

# BREAKING THE BARRIERS

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Engaging Men and Women to  
promote Gender Equality

FACILITATOR MANUAL 2018



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## Introduction

### About the organisations who developed this manual

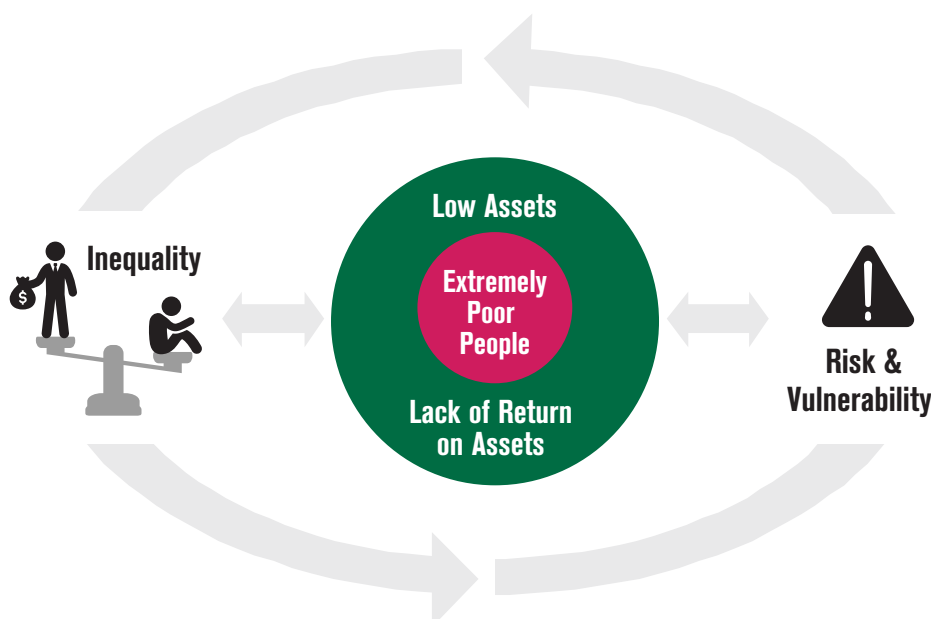
This manual was developed by Concern Worldwide and Sonke Gender Justice.

### About Concern Worldwide

Concern Worldwide is a non-governmental, international, humanitarian organisation dedicated to the reduction of suffering and working towards the ultimate elimination of extreme poverty in the world's poorest countries. Founded in 1968, Concern has grown into a global organisation with offices in Ireland, the UK, the US and the Republic of Korea, supporting operations in 27 of the world's poorest and most vulnerable contexts.

Our values include a focus on extreme poverty, including a commitment to work in the most vulnerable places and a belief in equality, and that people are equal in rights and must be treated with respect and dignity.

Concern has developed our own understanding of extreme poverty, identifying that extremely poor people are those without basic assets, or even when basic assets are available, they do not generate sufficient returns to meet basic human needs. However, extreme poverty cannot be solved by simply providing basic assets: though important, it is not necessarily sustainable or sufficient. In addition, the **causes, maintainers and obstacles** that prevent people from escaping extreme poverty need to be considered. These are many and often interlinked, however Concern recognises two in particular that need to be addressed: **Inequality** and **Risk and Vulnerability**.



Concern Worldwide recognises that often, the extreme poor are not recognised as equals in society and experience discrimination, stigmatisation and exclusion. Unequal treatment can occur both in the formal and informal spheres causing diminished political assets and restricting social assets or allowing these only to be strengthened on unfavourable terms. As a result, the extreme poor lack representation, power and status that prevents them claiming their rights and denies them opportunities and resources that would enable them to improve their lives. Inequality can also constrain the agency of the extreme poor, where opportunities are denied to make choices or acquire the skills, knowledge and confidence to build assets and increase the return to assets. Concern believes that gender inequality in particular is a consistent feature of extreme poverty and that it interacts with and deepens other forms of inequality.

Concern's Equality Policy recognises gender as the fundamental organising principle of societies, and therefore an issue that underpins all other inequalities. Addressing gender inequality involves transforming unequal power relations between men and women, boys and girls and challenging the underlying structures that perpetuate inequalities. In our approach to addressing inequality, Concern strives for 'Equality of Outcome'. This means that beyond simply opening up opportunities for people to participate, we seek to address the specific obstacles to participation that the extreme poor face, as well as providing the appropriate, equitable resources that people need to achieve success through their participation.

Concern recognises that men typically hold the power and control within the dominant patriarchal society and are often enforcers and perpetrators of gender inequality and gender violence. As such, men have a critical role to play in creating a more equitable system at national, community and household level by relinquishing this power and making space for women to empower themselves. To assist us with this, we have identified the need to engage men on the issue of gender equality and to involve them in a process of gender transformation within our programming. Through this approach, we aim to redress historical injustices towards women and power imbalances that harm entire communities, especially women and girls. This includes preventing abusive and controlling behaviours as well as collusion with and leadership in institutional systems of power and privilege that systematically devalue and disempower women.

Concern has committed to build the capacity of our own and partner staff to roll out this approach, in partnership with Sonke Gender Justice, in at least 10 countries by the end of 2019.

### **About Sonke Gender Justice**

Founded in 2006, Sonke Gender Justice (Sonke) is a non-partisan, non-profit organisation, based in South Africa. It has a growing presence on the African continent and plays an active role internationally.

Sonke's vision and mission is to create the change necessary for men, women, young people and children to enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. It pursues this goal across southern Africa by using a human rights framework to build and strengthen the capacity of government, civil society organisations and citizens to achieve gender equality, prevent gender-based violence (GBV), and reduce the spread and impact of HIV and AIDS.

Sonke's work is informed by feminist theory and social movements, and we work closely with many national, regional and global women's rights organisations to ensure that our work is aligned with feminist goals and priorities.

### ***Sonke's theory of change***

Changing deeply held beliefs about gender roles and relations requires comprehensive, multi-faceted strategies. To this end, Sonke uses the *Spectrum of Change* as a planning and programme tool to bring about sustained change and to promote effective partnerships. Adapted from the Prevention Institute, the *Spectrum of Change* identifies eight interlinking social change strategies that move beyond a reliance on individual or small group change, to *also* promoting changes in the social, political and economic aspects of people's lives. The eight strategies reinforce each other and together generate important synergies. They promote multi-sectoral approaches, bringing together activists with varied skills and connections. The eight strategies along with key activities are shown in the diagram below.

## Spectrum of Change Model



Each of these strategies requires the following key activities:

- **Rights:** raise awareness of people's rights and ensure that they are able to articulate these rights
- **Action:** provide support and tools to individuals, institutions, organisations and communities, enabling them to put their knowledge into action
- **Accountability:** support efforts to monitor, track and research the outcomes of community actions, the implementation of national and international laws, and powerful institutions' commitments

While working with men and boys to promote gender equity is crucial, in recent years Sonke has also increased its direct involvement in supporting more traditional work on women's rights. This includes monitoring women's access to justice at the community level; and working with other women's rights organisations to support the passing and or implementation of laws, policies and agendas that empower women. So, Sonke will continue its work with men and boys, including men that are often hard to engage – religious and traditional leaders – while bringing its considerable expertise and experience to policy matters related to women's rights.

### ***Encouraging links and collaboration***

Sonke is increasingly working to link community education and activism, rights literacy, media advocacy and the use of the law, to advance gender equality in South Africa. The aim is a more effective and coordinated approach to GBV prevention and response. Our overarching vision is to contribute through our many networks and partnerships, to the realisation of human rights – in particular women's rights and gender equality – in South Africa, across the region (especially with the [MenEngage Global Alliance](#)), and the globe.

### Using this manual

This Manual serves as Concern's master version of a gender transformative curriculum, which can be adapted to suit individual country contexts as appropriate. It can be used by master facilitators who will lead and facilitate workshops with participants from Concern, including staff at all levels, such as in-country programmatic and partner staff, systems staff and senior management and head office-based staff.

The Manual can also be used by participants who have been through the workshops as a resource for planning and running their own workshops at office or community level.



**NOTE:** For simplicity, in the Manual, we refer to the **facilitator** (of the workshops/process), and **participants** (whoever they may be).

### What are the aims of the Manual?

1. The Manual provides facilitators with guidance on how to strengthen and build the capacity of participants to:
  - Promote gender equality, poverty alleviation and emergency preparedness and response programmes via an approach that engages men and boys in constructive ways;
  - Address issues of gender transformation, relationships, communication and decision-making;
  - Help integrate men and women into ongoing gender equality strategies across programmes and countries.
2. The Manual also serves as a resource for participants to reflect on and address their own entrenched beliefs, attitudes and life experiences before engaging with the wider community.
3. The Manual aims to enable organisations and partners to plan and implement:
  - Gender transformative workshop processes with other Concern (and partner) staff
  - Capacity building workshops to enable Concern (and partner) staff to deliver and facilitate similar workshop processes and educational activities within their respective programmes.

### How is the Manual structured?

This Manual is organised into four modules.

#### MODULE ONE: Gender Transformation

This module focuses on understanding how each of us develops our understanding of our gender role, as a man or woman, and the values we have about that role. It looks at the consequences of gender roles and at gender inequality, and how we can embark on a process of transformation towards gender equality in our personal and intimate relationships.



The module is divided into four main themes:

- **THEME 1:** Sex, gender and gender socialisation
- **THEME 2:** Gender, power and discrimination
- **THEME 3:** Gender, power and violence
- **THEME 4:** Gender, HIV and AIDS



### **'We are what we teach.'**

This module is an opportunity to enhance gender equality in the Concern organisational culture as it provides participants with an opportunity to, "...engage with their own gendered assumptions, norms, stereotypes and identities, before they begin to bring such interventions to communities".<sup>1</sup>

#### **MODULE TWO: Enabling Change**



Having gained a deeper understanding about gender issues and gender equality in Module One, this module is now aimed at **action** and at strengthening the capacity of participants to 'make the change'. Participants are encouraged to look at their own attitudes and behaviour (particularly as men) and embark on personal actions to put change into practice drawing on the understanding the 'we are what we teach.'

#### **MODULE THREE: Facilitating the Change Process**



Having started to transform our personal gender attitudes, behaviour and values, we are in a better position to pass on our knowledge and understanding to others. This module has two main aims and themes:

- **THEME 1:** Facilitation skills and methods. This aim is to equip participants with the necessary facilitation skills and methodologies that they can use to pass on what they have learnt to others.
- **THEME 2:** Gender Transformative Programming. The aim is to introduce the Gender Equality Continuum Tool which participants can use to assess how gender-sensitive their own programme is and make plans to enhance gender equality in this programme.

#### **MODULE FOUR: Community Action Toolkit (Beyond the workshop)**



This module contains a practical "Community Action Toolkit" that builds on the content of the other modules to take what has been learnt into the community.

Participants can use the tools to do the following:

- Plan and implement their own workshops and awareness-raising activities at the community level, within the context of their specific programmes;
- Develop community action teams to sustain change and to promote active citizenship;
- Assist family members to support the changing staff member.

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<sup>1</sup> See "C12\_CWW\_Engaging Men Formative Research Report\_07.09.17", recommendation on 'staffing' page 25.

### How to facilitate using this Manual

Each module includes interactive activities that are designed to contribute to gender equality, with a particular emphasis on engaging boys and men. The activities provide participants with an opportunity to reflect on their own values and experiences; to gain new knowledge, skills and insight; and to take action based on what they have gained.

#### Format of activities

All the activities use the same standard format which contains the following for the facilitator:

- **Objectives:** This describes what participants should learn as a result of doing the activity. You need to be clear on the objectives of the session but it is best practice to clarify these **at the end** of the session, so that you don't pre-empt the content.
- **Time:** This indicates how long the activity should take, based on prior experience of using the activity. These timings are not fixed and you may need to change them because of the group you are working with or because of issues that come up.
- **Materials and advance preparation:** This sets out what you need to prepare for each activity and what materials to take with you for each activity.
- **Steps:** These are the steps you follow to use the activity most effectively. The instructions are numbered, and you should follow them in the order in which they are written.
- **Facilitator's Notes:** These notes help you to facilitate the activity. They identify what issues to be aware of or points to be familiar with, so that you can facilitate most effectively. Make sure you have read these notes before the workshop, and that you have thought through the issues and points.
- **Key Points:** These are the key points that participants should take away with them, as a result of doing the activity. These key points help you facilitate and sum up discussions.
- **Homework:** At the close of some activities or sessions, participants are guided to do something small for homework before the next session, for example, have a safe discussion at home about what you have learnt to start the process of changing what happens within the household. It is critical that husbands and wives have time to process what they are discovering at home – that they take their new knowledge, skills and values from the workshop and into their homes. But they need to check with their partners if this is feasible, as it might be breaking norms. Discuss the results of the homework in the next session.
- **Action Chart:** The workshops are focused on building the capacity of participants to engage in concrete and practical actions and to effect positive and ongoing change in their relationships and communities. For each workshop, copy and prepare a few Action Charts on a sheet of flipchart paper as shown in the example below. Label which session the Action Chart relates to. Ask participants to copy and use the Action Chart at the end of every activity to record the actions they can take in their own lives.

## Action Chart for Session \_\_\_\_\_

Actions that I can take:



Actions that we can take:



Actions that others can take (say who):



## Preparation

### Participants for staff workshops

- Workshops should have a maximum of 20-25 participants.
- There must be a participant register for each workshop. For staff, this should be using the standard participant list (this can be found in Annex 1)
- It is essential that both senior and junior staff go through this process, because their role will be to create and encourage a workplace and programmes that promote equality.
- We specifically encourage senior staff to participate fully throughout the entire workshop.
- It is very important that all staff participate fully throughout in order to create trust and confidence in the group and avoid disruption.
- Staff must complete the staff attitudes survey on DDG before participating in the workshops and again after the workshop.
- Staff should complete a workshop evaluation at the end of the workshop.

### Customising the modules and workshops

You may decide to select and customise or adapt the manual so that you cover specific modules and activities that are relevant to your own context and match the specific requirements of the country. In this case please ask the Equality Advisor for support in doing so.

### Time allocated to workshops for staff

The full programme below can be run in approximately 12 days. However, individual modules or activities can be selected to run a shorter customised programme.

- *Module 1: Gender Transformation (4-5 days)*
- *Module 2: Enabling Change (approx. 1 day)*
- *Module 3: Facilitating the Change Process (2-4 days depending on the number of staff to practice facilitating sessions)*
- *Module 4: Community Action Toolkit (Beyond the workshop) (Half a day)*

### Service mapping

- Each country should engage in a service mapping exercise which includes, for example, a list of contact details for: police services, appropriate local authorities that deal with gender-based violence, other women's protection organisations, or medical service for sexual and gender-based violence (SGBV) response, as well as the Concern Employees Assistance Programme.
- Such a service map ensures (a) that we 'do no harm' by raising issues with participants; and (b) that we can direct those who seek support to the correct service.
- This service mapping exercise can also be used by facilitators who engage with communities.

### Supporting participants

It is quite likely that participants disclose information to facilitators about their own experiences given the sensitive nature of the content. Please be aware that Concern staff are not able to provide counselling when this happens. What they can do is:

- ✓ Provide a listening ear, free of judgment.
- ✓ Provide accurate, up-to-date information on available services.
- ✓ Let the survivor make their own choices.

- ✓ Know what you can and cannot manage.
- ✓ Even without a GBV actor in your area, there may be other partners, such as a child protection or mental health specialist, who can support survivors that require additional attention and support. Ask the survivor for permission before connecting them to anyone else.
- ✓ Do not force the survivor if s/he says no.

Please see full guidance on this in the GBV Pocket Guide which can be found at <https://gbvguidelines.org/en/pocketguide/>.

### Complaints

- The Concern HR department must be prepared for potential complaints, should they arise.
- Facilitators also need to be aware of any other channels available for complaints e.g. grievance procedures, complaints response mechanism (CRM) etc.

## Facilitating

### The process of becoming a working group

**Warming up:** At the beginning and end of each day of the workshop, it is important to provide specific moments for review and reflection. This is a means of checking in with participants about what they learnt and/or what they remember from the previous workshop or day, and also a way of gauging how participants are feeling about the process, content, and so on.

How you begin the workshop session or day will help set the stage for what follows. The review/warm up at the start of each day should take 10-20 minutes. Here are some suggestions for how to begin the day:

- Ask if anyone would like to share anything that has happened since the last workshop and/or how they are feeling today.
- Begin the review of the previous workshop by asking questions, such as, “We covered a lot of things last time. What can you tell me about what you learnt?”
- As participants provide you with their reflections ask follow up questions, such as, “That is a very important point! What else can you tell me about that?” “What did you find most relevant to your life as we spoke about X?”
- It is always good to provide participants with a quick overview of what will be covered in the workshop. If there is time, it can also be helpful to check in with participants about what they are hoping to achieve or learn.

**Formulating a ‘house agreement’/ground rules:** At the beginning of the workshop process, facilitators should run a session to help participants formulate a group or ‘house’ agreement (ground rules), which will help to create an environment in which everyone feels safe and supported. The agreement should emphasise issues like:

Keeping confidentiality

- Listening to and respecting each other’s views
- Respecting each other’s rights
- Participating in discussions, without dominating them
- Talking about our own experiences, rather than the experiences of others
- Expressing our own views rather than challenging another person’s views

Facilitators explain that all participants need to work together to ensure that the agreement is respected. The agreement should be written up and posted on the wall. Throughout the workshops, the facilitator can refer back to what participants have agreed.

**Ice-breakers:** These activities help participants (and you) to relax and create a fun atmosphere that encourages sharing and learning. There are a number of ways to approach ice-breakers. Most focus on getting each person to say something so that they start feeling comfortable talking in the group.

### EXAMPLES OF ICE BREAKER GAMES

#### **The Name Game**

**Time:** 15-20 minutes

**Objective:** To share everyone's names in a fun way and to learn the names of participants.

**Description:**

- There are 2 rounds in which the group plays "catch," while everyone has a chance to say their names.
- In the first round, each person says his or her name before throwing the ball to someone else.
- The facilitator can begin, so as to demonstrate the game.
- This round ends when everyone has had a chance to say their name, and has passed the ball back to the facilitator.
- Repeat the game for the second round, but after saying his/her name participants put their hands on their heads to signal that they have already had a chance.
- Continue the second round until everyone has had a turn.

#### **The Postman / Postwoman**

**Time:** 15-20 minutes

**Objective:** To share personal information and get to know each other in a fun way.

**Description:**

- Participants are placed sitting in their chairs in a circle. Only the facilitator stands.
- The facilitator explains that he/she is going to start playing the role of "the postman/postwoman". When the postman/postwoman brings letters to various people, those people must change seats. For example, if the postman/postwoman says: "Bring letters to all the people who like ice cream," all people who like ice cream change places.
- But when people get up to change chairs the postman/postwoman removes a seat so one person is left standing.
- The person left standing becomes the postman/postwoman, and the game continues.

#### **About My Family**

**Time:** 15-20 minutes

**Objective:** To learn about other people in the group.

**Description:**

- Participants work with the person next to them. They tell the person their name, number of children they have, and three other facts about themselves that others might not know. Allow 3-5 minutes for this.
- Then each pair introduces each other to the group.
- This helps to get strangers acquainted and people to feel safe – they already know at least one other person, and do not have to share information directly in front of a big group at the beginning of the meeting.

### **Two Truths and a Lie**

**Time:** 15-20 minutes

**Objective:** To get to know one another.

**Description:**

- In a large group, have everyone write down 1 true statement about themselves and 1 false one.
- Then, every person reads their statements and the whole group must guess which one is false.

### **The Taxi of Emotions**

**Time:** 10-15 minutes


**Objective:** To help participants interpret or express different emotions.

**Description:**

- Ask four participants to “role play” people getting on a “taxi.”
- Each person should approach the taxi while expressing a different emotion.
- When the driver and passengers see this emotion, they are infected by it, and begin to express it as well.
- Follow this pattern for each additional volunteer.
- At the end, ask participants what they observed, and how they felt during this exercise.

**Energisers:** To keep participants interested and energised, it is useful to have some variety in the activities we use. For example:

- Use singing and music to change the atmosphere or to energise the group, especially when you see participants are feeling sleepy or bored.
- Use art to express feelings that are difficult to talk about.
- Do a relaxation exercise or meditation exercise when you start a session, before lunch time and/or at the end of the day.
- Use energisers to change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes and are very similar to ice breakers.



## EXAMPLES OF ENERGISERS

### Line Up

**Time:** 15 minutes

**Objective:** To break the monotony of long periods of sitting and to help participants find out about each other.

**Description:**

- This icebreaker is good for a large group. Divide participants into small groups for a contest.
- Tell everyone to line up in a particular order – see suggestions below.
- Participants should get in a line as quickly as possible. The twist is that they must do it in silence. Group members can't speak to one another but must communicate using signs and body language to get into the correct order.
- When the group is lined up correctly, all group members should clap to indicate they have completed the task. Or ask groups to come up with their own way of letting you know they're ready e.g. yell, hum a song, put up their hands, etc. This can add a lot of fun to the activity.

**SUGGESTIONS**

1. Line up in order by shoe size.
2. Line up by first name in alphabetical order.
3. Line up by surname in alphabetical order.
4. Line up by age, down to the month, youngest to oldest.
5. Line up in order by number of pets owned.
6. Line up by house number, smallest to largest.
7. Line up in order by the number of bones you've ever broken.

### 1. Spaghetti

(In groups of 5-10 people) (A fun and creative way of forming a physical bond between participants. It also subtly communicates ideas of working together to accomplish a task.)

The group forms a tight circle. Everyone puts their hands into the centre. With 1 hand, everyone grabs the hand of another person. Then, using the other hand, they grab a hand of someone different. The object of the game is to get untangled without letting go. By climbing, crawling, and wriggling around, participants can create 1 large open circle or, sometimes, 2 unconnected ones. If they are totally stuck, tell them they can chose to undo 1 link, and then reconnect once that person has turned around, and see if that works.

### 2. Shrinking iceberg

(In groups of 5-8 people)

Put a blanket or several sheets of newspaper on the floor. Ask the group to stand on it. Explain this is an iceberg that is melting away, reducing its size by half every month. They must see how long they can all stay on it. When you ask, they must get off the blanket/paper. Then you fold it in half or remove half the paper. Each time, reduce the area by half.

### 3. The Scream

(Good to let off tension – only use where others won't be disturbed!)

Ask group members to stand. Tell them to close their eyes. Breathe slowly and deeply. Ask everyone to breathe in unison. Ask them to keep breathing together while they stretch their arms as high as possible. Ask them to jump up and down together and, finally, to scream as loudly as they can.



**4. The Rainstorm**

(Physical, but a calming exercise. Can be used as a closing.)

Ask the group to stand in a circle with their eyes closed. Say that a rainstorm is approaching. Ask everyone to rub their palms against their pants legs. Then ask them to lightly pat their thighs with their fingertips. Ask them to do it harder. Now, ask them to pat their hands against their thighs. Now start slapping hands faster and faster against their thighs. After a while, go back to lighter slapping, then patting – reverse the order until it is quiet again and the storm has passed. [At first the wind was blowing the trees, then light rain started, then heavier rain, then a downpour, and then the whole thing slackened off.]

**5. Exercising**

Ask someone to lead the group in some simple stretching.

**Wrapping up:** It is very important that there is a moment at the end of each workshop or day for participants to reflect on what was learnt, how they feel about the workshop and overall process, and whether any change is needed to the process or agenda. Depending on how your time management goes, wrapping up can be something you want to go through quickly.

Two good ways to facilitate these discussions are **Plus/Delta** and **Closing the Circle**.

- 1. Plus/Delta: Plus** means what was good about the workshop, and what participants liked and appreciated; **Delta** means what participants would have changed or would like to see happen differently.

Encourage participants to provide thoughtful and thorough reflections on what they learnt and how they felt about the workshop, rather than simply saying “I learnt a lot” or “Not enough breaks.” Your notes on the flipchart should be shorthand of what you and participants discuss and reflect on. Here is an example of how to write up **Plus/Delta** on the flipchart, and what might be included in each column.

Plus	Delta
- Learnt that gender norms can...	- Time management to improve
- Facilitation was good	- Hard to hear facilitator
- Lunch was delicious - Good participation	- Want to learn more about gender and the different components

- 2. Homework:** It is recommended that participants are given some homework at the end of each session. There are homework options available for almost all exercises in Module 1 however, one homework can be assigned at the end of the session depending on how activities are grouped together.
- 3. Closing the circle:** At the end of each day/workshop (and occasionally at the end of certain activities) stand together in a circle, shoulder to shoulder (all equal) to formally end the day, and to thank each other for participating and sharing. Each person can have a chance to briefly comment, even with one word, on something important to them from the workshop. Then ask everyone to look around silently at the others who have shared this time with them. In appreciation of the honesty and compassion that they have shared together, ask them to take a deep breath and exhale!





Then say: “Now we have the opportunity to take what we have learned and practiced together and share them with our family, friends and colleagues. The changes we make inside ourselves are like a stone in a pond, creating ripples that affect everyone around us.”

### Adapting activities for participants with low literacy levels

We all have varying degrees of literacies – some people are more numerate than others; some can interpret visuals more easily than others; some have better memories, some read and write in their native language, but not in another language like English, others have little or no functional literacy skills.

Illiterate participants have developed other coping mechanisms to help them adapt to and navigate their way around a literate world. Be guided by the person and value the mechanisms she/he has developed. Discreetly ensure that all participants can participate and are not hindered by written words or other barriers. Provide support where necessary. Here are a few ideas on how to do this:

- Write only when absolutely necessary – many tasks do not require much writing at all. Do not write out objectives of the session, for example.
- Use rocks or sticks to represent ideas or contributions (e.g. for each suggestion, the participant adds a rock to the pile to represent a list).
- Whatever is written down, read aloud. For example, what you write on flipchart paper, in the Action Chart, in signs, and so on, read aloud as well. This ensures that everyone understands what is written and can actively participate in the activity.
- Give oral instructions along with written instructions or notes.
- For reading and writing work, pair a more literate participant with a less literate participant to provide sensitive support.
- Spend time with the participant, writing down his or her own words.
- Use diagrams and visuals to demonstrate or illustrate points. But don't assume that visual images are always easier to understand – they too require visual literacy skills. For example, when using flipcharts:

- for men, you can use this symbol:  or 
- for women, you can use this symbol:  or 

- If participants are literate in their native language, encourage them to write in this language.

### Adapting activities for single or mixed-sex groups

Each situation and country is different, so whether you have single-sex or mixed sex groups will depend on the context within which you are working. All of the activities can be done with single or mixed sex groups. It is recommended that you draw upon any formative research that has been done at community level to understand community relationships, gender norms and power dynamics in order to inform this, or to conduct some focus groups discussions in preparation, if not. For staff, if it is not evident, ask female and male staff beforehand whether they would feel more comfortable discussing together or separately.

If you are working primarily with **single sex** groups, then it is recommended that periodically (after 3 or more sessions) you use the activities 'Acceptable and unacceptable behaviour' and 'Mixed group reflection session' to prepare participants to come together to discuss experiences, learnings and key messages. These exercises can be used throughout the curriculum as many times as necessary to assess whether men and women are ready to meet and then to bring them together to share, reflect and listen to each other. This gives women in particular the chance to share experiences and issues and build confidence and unity before discussing these with men. It also provides men with an opportunity to reflect and agree on adopting new attitudes in relation to how they have been interacting with women, and prepares them to listen with empathy during the mixed group discussions.

Generally if you are working with a **mixed sex** group, we suggest the following process:

<b>Step 1</b>	Men and women <b>work separately</b> on the main activity, for example discussing questions related to their own sex.
<b>Step 2</b>	When the two groups merge again, they <b>present their work to each other</b> , discussing the questions from their own point of view.
<b>Step 3</b>	Then they discuss the <b>plenary questions</b> together as a mixed group.
<b>Step 4</b>	The plenary will likely end with a discussion about how it makes them feel to hear what the other sex thinks, and what <b>action they would like to take as a result of what they've heard</b> and discussed.

### **A note about language**

This Manual is available in English and French. You are encouraged to use the local language and to encourage participants to do the same. Key words, terminology and/or phrases, for example, might be understood differently if someone is not a native English speaker or if the word/phrase is translated into another language. Ensure that you are comfortable explaining words and terminology in the relevant language so as to minimise misunderstanding or confusion.

## GLOSSARY

**Active bystander:** Someone who witnesses a situation and decides to take action and not ignore it. The person, might, for example, decide to prevent, interrupt, or intervene in a situation in a non-violent, non-threatening way, for example by facilitating a discussion between the people involved.

**AIDS:** Acquired Immunodeficiency Syndrome. AIDS is the name given to a group of serious illnesses in HIV-positive people. AIDS develops when people living with HIV are no longer able to fight off infections because of lowered immunity.

**Bystander:** A person who for example witnesses a situation, such as an emergency, crime, abuse or violence, and decides to either give assistance, do nothing, or contribute to the negative behaviour.

**Coercion:** To force someone to do something against their will.

**Consent:** To agree to do something.

**Courage:** To take a decision, or to act, or to confront a difficult, painful, intimidating or dangerous situation. Sometimes it is a moral decision, to do the right thing. It does not mean that you are not afraid in the situation, but that despite your fear you decide to act.

**Intimate partner relationships and intimacy:** Romantic relationships could include courting/dating and “casual” relationships; those with loving, affectionate/romantic involvement might or might not include sexual involvement. They also include “couple relationships” (civil unions, marriages, cohabiting couples, long-term courtships, etc.). Bear in mind that when working with young people, they do not always associate “casual”/dating relationships with stable “couple relationships”.

Relationships might be boyfriend/girlfriend, husband/ wife or same-sex relationship.

**Gender:** Widely shared ideas and expectations concerning men and women and how they should behave in various situations; usually defined by geographic or cultural context.

**Gender based violence:** Refers to a wide range of human rights violations, including sexual abuse of children, rape, domestic violence, sexual assault and harassment, trafficking of women and girls and forced marriage. Gender based violence affects women and girls disproportionately but is experienced by men and boys to a lesser degree too.

**Gender equality** is equality between women and men:

- It refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys.
- Equality does not mean that women and men are the same or will become the same.
- Equality does mean that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.
- Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, while recognising the diversity of different groups of women and men.
- Gender equality is not a women’s issue but should concern and fully engage men as well as women.
- Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development”.<sup>2</sup>

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<sup>2</sup> Taken and adapted from: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

**Gender equity:** Fair distribution of resources and benefits between women and men, strategies and measures to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

**Gender inequality:** When one gender is not treated equally to others, e.g. women within the home and in society are treated as inferior and second-class citizens, and their skills, experiences and lives undervalued.

**HIV:** Human Immunodeficiency Virus, a virus that weakens the human immune system

**Intimate partner violence:** Refers to behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours. Intimate partner violence may also be referred to as domestic violence.

**Legacy:** Something that is handed down from the past.

**Mutual respect:** Respect from the woman to the man, and from the man to the woman.

**Patriarchy:** Patriarchy is a social system where the male is the primary authority figure and holds a central role in the home and community.

**Rape:** To intentionally and unlawfully sexually penetrate a person, without that person's consent.

**Sex:** Biological characteristics which define a human being as male or female. Biological characteristics which define a human being as male or female – differences in chromosomes, hormones and external and internal organs.

**Stereotype:** An exaggerated oversimplified belief about an entire group of people without regard for individual differences.

**Transgender:** Some people feel that their sense of identity does not correspond with their birth sex, e.g. a man who feels he is really a woman, despite having male genitalia. These people are transgender. Transgender people often feel they were born in the wrong body.

**Transsexual:** People who feel they are in the 'wrong body' or belong to the opposite sex, and have a desire to assume the physical characteristics and gender role of the opposite sex or to change to the opposite sex. They may use hormones or other medications to suppress or enhance characteristics of the opposite sex, such as facial hair or develop breasts. Some transsexual people choose to change their physical sexual characteristics through surgery.

**Values:** What we judge to be important in life. Values become the accepted principles and standards of an individual or group.

## MODULE ONE: Gender Transformation



**Major focus:** “The transformation of patriarchal attitudes, values and behaviour in men and women and in gender relations, through guided processes of reflection and analysis using popular education methodologies”.

**Target participants:** Module One can be rolled out for all staff including programme and systems staff and will subsequently be rolled out at community level.

### Aims of the module:

- To reflect on, analyse and understand how gender shapes our values, attitudes, behaviour and relationships
- To reflect on and analyse destructive gender norms
- To identify the changes to practise in our own attitudes, behaviour and relationships which contribute to gender equality and wider social justice, including on a personal, intimate partner, family, school, work, and community level
- To identify how to take individual and collective action for change at the personal and professional level.

### Thematic content:

The activities focus on the following:

- Basic concepts of **sex** and **gender** – their meanings, how they relate to each other, and how they are often confused.
- **Gender socialisation and gender roles in patriarchal cultures** – the ways in which gender socialisation and gender roles shape people’s lives; how it moulds and limits their gender identities, roles and relations; and how it determines unequal opportunities, rights and access to resources.
- **Power** – how it is socially constructed, used and abused, especially in interpersonal relationships.
- **How power is linked to privilege** and access to opportunities, rights and resources. The interconnectedness of different forms of power and powerlessness are examined, based on participants’ own real-life experiences.
- Different types of **discrimination** that occur because of power inequalities related to gender, race, ethnicity, age, sexuality and class; and their causes and consequences.
- Concepts and practise of **violence**, particularly **gender-based violence (GBV)** and **men’s violence against women (VAW)**.
- Different **forms of violence** – physical, psychological, sexual and economic - and how the use of these relates to the practise of “power over” others.
- The **causes of violence and their consequences** – for women, for men and for intimate partner relationships, families and communities.
- **Gender and sexuality** – conceptions and practises of men and women’s sexuality; **sexual mandates** that patriarchal cultures assign to men and women, and the implications of these for sexual health and sexual rights, particularly HIV and AIDS.
- **Decision-making** – how the **decision** to become **sexual** is personal and is usually influenced by many social factors such as personal values, peer pressure, cultural beliefs, and self-esteem.

THEMATIC SEQUENCING, ACTIVITIES, TIME ALLOCATION AND GROUP RECOMMENDATION			
THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY	PAGE
<b>Introductory And Trust-Building Activities</b>	Activity 1: A Safe Group: Rules And Respect For Others	40 Mins	25
	Activity 2: Common Ground	10 Mins	28
<b>Bringing Single Sex Groups Together (To Be Used Periodically When Working With Single Sex Groups)</b>	Activity 1A And 1B: Acceptable And Unacceptable Behaviour (Single Sex)	60 Mins	31
	Activity 2: Mixed Group Reflection Session	90 Mins	37
<b>THEME 1: Sex, Gender And Gender Socialisation</b>	Activity 1: Power, Status, Health	60 Mins	41
	Activity 2: Sex, Gender And Gender Equality	60 Mins	45
	Activity 3: Gender Values Clarification	60 Mins	50
	Activity 4: Act Like A Man; Act Like A Woman	2-3 Hours	53
	Activity 5: The 24-Hour Day	2 Hours 35 Mins	58
	Activity 6: I'm Glad I'm A..., But If I Were A... (Gender Roles)	45–60 Mins	65
	Activity 7: Gender Fishbowl	60 Mins	68
<b>THEME 2: Gender, Power And Discrimination</b>	Activity 1: Persons And Things	60 Mins	73
	Activity 2: Who Is More Powerful?	60–90 Mins	76
	Activity 3: Forms Of Power	60 Mins	80
	Activity 4: Attitudes – Gender Circles	60 Mins	85

THEMATIC SEQUENCING, ACTIVITIES, TIME ALLOCATION AND GROUP RECOMMENDATION			
THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ACTIVITY	PAGE
<b>THEME 3:</b> <b>Gender, Power And Violence</b>	Activity 1: How We Learn Violence	1 Hour 30 Mins–2 Hours	90
	Activity 2: Violence Against Women In Daily Life	1 Hour 30 Mins	94
	Activity 3: Consent Vs Coercion	60 Mins	98
	Activity 4: Violence Clothesline	60–90 Mins	102
	Activity 5: The Cycle Of Violence (Perpetrator, Victim, Witness)	15 Mins	105
	Activity 6: Values Around Gender, Alcohol And Violence	30 Mins	108
	Activity 7: Romantic Relationships, Loving Relationships	30–45 Mins	111
	Activity 8: Healthy And Unhealthy Relationships	90 Mins	114
	Activity 9: The Cycle Of Violence In Intimate Relationships	60 Mins	117
	Activity 10: From Violence To Respect In Intimate Partner Relationships	1 Hour 30 Mins–2 Hours	120
	Activity 11: Controlling Relationships	1 Hour	125
	Activity 12: Attitudes – Choose Your Spot	45 Mins	133
<b>THEME 4:</b> <b>Gender, HIV And Aids</b>	Activity 1: HIV Handshake	30 Mins	137
	Activity 2: Taking Risks, Facing Risks: HIV And Gender	75 Mins	140
	Activity 3: Impacts Of HIV And Aids	75 Mins	144



## INTRODUCTORY AND TRUST-BUILDING ACTIVITIES



### NOTE TO FACILITATORS ABOUT INTRODUCTORY AND TRUST-BUILDING ACTIVITIES



### OBJECTIVE

By the end of these activities, participants should be able to:

- Set ground rules for how to work together as a group
- Establish common ground
- Appreciate the importance of building comfort and trust among group members
- Assist in creating a positive atmosphere in the group where everyone feels safe



### ACTIVITIES AND TIME ALLOCATION

ACTIVITIES	AVERAGE TIME
<b>Trust-Building Activities</b>	
Activity 1: A safe group: rules and respect for others	40 Mins
Activity 2: Common Ground	10 Mins



## ACTIVITY 1: A SAFE GROUP: RULES AND RESPECT FOR OTHERS



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Assist in creating a positive atmosphere in the group where everyone feels safe
- Appreciate the need for rules and how respect for rules that have been cooperatively set contributes to safety and trust
- Set ground rules for how to work together as a group



**TIME:** 40 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).

#### What you need:

- Flipchart, tape, marker pens



### STEPS

#### Step 1: Welcome and introductions

Welcome everyone. Introduce yourself. Ask participants to introduce themselves.

1. Introduce the activity by giving this input:  
In these workshops, each participant needs to feel safe and respected. Each person needs to know that his/her view, opinions, experiences, thoughts, beliefs and ideas are respected. The first part of this activity helps us to create a supportive and safe atmosphere in the workshop. We will then together set rules on how we want to work together in the time we have together, and we will discuss how respecting these rules are important to contributing to the safety and trust of all participants.

#### Step 2: Create a circle of trust

1. Ask everyone to stand up and form a circle. You should also be part of the circle. Ask participants to hold hands to close the circle, and then to stop holding hands so that their hands are free.
2. Explain: The goal of the circle is to create a safe space. The circle symbolises a wall of protection. Inside that wall, we can safely experiment. We will demonstrate this by asking a volunteer to walk in the circle with his/her eyes closed. This will make the person feel vulnerable and dependent on others, but it will show that we are safe and that we can help others to feel safe. This helps create trust.

3. Ask for a volunteer who will stand in the middle of the circle and walk around inside the circle with his or her eyes closed while others provide the safe place.
4. When the volunteer is standing in the middle explain to him/her: You will close your eyes and start to cross the circle until you reach one of the group members. That group member will receive you gently and guide you to turn and go to the next person. The group will take care that you feel safe.
5. Explain to the other participants: While the volunteer walks around, the task of everyone in the circle is to ensure that he/she feels safe. That means don't make jokes, don't laugh, just concentrate on your task. When he/she reaches you, reach out and hold him/her by the shoulders—don't touch anywhere else. You should then gently turn the person around to face the centre of the circle and give a small gentle push to start walking again; the person continues to walk. If the volunteer reaches a gap between two people, one should ensure that the volunteer does not walk out of the circle but rather is protected by the nearest people. The volunteer can experiment for a few minutes, but can stop anytime she/he wants.
6. Ask the volunteer to close his/her eyes and start walking.

### Step 3: Plenary

1. After the activity ask the volunteer: How did you feel when you were in the middle of the circle? Were there moments of when you felt anxious? Where there moments when you felt safe? How did others receive you in the circle?
2. Ask the others in the circle: How did it feel to be responsible for and to direct another person?
3. Ask the whole group: How did I correct someone not respecting the rule? For example, did I punish or guide? Explain?
4. Ask: Do you have rules at home? How are the rules set at home? What happens when someone does not respect a rule? Are they punished? Are they gently guided back to the right path?



#### FACILITATOR'S TIP

You don't need a long list of ground rules. Rather ask participants to agree on four or five main rules that they can honour.

### Step 4: Discussion to set ground rules

1. Explain that we need to develop a set of ground rules on how we agree to work together in the workshops, to help create a sense of safety in the group.
2. Most importantly, discuss the importance of creating participant ownership of the ground rules, so everyone feels committed to honouring them. Once agreed on, place the ground rules in a part of the room where everyone can always see them.
3. Facilitate the process of setting ground rules by asking questions like:
  - *What would make you feel welcome and comfortable in these workshops?*
  - *What would encourage you to talk in the group?*
  - *What would discourage you from talking in the group?*
  - *What could happen that would make you want to leave the group?*
4. Write up responses on a flipchart.
5. Discuss the consequences if participants do not honour the ground rules. Write up the consequences.
6. Put up the flipchart at every workshop.

### Step 5: Explore expectations and discuss fears

1. Help participants explore their expectations of you and of the workshop programme, to make sure that their expectations match your expectations. Discuss all your expectations until there is a match!
2. Address fears. Fears during the early part of a process are often to do with getting used to being with an unfamiliar group of people or getting used to sharing thoughts and emotions. Acknowledge that all people (including facilitators) feel anxious at the start of a group, and that it is quite normal.

### Step 6: Wrap up

1. **Sum up** the activity and the discussion, making sure that the *Key Point* (see below) is covered.



#### FACILITATOR'S TIP

Explain that sometimes you will ask participants to do something small at home to help them continue to think about the programme, to “learn by doing” and to apply what they are learning to their everyday life. You will ask participants to discuss the results of the homework in the next session.



#### FACILITATOR'S NOTES

Be very active and strict in following the rules. If anybody laughs or makes jokes, remind them immediately but politely about the rules of the activity and the risks of breaking the safety of the circle. Do this not in a punishing manner, but as guidance, so people see an example of how you can set limits, and correct others, without punishment or authoritarian power.



#### KEY POINT

A key point we hope to demonstrate from this activity is that **supportive guidance** rather than **punishment or abusive actions** is the **most effective way for individuals to relate to each other**. Many people, especially men, justify using violence by saying that the other person needs to be disciplined or punished, but in this activity, we see that non-violent guidance is much more effective.

## ACTIVITY 2: COMMON GROUND<sup>1</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Recognise the many ways we are similar and different from each other, and build comfort and trust among group members.



**TIME:** 10 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.



### STEPS

#### Step 1: Introduce the activity

1. Ask everyone to stand in a circle.
2. Explain: In this activity one person at a time will step into the centre of the circle and say something that is true about them. Start with these words, “Share common ground with me if you also...” followed by a fact about yourself.
3. Everyone else for whom that statement is true joins that person in the centre of the circle. Stepping into the circle is voluntary. Explain: Even if something is true for you, you can decide not to step in, if you are not comfortable sharing this information.
4. Explain: This activity is done without any other talking please. When you have stepped into the circle silently make eye contact (if culturally appropriate) with the others who share common ground with you and acknowledge each another. While the people who share common ground are in the middle of the circle, the people around the outside remain standing there as a circle of support and appreciation for those who are sharing common ground in the centre of the circle.



#### FACILITATOR'S TIP

As a facilitator, your most important skill is your ability to build a good relationship between yourself and the participants, and to help participants build their relationship with each other. You do this through open communication, good listening, and through care for and attention to each participant.

#### Step 2: Do the activity

1. Demonstrate by choosing some common ground statements (see sample list below) that are true for you. Start with the first one. Step into the centre of the circle, stating: “Share common ground with me if you also...” followed by the statement. Do three to four statements, combining the “lower risk” and “higher risk” statements.
2. Ask who else would like to share something about themselves and see who else shares common ground with them? Remind participants that the statement must be true to share it and to step into the circle, and that everyone has the right to not step in.
3. Give as many participants as possible the chance to share a common ground statement.

<sup>1</sup> Activity adapted from the ‘Concern Liberia Change Maker Training’ (2012) developed by MRI.

**Step 3: Wrap up**

1. Close the activity: After you feel enough people have shared, close with the following statement to the group: "Take a moment to silently look around the circle at each other and appreciate the many ways we are connected with each other."



**FACILITATOR'S NOTES**

SAMPLE LIST OF COMMON GROUND STATEMENTS	
Lower-risk Questions:	Higher-risk questions:
"Share common ground with me if..."	"Share common ground with me if..."
<ol style="list-style-type: none"> <li>1. You also had a hard time getting out of bed this morning</li> <li>2. You also have siblings</li> <li>3. You also have children</li> <li>4. You also are left handed</li> <li>5. You also have a birthday in November</li> <li>6. You also speak more than two languages</li> </ol>	<ol style="list-style-type: none"> <li>1. Your mother has also died</li> <li>2. You also have ever been hit as a child</li> <li>3. You are also a survivor of childhood abuse</li> <li>4. You are also a survivor of violence as an adult</li> <li>5. You have also used violence against someone else</li> </ol>

- Remind participants that they can only step into the circle and introduce a statement if it is true for them.
- Remind everyone that they do not have to step in if they don't want to, even if something is true for them.
- If necessary, remind the group that there should be no talking during this activity, only observing and compassionate eye contact (if culturally appropriate) with each other.

## BRINGING SINGLE SEX GROUPS TOGETHER



### NOTE TO FACILITATORS ABOUT BRINGING SINGLE SEX GROUPS TOGETHER

If you are working primarily with **single sex** groups, then it is recommended that periodically (after 3 or more sessions) you use the following activities to prepare participants to come together to discuss experiences, learnings and key messages. These exercises can be used throughout the curriculum as many times as necessary to assess whether men and women are ready to meet and then to bring them together to share, reflect and listen to each other. This gives women in particular the chance to share experiences and issues and build confidence and unity before discussing these with men. It also provides men with an opportunity to reflect and agree on adopting new attitudes in relation to how they have been interacting with women and prepares them to listen with empathy during the mixed group discussions.



### OBJECTIVE

**By the end of these activities, participants should be able to:**

- Develop collective empowerment to be able to communicate to men their issues and needs
- Identify the behaviour that is acceptable and unacceptable to women by men
- Agree and list as a collective the ideas they would like to share with men and what they would like them to commit to
- Agree and list as a collective the ideas they would like to share with women and what they would like to commit to
- Understand whether or not they are ready to present their ideas to the opposite sex at the next session
- Speak out and listen to experiences of gender issues
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another
- Identify actions for change



### ACTIVITIES AND TIME ALLOCATION

<b>BRINGING SINGLE SEX GROUPS TOGETHER (to be used periodically when working with single sex groups)</b>	Activity 1a and 1b: Acceptable and unacceptable behaviour	60 Mins	Single sex
	Activity 2: Mixed group reflection session	90 Mins	Mixed



## ACTIVITY 1a: ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR



**NOTE:** This session is for women only.



### OBJECTIVES

By the end of this activity, participants should be able to:

- Develop collective empowerment to be able to communicate to men their issues and needs
- Identify the behaviour that is acceptable and unacceptable to women by men
- Understand whether or not they are ready to present their ideas to the opposite sex at the next session
- Agree and list as a collective the ideas they would like to share with men and what they would like them to commit to



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).

#### What you need:

- Flipchart, tape, marker pens

#### Prepare the following flipcharts:

Flipchart 1: Positive behaviours

Flipchart 2: Unacceptable behaviours



### STEPS

#### Step 1: Recap and introduce the activity

1. Explain that they are going to work together to identify the positive aspects, issues, challenges and needs that they face from men.
2. Explain that as we go through this session we will decide as a group whether we feel ready to meet with the men's group and present our thoughts and feelings as a group.



### Step 2: Group work

1. Divide participants into small groups of 5 or 6.
2. Ask each group to brainstorm the following questions and highlight the 10 key points of each:
  - Positive and helpful attitudes and behaviours that men in general show towards women
  - Positive and helpful attitudes and behaviours that men who are close to them e.g. husbands, brothers, male supervisors, show towards them
  - Behaviours by men in general that are unacceptable
  - Behaviours by men who are close to them e.g. husbands, brothers, male supervisors, that are unacceptable
  - What makes these behaviours unacceptable?

### Step 3: Reflection

1. Bring the groups back together and ask each group to share their key points
2. Ask participants to consider the following questions. List the responses on two flipcharts with the headings 'Positive Behaviours' and 'Unacceptable Behaviours'.
  - What experiences would you like to share with men from today's discussion and the previous sessions you have participated in? Think about all the topics that we have covered so far.
  - Agree as one group on the 10 key points out of the experiences listed that you would like to share with men?
  - What would you like them to change?
3. Explain to participants that if they feel ready, we can have the next session as a mixed group where they can present their experiences and key points to the men. Let them know that this will be in a controlled way where men and women will listen to each other and then discuss a way forward.
4. Ask them whether they feel ready for this step or whether they would prefer to have more sessions just as women first? What are their concerns?
5. If they feel ready and the facilitator observes consensus and adequate confidence within the group, then ask them to review today's discussions and decide what they would like to share with the men.



#### FACILITATOR'S TIP

Remind participants about all the topics that have been covered so far through the sessions to stimulate ideas of what they might like to share, e.g. power, gender roles, division of labour, violence, depending where you are with the curriculum.

### Step 4: Wrap up

1. **Sum up** the discussion. Recap on what was covered:
  - We have identified the issues that are positive and that are unacceptable by men towards women in your community
  - We have discussed what you would like to share with men and whether you feel ready to do so
  - We have prepared for our next meeting together with men where we will have a chance to say this to them (if applicable)

2. **Homework:** Ask participants to continue to reflect on what they would like to say to men in the next session and prepare their minds.
  - If participants are not agreeing on key points within topics, then they are probably not ready to share their views with men. It is important that this session is used for them to reflect on what they would like to share but also for the facilitator to assess whether they have built up enough confidence, unity and empowerment as a group to share sensitive views.
  - Keep the flipchart with the key points to share with men as a reminder for the following session.



### KEY POINTS<sup>2</sup>

- When analysing what makes some behaviours unacceptable participants may identify that it may be harmful to them or the family in some way. However, if a certain treatment is unwanted for any reason then this can be harmful. It can also be an abuse of power.
- If violence is something that the group would like to discuss with men, emphasise that there are many good things that can happen from talking to men about preventing violence. One good thing that can happen is that men can understand how violence affects the lives of women and girls, and that they can begin to behave differently.
- In terms of their concerns about talking with men, emphasise that often one main concern is that because men are used to being in control in communities, they may take over and tell women what needs to happen next and not listen to women about what they need. Another concern may be that the discussions with men do not actually end up improving the lives of women and girls, even though that is what they are meant to do. Explain that it is important that women's opinions and feelings are heard by men, and that the discussions with men help women.
- When men listen to women and care about their safety, they are being accountable to women and girls. This means that they understand that many men harm women and that this is not ok. Being accountable to women and girls also means that men understand that they have a responsibility to stop violence against women and girls. This means they need to listen to what women feel need to change.
- When both men and women listen to each other and they both care about each other's safety, they are being accountable to each other. This will benefit the whole family and will support them to be good role models to their children.

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<sup>2</sup> Notes informed by the International Rescue Committee's IMPLEMENTATION GUIDE Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice  
<https://www.fsnnetwork.org/sites/default/files/EMAP-Implementation-Guide.pdf>

## ACTIVITY 1b: ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR



**NOTE:** This session is for men only.



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify the behaviour that is acceptable and unacceptable to women by men
- Understand whether or not they are ready to present their ideas to the opposite sex at the next session
- Agree and list as a collective the ideas they would like to share with women and what they would like to commit to



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).

#### What you need:

- Flipchart, tape, marker pens

#### Prepare the following flipcharts:

Flipchart 1: Positive behaviours

Flipchart 2: Unacceptable behaviours



### STEPS

#### Step 1: Recap and introduce the activity

1. Explain that they are going to work together to identify the positive aspects, issues, challenges and needs that women face and their role in this.
2. Explain that as we go through this session we will decide as a group whether we feel ready to meet with the women's group.

#### Step 2: Discussion

1. Divide participants into small groups of 5 or 6.
2. Ask each group to brainstorm the following questions and highlight the 10 key points of each:
  - Men's attitudes and behaviours which have a positive and helpful impact on women – identify how for each one

- Behaviours by men towards women that are unacceptable – identify why for each one
- What makes these behaviours unacceptable? – Ask participants to provide five key reasons they think make these behaviours unacceptable
- Why do you think men behave in these ways towards women?
- What would happen if they did not behave in these ways towards women? What would be the impact on women and on men?

### Step 3: Reflection

1. Bring the groups back together and ask each group to share their key points.
2. Ask participants to reflect on the following points and then share with the group:
  - Agree as one group on the 10 experiences that you would like to share with women from today's discussion and the previous sessions you have participated in? Think about all the topics that we have covered so far.
  - What would you like to say to them in terms of any changes you might like to make?
3. Explain to participants that if they feel ready, we can have the next session as a mixed group where they can present their experiences and key points to the women.



#### FACILITATOR'S TIP

Remind participants about all the topics that have been covered so far through the sessions to stimulate ideas of what they might like to share, e.g. power, gender roles, division of labour, violence, depending where you are with the curriculum.

4. Ask them whether they feel ready for this step or whether they would prefer to have more sessions just as men first?
5. If they feel ready and the facilitator observes consensus and adequate confidence within the group, then ask them to review today's discussions and decide what they would like to share with the women.
6. Remind them that the mixed reflection session is primarily a chance for the women to have a safe space to discuss issues that they may not have felt able to raise before.

### Step 4: Wrap up

1. **Sum up** the discussion. Recap on what was covered:
  - We have identified the issues that are positive and that are unacceptable by men towards women in your community
  - We have discussed what you would like to share with women and whether you feel ready to do so
  - We have prepared for our next meeting together with women where we will have a chance to say this to them (if applicable) but we understand that our main role is to listen and respond with empathy
2. **Homework:** Ask participants to notice what inequalities women face in their communities in terms of health, education, rights, leadership, violence etc.



## FACILITATOR'S NOTES

In order for men to be ready to meet with women in the next session, they need to have reached a general understanding that there may be issues that women need to share with them and that they need to be ready to listen respectfully to them. The need to be ready to accept what they hear and not defend it.



## KEY POINT<sup>3</sup>

- When analysing what makes some behaviours unacceptable, participants may identify that it may be harmful to them or the family in some way. However, if a certain treatment is unwanted for any reason then this can be harmful. It can also be an abuse of power.
- Given that we live in mainly patriarchal societies where women experience inequalities on all levels (think back on the sessions you have covered up to now), it is critical that men give women the time and space to express themselves fully. This means that men need to give them a physical safe space to come together and communicate freely with each other and with them. The next session is an opportunity for women to do that. Men's role is to listen respectfully and allow them that space. Then take the lead from women as to what they can do to change things for the better. They do not need to rush in with solutions, they first need to listen and understand.
- The first step to creating a better world for women and girls is by listening to what women and girls have to say, and recognising that we all have a responsibility for making the world a safer and fairer place.
- When men listen to women and care about their safety, they are being accountable to women and girls. This means that they understand that some men (not sure many would be a suitable word to use, perhaps rather use "some men" harm women and that this is not ok.
- The best way men can support women is by asking the women in their lives how they can be most helpful to them, rather than making the decision themselves about what they want or don't want to help with.
- If violence is a topic of this session, being accountable to women and girls also means that men understand that they have a responsibility to stop violence against women and girls, and that this means they need to listen to what women feel need to change.
- The reason that we are working to change is to help improve our relationships and the lives of women. We need to make sure that the ways that we think we need to change are actually going to be helpful to women. The way to do this is to talk to the women in our lives about what we are learning and how we can work as partners with them. This is not easy to do because many of us do not talk to women in our lives in these ways. We have to learn new ways of talking to each other.
- Equality between men and women brings positive outcomes for everyone, for women, for children, for communities and for men. When women have shared power, control, influence, knowledge, rights, resources, they bring shared responsibility, another perspective, more options, more information, more resources and a happier home.

<sup>3</sup> Notes informed by the International Rescue Committee's IMPLEMENTATION GUIDE Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice <https://www.fsnnetwork.org/sites/default/files/EMAP-Implementation-Guide.pdf>

## ACTIVITY 2: MIXED GROUP REFLECTION SESSION



### FACILITATOR'S TIP

This activity may be used at any point throughout the cycle of activities when men and women have been working mainly in single sex groups. It is suggested that this may be offered after three or more single sex sessions have been completed, however, it is important that this session is only conducted when women and men have reached consensus within their groups and feel confident within themselves to speak as a group to the opposite sex. These sessions should be scheduled by the facilitator with the consent of the men's and women's groups when they feel ready to share their experiences, views and learning.



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Speak out and listen to experiences of gender issues
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another
- Identify actions for change



**TIME:** 90 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).

#### What you need:

- Flipchart, tape, marker pens

**STEPS****Step 1: Recap and introduce the activity**

1. Explain that now that they have taken part in a number of sessions as groups of men and women separately, they have all agreed that they are ready to come together and share some of their experiences of going through the sessions. This is an opportunity for both men and women to be open and honest about how they view and experience their relationships. The idea is that they are in a safe space where they can be open and honest about how they feel.
2. Ask the group to agree on some ground rules. These should include respecting each other and listening at a minimum.
3. Introduce this activity.

**Step 2: Group work (30 minutes)**

1. Divide participants into a male group and a female group.
2. Ask the women to sit in a circle in the middle of the room; and the men to sit around the outside of the circle facing in.
3. Lead a discussion with the women while the men observe and listen to what is being said – they are not allowed to speak. Use the questions for women in the Facilitator's notes.

**Step 3: Group work (30 minutes)**

1. After the discussion, ask the men to switch places with the women.
2. Lead a discussion with the men while the women observe and listen to what is being said – they are not allowed to speak. Use questions for the men in the Facilitator's notes

**Step 4: Group work**

1. Ask participants to sit in two groups, one male and one female
2. Explain that after they have discussed as a group they will be asked to share their thoughts with the whole group
  - Ask each group to discuss:
  - What was easy about listening to the other group?
  - What was difficult to hear from the other group?
  - Which responses were challenging? Why?
  - How can we support each other to overcome these challenges?

**Step 5: Plenary**

1. Bring the men and women back into one group.
2. Ask representatives from each group to explain to the group their responses to the questions.
3. Together brainstorm what men and women can do differently to support one another.

### Step 6: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion. Recap on what was covered:
  - We spoke about and listened to experiences of gender issues.
  - We developed a better understanding of, and empathy for, the experience of the other gender.
  - We identified what men and women can do differently to support one another.
  - We identified actions for change.
3. **Homework:** Ask participants to reflect on what they can do differently at home to support their spouse and discuss this with their spouse.



#### FACILITATOR'S TIP

Remind participants about all the topics that have been covered so far through the sessions to stimulate ideas of what they might like to share, e.g. power, gender roles, division of labour, violence, depending where you are with the curriculum.



### FACILITATOR'S NOTES

#### Questions for women

- *Please share your experience of attending the past number of sessions – how did you find them? What has been interesting, challenging, upsetting, etc?*
- *As women, what are the key points that you would like to share with the men?*
- *What do you appreciate about the men in your community?*
- *What change would you like to ask men to make and why?*

#### Questions for men

- *Please share your experience of attending the past number of sessions – how did you find them? What has been interesting, challenging, upsetting, etc?*
- *As men, what are the key learning points that have come out for you that you would like to share with the women?*
- *What do you appreciate about the women in your community?*
- *What changes have you explored making to your own lives, attitudes or behaviour in terms of your relationships with women and your family?*



# THEME 1: SEX, GENDER AND GENDER SOCIALISATION



## NOTE TO FACILITATORS ABOUT THEME 1



## OBJECTIVE

**By the end of Theme 1, participants should be able to:**

- Reflect on how we are socialised into gender roles based on our biological sex
- Reflect on the power that different individuals and groups have in society
- Explore values and attitudes related to gender
- Examine how messages about gender can affect human behaviour, and influence relationships between men and women
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another.



## FOCUS OF THIS THEME

This theme provides a general introduction to the concepts of sex, gender and gender equality. It helps participants explore the ways in which gender socialisation and gender roles shape people's lives. Linked to this is power – how it is used and abused, especially in interpersonal relationships; and how it is linked to privilege and access to opportunities, rights and resources. Different types of discrimination that occur because of power inequalities related to gender, race, ethnicity, age, sexuality and class are also explored.

ACTIVITIES	AVERAGE TIME
<b>THEME 1: Sex, Gender And Gender Socialisation</b>	
Activity 1 Power, status, health	60 Mins
Activity 2: Sex, gender and gender equality	60 Mins
Activity 3: Gender values clarification	60 Mins
Activity 4: Act like a man; Act like a woman	2–3 hours
Activity 5: The 24-hour day	2 hours 20 Mins
Activity 6: I'm glad I'm a..., but if I were a... (gender roles)	45–60 Mins
Activity 7: Gender fishbowl	60 Mins



## ACTIVITY 1: POWER, STATUS, HEALTH



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Consider how we are socialised into gender roles based on our biological sex
- Reflect on the power that different individuals and groups have in society
- Analyse how power is kept in place by caste, class and gender
- Discuss how power is related to status and the ability to access rights and resources
- Identify strategies for challenging power inequalities.



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- On separate pieces of paper, write the following descriptions of different types of people in society (one description per piece of paper):

Country director, Female	Female migrant farm worker	Young Boy, 14 years old, living in security complex in the suburbs	Country director, Male
Refugee from DRC, Female, 35 years old	Taxi Driver, Male	Commercial Sex Worker, Female	Married Mother of 3, employed in town in as domestic worker
Unemployed 25-year-old woman	Grandmother taking care of seven orphaned grandchildren with her pension	Young Girl, 12 years old living in informal settlement	Female Nurse
Male Doctor	Street Kid, 10 years old, male	Unemployed AIDS Activist living openly and positively	Male teacher, 30 years old
Widow with 2 children, living with late stage AIDS	Farm supervisor	Woman active in a VSL	Woman, mid 60s, active in community policing forum
Female doctor	Taxi driver, female	Commercial sex Worker, Male	Female teacher, 30 years old
Observer	Observer	Observer	Observer

**What you need:**

- A large open space, ideally indoors so that conversation can happen easily.



**STEPS**

**Step 1: Introduce the activity**

1. Explain that Theme 1: Sex, Gender and Gender Socialisation focuses on understanding how each of us develop our understanding of our gender role, as a man or woman, and the values we have about that role.

**Step 2: Do the activity**

1. Ask participants to stand in one straight line, ask for a small number of them to act as observers. Give each person in the line one of the papers describing a different person or role.
2. Explain the instructions:
  - They must imagine themselves in this role.
  - You will read out several statements. They should consider whether the statement applies to the role they have been given.
  - If it does, they move forward one step.
  - If it doesn't, they stay where they are.

**For example**, a participant has the role of a member of parliament. You read the following statement: I can protect myself from HIV. It is likely that members of parliament can protect themselves from HIV, so the participant moves forward one step.

3. Observers stay where they are as their role is to carefully watch and observe what is taking place.
4. Read each of statement from the Facilitator's notes (see below), allowing time for participants to move or stay where they are:
5. After you have read all the statements and while they are standing in their positions, ask:
  - What do the observers notice?
  - What were your characters and what were the factors that influenced your decisions to move forwards or backwards?
  - Who stayed behind or did not move? Why?

**Step 3: Plenary**

1. Facilitate a discussion using these questions:
  - *Do you agree with the steps that people took? Why or why not?*
  - *Why have you ended up where you are, even though you all started at the same place in the activity?*
  - *How do you feel about where you have ended up?*
  - *What causes us to have different options or opportunities in society?*
  - *Would the person in the role you assumed be at high risk of HIV? Why?*
  - *Would the person in the role you assumed be at high risk of violence? Why?*
  - *Would your options or opportunities be different if you were a member of a community organisation or activist group? Why?*
  - *Which community groups do you belong to or want to belong to?*

### Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered:
  - We considered how we are socialised into gender roles based on our biological sex.
  - We reflected on the power that different individuals and groups have in society.
  - We analysed how power is kept in place by caste, class and gender.
  - We discussed how power is related to status and the ability to access rights and resources.
  - We identified strategies for challenging power inequalities.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



#### FACILITATOR'S TIP

Ask participants to take enough time to really think through what action they want to commit to before the next meeting.



### FACILITATOR'S NOTES

#### Statements

- *I can negotiate safer sex with my partner.*
- *I can find the time to read the newspaper each day.*
- *I can get a loan when I need extra money.*
- *I can read and write.*
- *I can refuse a proposition of sex for money, housing or other resources.*
- *I don't have to worry about where my next meal will come from.*
- *I can leave my partner if s/he threatens my safety.*
- *If I have a health problem, I can get the help I need right away.*
- *I have had or will have opportunities to complete my education.*
- *If my sister were pregnant, I would have access to information to know where to take her.*
- *I can determine when and how many children I will have.*
- *I can protect myself against HIV.*
- *If I become HIV positive, I can access anti-retroviral treatment when I need it.*
- *If I have a crime committed against me, the police will listen to my case.*
- *I can walk down a street at night and not worry about being raped.*
- *I can travel around the city easily.*
- *I could find a new job easily.*
- *I am respected by most members of my community.*





## KEY POINTS

### Power:

- Power is socially constructed, and can be used and abused, especially in interpersonal relationships.
- Different types of discrimination occur because of power inequalities related to gender, race, ethnicity, age, sexuality and class. Power structures operate to keep discrimination in place, and often violence and abuse are used to achieve this.
- Discrimination may be clear and obvious, for example people are excluded and discriminated against based on their class, caste, age, sex, physical abilities, language, and so on.
- Discrimination can also be subtle so that sometimes we don't immediately see it or label it as discrimination. For example, being frequently ridiculed because of a certain characteristic, event or experience.
- We need to be mindful of how inequalities negatively impact the wellness or welfare of women and girls. Men also suffer as a result of the gap caused by inequalities. Many harmful consequences of these inequalities, whether to men or women but particularly women, can be attributed to patriarchy and negative gender norms.

### Status and health:

- Our position or status in society plays a big role in determining how vulnerable we are to poverty, violence, HIV and other health problems.
- Gender socialisation and gender roles shape people's lives, moulding and limiting gender identities, roles and relations and determining unequal opportunities, rights and access to resources.
- Those who are involved in community structures and know their rights are more likely to have greater control of their lives and be able to access rights and services.

## ACTIVITY 2: SEX, GENDER AND GENDER EQUALITY<sup>4</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Explain the difference between “sex” and “gender”
- Explain the term “gender equality”
- Discuss the implications of gender equality (and inequality) for relationships between men and women



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Handout for each participant: *Sex or Gender*



### STEPS

#### Step 1: Recap and introduce activity

1. Recap the learning from the previous activity by asking what the words “sex” and “gender” mean. Clarify the concepts by providing the meanings from the *Facilitator’s Notes* below.
2. Take feedback on participant’s experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity. Explain that we will examine sex, gender, gender equity and gender equality in more detail.

#### Step 2: Do the activity

4. **Define terms:** Explain that there are other terms related to the word “gender” that we also need to explore. Ask if anyone knows what the term “**gender equality**” means. Allow plenty of time for discussion and examples.
5. **Give input:** Explain the information about gender equality from the *Facilitator’s Notes* (see below). Ask if the definition makes sense. Leave time for questions and comments.

<sup>4</sup> Adapted from “Facilitator’s Guide Adolescent Sexual and Reproductive Health and Rights”, Sonke Gender Justice 2013, pages 20-2

6. **Handout: Distribute** the *Sex or Gender* handout. Ask participants to work on their own to indicate if the statements are referring to sex or gender (by putting an “X” in the corresponding column). After giving the participants a chance to read and answer the statements on their own, discuss each of the answers with the entire group.

### Step 3: Discussion

1. Ask whether gender equality exists in their community and/or country. As the group discusses this, write down any statements which explain why women do not share equal opportunities, rights and access to and control of resources with men in all spheres of society. Be sure to include some of the following points if they are not mentioned by the group:
  - Women in many countries are more likely to experience sexual and domestic violence than men.
  - Women are more likely to be illiterate than men.
  - Women are less likely to have control over the number of pregnancies they have or when they have them.
  - Men are paid more than women for the same work (in most cases).
  - Men are in more positions of power within the business sector.
2. Facilitate a discussion using these questions about women as a guide:
  - *Why should **women** work towards achieving gender equality?*
  - *What benefits does gender equality bring to **women's** lives?*

Now ask the same question focusing on men:

- *Why should men work towards achieving gender equality?*
- *What benefits does gender equality bring to **men's** lives?*

Bring the discussion to a close asking:

- *What actions can **women** take to help create gender equality?*
- *What actions can men take to help create gender equality?*
- *What can women and men do together to work towards gender equality?*
- *What are the benefits for the relationship between women and men?*

### Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap:
  - We examined the difference between “sex” and “gender” in more detail.
  - We unpacked what is meant by the term, “gender equality”.
  - We discussed the implications of gender equality (and inequality) for relationships between men and women.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



#### FACILITATOR'S TIP

**Assist participants with low literacy levels: Read out each statement to the participant/s and ask if it refers to sex or gender. Record the participant's response with an X.**



## FACILITATOR'S NOTES

- **Sex** refers to the biological and physiological characteristics that define men and women (as male or female).<sup>5</sup> Some examples of sex characteristics:
  - Women menstruate while men do not.
  - Men have testicles while women do not.
  - Women have developed breasts that are usually capable of lactating, while men have not.
  - Men generally have more massive bones than women.
- **Gender** refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. Some examples of gender characteristics:
  - In most countries, women earn significantly less money than men for similar work.
  - In some societies, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
  - Up until 2017 in Saudi Arabia, only men were allowed to drive cars, women were not.
  - In most of the world, women do more housework than men.
- **Sex and gender categories:** 'Male' and 'female' are sex categories, while 'masculine' and 'feminine' are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.
- **Transgender:** Some people feel that their sense of identity does not correspond with their birth sex, e.g. a man who feels he is really a woman, despite having male genitalia. These people are transgender. Transgender people often say they feel they were born in the wrong body.
- **Transsexual:** People who feel they are in the 'wrong body' or belong to the opposite sex, and have a desire to assume the physical characteristics and gender role of the opposite sex or to change to the opposite sex. They may use hormones or other medications to suppress or enhance characteristics of the opposite sex, such as facial hair or develop breasts. Some transsexual people choose to change their physical sexual characteristics through surgery.
- **Intersex:** At birth, a small percentage of the population are not easily identifiable as male or female; or when they reach puberty (or before), discover that they have elements of both biological sexes.

### Gender equality

**“Gender equality** is equality between women and men:

- *It refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys.*
- *Equality does not mean that women and men are the same or will become the same.*
- *Equality does mean that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.*

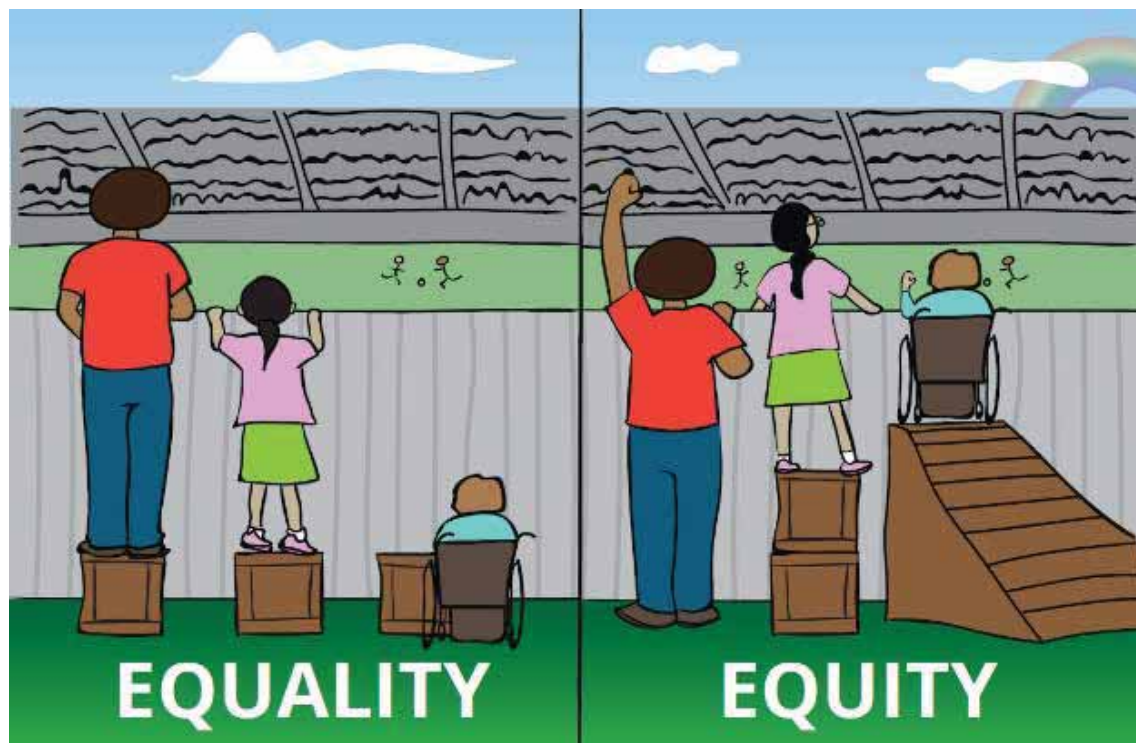
<sup>5</sup>. Adapted from “Facilitator’s Guide Adolescent Sexual and Reproductive Health and Rights”, Sonke Gender Justice, 2013, pages 20-22



- *Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, while recognising the diversity of different groups of women and men.*
- *Gender equality is not a women's issue but should concern and fully engage men as well as women.*
- *Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development".<sup>6</sup>*

**Gender equality:** Equal sharing of power between men and women and equal access to opportunities and resources, including equal access to education and training, health, administrative and managerial positions, equal pay for work of equal value, equal status, rights and responsibilities.

**Gender equity:** Fair distribution of resources and benefits between women and men, strategies and measures to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.



<sup>6</sup> Taken and adapted from: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>



### KEY POINTS

- Sex is a fact of human biology. We are born male or female apart from a small number of people who are intersex. It is men who impregnate, and women who conceive, give birth and breastfeed the human baby.
- Based on this biological difference, society constructs gender roles and identities, and social attitudes and assumptions, behaviours and activities that go with these gender roles and identities.
- Gender equality does not mean that men and women will or should be the same – but rather that they should have the same opportunities, rights and access to resources and services.
- Gender equality is not a women’s issue but should concern and fully engage men as well as women. It is about redressing historical injustices towards women and power imbalances that harm entire communities but especially harm women and girls. It is about returning space and resources to women, and treating them as equal human beings with equal rights. Men have a critical role in this, to give up power and make space for women.
- Gender equality is also related to the idea that people should be free to decide how they want to express their identity, without feeling obliged to reproduce narrow, limited visions of “masculinity” and “femininity”.
- Answers to exercise:
  - Women can become pregnant. Men can make them pregnant (Sex)
  - Childcare is the responsibility of women. Men should be concerned with other work. (Gender)
  - Women do the majority of agricultural work in African countries. (Gender)
  - Women are usually paid less than men for the same work. (Gender)
  - Women can breastfeed babies. Men can bottle feed babies. (Sex)



### HANDOUT: SEX OR GENDER?<sup>7</sup>

**Mark with an X if the statement is referring to sex or gender.**

	SEX	GENDER
Women can become pregnant. Men can make them pregnant.		
Childcare is the responsibility of women. Men should be concerned with other work.		
Women do the majority of agricultural work in African countries.		
Women are usually paid less than men for the same work.		
Women can breastfeed babies. Men can bottle feed babies.		

<sup>7</sup> Adapted from: World Vision International, 2008. *Gender Training Toolkit*.

## ACTIVITY 3: GENDER VALUES CLARIFICATION<sup>8</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Explore values and attitudes related to gender
- Reflect on how values, attitudes and behaviours are linked to background and socialisation
- Identify action/s we can take to change harmful attitudes



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare two signs on A4 paper – Agree; Disagree; (use smiley/non-smiley faces or thumbs up/thumbs down to illustrate what the signs say).



or



#### Before the workshop:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.
- Read the statements provided in the *Facilitator's Notes* (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas for statements that you think will generate discussion on the topic.

#### What you need:

- Marker pens; tape

<sup>8</sup> Originally adapted from *HIV/AIDS and Gender Equity Training Project: a training manual for peer educators in the South African National Defence Force, Masibamisane SANDF, EngenderHealth, PPASA and Women's Health Project (2003)* for inclusion in the One Man Can Manual (Activity 2.4) and later in the Working with Men and Boys Gender and SRHR Manual (Activity 1.4). This version is taken from the OIT manual (Activity B.1).

**STEPS****Step 1: Recap and introduce the activity**

1. Recap on the previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will discuss gender values.
4. **Define terms/concepts:** Ask if anyone can explain the terms, "values". Add to their explanation.

**GLOSSARY**

**Values:** What we judge to be important in life. Values become the accepted principles and standards of an individual or group.

**Step 2: Do the activity**

1. **Statements:** Read each statement from the Facilitator's Notes. Ask participants to stand near the sign that says what they think about the statement – agree or disagree.
2. After each move, ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
3. Continue in the same way for each statement you choose (repeat steps 3-4).

**FACILITATOR'S TIP**

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

**Step 3: Plenary**

1. *Facilitate a discussion about values and attitudes using these questions as a guide:*
  - Which statements did you have strong opinions about? Why?
  - Which statements did you not have very strong opinions about? Why?
  - If you had a different opinion to the other participants, how did it feel to talk about it?
  - How do you think people's attitudes to the statements might affect the way that they deal with their male and female colleagues?
  - How do you think people's attitudes to these statements help or do not help to improve gender equality, reduce violence against women or reduce the spread of HIV and AIDS?
  - What actions are needed to change harmful attitudes?

**FACILITATOR TIPS****How to get the discussion going:**

- If all participants agree on any of the statements, then express an opinion that is different from theirs to get the discussion going.
- If some participants don't know whether they agree or disagree and don't want to stand beside any of the four signs, then ask them to say more about their reactions to the statement. Then encourage them to choose a sign to stand next to. If they still don't want to, ask them to stand in the middle of the room as a "don't know" group.
- If there are marked differences between men's and women's degree of agreement or disagreement, point this out and ask why that is so?

### Step 4: Wrap up

1. **Take action:** Write up suggestions on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. Sum up the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered:
3. We explored values and attitudes related to gender.
4. We reflected on how values, attitudes and behaviours are linked to background and socialisation.
5. We identified action/s we can take to change harmful attitudes.
6. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

#### Statements

Choose the statements that will lead to good discussion. The statements marked with \* (asterisk) have been good for starting discussion in the past:

1. It is easier to be a man than a woman. \*
2. Women make better parents than men. \*
3. A woman is more of a woman once she has had children.
4. Sex is more important to men than to women. \*
5. Women who wear short skirts are partly to blame if they are sexually harassed. \*
6. Men cannot control their sexual urges \*
7. A man is entitled to sex with his partner if they are in a long-term relationship. \*
8. Men are naturally more violent than women.
9. If you know that your friend is being violent to his partner or children, then you should talk to him about his behaviour.
10. If a difficult decision has to be made in a family, then the man should make the final decision.
11. Domestic violence is a private matter between the couple.
12. If women really didn't like the violence, then they would leave an abusive relationship.
13. Men who live and work away from home should have other girlfriends.
14. Women who live and work away from home should have other boyfriends.
15. It is better to have a son than a daughter.
16. Men are more productive than women.
17. Men should be breadwinners.
18. Women want to be beaten, so they deliberately provoke their partners.



#### FACILITATOR'S TIP

**Choose 5 or 6 statements that you think will lead to the most discussion. Alternatively, come up with some of your own ideas for statements that you think will generate discussion.**



### KEY POINTS

- People may be unaware of their values and attitudes around gender, but their unconscious values will always influence the way they act in certain situations.
- Exploring our attitudes towards gender may help us make different choices about our behaviour towards women in our relationships, and towards gender equality.

## ACTIVITY 4: ACT LIKE A MAN, ACT LIKE A WOMAN



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Demonstrate the verbal and non-verbal pressure on boys to live up to the masculine ideal
- Identify and analyse positive and helpful, and negative and unacceptable behaviours by men towards women
- Recognise that it can be difficult for both men and women to fulfil the gender roles that are expected by society
- Examine how messages about gender can affect behaviour and influence relationships between men and women
- Identify ways in which we can support men and women who want to move outside their assigned gender roles



**TIME:** 2–3 hours



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Flipchart, markers, tape.



### STEPS

#### Step 1: Recap and introduce the activity

1. **Recap** of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

#### Step 2: Demonstrate: Taking the man pose

1. Ask everyone to stand in a circle. Ask each person to say the phrase "Be a Man!" with a loud voice and using body language for emphasis.
2. After everyone has a turn, ask the group to describe what they heard and saw.

3. After several comments ask:
  - Now, imagine a little boy being told to “Be a Man!” in these ways. How would that little boy stand to show that he is “being a man”?
  - Each person demonstrates how the little boy would stand.
4. Now ask participants to describe what they saw.
5. Repeat this exercise with the phrase “Be a Woman!”

### Step 3: Identify and analyse what it means to “Act like a man”

1. Ask if anyone has ever been told to “**act like a man**” or “**act like a woman**” based on their sex. Encourage participants to share their experiences, talking about why the person said this and how it made the participant feel.
2. Explain that we will look more closely at these two phrases to see how society can make it very difficult to be either male or female.

#### 3. Brainstorm:

- On flipchart, write in large letters: “Act Like a Man.”
- Ask participants to share their ideas / brainstorm what this means to them.
- Draw a box on the flipchart paper and write their ideas inside the box.
- Point out that these are society’s expectations of who men should be, how men should behaviour, how they should treat women, and what they should feel and say.



#### RESPONSES MIGHT INCLUDE:

- Be tough and do not cry.
- Be the breadwinner.
- Stay in control and do not back down.
- Have sex when you want it.

#### 4. Discussion:

Facilitate a discussion about the expectations placed on men by society in general and by their own community in particular. Use these questions as a guide:

- *What positive and helpful behaviour are ‘real men’ expected to display towards women? How do you think women feel about this behaviour or being treated in this way by men?*
- *What kind of behaviour are ‘real men’ expected to display which could be limiting and restrictive towards women? How do you think women feel about this behaviour or being treated in this way by men?*
- *What behaviour do you think is acceptable for a man to display towards women? Why? What behaviour do you think is unacceptable for a man to display towards women? Why? How can “acting like a man” affect a man’s relationship with his partner and children?*
- *What are the advantages of “acting like a man”, or being in the “man box”?*
- *What are the disadvantages of being in the “man box”?*
- *Can men live outside “the box”? How would it be to live outside the box? What behaviour would need to change?*
- *Is it possible for men to challenge and change existing gender roles and the behaviour expected of them?*

5. Point out that the messages and gender rules about “acting like a man” can have the following effects on men’s lives:
  - Men are valued more than women.
  - Men are afraid to be vulnerable and to show their feelings.
  - Men need constantly to prove that they are real men.
  - Men use sex to prove that they are real men.
  - Men use violence to prove that they are real men.

#### Step 4: Identify and analyse what it means to “Act like a woman”

##### 1. Brainstorm:

- On another flipchart, write in large letters: “Act Like a Woman.”
- Ask participants to share their ideas/brainstorm what this means to them.
- Draw a box and write their ideas inside the box.
- Point out that these are society’s expectations of who women should be, how women should act, and what women should feel and say.

##### 2. Discussion:

Facilitate a discussion about the expectations placed on women by society in general and by their own community in particular. Use these questions as a guide:

- *How does it make you, as women, feel to have these restrictions placed on you?*
- *What do you find acceptable and unacceptable about these restrictions and why?*
- *Now that you have reflected on this, can you accept this?*
- *What are the advantages of “acting like a woman” or being in the “woman box”?*
- *What are the disadvantages of being in the “woman box”?*
- *What emotions are women not allowed to express?*
- *How can “acting like a woman” affect a woman’s relationship with her partner and children?*
- *How can social norms and expectations to “act like a woman” have a negative impact on a woman’s sexual and reproductive health?*
- *How can social norms and expectations to “act like woman” have a negative impact on a woman’s economic independence (given that it is not expected of a woman to leave home and seek employment or other economic opportunities)?*
- *Can women live outside “the box”? How would it be to live outside the box? What behaviour would need to change? Is it possible for women to challenge and change existing gender roles?*
- *Could you see your community having a female leader?*



#### RESPONSES MIGHT INCLUDE:

- Be passive
- Be the caretaker
- Act sexy, but not too sexy
- Be smart, but not too smart
- Be quiet
- Listen to others
- Be the homemaker
- Be faithful
- Be submissive



3. Point out that these messages and gender rules about “acting like a woman” have the following effects in women’s lives:
  - Women often lack self-confidence.
  - Women are valued first as mothers and not as people.
  - Women depend on their partners.
  - Women have less control than men over their sexual lives.
  - Women are highly vulnerable to HIV and AIDS and to violence.

### Step 5: Group discussion

1. Lead a discussion using these questions as a guide:
  - *Do you know men and women who challenge and disregard these social stereotypes?*
  - *What do they do differently? How do these men treat women? How do these women treat men?*
  - *How have they been able to challenge and redefine gender roles?*
  - *Have you ever acted outside the box? What happened? What allowed you to do this? How did you feel about it? What have been the advantages of living outside the box?*
  - *How do men feel about the restrictions placed on women? Is it acceptable? How do we change these expectations?*



#### GLOSSARY

**Stereotype:** An exaggerated oversimplified belief about an entire group of people without regard for individual differences.

2. Move into a discussion of how we could support men and women who want to move outside of the boxes:
  - *What could we do to make it easier for men and women to live outside of the boxes?*
  - *How can we support this change?*
  - *How can government support this change?*
  - *How can community leaders support this change?*
  - *How can workplaces support this change?*
3. *What would a box of a transformed man/woman look like?* **Draw a transformed man/ woman box on the flipchart paper** and write their ideas inside the box. Keep these flipchart papers up throughout the workshop.

### Step 6: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered:
  - We identified and analysed positive and helpful, and negative and unacceptable behaviours by men towards women.

- We recognised that it can be difficult for both men and women to fulfil the gender roles that are expected by society.
  - We examined how messages about gender can affect behaviour and influence relationships between men and women.
  - We identified ways in which we can support men and women who want to move outside their assigned gender roles.
3. **Homework:** Ask participants to observe and reflect on when they are behaving in a certain way because of the ‘Man/Woman Box’, and to think about how they can change this to a transformed man/woman.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

This activity helps participants understand gender norms. However, remember that these may be affected by class, culture, ethnic and other differences.

- Make sure that you adapt the activity so that it suits the context and group you are working with, for example, if the statements are not an accurate reflection of the gender roles and expectations in your country or context, then use other statements that are a more accurate reflection.
- Be aware that not everyone wants to move outside “the box”. Rather than pushing participants to choose a particular response, encourage them to reflect on whether these points apply to them:
  - It is often difficult to live up to or fulfil the gender role society expects of us.
  - The messages society gives us about gender can negatively affect our behaviour and relationships.
  - Gender roles can create unequal ways of living and being in society and in relationships.
  - Our own expectations of the role a man or woman should play, keep people trapped “in the box”, even if they want to move out (in other words, we cannot see the advantage in it for ourselves).



### KEY POINTS

- Society has expectations of who men and women should be, how they should act, and what they should feel and say.
- Gender roles shape people’s lives, moulding and limiting gender identities, roles and relations.
- There can be serious consequences for both women and men if they try to act outside of their box. Ridicule, threats and violence are used to keep women and men in their boxes.
- But, the roles of men and women are changing. It has slowly become less difficult to step outside “the box”.
- Still, it can be hard for men and women to live outside of these boxes.

## ACTIVITY 5: THE 24-HOUR DAY<sup>9</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Reflect on the value society places on the different types of work associated with being men and women
- Discuss how the gender division of work leads to unequal access to opportunities, resources and rights for women and men



**TIME:** 2 hour 35 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Prepare the following flipcharts:
  - Flipchart 1: The 24-hour day (men) (see Facilitator's Notes for format).
  - Flipchart 2: The 24-hour day (women) (see Facilitator's Notes for format).
  - Flipchart 3 with these questions:
    - *What similarities and differences are there in the activities that we as men/women carry out?*
    - *How can we explain these similarities and differences?*
    - *How are the activities that we as men/women carry out assigned to us?*
    - *What choice do we have in accepting these activities or not?*
    - *What activities do we enjoy doing and why?*
    - *What activities do we not enjoy doing and why not?*
- Four flipcharts (Flipcharts 4-7), with the following headings (one per page):
  - Flipchart 4: *Domestic work that I will carry out on a regular basis*
  - Flipchart 5: *Things I will do to value the work that women carry out in my home*
  - Flipchart 6: *Domestic work I need men to carry out with commitment and responsibility*
  - Flipchart 7: *Things that men must do to value the work that women carry out in the home*

<sup>9</sup> Multiple versions of this activity have appeared in different manual over the years, including Sonke's OMC manual "Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS", Activity 2.6. Other versions were also included in Sonke's "OIT manual Activity B.3.1" and "Facilitator's Guide Adolescent Sexual and Reproductive Health and Rights", Sonke 2013, pages 23. This version has been adapted from a similar activity in "El Significado de Ser Hombre" (Training manual for gender awareness and training with men) 1999 (2nd edition 2001), CANTERA, Nicaragua and includes additions and further modifications of the version included in "Gender Equity and Diversity Module Five: Engaging Men and Boys for Gender Equality" Burden, A., Fordham, W., Hwang, T., Pinto, M. and Welsh, P. (2013). Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

**Before the workshop:**

- Put up all the flipcharts.

**What you need:**

- Flipchart, markers, tape
- B5 size cards of two different colours (one of each colour for each participant)

**FACILITATOR'S TIP****When you do small group work:**

Facilitators can decide whether to have men do this activity for men, and women for women, or vice versa.

**STEPS****Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and/or their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

**Step 2: Group work (40 minutes)**

1. Quick recap of previous activity and introduce the activity explaining that we will look at the activities we do each day.
2. Divide participants into groups of males and females separately and give them flipchart paper.
3. Refer to [Flipchart 1 and 2](#) as a guide to help each group list their 24-hour day activities. Ask each group to discuss the activities that they (as males OR females) carry out on a typical working day, and to write/ draw the activities next to that corresponding time of day (as shown in Flipchart 1 or 2). This might include activities in the home, outside the home, in the community, at work. They can block time when they sleep or rest.
4. They then tick (✓) if the activity is paid or cross (X) if it is not.
5. Ask each group to choose a coordinator to lead the discussion:
6. **Discussion:** The coordinator facilitates a discussion using the questions on [Flipchart 3](#) as a guide.
7. **Skits:** Put participants into small mixed groups. One group then prepares a short skit to demonstrate how tasks could be more evenly shared within the household. These should demonstrate how men can take on tasks that are usually done by women, as per the lists made earlier in the exercise. The other group should demonstrate roles being reversed, e.g. men doing household chores and women watching TV. The skits could be based on someone's current experience in their own household, or an example of a transformed household.

**Step 4: Plenary (60 minutes)**

1. After the skit, invite comments, observations, and reflections from all participants on the skit.
2. Discussion:  
Use questions like these to stimulate discussion:
  - *What are your thoughts about the skit?*
  - *What most caught your attention?*
  - *What work were men and women doing in the skit?*

- *Were the tasks evenly shared between men and women?*
  - *Who was working harder - the men or the women?*
  - *Is “women’s work” valued in society? Why (not)?*
  - *In what ways is the importance of “women’s work” undervalued or minimised? If more women these days are doing “men’s work”, why are more men not doing “women’s work”?*
3. When the skits have been presented and discussion exhausted, ask the men who had to play women’s roles in the skits their thoughts and feelings about this.

**Step 5: Proposals for change (40 minutes)**

1. Give each participant 2 large index cards, of different colours.
2. Ask the MEN to do the following:
  - On Card 1: write down the domestic work that they are willing to do in their home on a regular basis.
  - On Card 2: write one thing they will do to value the work that women carry out in the home.
3. Ask the WOMEN to do the following:
  - On Card 1: write down the domestic work that in her context (family and/or society) she needs men to carry out with commitment and responsibility.
  - On Card 2: write one thing that men must do to value the work that women carry out in the home.
4. Draw participants’ attention to Flipcharts 4-7. Read the heading of each one out loud.
5. Start with the MEN:
  - Invite them, one by one, to read aloud what they have written on Card 1 or repeat what they have shared in pairs, and to stick it under Flipchart 4. Ask if there are any types of domestic work that men are NOT willing to do and why not.
  - Now invite them one by one, to read aloud what they have written on Card 2 or repeat what they have shared in pairs, and to stick it under Flipchart 5.
6. With the WOMEN:
  - Invite them, one by one, to read aloud what they have written on Card 1 or repeat what they have shared in pairs, and to stick it under Flipchart 6. Ask if there are any types of domestic work that men are NOT willing to do and why not.
  - Now invite them one by one, to read aloud what they have written on Card 2 or repeat what they have shared in pairs, and to stick it under Flipchart 7.



**FACILITATOR’S TIP**  
 Assist participants with low literacy levels: Write down what they tell you or ask them to share their ideas in pairs. Use drawings of tasks where possible, e.g. a jerry can to signify collecting water

### Step 6: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion, making sure that all the Key Points (see below) are covered. Recap on what was covered:
  - We reflected on the value society places on the different types of work associated with being men and women.
  - We discussed how the gender division of work leads to unequal access to opportunities, resources and rights for women and men.
3. **Homework:** Ask participants to take on one activity or chore that is usually done by their spouse, and to give their spouse the power to make decisions over something they usually handle.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)








### FACILITATOR'S NOTES

- This activity helps participants understand the concept of gender roles – that women and men are expected to play different roles in the family, community and workplace because of society's ideas about the differences between men and women.
- Gender roles may be affected by class, ethnicity and other differences.
- Be aware that many men do participate in some work in the home. This might involve occasionally helping when there is a specific need, but it is rarely an ongoing shared responsibility.
- This exercise might make some men feel guilty or frustrated when they so clearly see the injustices inherent in the ways that productive and reproductive work is socially divided. Help them to move beyond these feelings – explain that it is important for each person to take small steps to change things where we can, which is usually within the family or home. Each of us can take greater responsibility in a real way.
- Highlight that when a man decides to become more involved in domestic work, this affects the woman who has been carrying it out for years! So, men need to be sensitive about the changes they want to make. They should first talk about and negotiate them with the woman so that she does not feel threatened, undervalued or displaced. This can often happen, especially if the woman has not had access to gender transformational processes. Changes that men want to make must be subject to the woman's approval!

## FLIPCHART 1 The 24-hour day (MEN)

The activities I carry out	Paid: ✓ (Yes) X (No)	The activities the person who cares for me carries out	Paid: ✓ (Yes) X (No)
 Before sunrise		 Before sunrise	
 Sunrise		 Sunrise	
 Mid-morning		 Mid-morning	
 Mid-afternoon		 Mid-afternoon	
 Late afternoon		 Late afternoon	
 Evening		 Evening	
 Night		 Night	
 Man Total hrs worked:		 Woman Total hrs worked:	

FLIPCHART 2 The 24-hour day (WOMEN) 			
The activities I carry out	Paid: ✓ (Yes) X (No)	The activities the person who cares for me carries out	Paid: ✓ (Yes) X (No)
 Before sunrise		 Before sunrise	
 Sunrise		 Sunrise	
 Mid-morning		 Mid-morning	
 Mid-afternoon		 Mid-afternoon	
 Late afternoon		 Late afternoon	
 Evening		 Evening	
 Night		 Night	
 Woman Total hrs worked:		 Man Total hrs worked:	





## KEY POINTS

### **Women and men are given different roles in society. This means that:**

- Women and men do different things during the day.
- Women usually work longer hours.
- Men usually have more leisure time.
- Women have more varied tasks, sometimes doing more than one thing at a time.
- A woman's role is that of caregiver, mother and a man's role is that of provider (breadwinner), protector and authority/head of the household.

### **Women's roles carry a lower status – and are often unpaid:**

- Women's work in the house is not seen as work.
- When women work outside the house, this is generally an extension of the work they do in the house. This work is usually paid less than men's work.
- Even when women work outside the home, they still do a substantial amount of household work as well.
- Men's work is usually outside the home, is usually paid and is seen as work.
- More of women's work is unpaid compared to men's work.

### **Gender roles are not only different; they are also unequal:**

- Men's roles (breadwinner, authority figure, protector) carry a higher status and give men more power, money and privilege in society.

### **Productive and reproductive work:**

- "Men's work" is socially and economically valued and is known as productive work, because it produces goods and wealth.
- "Women's work" is socially and economically undervalued and is known as "reproductive work" because it focuses on the biological, cultural and social reproduction of humanity.
- Many women carry out both types of work on a daily basis.
- Few men take ongoing responsibility for reproductive work.

## ACTIVITY 6: I'M GLAD I'M A..., BUT IF I WERE A... (GENDER ROLES)



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Deepen their understanding of the enjoyable and difficult aspects of being male or female
- Deepen their understanding of the other gender



**TIME:** 45-60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Flipchart paper, markers, tape.



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

#### Step 2: Small group work (10 minutes)

1. Divide the group into men and women. Give each group flipchart paper. Ask each group, to think about and list, as many ways as possible to complete the following sentence:
  - Men: *I'm glad I am a man because/when....*
  - Women: *I'm glad I am a woman because/when....*



#### FACILITATOR'S TIP

Encourage participants to focus on the positive aspects of their own sex, rather than a negative experience of the opposite sex.

**Example:** I'm glad I'm a man because I'm strong.  
**AND NOT:**  
 I'm glad I'm a man because I don't have the pain of childbirth.

2. Remain in the small groups. Ask participants to now think of and list as many endings as they can to the following sentences (15 minutes):
  - Men: *If I were a woman, I could... or I envy women because...*
  - Women: *If I were a man, I could... or I envy men because...*



**NOTE:** Remind participants that they should list what they cannot currently do because of being a man or woman, but that they wish they could do.

3. **Gallery walk:** Display the flipcharts on the walls. Invite participants to walk around and read each other's responses.

### Step 3: Discussion

1. Facilitate a discussion using these questions as a guide:
  - *Were any of the responses the same for both sexes?*
  - *Was it easier for the men or for women to come up with reasons they are glad about their gender? Why do you think this is?*
  - *Do the things women list as making them happy to be a woman, overlap with what the men list as things they could do if they were women?*
  - *Do the things men list as making them happy to be a man, overlap with what the women list as things they could do if they were men?*
  - *What did you find challenging about discussing the advantages of being the other sex?*
  - *Are any of the responses stereotyped? Which ones? Why do these stereotypes exist? Are they fair?*
  - *What else did you learn from this activity?*
  - *How can we challenge the stereotypes we have about men and women?*

### Step 4: Wrap up

1. **Take action:** Write up any action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. Sum up the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered:
  - We deepened our understanding of the enjoyable and difficult aspects of being male or female.
  - We deepened our understanding of the other gender.
3. **Homework:** Ask participants to reflect on the stereotypes they hold about the opposite sex and ask themselves whether these are really fair. Pay attention to any advantages you think you have just because you're a man or a woman. Identify any privileges you have that might be negative on your relationship or family and how you could change these.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

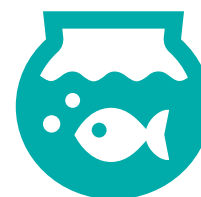
- This activity is most effective when there are male and female participants to share their perspectives. However, you can do the activity with an all-male group.
- Remind participants that they are thinking about and listing what they cannot currently do now because of being a man or woman, but what they wish they could do.



### KEY POINTS

- Men and women have different life experiences and different roles to play in society and in the family.
- These different roles and expectations affect livelihood, health, education and other areas.
- No gender is better than the other. The differences between men and women are based on experiences, and no one's experience can be denied.
- Men and women should create safe spaces to share these differences and help each other understand one another. Such understanding will lead to healthier relationships and better outcomes for individuals, families, and communities.

## ACTIVITY 7: GENDER FISHBOWL



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Speak out and listen to experiences of gender issues
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another
- Identify actions for change

### TIME: 60 minutes

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Flipchart, markers, tape

### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and/or experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

#### Step 2: Group work (30 minutes)

1. Divide participants into a male group and a female group.
2. Ask the women to sit in a circle in the middle of the room; and the men to sit around the outside of the circle facing in.
3. Lead a discussion with the women while the men observe and listen to what is being said – they are not allowed to speak. Use the questions for women in the Facilitator's notes.

#### Step 3: Group work (30 minutes)

1. After the discussion, ask the men to switch places with the women.
2. Lead a discussion with the men while the women observe and listen to what is being said – they are not allowed to speak. Use questions for the men in the Facilitator's notes.

#### Step 4: Plenary

1. Bring the men and women back into one group.
2. Together brainstorm what men and women can do differently to support one another?

#### Step 5: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion. Recap on what was covered:
  - We spoke about and listened to experiences of gender issues.
  - We developed a better understanding of, and empathy for, the experience of the other gender.
  - We identified what men and women can do differently to support one another.
  - We identified actions for change.
3. **Homework:** Ask participants to reflect on what they can do differently at home to support their spouse and discuss this with their spouse.



#### FACILITATOR'S TIP

Ask participants to take enough time to really think through what action they want to commit to before the next meeting.



#### RECAP ON THEME 1:

1. Together with participants, recap on Theme 1. Put up all the Action Charts for Theme 1.
2. **Discussion:**

Facilitate a summing up discussion, using these questions:

- *What did you learn in Theme 1?*
- *What were the main take-away messages?*
- *What do you know, think, feel, do now, which you did not know, think, feel and do before?*
- *Do you have a better understanding of the following:*
- *How we learn or are socialised into gender roles as we are growing up, based on our biological sex?*
- *How different individuals and groups in society have different degrees of power?*
- *What your own gender values and attitudes are?*
- *How messages about gender can affect human behaviour, and influence relationships between men and women?*
- *Why it is important to have empathy for others - men/women?*
- *What men and women can do differently to support one another?*

3. **Gallery walk:**

Do a quick walk around the Action Charts for Theme 1 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 1.

4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



## FACILITATOR'S NOTES

- Activity 7 works best with a mixed-sex group of participants. However, you can run it with an all-male group. Simply divide the male participants into two smaller groups.
- If working with a single sex group, ask the first group to answer the first three questions from the list of questions.
- You can ask a fourth question: “What do you think is the most difficult part about being a woman in your country or in Concern?” (this should refer to the opposite sex)
- Then ask the second group to answer the final four questions from the list of questions for men.

### Questions for women

- *What do you think is the most difficult thing about being a woman in your country or in Concern?*
- *What do you think men need to better understand about women?*
- *What do you find difficult to understand about men?*
- *How can men support women?*
- *What is something that you never want to hear again about women?*
- *What rights are hardest for women to achieve in your country?*
- *What do you remember about growing up as a girl?*
- *What did you like about being a girl?*
- *What did you not like about being a girl?*
- *What was difficult about being a teenage girl?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*

### Questions for men

- *What do you think is the most difficult thing about being a man in your country or in Concern?*
- *What do you think women need to better understand about men?*
- *What do you find difficult to understand about women?*
- *How can men support women?*
- *What do you remember about growing up as a boy?*
- *What did you like about being a boy?*
- *What did you not like about being a boy?*
- *What was difficult about being a teenage boy?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*

## THEME 2: GENDER, POWER AND DISCRIMINATION



### NOTE TO FACILITATORS ABOUT THEME 2



### OBJECTIVE

By the end of Theme 2, participants should be able to:

- Discuss how power can be used or abused in relationships particularly between men and women
- Explore the different forms of power and powerlessness
- Reflect on the different types of discrimination that occur because of power and gender inequalities



### FOCUS OF THIS THEME

This theme looks at power and how it is socially constructed, used and abused, especially in interpersonal relationships. It explores the link between power and privilege, and how this determines access to opportunities, rights and resources.

Different forms of power and powerlessness are discussed, based on participants' own real-life experiences. Different types of discrimination are unpacked, especially as a result of the power inequalities related to gender, race, ethnicity, age, sexuality and class.

#### Power and privilege

- There is a difference between feeling powerful as an individual and belonging to more powerful groups in society. Membership in more powerful groups in society means having more economic, political and social power relative to others in the same society.
- Where do these groups get their power from? There are many sources, but the most common source of power is belonging to a group that is privileged by gender, race, class, ethnicity or religion, or combinations of these.
- In many settings, individual women may feel powerful in their own lives. In general, however, throughout the world, women as a gender, have less economic, political and social power than men.
  - **Economic power:** Having access to and control over economic resources, such as money, credit and land, work social security, health insurance, housing.
  - **Political power:** The ability to make decisions, or influence the decisions made about public policy.
  - **Social power:** Having an influence over community and cultural life, including, most importantly, decisions over your own bodily integrity.



### Challenging power and privilege

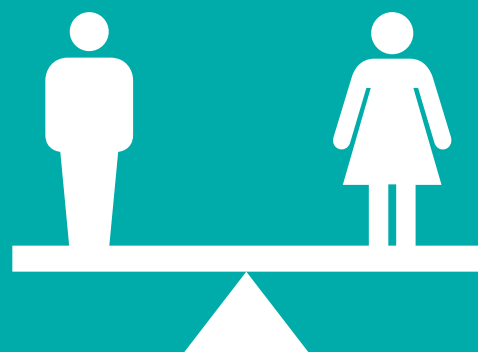
To challenge men’s power and privileges, it is important to understand how these are established and maintained:

- Groups with more power control more resources than less powerful groups.
- People who control resources have greater power in society than those who do not. These resources include: economic resources, political influence; time; and internal resources. Gender norms and roles give men more control over these resources than women.
- More powerful groups stay in control because they generally believe that they are superior to other groups. Men maintain their power over women because of patriarchy – a social system based on the idea that men are superior to women.
- More powerful groups use discrimination and violence to maintain control. Discrimination and violence against women, real or threatened, is not about men “losing control”, as is often portrayed, but rather it is an inherent tactic of patriarchy that is used to enable men (as individuals and groups/institutions) to maintain their power over women and ensure the perpetuation of the rewards and privileges that patriarchy grants them.



### ACTIVITIES AND TIME ALLOCATION

ACTIVITIES	AVERAGE TIME
Activity 1: Persons and things	60 Mins
Activity 2: Who is more powerful?	60–90 Mins
Activity 3: Forms of power	60 Mins
Activity 4: Attitudes – gender circles	60 Mins



## ACTIVITY 1: PERSONS AND THINGS<sup>10</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Increase their awareness of power in relationships
- Reflect on how we communicate about and demonstrate power in relationships
- Analyse how power influences the negotiation of safer sex
- Discuss how to negotiate and develop good relationships



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Flipchart, marker, tape.
- Action Charts from Theme 2.



### STEPS

#### Step 1: Recap and introduce the activity

1. Quickly recap *Theme 1: Sex, Gender and Gender Socialisation*.
2. Take feedback on participant's homework and/or experiences.
3. Put up all *Action Charts* to remind participants what action they committed to taking. Discuss action/s they managed to take and those they will still take.
4. Introduce *Theme 2: Gender, power and discrimination*.



<sup>10</sup>. MEN CARE

### Step 2: Small group work (10 minutes)

1. Divide the group in two with an imaginary line. Each side should have the same number of participants.
2. Choose, at random, one group to be the “things” and the other the “persons” / “people”.
3. Explain the rules for each group:
  - THINGS: They cannot think, feel, make decisions, have no sexuality, have to do what the “persons” tell them to do. If a “thing” wants to move or do something, it has to ask a person for permission.
  - PERSONS: They think, can make decisions, have sexuality, feel, and furthermore, can take the things they want.
4. Ask the “persons” to each take one “thing” and do what they want with it. They can order it to do any kind of activity (as long as it is in the room itself).
5. Give the group around 3 minutes for this task.
6. Tell the pairs to swap places, the ‘person’ now becomes a ‘thing’ and vice versa for another 3 minutes.
7. Ask the groups to go back to their places in the room.

### Step 3: Discussion

1. Lead a discussion using these questions as a guide:
  - *What was the experience like for the “things”?*
  - *How did your “person” treat you?*
  - *What did you feel? Why?*
  - *What was the experience like for the “persons”?*
  - *How do you think you treated your “thing”?*
  - *Do you ever feel like you're treated like a thing? By who? When?*
  - *In our daily life, do we treat others like this? Who? Why?*
  - *How can we change this kind of treatment?*
2. **To sum up this discussion:** Ask how each party felt about the power relations demonstrated in this activity. Explain that often “things” feel angry and resentful toward “persons”, and in turn may act in various ways – they may rebel against submission, become aggressive, become dependent, become submissive and give in to the feeling of powerlessness.
3. **Give input:** Link the discussion to power and powerlessness, especially in intimate /sexual relationships. Explain:
  - Patriarchal cultures are those in which men are seen as being superior to women; have more social, economic and political power than women; and can actively wield power over women.
  - Patriarchal societies assign to men sexual mandates which “allow” men to behave in certain ways.
  - This has enormous implications for sexual health and sexual rights of women.
  - Usually the woman is powerless to negotiate when or how sex takes place or if safer sex practices are used. This has repercussions for the spread of STIs, HIV and AIDS.
4. Discuss: How can we use activities like the ones we have done around power in our homes, community, and workplaces, to make people aware of destructive power relationships.

**Step 4: Wrap up**

1. **Take action:** Write up suggestions about how to change power relationships in our lives on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion. Ensure that the Key Points (see below) are covered. Recap on what was covered:
  - We increased our awareness of power in relationships.
  - We reflected on how we communicate about and demonstrate power in relationships.
  - We analysed how power influences the negotiation of safer sex.
  - We discussed how to negotiate and develop good relationships.
3. **Homework:** Ask participants to think about this question: What changes would you like to make in your own relationships based on what we have discussed? Practice making that change at least once before the next session.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)

**FACILITATOR'S NOTES**

- Generally, when power roles are reversed and those who were powerless now get power, the person often repeats the same power relationships with another, even though he or she has undergone unjust and often traumatic experiences.
- It is important, to explain to participants that often when people use or abuse power they do not respect or accept themselves, they do not like themselves very much or are dissatisfied with themselves, and in fact exercise power over others to feel that they are in control.
- The way some men (and women) use power over others is harmful, and has a cost to the person wielding the power as well.

**KEY POINTS**

- In the case of negotiating safer sex practices, the woman usually does not have as much power – just as she usually does not have much say in when and how sex takes place.
- These power relationships, in general, are based on the myth or longstanding belief that men should be active in sexual matters, while women should be passive, or that women “owe” sex to men.
- In other cases, women are dependent on men financially and in turn feel obliged to have sex when and how men want.
- These unequal power balances (which may also exist in same-sex sexual relationships) have serious repercussions for the spread of STIs, including HIV and AIDS.

## ACTIVITY 2: WHO IS MORE POWERFUL?



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Describe what they have learned from their own experiences of power and powerlessness
- Identify the groups that have more power than others, and the effects of these inequalities
- Explore the reasons for the differences in those who have power and those who don't



**TIME:** 60-90 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare a Power Chart on [Flipchart 1](#). Draw a line down the middle of a piece of flipchart paper. At the top of the left-hand column write "More powerful groups" and at the top of the right-hand column write "Less powerful groups":

More powerful groups	Less powerful groups

#### Before the workshop:

- Put up Flipchart 1.

#### What you need:

- Flipchart, markers
- Print out the case studies on A4 paper (one per A4 sheet) – prepare enough copies for the number of participants.



#### FACILITATOR'S TIP

Change the names and circumstances of the characters in the case studies, to coincide with the context within which you are working and the reality of the participants.



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and/or experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

### Step 2: Brainstorm

1. Refer to the Power Chart on [Flipchart 1](#). Ask participants to brainstorm the different groups in their own society or communities, and where they fit in these power categories. Help them come up with examples of these two groups by suggesting categories of groups who may have power and those who lack power. Consider sex, race, age, religion, financial status and sexual orientation.

### Step 3: Small group work (15 minutes)

1. Break into 5 small groups. Hand out one case study and the corresponding questions to each group.
2. Give participants time to read through and prepare responses to the questions.

### Step 4: Plenary

1. Allow each group to quickly present their case study and their responses.
2. Then lead a discussion using the following questions as a guide:
  - *What different forms of power were presented in the case studies?*
  - *What is the same about the situations presented? Why?*
  - *What is different and why?*
  - *What can men do to support women in the different situations?*
  - *How can we each promote gender equality by practicing power differently?*

### Step 5: Wrap up

1. **Take action:** Write up suggestions from the last two questions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity and the discussion. Ensure that the Key Points (see below) are covered. Recap on what was covered:
  - We described what we have learnt about power and powerlessness.
  - We identified the groups that have more power than others, and the effects of these inequalities.
  - We explored the reasons for the differences in those who have power and those who don't.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- People often blame the less powerful for their lack of power. In other words, they blame the victims of oppression rather than the oppressor. For example, one common reaction from men to this activity is to say that it is women who are mainly responsible for oppressing other women.
- As a facilitator, it is important that you let people express their thoughts and feelings, but also that you challenge this 'blame the victim' mentality. Point out that it is common for some individuals within the oppressed groups to deal with their frustrations of being oppressed by reinforcing the views of the oppressor group. Women often do not themselves have resources and power. They get their power through their relationship with men.

**CASE STUDIES (one for each group).****CASE STUDY 1: Elizabeth**

Elizabeth and her husband have four children together. She would personally prefer not to have any more children. She has also recently started thinking that she wants to start up her own business. Her husband disagrees. He says that they must have another child and that there is no way he will allow Elizabeth to work. Elizabeth doesn't feel able to confront her husband on these issues, particularly because he has been violent towards her in the past.

**Questions:**

- How is Elizabeth being denied power?*
- What types of resources does she lack in this situation?*
- What types of power are being maintained by Elizabeth's husband?*
- What can men do to support women to claim power?*

**CASE STUDY 2: Luiza**

Luiza is an informal cross-border trader and goes to a neighbouring country to buy goods that she sells back home. While she travels she has no money for accommodation or transport. She often gets lifts from truck drivers, some of whom expect her to have sex with them.

**Questions:**

- How does Luiza lack power in this situation?*
- What factors make it difficult for Luiza to gain power in this situation?*
- What risks does Luiza face in having to have sex to ensure accommodation or transport?*
- What changes could be made to ensure that Luiza's job as a cross-border trader is made safer and easier for her?*

**CASE STUDY 3: Habiba**

When Habiba was 14 years old her parents married her off because they could no longer afford to care for her and they were worried about her safety. A year into her marriage, Habiba fell pregnant. She was in labour for two days and was then transferred to a hospital to have a caesarean. The operation was too late– the baby was stillborn. Also the prolonged pressure of the baby's head had damaged the tissue of her vaginal walls, creating a tear in her uterus which allowed leakage of urine and faeces into her vagina. This condition is called fistula. It left her with incontinence and pain. Her baby died just hours after he was born. Her husband left her, and the village rejected her. Today she lives alone with her mother. She no longer goes outside her house, not even to get water.

**Questions:**

- How did Habiba lack power, both when she was married off and now in her present situation?*
- What factors make it difficult for Habiba to gain power in these situations?*
- Who is maintaining the power?*
- Why and how are they able to?*
- What changes could be made to Habiba's present situation in her community to make it easier for her?*

**CASE STUDY 4: Patrick**

Patrick is 13 years old. Three years ago, his parents were killed in a fire and since then he has been living alone on the streets. To survive, Patrick engages in sex with other men for money, a meal or a place to sleep. He has no idea what HIV or AIDS is.

**Questions:**

- a. *How is Patrick denied power in this situation?*
- b. *What different types of resources does he lack access to?*
- c. *How does this reduce his power overall in society?*
- d. *Who is maintaining the power?*
- e. *Why and how are they able to?*
- f. *In what ways can youth and adults work together towards the health, development and power of young people?*

**CASE STUDY 5: Grace**

Grace has worked for the same firm for nearly five years. Over the last year, she has applied three times for different supervisory positions appropriate to her skills and experience. On all three occasions she has seen these positions given to men, much younger than her and with far less experience. Another year passes, and a new owner takes over the firm. Grace is finally promoted to a supervisor. After a few months however she discovers she is being paid a lot less than her male counterparts.

**Questions:**

- a. *Who holds power in this situation?*
- b. *How are they maintaining their power?*
- c. *In what ways is Grace being unfairly treated?*
- d. *How can Grace claim her power?*

**KEY POINTS**

- People with power control resources and have greater influence in society than those who do not have power. These resources include:
  - Economic resources: work, credit, money, social security, health insurance, housing
  - Political influence: positions of leadership, influence over decision-making
  - Educational resources: access to education; skills; knowledge; qualifications
  - Internal resources: self-esteem, self-confidence
- More powerful groups stay in control because of ideas about their superiority. For instance, men maintain their power over women because of patriarchy (a social system based on the idea of male superiority).
- Women as well as men maintain this system (e.g. they 'buy into' the system and don't challenge it).
- More powerful groups use violence to maintain control. Violence against women, actual or threatened, is not about loss of control by men but is a tactic used to maintain men's power over women.



## ACTIVITY 3: FORMS OF POWER

### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

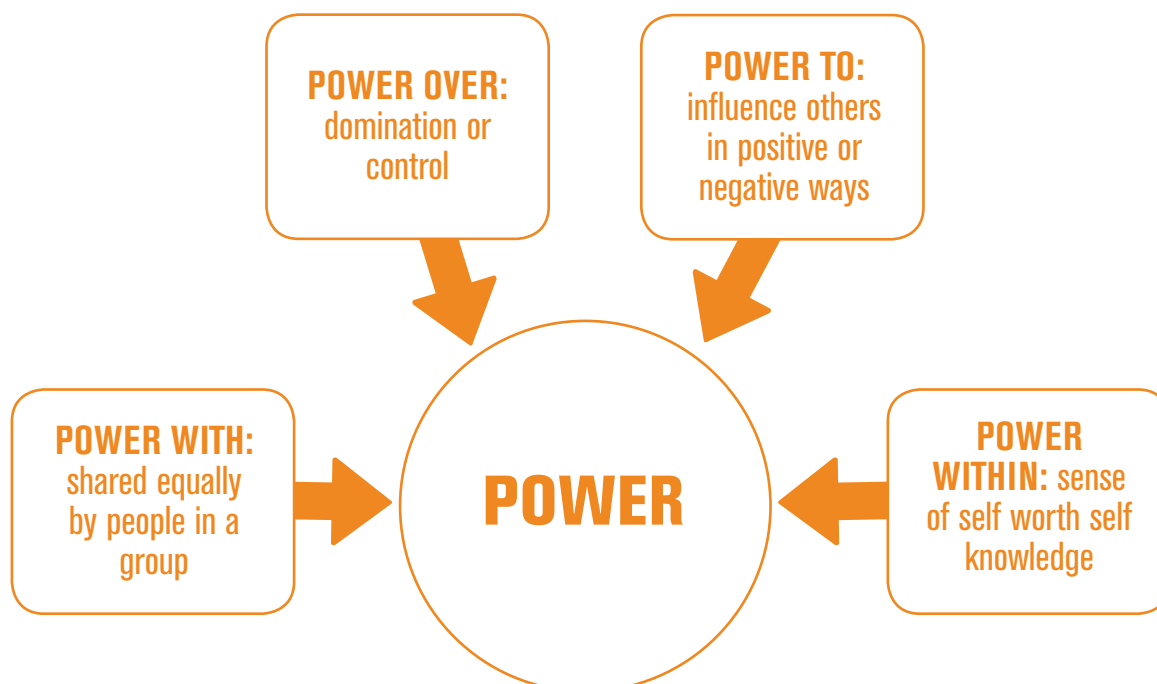
- Discuss what power is and the different forms of power
- Represent what 'power' and 'powerlessness' look like
- Reflect more deeply on power in relationships

**TIME:** 60 minutes

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Photocopy several copies of the Images to *illustrate different forms of power* (see *Facilitator's Notes*) so you have enough to display around the room.
- Prepare *Flipchart 1*: Draw this model with the terms: Power within; Power over; Power with; Power to



**Before the workshop:**

- Put up Flipchart 1.

**What you need:**

- Flipchart, markers, tape



**STEPS**

**Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's homework and/or experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

**Step 2: Discussion and input**

1. Refer to the **four images of power**. For each image, ask: *How would you describe this type of power?*
2. Refer to *Flipchart 1*. Read out the types of power and explain what they mean (see *Facilitator's Notes*). With participants, match the type of power to the image.
3. **Input:** Explain that power can be used positively and negatively. If one person has power, it does not mean that s/he will take power away from another person. Everyone can have power – it is not in limited supply.
  - We all have *power within us*, even if at times we don't realise it.
  - Using our *power over* someone else is an abuse of that person's rights.
  - We can join our *power with* others to give support.
  - We all have *power* to do something positive, to act constructively.
4. **Discuss:**
  - Which type of power have you experienced?
  - Which type of power have you been using?
  - How can we each promote gender equality by practicing power differently?

**Step 3: Wrap up**

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity and the discussion. Recap on what was covered:
  - We discussed what power is and the different forms of power.
  - We looked at what 'power' and 'powerlessness' look like.
  - We reflected more deeply on power in relationships.



**FACILITATOR'S TIP**  
 Ask participants to take enough time to really think through what action they want to commit to before the next meeting.

3. **Homework:** Ask participants to be aware of the different forms of power that play themselves out in their homes, as well as to be aware of who is powerless.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



## FACILITATOR'S NOTES

### Different Forms of Power

- You can have **“power over”** someone: This is when you have control over them or a situation in a negative or harmful way. ‘Power over’ is usually associated with repression, force, corruption, discrimination and abuse. This kind of power is taken from somebody else and then used to dominate and prevent others from gaining it. It comes about because power is seen as a finite resource: people are forced to believe that there is only a limited amount of power in the world and that they must fight to take and keep their share of it.
- **“Power to”:** This is the ability to be able to influence your own life and the lives of others who share your vision. It refers to having the ideas, knowledge, skills, money and ability to convince yourself and others to do something. Together with lots of other people with this kind of power we can create “power with” (see below). This kind of power can be used for selfish purposes, to block outsiders from getting power, or for generous purposes, to make more power for all.
- **“Power with”:** This is to have power based on collective strength and/or numbers. It is to have power with people or groups, to find a common ground among different interests and to build a common goal to benefit all those in the group. This power is based on support, solidarity and collaboration. This kind of power is seen as an infinite resource: the more you share power equally among all, the more power there is to share.
- **“Power within”:** This is related to a person’s feeling of self-worth. It is related to a person’s ability to imagine a better life for her/himself and being able to see how to share this power with others; and in the process, empower everyone. It is about having hope and a sense of being able to change the world. It is about the feeling of having rights as a human being and respecting the rights of others. It involves having a sense of self-confidence and a feeling that “I have value because I exist, and I make a contribution”.

### Discrimination

- Historically, these different types of power have been in the hands of men. This has led to the systematic domination and control of women by men using discrimination and violence, at personal and institutional levels.
- Gender-based discrimination used by men to wield power over women becomes even more complex when other dimensions of personal or collective identity are involved, such as age, economic capacity, race, ethnicity, religion and sexual orientation. It is, therefore, important to understand how gender identity intersects with all our other sources of identity, since this has important impacts on how people choose to organise themselves to prevent and address discrimination.

**Images to demonstrate Forms of Power**

From Raising Voice & Trocaire (2016) "SASA! faith: Training manual"



**POWER WITHIN**



**POWER OVER**



**POWER WITH**



**POWER TO**

## ACTIVITY 4: ATTITUDES – GENDER CIRCLES<sup>11</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Reflect on our own attitudes towards gender
- Explore action to take to help people understand why gender issues and gender equality are important



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Read the statements provided in the *Facilitator's Notes* (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas for statements that you think will generate discussion on the topic.

#### What you need:

- Flipchart; markers
- Photocopy the case studies (one per A4 sheet) - prepare enough copies for the number of participants.



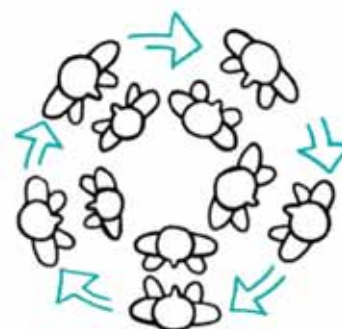
### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

#### Step 2: Pair work

1. Ask participants to form two circles, facing each other. Explain that the activity starts with the two participants facing each other working together. When you clap your hands, each participant moves one step to the right to work with another partner.



<sup>11</sup> Adapted from: The Oxfam Gender Training Manual – Activity 19.

2. Read a statement out loud, and ask participants to discuss it in their pairs for about 1-2 minutes. Clap your hands and participants move to the right. Read the next statement. Continue in this way until participants have had a chance to discuss each statement.

### Step 3: Plenary

1. Facilitate a discussion, using these questions:
2. Which of the statements caused disagreements? Why?
  - *Which of the statements did you agree or partly agree with? Why?*
  - *Which of the statements did you disagree or partly disagree with? Why?*
  - *What action can we take to help people understand why gender issues and gender equality are so important to discuss in our communities and organisations?*



**FACILITATOR'S TIP**  
 Ask participants to take enough time to really think through what they would say or do to deepen other people's understanding.

### Step 4: Wrap up

1. **Take action:** Write up suggestions from the last two questions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity and the discussion. Recap on what was covered:
  - We reflected on our own attitudes towards gender.
  - We explored action to take to help people understand why gender issues and gender equality are important.



### RECAP ON THEME 2:

1. Together with participants, **recap on Theme 2**. Put up all the Action Charts for Theme 2.
2. **Discussion:**

Facilitate a summing up discussion, using these questions:

- *What did you learn in Theme 2?*
- *What were the main take-away messages?*
- *What do you know, think, feel, do now, which you did not know, think, feel and do before?*
- *Do you have a better understanding of the following:*
  - *What power is and how it can be used or abused in relationships particularly between men and women?*
  - *What are the different forms of power and powerlessness, and how do they manifest themselves in the real world?*
  - *What different types of discrimination occur because of power and gender inequalities?*

3. **Gallery walk:**

Do a quick walk around the Action Charts for Theme 2 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 2.

4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



**STATEMENTS:**

- *Men and women can never be equal because they are biologically different.*
- *Gender is just another word for women.*
- *NGOs are bringing gender into their work, but it is not what communities want.*
- *The word gender is not translatable and therefore is not relevant in the communities we work in.*
- *All this talk of gender brings conflict in the family.*
- *My organisation talks a lot about gender because the donors are forcing it.*
- *Work on gender should always respect people's social and cultural context.*





## THEME 3: GENDER, POWER AND VIOLENCE



### NOTE TO FACILITATORS ABOUT THEME 3



### OBJECTIVE

**By the end of Theme 3, participants should be able to:**

- Analyse how gender stereotypes are reinforced from childhood
- Understand how male violence limits women's (and men's) lives
- Reflect on their own values and attitudes around coercion, consent and rape
- Identify personal experiences with violence
- Discuss the use of violence in intimate partner relationships
- Explore how to construct healthy romantic relationships based on respect
- Identify behaviours in a relationship that are controlling or abusive
- Identify actions to take to prevent violence against women and to sustain the process of personal transformation



### FOCUS OF THIS THEME

Theme 3 focuses on the concepts and practise of violence, particularly gender-based violence (GBV) and men's violence against women (VAW). Different forms of violence are analysed – physical, psychological, sexual and economic, and how the use of these relates to the practise of “power over” others. Also explored are the causes of violence and their consequences – for women, for men and for intimate partner relationships, families and communities. Underlying these concepts is the role of responsibility, decision-making and accountability.

### Guiding principles

- **Domestic and sexual violence are against international and national laws, and violate international human rights.**
- **Violence against women can happen anywhere by any type of man.** Violence against women occurs in all communities, no matter ethnicity, race, wealth or poverty, or religion.
- **Domestic violence and sexual violence are everyone's business – they are not a “private matter”.** Violence affects all of us and we each have a role to play in stopping it.
- **No one is safe until everyone is safe.** If violence against one group or individual goes unchallenged, then it allows violence to be justified against all of us. We all have a responsibility to ourselves and to each other to take a stand against violence. Remember, silence can be interpreted as approval.
- **Men are often deeply affected by violence.** As individuals, they feel the pain suffered by victims they know and care about, and as a group, they feel the fear and suspicion all men encounter as a result of violence committed by other men. Increasingly men are recognising this and choosing to play a critical role in constructing a healthier world for women and men, free of violence and founded on principles of equity and compassion.
- **Violence is learned; it can be unlearned.** No one is born violent or abusive. We can work together to promote the changes needed to build healthy relationships and healthy communities where we do not have to fear violence or worry about our loved ones.

- **Violence is a choice and is a strategy for gaining power and control.** People who become violent may try to excuse their behaviour by saying that they “lost control”, “couldn’t stop themselves”, “snapped”, or “blacked out”. In reality, people who commit acts of violence do know how to manage their anger. After all, they rarely assault their bosses or their co-workers. And when they do use violence they are often careful not to leave bruises in visible places.
- **Always promote victim safety and perpetrator accountability.** Violence has a devastating impact on millions of women each year. Addressing this problem requires protecting victims from abuse and holding perpetrators accountable for their actions. Counselling services for victims and abusers can help people heal from past abuse and learn to live violence-free lives.



### ACTIVITIES AND TIME ALLOCATION

ACTIVITIES	AVERAGE TIME
Activity 1: How we learn violence	1 hour 30 Mins–2 hours
Activity 2: Violence against women in daily life	1 hour 30 Mins
Activity 3: Consent vs coercion	60 Mins
Activity 4: Violence clothesline	60–90 Mins
Activity 5: The Cycle of Violence and Men (Perpetrator, Victim, Witness)	15 Mins
Activity 6: Values around gender, alcohol and violence	30 Mins
Activity 7: Romantic relationships, loving relationships	30–45 Mins
Activity 8: Healthy and unhealthy relationships	90 Mins
Activity 9: The cycle of violence in intimate relationships	60 Mins
Activity 10: From violence to respect in intimate partner relationships	1 hour 30 Mins–2 hours
Activity 11: Controlling relationships	1 hour
Activity 12: Attitudes – choose your spot	45 Mins



## ACTIVITY 1: HOW WE LEARN VIOLENCE<sup>12</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Analyse how gender stereotypes are reinforced from childhood in the games played by boys and girls
- Explore equitable ways of bringing up children that break with gender stereotypes and promote children’s games based on cooperation, collaboration and mutual respect



**TIME:** 1 hour 30 minutes–2 hours



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare *Flipchart 1* with three columns as follows (remember to use appropriate symbols or drawings for participants who have low literacy levels, and ensure that they understand the symbols!):

Games played ONLY by boys 	Games played ONLY by girls 	Games played by both 

#### Before the workshop:

- Put up Flipchart 1 and the Action Charts.

#### What you need:

- Flipchart, marker, tape.
- Action Charts from Theme 2.

<sup>12</sup> Taken from “El Significado de Ser Hombre” (Training manual for gender awareness and training with men) 1999 (2nd edition 2001), CANTERA, Nicaragua and adapted by Sonke for Bushbuckridge. Also used in Sonke curriculum development workshop January 2009

**STEPS****Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

**Step 2: Brainstorm and discussion**

1. **Brainstorm:** Invite participants to call out the names of games they played as children/youth (or those they currently play if there are adolescents and young men and women in the group). Ask them to briefly explain how each game is played. Write the names of the games on [Flipchart 1](#) under the appropriate heading.
2. **Discussion:** When the participants can't think of any more games, stimulate reflection using the following questions:
  - *Why do/did we play these games and not others?*
  - *What do/did these games teach us about being men and women?*
  - *From which games are/were girls/boys excluded and why?*
  - *In which games did both boys and girls take part and why?*
  - *What do the boys' games have in common? What do the girls' games have in common?*

**Step 3: Small group work**

1. Form single-sex groups of about 4 or 5 participants in each one. Invite each group to select one game from the list that they will practise and then play in front of the other groups.
2. Make sure that each of the groups chooses a different game.
3. Tell the groups to be imaginative and creative if they need specific materials to play the game.

**Step 4: Plenary**

1. Invite each group to play its game in front of the others. Instruct the other groups to pay attention to how the game is played and how the participants relate to each other during the game.
2. **Reflect:** After each game, stimulate reflection and analysis with the larger group, using the following questions as a guide:
  - *What stood out most for you about the game and why?*
  - *Who was in charge or gave orders, and how?*
  - *In what ways were cooperation and solidarity present in the game?*
  - *In what ways were aggression and violence present in the game?*
  - *Why is it so important for men to win and not to lose? Is it the same for women?*

**FACILITATOR'S TIP**

- **When the games are being played make sure that the participants (particularly the men!) do not get so involved that they are in danger of physically hurting themselves or other members of the group.**
- **If you feel that is about to happen stop the game immediately and use that as a starting point to start reflection and analysis of the game.**

Ask those who have just played the game:

- *How did we feel while you were playing the game?*
3. **Discussion:** When all groups have finished, facilitate further discussion using the following questions as a guide:
- *What other feelings did you experience while playing or watching the games?*
  - *As children, what did these games teach us about being a man or woman in society?*
  - *How did other conditions determine the type of games we played and their influence on our personal development (e.g. socio-economic circumstances, rural/urban setting, ethnicity, etc.)?*
  - *Why are boys' games usually loaded with elements of aggression, competition and violence?*
  - *Where does violence come from? Is it a natural instinct or learned behaviour?*
  - *Why do you think we encourage girls to play certain games and boys to play others?*



**FACILITATOR'S TIP**

**Optional questions for fathers/mothers in the group:**

- **How important are recreation and games for the development of our children?**
- **What can we do to promote non-violent, cooperative games and recreation for our**

4. **Discussion:** Explore equitable ways of bringing up children that break with gender stereotypes and promote children's games based on cooperation, collaboration and mutual respect.

**Step 5: Wrap up**

1. **Take action:** Write up suggestions that come from the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to exploring before the next meeting. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion by linking men's power and violence to the processes of socialisation (see Key Points below). Recap on what was covered:
  - We analysed how gender stereotypes are reinforced from childhood in the games played by boys and girls.
  - We explored equitable ways of bringing up children that break with gender stereotypes and promote children's games based on cooperation, collaboration and mutual respect.
3. **Homework:** Identify how you treat the children in your home or community in terms of gender stereotypes and play. Try out encouraging cooperation and respect in place of aggression and dominance. Play games with your children that promote these values.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- This exercise is extremely dynamic and good fun for participants, but don't allow its playful nature to overshadow the seriousness of the reflection and analysis it seeks to provoke.
- This activity can be carried out outside if there is a playground or open space available.
- Encourage participants to play the games as they did when they were boys and girls and not role-play or explain how the game was played. It is important that they identify with the game and its objectives and make sure that feelings and emotions are expressed freely.



### KEY POINTS:

- As part of the socialisation processes that young boys experience in patriarchal societies, they are under constant pressure to exhibit physical strength, agility, speed and the capacity to endure pain without complaining. These are reproduced and reinforced in the games that boys are encouraged to play. Similarly, girls' games in general, are less physical and often reflect values of coordination, cooperation and collaboration.
- Some boys' games, however, also stimulate cooperation and team work, although usually these are in relation to defeating the other team.
- Competition between boys is also an integral element of male socialisation as they are taught that winning (and never losing) is an essential part of being a man. As such, aggression and violence become tools that they can access to make sure that they win.
- Solidarity (between team members) should not be confused with the development of a joint strategy to secure victory over the other team, which often ends up in beating them convincingly.
- In the games that they play (usually promoted by older boys and adults) young boys learn discriminatory and violent attitudes and practices which they assimilate as an integral part of what it means to be a man.
- Power over others, aggression and violence are reinforced by the games that boys play as essential aspects of masculinity and assimilated personally and collectively.
- In contrast, many games that girls are encouraged to play and the toys they are given, reflect the role expected of them in caring for and ensuring the welfare of others. In many settings, too, the games that girls participate in are confined to areas within the house or close to it, whereas boys are afforded the freedom to play games in the street, in parks and playgrounds often quite far from their homes.
- When boys and girls take part in games together (especially during adolescence), this often becomes an opportunity for the boys to touch the girls' bodies. These 'games' are often used as a pretext for premature sexual contact that reinforces the boys "right" to have power and dominion over the girls in relation to sexuality.
- Violence is not a genetic, natural trait in men, but a socially learned behaviour used to control and dominate others (especially women), guarantee rights and privileges, and project oneself as a "real man". As such, it can be unlearned and non-violent ways of being men can be developed.

## ACTIVITY 2: VIOLENCE AGAINST WOMEN IN DAILY LIFE



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Better understand the many ways in which women's (and men's) lives are limited by male violence and/or the threat of men's violence, especially sexual violence
- Identify action to take to prevent violence against women



**TIME:** 1 hour 30 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.  
Prepare the following flipcharts:

#### Flipchart 1:

- *What do you do daily to protect yourself from sexual violence?*
- *What do you lack to be able to protect yourself from sexual violence?*

#### Flipchart 2:

- *How does it feel to hear about and see all the ways in which women limit their lives because of their fear and experience of men's violence?*

#### Flipchart 3:

- *How much did you already know about the impact of men's violence on women's lives?*
- *If you didn't know, what does it feel like to have not known much about it before, given the significant impact it has on women?*
- *How does men's violence also damage men's lives?*
- *What are other ways of resolving conflict, apart from using violence?*
- *What can you do to change the situation and help to create a world in which women don't live in fear of men's violence?*

#### What you need:

- Flipchart, markers, tape



## STEPS

### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of the homework and trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will discuss violence that women face in their daily lives.

### Step 2: Discussion

1. Draw a line down the middle of a blank flipchart page from top to bottom. On the one side draw a stick figure of a man and on the other, a stick figure picture of a woman (or use symbols).
2. Tell participants that you will ask two questions which you want them to reflect on in silence. You will give them plenty of time to share their answers once they have thought about these questions. Put up [Flipchart 1](#) and read out the questions.
3. Ask the MEN in the group to share their answers. Write ALL their answers into the column with the picture of a man.
4. If there are WOMEN in the group, ask them the same questions. If there are no women, ask the men to think of their wives, girlfriends, sisters, nieces, mothers and imagine what these women do every day to protect themselves from sexual violence. Write ALL their answers into the column with the picture of a woman.



#### FACILITATOR'S TIP

**Note:** It is highly likely that most men will say they don't do anything to protect themselves. If a man does identify something, make sure it is a serious answer before writing it down. A serious answer is something they do regularly to protect themselves from sexual violence specifically, not just physical violence. Leave the column blank unless there is a convincing answer from a man. Then point out that the column is empty or almost empty because men don't usually even think about taking steps to protect themselves from sexual violence.

### Step 3: Work in pairs

1. Put up [Flipchart 2](#). Read out the questions.
2. Explain that each participant in the pair will have 5 minutes to discuss their answer to the question. Remember to pair a literate participant with an illiterate participant.
3. Ask the pairs to share their answers with the whole group. Allow plenty of time for discussion as it can often be emotional.

### Step 4: Small group work (15 minutes):

1. Put up [Flipchart 3](#). Read out the questions.
2. Ask each pair to join another two pairs (to form groups of 6 people), to discuss the questions.
3. Ask each group to report back on their discussion to the whole group.



#### FACILITATOR'S TIP

For a low literacy group consider using rocks to represent their responses. The two piles can be compared for discussion.

### Step 5: Wrap up

1. **Take action:** Write down the groups' answers to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.



2. **Sum up** the discussion, making sure that all the Key Points (see below) are covered. Recap on what was covered:
  - We gained a better understanding of the many ways in which women's (and men's) lives are limited by male violence and/or the threat of men's violence, especially sexual violence.
  - We identified action to take to prevent violence against women.
3. **Homework:** Ask participants to try to notice and identify:
  - What women in their community do to protect themselves from sexual violence.
  - What they lack to be able to protect themselves.
  - What they can do to help change the situation and create a community in which women don't live in fear of men's violence
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- This activity is critical for setting and establishing a clear understanding of the extent and impact of men's violence against women. Be sure to allow ample time! The activity works best in mixed gender workshops where the ratio of men to women is reasonably balanced. But it can be included in any workshop.
- Some people have strong emotional reactions to this activity. They may feel anger, outrage, astonishment, shame, embarrassment, and defensiveness, amongst other feelings. Explain that these reactions are normal and appropriate. Many people are shocked and become angry when they learn about the extent and impact of violence against women. Help participants to look more closely at their reactions and use their anger to identify useful ways to prevent violence and to promote gender equity.
- Make the following clear:
  - a. You are not accusing anyone in the room of having created this climate of fear. You are trying to show how common and devastating violence against women is.
  - b. Anger can be a powerful motivating force for change.
- Some men think that they need to protect women from violence. Remind the group that it is important for each of us to work towards creating a world with less violence. Men and women need to work together as allies in this effort. The danger of saying that it is up to men to protect women is that we take away women's power to protect themselves.
- Although there are men who may be victims of sexual violence, most survivors of sexual violence are women. Men most frequently experience sexual violence in settings such as prison, by other men.
- Participants may bring up that there are also occasions where men are sexually abused by women. This is true, but it does not happen with the same frequency as it happens to women. Some people would describe violence against women as a pandemic, like a disease that is spreading and affecting great numbers of people, and therefore the priority of this discussion is on women.
- Remind the group that while any sexual violence towards men or women is a very serious issue, it is much more common for women to experience sexual violence than men while it is almost always at the hands of men. For these reasons we are focusing on sexual violence against women by men.



## KEY POINTS

- **Sexual violence and the threat of violence is an everyday fact for women** – in all parts of Africa and in all sectors of society. Violence against women damages women's lives in many ways.
- **Sexual violence has consequences** for women, for men and for intimate partner relationships, families and communities.
- **Because men do not live with the daily threat of sexual violence, they often do not realise the extent of the problem that women face.** Many men do not understand how actual sexual violence and threatened sexual violence is such a regular feature of women's daily lives.
- **Men's lives are also damaged by sexual violence against women.** It is men's sisters, mothers, daughters, cousins and colleagues who are targeted by this violence – women who men care about are being harmed by sexual violence every day. Social acceptance of this violence against women gives men permission not to treat women as equals and makes it harder for men to be vulnerable with their partners, wives and female friends.

## ACTIVITY 3: CONSENT VS COERCION



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Define coercion, consent and rape and determine when each applies
- Reflect on own values and attitudes around coercion, consent and rape
- Reflect on how coercion, consent and rape impact on the well-being of family, community and self
- Discuss how to change their own behaviour and help others change theirs



**TIME:** 60 Mins



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare the following two signs (depending on which is most easily understood in the context):



or



#### Before the workshop:

- Display the two signs around the room. Leave enough space between them to allow a group of participants to stand near each one.
- Read the statements provided in the Facilitator's Notes (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas for statements that you think will generate discussion on the topic.

#### What you need:

- Flipchart, marker, tape



## STEPS

### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

### Step 2: Do the activity

1. Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. After participants have made their decisions, ask for one or two volunteers from each group to explain their choice. Continue in this way for each statement.
3. Define terms/concepts: Ask participants if they know what these terms mean: "coercion", "consent" and "rape". Explain or add to the meanings.
4. Go through each statement again and ask:
  - Is this situation coercion, consent and/or rape? Why do you say so?



## GLOSSARY

**Coercion:** To force someone to do something against their will.

**Consent:** To agree to do something.

**Rape:** To intentionally and unlawfully sexually penetrate a person, without that person's consent.

### Step 3: Discussion

1. Facilitate a discussion using these questions as a guide:
  - *How does consent, coercion and rape impact on the well-being of family, community and self? (Consider aspects like: children, youth, mental health, physical impact, pressure on resources, financial impact, food, and shelter.)*
  - *How can we change our own behaviour and help others change theirs?*

### Step 4: Wrap up

1. **Take action:** Write the groups' answers to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity and discussion, making sure that all the Key Points (see below) are covered. Recap on what was covered:
  - We defined coercion, consent and rape and determine when each applies.
  - We reflected on our own values and attitudes around coercion, consent and rape.
  - We reflected on how coercion, consent and rape impact on the well-being of family, community and self.
  - We discussed how to change their own behaviour and help others change theirs.

3. **Homework:** Ask participants to identify how they communicate with their partners regarding sexual intercourse and to start practicing consent if they are not already doing so
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



**FACILITATOR NOTES**

Statements	Answer
<i>If a man is aroused it is very difficult for him to not have sex.</i>	<i>Rape – men often use the excuse that they can't control their sexual urges to justify forcing sex.</i>
<i>It is okay when a woman I am in a relationship with does not want to have sex.</i>	<i>Consent – a woman must be free to decide if she wants to have sex or not, whether she is in a relationship with a man or not.</i>
<i>If a woman has been drinking with me, I should expect to be able to have sex with her.</i>	<i>Rape – if a woman is drunk and is not in complete control and a man takes advantage of this, this is forcing her to have sex without proper consent.</i>
<i>Women often make up allegations of rape.</i>	<i>Rape – people often use this excuse to excuse the perpetrators' behaviour.</i>
<i>Women who wear short skirts are partially to blame if they get raped.</i>	<i>Rape – men often use the excuse that they can't control their sexual urges if a woman dresses in a certain way, to justify forcing sex.</i>
<i>Sex is more enjoyable when my partner also wants to have sex.</i>	<i>Consent – both parties agree to have sex.</i>
<i>It is okay for a man to pressure his partner when she doesn't want to have sex.</i>	<i>Coercion – if a woman does not want to have sex and the man insists, it is either rape or coercion.</i>
<i>If I see a friend is pressuring a woman to have sex, I should tell him to stop.</i>	<i>Explain that if she says NO or indicates she does not want to have sex, and he goes ahead, this is rape.</i>
<i>It's okay for women to initiate using condoms.</i>	<i>Consent – this shows a woman's agency around sexual decision making.</i>
<i>If a woman doesn't want to have more children but a man does, it's ok for him to force her to have unprotected sex.</i>	<i>Coercion – this is rape.</i>



## KEY POINTS

- At any time, women can say NO to sex and men must respect this and STOP.
- Rape is a violation of a person's human rights. Rape is an act of violence!
- People often:
  - Unfairly blame the survivor of rape.
  - Excuse the perpetrators' behaviour.
  - Often people blame the survivor because of something that happened; something the survivor said; something the survivor wore.
- Many people believe that rape occurs because of strong sexual urges that men cannot control. But we know that men CAN and DO control sexual urges and delay their sexual gratification.
- Research has shown that rape is more typically associated with power than with sexual gratification.
- Most rapists commit their crimes so that they can feel powerful and in control.
- Many rapists fail to get an erection or ejaculate.
- Most women who are raped show absolutely no sign of sexual response.
  - \* It is important to be clear that there is NEVER an excuse for rape.
- No-one ever wants to be raped. It is a deeply traumatic experience that scars people for life. Rape is not a good experience.
- No-one can be accused of 'asking for it', or 'asking to be raped' because of their dress, behaviour or anything else. This is because rape means they did not consent to sex.
- If you have the resources and it is appropriate in your context, you may choose to show this video (in English) on consent called 'Consent, it's as simple as tea'. This is on YouTube at the following link: <https://www.youtube.com/watch?v=fGoWLWS4-kU>

## ACTIVITY 4: VIOLENCE CLOTHESLINE



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Identify personal experiences with violence – both violence they have used and violence that has been used against them
- Identify action/s to take to help sustain the process of personal transformation



**TIME:** 60 to 90 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare the following labels and find appropriate pictures or drawings to represent each one:
  - *Violence I have used*
  - *How I felt when I used violence*
  - *Violence practiced against me*
  - *How I felt when violence was used against me*

#### Before the workshop:

- Put up four clotheslines and label each one with one of the above labels or pictures.

#### What you need:

- String or fishing line for clothesline, coloured cards or half sheets of paper for all participants to write on, string, clothes pegs or tape to attach paper/cards to clothesline.



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Remind participants of the different forms of violence. Explain that we're going to explore our understanding of and experiences with different forms of violence.



#### FACILITATOR'S TIP

Remind participants that full participation is encouraged but that talking about violence can be difficult and that no-one should feel pressured to disclose anything they are not ready to talk about.

Also remind them about confidentiality.

### Step 2: Brainstorm and draw

1. Ask participants to identify different forms of violence. List their ideas on flipchart paper. Help them to identify the following forms of violence: physical, psychological (includes verbal and emotional), sexual and financial (use pictures to depict each type).



2. Give participants four sheets of paper each (preferably four different colours). Ask them to write or draw examples of the following using a different colour sheet for each one. Tell them which colour should be used for which question:
  - *Violence I have used (e.g. green)*
  - *Violence practiced against me (e.g. blue)*
  - *How I felt when I used violence (e.g. yellow)*
  - *How I felt when violence was used against me (e.g. white)*
3. Ask participants to put up their sheets on the clothesline that matches each of their responses.
4. **Gallery walk:** Ask participants to walk around and read what is written (pair an illiterate participant with a literate one who will read out the statements). As they walk around, ask them to reflect on their reactions to each statement.



#### FACILITATOR'S TIP

**Work with illiterate participants:** If the group is comfortable with the suggestion, a facilitator (preferably a female for women and a male for men) can write down the responses of the participants confidentially. The facilitators can then read out the full list of responses anonymously to the wider group.

### Step 3: Discussion

1. Lead a discussion about participants' reactions. Focus on some of the following issues:
  - *What came up for you as you read the statements?*
  - *How did it feel to have your experiences available for other people to read?*
  - *What did you learn from the activity?*
  - *What support can you give to others who have experienced violence?*
  - *How can we use our own experiences with violence to promote change and to increase men and women's health and safety?*



#### FACILITATOR'S TIP

Be aware that some people will have strong reactions based on their own experiences with violence. Remember to refer to the service mapping when conducting this activity.

### Step 4: Wrap up

1. **Take action:** Write down the groups' responses to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.



2. **Sum up** the activity and the discussion, making sure that the Key Points are covered (see below). Recap on what was covered:
  - We identified our personal experiences with violence – both violence we have used and violence that has been used against us.
  - We identified action/s to take to help sustain the process of personal transformation.
3. **Homework:** Ask participants to:
  - Reflect on any other violence that they have used before on others; any violence used on other members of their family before; and how they felt about these experiences.
  - Identify ways in which they can start a discussion about their violent experiences at home with trusted family or friends.
  - Identify other ways they could deal with anger instead of violence going forward.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- This theme deals with extremely sensitive issues which need to be dealt with skilfully and with empathy.
- Remind participants of the ground rules, such as confidentiality.
- No one must be forced to write down or share anything that they are not ready to share.
- Include more prompting questions to help participants reflect on their own use of violence, and violence used against them.
- Remind participants that Concern staff may be able to direct them to a list of available services if they need to get support (depending on the context).



### KEY POINTS

- There are different forms of violence – physical, psychological, sexual and economic. They each relate to the practise of “power over” others.
- Every one of us can be a survivor (victim) of violence, and every one of us can be a perpetrator.
- Usually violence is learnt, and it can be unlearnt.

## ACTIVITY 5: THE CYCLE OF VIOLENCE AND MEN (PERPETRATOR, VICTIM, WITNESS)<sup>13</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Discuss the process of men and violence
- Appreciate the connection between men's experiences as victims and witnesses as boys and their dominating and violent behaviour as adults



**TIME:** 15 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare Flipchart 1: *Cycle of men and violence diagram* (see *Facilitator's Notes*)



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that you will share a diagram of how boys are trained into the "Man Box". Put up [Flipchart 1](#).

#### Step 2: Input

1. Go through the *Cycle of men and violence diagram* in Flipchart 1 with participants, beginning in the middle and continuing around the circle from the top. Use the main points from the *Facilitator's Notes* (see below) to explain each part of the diagram
2. Point out:
  - The cost of behaving in these ways, however, is that we become disconnected from ourselves emotionally and spiritually, from the people who love us, and from our community.
  - As we act out domination and disconnection on other boys and young men, the cycle is continued.

<sup>13</sup> Liberia\_MRI\_Change Makers Training Manual\_September\_2013.

### Step 3: Discussion

- Facilitate a discussion using these questions as a guide:
  - Does anyone want to share an example of how they have seen this cycle happening for boys or men in their own communities?*
  - How we can help to break the cycle of violence in our own households and community?*

### Step 4: Wrap up

- Take action:** Write down the groups' responses to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
- Sum up** the activity and the discussion. Recap on what was covered:
  - We looked at the process of men and violence.
  - We began to appreciate the connection between men's experiences as victims and witnesses as boys, and their dominating and violent behaviour as adults.
- Homework:** Ask participants to talk about these questions at home: With your partner, talk about how your family can support others who have experienced violence in their household. What can you do as individuals or a family, and how can you work with other individuals and families to support the men, women and children who are victims of violence?
- Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

Flipchart 1: Cycle of Men and Violence



#### Main points to go with the above diagram:

Violence often follows a pattern – it often begins with a need for connection or love which is not fulfilled or violated, so that the person feels disconnected or a loss of connection with people around him. This leads to feelings of powerlessness and wanting to regain power. Men are told they can be more powerful by fitting into the “man box”, and by becoming the dominant and often abusive. This is called “The Cycle of Violence,” and it describes how men’s violence begins, repeats and becomes worse.

Need for connection

### Need for connection

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At the centre, in the core of our being, is our need for connection (love). One of the most powerful forces in life, this need is in us from birth to the end of our lives. This is our birth right. In everything we do we are always trying to experience connection.

### Violation/ disconnection

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As infants and children, when we are victims or witnesses of violence, big or small, we feel the loss of connection. When we experience physical or sexual violence, when we experience verbal or emotional violence, or when we experience neglect, abandonment or betrayal, we experience the violation in our bodies, our minds and our spirit.

### Feelings of powerlessness

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These violations lead to an underlying sense of powerlessness and disconnection. We feel insecure about being able to protect ourselves, and we feel afraid that we will not meet our deep need for connection. Naturally, we want to feel more powerful, to feel safer, to get our needs met. We believe that if only we could be more powerful we would be able to get the connection we so desperately need.

### The Man Box

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As males, we are told we can be powerful by fitting into the man box. In the man box we get to be in control and in charge. And if we don't fit into the man box we quickly learn that we will become victims of more violence, ridicule and abuse. The man box promises us security, power and connection; however, it often leaves us even more disconnected on one hand, while at the same time binding us with our fear into a narrow, disconnected experience of life.

### Domination/ Perpetrator/Disconnection

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Two of the essential components of this conditioned masculinity are domination and disconnection. We have looked at disconnection. Domination is the pattern of trying to limit and control people and things around us in an endless effort to feel secure. It is built on the belief that the world operates on the principles of competition and "power over" – that personal security and well-being come from the ability to have more power than others. We believe that in this way we can determine what happens to us. From this belief we either dominate or are dominated. If we are determined not to feel violated and powerless again we must, therefore, learn how to be dominant, especially whenever we are feeling threatened.



## ACTIVITY 6: VALUES AROUND GENDER, ALCOHOL AND VIOLENCE

**NOTE:** This workshop may not be relevant in various contexts where alcohol is not consumed for cultural or religious reasons. There might be other substances or issues that have a similar impact on a relationship, for example, gender and money/other resources. Adapt the activity so that it is relevant to the context or group you are working with or substitute it for another activity in which participants can reflect on their values and attitudes towards gender and violence.

### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Deepen their understanding of their own and others' values and attitudes around gender and alcohol

### TIME: 30 minutes

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare two signs as shown below.



or



1. Read the statements provided in the *Facilitator's Notes* (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas for statements that you think will generate discussion on the topic.

#### Before the workshop:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.

#### What you need:

- Flipchart, markers, tape



## STEPS

### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participants' experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

### Step 2: Do the activity

1. **Statement:** Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. Ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign.
3. Bring everyone back together. Continue in the same way for each statement you chose.

### Step 3: Discussion

1. Lead a discussion on values and attitudes about gender and alcohol use using these questions as a guide:
  - *Which statements did you have strong opinions about? Why?*
  - *Which statements did you not have very strong opinions about? Why?*
  - *If you had a different opinion to the other participants, how did it feel to talk about it?*
  - *How did men and women respond differently to the statements?*
  - *How do you think people's attitudes to these statements help or do not help to improve gender equality, reduce violence against women, or reduce the spread of HIV and AIDS?*
  - *What actions are needed to change harmful attitudes?*



#### FACILITATOR'S TIP

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

Some participants may say they that they don't know whether they agree or disagree. If this happens, ask them to say more about their reactions and then encourage them to choose a sign to stand beside. If they still don't want to, let them stand in the middle of the room as a "don't know" group. However, try to avoid using this option too much.

### Step 4: Wrap up

1. **Take action:** Write up suggestions to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion, making sure that the Key Points (see below) are covered. Recap on what was covered:
  - We deepened our understanding of our own and others' values and attitudes around gender and alcohol.
3. **Homework:** Ask participants to reflect on their own alcohol intake and the effects it has on their own wellbeing and relationships. Identify what action they need to take to change this.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



## FACILITATOR'S NOTES

### Statements

Choose the statements that will lead to good discussion. The statements marked with \* (asterisk) have been good for starting discussion in the past:

- *Women who drink too much are irresponsible.*
- *Alcohol increases men's sexual drive and ability.\**
- *Women who drink too much are asking to be raped. \**
- *Men who drink too much are irresponsible.*
- *Women who drink too much do not behave as women should. \**
- *Men and women respond to alcohol in the same way.*
- *Women who drink sleep around.*
- *Men who drink are manlier than men who don't.*
- *Alcoholics are usually poor or unemployed.*
- *It is ok for a man to hit a woman if he's drunk.*
- *Men who drink sleep around.*
- *Women are more likely than men to have unsafe sex when drunk.*
- *Alcohol increases women's sexual drive and ability.*



## KEY POINTS

- Alcohol affects men and women differently. Women become more intoxicated than men after drinking the same quantity of alcohol. Women have less water in their bodies than men, meaning that alcohol is less diluted and therefore has a stronger effect.
- Alcohol or other substances that are abused often perpetuate the cycle of violence, as many people become more aggressive when they are drunk or high.
- Alcohol does not increase men and women's sexual drive or performance. A small amount of alcohol may decrease sexual inhibition, but alcohol actually decreases sexual functioning.
- The misuse of alcohol and alcoholism can affect anyone regardless of gender, age, class, race, or socio-economic status.
- It is important to challenge existing gender and cultural stereotypes related to alcohol use. Harmful stereotypes put both men and women at risk in relation to HIV and gender-based violence.

## ACTIVITY 7: ROMANTIC RELATIONSHIPS, LOVING RELATIONSHIPS<sup>14</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Share their values and opinions about romantic relationships
- Examine the expectations placed on men and women in romantic relationships
- Reflect on how healthy romantic relationships start by knowing and loving oneself
- Explain the role of communication in relationships



**TIME:** 30–45 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare two signs as shown below.



- Read the statements provided in the *Facilitator's Notes* (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas for statements that you think will generate discussion on the topic.

#### Before the workshop:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.

#### What you need:

- Flipchart, markers, tape

<sup>14</sup> MEN AS PARTNERS: TRAINING OF LIFE SKILLS EDUCATORS



**STEPS****Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that in this activity we will discuss romantic relationships. NOTE: It is important for the facilitator to explain to the participants what is meant by 'romantic relationships'. In some local languages, there may be no word for 'romance'. The closest translation for 'romance' may be 'sexual contact'. Depending on the participants, using words like 'wife/husband' or 'girlfriend/boyfriend' may lead to a better understanding of the concepts that are being discussed.

**Step 2: Do the activity**

1. Read aloud the first statement you selected and ask participants to stand near the sign that most closely represents their opinion. After the participants have made their decisions, ask for one or two volunteers from each group to explain why they feel that way. Repeat this process for each of the statements you selected.
2. **Discussion:** Lead a discussion on what the participants feel they learned from this session using these questions as a guide:
  - *Did this activity give you any insight into relationship issues? If so, what did you discover?*
  - *What do you think are the most difficult issues that couples face in relationships?*
  - *What challenges and difficulties do men face when dating or being in romantic relationships?*
  - *What challenges and difficulties do women face when dating or being in romantic relationships?*
3. **Give input:** Explain that romantic relationships can be a very difficult issue to discuss. People have their own ideas about what they want from a romantic relationship. It is important that people are clear about what is acceptable and what is unacceptable to them. This will help individuals as they search for relationships that will make them happy.

**FACILITATOR'S TIP**

Remind everyone that each person has his or her own opinions about romance and love, and that everyone has a right to his or her own opinion.

**Step 3: Wrap up**

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion and activity, using the Key Points (see below). Recap on what was covered:
  - We shared our values and opinions about romantic relationships.
  - We examined the expectations placed on men and women in romantic relationships.
  - We reflected on how healthy romantic relationships start by knowing and loving oneself.
  - We looked at the role of communication in relationships.
3. **Homework:** Ask participants to discuss with their partners what expectations they have of each other in their relationship and discuss small changes that they could make.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



## FACILITATOR'S NOTES

### Statements

- *A person can fall in love many times.*
- *When a partner gets jealous, it means that he or she really loves you.*
- *People can prove that they are in love with someone by having sex with the person.*
- *A guy should usually pay on dates.*
- *The best romantic partner is one who is also a good friend.*
- *There are some things that a person should never tell his or her lover.*



## KEY POINTS

- Many single people think that they are ready for a relationship, but they often do not know enough about themselves to be truly ready. As a result, they sometimes find themselves in an unhealthy relationship.
- Healthy relationships are about knowing and loving yourself first, and then identifying qualities in others that interest you.
- It is important to know and love yourself and to figure out what you might give in a relationship.
- Communication forms the basis of all healthy relationships – being able to talk openly, honestly, calmly and respectfully to each other.

## ACTIVITY 8: HEALTHY AND UNHEALTHY RELATIONSHIPS<sup>15</sup>

### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

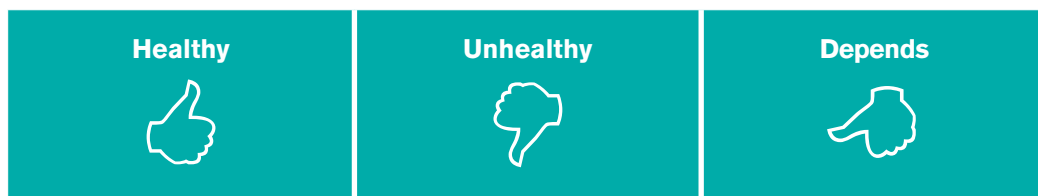
- Understand that healthy romantic relationships start by knowing and loving oneself
- Identify healthy and unhealthy behaviours that exist within relationships
- Identify the importance of appreciating each other
- Understand the impact healthy relationships have on community, family, country and themselves

 **TIME:** 90 minutes

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare three signs as shown below and stick on the walls, leaving enough space between them to allow a group of participants to stand near each one.



- Read the statements provided in the *Facilitator's Notes* (below) and choose 5 or 6 that you think will lead to the most discussion.

#### What you need:

- Markers, tape

<sup>15</sup> Men-As- Partners Programme, Engender Health

**STEPS:****Step 1: Recap and introduce the activity**

1. Recap on the previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will discuss what constitutes healthy and unhealthy relationships. Relationships are a two-way street. Many single people think that they are ready for a relationship, however, they often have not found out enough about themselves to truly be ready for a relationship. Healthy relationships are about knowing and loving oneself first, and then identifying qualities about others that are interest.

**Step 2: Do the activity**

1. Explain the three signs you have placed on the walls.
2. Ask the participants which qualities describe healthy relationships. Make sure that respect, equality, responsibility, and honesty are among these qualities.
3. **Statements:** Read each statement from the Facilitator's notes (see below). Ask participants to stand near the sign that says what they think about the statement – 'healthy', 'unhealthy' or 'depends'.
4. After each move, ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
5. Continue in the same way for each statement you chose (repeat steps 3-4).

**FACILITATOR'S TIP**

The key purpose of this activity is to define what is healthy and unhealthy. When the participants are divided on this issue, return to the qualities of a healthy relationship (respect, equality, responsibility, honesty, and happiness) and see if these apply to the situation.

**Step 3: Plenary**

1. Facilitate a discussion about values and attitudes using these questions as a guide:
  - *Why do you think some people stay in unhealthy relationships?*
  - *How can friends and family help people in unhealthy relationships?*
  - *Can relationships get better? Can they change from unhealthy to healthy over time?*
  - *Can relationships get worse? Can they change from healthy to unhealthy over time?*

**Step 4: Wrap up**

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the Key Points (see below) are covered.
3. **Homework:** Ask participants to reflect on whether their own relationships show the positive qualities of a healthy relationship that we discussed. Identify ways with their partner that they could make their relationships healthier based on our discussions.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- *The most important thing in the relationship is sex.*
- *You never disagree with your partner.*
- *You spend some time by yourself without your partner.*
- *You have fun being with your partner.*
- *Your partner is still close to his or her ex-boyfriend or ex-girlfriend.*
- *You feel closer and closer to your partner as time goes on.*
- *You will do anything for your partner.*
- *Sex is not talked about.*
- *You stay in the relationship because it is better than being alone.*
- *You are in control and you are able to do what you want to do.*
- *One person hits the other in order to have this person obey him or her.*
- *You talk about problems when they arise in the relationship.*
- *You argue and fight often.*



### KEY POINTS

Before starting a relationship, it is important to know and love yourself and to figure out what you might give in a relationship. Many single people think that they are ready for a relationship, but often they have not found out enough about themselves to truly be ready. As a result, they can sometimes find themselves in unhealthy relationships. Healthy relationships are about knowing, loving and respecting yourself as well as your partner.

## ACTIVITY 9: THE CYCLE OF VIOLENCE IN INTIMATE RELATIONSHIPS



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Explain the different phases in the cycle of violence



**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare *Flipchart 1*: Different phases of violence (See Facilitator's Notes).



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity by saying that we are going to be looking at the different phases in the cycle of violence.

#### Step 2: Discussion and input

1. Ask: Why do some men use violence in their family and their household?
2. Input: Discuss the answers and then give the following input:

There are many factors that may contribute to men's use of violence, and we see these happen not just in our communities but all over the world. These include:

- Some men think that they need to keep power and control over women and dominate them.
- Family history: Some men were victims of violence in their family of origin or saw role models in their family of origin (such as their father) use violence against a partner (such as their mother).
- Isolation from society: Frustration, loss of morale and trust in society and the community. Not being connected to others.
- Some men choose not to control their emotions and aggression. Sometimes this is made worse by stress, trauma, alcohol abuse, poverty, and other factors.

When we see violence between partners it often follows a pattern or a cycle of violence which repeats itself and becomes worse. You may have seen this pattern in your own life, or in the life of someone else in your family or community.

3. Put up [Flipchart 1](#) and explain each of the four phases one at a time, and how they repeat in a cycle (see Facilitator’s Notes below). Ask for one pair of participants to do a role play to illustrate the cycle of violence for participants.
4. Ask:
  - *Does anyone want to share an example of how they have seen this cycle happening for boys or men in their own communities?*
  - *How we can help to break the cycle of violence in our own households and community?*

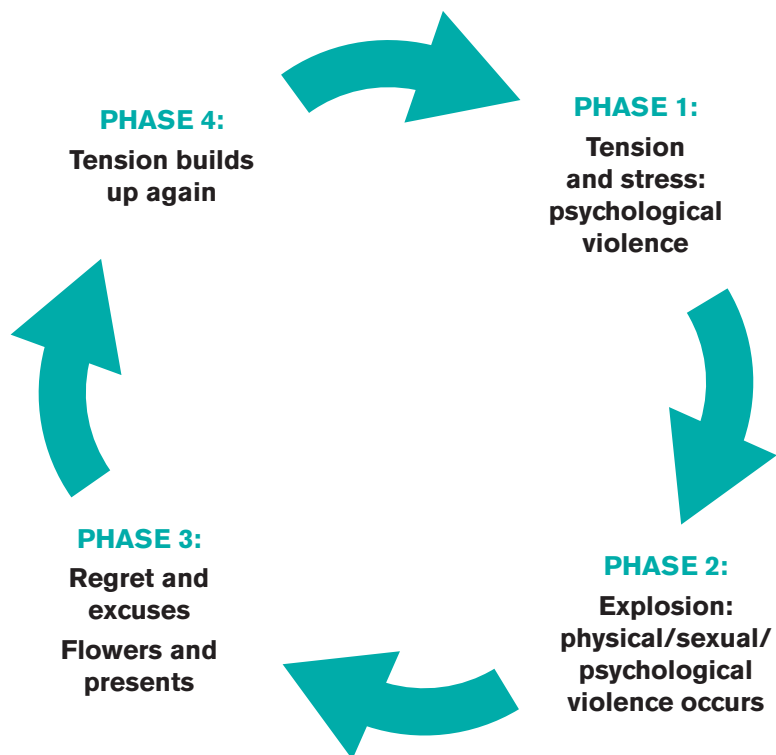
**Step 3: Wrap up**

1. **Take action:** Write down the group's responses to the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity and the discussion. Recap on what was covered:
  - We discussed the different phases in the cycle of violence.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



**FACILITATOR'S NOTES**

[Flipchart 1](#): Different phases in the cycle of violence





## MAIN POINTS

### Phase 1: Tension and stress (frustration, anger, irritation)

- Economic and psychological violence is used by the husband.
- The husband may say things to his partner such as: “You are nothing”, “You have no value”, “You are a whore.”
- Emotions: He fears losing control over his partner, over his emotions, over his life.

### Phase 2: Explosion

- The husband often uses physical and/or sexual violence.
- The husband may throw things, beat or slap his wife.
- Emotions: Anger and aggression become very strong. His feeling of powerlessness turns into abuse of power against his partner.

### Phase 3: Guilt and regret

- The husband shows regret when he has injured his wife or when others say he was wrong.
- He may say things like, “I love you and I will not do this again.” He may bring presents and be kind for a period of time.
- Emotions: Fear and guilt that he could have killed his wife, and that he lost control.

### Phase 4: Tension and stress rebuilds

- The cycle starts again, and the characteristics of Phase 1 return.
- With each new cycle, the violence may become worse and more aggressive: the phases and periods of peace become shorter. The more the cycle occurs, the more the husband may try to control his feelings of shame and regret with justifications such as:
  - “She is not obeying me, so I need to correct her.”
  - “Beating is showing that I love her and care for her.”
  - “She provokes the violence because she is not a good wife, has bad spirits, etc.”
  - “I am the boss in the house and I have to show her that.”

**NOTE:** It is important to remember that in the cycle we see the MAN who is using violence against the WOMAN. This reflects the reality of the cycle of violence in almost all cases, and it is important not to confuse participants by showing both partners using violence against the other.



## ACTIVITY 10: FROM VIOLENCE TO RESPECT IN INTIMATE PARTNER RELATIONSHIPS<sup>16</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Discuss and analyse the different types of violence used or experienced in intimate partner relationships
- Discuss ways of demonstrating and experiencing intimate partner relationships based on respect
- Identify action/s we can take to help sustain the process of personal transformation



**TIME:** 1 hour 30 Mins–2 hours



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### What you need:

- Flipchart, markers, tape



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity by asking what participants understand by the terms, "intimate" and "intimate partner relationships" mean. Add to the meaning.

<sup>16</sup>. Originally taken from Violence to Peaceful Co-existence, Instituto Promundo's Project H Manual "From Violence to Peaceful Co-existence" (2002). Included in MenCare+ SRHR (Program H adapted to South Africa) First Draft – Version 23 Oct 2013 (Session 8 Activity 3)

**GLOSSARY**

**Intimate partner relationships and intimacy:** Romantic relationships could include courting/dating and “casual” relationships; those with loving, affectionate/romantic involvement might or might not include sexual involvement. They also include “couple relationships” (civil unions, marriages, cohabiting couples, long-term courtships, etc.). Bear in mind that when working with young people, they do not always associate “casual”/dating relationships with stable “couple relationships”. Relationships might be boyfriend/girlfriend, husband/wife or same-sex relationship.

**Step 2: Role-play (15-20 minutes preparation)**

1. Divide participants into small groups. Ask each group to create a short role-play or skit:
  - **For half of the groups:** Present an intimate partner relationship that shows scenes of violence – physical or psychological or sexual or economic. Ask participants to be realistic, using examples of persons and incidents that they have witnessed or that they have heard about in their communities.
  - **For half of the groups:** Present an intimate partner relationship based on mutual respect. There may be conflicts or differences of opinion, but the role-play should show what respect looks like in a relationship and should not include violence.

**FACILITATOR'S TIP**

Role plays showing mutual respect should demonstrate what mutual respect looks like. For example: a situation in which a woman takes the initiative and respectfully raises an issue with her husband. He responds respectfully and positively. They resolve the issue with both people having a say in the final outcome.

**GLOSSARY**

**Mutual respect:** Respect from the woman to the man, and from the man to the woman.

2. **Presentation (5 minutes each):** Each group presents their role-play. The other groups observe carefully and ask questions at the end.
3. **For each individual role play showing violence,** facilitate a discussion using the following questions:
  - *How could the characters have acted differently?*
  - *What are the characteristics of a violent relationship? (Encourage participants to reflect on the various forms of violence in intimate relationships (control, coercion, shouting), as well as physical violence.)*
  - *When does violence usually occur in relationships?*
  - *Why does violence often occur in relationships?*
  - *What are the characteristics of a healthy relationship?*
  - *What is needed to achieve a relationship based on respect?*

### Step 3: Plenary

1. Come back together as a group. Facilitate a discussion using the following questions as a guide.

#### Causes and consequences of violence in an intimate partner relationship

- *Were the examples of violence in the role-plays realistic? Do you see similar situations in your community?*
- *What do you think are the causes of violence in intimate partner relationships?*
- *What role does alcohol and other drugs play when it comes to violence in relationships?*
- *What are the consequences of violence in an intimate relationship?*

#### Action to prevent violence in intimate partner relationships

- *When you see couples using violence, what do you normally do? What could you do?*
- *Where can you go to seek help?*
- *What is the social/community response to violence in relationships?*
- *Do only men use violence against women, or do women also use violence against men? How are they violent? How should men react to this violence?*
- *Why do you think some people stay in unhealthy relationships? Are these reasons different for women than for men? Why?*

#### Building healthy intimate partner relationships

- *What does a healthy intimate relationship look like? Do you see examples of respectful relationships in your families and communities?*
  - *What can you do individually to construct healthy intimate relationships?*
  - *How can friends and family help people in unhealthy relationships?*
  - *What can you do in your community to help people create healthy relationships?*
  - *What skills and support do men need to create healthier relationships?*
2. End the discussion by asking:
    - *What does this activity make you think?*
    - *How does it make you feel?*
    - *What does it make you want to do?*



#### FACILITATOR'S TIP

Prioritise the themes that you feel are most appropriate for the group (depending on discussions so far and time available).

Rather than follow the list of questions one by one, let the discussion flow, and use the list as a guide of all the questions to be covered.

**Step 4: Wrap up**

1. **Take action:** Write down the groups' responses to the last question on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the activity, making sure that the *Key Points* are covered (see below). Recap on what was covered:
  - We discussed and analysed the different types of violence used or experienced in intimate partner relationships.
  - We discussed ways of demonstrating and experiencing intimate partner relationships based on respect.
  - We identified action/s we can take to help sustain the process of personal transformation.
3. **Homework:** Ask participants to reflect on how they command respect, how they relate and communicate with their partners and children. Identify any changes they would like to make after today's discussions.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)

**FACILITATOR'S NOTES**

- This activity tries to encourage participants to discuss the realities of domestic violence, using examples from their own setting.
- It uses role-plays with male and female characters. If you are working with a male-only group, some men may be reluctant to act as a female character. Encourage the group to be flexible. Explain the purpose by saying, "We are not doing role plays to make you look foolish. We use them because it allows us to get more information than by talking. Stepping into the shoes of a woman, seeing the world from her perspective, should be a privilege." Also reassure people by saying, "No one will laugh at you. We take these role plays seriously, but we are also allowed to enjoy this experience." If they are still hesitant, the facilitator (male) can offer to play the part and lead by example.
- It may be helpful to advise groups on their role plays to encourage them to act out the same storyline, but with some showing a violent ending and others showing respectful relationships and solutions. This will allow for easier comparisons between role plays.
- Facilitators can guide the storylines as necessary, in order to show comparable scenarios, and positive outcomes.
- It is important to understand that many men might feel a type of helplessness in responding to the violence that they see other men perpetrating. Many might believe that they should not interfere with the affairs of other men. Throughout this activity, it is important to explore the silence and lack of power that men might feel in witnessing domestic violence.



## KEY POINTS

- Conflict happens in all relationships. It is the way that conflict is handled that makes all the difference.
- It is important for men to reflect on how to react when someone has a different opinion from their opinion or when someone does something that makes them angry.
- It is not always easy, but it is important to take the time to think about your feelings BEFORE you react, especially when you are frustrated or angry. STOP; BREATHE; THINK – then it becomes easier to express yourself in a calm and peaceful way. This is an important part of building healthy and respectful relationships.
- Often, if you do not take the time to think about your feelings, you may react in a way that is hurtful or violent to another person or even yourself.
- In unhealthy relationships, one or both partners are unhappy because of continuing problems with the relationship that are not being addressed.
- Gender is an important factor in determining who remains in unhealthy relationships. In general, women find it harder to leave unhealthy relationships than men. Women earn less money than men and have less control over economic resources (land, credit). This makes many women economically dependent on their husbands or partners.
- Similarly, in society, women are more stigmatised for being divorced or separated. There is huge social pressure on women to keep the family together.
- Men need skills and support to talk with their wives and girlfriends about creating healthier relationships. There is little support for either men or women in making their relationships healthier.
- Gender roles for women make it easier for them to ask each other for support and to talk about their feelings.
- Gender roles for men make it difficult for them to ask for support on personal matters or to show their emotions.
- The first step towards healthier relationships is to challenge these gender roles. Men need more opportunities and permission to ask for support. Men also need specific training on how to talk about their feelings and their relationships.

## ACTIVITY 11: CONTROLLING RELATIONSHIPS<sup>17</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Understand the link between controlling and abusive behaviour
- Identify behaviours in a relationship that are controlling or abusive



**TIME:** 1 hour



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Photocopy the handout: *Signs of a Controlling Relationship* (one copy for each participant)

#### What you need:

- Paper, pencils or pens
- The Wheel of Power and Control (see *Facilitator's notes*)
- The Equality Wheel (see *Facilitator's notes*)



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that now that we are aware of what constitutes romantic and healthy relationships we will now be able to define what makes an unhealthy relationship, and what makes an abusive and controlling relationship.



#### FACILITATOR'S TIP

You may need to redraw the *Wheel of Power and Control* and the *Equality Wheel* on flipchart paper so that all participants can see the two diagrams.

<sup>17</sup> MEN AS PARTNERS: TRAINING OF LIFE SKILLS EDUCATORS

### Step 2: Do the activity

1. Explain that any relationship can become abusive when one person regularly tries to exercise control and power over the other.
2. Ask how these relationships can become controlling: parent and child; teacher and learner; supervisor and worker; girlfriend and boyfriend; partners or lovers; spouses. Explain that we will focus on abuse in intimate or romantic relationships.
3. Handout: Give each participant a copy of the handout: Signs of a controlling relationship. Explain that this handout lists many examples of how a partner might behave in a controlling way. Explain that the pictures next to the text represent everything on the list.
4. Discussion: Go through each section of the handout together. First, ask them what the picture represents then read the section aloud to participants. Then, for each section, facilitate a discussion using these questions as a guide:
  - *Do you recognise yourself in any of these examples, either as someone who controls or someone who is controlled?*
  - *Can you share other examples relating to this type of control?*

### Step 3: Group discussion

1. Facilitate a group discussion using these questions as a guide:
  - *What surprised you about the examples? Why?*
  - *Why do people feel a need to control things in a relationship?*
  - *Are there times when people are not even aware they are trying to control things?*
  - *What could you change easily so that you are less controlling in some of your relationships?*
  - *What would be much more difficult for you to change? Why?*
  - *How can women move away from blaming themselves for being in a violent relationship?*

#### 2. Give input:

Put up the Wheel of Power and Control, explain how each segment shows the ways in which people (often men) exert their power and control over others (usually women) when in unhealthy relationships.

Put up the Equality Wheel to show an alternative to the Wheel of Power and Control. Explain how each segment shows us a vision of a healthy relationship.

### Step 4: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
2. **Sum up** the discussion and activity, using the Key Points (see below). Recap on what was covered:
  - We explained the link between control and abusive behaviour
  - We identified behaviours in a relationship that are controlling or abusive.



#### FACILITATOR'S TIP

You may prefer to facilitate a paired discussion, rather than an open group discussion. In this case, ask participants to turn to the person next to them to discuss the questions. They do not need to report back.



#### FACILITATOR'S TIP

Ask participants to use what they have learnt to identify, reflect on and try to change controlling behaviours in their own relationships.

3. **Homework:** Ask participants to be aware of the areas in their own relationships where they might be using power and control (as in the Wheel of Power and Control), and how they could change their behaviour so that it can become more equal (as in the Equality Wheel).
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### KEY POINTS

- Many people do not realise that abusive behaviours in relationships are part of an attempt to control the other person. While men are also affected by this, research shows that more often it is women who are in unhealthy relationships and it is usually more difficult for women to leave the unhealthy relationship than men.
- Very concrete examples of these controlling behaviours help both women and men understand this important aspect of abusive relationships.
- Healthy relationships involve understanding, accepting and respecting oneself and the other person in the relationship.
- Violence is never the fault of the receiver. If a person uses violence, they become a perpetrator. They have the power to control their actions.
- Violence is never the fault of the survivor but often the survivor is blamed for violence that happens to them.
- Violence against women and girls occurs because of the harmful beliefs that exist about women and girls (refer back to examples from the gender boxes) and the power differences in society—which generally gives men control and authority over women. In other words, men commit violence because they can—there are no consequences because of men's higher status and power in the community. Women may feel like even if they tell someone, nothing will happen.
- Violence is not about anger or drinking too much—it is about men choosing to exert power over women in harmful ways. Violence is a choice. Men have control when they know they need to.













## HANDOUT: Signs of a Controlling Relationship<sup>18</sup>

We refer to men below; remember that women too can be controlling and abusive in relationships.

<p><b>DOES YOUR PARTNER CONTROL THROUGH CRITICISM?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Make you feel bad about yourself?</li> <li>• Make you feel that nothing you do is right / good enough?</li> <li>• Make you feel ashamed in front of other people?</li> <li>• <b>Say things like:</b> <ul style="list-style-type: none"> <li>• “I don’t like the way you cook/sew/dress/have sex!”</li> <li>• “Stop acting like a baby and grow up!”</li> <li>• “You are stupid/useless/worthless!”</li> <li>• “You don’t love or support me enough!”</li> </ul> </li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH MOOD, ANGER AND THREATS?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Scare you because you never know what about or when he will be angry?</li> <li>• Get angry and refuse to speak to you if you do something he thinks is “wrong”?</li> <li>• Sulk in silence until you “guess” what you have done “wrong” and apologise?</li> <li>• Make you feel you must make him happy all the time?</li> <li>• Threaten you if you don’t do what he says?</li> <li>• Tell you that you will never be allowed to leave him?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH “CARING TOO MUCH”?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Make you stay home all the time because he says he is worried about you?</li> <li>• Tell you what you should and should not wear?</li> <li>• Insult you, and say it is “for your own good”?</li> <li>• Get jealous when you speak to any other people?</li> <li>• Check up on you at your place of work?</li> <li>• Control all the money, because he says you are too stupid to deal with money?</li> </ul>	

<sup>18</sup> Adapted from: *Domestic Violence Training Manual*, Nefesh Conference, November, 1996, Baltimore, MD.

<p><b>DOES YOUR PARTNER CONTROL THROUGH “MIND GAMES”?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Act cruelly, and then say that you cannot take a joke?</li> <li>• Talk to you in a serious way and later laugh at how you are so easy to fool?</li> <li>• Promise to do things, not do them, and then claim that he never promised to do them?</li> <li>• Cause scenes in public or at a family event, and then accuse you of making the whole thing up?</li> <li>• Tell you that you are crazy and need psychiatric care?</li> <li>• Hit you, and then ask you how you got hurt?</li> <li>• Make you cry, and then call you hysterical or overemotional?</li> <li>• Tell you what is wrong with you, and that he will “fix” it?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH IGNORING YOUR NEEDS”</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Expect you to drop everything when he wants attention but never pays attention to your needs?</li> <li>• Interrupt you when you try to speak and twist everything you say?</li> <li>• Come and go as he pleases but never allow you to go out and threatens you if you try?</li> <li>• Ignore you or make fun of you when you try to speak?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH DECISION MAKING?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Have to have the final word on everything?</li> <li>• Tell you to know your place?</li> <li>• Say you are too stupid to make decisions?</li> <li>• Treat you like a slave?</li> <li>• Say the opposite of what you say to spite you?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH MONEY?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Control all the finances?</li> <li>• Make you account for all the money you spend?</li> <li>• Deny you money but still expect you to make ends meet?</li> <li>• Make you ask for everything you need, and then insult you if you do not “behave”?</li> <li>• Give you presents, and then remind you how you could never make it on your own?</li> <li>• Make you work, and then take or steal money from you?</li> </ul>	

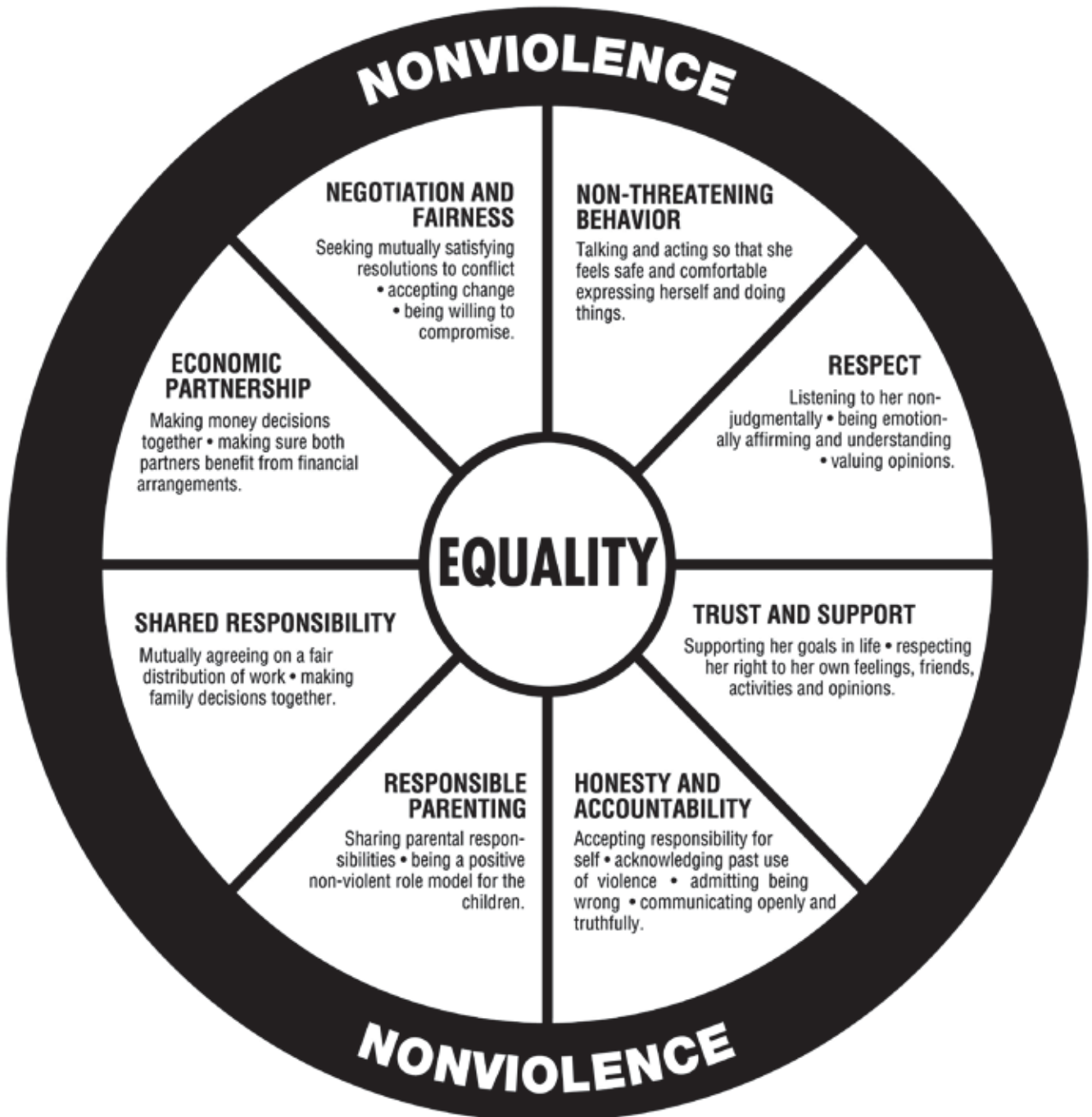
<p><b>DOES YOUR PARTNER BLAME AND ACCUSE YOU FOR ALL PROBLEMS?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Accuse you of nagging if you complain?</li> <li>• Say he hits, drinks, and yells because you are impossible to live with?</li> <li>• Tell you that if you ever leave, he will hurt himself, and it will be your fault?</li> <li>• Blame you because he doesn't have a job?</li> <li>• Say that if you just kept quiet or kept the children quiet he would not lose his temper?</li> <li>• Say how much everyone else likes him, so it must be your fault when he loses control?</li> <li>• Cause you to lose your job?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH ISOLATION?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Fight with you when you want to go out?</li> <li>• Say you care more about your parents, friends, or children than about him?</li> <li>• Question where you went out when you return?</li> <li>• Accuse you of thinking about or of being with other men or women?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH INTIMIDATION?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Block the door so that you cannot get out during an argument?</li> <li>• Stand close to you with clenched fists during a fight to scare you?</li> <li>• Make you so afraid that you take the blame and apologise for any argument?</li> <li>• Drive recklessly just to scare you?</li> <li>• Destroy your clothes or favourite items?</li> <li>• Refuse to leave if you ask him to?</li> <li>• Keep you awake and not let you sleep?</li> </ul>	
<p><b>DOES YOUR PARTNER CONTROL THROUGH PHYSICAL VIOLENCE?</b></p> <p><b>Does this person:</b></p> <ul style="list-style-type: none"> <li>• Throw things?</li> <li>• Throw things at you?</li> <li>• Kick you?</li> <li>• Choke you?</li> <li>• Shove or push you?</li> <li>• Hit or punch you?</li> <li>• Threaten you with a weapon?</li> <li>• Force you to engage in sexual acts?</li> <li>• Hurt you, and then refuse to get you medical attention?</li> </ul>	

## THE WHEEL OF POWER AND CONTROL



Source: <https://www.theduluthmodel.org/wp-content/uploads/2017/03/PowerandControl.pdf>

## THE EQUALITY WHEEL



Source: <https://www.theduluthmodel.org/wp-content/uploads/2017/03/Equality.pdf>

## ACTIVITY 12: ATTITUDES – CHOOSE YOUR SPOT



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Reflect on their own attitudes towards women's development and gender equality



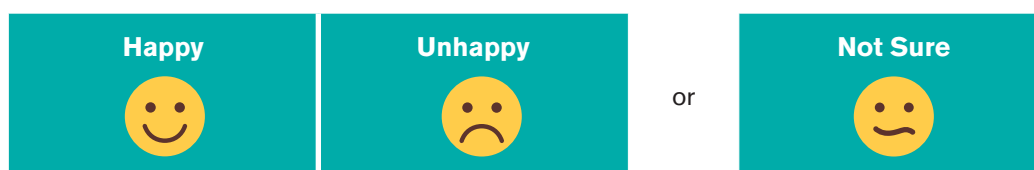
**TIME:** 45 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare two signs as below:



- Read through each statement in the *Facilitator's Notes* and choose 5 or 6 that you think will lead to the most discussion. Or, come up with some of your own statements that you think will generate discussion on the topic.

#### Before the workshop:

- Put up the signs, leaving enough space between them to allow a group of participants to stand near each one.

#### What you need:

- Paper, markers
- All the Action Charts from Theme 3



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participants' experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

### Step 2: Do the activity

1. **Statements:** Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. Ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign.
3. Bring everyone back together. Continue in the same way for each statement you chose.

### Step 3: Plenary/Discussion

1. Come back together as a whole group. Facilitate a discussion using these questions as a guide:
  - *Was there anything that surprised you about your own or other people's attitudes?*
  - *Was there anything you were afraid to express when taking about your attitudes?*
  - *What actions can we take to ensure gender equality in our relationships, at home, in the community, and in workplaces, to help people become more aware of their own attitudes?*

### Step 4: Wrap up

1. **Take action:** Write up suggestions about how to use this activity on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion. Recap on what was covered: We reflected on our attitudes towards women's development and gender equality.



#### FACILITATOR'S TIP

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

Remember to play 'devil's advocate' if all participants constantly agree with each other about each statement. For example, stand next to the opposite sign and ask: Why might someone stand here?

**RECAP ON THEME 3:**

1. Together with participants, **recap on Theme 3**. Put up all the *Action Charts* for Theme 3.
2. **Discussion:** Facilitate a summing up discussion, using these questions as a guide:
  - *What did you learn in Theme 3?*
  - *What were the main take-away messages?*
  - *What do you know, think, feel, do now, which you did not know, think, feel and do before?*
  - *Do you have a better understanding of the following:*
    - *How gender stereotypes are reinforced from childhood?*
    - *How male violence limits women's (and men's) lives?*
    - *What your own values and attitudes around coercion, consent and rape are?*
    - *How violence is often used in intimate partner relationships?*
    - *How to construct healthy romantic relationships based on respect?*
    - *How to identify behaviours in a relationship that are controlling or abusive?*
    - *What actions to take to prevent violence against women and to sustain the process of personal transformation?*
3. **Gallery walk:** Do a quick walk around the Action Charts for Theme 3 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 3.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)

**FACILITATOR'S NOTES****Statements**

- *The most important goal of gender equality is for women to become financially independent.*
- *Paying attention to gender equality is important for relationships – intimate, family, and community.*
- *We should not support independent women's movements because they are divisive – they divide women and men.*
- *Relations between men and women in the family and community are cultural. Outside organisations should not challenge this.*
- *It is for women alone to decide about their own fertility and reproduction.*
- *We should target our development at the family. This is the best way to ensure that the benefits reach all members.*



## THEME 4: GENDER, HIV AND AIDS



### NOTE TO FACILITATORS ABOUT THEME 4



### OBJECTIVE

By the end of Theme 4, participants should be able to:

- Discuss how HIV can be transmitted from one person to another and can spread rapidly through sexual partners
- Recognise ways to prevent themselves from becoming infected with HIV
- Identify the main reasons why there are differences between women and men in the HIV risks they take and the HIV risks they face
- Reflect on the personal impacts of HIV and AIDS
- Identify roles that men can play in reducing the impact of HIV and AIDS



### FOCUS OF THIS THEME

The activities in Theme 4 are intended to encourage men to reflect on their own experiences, attitudes and values regarding women, gender, domestic and sexual violence, HIV, AIDS, democracy and human rights, so that they can take action to help prevent domestic and sexual violence, reduce the spread HIV and the impact of AIDS, and promote gender equality.



### ACTIVITIES AND TIME ALLOCATION

ACTIVITIES	AVERAGE TIME
Activity 1: HIV handshake	30 Mins
Activity 2: Taking risks, facing risks: HIV and gender	75 Mins
Activity 3: Impact of HIV and AIDS	75 Mins



## ACTIVITY 1: THE HIV HANDSHAKE



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Understand the ways that HIV can be transmitted from one person to another
- Reflect on how HIV can spread rapidly in a community through sexual partners
- Recognise ways to prevent themselves from becoming infected with HIV



**TIME:** 30 minutes

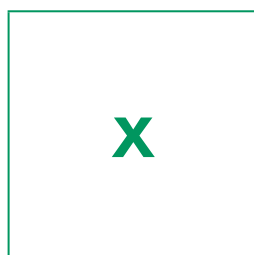


### MATERIALS AND ADVANCE PREPARATION

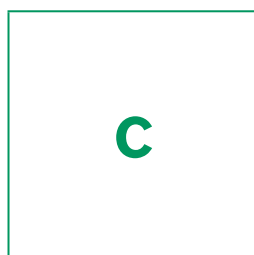
#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare enough small cards to distribute to all the participants. Mark the cards as follows:

One card:



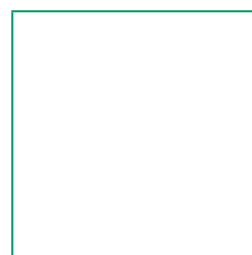
One third of cards:



One third of cards:



One third of cards: blank



#### What you need:

- Pencils or pens



### STEPS

#### Step 1: Recap and introduce the activity

1. Quickly **recap** *Theme 3: Gender, Power and Violence*.
2. Put up all Action Charts from Theme 3 to remind participants what action they committed to taking. Discuss action/s they managed to take and those they will still take.
3. Explain that in this theme we will discuss gender, HIV and AIDS (see *Note to Facilitators about Theme 4*).
4. Introduce the activity by asking participants what HIV and AIDS are? Clarify the terms.



### GLOSSARY

**AIDS:** Acquired Immunodeficiency Syndrome. AIDS is the name given to a group of serious illnesses in HIV-positive people. AIDS develops when people living with HIV are no longer able to fight off infections because of lowered immunity.

**HIV:** Human Immunodeficiency Virus, a virus that weakens the human immune system

### Step 2: Use the cards

1. Give a card to each participant in the room. Ask the participants to sign their name in the top right-hand corner of the card. Their name identifies their card, and the participants should keep track of their card throughout this activity.
2. Ask participants to go around the room and shake hands with five other participants. (Note: If the group is smaller than 15 people, you should ask them to shake hands with only 3 participants.)
3. Instruct participants to sign each other's card after they shake each person's hand. Once each participant has shaken hands with five other people, he or she should have five signatures on his or her card. After the task is completed, ask the participants to return to their seats.
4. Explain that this is an exercise to demonstrate how quickly HIV can spread within a community.
5. Ask: **Can HIV infection occur between two people who are not infected with HIV?** Acknowledge that it cannot and that HIV needs an infected host/person in order to spread.



### FACILITATOR'S TIP

Assist participants with fewer literacy skills with this if necessary. Instead of signing their card, they can mark it with any identifying mark.

### Step 3: Do an exercise

1. **"X" represents HIV infected:** Explain that for the purposes of this exercise, you need a participant to represent a person infected with HIV. Ask participants to look at their cards and see if there is an "X" on their card. Ask the one person with the "X" to stand up. Tell the group that for the purposes of this exercise, you are going to say that the person standing up is infected with HIV. Remind the group that the person who is chosen to have HIV is not really infected, but instead is being used in this activity to make a point.
2. Make the point that **you cannot tell if someone has HIV simply looking at the person.** Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many individuals with HIV do not even know that they are infected.
3. Ask: **How is HIV is spread?** Make sure that the group agrees that HIV can be transmitted the following ways:
  - During unprotected sexual intercourse
  - By HIV-infected blood transfusions or contaminated injecting equipment or cutting instruments
  - From an HIV-infected woman to the baby during pregnancy, delivery, and breastfeeding.
4. Ask: **Can HIV be spread by shaking hands?** Acknowledge that HIV cannot be passed from shaking hands. BUT, for the purposes of this exercise, you will say that shaking hands represents having sex with another person. Therefore, the participants will be considered at risk for HIV from anyone with whom they shook hands.

5. Ask the participant with the “X” card to state the names of people on his or her card. Ask those who hear their name to stand up when called. Note that **all of those standing are now also infected with HIV**. Ask those standing to share the names of those with whom they shook hands. Those who hear their name should also stand when called. Continue to do this until all of the participants are standing. If a person’s name is called more than once, remind the participants that this signifies a **re-infection**.
6. Explain that in a world of unprotected sex, **HIV can spread very quickly through the social networks of a community**. Remind participants that a single handshake does not mean that every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.
7. **Introduce the idea of prevention**. Remind participants that HIV infection can be prevented in several ways. Ask participants to see if they have an **“N” on their card**. Tell them that every person with an “N” on his or her card said “No” to sex and, therefore, is not infected with HIV. Those with an “N” may sit down.
8. Ask participants if they have a **“C” on their card**. Tell them that those with a “C” on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Those with a “C” may sit down.
9. Inform the group that those still standing **did not say “No” to sex, did not use a condom, and, therefore, are infected with HIV**. Remind the group that this is just a game and allow everyone to sit down.

#### Step 4: Discussion

1. Facilitate a discussion using the following questions as a guide:
  - *How many people started out being infected? (Remind the group again that the person who had the “X” card is not really infected with HIV.)*
  - *How many people ended up being infected?*
  - *Did the original person who was infected directly infect every person in the room?*
  - *How does this exercise help explain how HIV can spread so quickly in a community?*
  - *Did anyone realise that he or she was infected before passing on HIV to someone else?*
  - *Does anyone think in real life that HIV is often passed from one person to another without someone realising that he or she is infected? Why is this?*
  - *What actions can we take to ensure that HIV is NOT passed from one person to another?*

#### Step 5: Wrap up

1. **Take action:** Write up suggestions from the last question on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring before the next meeting. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion. Recap on what was covered: We deepened our understanding of the ways that HIV can be transmitted from one person to another.
  - We reflected on how HIV can spread rapidly in a community through sexual partners.
  - We discussed ways to prevent HIV infection.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)

## ACTIVITY 2: TAKING RISKS, FACING RISKS: HIV AND GENDER



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Reflect on the differences between women and men in the HIV risks they take and the HIV risks they face
- Identify the main reasons why there are these differences in risk between men and women



**TIME:** 75 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare the following flipcharts:

Flipchart 1: Taking Risks:

- *Who takes more risks with HIV? Women or men?*
- *Why?*
- *What can we do to help men and women reduce the risks that they take?*

Flipchart 2: Facing risks:

- *Who faces more risks of HIV? Women or men?*
- *Why?*
- *What can we do to help men and women reduce the risks that they face?*

#### Before the workshop:

- Put up Flipchart 1 and 2.

#### What you need:

- Pencils or pens

**STEPS****Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.

**Step 2: Discussion**

1. Facilitate a discussion using these questions:
  - *What are some examples of situations in which people take a risk with HIV?*
  - *What are some examples of situations in which people face a risk of HIV?*
  - *What is the difference between taking a risk and facing a risk?*

Make sure you include the Key Points (see below) in this discussion.

**Step 3: Group work**

1. Divide participants into two groups.
2. Ask the first group to discuss the questions on Flipchart 1: Taking Risks. Ask them to be prepared to report back on their answers to the large group. Remind them to start by reading the questions aloud.
3. Ask the second group to discuss the questions on Flipchart 2: Facing Risks. Ask them to be prepared to report back on their answers to the large group. Remind them to start by reading the questions aloud.

**FACILITATOR'S TIP**

Remember to ask the group to choose a coordinator to lead the discussion, a timekeeper and note taker.

**Step 4: Plenary**

1. Bring the groups back together and ask them to present their discussions to each other.
2. Then lead a discussion using these questions:
  - *What is the difference between taking risks and facing risks?*
  - *Why do men take more risks with HIV than women?*
  - *Why do women face more risks of HIV than men?*
  - *What other factors affect the risks of HIV that people take and that people face?*
  - *How can these risks be reduced?*



**Step 5: Wrap up**

1. **Take action:** Write up suggestions from the last question on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion. Make sure that the Key Points (see below) are covered. Recap on what was covered:
  - We reflected on the differences between women and men in the HIV risks they take and the HIV risks they face.
  - We identified the main reasons why there are these differences in risk between men and women.
3. **Homework:** Reflect on the risks that you may take and face and what you could do to protect yourself and others.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)

**KEY NOTES**

- **Gender norms and roles, and inequalities in power,** have a huge impact on the different HIV risks that women and men face and take. Other factors are also important – age, wealth/poverty and location (village/town) can have a big influence on the risks of HIV that people take and face.
- **Women face more risks of HIV than men because of their bodies.** Women are more likely than men to get HIV from any single act of sex because semen remains in the vagina for a long time after sex, thus increasing the chance of infection. There is also more virus in sperm than in vaginal fluid. The inside of the vagina is thin and is more vulnerable than skin to cuts or tears that can easily transmit HIV/STIs. The penis is less vulnerable since it is protected by skin.
- Very young women are even more vulnerable in this respect because the lining of their vagina has not fully developed. Forced sex also increases the chance that the vagina will tear or cut. As with STIs, women are at least four times more vulnerable to infection. Women often do not know they have STIs as they show no signs of disease. The presence of untreated STIs is a risk factor for HIV.
- **Women face more risks of HIV than men because they lack power and control in their sexual lives.** Women are not expected to discuss or make decisions about sexuality; “this is a man’s job”. The imbalance of power between men and women means that women cannot ask for, let alone insist on using a condom or any other form of protection. Poor women may rely on a male partner for their livelihood and, therefore, be unable to ask their partners or husbands to use condoms or refuse sex even when they know they risk becoming pregnant or infected with an STI/HIV.
- **Many women have to exchange sex for material favours.** This could be as obvious as sex workers, but also includes women and girls who exchange sexual favours for payment of school fees, rent, food or other forms of status and protection.
- **The many forms of violence against women (as a result of unequal power relations) mean that sex is often forced which is itself a risk factor for HIV infection.** Women who must tell their partners about STIs/HIV may experience physical, mental, or emotional abuse or even divorce. Women may give in to their partner’s wishes to avoid being yelled at, divorced, beaten, or killed.

- **Men take more risks with HIV because of the way they have been raised to think of themselves as men.** Men are encouraged to begin having sex as early as possible, without being taught about caring for themselves, thereby increasing the possible time for them to be infected. A sign of manhood and success is to have as many female partners as possible. For married and unmarried men, multiple partners are culturally accepted. Men can be ridiculed and teased if they do not show that they will take advantage of all or any sexual opportunities.
- **Competition is another feature of living as a man, including in the area of sexuality** – competing with other men to demonstrate who will be seen to be the bigger and better man. Another sign of manhood is to be sexually daring, which means you do not protect yourself with a condom, as this would be a sign of vulnerability and weakness. Many men believe that condoms lead to a lack of pleasure or are a sign of infidelity and promiscuity. Using condoms also goes against one of the most important signs of manhood – having as many children as possible.
- **Men seek younger partners in order to avoid infection and in the belief that sex with a virgin cures AIDS and other diseases.** On the other hand, women are expected to have sexual relations with or marry older men, who are more likely to be infected.

(Additional Source: WHO Fact Sheet No 242, June 2000 – Women and HIV/AIDS.)



## ACTIVITY 3: IMPACT OF HIV AND AIDS<sup>19</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Reflect on the personal impact of HIV and AIDS
- Identify roles that men can play in reducing the impact of HIV and AIDS



**TIME:** 75 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare these flipcharts:

#### Flipchart 1: Taking Risks:

- *In what ways would it change your life if you had HIV?*
- *What would be the most difficult thing about being infected with HIV? Why?*
- *If you had HIV, what changes would you want to make in your romantic and intimate relationships?*

#### Flipchart 2: Write the questions:

- What is it like as a woman to live with HIV and AIDS?
- How are women affected by HIV and AIDS?

#### Flipchart 3: Write the questions:

- *What is it like as a man to live with HIV and AIDS?*
- *How are men affected by HIV and AIDS?*



### STEPS

#### Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

<sup>19</sup> Adapted from: *Life Planning Education*, Center for Population Options, Washington, DC, 1985.

### Step 2: Work in pairs

1. Put up Flipchart 1. Read the questions out loud to all participants.
2. Explain that each person must have a chance to answer these questions (2 minutes each for each question – they should both keep a check on the time).

### Step 3: Plenary

1. Facilitate a discussion using the following questions:
  - *How did you feel answering the questions?*
  - *How do people living with HIV that you know deal with living with the virus?*
  - *How do people who do not know their HIV status think about what life would be like if they were HIV-infected?*

### Step 3: Group work

1. Put up Flipcharts 2 and 3. Read the questions out loud to all participants.
2. Explain that you will now look more closely at the differences between the impacts of HIV and AIDS on women and on men. Divide into two groups:
3. Group 1: Discuss the questions on Flipchart 2.
4. Group 2: Discuss the questions on Flipchart 3.

### Step 4: Plenary

1. Ask each group to present the highlights of their discussion.
2. Then lead a discussion using the following questions:
  - *What are the main differences between women and men in terms of living with HIV and AIDS?*
  - *What are the main differences between women and men in terms of being affected by HIV and AIDS?*
  - *How can men get more involved in caring for people who are living with HIV and AIDS and reduce the burden of care that women carry?*
  - *What other roles can men play in reducing the impact of HIV and AIDS on women and on other men?*

### Step 5: Wrap up

1. **Take action:** Write up suggestions from the last two questions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion. Make sure that the Key Points (see below) are covered. Recap on what was covered:
  - a. We reflected on the personal impact of HIV and AIDS.
  - b. We identified roles that men can play in reducing the impact of HIV and AIDS.
3. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### RECAP ON THEME 4:

1. Together with participants, **recap on Theme 4**. Put up all the *Action Charts* for Theme 4.
2. **Discussion:**  
Facilitate a summing up discussion, using these questions as a guide:
  - *What did you learn in Theme 4?*
  - *What were the main take-away messages?*
  - *What do you know, think, feel, do now, which you did not know, think, feel and do before?*
  - *Do you have a better understanding of the following:*
    - How HIV can be transmitted from one person to another and can spread rapidly through sexual partners?
    - How to prevent yourself from becoming infected with HIV?
    - What are the main reasons that there are differences between women and men in the HIV risks they take and the HIV risks they face?
    - What are the personal impacts of HIV and AIDS?
    - What roles can men play in reducing the impact of HIV and AIDS?
3. **Gallery walk:** Do a quick walk around the Action Charts for Theme 4 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 4.
4. **Closing circle** (only if it is the last session of the day – see notes in Introduction)



### FACILITATOR'S NOTES

- This activity can be very personal and emotional. There may be participants who are living with HIV or who have close friends or family members who are living with HIV and AIDS.
- Remind the group that it is OK to pass on a question and encourage the participants to only share the information that they feel comfortable sharing.
- If participants do not feel comfortable talking about this in pairs, another option is to ask individuals to think about the first set of questions on their own and then go on to step 3.
- Remember that men and women's experience of HIV and AIDS will also be affected by age, class, caste, ethnic and other differences.



### KEY POINTS

- **Women are more heavily affected by HIV and AIDS than men.** They are usually responsible for the health care of all family members. Care is only one of the many activities that women are usually expected to do in supporting and taking care of the family. This care is provided for free but it has a cost! During illness or caring for ill people, women cannot do their other work and this has a serious impact on the long term wellbeing of the household. Care does not end with the death of the husband/child/sister. Women are often blamed for not having cared for the husband enough, some are even accused of being a witch. Care of orphans often lies with grandmothers and aunts.
- Women carers are often living with HIV themselves. Living with the discrimination and stigma increases stress.
- Women bear a burden of guilt of possibly having infected their children.

- **Gender roles affect the way that men deal with HIV and AIDS.** Gender roles can harm the health and wellbeing of men living with HIV. For instance, research has shown that even when men might want to participate in care and support activities, they may choose not to because of fears that, if they did, other men might ridicule them for doing women's work. Similarly, gender roles encourage men to think of seeking help as a sign of weakness. This discourages men from getting tested, using ARVs or from using support groups. This belief can also limit the amount of support men provide to others dealing with HIV and AIDS. These same gender roles also increase the likelihood that, instead of seeking support, men might rely on alcohol, drugs or perhaps even sex to deal with feelings of despair and fear.
- **Men can play a greater role in reducing the impact of HIV and AIDS.** We need to work with men to help them and challenge them to get more involved in care and support activities. Men can also talk with the women in their lives about sharing the tasks in the family or household more equally so that the burden is not all on women. Men have a critical role to play in supporting other men to deal with HIV and AIDS, both emotionally and practically.

#### Conclusion to Module 1

Module 1 focused on gaining an understanding of gender roles, relationships, attitudes, values and behaviour. The aim was to reflect on how gender shapes our values, attitudes, behaviour and relationships, to analyse gender norms, and to become aware of changes we could make in our own attitudes, behaviour and relationships so as to contribute to gender equality and wider social justice. In Module 2 we focus on the actual action participants can take to change their attitudes, thoughts and behaviour to work towards gender equality.

## FINAL ACTIVITY FOR MODULE 1: TAKING ACTION: MAKING A DIFFERENCE



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Identify goals, commitments and strategies for personal action
- Identify the skills and support they have and need to take action



**TIME:** 30 minutes



### STEPS

#### Step 1: Recap and introduce the activity

1. **Work individually or in pairs:** Each person should record (write or draw) what changes they will make on a personal level.
2. Ask those participants who feel comfortable to share some examples with the group.
3. **Work in small groups.** Each group discusses and agrees on what changes they can make together as a group of peers.
4. **Plenary:** Bring the groups back together and ask for a few volunteers to share the commitments and strategies identified.
5. **Take action:** Write up suggestions on a group Commitment to Action Chart.
6. **Remind** people that it's always easier to make commitments than to implement them. Ask what support they think they'll need to act on their commitments.
7. **Sum up:** Ask them to agree on a date when they'll meet with at least one other group member to discuss the progress to date.





## HANDOUT: **Group Commitment to Action**

What changes can we make together as a group of peers?

What support do we need?

## ANNEX 1: Staff workshop participation list

Name	Please select which category you fall under						Please tick box below which best describes your role in Concern						Please tick days you were present at workshop						
	National <b>MALE</b>	National <b>FEMALE</b>	International <b>MALE</b>	International <b>FEMALE</b>	Management	Non-Management	<b>Programme</b>	<b>Finance</b>	<b>HR</b>	<b>Transport</b>	<b>Logistics</b>	<b>Security</b>	<b>Other</b>	Day #					
														1	2	3	4	5	
1																			
2																			
3																			
4																			
5																			
6																			
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19																			
20																			
<b>Totals</b>																			

## ANNEX 2: Community participation list

Month											
Group Name											
Location											
Name of Facilitator											
Name of Participant	Sex M F	Workshop #		Workshop #		Workshop #		Workshop #		Workshop #	
		—		—		—		—		—	
		Date:		Date:		Date:		Date:		Date:	
		Observed By Coach		Observed By Coach		Observed By Coach		Observed By Coach		Observed By Coach	
		Modules Covered		Modules Covered		Modules Covered		Modules Covered		Modules Covered	
Please tick if participant was present at each workshop											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
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19											
20											
Totals											



## COMMENTS AND OBSERVATIONS:

Workshop 1:
Workshop 2:
Workshop 3:
Workshop 4:
Workshop 5:

## MODULE TWO: Enabling Change



**Major focus:** Having gained a deeper understanding into gender issues and gender equality in Module One, this module is now aimed at taking action and at strengthening the capacity of participants to 'make the change'.

Participants are encouraged to look at their own attitudes and behaviour (particularly as men) and embark on personal actions to put change into practice before engaging with the community. Part of this is understanding how to take what they have learnt about gender transformation into their relationship with their partner, family and friends, who have not been through the same process of reflecting on, and changing, their own values, attitudes and behaviour towards gender roles and norms.

**Target participants:** Module Two can be rolled out for all staff who have completed Module 1 and then subsequently implemented at community level.

There is one theme in this Module.

### THEME 1: MAKING THE CHANGE



#### NOTE TO FACILITATORS ABOUT THEME 1



#### OBJECTIVE

**By the end of Theme 1, participants should be able to:**

- Reflect on the influence that fathers or other male authority figures have on our lives, and how to build on the positive aspects and address the negative impacts
- Identify alternatives to violence that men can adopt
- Identify what men can do in various key roles to enhance the health and well-being of their family, friends and community
- Identify the role that men can play as active bystanders in stopping men's violence, and the support needed in this role



#### THEMATIC CONTENT:

- **Well-being:** how it relates to access to food, safe drinking water, sanitation facilities, health, adequate shelter, education, safety (reducing violence) and rights.
- **Power and privilege:** how power is socially constructed and can be used and abused; how power and powerlessness are interconnected; and how power is linked to privilege and access to opportunities, rights and resources.
- **Violence, gender-based violence and men's violence against women:** causes, and consequences for women, for men and for intimate partner relationships, families and communities.
- **Change:** what change, who makes the change, how, and who will be affected by it; the importance of communication or dialogue around change so that it is equally shared and not imposed on women by men from a position of power.

- **Courage:** a decision to act or to confront a difficult, painful, intimidating or dangerous situation. Sometimes it is a moral decision, to do the right thing. It does not mean that you are not afraid in the situation, but that despite your fear you decide to act.
- **Being an active bystander:** making a decision not to ignore a violent situation, but to take non-violent and non-threatening action to prevent, interrupt, or intervene in a situation.

## THEMATIC SEQUENCING, ACTIVITIES, TIME ALLOCATION AND GROUP RECOMMENDATION

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ACTIVITY	PAGE
<b>THEME 1: Making the Change</b>	Activity 1: My father's/mother's legacy	2 hours 30 mins	155
	Activity 2: What to do when I'm angry	45 – 60 minutes	159
	Activity 3: Positive parenting	60 mins	163
	Activity 4: A live fool or a dead hero	2 hours	167
	Activity 5: Change Maker Planning	20 mins	170
	Activity 6: New kinds of courage	75 mins	171
	Activity 7: Making change, taking action	60-90 mins	175
	Activity 8: Don't stand by, take action	75 mins	180

## ACTIVITY 1: MY FATHER'S/MY MOTHER'S LEGACY



### OBJECTIVES

By the end of this activity, participants should be able to:

- Reflect on the influence that their fathers/mothers or other male/female authority figures had on them while they were growing up
- Discuss how to build on the positive aspects of their father's/ mother's influence
- Discuss how to address the negative impacts of their father's/mother's influence so as not to repeat harmful patterns



**TIME:** 2 hours 30 mins



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.



### STEPS

#### Step 1: Introduce the activity

1. Explain that the focus of Module 1 was on gaining a deeper understanding into gender issues and gender equality. The focus on this module is on action. Participants will continue to reflect on their own values, attitudes and behaviour (particularly as men) towards gender equality. But now we will focus on the personal actions we can each put into practice to transform ourselves, as well as our relationships with our partners, family and friends, particularly as they have not been through the same process.
2. Introduce the activity by asking participants to think of an object that reminds them of their father and/or of their mother.

**Step 2: Work in pairs**

1. Ask participants to work with a partner to share the object that they thought about. They should explain why this object reminds them of their father and/or mother.
2. Ask them to discuss one positive thing that their father/mother has passed on to them, and one negative thing.

**Step 3: Plenary**

1. Ask each participant to say one positive thing about their father/mother that they would want to pass on to their children.
2. Now ask each participant to say one negative thing about their father/mother that they would rather leave behind and not pass on to their children.

**Step 4: Discussion**

1. Define the terms/concepts: Ask participants to explain what these terms mean in the family: “patriarchy” and “legacy”. Add to their definitions.



**GLOSSARY**

**Patriarchy:** A system in which the father or eldest male is head of the family, holds the power, and women are largely excluded from having any power.

**Legacy:** Something that is handed down from the past.

2. Facilitate a discussion using these questions as a guide:
  - *How is manhood and womanhood traditionally defined in our culture (especially in patriarchal cultures)?*



**FACILITATOR'S TIP**

This activity could be done in small groups. Alternatively use the fishbowl technique as follow:

1. The women sit inside a circle formed by the men.
2. Facilitate a discussion with the women using the discussion questions. Ask the men to observe and listen attentively.
3. Ask the groups to change places and facilitate the same discussion with the men.
4. Finally, the whole group reflects on the differences and commonalities in what the women and men have

- *How did these traditional definitions impact on:*
  - *the way our fathers and mothers acted in the home*
  - *related to each other as partners; and*
  - *raised their children?*
- *What kind of positive legacy do we want to pass on to our children/the next generation?*
- *What do we NOT want to leave for our children/the next generation? (What should NOT be passed on?)*
- *How can we be more involved parents?*
- *How can we break down traditional gender roles and build gender-equal parenting partnerships?*

3. Ask participants if there are any aspects of the activity that they could share with their partners or families. For example:
  - Could they share some of the negative aspects of their father's/mother's influence, so as not to repeat these harmful patterns in their present relationships?
  - Could they share the positive aspects of their fathers'/mothers' influence?

#### Step 5: Wrap up

1. **Take action:** Discuss how participants can improve some of the harmful practices they learnt from their fathers/mothers or other male/female authority figures? Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion, making sure that the *Key Points* (see below) are covered. Recap:
  - We reflected on the influence that their fathers/mothers or other male/female authority figures had on them while they were growing up
  - We discussed how to build on the positive aspects of their fathers'/mothers' influence
  - We discussed how to address the negative impacts of their fathers'/mothers' influence so as not to repeat harmful patterns.
3. **Homework:** Ask participants to try to share aspects of the activity with their partners or families, i.e. negative aspects of their father's/mother's influence, and how not to repeat this in their relationship with their children; and positive aspects of their father's/mother's influence that they can take into their relationship with their children.



#### FACILITATOR'S NOTES

This activity can have a deep emotional impact on participants who may recall violent experiences or other traumatic life events, such as abandonment. It is vitally important to give participants emotional support during this process. Here are some suggestions on how to do this:

- Form an intimate circle with participants in which they feel safer to share their experiences.
- Create an atmosphere in which participants are validated for sharing personal emotional and intimate details.
- Listen respectfully, without judgement or pressure. If there is no pressure, only those who are ready to share will do so.
- For those who share traumatic experiences, acknowledge that they were able to press on and continue with their lives despite facing such adversity.
- If a participant breaks down and cries in the group, allow him/her space to express that emotion. Consider saying something like, "Thank you for being brave and trusting us with that story. I'm sure many of the people in this room have had similar experiences and feel like you do now."
- Others in the group may also feel the need to support this person. Encourage them to do so if it feels appropriate. Often, these moments are what bind a group together.



- Explain that you are available and willing to have a private conversation after the session.
- Link anyone who may need it to professional counselling services, especially if they need to talk more about their relationship with their fathers so as to heal and learn from negative experiences, and to apply this awareness to their own roles as parents.
- Remember to acknowledge, affirm and be genuine.
- Repeat the confidentiality commitment.
- If a participant spends too much time with a story, find an opening and gently say: *“It sounds like you have a lot of experiences to share with the group. Thanks for sharing with us. Do others have any experiences they would also like to share?”*
- Recommend to all that they take care of themselves (especially immediately following the session), take time to rest, take a shower and drink enough water. Tell them it is completely normal to feel sad, tearful or emotional after remembering difficult experiences.
- It is important to note that difficulties in relationships are not always gender driven. Try to help participants identify which are gender driven and which aren't.



### KEY POINTS

- We should all try to identify those positive aspects of our life stories that we can replicate with our own children, as well as the negative aspects that we do not want to repeat.
- For our personal development we can try to replace negative experiences, attitudes and beliefs with positive ones which honour respect and equity.

## ACTIVITY 2: WHAT TO DO WHEN I'M ANGRY<sup>1</sup>



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Discuss how men can break the cycle of violence
- Discuss how men can react when they are angry so that they are not violent or destructive



**TIME:** 45 – 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare Flipchart 1 with these questions:
  - *What was the situation that made you angry?*
  - *How did you feel? What did you think?*
  - *How did you react to your feelings of anger?*
  - *What was the consequence of your reaction?*

#### Before the workshop:

- Put up Flipchart 1.



### STEPS

#### Step 1: Recap and introduce activity

1. Recap the learning from the previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

<sup>1</sup>. Adapted from "Concern Worldwide Rwanda & Men Engage "Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme" and Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.



### **Step 2: Give input and discuss**

1. Explain that sometimes when we have a conflict with others or we are upset about something, it can provoke anger. Explain that:
  - Many of us confuse anger and violence, thinking that they are the same thing.
  - Anger is a natural and normal emotion that every human being feels at some point in life, especially with one's partner.
  - Violence is a behaviour, a way that is sometimes used to express anger.
2. Ask: What are some of your triggers that can make you angry or lead to conflict with your partner? Allow participants time to share some of their triggers or issues that can cause them to become angry.
3. Explain that there are many other ways to deal with our anger besides using violence, including positive ways. Explain that we will now talk about some of the different ways that men can react when they become angry.

### **Step 3: Silent visualisation**

1. Ask participants to relax and close their eyes. Explain that you will ask them a series of questions, but they should only think silently and not respond out loud.
2. Explain that money matters are often at the centre of many disagreements between couples and can often lead to anger.
3. Ask participants to think of a money-related situation or conflict that made them angry. Ask them to silently answer these questions for themselves:
  - What happened? (*Give the group a few minutes to think silently*).
  - What were you thinking and feeling in this situation?
4. After a few moments of silence say: "Very often after we feel angry we begin to react with violence. This can happen even before we realise that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent. Think about the incident where you felt angry. How did you demonstrate this anger? How did you behave?"

### **Step 4: Small group work**

1. Divide participants into groups of 4 or 5 (maximum).
2. Explain that the groups will have 20 minutes to share their reflections about a time when they were angry. The groups should discuss the questions on [Flipchart 1](#) (read them out loud).

**Step 5: Plenary**

1. After 20 minutes, ask everyone to come back to the big group. Ask:
  - What are some of the **negative** ways that we sometimes use to deal with our anger?
  - What are some of the **positive** ways that we can respond when we are angry?
2. It is likely that some of the examples listed in the *Facilitator's notes* will be given. If not, share some of these examples with the group.
3. Explain: It is important to learn how to express our anger in positive ways, rather than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode. Healthier, more positive ways of reacting and expressing our anger can also lead to better results or ensuring everyone 'gets what they want'. By identifying the triggers which can cause us to be angry, and by thinking of new, positive ways to manage our anger, we can break the cycle the violence.
4. Facilitate a discussion using these questions as a guide:
  - When discussing money matters or other household issues, why do you think it is difficult for men and women to express their anger without using violence?
  - Very often we know how to avoid a conflict or a fight without using violence, but we don't do so. Why?
  - Is it possible to "take a breath of fresh air" to reduce conflicts? Do we have experience with this? How did it work out?
  - What can we say to someone when we're angry without offending them, especially when making household decisions?
  - Do you think these positive ways of reacting when you are angry are realistic for you to use in your own life? Why or why not?
  - Can you think of other positive ways of reacting when you are angry that are more realistic?
  - What did you learn in this activity?

**Step 6: Wrap up**

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion, making sure that the *Key Points* (see below) are covered. Recap on what was covered:
  - We discussed how we can break the cycle of violence.
  - We discussed how we can react when they are angry so that they are not violent or destructive.
3. **Homework:** Ask participants to try out more positive ways of reacting when they are angry.



### FACILITATOR'S NOTES

Examples of positive ways of responding when we are angry (from Program P – Promundo)

#### 1. Step away from the situation, leave or take a walk.

To calm down, walk away and count to 10, breathe deeply, "Take a breath of fresh air", walk around or do a physical activity. This will "cool your head" and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, they can say, "I am very angry right now and I need to leave. I need to do something now, like go for a walk, so I can release my anger. When I cool down and feel calm, I'd like to talk to resolve this."



#### 2. Use words to express your feelings without attacking.

Express anger without "attacking." For example, you can say, "I am angry because..." or, "I would like you to know..." Another example: if your partner is late in joining you somewhere at the time you agreed, a negative response would be to yell something like, "You're a fool, you're always late, and I have to wait for you all the time". A positive response would be to use words without attacking. For example, say, "I'm upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late."



### KEY POINTS

- We have a responsibility to control ourselves when we feel angry or upset.
- It is important to learn how to express our anger rather than allowing it to bottle up inside us.
- When we allow anger to build up, we tend to explode.
- Healthier, more positive ways of reacting and expressing our anger can also lead to better results or ensuring everyone 'gets what they want'.



## ACTIVITY 3: POSITIVE PARENTING<sup>2</sup>



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify when a child is misbehaving and when a child is not misbehaving
- Explain and use positive parenting techniques



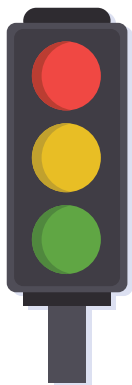
**TIME:** 60 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

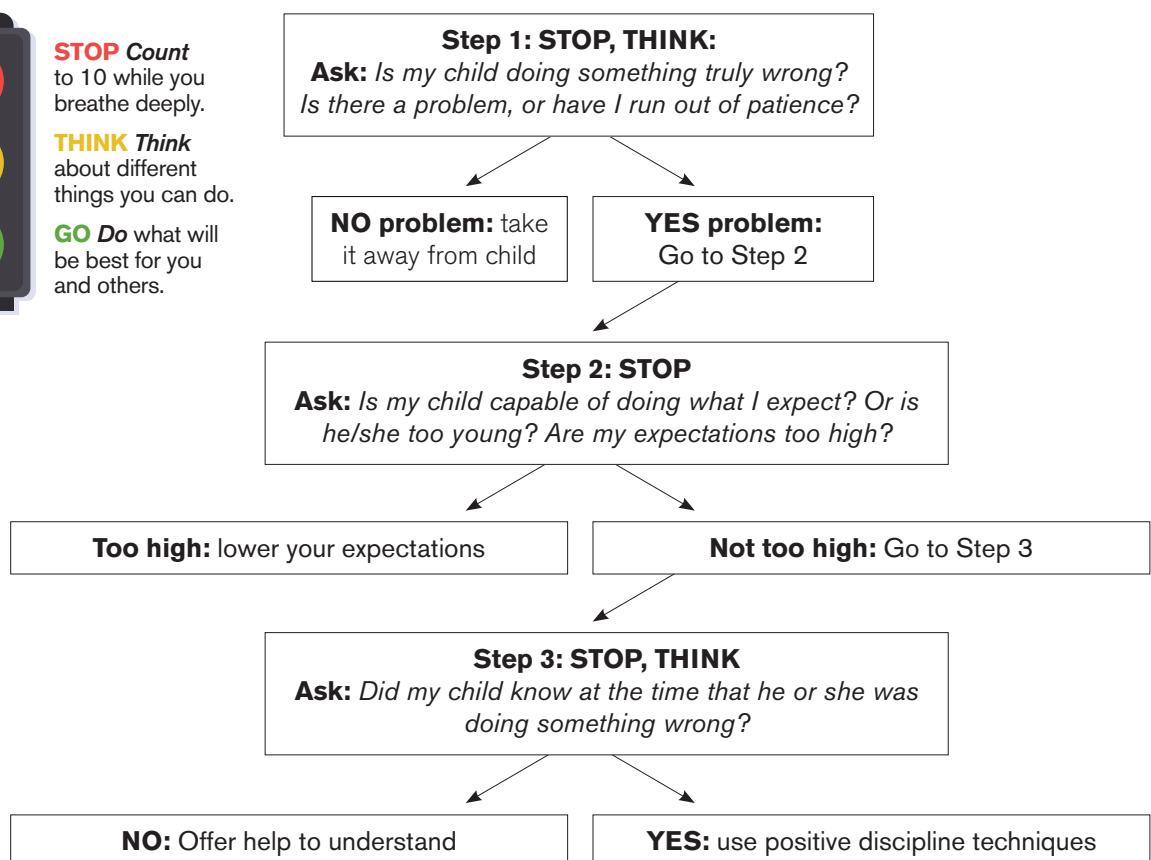
- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Prepare Flipchart 1 as follows:



**STOP** Count to 10 while you breathe deeply.

**THINK** Think about different things you can do.

**GO** Do what will be best for you and others.



<sup>2</sup> Adapted from: Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.

**STEPS****Step 1: Recap and introduce activity**

1. Recap the learning from the previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity, explaining that you will discuss and practice different positive parenting techniques.

**Step 2: Give input**

1. **Refer to Flipchart 1 and give input:** Explain that before taking any action to discipline a child, it is important to STOP and ask yourself: *Is the child doing something truly wrong? Is there a problem here, or have I just run out of patience?*
2. If NO problem, release the stress away from the child.  
If there is a problem, ask: *Is my child really capable of doing what I expect? Or is my child too young? Is my child developed enough to take this lesson on board?*
3. Explain: If you realise that your child is too young to be able to meet your expectations, you need to lower your expectations.  
If you are being fair and your child is old enough to know better, then ask: *Did my child know at the time that he or she was doing something wrong?*
4. If NO: help your child understand what you expect, why the behaviour was wrong, and what he or she can do about it. Offer to help.  
If YES, then your child misbehaved. How do you discipline your child in a positive way?
5. Read out the "Positive Discipline Techniques" information (See *Facilitator Notes*).

**Step 3: Role-plays**

1. Divide participants into groups of three or four. Ask each group to create a role-play of a realistic scene between a child and parent. In the scene, the child is misbehaving and the parent must use positive discipline to address the unwanted behaviour.
2. Give participants 10-15 minutes to plan and practice a scene.
3. Give each group a few minutes to perform their role-plays for each other.

**Step 4: Plenary**

1. After all the role-plays, ask the following questions:
  - For any of the role-plays presented, what other forms of positive discipline could have been used with the child?
  - Which technique would be the easiest to use with your own children? Why?
  - Which technique would be the most difficult to use? Why? What could you do to make it easier to use?
  - What are other non-violent and respectful ways to discipline children?
  - How can we acknowledge our children's positive behaviour?
  - How is "warmth," such as showing physical affection or saying, "I love you" to your child a form of positive reinforcement of good behaviour?
2. Give input from the Key Points (see below).
3. Ask:
  - Who do you need to "convince" in your home and community to use positive discipline?
  - How will you do it?

**Step 5: Wrap up**

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap:
  - We identified when a child is misbehaving and when a child is not misbehaving.
  - We explained and practised positive discipline techniques.
3. **Homework:** Ask participants to try out positive discipline techniques at home.

**FACILITATOR NOTES****POSITIVE DISCIPLINE TECHNIQUES\***

The type of discipline a parent uses influences the type of person a child becomes. What type of discipline do you use? What type of person do you want your child to become?

1. **Fix-up:** When children cause trouble or hurt another child, expect them to help fix it - or at least try to help. If they break a toy, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw toys around the room, ask them to put them away.
2. **Ignore:** The best way to deal with misbehaviour aimed at getting your attention is to simply ignore it. But be sure to give attention to your children when they behave well. Children need attention for good behaviour, not misbehaviour.
3. **Be firm:** Clearly and firmly state, or even demand that the child does what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as he is told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.
4. **Stay in Control:** Act before the situation gets out of control -- before you get angry and overly frustrated and before the child's behaviour becomes unreasonable.
5. **Separation:** When children irritate one another, fight, squabble, hit or kick, have them rest or play apart for a time. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behaviour.
6. **Behaviour Management:** Talk with children calmly to learn what caused a disagreement. Then talk about ways to deal with it. Come to a solution that's agreeable to both you and the children. This helps children learn to be responsible for their behaviour.
7. **Redirection:** When children become too rough, stop them, explain why you are stopping them, and suggest another activity. When they knock over liquid, give them a cloth and a pail of water to clean up the mess. When they race dangerously indoors, if possible, take them outside for a game of chase. When they throw things at each other, gather them for a story time or organise a game.

\* Text adapted from "Positive Guidance and Discipline" (1998) by Georgia Knight and Jackie Roseboro. North Carolina State University and cited in Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.

8. **Praise:** Give more attention and praise for good behaviour and less for naughty behaviour. Don't make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.



### KEY POINTS

- Positive discipline techniques are not what we are used to. They can be difficult to learn, and sometimes they don't work as immediately to quiet the child as hitting, slapping, or yelling. However, those techniques create fear and not understanding.
- Positive discipline, on the other hand, helps the child learn to become the kind of person you'd like them to be.
- Parents must be patient, as the rewards of positive discipline can take some time.
- Even though it may be a new tactic, positive discipline is a technique that everyone can use – mother-in-laws, grandfathers, cousins, teachers, etc.

## ACTIVITY 4: A LIVE FOOL OR A DEAD HERO<sup>3</sup>



### OBJECTIVES

By the end of this activity, participants should be able to:

- Discuss how for men, the idea of “getting respect” and feeling “disrespected” is often associated with conflict, confrontation and violence
- Analyse how conflict and violence between men affects women
- Identify alternatives to violence men can adopt when they feel disrespected



**TIME:** 2 hours



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Photocopy the Situations for the role-plays (one situation for each small group) – see the *Facilitator’s Notes* below.



#### FACILITATOR’S TIP

The names of characters in the situations can be changed if necessary so that they are culturally relevant to the community/ ethnic context.



### STEPS

#### Step 1: Recap and introduce activity

1. Recap the learning from the previous activity.
2. Take feedback on participant’s homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

#### Step 2: Small group work

1. Divide participants into mixed groups of 5 to 6 members. Give each group one of the Situations for the role-plays. Explain that they will need to prepare and present a short (3-5 minute) role-play based on the situation they have been given. They can add details, but the role-play should show the following:
  - An exchange of insults or an argument between men
  - The role that women play in the exchange
  - How the conflict/violence between men affects women.
2. Role-play: Give each group 3-5 minutes to perform their role-plays. After each one, allow time for discussion and comments.



#### FACILITATOR’S TIP

**Role-plays:** Some groups find it difficult to create a story or choose the actors to dramatise it. Try to create a suitable atmosphere to get things moving. Emphasise how they do not need to be “real actors” and that they do not have to worry about having a sophisticated play or story. The point is to try to make it realistic.

<sup>3</sup> Originally taken from Violence to Peaceful Co-existence, Instituto Promundo’s Project H Manual “From Violence to Peaceful Co-existence” (2002). Included in OMC manual (Activity 3.2 page 27)

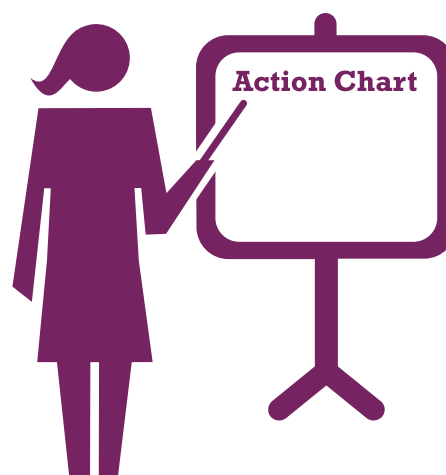


### Step 3: Plenary

1. Discussion: After all the role-plays, facilitate a discussion using these questions as a guide:
  - *Were these situations realistic? Can you share examples from your own experiences or observations of similar situations?*
  - *Why do men sometimes react this way?*
  - *When you (men) are confronted with a similar situation in which you have been insulted, how do you normally react?*
  - *How can you (men) reduce the tension or aggression in a situation like this?*
  - *What role do women play in situations of conflict and violence between men?*
  - *How are women affected by situations of conflict and violence between men?*
  - *Can a man walk away from a fight?*
  - *Do women react in the same way in similar situations? Why? Why not? Can you give examples from their own experiences and observations of non-violent ways of dealing with these types of situations?*
  - *What can men learn from women about dealing with conflict? What can women learn from men?*

### Step 4: Wrap up

1. **Take action:** Write up action points that have come out of all the discussions in this activity, on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the activity and the discussion, making sure that the Key Points (see below) are covered. Recap:
  - We discussed how for men, the idea of “getting respect” and feeling “disrespected” is often associated with conflict, confrontation and violence.
  - We analysed how conflict and violence between men affects women.
  - We identified alternatives to violence men can adopt when they feel disrespected.
3. **Homework:** Ask participants to:
  - Reflect on how conflict and violence between men in their own lives affects women?
  - Identify alternatives to violence that they can adopt when they feel disrespected?





### FACILITATOR'S NOTES

#### Situations for discussion

<b>A.</b>	A group of friends is in a bar. A fight begins between one of the men and another man when...
<b>B.</b>	A group of guys are playing football after school. Trevor accuses Ronny of fouling him and pushes him in front of all the other players. Ronny responds by...
<b>C.</b>	A group of friends go out dancing. One of them, John, sees that another guy is staring at his girlfriend. A fight begins when John...
<b>D.</b>	A group of friends are at a football game. They are fans of the same team. A fight begins when another fan of the opposing team arrives and...
<b>E.</b>	Mathew's new girlfriend wants to have sex. He's not sure that he's ready. She asks him, "What kind of a man are you?" He responds by...



### KEY POINTS

- Respect and honour are often associated with conflict and violence among men. Research suggests that many killings among young men begin with verbal discussions – whether about a football game, a girlfriend, or an insult – and all too often escalate to violence and even homicide.
- It is important to be aware of how men and boys sometimes act in these ways; how such behaviour may give rise to violent incidents, and how it is possible to change such behaviour.



## ACTIVITY 5: CHANGE-MAKER PLANNING



### OBJECTIVES

By the end of this activity, participants should be able to:

- Describe the role of Change-Makers in Concern.
- Identify next steps for Change-Makers.



**TIME:** 20 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Organise for a representative from Concern to speak to participants.



#### PLEASE NOTE

this session is only applicable for programmes that will use community-based Change Makers as part of their strategy.



### STEPS

#### Step 1: Recap and introduce activity

1. Recap the learning from the previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

#### Step 2: Presentation from representative from Concern

1. Introduce the representative from Concern.
2. The representative will explain that he/she will discuss the following questions.
  - What does Concern expect from Change-Makers?
  - What activities will Concern be planning that will include Change-Makers?
  - How will Concern support Change-Makers?
  - What contact will Concern have with Change-Makers in the next two months?

#### Step 3: Wrap up

1. **Take action:** Write up action points that have come out of all the discussions in this activity, on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own *Action Chart*.
2. Sum up the activity and the discussion. Recap:
  - The representative described the role of Change-Makers in Concern.
  - The representative identified the next steps for Change-Makers.

## ACTIVITY 6: NEW KINDS OF COURAGE



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify and encourage strategies that promote healthy relationships
- Discuss ways of developing fair and more responsible sexual practices
- Identify ways of challenging and taking responsibility for men's violence against women



**TIME:** 75 minutes



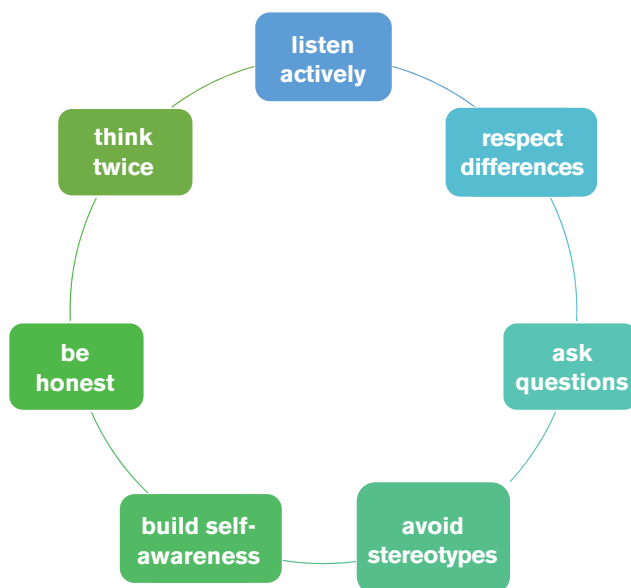
### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Create a *Scale of Courage* like the one below: 1 = Least courage and 5 = Most courage



- Prepare a set of Action Cards with the scenarios shown in the Facilitator's Notes (see below).
- Prepare Flipchart 1 with the diagram that follows



#### FACILITATOR'S TIP

Select and adapt those Action Cards that are most relevant to the context and group you are working with.

**Before the workshop:**

- Put up Flipchart 1 and the Scale of Courage.

**What you need:**

- Flipchart, tape, markers



**STEPS**

**Step 1: Recap and introduce activity**

1. Recap the learning from the previous activity.
2. Take feedback on participant’s homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

**Step 2: Discussion**

1. Facilitate a discussion on why men should be concerned about violence against women and children. Ensure the *Key Points* (see below) are covered.
2. **Define terms/concepts:** Discuss what participants understand by the term, “courage”? Can they give examples of actions they have taken where they had to have courage? Add to their definitions and examples.

**NOTE:** It is very important to ensure that participants have the correct understanding of “courage” as per the definition in the text box. This is very important as it affects the consistency of people’s answers to statements.



**GLOSSARY**

**Courage:** To take a decision, or to act, or to confront a difficult, painful, intimidating or dangerous situation. Sometimes it is a moral decision, to do the right thing. It does not mean that you are not afraid in the situation, but that despite your fear you decide to act.

*“I learned that courage was not the absence of fear, but the triumph over it. The brave person is not the one who does not feel afraid, but the one who conquers that fear.” Nelson Mandela*

3. **Brainstorm:** Together, develop a short list of actions that men can take to prevent violence, especially against women and children, and to promote gender equity in their own relationships and in the community. Write these on a flipchart.

**Step 4: Scale of Courage**

1. Explain the *Scale of Courage* and how it goes from 1 = Least courage to 5 = Most Courage.
2. Give each participant an **Action Card**. Ask them to read the card and to determine how much courage is needed to take action on a scale of 1-5. They should post their card along the scale.
3. **Gallery walk:** Once all the cards have been posted on the wall, review each one. Discuss whether the group agree or disagree with where the cards have been placed and why. Move cards around as indicated by the group.



**FACILITATOR’S TIP**

Assist participants with low literacy levels. You can read out the card to them or partner them with a literate participant.

**For example:** A participant gets the Action Card: *Call the police if you hear fighting from a neighbour's house*. The participant decides that this action requires "Some Courage" and posts it in the middle of the *Scale of Courage*. However, when you review the card, the group feels that this action would require a lot of courage because the neighbour might be arrested and know that you were responsible. You move the card closer to "Most Courage" on the scale.

### Step 5: Role-play

1. Divide into groups of six to seven people. Give each group three to four cards and ask them to prepare a role-play that depicts any one of these situations.
2. In the role-play they must be clear about what they would say and do to promote gender equality, respect for others, and healthy relationships.
3. Allow each group to present their role-play.

### Step 6: Discussion

1. Once each group has presented their role-play, discuss the strategies used to guide conversations, and actions taken to prevent violence. Add to their list from the strategies shown on Flipchart 1.
2. Ask if there are any aspects of the activity that they could share with their partners or families. For example:
  - How could they share what they have learnt about strategies that promote healthy relationships, and with whom?
  - What can men do to challenge and take responsibility for men's violence against women?
  - How can women work together to support each other and stand up against violations of their rights?

### Step 7: Wrap up

1. **Take action:** Write up action points that have come out of all the discussions in this activity, on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** by asking what participants learnt from the session. Make sure that the *Key Points* (see below) are covered. Recap:
  - We identified and encouraged strategies that promote healthy relationships
  - We discussed ways of developing fair and more responsible sexual practices
  - We identified ways of challenging men's violence against women
3. **Homework:** Ask participants to reflect on times that they could have intervened or stood up for women's rights in the past. Why didn't they do anything then? Imagine how they would react differently now. Start taking action whenever possible.



## FACILITATOR'S NOTES

### Action Cards

- *Tell a friend that you are concerned that they are going to get hurt by their partner.*
- *Tell a man who you don't know very well that you don't appreciate him making jokes about women's bodies.*
- *Tell a friend that you don't like it when he or she tells jokes about women.*
- *Walk up to a couple who are arguing to see if they need help.*
- *Call the police if you hear fighting from a neighbour's house.*
- *Tell your partner about your HIV-positive status.*
- *Encourage your son who is pursuing a career in nursing.*
- *Say something when you hear jokes that excuse or promote violence against women.*
- *Walk up to a group of men and tell them to stop harassing girls when they walk by.*
- *Tell a colleague that you think he is sexually harassing female co-workers.*
- *Encourage your son to always treat women with respect.*
- *Encourage your daughter to pursue any career she chooses.*
- *Speak to your cousin about using condoms.*
- *Tell a male friend that you admire the way he looks after his children.*
- *Tell your son that it is okay if he cries.*
- *Encourage a neighbour to seek counselling for his abusive behaviour.*
- *Tell a sexual partner you are not ready to have sex with him/her.*
- *Insist on using a condom even when your sexual partner does not want to.*



*If working with males only you can also use:*

- *Cry in public when you feel like crying.*
- *Cook for your partner and children after a long week at work.*
- *Participate in a men's march protesting violence against women and children.*
- *Put your arm around a male friend who is upset.*
- *Let your partner have the last word in an argument.*

### KEY POINTS



- Men can play a critical role in setting a positive example for other men by treating everyone with respect and challenging other men's oppressive attitudes and behaviours. Most men care deeply about the women and girls in their lives, whether they are their wives, girlfriends, daughters, cousins, other family members or friends, colleagues, fellow parishioners, or neighbours.
- When some men commit acts of violence, it becomes very difficult for women to trust any men. In other words, as a result of the actions of some men, all men are seen as potential rapists and perpetrators of violence.
- Men commit the vast majority of domestic and sexual violence and therefore have a special responsibility to end the violence. It is, in other words, men's work to act with women to end violence committed by men.

## ACTIVITY 7: MAKING CHANGE, TAKING ACTION



### OBJECTIVES

By the end of this activity, participants should be able to:

- Explain the ripple effect of personal change
- Identify personal lessons learned and changes made in this training
- Develop messages about gender equality and non-violence to send to girls and boys



**TIME:** 60-90 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.

#### Materials needed:

- Handout or flipchart with Ripple Effects of *Change-makers* diagram (see *Facilitator's notes*).
- Flipchart 1 with the following questions:
  - *What have I learned from taking part in this programme?*
  - *How have I changed from taking part in this programme?*
  - *What messages do I want to give to the women and girls in my community?*
  - *What messages do I want to give to the men and boys in my community?*
- On Flipchart 2, write these questions:
  - *How can men best use their power and privilege to promote well-being?*
  - *What can men do to be more involved in improving the well-being of family and friends?*
- On Flipchart 3, write these questions:
  - *What can women do to increase their power? What do they need to do this?*
  - *How can women promote their own wellbeing with the power that they have?*
- If working with Concern or partner staff, on Flipchart 4, write the question:
  - *What can Concern (or your organisation) do to continue these conversations among staff going forward?*



**STEPS****Step 1: Recap and introduce activity**

1. Recap the learning from the previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

**Step 2: Give input**

1. Explain:
  - The process of change is like dropping a rock into a pond. The ripples start small and close and gradually expand into wider circles that cover the whole pond.
  - Our personal changes are like the rock in the pond. Our changes ripple out as our words and actions make us role models in our families and with our friends. The next ripple out is when our words and actions become visible in the community, and we become a spokesperson. And then, when we join our words and actions with others we become advocates for social change (*See Facilitator's Notes*)
  - You are learning about being change-makers. That means you will be very important role models in your families, and you will speak to other in your community as agents of change.
  - The most important message you can share with your family and your community are the lessons you have learned and the personal changes you have made in your own life.
  - In this next activity you will practice talking about what you have learned and how you have changed, and you will create messages about gender equality and non-violence for the girls and boys in your community.

**Step 3: Work in pairs**

1. Ask participants to pair up with one person of the other sex (men and women together; put participants of higher and lower literacy together). If necessary, two men or two women can be partners.
2. Ask each pair to find a place to sit facing each other.
3. Read the questions on [Flipchart 1](#) aloud to everyone. Explain that each person will have five minutes to answer the four questions. They should imagine that they are talking to their family or friends.

**Step 4: Plenary**

1. Give each pair a chance to very quickly present only the last two questions about the messages they want to give girls and boys in their community.

**Step 5: Group work**

1. Divide the group into smaller single sex groups
2. Ask the men to answer the questions on [Flipchart 2](#) and the women to answer questions on [Flipchart 3](#). Both male and female staff should answer questions on [Flipchart 4](#).

**FACILITATOR'S TIP**

When participants work in pairs, explain the following:

1. They must first decide who will speak first and who will listen first.
2. You will give them warning about the time they each have.
3. You will tell them when to switch roles.

### Step 6: Plenary

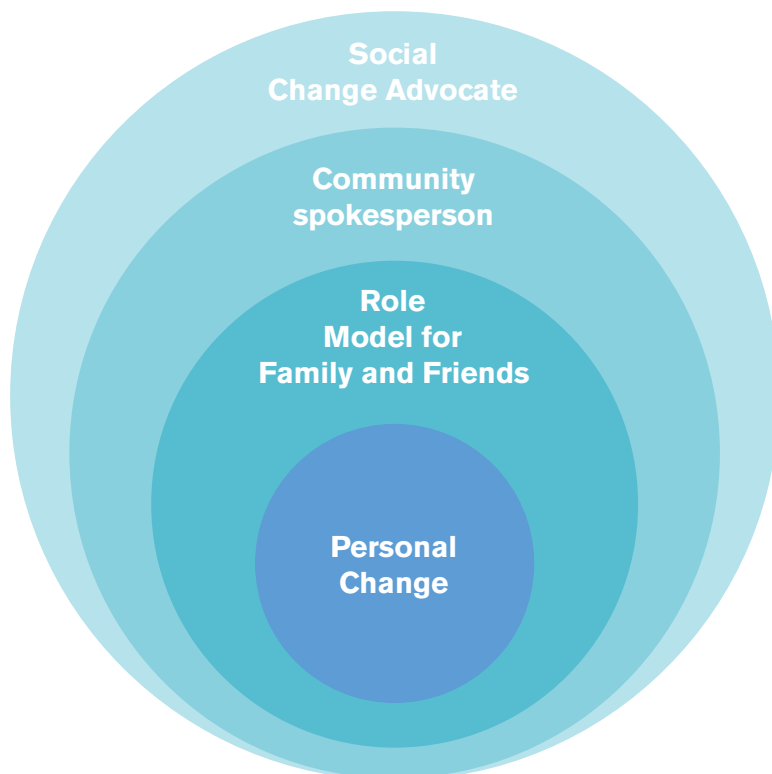
1. Bring everyone back together. Each group has a chance to put up their flipchart and report back on their discussion. After each report-back, allow a few minutes for questions and make comments.
2. Facilitate a discussion about the concept of **making changes** to help promote well-being. Ask participants to reflect on the following:
  - *How does change come about – in yourself; in another person; in your family; in your community?*
  - *What change/s do you want to make in yourself? What action/s can you take to begin this process?*
  - *What change/s do you want to help another person make (e.g. a partner)? What action/s can you take to begin this process?*
  - *What change/s do you want to help your family make? What action/s can you take to begin this process?*
  - *What change/s do you want to help your community make? What action/s can you take to begin this process?*
  - *What support do you need to make these changes? Who can give you this support?*
3. Brainstorm: Ask the group to discuss how change comes about? Add to their ideas – refer to the Key Points (see below). Emphasise that change is an ongoing process that starts with each person and then extends outwards to others.

### Step 7: Wrap up

1. **Take action:** Work individually or in pairs to share or record what changes they will make on a personal level.
2. Ask those participants who feel comfortable to share some examples with the group.
3. **Work in small groups.** Each group discusses and agrees on what changes they can make together as a group of peers.
4. **Plenary:** Bring the groups back together and ask for a few volunteers to share the commitments and strategies identified.
5. **Take action:** Write up suggestions on a group Commitment to Action Chart.
6. **Sum up** the activity and the discussion, making sure that the Key Points (see below) are covered. Recap:
  - We explained the ripple effect of personal change
  - We identified personal lessons learned and changes made in this training
  - We developed messages about gender equality and non-violence to send to girls and boys
  - We identified what men can do in various key roles to promote the well-being of their family, friends and community.
  - We identified men's role in promoting sexual health and in the prevention of HIV, STIs and unintended pregnancies.
7. **Homework:** Ask participants to try to send the messages about gender equality and non-violence to girls and boys in their households and in the community.



## FACILITATOR'S NOTES

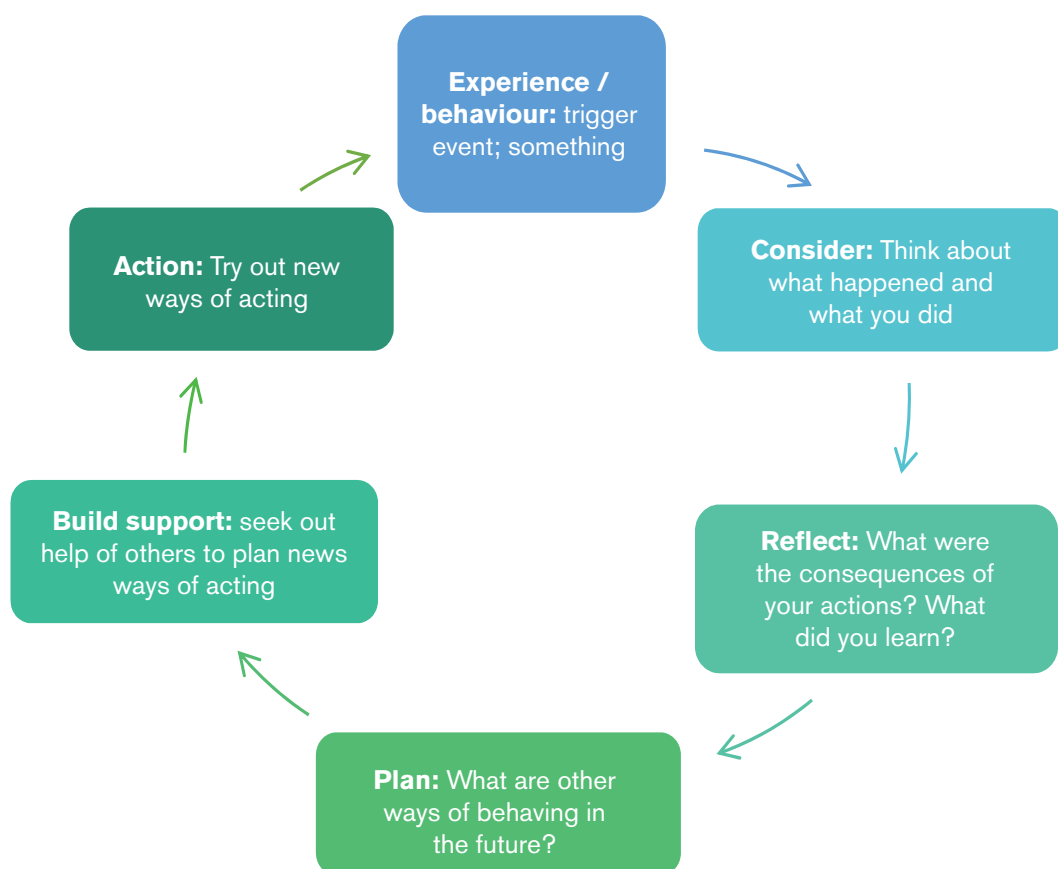


## KEY POINTS

- Men can use their privilege and power in several ways to enhance the well-being of family, friends and community. In particular, they can use their power to prevent HIV/STIs and unintended pregnancies.
- The most immediate role men have in sexual health is in their own sexual lives.
- The privilege that men are granted because of their gender gives them power over women in sexual decision making. With power comes responsibility. Men can use this responsibility to protect themselves and their sexual partners from HIV, STIs and unintended pregnancies.
- But men also have power in the family, community, and workplace. They can use this power to promote HIV prevention, and support gender equality in order to reduce women's sexual vulnerability.
- Acting in their roles in the family and community, one of the biggest contributions men can make to HIV prevention, is to promote gender equality.
- Women's lower social, economic, and political power is the basis of their greater vulnerability to HIV. Increasingly, HIV and AIDS is becoming a women's disease in Africa and other areas where there is extreme poverty.
- Women also have a role to play in making positive changes at home. Women can start by identifying what they want and what they need and then uniting to communicate this to each other and to their spouses.

- In taking action on HIV, men need to listen to women, act as allies rather than protectors, and challenge sexist attitudes, behaviours, and policies.
- Change is an ongoing process that starts with each individual person. There are different situations that can trigger change, and there are different stages in the process. But generally we can see the process as being similar to this:
  1. There is a trigger, for example, something happens in the person's environment, or the person experiences something, or something happens in the person's behaviour, thoughts and feelings.
  2. This encourages the person to reflect on what has happened, why it happened, the consequences and so on, to try to make meaning out of it.
  3. The person plans other ways of behaving in the future, and may seek out the help of others.
  4. He or she tries these out to have new experiences.
  5. Then the cycle begins again.

**We can show it like this:**



## ACTIVITY 8: DON'T STAND BY, TAKE ACTION



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify the roles that men and women can play as active bystanders in stopping men's violence
- Identify the support that will help men and women take on these roles as active bystanders.



**TIME:** 75 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels (see Introductory notes for ideas).
- Prepare Action Chart/s.
- Copies of handouts for each participant:
  - *What You Can Do as Active Bystanders*
  - *Scenarios*

#### What you need:

- Flipchart, markers
- All the Action Charts from Theme 1 of this module



### STEPS

#### Step 1: Recap and introduce activity

1. Recap the learning from the previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity. Start by defining terms/concepts: First ask what the term bystander means? Then ask what participants think an active bystander is. Add to the explanation.



### GLOSSARY

**Bystander:** A person who for example witnesses a situation, such as an emergency, crime, abuse or violence, and decides to either give assistance, do nothing, or contribute to the negative behaviour.

**Active bystander:** Someone who witnesses a situation and decides to take action and not ignore it. The person, might, for example, decide to prevent, interrupt, or intervene in a situation in a nonviolent, nonthreatening way, for example by facilitating a discussion between the people involved.

### Step 2: Discussion

1. Ask participants to think of situations and share examples of people taking on the role of an active bystander. Discuss the examples, using these questions as a guide:
  - *What did the active bystanders do?*
  - *Why was it important that they took some form of action?*
  - *Why is it so important that men take more action as active bystanders to stop other men's violence?*
2. **Brainstorm:** On a flipchart list some of the things mentioned that men and women can do as active bystanders to stop violence in their community. Ask:
  - *What could be the challenges faced by men and women as bystanders in responding to these situations?*
  - *Are there any differences in the challenges faced by men and women?*
3. **Discussion:** Explain that one of the challenges of men taking on the role of active bystander is that this role can get confused with the sexist idea that men are supposed to protect women. Ask:
  - *What problems do you see with the idea that men are supposed to protect women?*
4. Brainstorm some of the main reasons men give for not being more active bystanders who try to stop men's violence.
5. Give each participant the **Handout: What You Can Do as Active Bystanders**. Go through the handout with participants.

### Step 3: Small group work

1. Give each group one of the *scenarios* to prepare as a short (2 – 5 minute) role-play. Tell them not to discuss the questions yet (they will do this a little later).
2. Explain that the role-play must illustrate a conversation between a reluctant bystander and a friend who persuades him to become active and take action.
3. Give each group a chance to perform their role-play. Afterwards, people can comment or ask questions.

### Step 4: Plenary

1. Bring the groups back together for a discussion, using these questions as a guide:
  - *In the role-plays, what worked well and what didn't work so well when it came to persuading the person to become an active bystander?*
  - *How can we persuade more people to become active bystanders? What stops men from being more active bystanders?*
  - *What is needed to help men become more active bystanders?*

### Step 5: Small group work

1. Ask participants to work in the same small group again, on their same scenario.
2. This time they should discuss the scenario questions.

### Step 6: Plenary

1. Ask each group to share only the highlights of their discussions.
2. Summarise the discussions. Highlight how important it is for men and women to become more active bystanders, what kind of action they can each take, and the support they might need to take this action.

### Step 7: Wrap up

1. Remind the group about the service mapping that may be available and point out the options available to community members should they want to seek support or services, or in order to direct someone who needs support to appropriate services.
2. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
3. **Sum up** the activity and the discussion, making sure that the *Key Points* (see below) are covered. Recap:
  - We identified the roles that men and women can play as active bystanders in stopping men's violence.
  - We identified the support that will help men take on these roles as active bystanders.



#### FACILITATOR'S TIP

Concern staff, your role is not to counsel people who need support. Your role is to link them up with services that are available. If no services are available then your role is to help them identify other support within their community.



### RECAP ON THEME 1:

1. Together with participants, **recap on Theme 1**. Put up all the Action Charts for Theme 1.
2. **Discussion:** Facilitate a summing up discussion, using these questions:
  - What did you learn in Theme 1?
  - What were the main take-away messages?
  - What do you know, think, feel, do now, which you did not know, think, feel and do before?
  - Do you have a better understanding of the following:
    - *What influence fathers or other male authority figures have had on our lives, and how to build on the positive aspects and address the negative impacts?*
    - *The alternatives to using violence?*
    - *What men can do in various key roles to enhance the health and well-being of their family, friends and community?*
    - *What role men and women can play as active bystanders in stopping men's violence?*
3. **Gallery walk:** Do a quick walk around the Action Charts for Theme 1 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 1.

**FACILITATOR'S NOTES****Scenarios****Scenario 1: Boys will be boys**

You are walking down a street and see a group of male construction workers verbally harassing a woman.

*Questions for discussion:*

- What can you do in this situation?
- What possible consequences may happen:
  - To you?
  - To the woman?
  - To the men?
- Could anything be done to prevent this situation?

**Scenario 2: Neighbourliness**

Your neighbours are a married couple. You often hear them arguing. One night, you are asleep and are woken by the sounds of the husband shouting and the wife screaming as if she is being hurt.

*Questions for discussion:*

- What can you do in this situation?
- What possible consequences may happen:
  - To you?
  - To the woman?
  - To the man?
- Could anything be done to prevent this situation?

**Scenario 3: Party**

You are with some friends at a house party. One of your male friends is talking about how he is always getting with “hot chicks”. You have heard from other people that he doesn’t always treat women with respect. You notice one of your female friends is very drunk and is being sweet-talked by this guy. You see them leaving the party and go outside.

*Questions for discussion:*

- What can you do in this situation?
- What possible consequences may happen:
  - To you?
  - To the woman?
  - To the man?
- Could anything be done to prevent this situation?



**Scenario 4: Across the street**

You are at a friend's house watching television. You hear a woman's voice screaming for help. You and your friends run outside and see a man forcing a woman to have sex in the park across the street. You are not sure if he has a weapon or not.

*Questions for discussion:*

- What can you do in this situation?
- What possible consequences may happen:
  - To you?
  - To the woman?
  - To the man?
- Could anything be done to prevent this situation?

- Pay attention to participants' reactions to this activity. It may remind some people of experiences in their own lives—when they were a target of violence and bystanders did not do enough to stop the violence, or when they were a bystander and they did not do enough to stop the violence. Remind participants that it is okay to step out of the activity to take care of themselves.



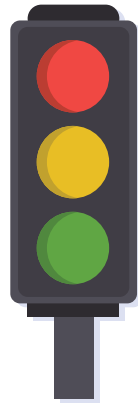
**KEY POINTS**

- Violence occurs every day, but many people prefer to ignore it or deny it, especially men's violence against women. An active bystander is someone who chooses not to stand by and let the violence continue, but takes some form of action to help stop the violence.
- Reducing the level of violence in society will require many more men and women to step up as active bystanders. While we encourage both men and women to be active and not just bystanders, most violence is committed by men, and many men are more likely to listen to another man than to a woman. These two facts make it essential that more men get involved as active bystanders intervening to stop other men from being violent.
- It may be that men and women take on different essential roles in being active bystanders. These may take into account feelings of safety, access to those involved, who is most likely to be listened to in each situation, access to resources and services etc. By working together, men and women will be able to respond more effectively.
- It is also important to mobilise men and women with power (including government, policy makers, community, and business leaders) to think of themselves as active bystanders in the effort to end violence.
- Taking steps as an active bystander is often not easy. It is important for men and women to identify ways they can support each other in their efforts to be more active bystanders.
- Sexist gender norms expect men to be the protectors of women. One danger in the active bystander approach is that some men will think that their role is to protect women. But the male protector role only ends up reinforcing women's disempowerment, which is the goal of men's violence in the first place. A core principle of the active bystander approach is that it must strengthen rather than weaken the empowerment of those who are targeted by violence.



## HANDOUT: What You Can Do As Active Bystanders

Take non-violent and non-threatening action to **stop, step in** and **prevent** abusive and violent behaviour.



**STOP** *Count* to 10 while you breathe deeply.

**STEP IN** *Think* about different things you can do.

**PREVENT** *Do* what will be best for you and others.

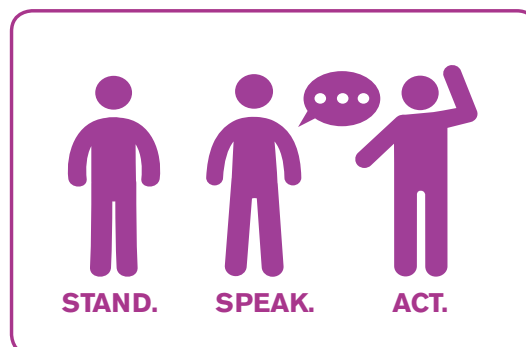
**Example:** A friend or neighbour is being verbally or physically abusive towards his partner.

### What to do:

- *Right time:* Wait for the right time to talk to him. Offer help and support.
- *Right tone:* Talk to him in private and in a calm way.
- *Right action:* Remember that there is strength in numbers.
  - Talk to a group of his friends and plan a group response.
  - Talk to a group of the victim's friends and plan a group response.
- *Right support:*
  - Go to someone you trust.
  - Explain the situation.
  - Ask for advice.

### No excuses:

- Stand.
- Speak out.
- Act.



## FINAL ACTIVITY FOR MODULE 2: ENABLING CHANGE



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify goals, commitments and strategies for personal action and for action in their own family
- Identify the skills and support they have and need to engage with their own family



**TIME:** 30 minutes



### MATERIALS AND ADVANCE PREPARATION

- Photocopy Handout: Group Commitment to Action (one per participant)



### STEPS

1. **Work in pairs or small groups.** Give each participant the handout, Group Commitment to Action. Ask them to discuss and complete the handout together.
2. **Plenary:** Bring the group back together and ask for a few volunteers to share the commitments and strategies identified.
3. **Take action:** Write up suggestions on a group Commitment to Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
4. Remind people that it's always easier to make commitments than to implement them. Ask what support they think they'll need to act on their commitments.
5. **Sum up:** Ask them to agree on a date when they'll meet with at least one other group member to discuss the progress to date.
6. To end the module explain the following:

### Conclusion to Module 2

Module 2 focused on the steps participants can take to change attitudes, thoughts and behaviour to work towards gender equality in themselves, and in their relationships with their partners and family. In Module 3 they will be introduced to facilitation skills which will help them reach out to their communities to share what they have learnt about breaking the barriers and to help people in the community take steps towards gender equality.



## HANDOUT: **Group Commitment to Action**

What changes can we make together as a group of peers?

What support do we need?



## MODULE THREE: Facilitating the Change



**Major focus:** Having started to transform their own personal gender attitudes, behaviour and values, participants are in a better position to pass on their knowledge and understanding to others. This module has two main aims and themes:

### THEME 1:

**Facilitating change:** The focus is on equipping participants with the necessary facilitation skills and methods that they can use to share what they have learnt with others and to facilitate *Breaking the Barrier* workshops.

### THEME 2:

**Gender Transformative Programming:** The focus is to introduce the Gender Equality Continuum Tool which participants can use to assess how gender-sensitive their own programmes are and make plans to enhance gender equality in these programmes.

### Target participants:

Module Three is aimed at Concern and partner programme staff.

### Aims of the module:

- To provide guidance on the important skills needed to facilitate learning and to support individuals, groups and communities through a process of change.
- To introduce various training/facilitation methods to use to help participants participate in activities and in a workshop.
- To monitor facilitation and to provide facilitators with feedback.
- To introduce and familiarise participants with the Gender Equality Continuum.
- To provide guidance on how to use the Gender Equality Continuum to examine and monitor existing programmes.
- To understand the link between gender and poverty.
- To explain how and why it is important to apply a gender lens to all aspects of our programme and project conceptualisation, development, implementation, monitoring and evaluation.

**Thematic content:**

The activities focus on the following:

- **Equality and shared leadership:** We are all full and equal learning partners in the gender transformation process, and as facilitators, it is our responsibility to provide participants with the support they might need.
- **Participation:** We encourage active participation in our workshops.
- **Representation:** We encourage meaningful decision-making, responsibility and accountability for actions.
- **Empowerment:** Participants expand their knowledge, values and skills. They understand their own rights and the rights of others; and make meaningful contributions to ensuring that everyone (especially women) realises their rights.
- **Social justice:** We encourage participants to challenge injustice and inequity, and to value diversity and fairness. They develop a sense of compassion for others.
- **Transformation:** We are engaged in a process which facilitates meaningful and positive change so that participants are motivated to better themselves and those around them.
- **Sustainability:** We encourage participants to pass on their knowledge, skill and experience to others and to keep gender equality on the agenda. Their actions lead to sustainable solutions.
- **Extreme poverty** has three dimensions that work together:
  - Lack of and/or low return on basic assets (financial, natural, human, physical, social and political)
  - Inequality (especially gender inequality, which is a consistent feature of extreme poverty)
  - Risk and vulnerability (to hazards, including weather, geology, and biological threats, disease and pests affecting humans, crops and livestock; as well as vulnerability to conflict, poor policies, poor governance, and the impacts of climate change).

THEMATIC SEQUENCING, ACTIVITIES AND TIME ALLOCATION			
THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY	PAGE
<b>THEME 1: FACILITATING CHANGE</b>	Activity 1: How to work with single and mixed sex groups	3 hours	192
	Activity 2: Creating and maintaining a positive learning environment	60-75 mins	193
	Activity 3: Teach-backs	1 hour 30 minutes per teach-back	202
	Activity 4: Reflection, Monitoring and Evaluation	30-60 mins	204
<b>THEME 2: GENDER TRANSFORMATIVE PROGRAMME</b>	Activity 1: The Gender Equality Continuum	1-1.5 days	208
	Activity 2: A gender barometer (measurement)	60-90 mins	218

## THEME 1: FACILITATING CHANGE



### NOTE TO FACILITATORS ABOUT THEME 1



### OBJECTIVE

By the end of Theme 1, participants should be able to:

- Understand the alternative options available for conducting mixed or single sex groups.
- Understand how to use the Acceptable and unacceptable behaviour and Mixed reflection session activities.
- Identify the qualities of a good facilitator.
- Create and maintain a positive learning environment that facilitates active participation.
- Demonstrate their facilitation skills and knowledge via “teach-backs” and receive feedback.



### FOCUS OF THIS THEME

This theme focuses on the facilitation skills and methods used to plan, prepare, facilitate, monitor and evaluate a learning/training experience.

**Target participants:** Module Three is specifically aimed at Concern and partner programme staff.



### ACTIVITIES AND TIME ALLOCATION

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY
THEME 1: FACILITATING CHANGE	Activity 1: How to work with single and mixed sex groups	3 hours
	Activity 2: The roles and qualities of a good facilitator	60-75 mins
	Activity 3: Teach backs	1 hour 30 minutes per teach-back
	Activity 4: Reflection, Monitoring and Evaluation	30-60 mins





## ACTIVITY 1: HOW TO WORK WITH SINGLE AND MIXED SEX GROUPS



### OBJECTIVES

By the end of this activity, participants should be able to:

- Understand the alternative options available for conducting mixed or single sex groups
- Understand how to use the *Acceptable and unacceptable behaviour* for male and female groups and *Mixed group reflection session* activities
- Practice the three sessions mentioned to repeat harmful patterns



**TIME:** 3 hours



### STEPS

#### STEP 1: Introduce the activity

- Explain that each situation and country is different, so whether you have single-sex or mixed sex groups will depend on the context within which you are working. We have included suggestions at the beginning of each module about which activities are most appropriate for single-sex and mixed sex groups. However, all of the activities can be done with single or mixed sex groups' with: The Equality Advisors will support each country programme to decide which format is best for the specific context.
- It is recommended that you draw upon any formative research that has been done at community level to understand community relationships, gender norms and power dynamics in order to inform this, or to conduct some focus groups discussions in preparation, if not. For staff, if it is not evident, ask female and male staff beforehand whether they would feel more comfortable discussing together or separately.
- If you are working primarily with **single sex** groups, then it is recommended that periodically (after 3 or more sessions and always before you bring single sex groups together), you use the activities 'Acceptable and unacceptable behaviour' and 'Mixed group reflection session' to prepare participants to come together to discuss experiences, learnings and key messages. These exercises can be used throughout the curriculum as many times as necessary firstly to assess whether men and women are ready to meet and secondly to bring them together to share, reflect and listen to each other. This gives women in particular the chance to share experiences and issues and build confidence and unity before discussing these with men. It also provides men with an opportunity to reflect and agree on adopting new attitudes in relation to how they have been interacting with women and prepares them to listen with empathy during the mixed group discussions.
- We are going to practice facilitating these sessions now.

#### STEP 2: Facilitate:

Facilitate each sessions using:

Module 1:

- Theme: Bringing single sex groups together
  - Activities 1a, 1b and 2

#### STEP 3: Clarify any issues

- Ask participants whether they have any questions relating to the use of these exercises and clarify these.



### FACILITATOR'S NOTES

- Guidance on the use of these sessions is also in the introductory section and at the beginning of the theme (Bringing single sex groups together) in Module 1.

## ACTIVITY 2: THE ROLES AND QUALITIES OF A GOOD FACILITATOR



### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify the roles and qualities of good facilitators
- Identify own areas of strengths and weaknesses in facilitation skills
- Explore how to establish and maintain an environment that is conducive to learning and participation



**TIME:** 60-75 minutes



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.
- Prepare two signs on A4 paper – Agree and Disagree (use smiley/non-smiley faces to illustrate what the signs say).



- Photocopy Handout: Facilitation Observation Tool (see Facilitator's Notes below) for each participant

#### Before the workshop:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each sign.
- Read the statements provided in the Facilitator's Notes (below) and choose 5 or 6 that you think will lead to the most discussion. Alternatively, come up with your own ideas or add statements that you think will generate discussion on the topic.

#### What you need:

- Marker pens; tape; cards or post-its (different colours if possible)



### STEPS

#### STEP 1: Introduce the activity

1. Explain that the focus of this Module is on the skills and methods they as facilitators will use to plan, prepare, facilitate, monitor and evaluate a training experience.
2. Introduce this activity about the roles and qualities of a good facilitator.

### STEP 2: Do the activity

1. Tell participants that you will read out some statements one at a time, and ask them to stand near the sign that says what they think about the statement.
2. After each statement, ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
3. Continue in the same way for each statement.

### STEP 3: Small group work

1. Ask participants to form small groups of two or three with others sitting nearby. Ask them to come up with two lists:
  - **The “dos” of good facilitation:** as facilitators, what are two or three of the most important things that we should do?
  - **The “don’ts” of good facilitation:** as facilitators, what are two to three important things that we should avoid doing or never do?
2. When they are finished, they can post all the **dos** together on one side of the wall, and the **don’ts** nearby on the other side. Ask a few participants to help arrange similar or same “dos and don’ts” together.



#### FACILITATOR'S TIP

The lists should be one to two words or short phrases. Participants can write **dos** on one colour card and **don'ts** on another colour.

### STEP 4: Plenary

1. Read out loud and discuss the dos and don'ts of a good facilitator. Then sum up the discussion talking about the role and qualities of a good facilitator.
2. Have a quick go around asking participants to say how they feel about facilitating training – do they think it will be hard, easy, challenging, exciting?
3. Give each participant the Observation Tool:
4. Explain that it is a list of the *ideal* characteristics of a good facilitator. Most of these can be learnt and improved upon through experience and practice. It is very useful for participants to reflect on their current strengths and weaknesses as facilitators, keeping in mind that all of us can always improve through self-awareness and practice.
  - Go through the checklist together, explaining each point. Ask participants to silently reflect on their facilitation skills: What are their strengths? What needs to improve?
  - Ask them to try to improve their skills in these sessions, for example, by becoming more aware of how others are responding, by listening more, and so on.

### STEP 5: In plenary, ask:

- What can we do before an activity, workshop or programme to plan and prepare?
- What do we need to do to set up the environment e.g. the venue, temperature, arrangement of the chairs, groups, resources, and so on?
- What can we do to build up trust and to make sure everyone feels free to participate? (What different tools, methods and techniques can we use?)
- What can we do when participants are tired or lose concentration? (What kinds of activities can we do to energise participants?)
- What should be done at the end of a workshop? (How do we sum up, reinforce learning and encourage participants to take action?)



## FACILITATOR'S NOTES

### Statements

- *Facilitators maintain eye contact to people they are speaking or listening to and are aware of their body language.*
- *Facilitators do most of the speaking because they are the ones with the knowledge and participants must do most of the listening.*
- *Facilitators express their prejudices in a clear and calm way.*
- *Facilitators are always aware of how they are feeling, what they are thinking and how they are behaving; and how these things affect participants and the learning experience.*
- *Facilitators are sensitive to the feelings of individuals in the workshop.*
- *Facilitators ignore group dynamics –they are just part of working in a group.*
- *Facilitators deal with emotional situations in a workshop, respectfully, firmly and tactfully.*
- *Facilitators allow some participants to dominate discussions because they are speaking on behalf of the shy participants.*
- *Facilitators never say, “I don’t know”.*
- *Facilitators never give input.*
- *Facilitators facilitate cooperative learning and power sharing.*
- *Facilitators never laugh or make a joke in workshops.*
- *Facilitators allow the group to carry on discussing issues – there is no need to pay attention to time, as long as everyone is participating.*
- *Facilitators do not allow silence in the workshop. Everyone must be talking all the time.*
- *Facilitators can never adjust the plans they have made for the session, no matter what!*
- *Facilitators create an environment in which participants feel comfortable with sharing.*



**QUALITIES OF A GOOD FACILITATOR**

QUALITIES	WHAT THEY MEAN IN PRACTICE AS A FACILITATOR:
<b>Modelling</b>	Model positive behaviour, skills, values and attitudes that you want participants to see and adopt. For example: <ul style="list-style-type: none"> <li>• Maintain eye contact.</li> <li>• Model respect and dignity.</li> <li>• Be aware of your own attitude and leave your fixed opinions and biases outside the group.</li> <li>• Ask yourself: Am I passing judgment on statements or the behaviour of participants? Am I labelling opinions as “right” or “wrong”?</li> </ul>
<b>Ability to listen</b>	Listen carefully to what is said (and what is not said), to the tone in which it is said, to the underlying meaning, and to the body language. Speak less than anyone else in the group. Often the facilitator’s comments repeat, sum up, or respond directly to what others have said.
<b>Emotional intelligence</b> <b>Understand yourself, your goals, intentions, responses, behaviours</b>	<ul style="list-style-type: none"> <li>• Be self-aware: recognise, control and manage your own emotions and their effects on the surrounding environment; know your strengths and limits; be confident about your self-worth and capabilities.</li> <li>• Regulate yourself: managing your own emotions and impulses; maintain honesty and integrity; take responsibility for personal performance.</li> <li>• Motivate yourself: Want to achieve results; commit to the goals of the groups and/or organisation; demonstrate initiative and optimism.</li> </ul>
<b>Social aspects– Understanding others and their feelings</b>	<ul style="list-style-type: none"> <li>• Be aware of others: be empathetic; help to develop others; promote diversity and show political awareness.</li> <li>• Social skills: use good communication skills; inspire others; bring about change; manage conflict; nurture relationships and create group synergy in pursuing collective goals.</li> </ul>
<b>Sensitivity to the feelings of individuals</b>	Be constantly aware of how participants are responding to topics, as well as of the opinions and reactions of others. Most people will not talk about their discomfort, hurt feelings, or even anger; instead, they silently withdraw from the discussion and often from the group. You need to sense (“read”) how people are feeling and understand how to respond to a situation.
<b>Sensitivity to the feeling of the group</b>	Be aware of and respond to the energy and dynamics in the group – be aware of who is dominating, who is silent, who is participating, not participating, who is being silly, etc.
<b>Respect and tact</b>	Be careful and kind if you need to take uncomfortable actions or say awkward things. The subject of gender and social transformation can evoke strong feelings and painful memories. Use tact in dealing with emotional situations respectfully and sometimes firmly.

<b>Commitment to collaboration</b>	Collaborative learning can occasionally seem frustrating and inefficient. At such times, many facilitators feel tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of co-operative learning will help the facilitator resist playing a dominating role.
<b>A sense of humour</b>	A facilitator's appreciation of life's ironies, ability to laugh at yourself and to share the laughter of others, enhances the experience for everyone.
<b>A sense of timing</b>	<b>Develop a "sixth sense" for time:</b> when to respond to a point that is being raised, and when to allow the process to unfold by itself; when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.
<b>Flexibility</b>	Plan but be willing to adjust your plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. Although every session is important, sometimes a facilitator will decide to leave out a topic in favour of giving another topic fuller treatment.
<b>Resourcefulness and creativity</b>	Each group is as different as the people who make it up. A good facilitator needs an overall programme and objectives but may also adapt these to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants themselves may suggest resources.

**What to do at different stages of a workshop or training programme to create and/or maintain an atmosphere that will help participants to participate and learn**

**STEP 1: What can we do before a workshop or activity?**

Good facilitation requires careful planning and preparation before a training workshop begins. This includes (among other things):

- Understand your own role and qualities as facilitators.
- Identify who your participants will be, what their needs are, and how they learn (this tells you how to facilitate).
- Read, plan and prepare the sessions beforehand.
- Identify the objectives of each workshop/activity to make sure you meet these.
- Plan and prepare for each activity – this might include adapting activities to suit the context, group and participants.
- Organise the logistics, such as the venue, resources and gathering up all the material and equipment needed.

**STEP 2: What can we do at the beginning of a workshop?**

- **Set ground rules:** At the start of the first session, participants develop a set of ground rules to help create a sense of safety in the group. These ground rules must be placed in a part of the room where everyone can always see them.
- **Explore expectations:** Help participants explore their expectations of you and of the workshop/training programme, to make sure that their expectations match your expectations.

- **Warming up:** At the beginning and end of each session, it is important to provide specific moments for review and reflection. Check in with participants about what they remember from the previous session, and gauge how participants are feeling about the process, content, and so on.
- **Ice-breakers:** These activities help participants (and you) to relax and create a fun atmosphere that encourages sharing and learning. There are a number of ways to approach ice-breakers. Most focus on getting each person to say something so that they start feeling comfortable talking in the group. (There are examples of ice-breakers to use in Introduction.)

### **STEP 3: What can we do to build up trust and to make sure everyone feels free to participate?**

- **Build relationships:** The facilitator must build a good relationship between him/herself and the participants, and help participants build their relationship with each other. This is done through open communication, good listening, and through care for and attention to each participant.

#### **Guidelines to help you to build relationships:**

- Maintain eye contact with ALL participants.
- Remain aware of what you communicate with your body language.
- Validate ALL responses, even if you disagree. For example: "I hear what you are saying. I think possibly we need to also consider..."
- Find the simplest way to say things. Avoid jargon.
- Listen actively to each person to help them share their experiences, thoughts and feelings more openly. Nod your head, lean forward, repeat what was said in your own words.
- Check understanding by asking questions.
- Keep discussions on track diplomatically. For example: "What you are saying is important, but we need to get back to the issue of... if we want to complete the workshop on time."

### **STEP 4: What can we do when participants are tired or lose concentration?**

To keep participants interested and energised, it is useful to have some variety in the activities we use. For example:

- Use singing and music to change the atmosphere or to energise the group, especially when you see participants are feeling sleepy or bored.
- Use art to express feelings that are difficult to talk about.
- Do a relaxation exercise or meditation exercise when you start a session, before lunch time and /or at the end of the day.
- Use energisers to change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes and are very similar to ice breakers. (There are examples of energisers to use in Introduction.)

### **STEP 5: What can we do at the end of a workshop?**

- It is very important that there is a moment at the end of each workshop or day for participants to reflect on what was learnt, how they feel about the workshop and overall process, and whether any change is needed to the process or agenda. Two good ways to facilitate this discussion are Plus/Delta and the Closing the Circle. See Introduction for more about both.

**FACILITATION OBSERVATION TOOL**

Mobiliser: \_\_\_\_\_ Village: \_\_\_\_\_

**Rate each skill component on a scale from 1 - 4:**

- 4 = excellent/very strong: Strong on all components; no improvements needed.
- 3 = strong: Minor weaknesses, but was able to meet the objectives; verbal feedback is sufficient; may need more practice in the field, to re-read the materials, or to use observed example as a case study at Facilitator meeting.
- 2 = satisfactory: More serious weaknesses which compromised the objectives of the activity/workshop; full component or major part of component was absent; CM will need to observe others doing this activity, and/or participate in in-house practice with guidance and feedback from colleagues.
- 1 = unsatisfactory: Causing more harm than good; the Facilitator will not be permitted to lead this activity without supervisory approval after intensive training.

<b>Workshop Observation</b>			
Date of Observation: ____ (DD)/ ____ (MM)/ ____ (YY)			
Workshop Exercise: _____			
Rate each skill component:	Rating (1-4)	Explain rating	Plan for addressing areas for improvement <i>Include date to be completed</i>
<b>Facilitation</b> <ul style="list-style-type: none"> <li>• Uses open-ended questions</li> <li>• Encourages participation and discussion from all members</li> <li>• Participants appear attentive and engaged</li> </ul>		Strengths:  Areas for further improvement:	
<b>Use of language</b> <ul style="list-style-type: none"> <li>• Clear, accessible, understandable explanations</li> <li>• Stated objectives of activity or workshop</li> </ul>		Strengths:  Areas for further improvement:	



Rate each skill component:	Rating (1-4)	Explain rating	Plan for addressing areas for improvement <i>Include date to be completed</i>
<p><b>Use of voice to communicate</b></p> <ul style="list-style-type: none"> <li>• Good projection and speed</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Demeanour</b></p> <ul style="list-style-type: none"> <li>• Respectful and sincere</li> <li>• Energetic and enthusiastic</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Body language</b></p> <ul style="list-style-type: none"> <li>• Makes eye contact</li> <li>• Positive facial expressions</li> <li>• Movement</li> <li>• Dress code/looks presentable</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Group management</b></p> <ul style="list-style-type: none"> <li>• Controls disruption</li> <li>• Does not allow one person to dominate discussion</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Is aware of the time allocated for the activity (for example, checks the time)</li> <li>• Paces activities well (does not feel rushed or drag)</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	

Rate each skill component:	Rating (1-4)	Explain rating	Plan for addressing areas for improvement <i>Include date to be completed</i>
<p><b>Gender content knowledge</b></p> <ul style="list-style-type: none"> <li>• Provides accurate information on gender</li> <li>• Has sufficient technical knowledge to answer questions accurately</li> <li>• Challenges harmful gender norms</li> <li>• Promotes gender equity and equality</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Non-judgmental and non-stigmatising</b></p> <p>Creates a safe space for participants:</p> <ul style="list-style-type: none"> <li>• Does not respond in a judgmental way to participant contributions</li> <li>• Addresses judgmental responses within the group</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	
<p><b>Action oriented</b></p> <ul style="list-style-type: none"> <li>• Guides participants to articulate group and individualised actions</li> </ul>		<p>Strengths:</p>  <p>Areas for further improvement:</p>	

**I shared my feedback on observation ratings and plans for addressing areas for improvement with the Facilitator.**

Observer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I received feedback on observation ratings and plans for addressing areas for improvement.**

Facilitator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ACTIVITY 3: TEACH-BACKS



### OBJECTIVES

By the end of this activity, participants should be able to:

- Demonstrate a “teach-back”
- Practise giving and receiving constructive feedback on facilitation skills

### TIME: 1.5 hours

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Assign each pair one activity to “teach-back” a few days before they have to do to practice it.
- Participants should work in pairs to **plan, prepare, practise** the activity they have been assigned. Spend time with each pair helping and making suggestions.

#### What you need:

- Flipchart, markers, tape

### STEPS

#### STEP 1: Recap and introduce activity

1. Recap the learning from the previous activity.
2. Introduce the activity.
3. Explain how the “teach-back” will work:
  - Participants will work in pairs and will have 1 hour to teach-back an activity that you will assign to them. They will then have 30 minutes to receive feedback.
  - Participants **MUST NOT** start again with welcomes, introductions, etc. each time, unless this is part of the activity they have been assigned.
  - They will do a “rolling” workshop – going from one activity to the next in a workshop – from beginning to middle to end.
  - Participants will have time to plan, prepare and practice their teach-back before they give it.
  - When the teach-backs are taking place, the rest of the group and you as facilitator will be observers – observing and noting down three things that worked well and three things that you can improve. Note, it may be more appropriate to select those who will be actually monitoring and supervising staff who will be delivering sessions to work to time during the feedback session.
  - Each person will receive feedback.

**STEP 2: Do the activity**

1. Pairs will facilitate the teach-back session to the group

**STEP 3: Give feedback**

1. After the pairs have done their teach-back, provide them with feedback. This can be done in different ways, for example:
  - Each observer verbally gives the participant feedback – privately or in the group.
  - You compile all the feedback and provide the participant with feedback – privately and also in written format.

**STEP 4: Check in**

1. Check in with each participant after the teach-backs and feedback to see how they are feeling, and to remind them to make plans to address areas for improvement.



**FACILITATOR'S NOTES**

Ensure that groups receive a similar amount of feedback where possible and ensure that it is always respectful and constructive.

## ACTIVITY 4: REFLECTION, MONITORING AND EVALUATION



### OBJECTIVES

By the end of this activity, participants should be able to:

- Discuss the importance of reflecting on and evaluating our work
- Discuss different approaches to evaluation



**TIME:** 30-60 mins



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working

#### What you need:

- Flipchart, markers, tape



### STEPS

#### STEP 1: Recap and introduce activity

1. Introduce the activity.

#### STEP 2: Discussion

1. Facilitate a discussion using these questions as a guide:
  - Why is it important to reflect on and evaluate our work as facilitators?
  - How often should we evaluate?
  - What approaches should we use?
2. Cover all the points in the Facilitator's Notes (see below).

#### STEP 3: Wrap up

1. Sum up the activity and the discussion. Have a quick go-around to see how each participant is feeling about reflection, monitoring and evaluation. Recap:
  - We discussed the importance of reflecting on and evaluating our work
  - We discussed different approaches to evaluation.



### RECAP ON THEME 1:

#### 1. Discussion:

- Do you have a better understanding of the following:
  - *The important skills needed to facilitate learning and to support individuals, groups and communities through a process of change.*
  - *The various training/facilitation methods to use to help participants participate in activities and in a workshop.*
  - *How and why facilitation is monitored and how facilitators are provided with feedback.*



### FACILITATOR'S NOTES

#### We reflect evaluate and review our work to:

- To inform our planning and preparation.
- To improve or adapt a learning experience and its activities to meet the needs of the participants.
- To improve our own facilitation skills.
- To check that we have met the objectives of an activity.

#### How often to reflect and review:

Review, reflection and evaluation should be ongoing, for example:

- At the end of each activity
- At the end of each day
- At the end of a week
- At the end of a project.

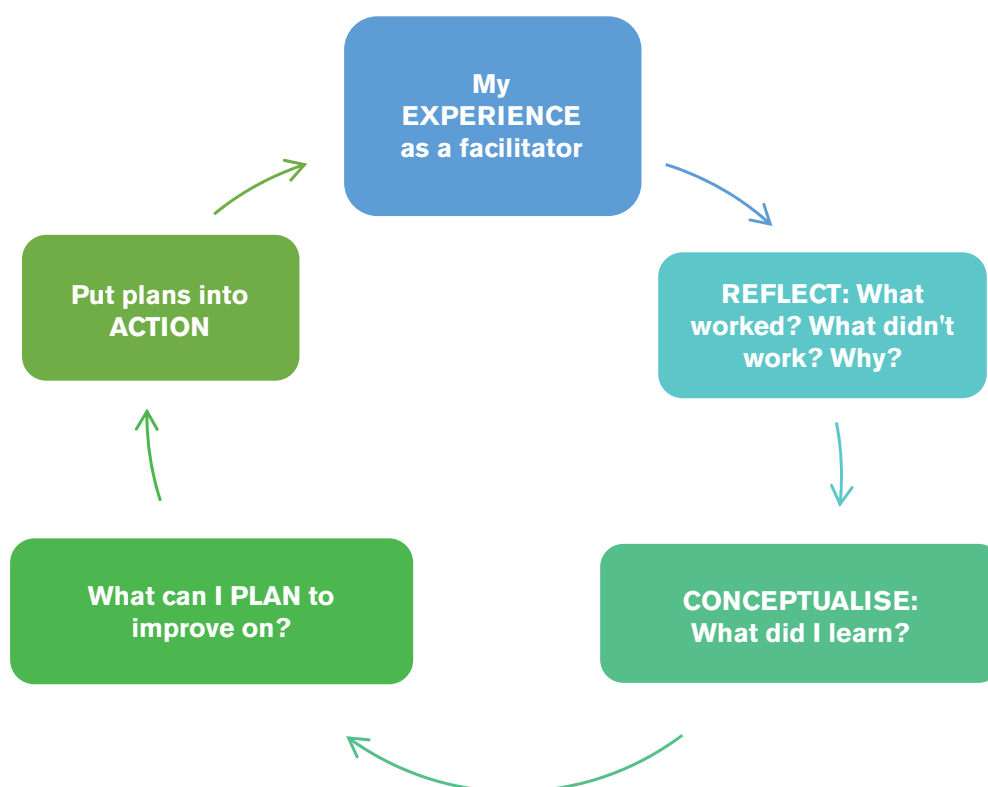
#### What approaches to use?

There are different approaches used to review, monitor and evaluate a learning experience, such as:

1. Evaluating your own planning, preparation and facilitation skills.
2. Getting feedback from participants and other stakeholders.

#### 1. Evaluating your own planning, preparation and facilitation skills

Reflection is an important process to help you improve your practice as a facilitator. Reflect by focusing on a particular issue or reflect in a more open-ended way about all the different issues related to your facilitation.



When doing your own reflections and evaluations:

- **Be as honest as possible:** You are only fooling yourself and limiting your self-development as a facilitator by ignoring the weaknesses.
- **Be realistic:** Not everything always goes according to plan. Sometimes even when it seems that nothing has worked, the participants have still learnt something.
- **Record your evaluations in writing:** This makes you think more carefully and you can use these notes in future. You cannot rely on your memory.

Use a journal to reflect on your facilitation skills. Make notes on what went well, what did not go well and how the learning experience could be improved.

## 2. Getting feedback from participants and other stakeholders

Feedback from the participants is very valuable as they are the audience for whom you are preparing the activities. You may not always like what you hear, but feedback is essential for you to know how to improve the experience for participants.

### Participant feedback can be:

- **Informal:** for example, getting verbal comments from participants after a session, individually or in small groups. One person from the group is chosen. Participants tell this person what they think about various aspects of the sessions: what they liked, what they didn't like, what they felt was useful, etc. The appointed person then provides feedback to the facilitator, without telling them who said what. While verbal and informal feedback is valuable, it can easily be forgotten or overlooked, as it is not written down.
- **Formal:** for example, written feedback forms or checklists that participants fill out.

## THEME 2: GENDER TRANSFORMATIVE PROGRAMME



### NOTE TO FACILITATORS ABOUT THEME 2



### OBJECTIVE

By the end of Theme 2, participants should be able to:

- Explain the Gender Equality Continuum
- Use the Gender Equality Continuum to examine and measure existing programmes
- Discuss how and why to apply a gender lens and integrate gender issues into all aspects of our programme and project conceptualisation, development, implementation, monitoring and evaluation



### FOCUS OF THIS THEME

This theme focuses on gender transformation in participants' existing programmes and interventions, looking at how actively they challenge gender norms and address power inequities between persons of different genders. It uses a Gender Transformative Approach to help participants create an enabling environment for gender transformation which engages both women and men. The theme explores the importance of integrating gender issues into all aspects of programme and policy conceptualisation, development, implementation and evaluation.



### THEMATIC CONTENT

- Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviours, roles and responsibilities at home, in the workplace, and in the community.
- Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfil their potential as full and equal members of society.
- Gender Equality Integration Continuum: The strategies/approaches used in programme and policy conceptualisation, development, implementation and evaluation that take gender inequalities into account, and work towards gender equality.
- Gender aware: A programme that takes gender into account and seeks to fundamentally change rigid gender norms and address the imbalances of power that lead to poor outcomes in health and wellbeing. This is most effective for working towards positive social change and gender equality.
- Gender sensitive: Being aware of the differences between women's and men's needs and their culturally determined roles, responsibilities and constraints.



### ACTIVITIES AND TIME ALLOCATION

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY
THEME 2: GENDER TRANSFORMATIVE PROGRAMME	Activity 1: The Gender Equality Continuum	1-1.5 days
	Activity 2: A gender barometer (measurement)	60-90 mins



## ACTIVITY 1: THE GENDER EQUALITY CONTINUUM

### OBJECTIVES

By the end of this activity, participants should be able to:

- Explain the different aspects of the Gender Equality Continuum
- Identify where different projects and activities fit on the continuum

### TIME: 1-1.5 days

### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working
- Prepare [Flipchart 1](#) with the three categories of the **Gender Equality Continuum** as follows:



- Prepare [Flipchart 2](#) with these questions for discussion:
  - *Has the intervention identified and taken into consideration the different needs that women and men have, and the specific barriers that they face in participating?*
  - *Does the intervention challenge gender norms and stereotypes to lead to more equitable outcomes?*
  - *Does the intervention consider any possible unintended negative consequences and how to avoid those?*
  - *Have we ensured we are not disproportionately increasing women's workload/burden?*
- Photocopies of Handout: Project Interventions (enough for each group).

#### Before the workshop:

- Put up Flipcharts 1 and 2.

#### What you need:

- Flipchart, markers, tape, coloured paper



## STEPS

### STEP 1: Introduce activity

1. Introduce Theme 2: Gender Transformative Programme (see [Note to Facilitators about Theme 2](#)).
2. Introduce this activity.

### STEP 2: Discuss

1. Ask:
  - *How important is gender sensitivity in your programme?*
  - *How do you think gender and poverty are linked?*



### STEP 3: Explain the continuum

1. **Input:** Explain that we've been exploring the importance of gender transformation, starting with ourselves, our partners and our families. We will now start to look at gender transformation in our own programmes and projects to explore how actively they challenge gender norms and address power inequities.
  - Equality is extremely important to Concern, partly because we believe it is one of the three main causes of extreme poverty.
  - We can aim for successful outcomes in our sector projects in WASH, health, livelihoods, education, DRR etc. but if we design and implement programmes that aim to achieve these goals without a gender lens, then we are not likely to achieve positive and sustainable results that will actually affect extreme poverty. We also care about inequality because we are all human beings who deserve to have their human rights fulfilled. In order to address inequality we need to be able to look at our programmes with a gender lens at all times.
2. **Refer to Flipchart 1:** Explain that this is a continuum which is used to assess how gender is addressed in programmes and projects. On the one end there are attitudes, values and behaviours which are obstacles to gender equality, and this gradually moves to the other end, to attitudes, values and behaviours that actively promote gender equality. Explain the terms 'gender blind' and 'gender aware' and the three categories with examples (cover all the points in the [Facilitator Notes](#)). Ask participants to share their own examples for each category.

### STEP 4: Group work

1. Divide participants into groups, by project team, if appropriate. Give each group one or two project descriptions to work on (see Handout: [Project Interventions](#)).
2. Explain that they should read through the project description and together determine where the project fits on the gender continuum. Refer to [Flipchart 2](#) for the questions for discussion.
3. When they have decided, they should stick their description where they believe it belongs on the continuum (on [Flipchart 1](#)).



#### FACILITATOR'S TIP

- It is recommended that groups are formed according to project teams.
- The number of case studies each group works on depends on how many groups there are and how much time you have. Make sure you have one at least one project description for each category.

### STEP 5: Plenary

1. A representative from each group reads their project intervention/s out loud and explains where they placed it on the continuum and why.
2. Ask if participants agree with the placement. If not, discuss where it should go.

### STEP 6: Group work

1. Explain to the groups that they will now discuss their own projects and the specific activities within those projects.
2. They should write each activity in their project on a piece of paper and then place it on the continuum where they think it belongs.
3. Each group comes up and explains their activity and the reasons for why they have placed it there.
4. Discuss any examples in the “exploitative” or “accommodating” categories and how they could be adapted to move further towards the “gender transformative” category.

### STEP 7: Plenary

1. **Discuss:** What is the “take home” message from this exercise? Add the following to what participants say:
  - *It is a missed opportunity to make positive change and achieve more sustainable outcomes if we do not build gender into our projects. If we do not build it in, it can have a negative effect or unintended consequences.*
  - *While we may reach our immediate project goals more quickly if we ignore gender, these gains are less likely to be sustainable.*
  - *On the contrary, if we take the opportunity to engage women on their needs, their challenges, their experiences of participating in the programme so far we will design and implement activities that meet the actual needs of women. If we meet the needs of women, we are addressing some of the inequalities that perpetuate extreme poverty. If we engage men to respect women, see them as equal, share responsibilities and workloads, share decision making, stop violence towards them and to children, women and men will be able to be much more productive to achieve programme goals together.*
  - *Equality is everyone’s concern whatever sector they are in because addressing equality addresses poverty.*
2. **Ask:** Where should gender programming start? Make sure their discussion covers the following:

The gender lens should be applied to the following stages of programming in all sectors:

- Needs assessments/contextual analysis
- Project design, including engaging men and women to better understand the context
- Proposal writing – checking the project against the gender continuum
- Monitoring project activities throughout to assess their impact on women and men
- Evaluation, using a gender lens to evaluate the specific impact and outcomes on women and men

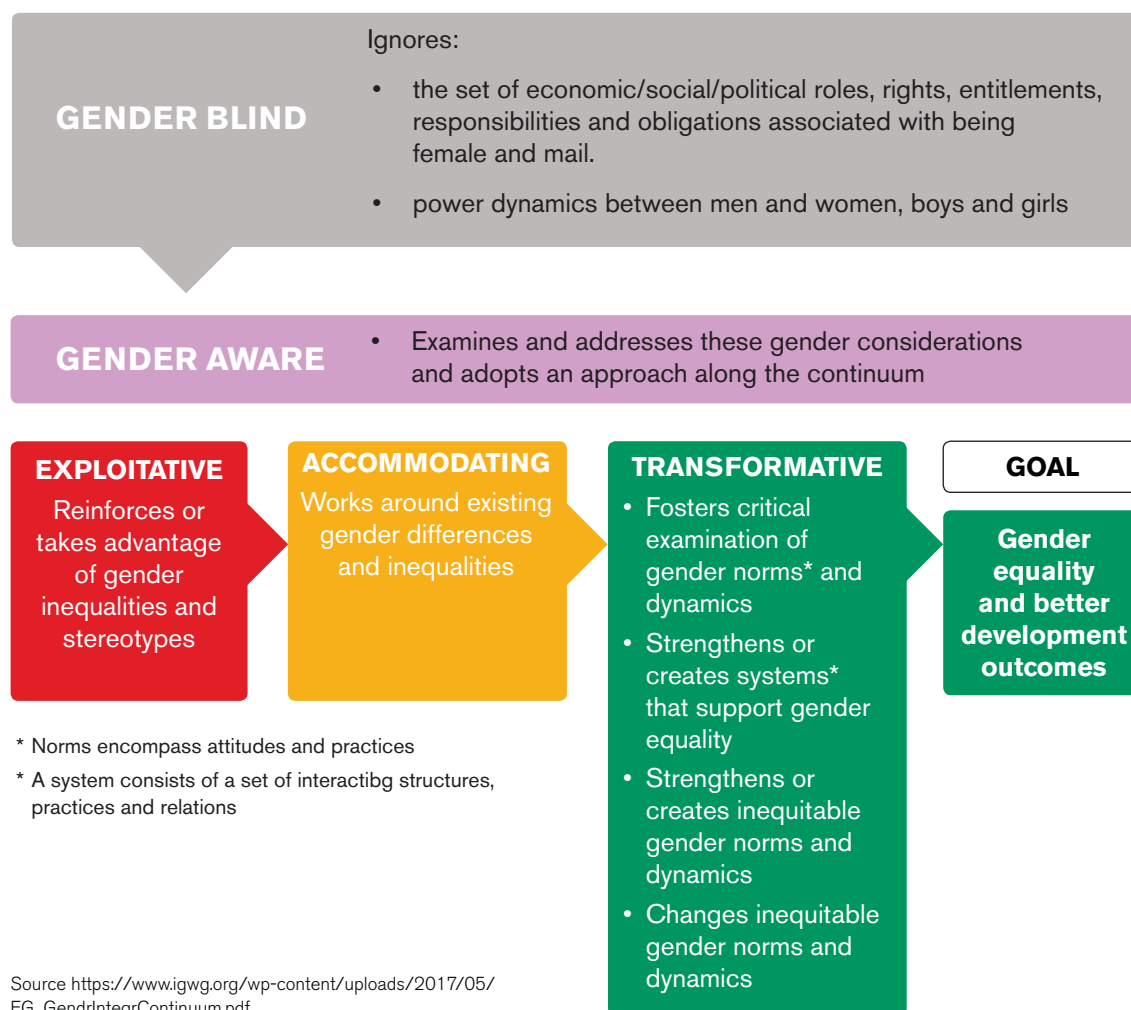
**STEP 8: Wrap up**

1. **Sum up:** End the discussion by reminding participants that we should always be working towards developing gender transformative projects, no matter what sector we are in. It may not always be possible right away, but we should aim for it. Additionally, it is important to ensure that programmes and activities are never gender exploitative even if they can assist you to reach your programme goals.



**FACILITATOR'S NOTES**

The Gender Equality Continuum consists of the following categories:



**Gender blind:** The project does not attempt to address gender. It uses a blanket approach and does not identify any differences between men and women or boys and girls that may affect their participation in the project. Outcomes may be anywhere along the continuum.

- **Example:** Livelihoods project which identified that in that particular context, it was not usual or acceptable for women to do farming activities, however, the project targeted both male and female farmers. There was no analysis, identification of different needs and barriers nor specific mention of men and women throughout the project design. It simply talked about 'farmers' as a homogenous group.

**Gender aware:** This is when gender considerations are addressed in one of the following ways:

- **Gender exploitative:** The project exploits gender inequalities and stereotypes, it perpetuates negative and harmful stereotypes and gender norms such as machoism, domination, specific gender roles and non-involvement in certain tasks; it may inequitably add to the workload of women; and overall it does some unintentional harm; all in pursuit of narrowly focused project outcomes. This will likely only achieve short-term results and may well exacerbate gender inequality.

**Examples:**

- A social marketing campaign undertaken in Latin America and the Caribbean was designed to increase condom sales. The campaign exploited social and cultural values that focused on male virility, sexual conquest, and control. It showed macho men having multiple female partners and thus reinforced gender inequality and was gender exploitative.
- A cash for work activity building roads with men and women where men use their own hard boots that they already own from regular physical labour while women work barefooted. They are being paid for the same job but their differing needs and challenges related to their gender have not been identified. As a result, women are being put in a harmful position by them participating in the activity.
- **Gender accommodating:** The project accommodates gender differences in pursuit of project outcomes. It does not challenge harmful stereotypes or norms, but it doesn't perpetuate them either. It often engages with current non-harmful norms in order to meet project objectives.
  - **Example:** A cash for work activity building roads where both men and women are programme participants but men are paid to do the harder physical labour and women are paid to do less physical labour, including looking after the children. This is still playing into existing gender roles and stereotypes but is not doing any harm at the same time.
- **Gender transformative:** The project seeks to transform gender relations to promote equity as a means to reach project outcomes, ultimately leading to equality. It builds in opportunities to challenge existing harmful gender norms and stereotypes, more fairly distribute the workload between men and women, and engage men in dialogue that will create greater equality and ultimately lead to more sustainable solutions that benefit all.

**Examples:**

- A social marketing campaign in Brazil used images of men in caring and equitable roles with the tag line roughly translated to mean "A real man...cares, respects and takes on responsibility". Though the campaign marketed condoms it also marketed a gender equitable lifestyle to young men that would also be seen as "cool". Thus it was a gender transformative intervention.
- A cash for work activity building roads where women are given opportunities that challenge existing gender norms such as supervising the men. The main objective remains to build the road, but this approach provides women with an opportunity to take on a different role. This challenges men's attitudes to see women in a different way, to see them as capable of more than what is typically expected of women. It gives women an opportunity to learn new skills, earn money, gain agency and respect from men. By engaging men in gender transformative activities such as community dialogues, men's groups etc. where they discuss masculinity, power, decision making and violence, this activity could be classed as gender transformative.



## HANDOUT: Project Interventions

### Safe Learning Model in Sierra Leone

In Sierra Leone, one project aimed to improve the learning outcomes and wellbeing of both boys and girls by addressing the negative gender norms that contribute to inequality. School Related Gender Based Violence (SRGBV) and inequality are major barriers to education of marginalized children in Sierra Leone. Children, especially girls, are exposed to significant violence within schools, families and communities. Moving through the education system girls are less likely to complete school and gain functional literacy.

Teachers, community members and parents were engaged in a reflective process to understand the root causes of SRGBV and how their attitudes, beliefs and practices impacted the way in which boys and girls were treated.

After one year of the programme, teachers were identifying positive behaviour management strategies that supported the learning and wellbeing of both boys and girls.

### Teaching and Learning Materials in Liberia

In Liberia, one project aimed to improve the quality of teaching and learning by providing textbooks and teacher guides to support learning. The teachers were trained on positive child friendly approaches and encouraged to engage both boys and girls in the classroom.

The textbooks included short passages and activities such as:

- John goes to school. Mary goes to the market.
- Circle the correct response...
  - The father in a family is responsible for...
    - a) collecting water, b) bringing home money, c) taking care of the children.

Both boys and girls were encouraged to participate in the classroom, and the learning materials included both male and female characters.

### Female Condom Promotion in South Africa

A pilot programme was designed to increase the acceptability and use of the female condom in South Africa. Historically, female condoms have been promoted to women. After acknowledging that in the African context, men dictate the terms of heterosexual encounters, the programme decided to try an innovative approach: Promoting the female condom to men via male peer promoters. This involved:

1. Male promoters demonstrating to men the use of the female condom.
2. Explaining to them that self-protection and sexual pleasure are completely compatible with the use of the female condom—especially when compared to currently available barrier alternatives.
3. Giving men female condoms to use with their female partners.

### Reducing extreme poverty and hunger in Mozambique

An integrated agriculture and nutrition project promoted two well-established community-based delivery platforms for behaviour change - Farmer Field Schools (FFS) and Care Groups (CG) and linked those with dialogue groups (DG). Couples of the DGs are already members of either a FFS or a CG and as such have a network established through which they reach out to their neighbours. The project aimed to:

- increase crop diversification and production of nutrient rich foods in homestead gardens (FFS);
- change key infant & Young Child Feeding behaviours in '1000 day' households (CG);
- increase women's control over decision-making and resources (DG).

The programme achieved the following:

- increased men's understanding of how to improve the nutritional status of women and children by practicing gender equality in the household;
- promoted men's caring roles in the home;
- promoted shared household decision making;
- increased men's understanding of the cycles of violence and how to promote non-violent, caring relationships.

### Improved Household Nutrition in Zambia

The project aimed to develop and disseminate a model to reduce maternal and child undernutrition through a multi-stakeholder, multi-sectoral approach integrating agricultural, nutrition and maternal and child health interventions. This was to be achieved by:

- increasing women's knowledge, and skills to improve household nutrition security and practices around maternal, infant and young child feeding;
- ensuring more equitable participation and decision-making using a network of male peer educators facilitating community dialogues
- promoting and integrating gender equality and women's empowerment at district level.

The external evaluator found especially worth highlighting the project's gender component. While gender is frequently hidden under "sociocultural context" and given limited attention, the approach showed that positive and lasting nutrition outcomes are achieved by addressing gender equality and women's empowerment.

The levels of women's autonomy showed improvements in all five surveyed areas: more women were earning money, (co)deciding about large investments, having a say about purchases of clothes and food, talking with husbands about the problems they face, and participating in at least one community group. In addition, the proportion of children and women consuming a diverse diet increased significantly.

Despite the qualitative survey bringing out a range of positive findings such as men increasingly helping with household chores and men being more willing to make decisions jointly with their spouses, the quantitative Gender Attitudes Scales Index recorded more moderate changes in women's attitudes.

### Campaign to Increase Male Involvement in Zimbabwe

In an effort to increase male involvement in contraceptive use in Zimbabwe, a family planning project initiated a communication campaign promoting the importance of men's participation in family planning decision-making.

Messages relied on sports images and metaphors, such as, "play the game right, once you are in control, it's easy to be a winner" and "It is your choice". When evaluating impact, the project asked male respondents whether ideally, they, their partners, or both members of the couple should be responsible for making family planning decisions.

The evaluation found that although the campaign did indeed correspond to increased contraceptive use it resulted in some unintended consequences. To quote: "whereas men were far more likely to believe that they should take an active role in family planning matters after the campaign, they did not necessarily accept the concept of joint decision-making. Men apparently misinterpreted the campaign messages to mean that family planning decisions should be made by men alone."

### Youth Outreach in the Dominican Republic

A health project in the Dominican Republic was concerned about rising STI and pregnancy rates among youth. Unable to convince the public school system to incorporate a reproductive health curriculum in the high schools, the programme decided to instead recruit volunteer peer educators to conduct charlas, or informal discussion groups. In order to do so, peer educators held after-school neighbourhood youth charlas in mixed-sex groups, to discuss issues related to dating, relationships, reproductive health, and contraception (including condoms). They also provided information on where contraceptives could be obtained.

### Female Genital Mutilation Cutting (FGM/C) Prevention Programme in Kenya

A Female Genital Mutilation Cutting (FGM/C) intervention in Kenya sought to reduce the incidence of harmful cutting. Project staff realised that creating a law that would prohibit the practice would not be sufficient on its own to address the cultural and social motivations of the community and would likely result in driving the practice "underground".

Instead, the project hired a medical anthropologist to work with the community. Through qualitative interviews with groups of women, men, and religious leaders, the project sought to understand the meaning and functions that the ritual provides to the community. Together with community members, the project staff adapted the FGM/C ritual by eliminating the harmful cutting but keeping the positive values: dance, story-telling, gift-giving, health and hygiene education. As a result, a new right-of-passage ritual has been created for girls called "circumcision with words", which has become accepted by the entire community.



### Youth Roles in Care and Support for People Living With HIV/AIDS (PLWHA)

In Zambia, one project has sought to involve young people in the care and support of People Living with HIV and AIDS. This project carried out formative research to assess young people's interest and to explore the gender dimensions of care.

The assessment explored what care-giving tasks male and female youth felt more comfortable about undertaking, as well as what tasks People Living with HIV and AIDS themselves would prefer having a male or female youth carry out.

Based on this research, the project adopted an approach that incorporates preferred tasks for young women and young men in order to develop youth care and support activities for People Living with HIV and AIDS.

### Cultural Resources and Maternal/Child Health in Mali

A child survival project in Mali, aimed at reducing death and disease rates among children and women of reproductive age, focused on using indigenous knowledge and cultural resources to increase and improve communication and health-seeking behaviour during pregnancy. Research showed that one of the most important obstacles to maternal health care-seeking behaviours was the absence of discussion about pregnancy between husbands and wives, as well as with other members of the household.

Local women felt that they could not take advantage of maternal services because they could neither initiate conversations with their husbands nor ask for their consent and financial support as the heads of the household. The project staff asked a griot, (traditional story-teller) to compose a song that educated people about maternal health care, along with promoting the pendelu—a traditional article of women's clothing—as a symbol of pregnancy and couple communication.

This campaign dramatically increased the level of communication between wives and husbands concerning maternal health. It also resulted in more positive attitudes and behaviours related to pregnancy at the household level. More husbands reported supporting their wives by helping them to reduce their workload, helping them to improve their nutrition, and urging them to seek medical attention and maternal health services.

### Hand Washing for Diarrheal Disease Prevention in Central America

The Central American Hand Washing Initiative aimed to reduce death and disease among children under the age of five through a communication campaign promoting proper hand washing with soap to prevent diarrheal disease. Four soap companies launched hand washing promotion campaigns; radio and television advertisements; posters and flyers; school, municipal and health centre programmes; distribution of soap samples; promotional events; and print advertisements.

The basic approach was to present a mother as caretaker of the family and to describe or illustrate the three critical times for hand washing: before cooking or preparing food; before feeding a child or eating; and after defecation, cleaning a baby, or changing a diaper. They also emphasised essential aspects of hand washing technique: use water and soap, rub your hands together at least three times, and dry them hygienically.

**KEY POINTS****Extreme Poverty**

The World Bank defines extreme poverty as living on less than US\$1.90 per day. According to the World Bank, in 2017, 10% of the world population lived in extreme poverty:

- In 1981, 88% of Chinese were extremely poor, but by 2013 that figure had dropped to 2%.
- In 1981 54% of Indians were extremely poor, but by 2013, that figure had dropped to 21%.
- In 1990, in sub-Saharan Africa, 54% of people were extremely poor, and in 2013, this figure was 41% (the absolute number of poor people as 113 million).

Women are more vulnerable to extreme poverty because they live in conditions which reduce their ability to participate fully in the economy:

- They do work which is unpaid, such as work in the family and household
- They have fewer assets and resources than men
- They are vulnerable to gender-based violence
- They are more likely to be forced into early marriage.

Globally, gender inequality is the most common form of inequality and remains a major obstacle to the eradication of poverty. Research shows the following:

- Increasing women's participation in the labour force results in an improvement to their own lives, the lives of their families', the economic growth of their community and country.
- Gender policy, gender equality and female empowerment are key development objectives, fundamental for the realisation of human rights, and key to effective and sustainable development outcomes.

To improve women's lives and to contribute to reducing poverty, every project that we undertake needs to consider the link between gender and extreme poverty early in the project design process.

**FACILITATOR'S TIP**

Convert this to the currency of the country you are working in.

## ACTIVITY 2: A GENDER BAROMETER (MEASUREMENT)



### OBJECTIVES (to be clarified at the end of the exercise only)

By the end of this activity, participants should be able to:

- Discuss how to use the Gender Equality Continuum to monitor the progress of gender equality in their own programme/project



**TIME:** 60-90 mins



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Adapt for context:** Go through the whole activity before you facilitate it, and adapt or refine the content to make it relevant to the country or context within which you are working.
- Prepare [Action Charts](#).



Agree



Disagree

- Prepare two signs on A4 paper – Agree; Disagree.

#### Before the workshop:

- Put up the two signs around the room.
- Read the statements provided in the [Facilitator's Notes](#) (below) and choose at least 10 statements that you think will lead to the most discussion about gender equality within the participants' own programmes and projects. Alternatively, come up with your own statements that will generate discussion on the topic.
- Put up [Flipchart 1](#) from Activity 1 with the Gender Equality Continuum

#### What you need:

- Flipchart, markers, tape



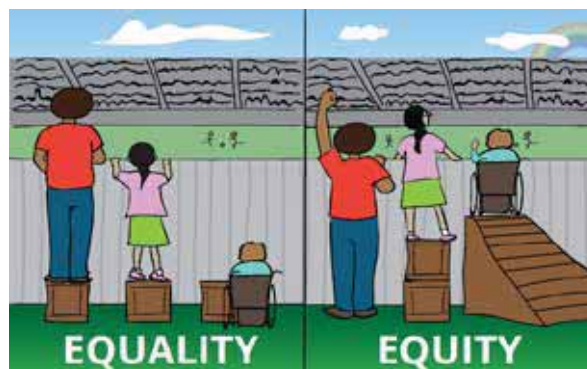
### STEPS

#### Step 1: Recap and introduce activity

1. Introduce this activity. Explain that we will use the Gender Equality Continuum to assess how gender-sensitive their own programme is.
2. **Define terms /concepts:** Ask participants to explain the difference between gender equity and gender equality. Add to their explanations. You can demonstrate the illustration below using participants to show the two concepts.

**Gender equality:** Equal sharing of power between men and women and equal access to opportunities and resources, including equal access to education and training, health, administrative and managerial positions, equal pay for work of equal value, equal status, rights and responsibilities.

**Gender equity:** Fair distribution of resources and benefits between women and men, strategies and measures to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.



### Step 2: Discussion

1. **Statements:** Read each statement from the Facilitator's notes (see below).
2. Ask participants to stand near the sign that says what they think about the statement.
3. Ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
4. Continue in the same way for each statement you chose (repeat steps 3-4).
5. Facilitate a discussion about values and attitudes using these questions as a guide:
  - Which statements did you strongly agree with? Why?
  - Which statements did you strongly disagree with? Why?
  - If you had a different opinion to the other participants, how did you feel talking about it?

### Step 3: Wrap up

1. Sum up the activity and the discussion, making sure that the Key Points (see below) are covered. Recap:
  - We discussed how to monitor the progress of gender equality in their own programme/project.



### RECAP ON THEME 2:

1. Together with participants, recap on Theme 2.
2. Discussion: Facilitate a summing up discussion, using these questions:
  - What did you learn in Theme 2?
  - What were the main take-away messages?
  - Do you have a better understanding of the following:
    - The different aspects of the Gender Equality Continuum
    - Where different projects and activities fit on the continuum
    - Where your own programme /project fits on the Gender Equality Continuum
    - How to use the Gender Equality Continuum as "gender barometer" to monitor the progress of gender equality in their own programme/project

3. **Conclusion to Module 3:** Explain that the two themes in Module 3 focused on facilitating the gender transformation process in our existing programmes and interventions. We discussed how to use the Gender Equity Continuum Tool and how to make plans to actively challenge gender norms and address power inequities in all our programmes and projects.



## FACILITATOR'S NOTES

### Statements

- *Our programme is gender neutral.*
- *Our programme exploits gender inequalities and stereotypes.*
- *Our programme accommodates gender differences.*
- *The gender transformation process should be an integral part of all our projects.*
- *The gender transformation process is an integral part of all our projects.*
- *Both male and female staff are encouraged to meaningfully participate in decision making, responsibility and accountability in our programme/projects.*
- *Our programme actively strengthens the social and economic status of female staff.*
- *Our programme staff understand their own rights and the rights of others, and make meaningful contributions to ensuring that everyone (especially female staff) realise their rights in the programme.*
- *Our programme/project policies are not gender-sensitive, and gender equality is not effectively implemented at work.*
- *Our programme is mainly concerned with the capacity building of male staff.*
- *There have been instances of gender discrimination in the programme.*
- *There have been instances of sexual harassment in the programme.*
- *All staff are encouraged to challenge gender inequity in the programme and to value fairness.*
- *All staff are encouraged to put gender equity into action in the programme.*
- *The different roles, responsibilities and access to resources of male and female staff are constantly measured.*
- *Progress towards achieving gender equality and equity goals of staff is constantly measured.*
- *The integration of gender equality issues is encouraged in the programme from the planning of a policy or project, right through to implementation, monitoring and evaluation.*
- *Changes in power relations between male and female staff are actively encouraged.*
- *There are more men in leadership and management positions in our programme than women.*
- *Our programme has missed opportunities to build gender into our activities and projects.*
- *Men earn more than women for the same role and responsibilities in our programme/project.*
- *Different activities are assigned to male and female staff in our programme/project.*
- *Men in our programme have more power than women and control more resources.*
- *The gender transformation process is an integral part of all our activities and projects.*

## MODULE FOUR: Community Education and Mobilisation – Beyond the Workshops



**Major focus:** This module considers how you can take what you have learnt so far about gender transformation into your community. Your community level strategies, actions and activities can contribute to breaking barriers to gender equality.

### Target participants:

Module Four is intended to be used for Concern programme staff and trainers

### Aims of the module:

- To provide input about using awareness-raising and mobilisation strategies at the community level
- To provide examples of the types of activities that can be adapted for use with different community groups



**“Never doubt that a small group of thoughtful, committed citizens can change the world.”** Margaret Mead (American anthropologist)

### LEVELS AT WHICH WE CAN MOBILISE

We can work on different levels to provide information and support, share concerns and raise consciousness about gender inequalities, gender-based violence, and the impact of HIV and AIDS specifically on women.

**Personal and interpersonal level:** We can engage with individuals, families and neighbours, facilitating mini-workshops and open houses and implementing door-to-door campaigns.

**Community spaces:** We can engage with specific community groups, for example in schools, on the soccer pitch, on street corners, in drinking places, and at taxi ranks.

**Community social structures:** We can engage community leaders, stakeholders and community organisations with the aim of sharing concerns, networking and organising collective action around a specific gender issue. As an example, most communities have deeply entrenched religious and traditional structures and institutions. Engaging with these structures can be an important part of tackling gender-based violence and changing the culture of patriarchy.

### WAYS IN WHICH WE CAN MOBILISE

- We can use arts and media to create visible and provocative messages, for example, through film screenings and facilitating workshops on digital story telling or mural painting.
- Community radio is one of the most powerful media for getting out information, starting discussion, raising awareness, and promoting a change in attitudes and behaviour on gender issues. It can also be used to increase the involvement of men and boys in preventing HIV transmission and gender-based violence (GBV), and in promoting gender equality.

**Steps to using community radio as a mobilisation tool:**

Step 1: Identify community radio stations to target – those which have 60% talks and 40% music.

Step 2: Provide radio stations and radio presenters with gender training.

Step 3: Help community radio stations with content – design and develop specific radio materials for them.

Step 4: Develop radio materials in local language/s.

Step 5: Help community-based organisations with basic information on how to participate on radio shows.

- Community dialogue is aimed at bringing men and women together, often in couples, in a carefully facilitated discussion around gender equality using Modules 1 and 2 of this manual. The process must be facilitated by trained community facilitators who help participants to express their views and opinions, listen to each other, deepen their understanding of issues, reach a common understanding or perspective and arrive at workable solutions. Dialogues can focus on different issues with aims such as:
  - Increasing men’s understanding of the roles that they can play in supporting gender equality in childcare, health, non-violent homes, and nutrition
  - Educating men, women, boys and girls about the negative effects of GBV
  - Helping men to become influential in mentoring, educating, and leading other men and boys in their household and community
  - Improving women’s access to and control over resources for their personal and household wellbeing
  - Advancing women’s involvement in decision-making and control over resources at the household, community and district level
  - Improving women’s knowledge and opportunities, and in so doing their status and household income.

Sonke Gender Justice has a wide range of resources that you can tap into and use for community mobilisation. These resources include videos, digital stories, photographs, articles and audio stories and interviews. They have resource packs on gender equality, gender-based violence and HIV and AIDS. They also have a digital library of books, toolkits, manuals, infographics and fact sheets. Available at: <http://genderjustice.org.za/project/community-education-mobilisation/>

**ACTIVITIES**

The activities that follow are examples of the three community mobilisation strategies:

ACTIVITIES	PAGE
Activity 1: Door to door campaign	223
Activity 2: Street interventions: Open houses	226
Activity 3: Drinking places workshop	229

As you read through the activities and strategies used, think about how you could adapt the strategies used for your context, content, purpose and audience.

 **“Great things are done by a series of small things that are brought together.”**  
 Vincent Van Gogh (Dutch artist)

## ACTIVITY 1: DOOR-TO-DOOR CAMPAIGN



### OBJECTIVES

The aim of this activity is to:

- Organise a space at home and in the community to discuss sensitive issues related to people's lives
- Make residents aware that there are other people in their community with whom they can share sensitive issues
- Encourage participants to speak with family members about the issues discussed



**LOCATION:** Neighbourhoods in your community



**AUDIENCE / COMMUNITY GROUP:** Residents of community



### MATERIALS AND ADVANCE PREPARATION

#### Preparation:

- **Plan:** Decide on the purpose of the Door-to-Door campaign, and the themes/issues you want to address. Decide on the area you will cover and the time of day you will go door-to-door. Remember this will influence who is around to speak with.
- **Delegate:** Plan who will organise what for each Door-to-Door. (Go in groups of 2 to 3.)
- **Prepare:** Read up on the theme/issues you plan to address. Be ready to answer questions on a range of topics.
- **Practice:** Before you go Door-to-Door, meet up with other facilitators to discuss issues that may come up. Do role-plays to practise answering difficult questions that you might encounter.



#### SUGGESTION:

Programmes may want to create Facilitator's Guides on the topics that will be discussed in a Door-to-Door campaign, with key facts and key discussion questions. Staff would carry all Guides with them so that they are prepared to shift the topics depending on requests.



**NOTE:** This example uses violence against women as a theme, but the steps can be adapted for other themes/issues.

#### You will need:

- Paper and markers
- Relevant materials to leave at the homes







## STEPS

1. **Pre-Door-to-Door (20 minutes):** Meet on the day of the Door-to-Door. Check-in with others and agree on when and where to meet back-up again. Decide who will cover which areas.
2. **Door-to-Door (2 hours):** In groups of 2 or 3, head out into the community. At each house you visit:
  - Talk to everyone that is willing to talk to you in the household, this can be both men and women depending on who is home.
  - Explain who you are.
  - Explain that there are many challenges in our communities today, like violence, crime, HIV, poverty and so on. Today you want to focus on violence against women and how we can prevent it from happening. Have a discussion with the person using these questions as a guide:
    - *What do you do daily to protect yourself from violence?*
    - *What do you feel you do not have to protect yourself from violence?*
    - *How do you think men's violence impacts on women's lives?*
    - *How does men's violence also damage men's lives?*
    - *How can women in the community protect themselves from violence?*
    - *What can we do together to change the situation and help to create a community in which women don't live in fear of men's violence?*
  - Ask and answer any questions. Ask what support they feel they might need.
  - Encourage the people you meet to speak with their family members about violence against women and how we can prevent it from happening. Ask what specifically they think they will want to talk to different family members about.
  - End by inviting them to get involved.
  - Give out information, including information on where to get further support.

### POINTS TO BE AWARE OF

- Many people are shocked and become angry when they learn about the extent and impact of violence against women. Help participants to look more closely at their reactions and use their anger to identify useful ways to prevent violence and to promote gender equity.
- Make the following clear:
  - You are not accusing anyone in the room of having created this climate of fear. You are trying to show how common and devastating violence against women is.
  - Anger can be a powerful motivating force for change.
- Some men think that they need to protect women from violence. Explain that men and women need to work **together** as allies in this effort.
- Although there are men who may be victims of sexual violence, most survivors of sexual violence are women.

### KEY POINTS

- **Sexual violence and the threat of violence is an everyday fact for women** – in all parts of Africa and in all sectors of society. Violence against women damages women's lives in many ways.
- **Sexual violence has consequences** for women, for men and for intimate partner relationships, families and communities.
- **Because men do not live with the daily threat of sexual violence, they do not realise the extent of the problem that women face.** Many men do not understand how actual sexual violence and threatened sexual violence is such a regular feature of women's daily lives.
- **Men's lives are also damaged by sexual violence against women.** It is men's sisters, mothers, daughters, cousins and colleagues who are targeted by this violence – women who men care about are being harmed by sexual violence every day. Social acceptance of this violence against women gives men permission not to treat women as equals and makes it harder for men to be vulnerable with their partners, wives and female friends.

3. **Post-Door-to-Door debrief (40 minutes):** Meet up at the agreed meeting point for debriefing. Discuss questions like:

- *How was the experience?*
- *What kinds of questions were asked?*
- *What did people want to know about?*
- *Were there any challenges or surprises? How did you handle these?*
- *What can we do differently (better) next time?*
- *Other remarks?*

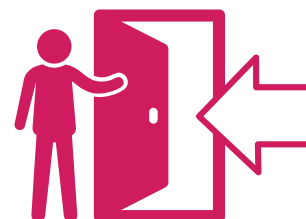
Feed your comments back to programme management so that they can make adjustments to planning and implementation as necessary.



### FACILITATORS' NOTES

- **Be well-versed and prepared.** You may plan to talk about violence, but someone might be more interested in learning about HIV and AIDS. Be ready to answer questions on a range of topics, and be willing to admit you do not know if you are not sure about something. If you don't know an answer, tell the person you will look for the answer and get back to them. Make sure you follow up on this commitment.
- **Encourage participants to talk with other family members, including their partners and children, about violence against women.** Research has shown that this can be a powerful way to help participants reflect and also a way to spread the message to others!
- **Respect that you are going into someone else's home.** Back off if they do not seem interested or they seem to be getting upset. Offer them relevant materials. It is okay if they don't want to take them.
- **Listen.** You have a lot of valuable information to give, but they might also want to share some personal stories or thoughts.
- **Maintain respect.** If you do not agree with what they are saying, maintain respect and offer them information that might help them re-think an issue.
- **Your safety comes first.** Remove yourself from the situation if you don't feel comfortable. Always stay in groups of 2 or 3.

## ACTIVITY 2: STREET INTERVENTIONS: OPEN HOUSES



### OBJECTIVES

The aim of this activity is to:

- Provide a safe space for community members to ask any questions they have; and to seek advice and support, either publicly or privately, at a regularly scheduled time and place

### LOCATION

- Private room, preferably a central location in the community and not affiliated with any church or political party that could prevent some community members from feeling comfortable coming

### AUDIENCE / COMMUNITY GROUP

- Residents of community

### MATERIALS AND ADVANCE PREPARATION

#### Preparation

- **Promote Open Houses** at any and all workshops and activities. Advertise them as a space in which people can speak confidentially, get answers to their questions, and get support they may need to overcome any barriers. It is recommended that refreshments are provided.
- **Plan:** Establish a regular monthly date, time and location for the Open House. It may be preferable to set a time after work to ensure that as many people as possible can come. Also, be sure to provide light refreshments.
- **Delegate:** Who will organise what for each Open House?
- **Prepare:** Read up on issues like gender-based violence (GBV), HIV testing, treatment, etc. Marker pens; tape; cards or post-its (different colours if possible)

#### You will need:

- Cards
- Hat (to draw questions out of)
- Relevant materials
- Refreshments
- Condoms



#### SUGGESTION:

Programmes may want to create Facilitator's Guides on the topics that will be discussed in a Door-to-Door campaign, with key facts and key discussion questions. Staff would carry all Guides with them so that they are prepared to shift the topics depending on requests.

### CONSIDER DISTRIBUTING CONDOMS AS PART OF THIS ACTIVITY

Call your local health clinic a week in advance to request the number of condoms you need. Be sure to bring a Condom Distribution form to the activity. Along with offering participants a packet of condoms, ask:

- Have you used these before? Why or why not?
- Do you know how to use a condom? Offer to show them how to use it.

Fill out the Condom Distribution form, asking for name and phone number, and writing down how many condoms you distributed. Explain that you need this information to show that you are really giving the condoms away, and not just putting them in dustbin.



### STEPS

#### Part 1: Questions in a hat (20 minutes)

1. Explain the activity:
  - Each participant will write a question on a card about any issue of concern to them, e.g. gender, gender based violence, sexuality, HIV, etc. The question could be about the facts of an issue, or about how to overcome personal barriers in relation the issue.
  - Everyone will fold their cards and put them in the hat. Then you will draw the cards at random, so that no one will know who asked which question.
  - Ask if everyone is comfortable with this approach? Tell them to feel free not to participate in this part of the Open House or to take their card out of the hat if they are not comfortable.
2. Read the questions:
  - Once everyone has folded their card and placed it in the hat, choose a card at random, open it and read it aloud to the group.
  - Answer each question to the best of your ability and invite other participants to offer their views. Be willing to admit you do not know if you are not sure about something. Explain that you will look for the answer and get back to them. Make sure you follow up on this commitment.
  - Draw as many new cards and answer questions as time allows.
  - Consider also doing a few ice-breakers or games throughout this part of the activity to keep the mood light.
  - End by inviting participants to attend the next Open House.



#### FACILITATOR'S TIP

Assist participants with low literacy to write their question on the card. But ensure privacy and confidentiality. Alternatively ask if there is someone else the person trusts to write their question.

**Part 2: Be available to answer questions (30 minutes)**

1. Tell participants that they have about 30 minutes to speak one-on-one and in private with you or one of the group.
2. Disperse to different corners of the room. If participants do not easily come talk to you, go to them and proactively ask what questions they may have. Tell them you are here to listen and to provide support.
3. Provide participants with relevant materials.

**Part 3: Refreshments (10 minutes)**

1. Put out refreshments and invite all to socialise for about 10 minutes.
2. It's possible that some people may feel more comfortable speaking with you more confidentiality once the Open House is over.
3. Try to be flexible with your time and accommodate such requests.



**FACILITATORS' NOTES**

- **This activity is about listening and providing support.** Be sure you don't fall back on lecturing or simply presenting information to participants and not letting them speak.
- **Promote Open Houses** at workshops and activities. Don't be discouraged if few people come at first. It will take time for people to understand that this is a resource available to them and to use it.
- **Be well-versed and prepared to respond to questions.** Be ready to answer questions on a range of topics and be willing to admit you do not know if you are not sure. If you don't know an answer, tell the person you will look for the answer and get back to them. Make sure you follow up on this commitment.
- **Don't put out refreshments until the end.** This will discourage people from coming just for the refreshments and leaving, and it will encourage some to stay for the rest of the activity.
- **Your safety comes first.** If you do not feel comfortable, try to diffuse the situation or remove yourself from the situation. Ask other group members to help.

## ACTIVITY 3: DRINKING PLACES WORKSHOP



### OBJECTIVES

The aim of this activity is to:

- Use a common meeting place for men to challenge, inspire and educate about gender, gender-based violence and HIV prevention
- Promote responsible drinking as an integral part of reducing gender-based violence and HIV infection



### LOCATION

Tavern, bar, drinking place selected prior to workshop

**Space:** Check the space in the tavern/bar to see what workshop activities would suit the space best. Make sure you take into consideration: background noises; the size of the space and that it is adequate for expected audience size – they will be able to see presentations



### AUDIENCE/COMMUNITY GROUP

20-25 people



### MATERIALS AND ADVANCE PREPARATION

#### Preparation

- Preparing for this workshop the week before it takes place is key to its success.
- Decide which activities from Module One would be best for the setting. Consider showing a digital story as part of the mini-workshop and make sure that the necessary equipment is available, e.g. TV.

#### Workshop Preparation Checklist

- **Plan.** Decide on the purpose of the workshops, and the themes/issues you want to address. Decide on where, and when you will hold the workshops.
- **Delegate:** Who will organise what for the workshops?
- **Research:** Find out who the stakeholders are in the area, meet with them to explain what you plan to do. Decide which drinking places would be the best to hold a workshop.
- **Optional:** Identify a familiar local organisation that can partner with you in the workshop. This organisation should match your values and be willing to deliver a related message about services they offer. Examples are the local Community Policing Forum, or a shelter for survivors of gender-based violence.
- **Meet with owner:**
  - Meet with tavern/bar owner.
  - Introduce yourself, explain the purpose of workshop and what you are trying to achieve.
  - Request to hold the workshop at the drinking place. Agree on a time.
  - Request to place a condom dispenser in the drinking place. Agree on a location for this.
  - Ask the owner what issues he/she thinks are important to discuss in the workshop, e.g. gender-based violence, alcohol abuse, HIV and AIDS.

- **Recruit.** Ask the owner to help you recruit participants. Encourage owner to invite regulars and others.
- **Alcohol-free workshop.** Ask if the owner is willing to not sell any alcohol to workshop participants for the entire 3-4-hour workshop. If the owner wants to keep the drinking place open for other customers, request that he/she ask these customers to take their alcohol and drink elsewhere.
- **Drinking responsibly.** Let the owner know that in the workshop, among topics like gender equality, and HIV and AIDS, you also plan to cover the problems of alcohol abuse and the importance of drinking responsibly. Make sure the owner is OK with this and does not feel that you are trying to take away business.
- **Pre-workshop advertising.** Let the owner know that you would like to put posters up around the drinking place and hand out flyers/brochures about the upcoming workshop in the days prior to workshop.
- **Licensed?** Ask if the drinking place is licensed. If not, give information about why becoming licensed is beneficial.

**You will need:**

- Relevant material for participants
- Condom dispenser and condoms
- Choose appropriate activity/activities from Module One
- Flipchart, markers and any other materials for the activity/activities you plan to do



**STEPS**

1. **Introductions:** Introduce yourself. Welcome and introduce participants. If you are partnering with a local organisation, introduce them.
2. **Ground rules:** Discuss ground rules for the workshop. Make sure all participants agree, e.g. no smoking, drinking, confidentiality, respect.
3. **Workshop activities (2-3 hours):** Ensure you have selected appropriate activities from Module One for this workshop. Use the steps as a guide to doing the activity.
4. Give out the relevant materials you have.
5. **After the workshop:**
  - Write down how it went. Reflect on challenges, successes, and what to do differently.
  - Make sure to incorporate feedback from participants into future workshops.
  - Keep track of which drinking places you have done workshops in.
  - Follow up with the owner. Ask the owner about his/her reflections of the workshop. Would the owner be willing to hold another workshop, or which other drinking places would he/she recommend holding workshops at? Offer to bring more posters and condoms if the owner is interested.



**FACILITATOR'S TIP**

Plan with the local organisation you are partnering with when they will do their presentation.

After the presentation, check in with participants: Did they know about the organisation and the service it offers? What barriers might they have in accessing this?

6. **Debrief:** With your group/colleagues, discuss questions like:

- *How was the experience?*
- *What kinds of questions were asked?*
- *What did people want to know about?*
- *Were there any challenges or surprises? How did you handle these?*
- *What can we do differently (better) next time?*
- *Other Plus/Delta remarks?*

Feed your comments back to programme management so that they can make adjustments to planning and implementation as necessary.



### FACILITATOR'S NOTES

- **Be well-versed and prepared.** You may plan to talk about gender equality, but someone might be more interested in learning more about gender-based violence. Be ready to answer questions on a range of topics and be willing to admit you do not know the answer if you are not sure.
- **Respect the drinking place owner.** This is his/her place of business, and many of the participants are customers. Make sure the owner is on board with your workshop plan before the workshop, keep to the time you agreed for the workshop, and make sure to follow up with thanks post-workshop.
- **Listen.** You have a lot of valuable information to give, but people might also want to share some personal stories or thoughts.
- **Respect.** If you do not agree with what participants are saying, maintain respect and offer them information that might help them re-think about the issue.
- **Your safety comes first.** Be aware of your surroundings and be prepared to phone local police if any problems arise.



## FINAL ACTIVITY FOR COMMUNITY MOBILISATION

### OBJECTIVES

By the end of this activity, participants should be able to:

- Identify goals, audience and strategies for community mobilisation
- Identify the skills and support they have and would need for community mobilisation

### TIME: 30 minutes

### MATERIALS AND ADVANCE PREPARATION

- Photocopy Handout: Commitment to Action (one per participant)

### STEPS

1. **Work in pairs or small groups.** Give each participant the handout, *Commitment to Action*. Ask them to discuss and complete the handout together.
2. **Plenary:** Bring the group back together and ask for a few volunteers to share what they identified in terms of goals, audience, strategies, skills and support.
3. **Take action:** Write up suggestions on a group *Commitment to Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
4. Remind people that it's always easier to make commitments than to implement them. Ask what support they think they'll need to act on their commitments.
5. **Sum up:** Ask them to agree on a date when they'll meet with at least one other group member to discuss the progress to date.



#### SUGGESTION

Use this activity at the end of other community mobilisation sessions or workshops.



**“IF YOU WANT TO GO QUICKLY, GO ALONE.  
IF YOU WANT TO GO FAR, GO TOGETHER.”**

~ AFRICAN PROVERB



## HANDOUT: **Commitment to Action**

What level of change/awareness-raising do I want to promote in my community regarding gender equality? What are my goals?

Which specific people or groups do I want to mobilise?

How would I go about doing this (what strategies and types of activities would I use)?

What skills and/or strengths do I have that I can use for community mobilisation?

What support do I have?

What support do I need?





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