to a counselor to talk about violence.

17. i. I am a priest/imam. I keep silent. God will take care of things.
    ii. I am a priest/imam. I've been going through *SASA!* Together trainings and now do premarital counseling with all couples about non-violence and respect.

18. i. I am a police officer. Men sometimes can't avoid using a little violence at home. Our police department sees it as a domestic issue.
    ii. I am a police officer. My institution requires that we take all cases of violence in the home seriously.

19. i. I am a healthcare provider. I take care of injuries but don't ask anything. It's not my business.
    ii. I am a healthcare provider. My institution organized a seminar among healthcare providers to learn more about violence and health. We are trained on how to provide support to clients experiencing violence.

20. i. I am the head of police. Men sometimes can't avoid using a little violence at home. Our police force sees it as a domestic issue.
    ii. I am the head of police. I ensure all employees of my institution are trained on and follow the protocol on handling reports of violence against women.

21. i. I am the head teacher. Making jokes about girls is just for fun; it doesn't do any harm.
    ii. I am the head teacher. My school has a zero-tolerance policy toward any sexual harassment.

22. i. I am an NGO staff member. My organization tells community members to stop being violent because only bad people use violence.
    ii. I am an NGO staff member. My organization talks with community members about how they use power in their relationships. We help community members see the benefits of non-violence!

23. i. I am the head of the national hospital. I see violence in the community, but my institution has many more important issues to prioritize.
    ii. I am the head of the national hospital. Violence is a serious health issue. We have a clear referral system so women experiencing violence access the services they need.

24. i. I am a judge. Sometimes women file cases just for simple violence. I dismiss these cases.
    ii. I am a judge. In my court, I take all cases seriously. Violence, no matter if it's between partners or strangers, is a crime.

25. i. I am a national lawmaker. There are no laws in my country specifically about violence—that's a private matter!

    ii. I am a national lawmaker. The law of this country says that no person has a right to use violence against another person—no matter what their relationship.

26. i. I am a donor. I fund violence prevention programs in Africa. I fund experts to train community members about what's right and wrong. Otherwise, communities can't change.

    ii. I am a donor. My agency supports community activism to address the root cause of the problem—communities can lead their own process of change!

27. i. I am a radio announcer. You hear my messages every day. We joke about women and violence—what's the harm?!

    ii. I am a radio announcer. We can have fun on the air at my station, but there are rules about what is acceptable. We cannot demean women—or anyone!—in our jokes.

28. i. I am a United Nations official. I monitor countries' progress on international conventions, but I don't see the connection between violence against women and power.

    ii. I am a United Nations official. Violence against women and women's rights are covered in international conventions. I ask governments how they are responding to these issues.

29. i. I am the minister of health. I decide which services are available at health centers. Women's rights issues don't belong in clinics—we prescribe drugs!

    ii. I am the minister of health. We have a nationwide protocol all healthcare providers must follow when women report violence.

30. i. I am a newspaper editor. I show explicit photos of women in my paper because it sells!

    ii. I am a newspaper editor. Our newspaper has a policy to protect the rights and dignity of all community members in the stories and images we publish.

SASA! Together Strategies and Activities

(2 HOURS)

Participant Objectives

- Understand the *SASA! Together* strategies and activities.
- Plan whom to reach and how to reach them through the *SASA! Together* activity ideas.

Preparations

- Prepare three "Circles of Influence" flipchart papers, each with one of the following titles, and then set aside:
  - Interpersonal: influencing family, friends, neighbors and other community members
  - Community: influencing leaders, groups and community service providers
  - Institutional: influencing an institution as a whole
- Prepare three "*SASA! Together* Strategies" flipchart papers, each with one of the following:
  - Local Activism: Community activists lead informal and provocative activities about power, violence and activism with their family, friends, neighbors and other community members.
  - Community Leadership: Community leaders use their influence, role and platform to promote non-violent relationships, peaceful families and happy communities.
  - Institutional Strengthening: Institutional allies lead transformative processes within their institution to align protocols and guidelines on violence against women with good practice.
    - (If using with staff) Make available at least one copy of *SASA! Together*, and copy all of the "Strategy Activities" for all participants (Local Activism activities page 32, Community Leadership activities page 37, Institutional Strengthening activities, page 41).

- (If using with community activists, community leaders or institutional allies) Photocopy only the "Strategy Activities" for that group for all participants (e.g., community activists will have only Local Activism activities, see on the previous page).

Steps

1. Welcome participants to the session and explain:
   a. *"As we experienced in the last exercise, all members of a community influence norms and values."*
   b. *"In this next exercise, we will use this knowledge to think strategically about how to reach different individuals and groups through our activism."*
   c. *"Think back to the 'Circles of Influence' session, in which we saw the ways different people in the community can use their unique roles to influence community norms. Let's review the circles of influence together."*
2. Hang the three "Circles of Influence" flipchart papers you have prepared (interpersonal, community and institutional) on the wall in three different locations in the room.
3. Give out markers to several participants and ask all participants to come up and write examples of the types of people and institutions in each circle on the relevant flipchart paper, sharing markers as useful and referring to what they remember from the "Circles of Influence" session. Allow about 5 minutes for this.
4. Read the examples on the flipcharts quickly, adding ideas as helpful (possible responses below).
   a. Institutions: Police departments, health systems, schools, media houses, government, ministries of health, etc.
   b. Community: Cultural and religious leaders, support groups, local government leaders, sporting clubs, traditional healers, healthcare workers, police officers, women's groups, community-based organizations, teachers, etc.
   c. Interpersonal: Family, friends, neighbors, elders, clan members, drinking joint peers, neighbors, taxi drivers, market sellers, women at home, men working together at a carpentry, hawkers, fishers, farmers, students, hairdressers/barbers, etc.
5. Explain: *"The strategies and activities in SASA! Together are designed to help us reach community members from all circles of influence."*
6. Tape each of the "*SASA! Together* Strategies" flipchart papers to the wall right next to the corresponding circle of influence:
   a. Next to the **interpersonal** circle of influence, **Local Activism**.
   b. Next to the **community** circle of influence, **Community Leadership**.
   c. Next to the **institutional** circle of influence, **Institutional Strengthening**.

7. Invite a participant to reach each aloud.
8. Explain: *"It is important to remember that the institutional circle of influence relates to strengthening the institution **as a whole** to better prevent or respond to violence against women. The community circle of influence can engage community leaders and service providers (such as police or healthcare providers) in their role **as individuals**, but it is not designed to transform the institution for which they work. The interpersonal circle of influence involves people with more informal influence in the community—our family, friends, neighbors and others."*
9. Ensure the difference between the three strategies is clear by asking, for example, *"Are there any questions about who each strategy aims to reach?"*
10. Explain: *"There is a key group of people conducting activism in each of these strategies."*
11. Write "Community Activists" next to "Local Activism" on the "*SASA! Together* Strategies" flipchart paper. Write "Community Leaders" next to "Community Leadership" and "Institutional Allies" next to "Institutional Strengthening."
12. Explain:
    a. *"Within each strategy, these people conduct different **activities**, designed to be of interest to each circle of influence. For example, the head of police might not be interested in or easy to reach through a community drama but might be interested in and easy to reach through a PowerPoint presentation."*
    b. *"Similarly, a cultural leader might find Community Talking Points useful, but a woman selling food at the market might instead like to be involved in a Community Conversation."*
    c. *"While the activities stay the same in each phase, their content changes. For example, a Quick Chat in the Awareness phase will be different than a Quick Chat in the Support phase because each phase focuses on a different stage of change."*
13. Depending on the type of participants, group them as follows (see 14a & b below):
    a. *SASA! Together* staff—3 groups
    b. Community activists—7 groups
    c. Community leaders—5 groups
    d. Institutional allies—3 groups
14. Explain:
    a. **(If using with staff)** *"Each group will be given a list of activities for a specific strategy: Local Activism, Community Leadership or Institutional Strengthening. You will read through that list as a group. Your task as a group is to come up with a creative way to share the types of activities used in your strategy with the rest of the group. There are hard copies of SASA! Together here in case any of you would like to see any of the activities described or use them when sharing with the larger group. You will have 30 minutes to prepare. Each group will have a maximum of 5 minutes to share back to plenary."*

b. **(If using with community activists, community leaders or institutional allies)** *"Each group will be given a different type of activity in SASA! Together found in your strategy [Local Activism with community activists, Community Leadership with community leaders or Institutional Strengthening with institutional allies]. Your task as a group is to learn about this activity and to share it with the rest of the group. You will have 15 minutes to prepare. Each group will have a maximum of 5 minutes to share back to plenary."*

15. Assign strategies or activities to the different groups. Ensure there are no questions.
16. Circulate among the groups to provide encouragement and any support needed.
17. Alert the groups when 5 minutes remain. When the time has passed, call, *"Stop!"*
18. Invite one group to present their work. After their presentation, ask for further ideas or comments from other participants.
19. Discuss the work of the other groups in the same way.
20. Thank participants for their contributions.

Facilitator's Note: If using this session with staff, you might explain that even though some activities may be found in a specific strategy, any activity can be used with any circle of influence, particularly Local Activism and Community Leadership activities—it just depends on what works for your community. Adaptations can be made to suit the setting.

21. Summarize key points:
    a. *"Reaching many people within all three circles of influence allows us to influence community norms in many ways."*
    b. *"Becoming clear about which people or groups we can reach will help us be more systematic and strategic."*
    c. *"Each group will be interested in different things, so we need to use diverse activities."*
    d. *"Organizing the activities into three strategies can also help us remain organized."*
    e. *"We can use multiple SASA! Together activities to reach any one group."*
22. Thank participants for their active participation before closing

SASA! Together Power

(1 HOUR, 30 MINUTES)

Participant Objective

- Gain a basic understanding of the four types of power in *SASA! Together.*

Preparations

- Photocopy and cut out the "Power Images" (a copy of each drawing per one to two participants).
- Review the "Types of Power" handout at the end of these instructions.
- Hang a blank flipchart paper on a flipchart stand or the wall at the front of the room.
- On separate pieces of A4 paper (or flipchart paper cut in half), write the following in big, bold letters (one per paper). Tape each to a different wall in the room and fold or cover them until it's time to use them in the session:
  - Power within
  - Power over
  - Power with
  - Power to

Steps

1. Welcome participants, and introduce the session: *"In this session, we will spend time thinking about power. Power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it."*
2. Ask participants: *"Please close your eyes for a few moments or sit back and get comfortable. I will ask you to imagine some things in your mind."*
3. Once everyone's eyes are closed, continue: *"Now in your own mind, try to imagine 'power.'* (pause) *What does power look like to you?* (pause) *What images come into your mind?* (pause) *Now, please open your eyes."*

4. Ask: *"What was it that you imagined? What images did you see?"* Encourage participants to describe or even act out the images they saw of power (e.g., a fist, a political authority, money, a man with a large belly or a king).

5. After several participants have described or acted out their images of power, explain that power is *the influence we have in our own lives and in the lives of others*. Ask for any quick reflections or thoughts.

6. Pass around the first power image ("Power within") until all participants have received one. Hold one copy up at the front of the room.

7. Ask participants:

   a. *"Did you imagine anything like this when you were thinking about power?"*

   b. *"How would you describe this type of power?"*

8. After both questions have been discussed, introduce the matching *SASA! Together* power term—"power within." Tape the drawing to the blank flipchart paper at the front of the room and write "power within" next to the image.

   a. Refer to the "Types of Power" handout to help you describe "power within." Highlight key points such as:

   ⇨ *Power within comes from inside each of us.*

   ⇨ *We all have some power within, regardless of whether we are women, men, rich, poor and so on.*

   ⇨ *We may not always recognize it or have the chance to exercise it, but we all have it.*

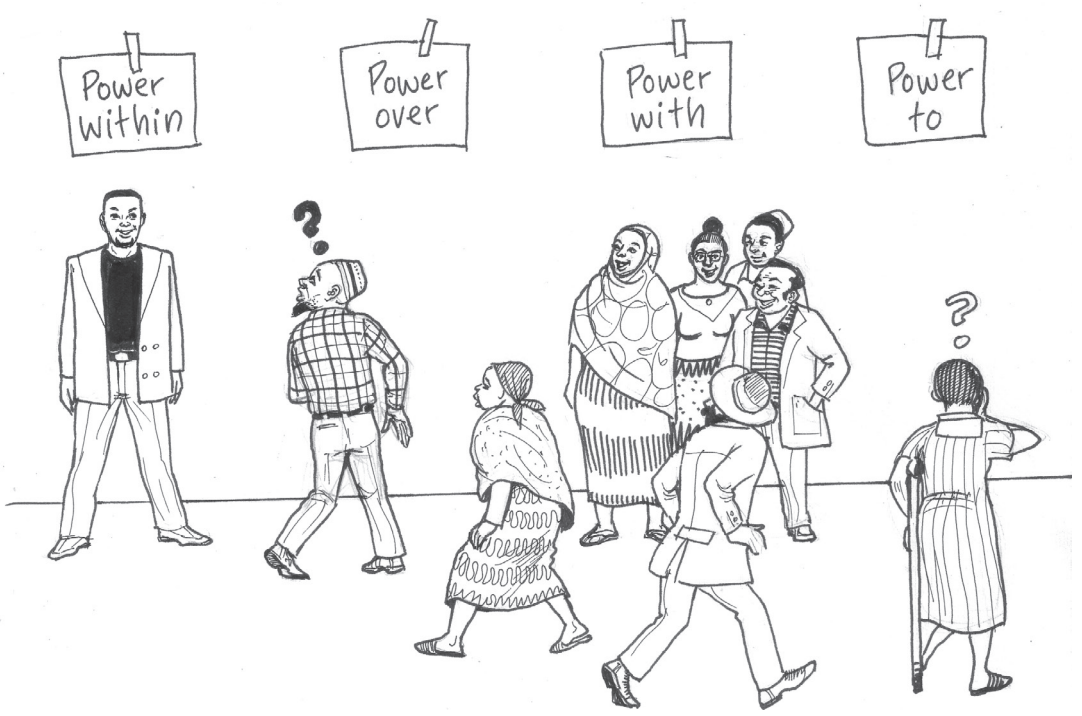
9. Repeat this process with the remaining images, moving in order from "power over" to "power with" and finally to "power to."

10. Once you have discussed each of the four power images and the corresponding power terms, summarize: *"Power is the ability to influence our own or others' experiences. It can be used positively or negatively. There are four different types of power."*

11. Ask all participants to stand in the middle of the room. Uncover the four pieces of paper around the room.

12. Explain: *"To further explore what these four types of power mean, we will do another exercise. I will read a series of statements. After each statement, move to the paper showing the type of power that you feel the statement most describes. Remember to answer honestly and not simply follow others."*

13. Ensure the directions are clear, and then begin reading the "Power Situations" statements.



14. After each statement, invite one of the participants standing by each of the terms (participants may stand at different flipchart papers or all at the same one) to share with the group why they chose that term. If there is disagreement, discuss and try to come to a consensus. Try to engage participants who have not spoken and ensure there is clear understanding of the concepts.

Facilitator's Note: You do not need to read every one of the power situations on the sheet. You may skip some and focus on others according to how you see the group progressing.

15. Bring participants back to their seats and give out the "Types of Power" handout.

16. Summarize key points:

   a. *"There are different types of power. In SASA! Together, we will focus on power within oneself, power over someone else, power with others and power to act."*

   b. *"Power can be used positively or negatively."*

   c. *"'Power within,' 'power with' and 'power to' are positive uses of power. 'Power over' is a negative use of power."*

   d. *"Power is not in limited supply. One person having power does not mean she or he must take power away from another person. Everyone can have power."*

17. Thank participants for their active participation before closing.

Power *Images*

Photocopy: Handout

Types of *Power*

SASA! Together is all about power—what it is, who has it, how it is used and how power dynamics between women and men can change for the better. All of the *SASA! Together* strategies, activities and trainings are designed to get people reflecting on, talking about and ultimately changing the way they use power.

Here are the basics of SASA! Together power:

Power is the influence we have in our own lives and in the lives of others.

Power within is the strength in each individual that allows us to recognize our own worth and to believe in ourselves and our right to just treatment from others.

The aim of the Start phase is to foster personal reflection about power and nurture ***power within***.

Power over is the influence that one person or group uses to control another person or group. This control might be used directly in the form of violence, such as physical violence or intimidation. It can also be used indirectly, such as through the norms and practices that position men as superior to women. Using one's *power over* another is an injustice. Respecting everyone's *power within* and balancing *power with* others are positive alternatives.

The aim of the Awareness phase is to deepen analysis of men's ***power over*** women and the community's silence about it.

Power with is the power felt when two or more people join together to do something that they may not have done alone. *Power with* includes supporting those in need, those trying to change and those speaking out. It means joining *power with* others for positive change and creating a sense of support and possibility in the community. *Power with* also includes asking for help and support and holding men who use violence accountable.

The aim of the Support phase is to build skills and encourage community members to join ***power with*** others to prevent violence against women.

Power to is the belief, energy and actions that individuals and groups use to create change. *Power to* is the freedom and power experienced by women and men when they are able to make decisions, act and achieve their full potential, no longer bound by norms that accept men's *power over* women.

The aim of the Action phase is to use collective ***power to*** formalize and sustain change that prevents violence against women.

Power Situations

1.	A “sugar daddy” promises his young girlfriend a new phone.	Power over
2.	Elizabeth has faced many hardships but does not let them spoil her life.	Power within
3.	The community passes a bylaw about violence against women.	Power to
4.	Harriet does not feel ready for sex yet, but Yassin convinced her by threating to look for another girlfriend.	Power over
5.	Daniel encourages his friend who is trying to change.	Power with
6.	Janet talks to her friends about the connection between power and violence against women.	Power to
7.	Charles feels that he can create change and balance power in his relationship.	Power within
8.	Richard whistles at women and girls on the street.	Power over
9.	Chaz shows a poster about stopping violence against women to men at the bar and starts a discussion with them.	Power to
10.	Rehema tells Sabi that she can stay with her if she feels scared at home.	Power with

What Is Activism?

(1 HOUR)

Participant Objectives

- Receive an introduction to the concept of activism.
- Consider how activism works in *SASA! Together.*

Preparations

- Photocopy and cut up the "Activism Scenarios."
- Prepare a flipchart paper that says "Activism is…"
- Prepare another flipchart paper with the definition of activism:

  "Activism means taking action, based on one's own deep beliefs, to create social change."

Steps

1. Explain to participants*: "Activism is at the heart of SASA! Together. Whether we are staff, community activists, community leaders or institutional allies, we use our power within as activists to challenge the status quo."*
2. Ask participants: *"What comes to mind when you think of 'activism'?"* Write down words or phrases that capture their contributions on the "Activism is…" flipchart paper. Record all ideas without facilitator comments, brainstorming for up to 5 minutes.
3. Divide participants into groups of two or three.
4. Explain: *"Each group will now receive a sheet of paper with a brief scenario. You will read this together and discuss two questions."*
   a. *"Is this an example of activism?"*
   b. *"Why or why not?"*
5. Give an activism scenario to each pair or triad.
6. Call, *"Stop!"* when 5 minutes have passed.
7. Ask participants, *"Who would like to share what their small groups discussed?"* Participants can read their scenario out loud and explain why their group did or didn't think their example was activism. Encourage other participants to share if

they agree or disagree with the group's analysis of their scenario. (For example, a group might not think that volunteering at a clinic is a form of activism, while another participant feels otherwise.) Invite a few groups to share their scenario and reflections.

8. Ask: *"Overall, what are your reflections about what activism is from this activity?"*

   Facilitator's Note: Participants should reach the conclusion that all of the scenarios are examples of activism.

9. After participants have shared, explain: *"Activism can look many different ways. No matter how big or small the act, we can all be activists whether in the home, at work or being with friends."*

10. Put up the flipchart paper with the definition of activism. Explain: *"Activism means taking action, based on one's own deep beliefs, to create social change. It is about living your beliefs by taking a stand against injustice."*

11. Ask participants for reflections or comments.

12. Go back to the "Activism is…" brainstorm flipchart paper and ask: "*How has the understanding of activism expanded during this session?*" (Possible responses: Participants may have thought that all activism is related to politics or that activism has to involve large groups of people or be public protests.)

13. Ask: "*Why can activism be an effective way to end violence against women?*" (Possible responses: Activism is personal; activism can influence all areas of our life; activism is sustainable; activism can reach many people.)

14. Summarize key points:

    a. *"There is an emphasis on activism in SASA! Together because change in a community is only possible when community members themselves lead that change—in small and large ways."*

    b. *"SASA! Together helps us find the activist within each of us."*

    c. *"Activism is personal and driven by our desire to change our communities for the better."*

    d. *"SASA! Together inspires all of us to reflect on our attitudes and behaviors personally and professionally and work together to create a violence-free community."*

15. Thank all participants for their active participation before closing.

Activism *Scenarios*

Martha volunteers at the local clinic providing health education to young people.

Peter intervenes when he sees a young boy teasing his peers.

Hassan creates a petition to increase wages for teachers at his school.

Miriam tells her boss that her colleague has been harassing women in their workplace.

Alex meets with his school headmaster to ask for healthier lunch options at school.

Rashida paints a mural on her shop wall about peace and non-violence.

Robert raises money to build a new church.

Beth performs in a drama about the importance of exercise.

Elizabeth intervenes when her neighbor insists her daughter shouldn't go to school.

Albert starts a neighborhood book exchange to encourage the community to read.

Barbara participates in a local meeting to discuss challenges for women in the community.

Yusuf reads stories to children in primary school once a month.

Abdul raises money to build a wheelchair ramp for his village health clinic.

Facilitating Change

(1 HOUR)

Participant Objective

- Identify the characteristics of effective facilitation.

Preparations

- Make four copies of the "Characteristics of Effective and Poor Facilitation" table provided at the end of these instructions. For each copy, cut the statements into strips and put them in a pile in random order. You should have four complete piles of statements.

Steps

1. Welcome participants and introduce the session: *"In your roles, you will be responsible for facilitating SASA! Together activities with others. Sometimes, this may be facilitating a formal training session, but more often, it will be facilitating discussions in many different ways to encourage reflection. In this session, we will identify the characteristics of an effective facilitator so that we can be more effective in our activism."*
2. Ask: *"Overall, what does a facilitator do? Why are they called a 'facilitator'?"*
3. Listen to several responses and then explain: *"**An effective facilitator makes a process or action easier for someone—they facilitate community members' learning**. In SASA! Together, we strive to make it easier for community members to think critically about power and violence against women, to discuss issues with others and to make positive changes in their relationships and community. We are not the experts or teachers; we facilitate others thinking for themselves."*
4. Explain the next exercise comparing poor and effective facilitation:
   a. *"We are going to divide into four groups. In your groups, create a flipchart paper with two columns: 'Poor Facilitation' and 'Effective Facilitation.'"*
   b. *"Each group will get a set of papers with 11 characteristics of effective facilitation and 11 characteristics of poor facilitation written on them."*
   c. *"As a group, discuss and decide which statements are characteristics of effective facilitation and which are characteristics of poor facilitation. Tape*

the statements to the corresponding column of the flipchart, keeping the in numerical order from 1 to 11."

d. *"When you are finished, hang your completed flipchart paper at the front of the room."*

e. *"You will have 15 minutes to do this."*

5. Ensure there are no questions. Divide participants into four groups. Hand out one set of papers to each group and begin.

6. Circulate among the groups, answering any questions as needed. Alert participants when 5 minutes remain.

7. When time has passed, call, *"Stop!"* Ask groups to hang their completed flipchart papers at the front of the room if they have not done so already.

8. Invite participants back to plenary. Review the statements taped on the flipchart papers, beginning with "Poor Facilitation." As you review, notice if there are any differences in the groups' answers. If so, ask the groups to explain and then see whether a group would like to change their answer. Move any statements accordingly.

9. Ask: "*What can we learn from this exercise?*" Listen to responses from a few participants.

10. Summarize key points:

a. *"Effective facilitation inspires community members to think for themselves rather than just giving concepts."*

b. *"In school, we might have needed to memorize some things and benefitted from interacting with teachers. However, in the community when we are working with adults, it is more effective to encourage critical thinking."*

c. *"This is because we are talking about personal change, and we do not change from being told but from feeling inside that our lives would be better if a change were made."*

d. *"As effective facilitators, we value community members and their experiences and don't try to be the experts. We are all experts!"*

e. *"Creating a supportive environment for this type of reflection means balancing power with participants."*

f. *"Effective, participatory facilitation is recommended for community-based activism. This may be new, but it can be exciting!"*

11. Thank participants for their active participation before closing.

Characteristics of *Effective and Poor Facilitation*

Characteristics of Effective Facilitation	Characteristics of Poor Facilitation
1. Asks questions rather than giving out information or advice	Emphasizes giving out information and advice over asking questions
2. Balances power between participants and the facilitator	Views one person as the "expert" or "authority"
3. Recognizes the independence and maturity of adult learners	Expects participants to be obedient and have "good behavior"
4. Creates a safe environment where participants feel free to speak their minds	Creates an environment where participants will accept what they say as fact and may not speak their minds
5. Ensures the space, services and sessions are physically accessible and accommodate different abilities	Meets the needs of the majority, leaving differently abled participants to "sort themselves out"
6. Does not believe in "right" or "wrong" answers	Believes in "right" and "wrong" answers
7. Values feelings, attitudes and beliefs	Values only logic
8. Fosters collaboration among participants	Fosters competition among participants
9. Inspires others to think for themselves	Focuses on memorizing facts
10. Values personal experiences	Values academic theories more than lived experience
11. Tries to be creative and fun!	Tries to gain the participants' respect through being strict and serious

Creating a Community Asset Map

(1 HOUR)

Participant Objective

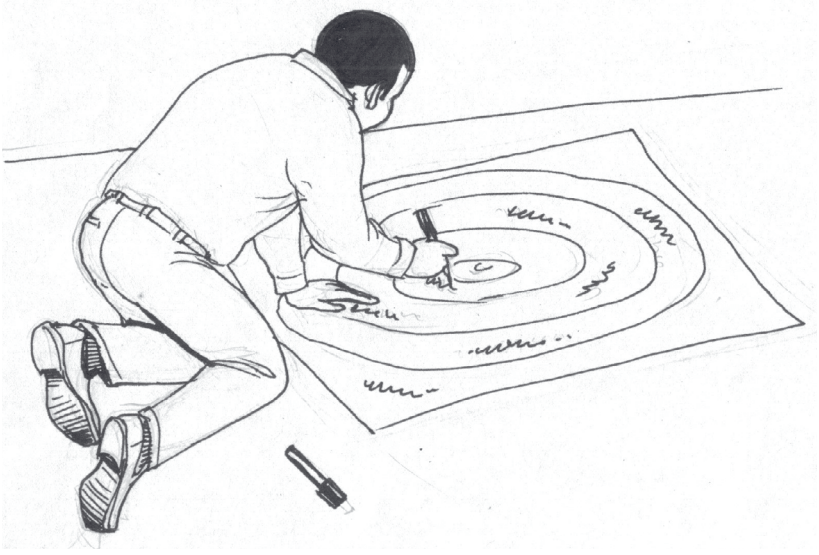
- Identify existing strengths and resources in their communities that can be used in *SASA! Together.*

Preparations

- Put the following definition on flipchart paper:

  SASA! Together community asset mapping: identifying the strengths and abilities of a community that can help to prevent violence against women

- Photocopy "Group Work Instructions: Creating a Community Asset Map" so each group has a copy, and prepare five flipcharts papers, each with one of the following titles:
  - Community Members
  - Places and Events
  - Community Leaders and Groups
  - Institutions
  - Items
- Label a flipchart paper "Next Steps" with three columns: "Task," "Person Responsible," and "By When."
- Write Circles of Influence diagram on a flipchart paper.



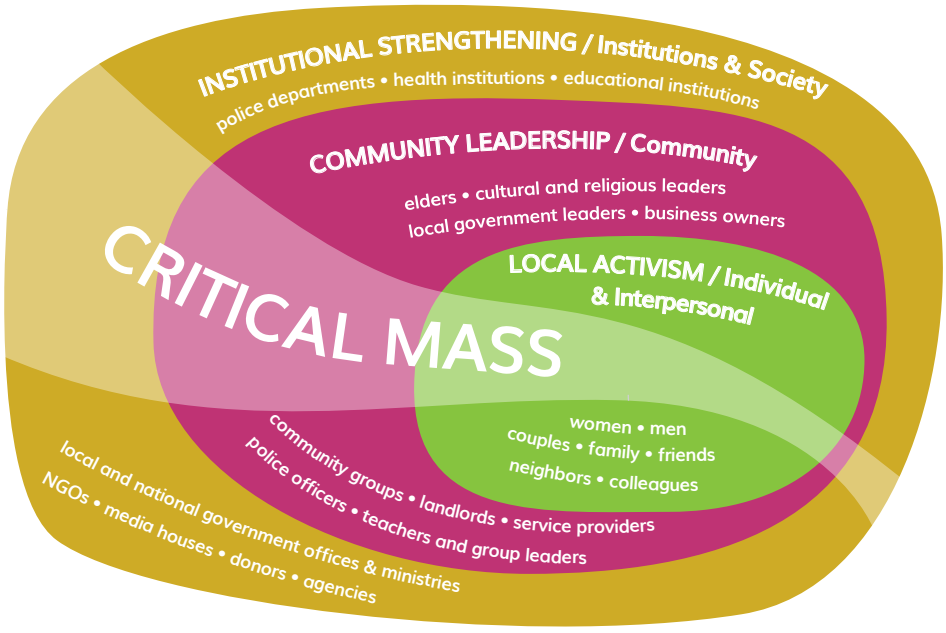
Steps

1. Welcome participants to the session and explain:
    a. *"Every community has strengths and resources that are already present there. These strengths and abilities are also known as 'assets.'"*
    b. *"An asset is anyone and anything in your community that can benefit the community. In this session, we will explore the assets that can contribute to the effectiveness of SASA! Together."*
    c. *"For example: Is there a religious leader in your community who speaks out against violence? Is there a community center with a large meeting room that is easily accessible? Is there a local theater group that is interested in creating performances about non-violence?"*
    d. *"These are all assets that can contribute to and become part of SASA! Together"*
    e. *"To capture these, we are going to do community asset mapping."*
2. Put up the flipchart paper with the definition of *SASA! Together* community asset mapping and invite a participant to read it aloud.
3. Explain:
    a. *"We are going to identify the specific strengths and abilities of the community where we are working with SASA! Together to see which of its positive aspects we can build upon to help us prevent violence against women."*
    b. *"To do this, we will break into groups. Each group will detail specific community members, places, groups, institutions or items we know about in our community. Each group will have a short instruction sheet, as well as a flipchart paper to fill in with your ideas. We will have 15 minutes to do this work, and we will each present a flipchart paper full of our ideas in about 3 minutes."*
4. Ensure there are no questions. Divide participants into groups by counting off from 1 to 5 or in any other way. Give each group their worksheet to complete and the flipchart paper with their topic title.
5. Circulate among groups to ensure groups are moving forward. Alert participants when 5 minutes remain.
6. After 15 minutes, call, *"Stop!"* and invite community members back to the large group.
7. Invite the first group to present, encouraging others to think critically about what they are saying.
8. After each group, ask: *"Do we have other ideas to add to their list?"* Invite the group to write additional ideas on their lists. After each group presents, put their flipchart paper on a wall so that everyone can still see it.
9. Repeat this process until each group has presented and the larger group has added any ideas to their lists. Thank participants for their ideas.

10. Put up the circles of influence diagram and explain:

    a. *"In SASA! Together, we engage the three circles of influence. By working with each circle of influence, we can generate the critical mass required to effect real change. Therefore, when asset mapping, we must explore the assets of each circle:*

    - ⇨ *"The assets of individuals, family, friends and neighbors (the 'interpersonal' circle of influence);*
    - ⇨ *"The assets of local leaders, professionals and community groups (the 'community' circle of influence); and*
    - ⇨ *"The assets of formal institutions like police departments, health centers, NGOs, government offices and the media (the 'institutional' circle of influence)."*



11. Ask: *"Looking at each of our three group lists, are there any of these circles of influence we do not see enough examples of? Is there any idea for a person, place, group, institution, event or item we would like to add to reach that circle of influence better?"*

12. Spend a few minutes brainstorming and adding, as needed, to the lists.

13. Explain: *"There may be other community members who can help us to expand our lists further or to refine our lists. This is a great occasion to bring new community members into SASA! Together."*

14. Ask: *"Whom else can we ask about SASA! Together asset lists that may have additional ideas or perspectives?"*

15. Write these community members' names on a blank sheet of flipchart paper.

16. Hang up the "Next Steps" flipchart paper. Explain: "*Now, let's talk about practical next steps to further refine our asset map. How can we further strengthen it?*" (Possible suggestions: Type up the asset list, talk with others, or do a community walk.)

17. Explain: *"A SASA! Together staff member will coordinate the asset map, which includes typing up all of our ideas today. We need other volunteers to:*

   a. *"Talk with other community members and leaders,*

   b. *"Visit local groups or institutions, and*

   c. *"Walk around the community on foot looking for organizations, businesses, open public spaces or other assets we may not have noticed before."*

18. Ask for volunteers to do each of these things, if they make sense as ideas to the larger group, and set deadlines for each. Write commitments on the "Next Steps" flipchart paper.

19. Explain: *"Now that we have deadlines to type and refine our asset map, we can further discuss this in our next planned meeting. It will feed into our SASA! Together work plans, and we will regularly revisit it throughout the phases to keep expanding and building on the assets in our community."*

20. Summarize key points:

   a. *"The community has many strengths and abilities that can help to prevent violence against women. These are called 'assets.'"*

   b. *"Assets can be community members, places, groups, institutions, events or items."*

   c. *"It is important to have assets from all of the circles of influence: interpersonal, community and institutional."*

   d. *"When we list these, or 'map' them out, it helps us use all of our assets in creating change through SASA! Together."*

   e. *"We will continue to think and talk about the community's assets and engage them in creative ways throughout the life of SASA! Together in our community!"*

21. Thank participants for their active participation before closing.

Group Work Instructions:
Creating a Community Asset Map

Group 1: Community Members (people with skills, talents, knowledge and perspectives, such as those with artistic, networking or planning skills, expertise in human rights, or experience living with violence or supporting those who have experienced violence)

Is there an emerging leader among us—among our families, friends, neighbors or others? Is there someone with unique and creative ideas who just needs encouragement to begin creating real change? Please list them on a piece of flipchart paper.

Group 2: Places and Events (meeting places, event venues, theater spaces, workshop spaces, public grounds, traditional celebrations, religious festivals, sports championships, etc.)

Are there religious, community or other group meeting places that have space available for *SASA! Together* meetings, trainings or other gatherings? When does the community already have events—large or small—where community members gather together? Please list them on a piece of flipchart paper.

Group 3: Community Leaders and Groups (women's groups, student groups, police officers, faith-based groups, healthcare workers, local leaders, NGOs, etc.)

Do income-generating groups provide women with some financial independence? Do church groups discuss healthy families, and could they incorporate discussions about power? Are there particular police officers or healthcare workers who are well known in the community? Please list them on a piece of flipchart paper.

Group 4: Institutions (police departments, health systems, judiciary, media houses, local government, ministries, etc.)

What do community institutions do in relation to non-violence, peace, family and health? What resources do they have that might be useful? Are there local media houses that give free airtime to or cover social or health issues? Are there special services for women experiencing violence at the local health center? Are there agencies committed to investing in funding? Please list ideas for groups and institutions, and what resources they might provide, on a piece of flipchart paper.

Group 5: Items (office supplies, electrical equipment, paint, sounds systems, etc.)

What items might be needed to make *SASA! Together* a success that we might find already available within our community? Are there chairs for meetings, office supplies, training materials or equipment for major events? List these items, as well as where we might find them for free, if possible, on a piece of flipchart paper.

Claim Your Power

(30 MINUTES)

Participant Objective

➔ Explore the importance of claiming our power.

Preparations

➔ There are no preparations for this session.

Steps

1. Welcome participants and ask them to sit in a circle. Explain:
   a. "*We can spend hours talking about and planning how to prevent violence against women in our communities. But if we do not truly believe in our power to influence positive change, then all that work may get only partly done or may progress too slowly.*"
   b. "*Before we can use our power and take action, we must believe we have power. The first step in believing something is speaking it out loud.*"
2. Explain that all participants need to practice this. Ask each participant to take a turn standing up and saying loudly, "I have power!"

3. Debrief the exercise using the following questions as a guide:
    a. "*Did having to say this make anyone feel slightly scared or put-off? Why?*"
    b. *"Who felt strange making that statement? Why?"*
    c. "*Who felt silly? Why?*"
    d. "*Did anyone doubt whether the statement was true? Why?*"
    e. "*How did it feel to watch other people stand up and take their turn?*"
    f. "*How did it feel when it was your turn?*"
4. Ask participants: "*On the count of three, let's all say together, 'We have power!' One, two, three…*" Cheer!
5. Summarize:
    a. "*Although this exercise may feel strange, remember that we need to feel power within to begin the work of preventing violence against women. Our work with SASA! Together will attract attention. Sometimes, it might feel a little like standing up and saying, 'I have power.'*"
    b. *The first few times you speak up, introduce SASA! Together or run an activity, you might feel strange, but the more you do it, it will start to feel natural.*"
6. Thank participants for their active participation before closing.

Introduction to Learning & Assessment

SASA! Together staff only

(2 HOURS)

Participant Objectives

- Appreciate the importance of learning and assessment (L&A) for strengthening programming.
- Gain an understanding of *SASA! Together* L&A.
- Become familiar with the Community Assessment Survey and Institutional Assessment Survey.

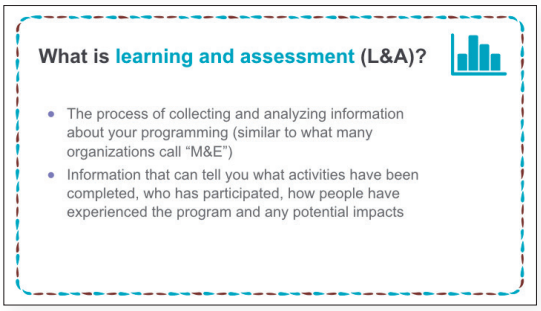
Preparations

- Preview the L&A Set-Up PowerPoint presentation and customize as needed (see page 154 and download from the electronic version of *SASA! Together)*.
- Set up a projector and the presentation.

Steps

1. Welcome participants: "*We are going to learn more about learning and assessment today and why it's important for SASA! Together"*
2. In a quick brainstorm, ask: "*What are the first words that come to mind when you think of learning and assessment?"* Record ideas on flipchart paper.
3. Explain: *"Learning and assessment, or L&A, can be simple, fun and useful! SASA! Together L&A is designed to be easy for anyone to use, even if you aren't a specialist in monitoring and evaluation."*

4. Present the L&A Set-Up PowerPoint presentation. Full PowerPoint Presentations are found in the electronic version of *SASA! Together* (28 slides, first 4 below as a sample).



5. Ask participants: "*After hearing more about SASA! Together's approach to L&A, how do you feel? Are there any challenges you anticipate or questions you still have?*"

6. Answer participant questions and respond to their concerns. If you are unsure of the answer to any, just say so and let participants know that you will get back to them on any pending issues or that for some issues you'll all figure things out together!

7. Explain: *"We will be using L&A throughout SASA! Together as we reflect on the health of our programming. L&A will be integrated into our trainings, but we can also organize more technical assistance to make sure that everyone feels as comfortable as possible!"*

8. Summarize key points:

   a. *"In SASA! Together, you don't have to be a research or monitoring and evaluation expert to learn from and assess your programming."*

   b. *"Across each phase, we have different aims and outcomes and use several tools to measure the outcomes at the community and institutional levels."*

   c. *"L&A helps to identify ways we can improve our programming and informs us when we are ready to move on to the next phase."*

   d. *"Before we start activities, it's important that we take time to carry out a reliable baseline using the Community Assessment Survey and the Institutional Assessment Survey. This will give us a strong foundation to build upon!"*

9. Thank participants for their active participation before closing.

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