Working with Community Action Groups

(2 hours)

Local Activism Series
Staff Skill Building Library
Raising Voices
This module is part of a Staff Skill Building Library developed by Raising Voices. The Library consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The Library is designed for organizations using SASA! An Activist Kit for Preventing Violence against Women and HIV but can be used by anyone working to mobilize their community to prevent VAW. If you are not using SASA!, simply replace the word SASA! wherever you see it in the text with the name of your methodology.

This module is part of the Local Activism series in the Staff Skill Building Library.

All materials in the Library can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org. The SASA! Activist Kit can be downloaded at www.raisingvoices.org.
Objective

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

Competencies

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

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

Preparations

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

1. Ask: **Who has read the Awareness phase Local Activism booklet on Community Action Groups (CAGs)?** (Show booklet—ask for show of hands).

2. Ask: **What are some of the possible CAGs that we may decide to work with?**

3. Write responses on flip chart. Be sure to include: security action group, health action group, faith-based action group, local leader action group, business action group and peer action groups (with examples e.g. youth clubs, women’s associations, etc)

4. Explain: **As it says in SASA! it depends on your own context to know which of these groups are potential SASA! action groups in your communities.**

5. Ask: **How will we decide which of these will become CAGs in the communities we engage?**

6. Solicit responses, and allow group to discuss.

7. **Summarize and Explain:**
   - **There are two main ways we can decide which CAGs to engage—based on our community asset map, and based on interests and connections of key group members.**
   - **For example, if we notice on our community asset map that health workers have a lot of presence and power in the community, we may choose to engage them.**
   - **In another example, say we see the same man at a number of our activities, who has started to ask about what he can do about this problem. Upon talking with him, we realize he is a part of a local men’s association at a powerful church.**
8. Divide participants by location/community where they work. If all or many participants work in the same community, divide them into smaller groups. Ask each group to reflect on their community and identify one (or two) groups they would like to work with. After 5 minutes of small group discussion, ask each group to say aloud their chosen CAG.

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

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

11. Invite and answer any questions about group work instructions

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

13. After 20 minutes, call “stop!”

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

This activity allows for group validation of the competencies:

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

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

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

16. Summarize:

- Activating the existing power of CAGs can be a great way to create sustainable SASA! activism.
- In this session, we have gained several new ideas for getting started with existing CAGs.
- For those organizations who wish to work with police, health, education or other large institutions, there are additional modules we can go through in another training that helps us to think through that engagement on a bigger level.
- However, working with CAGs in your community, you can get started with what you know right now!
Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in Training Validation Methods: A how-to guide for assessing participant learning downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only one of the validation methods marked with and ‘X’ for each competency.
3. Plan a time in the training agenda to use the validation method you’ve chosen to test each competency.

<table>
<thead>
<tr>
<th>Competency (Specific skill)</th>
<th>Group Validation</th>
<th>Individual Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity in Training</strong></td>
<td>Game Show</td>
<td>Exit Interview/ Role Play</td>
</tr>
<tr>
<td><strong>Game Show</strong></td>
<td>Card Game</td>
<td>Game Show (All Play)</td>
</tr>
<tr>
<td><strong>Card Game</strong></td>
<td>Answers Bingo</td>
<td>Written Quiz</td>
</tr>
<tr>
<td><strong>Answers Bingo</strong></td>
<td>Pick and Play</td>
<td></td>
</tr>
<tr>
<td><strong>Pick and Play</strong></td>
<td>Activity in Training</td>
<td></td>
</tr>
</tbody>
</table>

*Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others. The Teach Back series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.
Validation Questions

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

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

Facilitator’s Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the Staff Skill Building Library. Download at: www.raisingvoices.org/staffskills.php and go to Training Validation Methods: A how-to guide for assessing participant learning.
Type of CAG to be discussed:

1. Discuss and respond to the following questions:
   - What do you know already about your specific group’s current structure, membership, and possible interest—in your community/communities? (e.g. Who leads it? What type of people are members of it? Are they already interested in SASA?)
   - What concrete steps can you take to find out more information about the group?
   - What are a few activities a group like this could do to be a part of SASA/activism?
• What benefits might there be for their members to do SASA! activism? (Be clear about what types of material support will or will not be a part of these benefits).

2. Prepare a role play for the large group, practicing how you will approach the group (who to approach, how you will get them excited to join in SASA! activism and your ideas for how you might work together – remember to be clear about what the organization can/cannot provide in terms of financial support, training, etc.)