



ISJA TOOL (INTERSECTIONAL SEE-JUDGE-ACT)



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LEARNING OUTCOME

1. Understand ISJA and 2016 role in AYSRHR.
2. Apply SJA tool to identify and address intersecting issues.
3. Foster inclusivity and empathy in advocacy work.



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REFLECTION

Power Walk:

How did it feel to see others step forward (or not) for each statement?



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Power Walk

- Were there any statements where you felt a significant gap between yourself and others?
- What do you think contributed to that gap?



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REFLECTION

Can you think of a time when your identity influenced how you were treated?

How did that make you feel?



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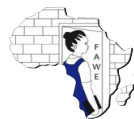


REFLECTION

What lessons did you learn from the walk in relation to access to health in general and SRHR services in particular



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Intersectionality

Understanding how overlapping identities (e.g., gender, race, economic status, disability) shape healthcare access is crucial for effective service delivery.

"Intersectionality is not a set of categories but a way of understanding how our social identities interact with power structures." – Kimberlé Crenshaw.



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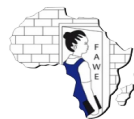


REFLECTION

- WHEN YOU HEAR RELIGION IN RELATION TO SRHR, WHAT COMES TO YOUR MIND?



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POWER ANALYSIS

When I hear the word RELIGION in relation to SRHR, 5 words come to my mind

- **Power:** doctrine (who or what has the control? Who is empowered, who is disempowered? Who is left out, by who and why)
- **Privilege** (who will benefit? How do persona religious beliefs impact healthcare and service delivery)
- **Hierarchy** (how do we relate? What is the place of gender roles and norms? How does it affect decision-making, autonomy and agency)
- **Sanctions** (who gives official permission, approval and what is the punishment involved? Ostracism, excommunication and moral condemnation)
- **Opportunities** (Can religion be a source of opportunity for promoting SRHR? How do we leverage extensive network, influence and moral authority to health and rights? How can we build alliances with progressive religious voices?)



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ISJA

Definition: ISJA is a framework that helps us analyze social issues by looking at how different identities—like race, gender, and socioeconomic status—overlap and affect our experiences.



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SJA Tool

- aims to describe circumstances as they are perceived and experienced, without preconceived theories or biases.
- examines how various social identities (such as race, gender, sexuality, class, etc.) intersect and interact to create unique experiences of oppression and privilege



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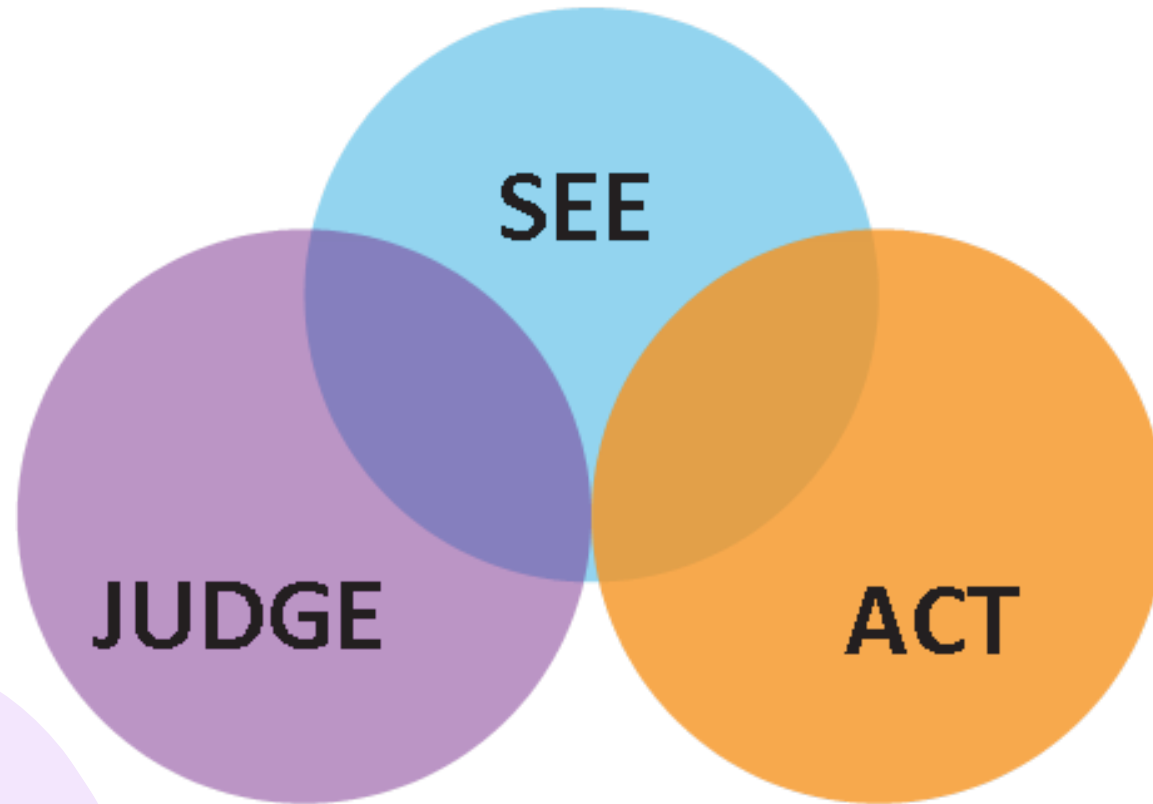


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SJA PROCESS



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ISJA

See: identify discrimination

- Observational Skills: Learn to recognize the different layers of your and others' experiences.
- Data Collection: Share your stories and insights through discussions and surveys.



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See: Context Analysis (Objective): Understand the current SRHR landscape, cultural and religious influences, and identify key stakeholders.

Step	Activity	Description	Action areas
Identify Community	Engage with community leaders, youth groups, and religious leaders	Hold introductory meetings to explain objectives and gather initial insights	
SRHR Landscape			
	Collect data on SRHR indicators (e.g., maternal health, contraception use)	Use surveys, interviews, and focus groups	Include diverse youth voices
Cultural & Religious Context	Map out cultural norms and religious beliefs impacting SRHR	Consult local scholars, religious texts, and community elders	Document supportive and obstructive

ISJA

Judge: assess the underlying factors

- Critical Analysis: Think about how history, ideology and power shape the way people are treated.
- Reflective Practice: Consider your own views and how they might be influenced by your background.



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Judge-Gap Analysis (Objective): Identify gaps in SRHR services and awareness, focusing on youth engagement and cultural/religious barriers.

Step	Activity	Description	Action Areas
Service Provision (budgets; policy; services)	Assess availability and accessibility of SRHR service	Conduct site visits, service provider interviews	Focus on youth- friendly services
Awareness Levels	Evaluate community awareness of SRHR rights and services	Use surveys, interviews, and focus groups/community feedback sessions	Pay special attention to marginalized groups
Barrier Identification	Identify cultural and religious barriers to SRHR	Discuss with cultural and religious leaders, youth groups	Highlight areas that need intervention

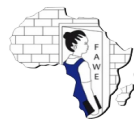
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Act:

- Informed Action: Get involved in community projects or advocacy efforts that address issues you care about.
- Policy Influence: Work with others to push for changes that make services better for everyone.



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Act-Action Planning(Objective):Develop a strategic plan to address identified gaps, promote SRHR rights, and engage the community effectively

Step	Activity	Description	Action areas
Goal Setting	Define clear, achievable goals for SRHR advocacy	Use SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound)	Involve youth in goal-setting process
Strategy Development	Plan strategies to address gaps and barriers	Include educational campaigns, service improvements, community dialogues	Ensure cultural and religious sensitivity
Stakeholder Engagement	Identify and engage key stakeholders	Religious leaders, youth organizations, healthcare providers	Build partnerships for collaborative action



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2016 Guidelines

What kinds of SRHR services do you feel are missing in your community that could better support you and your peers?



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2016 Guidelines

2016 National Guidelines for Provision of Adolescent and Youth-Friendly Services (AYFS) and social service providers create spaces that are welcoming and effective for young people aged 10-24.

Key Principles:

- **Accessibility:** Services should be easy to reach and affordable.
- **Acceptability:** Services must respect your culture and preferences.
- **Confidentiality:** Your privacy should always be protected.
- **Participation:** Your ideas and opinions should shape the services you receive.
- **Comprehensiveness:** Services should cover everything from health to life skills.
- **Quality:** You deserve services that are respectful and effective.
- **Continuity of Care:** Support should be consistent as you go through different life stages.



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SJA & 2016 Guideline

1. Mapping the Margins

Reflect on varied positions and how they represent disparities in privilege, oppression, and access to social justice.

Action Point for Providers: Reflect on locating differences to develop targeted interventions.

"The margins are not simply places of vulnerability; they are also sites of resilience." – Patricia Hill Collins.



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ISJA COMMUNITY STUDY

The Danger of a Single Story

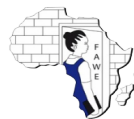
Definition: The risk of oversimplifying experiences, which perpetuates stereotypes.

Action Point for Providers: Create space for sharing unique narratives and encourage active listening

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete." – Chimamanda Ngozi Adichie.



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Connection between ISJA and AYFS Guidelines

Humanity: Inviolability and sanctity

History: Shape perceptions

Identity: Individuality and uniqueness

Autonomy: Independence

Relationship: Power Relations: Patriarchy, Ableism, Race, Sexism,

Reinforced the idolatry of theory: stereotypes /roles (what/how far)

Social Justice: SASA (Start, Awareness, Support Action)



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Connection between ISJA and AYFS Guidelines

Context: Both frameworks aim to ensure that everyone, especially marginalized youth, gets the support they need.

Alignment: The principles of AYFS connect closely with ISJA by highlighting the importance of addressing inequalities.

Implementation: Using ISJA principles in AYFS helps ensure that all voices are heard and considered.

Focus on Outcomes: Both frameworks aim for real, measurable improvements in your lives and communities.



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Connection between ISJA and AYFS Guidelines

Reflection Question:

What outcomes would you like to see from services aimed at young people in your community?



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Using Religious Texts for SRHR Data Collection

Component	Activity	Details	Action
Identify Relevant Texts	Select texts from religious scriptures that relate to health, gender, and rights etc	Consult religious scholars	Consult religious scholars
Text Analysis	Analyze texts to understand teachings on SRHR	Workshops with religious leaders and youth	Highlight supportive teachings, identify discrepancies
Community Discussions	Use texts as discussion starters in community meetings	Discuss with cultural and religious leaders, youth groups	Document KAP revealed



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Contextual and Gap Analysis Matrix

Component	Activity	Details	Action
Issue Identification	Identify key SRHR issues in the community	Use data from context analysis and gap analysis	Ensure issues reflect the voices of marginalized groups
Discrepancies in Teachings & Norms	Identify discrepancies between religious teachings and actual practices	Compare religious texts with community practices	Engage religious leaders in identifying and addressing discrepancies
Proposed Actions	Develop actions to address identified issues	Collaborative planning with youth, religious leaders, and community members	Ensure actions are culturally and religiously sensitive
Step-by-Step Process	Outline steps for implementing proposed actions	1. Define goals 2. Develop strategies 3. Engage stakeholders 4. Implement actions 5. Monitor and evaluate	Involve youth at every step and provide training if needed



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Sample Theme: Patriarchy & Sexual Violence

Example bible text: Tamar and Amnon's Story (2 Samuel 13:1-22)

See: Identify Tamar's marginalized position as a woman in a patriarchal society.

Recognize Amnon's abuse of power and entitlement.

Judge: Analyze how societal norms around gender and hierarchy contribute to Tamar's victimization.

Critically assess interpretations that may justify or excuse Amnon's actions.

Act: Develop youth-led campaigns to raise awareness about sexual violence and consent.

Advocate for comprehensive SRHR education that includes discussions on power dynamics and healthy relationships.



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Sample Theme: Patriarchy & Sexual Violence

Discussion Questions

See: How do intersecting identities (gender, social status) influence Tamar's experience in the story?

Response: Tamar's vulnerability underscores the intersections of gender and power, highlighting systemic injustices.

Judge: What societal norms and power dynamics contribute to Amnon's abusive behavior?

Response: Amnon's entitlement reflects broader patriarchal structures that perpetuate gender-based violence.

Act: How can the story of Tamar and Amnon be used to advocate for SRHR rights?

Response: The story emphasizes the importance of addressing consent, gender equality, and survivor-centered support.



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Sample Theme: Access to Healthcare Services

Text: Mark 5:25-34 (The Woman with the Issue of Blood)

See

- What could have been some of the causes of bleeding? What barriers to healthcare access are evident in this woman's experience?

Judge

- How do societal attitudes towards chronic illness and reproductive health affect young people in our context?

Act

- What initiatives can we develop to support youth in advocating for their own health needs?



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Sample Theme: Stigma and Discrimination

Text: John 9:1-12 (The Man Born Blind)

See

- What assumptions do the disciples make about the man's blindness, and how do these reflect broader societal attitudes towards disability and health?
- How do these attitudes impact adolescents and youth with disabilities in terms of access to sexual and reproductive health services?

Judge

- How does Jesus' response challenge common beliefs about disability and sin?
- In what ways can we change our perspective to see the abilities and rights of disabled youth rather than their limitations?

Act

- What programs can we develop to raise awareness about disability rights and health among the youth?



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Sample Theme: Gender-based Violence

2 Samuel 13:1-22 (Amnon and Tamar)

See

- What are the issues of consent and sexual violence presented in this passage?
- How does Tamar's experience reflect the realities of gender-based violence in our communities today?

Judge

- What attitudes and beliefs about gender and power can we infer from this passage?
- How do these issues of power and violence manifest in our current context concerning adolescents and youth?

Act

- How can we create safe spaces for young people to report abuse and seek support?



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Sample Theme: Safe Motherhood & Maternal Health

Text: Luke 2:1-7 (The Birth of Jesus)

See

- What challenges does Mary face in accessing a safe place for childbirth?
- What parallels can we draw between Mary's situation and the experiences of young mothers in marginalized communities?

Judge

- How does this narrative highlight the importance of safe and supportive environments for childbirth?
- What societal and structural changes are necessary to ensure young mothers have access to proper care and support?

Act

- What advocacy efforts can we undertake to address systemic barriers that young mothers face in accessing healthcare and support?



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SJA Process M&E Plan

	Circle: Intersectionality Project				
Inputs	Activities	Monitoring questions and type (Process or Outcome)	Indicators	Data collection	
				Source	Frequency of collection
SEE, JUDGE, ACT					
Objective 1: To facilitate discussion of socio-historical, cultural and religious SRHR issues that affect marginalized youths in (Kenya)					
Objective 2: To identify the critical socio-historical, cultural and religious SRHR issues that affect marginalized youths in (Kenya)					
Objective 3:To develop actionable plans/points to be implemented in order to address the critical socio-historical, cultural and religious SRHR issues that affect marginalized youths in (Kenya)					
	Activity 1: Introduce the study of the day	Has introduction been done appropriately	A clear topic	Minutes Activity Report	Once Depends on number of topics per day

SJA Process M&E Plan

Activity 2: Read the religious text/ contextual story/show a video/skit	Has the contextual story (historical/socio-cultural/religious) been read in a participatory manner by the participants	The story read/video/skit	Story Activity report	Once Depends on stories set for the day
Activity 3: Give a brief introduction of socio-historical, cultural, and religious dynamics of the context of the story of discussion	Has the facilitator shared the socio historical, cultural and religious dynamics of the context of the religious text been introduced to the participants	1.Social aspects 2. Cultural aspects 3. Religious aspects, Shared or introduced to the participants	Activity report Stories	Once
Activity 4: Assign participants to groups to discuss the first set of questions which focus on analysis of the topic and related issues.	Have participants formed discussion groups?	1.Number of groups 2.Number of Individuals per group	Activity report	Once

Activity 5: Present questions for discussion to the members	Have questions been shared to guide discussions within the groups? How many questions have been presented? What type of questions have been presented?	1. Number of questions provided 2. Type of questions	See Judge Act guidelines which have the questions	Repeat for each Steps: See Judge Act
Activity 6: Allow participants to present in plenary what they have discussed in groups	Has each group presented to the plenary what they discussed? What issues have been discussed and presented by each group?	1. List of issues discussed 2. Type of issues discussed	Presentations by groups Issues lists	once depends on the groups
Activity 7: Allow participants to identify action plan	Has each group shared their action plan? Does the action plan present a solution to the issues identified in activity 7	Action plans/points agreed upon by the participants	Presentations by groups Action plans lists	May depend on the participants
Activity 8: Allow participants to present the action plan developed				
Activity 9: Set date for follow up	Has a date been set for followup?	Date	Activity report Calendar	Once

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THANK YOU



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