

“Mutu Umodzi Susenza Denga”



UMODZI TRAINING MANUAL

A training manual for gender transformative dialogue within the Graduation Programme

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Overview

Between 2017 and 2022, Concern Worldwide Malawi rigorously trialled an innovative approach aiming to improve both gender empowerment and household welfare, ultimately reducing extreme poverty. The approach facilitated gender transformative dialogue, called *Umodzi*, for couples who were participating in a Graduation programme implemented between 2017 and 2022 and was the first study in the world to examine the gender dynamics of the Graduation model specifically.

The Graduation programme was implemented as a Randomised Control Trial, led by Trinity College Dublin, and aimed to answer the following questions:

1. What is the effect of gender targeting on the Graduation programme?
2. What is the additive benefit of gender transformative training (*Umodzi*)?

It was structured into three treatment arms:

TREATMENT ARM 1	TREATMENT ARM 2	TREATMENT ARM 3
Female household members as the primary recipients of the range of inputs.	Male household members as the primary recipients of the range of inputs.	Female household members as the primary recipients of the range of inputs plus the female and her partner/husband participate in 12 gender transformative dialogue sessions over 12 months.

This manual was developed to facilitate the *Umodzi* approach, and using it as intended allowed us to achieve the following results:

- ✓ All three treatment arms experienced increases in consumption, food security, and income.
- ✓ Equally, targeting men *or* women resulted in comparable increases in household welfare with consumption, food security, and household income increasing to similar levels.
- ✓ **Adding in *Umodzi* sessions to female targeted households benefited both spouses, leading to boosts in household income, livestock ownership, women’s agency, and male mental well-being.**

Key Factors for Successful Implementation

- Adequately train staff who will facilitate these sessions on this manual, starting with reflecting on their own attitudes before learning to facilitate these sessions. Skilled facilitation is crucial in order to foster positive change and avoid doing harm. Consider hiring a specialist organisation for training staff.
- Facilitators should familiarise themselves thoroughly with the content and session plan for each session.
- Hold *Umodzi* sessions monthly and conduct home visits in between to encourage and remind participants to try out changes at home. Hold catch up sessions for absentees.
- Employ both male and female facilitators who speak the local language.
- Hold both single and mixed sex groups, according to the session guidance
- Monitor facilitators, especially for the first few sessions. Observe their techniques and impact on the participants and coach and support them.
- Organise opportunities to share testimonies of change to the wider community.

Introduction

Mutu Umodzi Suzenza Denga is a Chichewa proverb which translates directly as ‘One head cannot hold up a roof’. In striving to promote gender equality through our programmes, the notion of men and women, and communities as a whole, working together in equality and cooperation to reduce poverty is central. The ‘Mutu Umodzi Suzenza Denga’ training programme, which is a component and complements Concern Malawi’s Graduation Programme in Mangochi and Nsanje, aims to provoke positive social norm change within households and communities to ensure that women and men benefit equally from the Graduation programme, that any adverse effects that the programme may have on women’s safety and/or household dynamics are minimised, and to promote positive relationships between women and men to benefit all members of the household and community.

The idea of including men and boys in promoting women’s empowerment, and preventing violence against women and girls, has emerged as vital over the last decade. This increased focus has resulted in a shift from a traditional perspective limited to viewing men as perpetrators of violence and women as victims, to examining the ways in which men can be perceived as partners with a positive role to play in preventing violence.

Concern Worldwide have utilised Engaging Men methodologies in a number of programme countries, including Uganda, Rwanda, Burundi, Liberia, Sierra Leone, Mozambique, as well as Turkey and Lebanon. This programme builds on the learning from these programmes, as well as many other Engaging Men programmes, including those utilised by Promundo, Raising Voices, Trocaire, and Action Aid. The manual is informed and contextualised by the findings of a formative research study undertaken in target communities in August 2017.

This manual lays out 12 modules to be completed in communities over the course of a year, along with supplementary material including background, implementation guidelines, facilitator guidelines, and suggestions on how to monitor and evaluate the programme.

Background to the Programme

Concern Worldwide has worked in Malawi since 2002, implementing and scaling up innovative approaches to tackling poverty. ‘How Concern Understands Extreme Poverty’ (HCUEP) a guiding document, which elaborates on the way in which Concern Worldwide conceptualises poverty and extreme poverty, namely that extreme poverty and thus extremely poor people are those without basic assets, or whose basic assets do not generate sufficient returns to meet basic human needs. The HCUEP also recognises that the two dimensions of inequality, including gender inequality, and risk and vulnerability need to be tackled if people are to exit sustainably out of extreme poverty.

In line with ‘How Concern Understands Extreme Poverty’, Concern Malawi’s country strategy and programme implementation aim to address identified inequalities, which include gender inequality. A Livelihoods and Resilience Programme is currently being implemented, which includes specific activities to address gender inequalities. The central approach of the programme is a Graduation Model, embedded within a community ‘enabling environment’. Within a community, a proportion of households (identified as extreme poor) will receive a full package of support based on Concern Worldwide’s Graduation Model (GM) and include work on engaging partners/ husbands to ensure more equitable sharing of ideas and decision making. Programme Outcome Two (‘A more equitable community’) is linked to gender equality. The Concern country team in Malawi have agreed to undertake a comprehensive research programme around the Graduation programme, in collaboration with Trinity College, Dublin. The research is focusing on acknowledged shortcomings in the graduation model literature, specifically the role of gender dynamics. To achieve this, Concern has set out three treatment arms in the research (T_1 , T_2 and T_3), all of which will get the basic graduation package and a control arm (C). The variation between treatment arms comes as follows: the first (T_1) sees the intervention being targeted to an adult woman in the household (meaning she will receive the cash component and the subsequent business trainings etc.), the second (T_2) sees the intervention being targeted to an adult man in the household. This will allow us to see a simple difference in a variety of indicators between the two treatment groups and between the treatment groups and the control. The third (T_3) sees the intervention being targeted at an adult female in the household, but both herself and an adult male (probably her husband) will be provided training utilising the Engaging Men and Boys approach that this research seeks to inform. This will allow Concern to see if having activities that address intra household equality permits better returns at the outcome level.

In advance of the commencement of project activities and to inform the development of these training materials, a rigorous formative research study was conducted in August and September 2017. The key findings of this research, and their implications for programming are summarised in the ‘Context’ section of this chapter.

Programme Purpose and Design

This programme is designed to run alongside Concern Worldwide’s Graduation Programme in Mangochi and Nsanje districts. Its main aims are;

- To ensure that the programme impacts benefit community members equitably
- To minimise any adverse effects that the programme may have on women’s safety and/or household dynamics
- To promote positive relationships between women and men to benefit all members of the household and community.

The programme is designed to be implemented over a one year period. It consists of 12 modules, each of which spans one month. Each module is a taught session led by the Equality Officer), and a set of reflection questions to be used each month by Field Monitors/Case Workers as they conduct their routine home visits as part of the Graduation Programme. Some of the taught sessions will be attended by couples (men and women), while other sessions are for men only and women only. The reflection questions follow-up on activities undertaken in the taught session, with the dual purpose of ensuring that men and women are aware of the content, where appropriate, of the single-sex sessions.

As this is an Engaging Men training programme, it is important that the Equality Officers implementing the taught sessions are male to allow for greater engagement and comfort of participants. In order to balance this, it would be beneficial for Field Monitors/Case Workers based in the Target Arm communities participating in the gender component be female to ensure that women also feel comfortable and open to participate.

How to Use this Manual

The ‘Mutu Umodzi Susenza Denga’ manual comprises two sections with annexes.

Part One:

The first section consists of an introduction, background to the programme including descriptions of the context and programme approach, as well as a section on implementing the programme which includes guidance on facilitator skills required and practical issues relating to the training sessions.

Part Two:

The second part of the manual is the training plan which is split into 12 modules.

Each module consists of a taught session to be led by the Equality Officer, and a set of guided reflection questions to be used by Field Monitors/Case Workers to follow up on session content during routine home visits that month.

The first page of each module lists the key messages and objectives relating to that module, as well as a summary of the activities within the taught session.

The second page of each module describes what pre-session preparation needs to be done by the facilitator. This includes issues that should be considered in advance, materials that should be prepared prior to the session, and information/tables that should be reviewed before commencing training.

At the end of each module is located the set of reflection questions for Field Monitors/Case Workers related to that module.

Context

Geographical Context



Nsanje

Nsanje, the southern-most district in Malawi, in the Lower Shire livelihoods zone, is surrounded on three sides by Mozambique. It ranks consistently as one of the poorest districts in the country. Nsanje is particularly vulnerable to extreme climate events having experienced severe floods in 2015 and severe drought in 2016.

Nsanje is inhabited by the mainly Christian Sena people; who observe a patrilineal social and cultural system. Harmful gendered cultural practices, such as kupita kufa, a practice in which a recently widowed woman must sleep with a relative or hired ‘cleanser’ to put to rest the spirit of the deceased, kusasa fumbi, whereby a young girl who has gone through initiation ceremonies is then expected to have sex (often with a hired man known as a ‘hyena’ or *fisi*) to finalise the process are common. Early marriage is also widely practiced. Widows are particularly vulnerable to poverty in Nsanje, as property grabbing by a husband’s family in the event of his death is common¹.



Mangochi

Mangochi, in the Southern Region, on the shores of Lake Malawi, also ranks consistently as one of Malawi’s poorest districts. The district has both highland and lowland areas, which have marked differences from each other in terms of climate, terrain and accessibility. TA Katuli, where Concern’s programmes are based is located in the highland area and borders with Mozambique.

The district is populated mainly by the Muslim Yao people, with some small Lomwe communities living in Concern’s implementation zone in TA Katuli. Yao people tend to practice matrilineal marriage practices and polygamy is extremely common. Gendered cultural practices, which infringe on women’s rights, such as kusasa fumbi (young girls encouraged or forced to have sex after initiation) makuna (stretching of the labia done over a number of years), and early marriage are widely practiced. Participants in the formative research in Mangochi reported high levels of male migration to South Africa in search of work, leaving many women to lead their households alone.

Gendered Context

In August 2017 a formative research process was conducted across Mangochi and Nsanje with 180 participants (93 women and 87 men) to inform the development of these training materials. The research began by looking at the man himself; masculinities, perceptions of what it means to be a man, and the consequences for men who fail to live up to the expectations of a man as ‘provider’. It then looked at marriage practices; polygamy, matrilineal or patrilineal marriage practices, and sex within marriages. Finally it examined dynamics within the household; the division of household labour, control of money within a household and intra-household decision making. The following three tables detail the norms observed in the communities visited in Mangochi and Nsanje as well as the implications that these norms have for programme design and implementation.

1. Adapted from E. Molloy (2016) ‘Gender Analysis for MVAC Cash Transfer Programme’ Concern Worldwide Malawi

THE MAN

NORM OBSERVED	IMPLICATIONS FOR PROGRAMMING
<p>A man’s ability to have sex and produce children is seen as central to his masculinity. This may lead to men and boys engaging in forced or coerced sex as a means of proving their masculinity.</p>	<p>Providing men with opportunities to explore a wider understanding of what it means to be a man, may lessen the impact of ‘fragile masculinity’, allowing them to reconsider their approach to sex and to relinquish sole control of household finances and decisions</p>
<p>Men derive much of the identity as men from their ability to provide money to their families. This can result in men retaining control of household income, and excluding women from decision making, or opportunities for income generation.</p>	
<p>Men suffer intense approbation from the community if they fail to fulfil their role as provider, in the form of mocking or name calling.</p>	<p>Again, providing men with opportunities to explore a wider understanding of what it means to be a man, may lessen the impact of ‘fragile masculinity’, allowing them to reconsider their approach to sex and to relinquish sole control of household finances and decisions</p>
<p>The burden of providing the basic needs for a household falls solely with a man. However, while a man stands to lose his reputation if he cannot provide, he can abandon his family and leave. A woman on the other hand, cannot abandon her family, with the concept of ‘maternal altruism’ deeply entrenched in female identity. Where a man shirks his responsibility to provide, his wife must pick up the slack.</p>	

THE MARRIAGE

NORM OBSERVED	IMPLICATIONS FOR PROGRAMMING
<p>Polygamy is common in all areas. It is formally sanctioned in Yao communities in Mangochi, and tacitly accepted in Sena and Chewa communities visited in Nsanje. In many communities, wives appear ‘interchangeable’ with remarriage used as a threat by men to ensure women’s submission.</p>	<p>Where formal or informal polygamy is accepted, women are not entering household decision making on a level playing field to men. Many women avoid openly disagreeing with their husband, as they risk their husband remarrying if they do so. Introducing structured processes of decision making, e.g. decision tree etc. where women can express their view without it appearing as ‘disagreement’ may provide women with opportunities to express their views without risking abandonment.</p>
<p>Most marriages in Nsanje follow patrilocal practices, while most marriages in Mangochi follow matrilineal practices.</p>	<p>Training materials developed should take into account the different vulnerabilities faced by men and women in patrilocal and matrilineal marriages. For example, in patrilocal communities, women are extremely vulnerable to being cast out of their homes a) by their husband or b) by husband’s relatives, if he dies. In matri-local communities, men may feel a reduced sense of responsibility to their children, as they are seen as belonging to their wife’s family.</p>
<p>A woman is expected to provide sex whenever her husband requests it. Women who ‘deny’ their husbands sex, are blamed for their husband taking additional sexual partners.</p>	<p>Programmes need to recognise and be prepared for the fact that planned interventions will be ‘filtered through existing values’² and may result in the reproduction rather than transformation of patriarchal norms. The problematic approach to ‘openness’, which further entrenches unequal sexual norms, should be addressed directly with trainers in an attempt to combat this.</p>
<p>‘Openness’ in sex is often promoted as a means of increasing harmony in a family. In practice it usually refers to encouraging women to cater to men’s sexual desires, and reduces women’s own agency around sex.</p>	<p>Programmes that engage with issues of household sexual dynamics should not prioritise ‘household harmony’ over women’s agency. A woman’s right to choose when, and with whom, she has sex, must be held paramount. Areas in which this approach has already been implemented by other interventions, will require additional support to address the further entrenched inequalities that have resulted.</p>

2. Scriver, S. et al (2016) ‘Evaluation of Interventions to Reduce Women’s vulnerability to HIV in Malawi: Combined Report’ Trocaire.

THE HOUSEHOLD

NORM OBSERVED	IMPLICATIONS FOR PROGRAMMING
<p>Men construct and provide, while women utilise and maintain.</p> <p>Men who engage in traditionally 'female' tasks are often mocked and accused of being 'bewitched'.</p>	<p>Programmes would do well to identify champions who are willing to open themselves up to and withstand community disapproval. It is imperative that such champions are genuinely willing to transgress gender roles, as throughout the research many men initially reported engaging with 'women's tasks' but on probing were found to do so in a minimal or tokenistic manner.</p> <p>Programmes that encourage men to step outside of traditional male roles should help to form bonds and build support among groups of men, where alternative norms can be safely embodied and expressed, to provide a support network and a 'safe haven' for men to retreat to when experiencing pushback from the community.</p>
<p>A man's provision and control of money was seen as the key way that a man maintains the upper hand in a household.</p>	<p>Introducing 'joint decision making' in families is about more than providing processes and opportunities for women to voice their options but also requires providing men with alternative roles and identities within the family.</p>
<p>Men fear the shame that they might face if they cannot provide money in the case of an emergency. This leads men to hide money from their wives to mitigate this.</p>	<p>Raising men's awareness about the additional stresses they face by holding sole control of family finances, will help them to see the ways in which strict gender norms in the family are also harmful and limiting to men and may help them to be more receptive to change.</p>
<p>A man's identity and position in the family is tightly bound together with his control of money.</p>	<p>This has implications for the research arm within the Graduation programme where women only are targeted without any corresponding training or sensitisation on gender awareness etc. as providing inputs and resources solely through women may affect her husband's sense of himself as 'provider' increasing the risk of domestic violence or abandonment.</p>
<p>Sexual relationships (both short term and long term) and marriages are perceived as being transactional, with money always moving from a man to a woman. A woman who earns more than her husband is seen to emasculate him. If a woman earns money independently, it is assumed that she has received it from a man in exchange for sex.</p>	
<p>The period between a joint decision being made, and that decision being carried out, marks an additional hurdle in the decision making process which joint decisions must overcome.</p>	<p>Programmes exploring decision making processes must not view the point at which a decision is made as the end of the process, but must also explore the factors that lead to a decision being followed through on or not.</p>

Key recommendations from the research for the development of this training manual included;

- The need to address toxic masculinities and provide support to men who embody alternative masculinities
- The requirement to be cognisant of the gendered impacts of localised beliefs and contextual differences
- The necessity that programme staff and trainers be provided with opportunities to engage with own gendered assumptions, norms, stereotypes and identities, before they begin to bring such interventions to communities.
- The obligation to take a slow approach to avoid resistance to norm change in communities
- The need to explore processes as well as outcomes e.g. ensuring that an outcome of ‘family harmony’ is not achieved through reinforcement of the norm of female submission/obedience.

Conceptual Approach

This manual and training programme is rooted in the socio-ecological model which recognises that a person’s behaviour is influenced by many factors at various levels. Programmes which aim to elicit behaviour or social norm change must therefore target their approach at the individual level, at immediate interpersonal relationships at the household and family level, and at the wider community and beyond. This programme aims to provide participants, particularly men, with opportunities to reflect on their own individual experiences, attitudes and beliefs, as well as their interpersonal relationships and dynamics. It also aims to support them to take action to challenge harmful norms at the community level. The programme’s approach follows a model of awareness, reflection, trialling behaviours, reinforcing behaviours, living behaviours, and promoting behaviours to others.

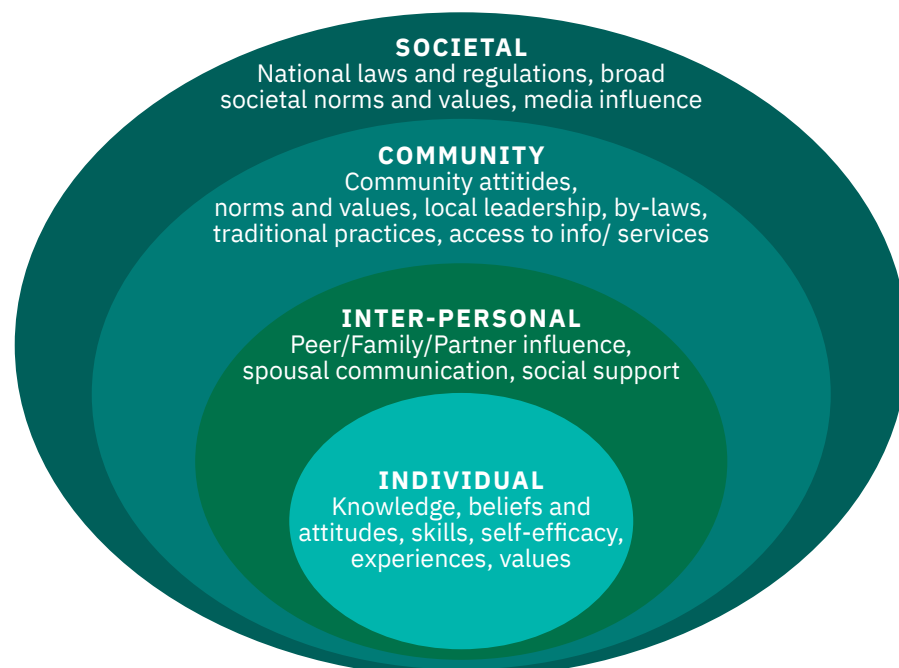


Figure 1: The Socio-ecological Model (adapted from SBCC and Gender: Models and Frameworks)

Implementing the Programme

Facilitator Skills

Your facilitation style is key to supporting men and women to change their attitudes and behaviour and live in a more gender equitable way. This section will explore some of the important skills you will need in order to support communities through a process of change, including listening skills, questioning skills, giving good feedback, and being able to challenge negative gender attitudes. Some other important points to remember include;

- Remember that you are a facilitator and not a professor. It is not your job to know everything, but rather to support your participants to explore their own experiences and perspectives. If you don't know the answer to a question that they have raised, it's okay to say 'I don't know!'
- Use examples that reflect the daily reality of your participants, so that they can easily understand concepts and relate them to their own lives and experiences. Draw on the participants' own experiences to ensure that what they learn is relevant to them.
- Ensure that your sessions involve frequent moving around for each activity and changes of pace to maintain focus and engagement. Adults need frequent breaks to remain engaged and motivated.

Questioning styles

Being able to ask good questions is key to facilitating behaviour and attitudinal change. Effective questions help a facilitator to identify issues, get facts clear, check understanding, and draw out differing views on an issue. Effective questioning also challenges assumptions, shows you are really listening, and demonstrates that the opinions and knowledge of the group are valuable. Effective questioning also increases participation in group discussions and encourages problem solving.

Ways to achieve effective questioning include:

- Closed questions are useful to check for understanding or to recall facts e.g. "What were the four forms of power that we discussed in our last session?" However, as closed questions do not encourage only recall of surface learning and not meaningful participation and engagement or 'deep learning', they should not be the most common form of question used.
- When sharing new information, use questions to find out what people already know about the topic and sensitively add information.
- Open-ended questions allow for probing further thought, problem solving, gaining different perspectives. Open-ended questions give people a chance to discover their own answers and insights; How? Why? What reason?
- Ask additional follow-up questions to delve deeper into issues e.g. "How did your wife respond to your actions?" can be followed up with "Why do you think she responded that way?", "How do you think she felt?"
- Reword a previous question to clarify what was meant and to elicit further detail e.g. "How should a man act?" can be reworded to "What are the behaviours expected of a man?"
- Uncover personal views by asking people how they feel and not just what they know.

- Encourage participants to be ‘questioners’ as well as ‘respondents’. Encourage them to ask you and each other questions and answer them to the best of your ability. It is ok to not know the answer. If you don’t know the answer to a question, say that you do not know but will find out.

When questioning, allow a pause of a few seconds before calling on someone to answer. Don’t be afraid of the silence that follows a question, it is important thinking time. Ensure that you gain a broad range of views by also calling for the views of quieter members of the group and gently ensuring that discussions are not dominated by one or two participants.

Empathy³

Your role is to create an open and respectful environment in which the participants feel comfortable sharing and learning from their own experiences. It is important for you to be friendly and create a rapport with the participants. As a facilitator on issues relating to gender and sexuality, it is important that you feel open and comfortable to discuss sensitive issues, and have gone through a process of reflection and exploration of your own masculinity and the gender norms by which your behaviour is governed. Having gone through this process, you will be in a good position to empathise with the participants if and when they struggle with having some of their beliefs, attitudes, and behaviours challenged. Developing empathy improves a BCA’s relationship with community members and increases his/her ability to understand and work through barriers to behaviour change, while also learning more about why the person might want to change.

Having empathy involves four key skills:

- **The ability to read emotion**
Being aware of language used, tone of voice, facial expression and body language.
- **The ability to express emotion appropriately**
Being able to recognise and control negative emotions (e.g. See Activity 8.2: What can I do when I’m angry).
- **The ability to listen effectively**
(See the below section on active listening skills.)
- **The ability to accept differences**
Accepting that our aim is to change behaviour and not the person, and to acknowledge that others may have different perspectives or experiences from ours.

Active listening skills⁴

Active listening is a basic skill for facilitating group discussions. It means helping people feel that they are being understood, as well as heard. Active listening helps people share their experiences, thoughts, and feelings more openly. It’s a way of showing participants that their own ideas are valuable and important when it comes to solving their problems.

Active listening involves:

- Using body language to show interest and understanding. This may include nodding your head and turning your body to face the person speaking or leaning your body

3. Adapted from the FSN Network and CORE Group. 2015. Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff. Washington, DC: The TOPS Program.

4. Adapted from The Acquire Project/Engender Health & Promundo (2008) ‘Engaging Men and Boys in gender Transformation: A Group training Manual’ pg. 33.

slightly towards them. It also involves using appropriate facial expressions such as ‘mirroring’ the facial expression used by the speaker e.g. if the speaker looks serious, you should mirror this. If the speaker is smiling, you should smile back.

- Looking directly at the person who is speaking and making eye contact, if appropriate.
- Paying attention to the body language of the person who is speaking, to ‘listen’ to how it is said, rather than just what is said; e.g. if the person speaking has their arms tightly folded and is ‘closing’ their body, they might be uncomfortable with the topic. If a person makes large gestures and smiles while speaking, they may feel happy and comfortable to discuss this topic.
- Using non-verbal sounds to encourage the speaker to continue speaking and to demonstrate that you are engaged. These sounds should not interrupt the person who is speaking e.g. “Mmmmm”, “Uh-huh”, “Eh-eh”, “Eeeee”, “Eiiish”.
- Asking questions to check that you have understood what has been said. These questions should be specific to help the speaker to consider all aspects of the situation or topic by answering questions related to his/her ideas.
- ‘Reflecting’ back what the person has said by listening and reformulating their point e.g. “it’s like you’re saying”, “what I hear you saying is,” or “so if I understand you correctly”. When reflecting or summarising, always check with the person who has spoken after you have spoken that your summary was a true reflection of what they have said e.g. “Is that what you were saying?”

Challenging negative opinions and resistance among participants⁵

In our work we address many topics that are very sensitive and difficult to discuss. It is likely that as we facilitate sessions we will have to deal with participants who make statements that are not in line with the views and values of the programme. These could include opinions that run contrary to those we are trying to promote through this training programme. Everyone has a right to their opinion. But they do not have a right to oppress others with their views. For example, a participant might say, “If a woman gets raped, it is because she asked for it. The man who raped her is not to blame”. It is important that as facilitators for gender equality we challenge such opinions and offer a viewpoint that reflects the philosophy of our organisation. This can be difficult. But it is essential in helping participants work toward positive change. The following process is one suggestion for dealing with such a situation:

Step 1: Ask for clarification “I appreciate you for sharing your opinion with us. Can you tell us why you feel that way?”

Step 2: Seek an alternative opinion “Thank you. So at least one person feels that way, but others do not. What do the rest of you think? Who has a different opinion here?”

Step 3: If an **alternative opinion** is not offered, **provide one** “I know that a lot of people completely disagree with that statement. Most men and women I know feel that the only person to blame for a rape is the rapist. Every individual has the responsibility to respect another person’s right to say ‘no.’”

Step 4: Offer facts that support a different point of view “The facts are clear. The law states that every individual has a right to say no to sexual activity. Regardless of what a woman wears or does, she has a right not to be raped. The rapist is the only person to be blamed.”

5. Adapted from The Acquire Project/Engender Health & Promundo (2008) ‘Engaging Men and Boys in gender Transformation: A Group training Manual’ pg. 38 – 39

Please note that even after you take these four steps to address the difficult statement, it is very unlikely that the participant will openly change his or her opinion. However, by challenging the statement, you have provided an alternative point of view that the participant will be more likely to consider and, it is hoped, adopt later.

How to give positive feedback to participants⁶

Positive feedback is a way to promote the key messages of the training by positively reinforcing behaviour that we want to encourage, and by helping people to choose to change behaviours that have a negative impact. It is also a means of motivating participants to continue. People respond to feedback in different ways, just as different people have different ways of giving feedback. Some people are very open when providing or receiving feedback. Others are shy about it. When providing feedback to participants;

- **Focus on behaviour:** Feedback is best absorbed when it is specific. By contrast, feedback consisting of general statements about a person's personality or beliefs is much less useful. This puts the recipient on the defensive. As a result, the feedback is less likely to be used, regardless of how valid it is. E.g. "You are too loud" is too general and criticises the person themselves, while "When you shouted over Peter as he was speaking today, he didn't have a chance to express his view. In future, please wait until the person speaking has finished before making your point" is specific and focuses on the particular behaviour rather than the person.
- **Be specific:** Focusing feedback on specific behaviours or statements helps people understand what needs to be improved. This makes action on the feedback more likely.
- **Focus on change:** Effective feedback looks at behaviour that is relatively easy to change. Giving feedback on behaviours that are difficult to change (such as personal habits) is not helpful. This often creates anxiety and self-consciousness about the behaviour without changing it. It also creates defensiveness and a resistance to feedback in general.
- **Be constructive:** People often don't want feedback because they expect it to be negative criticism. Good feedback is often critical, but in a constructive way that helps people to improve. Constructive criticism identifies what needs to be improved in the context of what was done well. E.g. "I noticed that this time you reacted in a particular way. Maybe next time you could try X, Y, and Z and see if the reaction is different"
- **Take personal responsibility:** Feedback is one person's view of another's performance. It is not the definitive truth or the final word. When giving feedback, it is important that you 'own' it by beginning your statements with "I think that..." or "I felt that..."
- **Allow freedom to change or not to change:** Feedback is intended to help people improve their work. Recognise that participants may not agree with your perspective, and can choose to act on such feedback or not. If the person chooses not to act on your feedback, you have at least provided an alternative viewpoint, which may provide the participant with food for thought.

6. Adapted from The Acquire Project/Engender Health & Promundo (2008) 'Engaging Men and Boys in gender Transformation: A Group training Manual'

Training Preparation

Space

A large room/space is required that will allow for participants to move around easily. The participants should be able to sit in a circle and see each other easily. If benches are available, they should be used, otherwise straw mats can be used for sitting on.

The space should be in a location that is within a short walk of the homes of participants, and should be somewhere where sessions can take place without being closely observed or overheard.

Non-participants who sit/stand close enough to the space to observe should be politely asked to leave.

Materials required

Flipchart paper and markers/pens will be useful for all sessions. A watch or clock to keep track of time is also required. Specific materials required for each individual session are listed in the introduction to each module.

Before each session

Before facilitating a module, the facilitator should familiarise themselves thoroughly with the content and session plan for that session. Each Module also contains a section on 'Pre-session Preparation'. This section describes issues to **consider**, materials to **prepare**, and documents to **review** in advance of starting to facilitate the session. It is recommended that the facilitator review this section several days in advance of the session, as materials may require some time to procure/prepare.

Monitoring and Evaluation

Pre- and post- programme

The impact of the programme should be measured by administering the **Concern Gender Equality Scale** to male and female participants prior to the commencement of the programme and after the programme has been completed.

The Scale should be administered in the form of a survey using DDG, with complementary Focus Group Discussions (FGDs) held to unpack and provide nuance to the survey findings. As well as asking broader questions regarding attitudes to violence, roles and responsibilities in the household and sexual norms, FGDs should also use a 'Decision Tree' with participating men and women before and after the programme to ascertain whether the programme has influenced decision making processes in the household.

During the programme

Monitoring of the delivery of training sessions should take place at regular intervals using the Facilitation Observation Tool (See Annex B). This tool should be administered to both Equality Officers delivering taught sessions, as well as periodic monitoring of Field Monitors'/Case Workers' delivery of reflection questions during home visits.

Ideally, each Equality Officer should have an observation and feedback in the first four months of the programme and during the final four months of the programme. Observations should be conducted by a senior staff member who has also been trained in facilitation and training techniques.

Formative monitoring of the programme should take place at the midpoint of the programme using the Reflective Practice Tool (See Annex C). This process can be incorporated into the regular quarterly review process implemented by Concern Malawi. This is a group reflection process for participating men and women led by Equality Officer/Field Montors /Concern Malawi staff members, and attended by Field Monitors/ Case Workers. It should take place at the mid-point of the project to provide formative informative to adapt and improve the programme.

Session Overview

MODULE	ACTIVITIES	OBJECTIVES	
Module 1 'Welcome'	Welcome and introductions	20 min	<ul style="list-style-type: none"> To welcome participants and to get to know each other To recognise the many ways that men and women, and the participants in the group, are similar and different from each other and to build comfort and trust among the group members. To agree on a set of ground rules to create a respectful environment where men and women can share and learn. To explain the content of the group sessions and discuss participants' expectations.
	1.1: Overview and expectations	30 min	
	1.2: Setting ground rules	40 min	
	1.3: Finding common ground	30 min	
	1.4 What does it mean to be a man and a woman	45 min	
	1.5: Circle of Trust	30 min	
Check-out	15 min		
<i>Estimated time: 2 hours 50 min</i>			
Module 2 'Family Vision'	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To identify similarities and differences in visions of women and men. To help individuals/household/group to produce a plan that will help them work towards their vision over the course of the programme. To introduce and reinforce a culture of planning, tracking, reflexive learning and participation of individuals/ household/group.
	2.1: Drawing Current Situation	30 min	
	2.2: Drawing individual vision of the future	30 min	
	2.3: Discussing joint vision of the future	40 min	
	2.4: Opportunities and constraints	45 min	
Check out and close	15 min		
<i>Estimated time: 3 hours</i>			
Module 3a 'The Man Box'	Welcome and Check-in Activity	20 min	<ul style="list-style-type: none"> To recognise how the pressure to fulfil societal expectations for men can negatively impact men and their relationships, and to convey that change is possible.
	3.1a: I'm glad I am... I wish I was...	50 min	
	3.2a & 3.3a: 'Act like a Man...'/ 'The Man Box'	90 min	
	Homework and Check out	15 min	
<i>Estimated time: 3 hours</i>			

MODULE	ACTIVITIES	OBJECTIVES	
Module 3b 'Understanding Gender'	Welcome and Check-in Activity	20 min	<ul style="list-style-type: none"> To examine the messages society sends about who we should be as women and men; to understand how these messages affect us and our relationships.
	3.1b: Warm-up Activity: What I like about being a women	15 min	
	Participants:		
	3.2b: 'The Woman Box'	60 min	
	Women only		
	3.3b: Defining Sex and Gender	30 min	
	3.4b: Reflecting on the boxes	40 min	
	Homework and Check Out	15 min	
	<i>Estimated time: 3 hours</i>		
Module 4 'Household Dynamics and Decision-making'	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To demonstrate to participants that care for people and the environment is a critical part of the economy even if this is not paid work. To identify inequalities in ownership of assets and decision-making. To decide priority areas for improving the gender relations and inequalities. To identify immediate and long-term commitments by couples relating to equitable division of labour, distribution and use of benefits, ownership of assets and participatory decision-making, to improve their well-being.
	4.1: Drawing the Tree	15 min	
	4.2: Activity Mapping Activity	40 min	
	4.3: Who spends what?	40 min	
	Participants:		
	4.4: What is pushing the tree?	20 min	
Men and Women			
	4.5: Going Forward	40 min	
	Check out and close	15 min	
	<i>Estimated time: 3 hours 10 min</i>		
Module 5a 'Forms of Power'	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To introduce the participants to four forms of power; power over, power within, power with and power to. To provide opportunities to explore the ways in which the exercise of power can impact positively and/or negatively on the lives of the self and/or others. To analyse whether everyone is able to use her/his power freely. To guide participants in reflecting on how they use their power.
	5.1a: Introducing power – who has it?	15 min	
	Participants:		
	5.2a: The 'Power Line'	45 min	
	Men only		
	5.3a: Forms of Power	20 min	
	5.4a: Our experiences of Power	20 min	
	5.5a: Powerful Choices	45 min	
	Homework and Check Out	15 min	
	<i>Estimated time: 3 hours</i>		
Module 5b 'Forms of Power'	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To introduce the participants to four forms of power; power over, power within, power with and power to. To provide opportunities to explore the ways in which the exercise of power can impact positively and/or negatively on the lives of the self and/or others. To analyse whether everyone is able to use her/his power freely. To guide participants in reflecting on how they use their power.
	5.1b: Introducing power – who has it?	15 min	
	Participants:		
	5.2b: The 'Power Line'	45 min	
	Women only		
	5.3b: Forms of Power	20 min	
	5.4b: Our experiences of Power	20 min	
	5.5b: Powerful Choices	45 min	
	Homework and Check Out	15 min	
	<i>Estimated time: 3 hours</i>		

MODULE	ACTIVITIES	OBJECTIVES	
Module 6 'Household Budget Management' Participants: <i>Men and Women</i>	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To discuss men and women's priorities for household spending and to reflect on how financial decisions are made within the family. To support couples to create a household budget and discuss how men and women can make financial decisions that ensure the well-being of their children.
	6.1: Discussing family finances	30 min	
	6.2: Expenditure Tree	30 min	
	6.3: Expenditure Calendar	30 min	
	6.4: Making a budget	75 min	
	Check Out	15 min	
<i>Estimated time: 3 hours 20 min</i>			
Module 7a 'Violence against women and what men can do' Participants: <i>Men only</i>	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To guide participants in understanding the types of violence against women. To demonstrate the relationship between violence against women and power and control. To identify and examine the effects of violence against women. To reflect on how men react when they are angry and to practice positive ways of managing anger without re-sorting to violence.
	7.1a: Understanding VAW	40 min	
	7.2a: The impacts of violence	50 min	
	7.3a: What can I do when I am angry?	45 min	
	7.4a: Why does violence occur?	20 min	
	Homework and Check Out	15 min	
<i>Estimated time: 3 hours 10 min</i>			
Module 7b 'Understanding Violence Against Women and Girls' Participants: <i>Women only</i>	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To introduce the participants to four forms of power; power over, power within, power with and power to. To explore and reflect on the power dynamics within intimate relationships To understand the different types of VAWG and why it occurs To identify how we can support survivors of VAWG in our communities
	7.1b: Sharing roles	45 min	
	7.2b: Understanding Power	30 min	
	7.3b: What is VAW?	30 min	
	7.4b: Why Does VAWG Occur?	30 min	
	7.5b: Supporting Survivors of Violence	20 min	
Homework and Check Out	15 min		
<i>Estimated time: 3 hours 10 min</i>			
Module 8a 'How do we reduce violence in our communities' Participants: <i>Men only</i>	Welcome and Check-in	20 min	<ul style="list-style-type: none"> To explore and reflect on the power dynamics within intimate relationships To identify opportunities for taking action against violence against women in our everyday lives and to differentiate between effective, ineffective and harmful activism. To provide opportunities to practice challenging violence against women in our homes and communities.
	8.1a: Relationship Self Evaluation	30 min	
	8.2a: Everyday Activism Opportunities	30 min	
	8.3a: Taking Action Effectively	30 min	
	8.4a: Taking Action against VAW	60 min	
	Check-out and Homework	15 min	
<i>Estimated time: 3 hours 5 min</i>			

MODULE	ACTIVITIES	OBJECTIVES
Module 8b 'An Ideal Community'	Welcome and Check-in	20 min
	8.1b: Role Models	10 min
	8.2b: 'An Ideal Community'	20 min
	8.3b: Healthy and Unhealthy Relationships	40 min
	8.4b: Relationship Self Evaluation	35 min
	8.5b: Understanding Rights	45 min
Participants: Women only	Check-Out and Homework	10 min
<i>Estimated time: 3 hours</i>		
Module 9 'Working together as partners'	Welcome and Check-in	20 min
	9.1: Our attitudes about men and women	40 min
	9.2: Who does the care work?	30 min
	9.3: Gender Fishbowl	60 min
	Check-out and Homework	15 min
Participants: Men and Women	<i>Estimated time: 2 hours 45 min</i>	
Module 10a 'My Father's Legacy'	Welcome and Check-in	20 min
	10.1a: My Father's Influence	40 min
	10.2a: My Child aged 20	30 min
	10.3a: The Cycle of Violence	60 min
	Check Out and Homework	15 min
Participants: Men only	<i>Estimated time: 2 hours 45 min</i>	
Module 10b 'Safety Planning'	Welcome and Check-in	20 min
	10.1b: Safety Mapping	40 min
	10.2b: Taking Measures to be Safe	30 min
	10.3b: Supporting Ourselves and Each Other	20 min
	Check Out and Homework	15 min
Participants: Women only	<i>Estimated time: 2 hours 5 min</i>	

- To visualise what life would look like as a woman in a community where violence, disrespect, and discrimination against women and girls no longer existed; to assess what factors would need to change in order for this vision to become a reality; to discuss human rights.
- To explore and reflect on the power dynamics within intimate relationships
- To explore participants' attitudes about men and women
- To reflect on how men and women spend their time and to identify ways that men and women can work together to support women's work outside the home
- To discuss who does the household tasks and encourage a more equitable distribution of care work between men and women
- To build trust between partners and to reflect on men and women's responsibilities to each other as spouses/partners.

- To reflect on men's relationships with their fathers and how they can take the positive aspects into their relationships with the own children and leave the negative aspects behind.
- Make connections between the long-term goals fathers have for their children and how harsh discipline affects those goals.
- Make a commitment to avoid the use of harsh punishments against children.

- To discuss what safety means; to conduct safety planning
- To assess safety in our communities
- To identify measures to stay safe in our communities and to reflect on how can support ourselves and each other to stay safe

MODULE	ACTIVITIES	OBJECTIVES
Module 11 ‘Healthy Relationships’ Participants: <i>Men and Women</i>	Welcome and Check-in	20 min
	11.1: From violence to respect	40 min
	11.2: Positive Parenting	45 min
	11.3: Communicating to resolve conflict	60 min
	Check-out	15 min
<i>Estimated time: 3 hours</i>		<ul style="list-style-type: none"> To help couples understand the cycle of violence and the factors which contribute to men’s use of violence. To identify the characteristics of a healthy, non-violent relationship and to discuss how to build more respectful relationships. Learn and practice different Positive Parenting techniques available to parents. To discuss the importance of couple communication and to rehearse creative ways of communicating to successfully resolve conflicts.
Module 12 ‘Taking Stock’ Participants: <i>Men and Women</i>	Welcome and Check-in	20 min
	12.1: Effective Communication	60 min
	12.2: Reminding ourselves how far we have come	90 min
	Check-out and Close	15 min
	<i>Estimated time: 3 hours 5 min</i>	

Training Plan

Module 1: Welcome

MODULE 1 – KEY MESSAGES

- In this group we will learn how men and women can work together, as supportive and respectful partners, to promote a more successful and profitable household.
- The programme will last one year and consist of taught sessions and reflections at home. Some sessions are for couples, some are for men and women separately.
- We have ground rules that help us to work together and respect each other.
- By supporting each other within the group, we can make positive changes in our families and communities – *“Mutu umodzi susenza denga”*.

MODULE 1 – OBJECTIVES



This session is for **COUPLES** led by the *Equality Officer*

- To welcome participants and to get to know each other.
- To recognise the many ways that men and women, and the participants in the group, are similar and different from each other and to build comfort and trust among the group members.
- To agree on a set of ground rules to create a respectful environment where men and women can share and learn.
- To explain the content of the group sessions and discuss participants' expectations.

Materials required: Optional materials include flipcharts, markers, tape, paper, pens and pencils.

Activities adapted from: Concern Worldwide Rwanda & MenEngage 'Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme'

Session overview:

Welcome and introductions: Activity 1.1: Overview and expectations

Activity 1.2: Setting ground rules

Activity 1.3: Finding common ground

Activity 1.4: What does it mean to be a man or a woman

Activity 1.5: Trusting Each Other

Check-out

Pre-session preparation:

Consider:

It is important for the group to create and agree on a set of shared ground rules during this session. As the facilitator, your role is to ensure safety, confidentiality, and sensitivity in the group. Use this session to help enforce the ground rules and demonstrate the principles of a respectful group environment.

Table 1.2 provides a list of several suggested rules that you can share with the group to help guide the discussion. If these rules are not mentioned first by the group members, you may emphasise them.

When you ask the question: *“Does anyone have any concerns about the programme or the impacts it might have?”* some participants may raise the issue of ‘gender causing problems’ in households. Use this opportunity to explain that although we will be discussing some issues of ‘gender’ in the programme, the aim of the programme is to help family’s to work better together and too maximise the benefits of the Graduation Programme, not to cause problems in the household. Explain that we will be looking at the ways that inequality causes problems for both men and women, and will be looking at ways to improve things for both men and women, and not women alone.

Prepare:

Prepare the space: Participants should sit in a circle in a comfortable space. If benches/chairs are used, please ensure that all participants are sitting on benches/chairs, avoiding a situation where women and men are sitting at different levels or in different areas.

Review:

- Table 1.2: List of suggested ground rules for group meetings.
- Table 1.3: Examples of statement you can use in ‘Sharing common ground activity’
- Table 1.4: Definitions to share with the group

Session Plan:

Welcome and introductions: 20 minutes

Do:

Welcome participants to the group as they arrive and introduce yourself. Thank them for coming and ask them their name. Inform them that they can take a seat until all of the other participants have arrived.

Say:

“Welcome to the group and thank you for coming! We are very happy that you accepted our invitation to participate in this group meeting. You were invited to this group because your household is participating in Concern Worldwide’s Graduation programme. In our sessions, we are going to work together to address some of the problems that we face in our homes and communities, and to support each other in improving the well-being of our families. We are also going to discuss how men and women can work together, as supportive and respectful partners, to promote a more successful and profitable household.”

Ask:

Ask each person to go around the circle and introduce him or herself.

Say:

“This programme will run alongside the Graduation programme for the next 12 months. Every month, we will have a session looking at a particular topic. During that month, the Field Monitor/Case Worker will be following up on that month’s topic with individual couples in their home during their regular home visits. Each month will have a different topic, and you will have the opportunity to discuss, to share your personal experiences, and to learn from each other. These sessions will help you to promote positive changes, including non-violent and healthy relations, at home and in the community, and to help your families to work better together. These changes will help to maximise your household’s participation in the graduation programme and lead to tangible benefits for yourself, your relationship with your partner, and for your children.”

Say:

“My role as the facilitator is to support the process of change, to encourage everyone to talk and share, and to guarantee that everyone feels safe within the group. This is X, the Field Monitor/Case Worker for this area. The Field Monitor/Case Worker will be visiting couples at home to support them in their work.

In the next few activities, the group will get to know each other better, learn more about the content of the sessions and will discuss some rules that will help to ensure the group is a space where everyone feels comfortable.”

Activity 1.1: Overview and expectations: 30 minutes**Say:**

“Over the next 24 months, you will help each other to solve problems facing your families and your community. These sessions are designed to help you to have happier, more productive relationships as spouses/partners. You will learn ways to work together for the health and economic prosperity of your household. By collaborating and working together, you will be more successful in achieving the goals you have for your family.

The sessions will cover different topics, including:

- *Decision-making*
- *Household budgeting*
- *Sharing responsibilities within the home*
- *The challenges men and women face and how to overcome them*
- *Healthy relationships that are built on mutual respect and good communication”*

Say:

“During each month long module there will be interactive activities and group discussion. Some of these sessions are designed for men to attend alone or women to attend alone, and some of these sessions are designed for men and women to participate together. The single sex sessions are designed to help men to discuss and learn about topics that are relevant to their experiences as men and as husbands and fathers and for women to understand their own unique experiences as women.”

Say:

“It is now time for participants to express the expectations or desires they have for the group meetings.”

Ask:

- What would you like to get out of these sessions?
- How can these sessions benefit you, your relationship with your partner and your family?
- Does anyone have any other expectations they would like to share, which are different from those that have already been discussed?

Do:

Allow individuals to go around the circle sharing some of their expectations for the group. If there are many participants, there may not be time for every person to share his or her expectations. It is important to make sure that both men and women within the group have an opportunity to express their expectations. Do not allow the conversation to be dominated by men only, or by only a few individuals. Encourage different participants, both male and female, to share their opinions.

Once you have heard from several men and women, inform the group about which expectations will and will not be fulfilled during the group meetings. It is likely that there will be some expectations or topics that will not be covered during the group sessions. Explain to the group that although some of their expectations or desires may not be directly discussed during the group meetings, they should use the group and its members as an opportunity to seek advice, to discuss important matters, or to learn from each other.

Ask:

- *Does anyone have any concerns about the programme or the impacts it might have?*

After going over the different expectations, finish the activity by thanking the participants for their contributions and participation.

Say:

“All of you have different expectations for these group meetings and how you they can benefit yourself and your families. Sharing these expectations with the group is an important first step towards making positive changes in our lives and our relationships. By discussing our expectations, we can develop realistic expectations of what will be accomplished during our time together. Knowing each other’s desires for this group will also enable us to better help each with the problems we are facing.”

Activity 1.2: Setting ground rules: 40 minutes**Say:**

“In this activity the group will create and agree upon a set of shared ground rules that will govern the functioning of the group throughout all of the 12 months of the programme. During the meetings you will discuss important issues facing you in your lives, and will be asked to speak about your personal experiences. For this reason it is important that everyone feels comfortable in the group.”

Ask:

- What rules or agreements would help you to feel safe and comfortable to discuss and share in this group?
- What would encourage you to talk in the group?
- What would discourage you from talking the group?
- What could happen that would make you want to leave the group? What ground rules would help us to avoid this?

Do:

Ask the group members to contribute ideas for rules they would like the group to adopt in order for them to feel comfortable and to trust the other group members. Write them in Chichewa on a small piece of paper and then read them out to the group. Put the paper somewhere where everyone can see it.

Ask:

- Is there anything missing which you would like to add?

Make any suggested additions to the list

Ask:

- Does everyone agree to this list and commit to upholding these ground rules during our sessions?

If someone does not want to commit to the ground rules, ask him or her why. Allow the group to discuss any of the concerns that participants have about a particular ground rule. Suggest that the rule be changed or removed, depending on the desires of the group.

Ask:

- Are there alternative rules that you would feel more comfortable with?

(Once everyone has agreed to the ground rules) **Say:**

“These rules will remain in place for the duration of the group sessions and need to be followed in order for everyone to feel comfortable, safe and respected. Each member has a role to play in enforcing the rules. If someone is not respecting the rules, all of us have a responsibility to remind the person of the rules to which they have committed. These should be polite reminders, not punishments.”

Thank everyone for their input and for committing to uphold the rules.

Say:

“Confidentiality, trust and respect are the foundation of a respectful, safe environment where men and women can share their ideas and learn new ones. Establishing ground rules is important for the governing of the group and will help these meetings to be a space where men and women can find honesty, trust and support. I encourage each of us to respect these rules, and to support each other in following them.”

Table 1.2: Suggested Ground Rules for a Successful Group

Privacy and Confidentiality: The privacy of personal experiences must be secured. No one should discuss the private information shared in the group with others in the community, if someone does not want it to be shared. All personal stories and experiences that are shared in the group will remain in the group.

However, participants are encouraged to share any knowledge or lessons they have learned in the sessions with others outside of this group, such as friends, family members and neighbours.

Equality and Responsibility: All members of the group are equal, irrespective of age, gender or background. All members have a voice and the right to speak, share and contribute.

All members are responsible for their own actions and behaviour. Every member takes responsibility for what he/she does.

Respect and Empathy: Speak one at a time – Allow each person the time to speak. Everyone’s viewpoint is important, so we need to make sure everyone is heard. Listen and show interest in what others have to say.

Practice empathy - Imagine yourself in the other person’s position and try to understand how they feel. Respect the opinions of others and try not to judge others for their experiences or opinions.

Every member should actively participate and contribute to the group. Use only “I believe, I think, or I have experienced” statements – Do not assume that your viewpoint is shared with everyone else in the group.

Activity 1.3: Finding common ground: 30 minutes

Say:

“In this activity the group will learn more about each other and find out what “common ground” they share with each other. There’s no right or wrong answers in this exercise, but the purpose is to see that we all share certain experiences and characteristics with each other. Now please stand in a circle, leaving the middle empty.”

Do:

Explain the following directions to the group

- One person will say something that is true about her/himself and step into the centre of the circle, where others who share common ground can join him or her.
- That person will say, “*Stand with me in the circle if you also...*” and will complete the statement with something that is true about him or herself e.g. “*Stand with me in the circle if you also have children.*”
- Everyone for whom the statement is true will join that person in the centre of the circle. In this example, all men and women who have children would join the speaker in the centre of the circle.
- Stepping into the circle is voluntary. Even if something is true for you, you can decide not to step in, if you are not comfortable. No one will force you.
- Those who step into the circle should do so without talking. They should silently make eye contact with those with whom they share common ground and acknowledge each other and hold the moment so that each person acknowledges each other with their eyes as a sign of support. This becomes really important when more difficult and

emotional statements are shared. Explain that women and men may feel shy about making eye contact with each other, but as the purpose of this activity is to ‘share common ground’ and connect with each other, we should try to get over our shyness, especially as we are all in the presence of our husbands and wives.

- The people around the outside of the circle will hold a ‘circle of support and appreciation’ for those who are sharing common ground in the centre of the circle.
- Those who moved to the centre of the circle will then return back to their places in the larger circle, and another person can step into the circle. He or she will then provide a new common ground statement and ask for others who share common ground to join the centre of the circle.

Do:

As the facilitator, start the activity by picking one or two common ground statements that are true for you. Stress that participants can only introduce a topic if it is true for them and you can step into the circle. Step into the centre of the circle and say your own common ground statement: *“Share common ground with me if you also....”* See Table 1.3 for examples of statement you can use.

After you have demonstrated two common ground statements, ask a volunteer to continue. Encourage participants, one at a time, to move to the centre and say their own statements. Remind participants to take a moment and look at the others who have joined them in the centre of the circle and to reflect on the things they have in common.

After an adequate number of statements have been completed, ask everyone to come back to the outer circle.

Below is a list of different common ground statements you can use to start the activity. Some of the statements are low-risk, while others are more sensitive or higher-risk. It is important to assess the atmosphere in the group before attempting some of the higher-risk statements. As the facilitator, it is important for you to demonstrate one or two common ground statements in order to provide a model for the participants.

Table 1.3: Suggested statements for ‘Sharing Common Ground’ activity

LOWER RISK QUESTIONS
<p>Share common ground with me if...</p> <ol style="list-style-type: none"> 1. You also had a hard time getting out of bed this morning 2. You also have siblings 3. You also have children 4. You also are left handed 5. You also have a birthday in November 6. You also speak more than two languages 7. You listen to Zodiak Radio
HIGHER RISK QUESTIONS
<p>Share common ground with me if...</p> <ol style="list-style-type: none"> 1. Your mother has also died 2. You also have ever been hit as a child 3. You have ever used violence against someone else

Say:

“Take a moment to silently look around the circle at each other and appreciate the many ways everyone is connected to each other. (Pause) Now, please sit back down in the circle.”

Ask:

- What did you think about the exercise?
- Did anything surprise you while doing the exercise?
- What did you notice about the similarities among the participants in this group?
- What did you notice about the differences between the participants in this group?
- How did it make you feel to learn that you share common ground with others in this group?

Say:

“In this community, men and women have many similarities as well as differences. Sometimes we do not realise the similarities we share. It is important to reflect on the common ground that we share and to learn from and support each other. In this group, you will be encouraged to discuss your personal experiences and stories. As we continue to meet and learn about each other, remember the common ground that you share with each other, and respect the differences that you exist between you.”

Activity 1.4: What does it mean to be a man and a woman: 45 minutes**Say:**

“The purpose of the activity is to discuss what it means when we talk about ‘gender’ and how societal expectations impact men, women and their relationships.”

Do:

Divide the participants into smaller groups of 4–5 individuals. These groups can have men and women in them, but should include at least one person who can write. If literacy is low, ask each group to have a discussion and then report back to the larger group with their responses.

Provide each group with one piece of flipchart paper and a marker. Tell each group to make two columns on the paper. Tell each group to write the word ‘man’ on top of the first column, and ‘woman’ on top of the second column.

Ask:

- What does it mean to be a man?
- What does it mean to be a woman?

Do:

Tell the participants to discuss what it means to be a ‘man’ or a ‘woman’ and to write these words or phrases in the appropriate column. Explain that participants should think of how women and men look like, act, what they do, how they behave, etc. (biological and social characteristics). Give the groups **15 minutes** to discuss and write down their responses.

After the groups have finished, ask everyone to come back to the circle. Ask each of the groups to report their responses to the larger group. As the facilitator, you should write down the most common answers for ‘woman’ on a new piece of flipchart paper and the most common answers for ‘man’ on a separate piece of flipchart paper.

After all of the responses have been recorded and the facilitator has written down the most common responses for woman and man, cross off the word ‘man’ on the first flipchart and write the word ‘woman.’, and cross off the word ‘woman’ on the second flipchart and write the word ‘man’.

Ask:

- Can any of the characteristics mentioned for men also apply to women?
- Can any of the characteristics mentioned for women also apply to men?

Do:

Go through each characteristic and ask the group which characteristics absolutely **cannot** apply to women. Cross off any characteristics that cannot apply to women (For example, women do not have a penis), until only those biological characteristics are remaining.

Next, repeat the same step for men. Go through each characteristic and ask the group which characteristics absolutely **cannot** apply to men. Cross off any characteristics that cannot apply to men.

Say:

*“The **social** characteristics, or attitudes, behaviours and roles we normally associated with men and women constitute our ‘gender.’ Gender does **not** mean ‘woman.’ Both men and women have a gender (masculine or feminine). Gender refers to the societal expectations we associate with being a woman or being a man. We are not born with these characteristics, but we learn them as we grow up.”*

Table 1.4 Definitions to share with the group

‘Sex’ is biological – that is, we are born with male or female reproductive organs and hormones. The biological difference between males and females.

‘Gender’ is socially, politically, religiously, and culturally constructed. Gender is expressed via the roles men and women play in society.

“It is very easy to confuse gender with sex. Gender is constructed by our society. The society assigns certain attitudes and behaviours to individuals based on their sex (e.g. women care for children) and that every individual is influenced by these social expectations. These expectations change over time and across locations.”

Do:

Next, lead a group discussion using the questions below:

Group Discussion Questions:

- Where do we learn the characteristics we associate with ‘being a man’ or ‘being a woman’?
- How do society’s expectations of men and women impact us differently?
- How does our gender impact the types of jobs or work that men and women are expected to perform?
- How can some of these expectations negatively affect women’s lives? How can they negatively affect men’s lives?
- Is it hard to live up to the expectations of being a man? Of being a woman?
- In what ways can expectations of what it means to be a man or woman be harmful?

- Do the characteristics or stereotypes we associate with men and women give some individuals power over others?
- What did you learn with this activity? Is there anything that you learned that you can apply to your own life or relationships?

Say:

“There are biological differences between men and women. However, many of the differences we attribute to men and women are not biological. Most of the expectations we have about how men and women should look, act and behave are constructed by our society. These are not characteristics that we are born with. Some of these beliefs or stereotypes can have a negative impact or harm men and women. It is important to define for ourselves what it means to be men and women, and to challenge stereotypes which are harmful.”

Activity 1.5: Trusting Each Other: 30 minutes**Say:**

“In the next activity we are going to look at the importance of the ground rules for building trust and safety within the group. Please stand up and gather in a circle.”

“Please stand close to each other without your shoulders touching those of the person beside you. It is important in this group that no one is made to feel uncomfortable, so if men and women are uncomfortable to stand so closely to a person of the opposite sex, please stand so that all members are standing next to a member of the same sex, or their own husband/wife. In this exercise we are going to do an experiment: the goal of the circle is to create a safe space.”

Do:

Ask someone from the group to volunteer for the exercise. Tell the volunteer that he or she is going to move into the middle of the circle. Ask him to move into the middle of the circle and to listen to the instructions. He or she should not move told to do so.

Explain to the rest of the group members that the volunteer will walk around the middle of the circle with his or her eyes closed.

Say:

“The circle symbolises a wall of protection. Inside that wall, participants can safely experiment with walking with their eyes closed. Walking with eyes closed makes participants feel vulnerable and dependent on the trust of others. The people in the circle are responsible for creating a safe place for him/her to walk.”

Do:

Explain the following instructions to the group:

- When the volunteer is approaching you clap your hands repeatedly to indicate that s/he is moving close to the circle. If the volunteer gets very close to the circle you should intensify the clapping to indicate that the volunteer should change direction (no touching should be involved.)
- Make sure that the volunteer does not walk out of the circle, but is protected by the members on the circle.
- Members of the circle should not make jokes or laugh. You are supposed to demonstrate respect and support to the volunteer. You should concentrate on your task, which is to protect the volunteer.

Do:

Ask the volunteer to close his or her eyes and start walking until he or she reaches someone in the circle. Tell the volunteer: *“The group will take care of you so that you feel safe.”* Remind the volunteer that he or she can keep walking for as long as he or she wants and can stop at any time.

While the volunteer walks around the circle, actively remind the participants of the ground rules. If anybody laughs or makes jokes, please remind them immediately but politely about the rules of the exercise and the risks of breaking the safety of the circle. Do not do this in a punishing manner, but as guidance, so people see an example of how you can respectfully set limits.

After the volunteer has asked to stop, ask everyone to sit down and open up the discussion using the questions below:

Ask:

Ask the volunteer:

- How did you feel during this activity?
- What experiences did you encounter – moments of anxiety or safety, perhaps? How did others receive you in the circle?

Ask the circle:

- How did you feel during this activity?
- How did it feel to be responsible for and to direct another person?
- How did you observe me, the facilitator, correct someone who was not respecting the rule? (Did I punish or guide the person?)
- What happens when someone does not respect a rule? Do you punish them or guide them back to the proper path?

Say:

“Everyone should be treated with respect. In this group, each participant should respect the others in order to create a positive atmosphere where everyone feels safe. The ground rules, which were demonstrated in this exercise, are critical to building trust among all of us. We all have a responsibility to help to uphold and enforce the ground rules.”

Check-out: 15 minutes

Say:

“This session is now coming to an end. Thank you all for your active participation. Each session will end with a ‘check-out’, where you will have an opportunity to reflect on what has been discussed during the session.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned that in this group we will learn how men and women can work together, as supportive and respectful partners, to promote a more successful and profitable household. We learned that the programme will last one year and consist of taught sessions and reflections at home. Some sessions are for couples, some are for men only. We also now have ground rules that will help us to work together and respect each other. By supporting each other within the group, we can make positive changes in our families and communities. – Mutu umodzi susenza denga.”

Do:

Confirm the time, date, and place of the next session. Remind the participants that the next session will be for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 1 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide a space to reflect on men’s and women’s concerns and expectations for the programme. To anticipate any resistance, and try to assuage it early in the programme.

Format: These are reflection questions to be used by the Field Monitor/Case Worker during routine home visits

Materials required: None

During routine home visits by Field Monitors/Case Workers throughout the Graduation Programme, the following questions can be used with participating households to provoke further reflection:

- Describe what happened in the first session. Why do you think those activities were chosen?
- How do you feel about the programme now that you have taken part in the first session?
- How do you feel about some sessions being for men and women separately and others being for women and men together?
- Have you had any thoughts about what was covered in the last session since then?
- Did anything come to your notice in the last month based on what was discussed in the last session?
- When we talk of ‘working together better’, what do you think of?
- What are the ways that ‘working together better’ can help your household? In your roles as a husband and a wife? In your role as a father and a mother?
- Do you have any concerns about what might happen as a result of taking part?
- What changes do you hope to see in your family as a result of taking part?
- What results do you hope NOT to see as a result of taking part?

Give the couples the information on when and where the next taught session will take place and that it should be attended by both men and women. Thank them for their participation.

Module 2: Family Vision

MODULE 2 – KEY MESSAGES

- By working together as a family, we can achieve our goals – “Mutu umodzi susenza denga”.
- By breaking down a long term goal into shorter term milestones, we can move closer to achieving it.
- Planning how to deal with constraints or challenges in advance helps us to better deal with them.

MODULE 2 – OBJECTIVES



This session is for COUPLES led by the Equality Officer

- To identify similarities and differences in visions of women and men.
- To help individuals/household/group to produce a plan that will help them work towards their vision over the course of the programme.
- To introduce and reinforce a culture of planning, tracking, reflexive learning and participation of individuals/household/group

Materials required: Flipcharts, markers, paper, pens and pencils, example print out of Family Vision.

Activities adapted from: Government of Malawi, Ministry of Agriculture, Irrigation and Water Development (2016) ‘Household Approach Implementation Manual for Extension Workers and Local Facilitators’

Session overview:

Welcome and Check-in

Activity 2.1: Family Vision: Drawing Current Situation

Activity 2.2: Family Vision: Drawing individual vision of the future

Activity 2.3: Family Vision: Plotting the route – opportunities and constraints

Activity 2.4: Family Vision: Discussing joint vision of the future

Check out and close

Pre-session preparation:

Consider:

The Family Vision activity used in this module is adapted from a Government of Malawi manual for extension workers being rolled out in 10 districts including Nsanje and Mangochi. This session, therefore, might provide a useful opportunity to link with government stakeholders, by inviting the area extension worker, or a representative from the DADO (District Agricultural Development Office) or the DSWO (District Social Welfare Office) to co-facilitate.

Prepare:

- An example family vision to demonstrate what it will look like to participants
- Print out of three copies of the family vision for each household (three copies each, two for the household and one for the Field Monitor/Case Worker to use) at the end of the manual

Review:

- The process (order of activities) of building a family vision

Session Plan:

Welcome: 20 minutes

Do:

Welcome the participants. Remind them of who you are. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- As couples, have you talked to each other about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?

Be flexible to discuss any pressing issues that arise at this point.

Say:

“In today’s session, we will be developing a ‘Family Vision’. A Family Vision is a way of expressing a desirable future towards which we can aim that is better than our current situation. It serves as a sign post for household members pointing the way that they should go. It’s the first step in seeing your dream for a happy future. In this activity we will individually look at what our situation as a family is like today, and will then think about where we would like it to be in the future with the support of the Graduation Programme. We will then look at the opportunities and challenges we may face that may help us or hinder us in reaching our vision for the future. We will then spend some time discussing together, as husbands and wives, our different visions and the way in which they are similar. We will then come up with concrete actions that we can do to start making our family vision into a reality.”

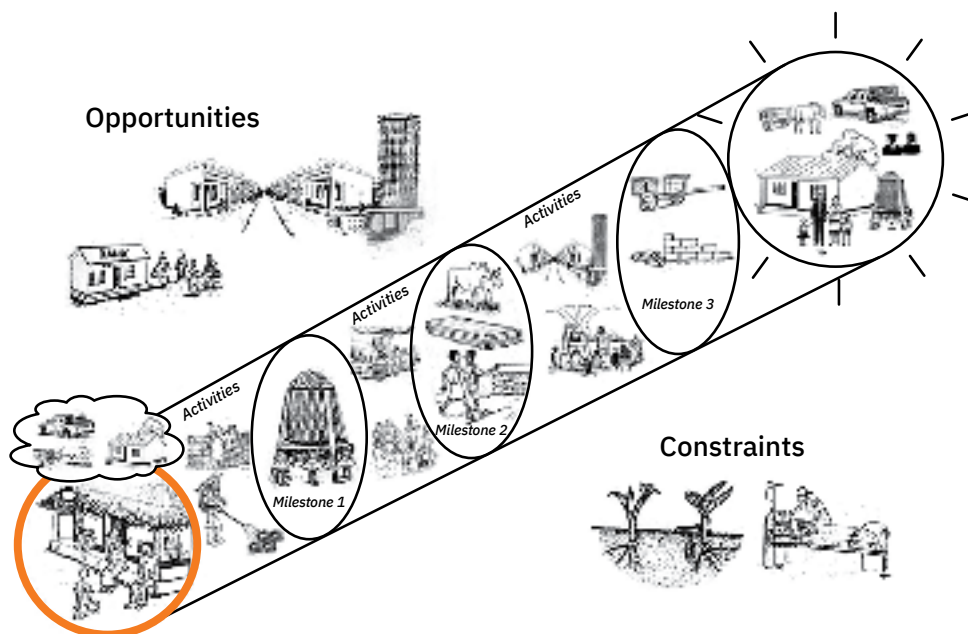
Activity 2.1: Family Vision: Drawing Current Situation: 30 minutes

Do:

Ask the participants to find a space on the ground to work in pairs with their spouse. Give each couple three printed copy of the ‘Family Vision’ (attached in the end of the manual) and pens and ask them to think about their current situation. Explain to the participants that they should use the boxes to demonstrate what their current situation looks like focusing on the assets and property that they as a household have. For each asset the household have, they should mark the number of boxes corresponding to the number of assets. For example, if the household have two goats, they should mark two boxes next to the picture of the goats. The couples should fill this in on all three copies of the ‘Family Vision’. If the household have assets and property that are not illustrated on the ‘Family Vision’ sheet, they are encouraged to add those assets to the ‘Family Vision’ by either drawing or writing.

Ask:

- What does your house look like? What materials is it made from? What facilities does it have?
- What assets do we own? Do we have any debts?
- What type of farming do you currently do? What crops do you grow? What is the size of your plot? And what kind of yield do you get?
- Do you have any livestock? Do you do fishing? Do you have any opportunities for *ganyu*? What other ways does your family have of earning income?
- How are your children doing? Are they going to school? If so, how are they progressing?
- How is your family’s health? Are any family members frequently sick?
- How do your family interact with each other? Do you enjoy spending time together?



Activity 2.2: Family Vision: Drawing our individual vision of the future: 30 minutes

Do:

Ask each participant to close their eyes and consider what they think would constitute a ‘happy life’. As they close their eyes, use the following guided visualisation to help them imagine their vision for the future;

Say:

“Imagine that it is two years’ time, you have been involved in the Graduation programme and it’s been going well. You have been out of the house and you are walking home. It’s the same path that you always walk as you come home, but this time, as you walk, you can see that the home you are walking towards is different than it is now. It’s much better! What does it look like? What does the area around it look like?

You see your children and your husband/wife outside. They haven’t noticed you yet, so you can take a minute to observe them. What do they look like? How are they dressed? What sort of expressions do they have on their faces? How are they interacting with each other? What are your children doing? Are they doing some homework or another activity?

As you get closer, you are able to peep inside the house, what does it look like? Are there any things or equipment that you can see in the house?

You are carrying something back to the house with you. What is it? What sort of activities have you been involved in?

You family notice you and greet you. What is their greeting like? How do their voices sound? Are they happy to see you?

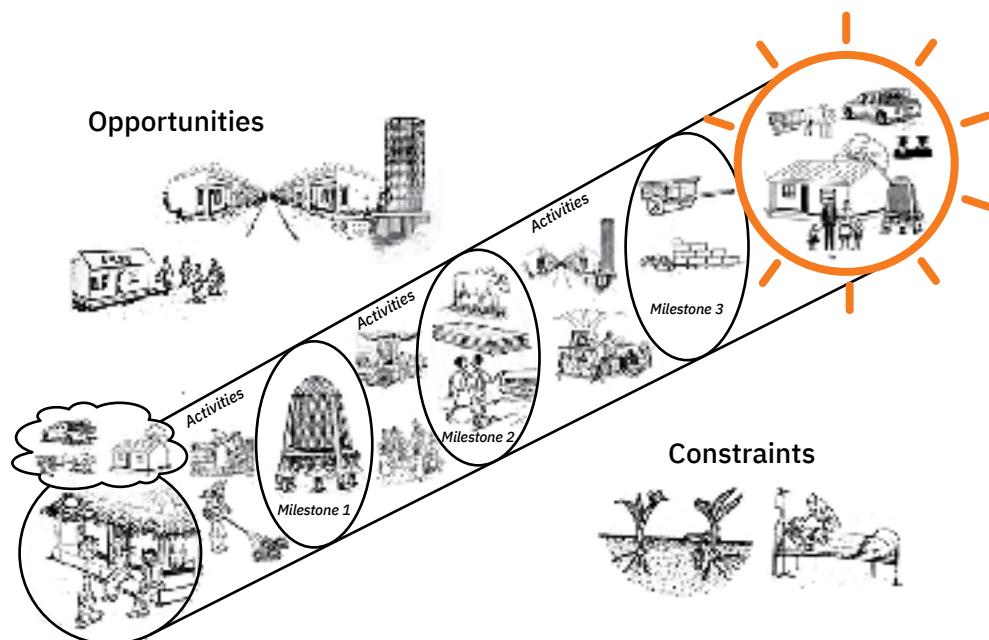
Take a moment to enjoy the feeling of living in your happy future.”

Do:

Give the participants a few moments to enjoy the visualisation before asking them to open their eyes.

Ask them to look back at their ‘Family Vision’ and to take one copy each of their family vision. The participants will now be working individually to focus on the future situation that they have just imagined; their vision. Explain to the participants that they should depict, by marking the boxes next to their current situation, or in writing or drawing, the future situation of their household that they have imagined focusing on the assets and property, as well as what activities they will be doing and how their relationships will be. The couples should do this exercise individually on their own ‘Family Vision’ sheet.

Explain to them that their vision will inspire them to pick themselves up, and continue to move forward with the support of the Graduation Programme even if they fall and stumble on the rocks on the road.



Activity 2.3: Family Vision: Discussing joint vision of the future: 40 minutes

Do:

After finalising the previous exercise individually, ask husbands and wives to now join each other and review each other’s family vision.

Ask:

- What is similar in both of your visions?
- What is different about your visions?
- Do your visions show different or similar priorities?
- What are the things that you both really want to work towards?

Do:

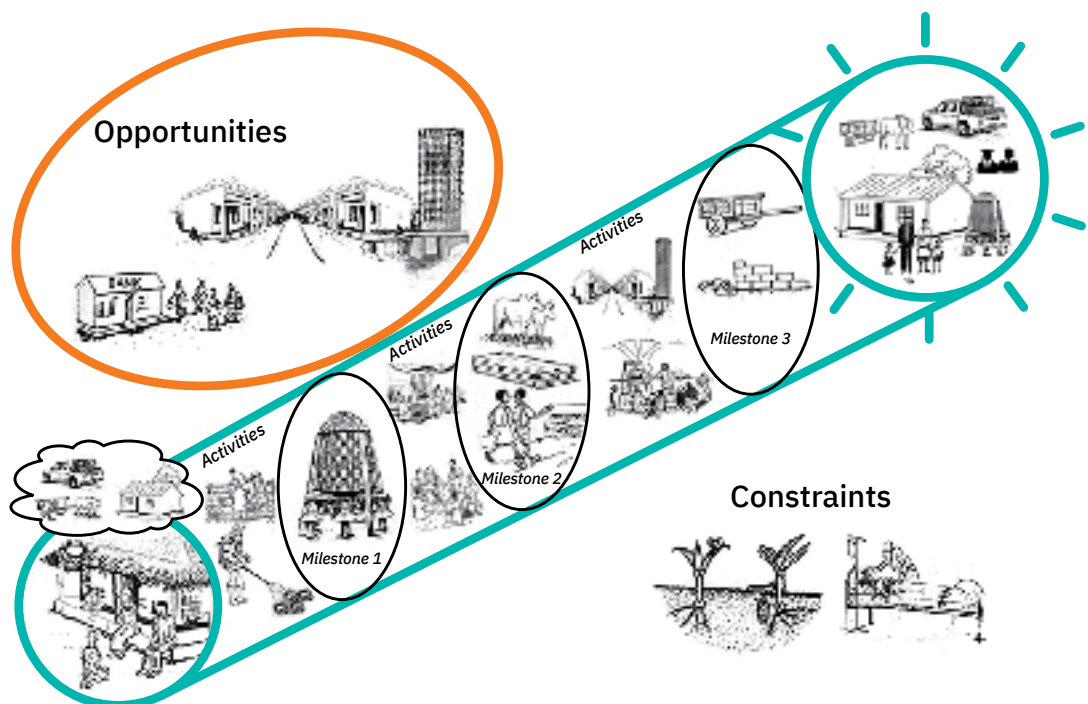
Ask the couples to identify any key differences in their visions. First give the wives five minutes to describe why they visualised their ‘vision’ and why they think it will be positive for the family. While the wives speak, the husbands must not interrupt them, they must listen actively and can react only by nodding/smiling, or by making encouraging noises (e.g. mmmm, uh-huh etc.). Once the women have spoken and been heard, the men are then given five minutes to explain their ideas. Then give the husbands and wives five minutes to discuss the differences together.

Ask:

- What can you both agree are the key things that belong in your joint family vision?
- What parts of this vision could be realistically achieved in two years?

Do:

Ask them to take the third copy of the ‘Family Vision’ that they used when drawing the current situation and make the changes to it that represent what they have agreed together. Ask them to mark the boxes under the ‘Vision for the future’ based on their shared vision for their household. Encourage the participants to draw or write down additions that are not listed on the ‘Family Vision’ sheet.



Activity 2.4: Family Vision: Opportunities and Constraints: 45 minutes**Say:**

“On your sheet you now have your current situation and the agreed joint ‘family vision’. I now want you to think your road from the current situation to the future and how you will reach your vision.

In this exercise, I want you to think through and discuss with your partners different opportunities that will help you both to achieve your vision. Opportunities are a set of activities or circumstances that make it possible to achieve your aspirations or needs.”

Ask:

- Are there any income generating activities that you have thought about, but not tried yet?
- Can you use a VSL loans to fund an opportunity to develop?
- Are there any community projects happening that would help to improve your situation?
- Do you have family members who will be willing to get involved in working towards you vision?

Say:

“I also want you to think through and discuss with your partner the constraints that can make you either fail or limit you from achieving your vision. It is important to foresee possible challenges so that we can avoid them if possible. Think about opportunities and constraints which are both under the your or your husband’s/wife’s control and the ones you cannot control.”

Ask:

- What would limit your opportunities to develop?
- Are we facing any possible risks, and how can we mitigate against them?
- Are certain income generating activities more difficult and riskier than others?
- Are there any behaviour I or my wife/husband could engage in that would limit our opportunities to develop or vision?

Say:

“Every journey starts with small steps. The vision is a long term dream. Each household now needs to plan realistically how they are going to move within the existing opportunities and constraints.”

Do:

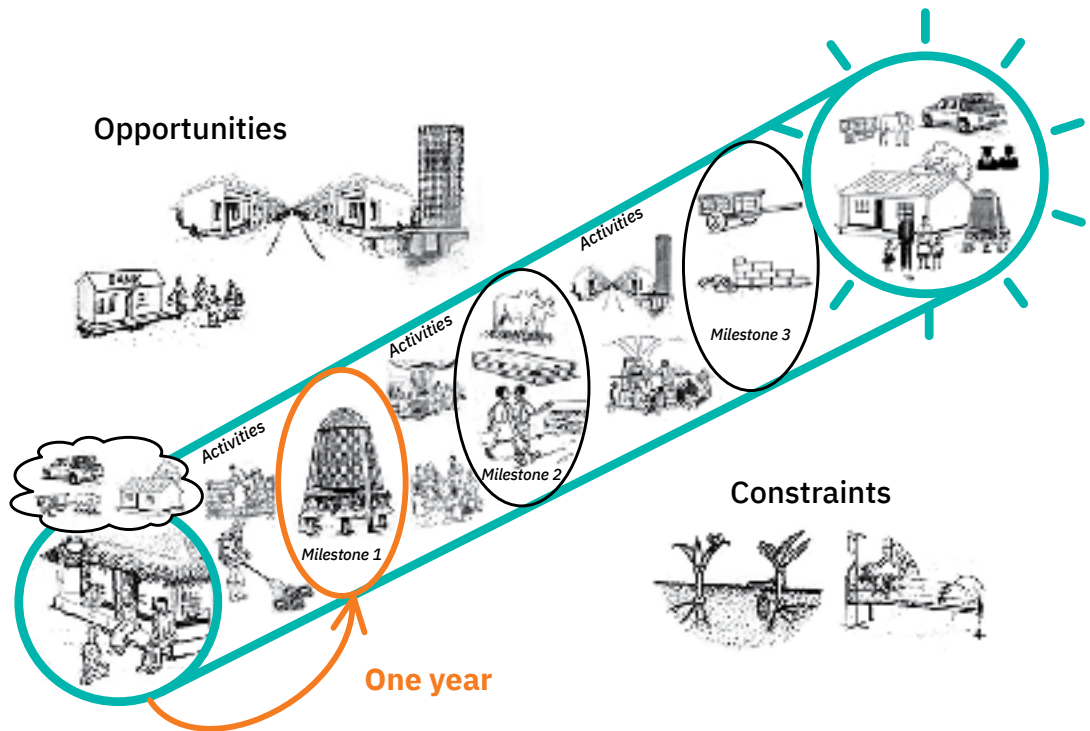
Ask each household to discuss (and draw write if possible, although this is not a requirement) their future vision. Ask them to identify 2–3 key achievements that will help them progress towards their vision.

Ask:

- What would need to happen to show you that you were on the road to your vision?
- What would you have liked to have achieved in 6 months from now? One year from now? 18 months from now?
- What would you need to achieve to know that you are halfway towards your vision?
- What would show you that you are nearly at your goal/vision?

Do:

In between each milestone, ask the couples to indicate the actions needed to move from one milestone to the next. Revise the milestones and targets if necessary. Couples can use this vision journey to track their progress over time, and adjust where necessary.



Check-out: 15 minutes

Say:

“You need to keep their vision journey very safe for the next year, as they will be used throughout the programme to track your progress and help couples to work together towards their shared vision.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we have learned that by working together as a family, we can achieve our goals and that by breaking down a long term goal into shorter term milestones, we can move closer to achieving it. We also learned that planning how to deal with constraints or challenges in advance helps us to better deal with them.”

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session and remind them that the next session should be attended by men only. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 2 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide couples with an opportunity to further discuss their Family Visions, and to further consider the opportunities and constraints they may face in achieving them.

Format: This reflection will involve the Field Monitor/Case Worker visiting each couple to discuss their family vision.

Materials required: The 'Family Visions' of each couple.

This module's reflection session will involve Field Monitors/Case Workers visiting individual households. As part of their general check-in on various graduation related matters, this month Field Monitors/Case Workers should take time to review the household's vision boards with the couple, using the following prompt questions to promote reflection;

- What differed in your (husband and wife's) vision of the future and what was the same?
- How did you resolve the differences?
- What goals do you think are the most easily or quickly achieved?
- What goals will take longer?
- What role do you think your children can play in making sure that you achieve your vision?
- What can you do right now to take the first steps towards your 'quick' goals?
- For the long term goals, can they be broken down into stages? (Help couple to break down goal into stages)
- What do you need to do more of to move towards your vision?
- What do you need to do less of to reach your vision?
- What are some of the risks that might prevent you from reaching your goal? (Ensure that alongside risks they have no control over e.g. natural disaster, bad harvest, sickness etc., that risks they have control over are also mentioned e.g. 'preventable injury' (possibly as a result of violence, unplanned pregnancy, preventable illness (e.g. malaria due to no mosquito net)
- What opportunities exist that you could take advantage of to support your vision?

Throughout this reflection session, alterations and additions can be made to the Visions based on new ideas or clarifications the couple come up with. Thank the participants for their time, and remind them to keep their family visions in a safe place.

Give the couples the information on when and where the next taught session will take place and that during the next session men and women will be divided into separate groups. Thank them for their participation.

Module 3a: ‘The Man Box’

MODULE 3A – KEY MESSAGES

- There are many benefits to being a man, but there are also disadvantages
- Men face a lot of pressure to live up to the societal expectations of the ‘man box’ and to prove that they are ‘real men.’ Trying to fulfil these expectations can be harmful to men, to their families and to their communities.
- There are a lot of advantages that come with stepping outside of the box, including more freedom from pressure and creating more loving, caring relationships with those around us, leading to happier lives for us men and for our families.
- If we support each other when we step outside ‘The Man Box’, we can better withstand any negative reactions we may experience – *“Mutu umodzi susenza denga”*.



This session is for MEN ONLY
led by the *Equality Officer*

MODULE 3A – OBJECTIVES

- To recognise how the pressure to fulfil societal expectations for men can negatively impact men and their relationships, and to convey that change is possible.

Materials required: Flip charts and pens

Activities adapted from:

Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme’.

The Acquire Project/Engender Health & Promundo (2008) ‘Engaging Men and Boys in gender Transformation: A Group training Manual’

Session overview:

Welcome and Check-in

Activity 3.1a: I’m glad I am... I wish I was...

Activity 3.2a and 3.3a: ‘Act like a Man’/‘The Man Box’

Homework and Check out

Pre-session preparation:

Consider:

This session requires a lot of careful management from the facilitator in order to assist the men to understand the difficulties, and limitations that adhering to strict masculine roles and norms place on them. Men may initially be shy to express finding it difficult to meet expected societal norms as a means of ‘saving face’. It is a good idea to start with the difficulties and challenges of meeting norms relating to resources e.g. the challenges of meeting the expectation that a man will provide food and school fees for his family, before moving on to more complex norms, such as the harmful norm that a man should have many sexual partners to demonstrate his masculinity.

When looking at the challenges that polygamy causes, the focus should not only be on the negative effects to the man’s wife and family, but should also explore how this norm can affect how a man feels about himself negatively.

When discussing how neighbours and family members may respond if a man ‘steps outside the man box’, the issue of witchcraft or ‘bewitchment’ may be raised by participants, as the formative research indicated that men who engage in traditionally ‘feminine tasks’ e.g. collecting water or caring for children, are frequently said to have been ‘bewitched’ by their wives. As witchcraft is an extremely sensitive topic in Malawi’s southern region⁷ this topic should not be directly raised by the facilitator, but should only be addressed and referred to, if it has been first raised by participants. Rather than attempting to debunk beliefs in witchcraft, it would be prudent to focus instead on how the participants feel if confronted by these rumours, and how they can gain support from each other if they experience such disapproval.

Review:

For the facilitators

- Watching Tony Porter’s TED Talk ‘A Call to Men’ video, will help you as a facilitator to prepare for this session: www.ted.com/talks/tony_porter_a_call_to_men

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to your wife about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?

Be flexible to discuss any pressing issues that arise at this point.

7. E.g. In 2017, during the height of the ‘bloodsucker crisis’ in southern Malawi, a Village Head in TA Mlolo, Nsanje was murdered after receiving ‘strangers’ in his home who were rumoured to be ‘bloodsuckers’, while rumours of ‘bloodsuckers’ also led to unrest in Mangochi.

Say:

“In the last session we looked at our hopes and aspirations for our families, together with our wives. This session is for men only, to give us a chance to consider some of the ways that being a man influences how we feel, how we behave and the roles we play in our family. We are going to look more deeply at what it means to be a man and the difficulties of being a man. Women are doing the same in their session, looking at what it means to be a woman.”

Activity 3.1a: I’m glad I am... I wish I was...: 50 minutes**Do:**

Put the men in groups and ask them to think of as many ways as possible to complete the following sentence

- I’m glad I am a man because/when....

Try to ensure that participants emphasise the positive aspects of their own sex, rather than a negative experience of the opposite sex e.g. “I’m glad I am a man because I’m strong” versus “I’m glad I am a man because I don’t have to have the pain of childbirth” etc. If there is a literate member of each group, they can be assigned as ‘scribe’ to take note of responses to facilitate feedback.

Do:

After 10 minutes, ask the men to feedback their responses to the whole group. Then ask the men to come up with as many endings as they can to the following sentences in 15 minutes:

- If I were a woman, I could...
- I envy women because...

Ask the men to feedback their responses to the whole group.

Ask:

- Was it easier to come up with reasons they are glad about their gender? Would it also be easy if we asked women to do the same? Why do you think this is?
- 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?

Say:

“Men and women have different life experiences and, especially within Malawi, very different roles to play in society and in the family. These different roles and expectations affect livelihood, health, education and other areas. No one gender is better than the other. The differences between men and women in the communities we work in 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 3.2a and 3.3a: ‘Act like a Man’/‘The Man Box’: 1 hour 30 minutes

Ask:

- Have you ever been told to ‘Act like a Man’? Please share your experiences of someone saying this, or something similar to this to you.
- Why do you think they said this?
- How did it make you feel?

Do:

In groups ask the men to devise short role plays where someone is told to ‘Act like a man’. Give the groups 10–15 minutes to prepare

Do:

Ask the groups to now perform their roles plays for each other.

Ask:

- What behaviour was being shown?
- Why was the subject told to ‘Act like a man’?
- Where do these messages to ‘act like a man’ come from? Who delivers them?
- By saying ‘Act like a man’, what type of behaviour was being promoted?
- Why was this behaviour seen as better than what the person was first doing?
- What other behaviours are seen as ‘manly’ and unmanly’?

If the participants focus mainly on roles e.g. ‘building a house’, ‘providing money for the family’, the trainer will also probe to elicit characteristics e.g;

- Should a man be strong or weak?
- Should a man cry in public?
- Should a man be quiet or loud?
- Should a man speak in public?

Do:

All of the examples of behaviours will be listed on a flip chart (This can be done in writing or through pictorial representations of each behaviour). As a facilitator you can draw images of certain behaviours to facilitate the participants understanding of the exercise. These drawings does not have to be perfect, just a symbol of the behaviours and characteristics mentioned by the participants. Draw a box around the list of phrases you have written on the flipchart and say “This is the Man Box”.

Similar drawings can be used to demonstrate behaviours that are expected from men and boys, such as having money or being the provider, being strong, never cry or show emotions, being violent or aggressive, have nice car, being a leader, being the decision-maker, being confident and never doubt oneself.



Say:

The **‘man box’** refers to the roles and expectations that society has for how men must behave. These expectations come from family, peers, society, media, stories, etc. Sometimes we refer to the man inside this box as **‘a real man.’**

Do:

Ask a volunteer to role-play or act out the type of man that is described in the ‘man box’. Allow him a few minutes to demonstrate the ‘man box’ to the group.

Ask:

- Does this seem familiar?
- Do any of you, or someone you know, visit this box?
- Is there anything you would change about this demonstration of the man described in the ‘man box’?

Ask:

- What are the benefits or ADVANTAGES for men who follow these rules and fit inside the box? (Can include being acknowledged or recognised in the community, having more opportunities, being given power, being successful, having access to resources, or being admired by women or by their peer group)

Write or draw the advantages said by the group on a new flip chart, titled ‘advantages’.

Say:

“Most men and boys work very hard to stay inside the box, and to live up to the expectations associated with being a ‘real man.’ However, not all men and boys fit inside this box, and some men consciously choose to step outside of it.”

Ask:

- Is it easy to live up to these expectations?
- What happens to a man or boy who does not fit in this box or who chooses to step out of the box? (E.g. name calling, being accused of being ‘bewitched’, threats, ostracism or violence.)
- What are the behaviours and roles that lie outside the box? How are they different from the behaviours and roles that are inside the box?

Say:

“The ‘man box’ shows us how men are trained to fit into a box by rewarding certain kinds of behaviours and punishing other kinds of behaviour.”

Ask:

- Are there any DISADVANTAGES to staying inside the box? (Can include issues such as stress and pressure, a negative impact on physical and mental health, not being allowed to express your feelings, and risky behaviours including having girlfriends, going to drinking joints etc.).
- Are there any DISADVANTAGES to the community when men stay inside the box?

Write or draw their responses on separate flip chart entitled ‘disadvantages’.

Say:

“Sometimes trying to live inside the box compels men to harmful and risky behaviours, which cause can hurt them and others around them.”

Ask:

- Are there any ADVANTAGES of stepping outside of the box? (Include having greater emotional connection with others, caring for yourself and others, experiencing less stress, being healthier, and having more fulfilling relationships, having a more unified family, developing the home).
- Can you think of examples of men in their own lives who do not conform to the messages inside the box?
- How are they able to move beyond the box?
- What can you do to change your own behaviours and attitudes and be role models for other boys and men?

Say:

“Men face a lot of pressure to live up to the societal expectations of the ‘man box’ and to prove that they are ‘real men.’ Trying to fulfil these expectations can be harmful to men, to their families and to their communities. There are a lot of advantages that come with stepping outside of the box. Creating more loving, caring relationships with those around us can lead to happier lives for men and for their families.”

Homework and Check Out: 15 minutes**Say:**

“This session’s homework assignment is to try and do one thing this week to try and step outside of the ‘man box’. For example, you could be brave enough to show your emotions. You can also think of ways of stepping outside of the box that include sharing power in your relationship with your partner and within the household.

It is important to first explain to your wife what you discussed during today’s session and what you would like to do differently.

Remember that out of respect for each other’s privacy, they should only share their own experience with their wives, and not share what other men have been brave enough to share with each other outside the group.

Ask your wife what she thinks about what we have been discussing in this session and ask if she is comfortable with the changes you propose. This will help her to understand why you are making the changes you are making, and be able to support you in making them. Come prepared to share your experience at the next session.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we discussed how there are many benefits to being a man, but there are also disadvantages. We looked at how men face a lot of pressure to live up to the societal expectations of the ‘man box’ and to prove that they are ‘real men.’ Trying to fulfil these expectations can be harmful to men, to their families and to their communities.

We explored that there are a lot of advantages that come with stepping outside of the box, including more freedom from pressure and creating more loving, caring relationships with those around us, leading to happier lives for us men and for our families.

If we support each other when we step outside the 'Man Box', we can better withstand any negative reactions we may experience."

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind the men that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 3b: Understanding Gender

MODULE 3B – KEY MESSAGES

- The different roles men and women play in the family and community are mainly based on society's beliefs about what women and men can and should do.
- Beliefs about how men or women are may appear to be natural as we grow up. But they are in fact, cultural.
- These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles.
- We are taught to think that there is a right and a wrong way to be a male or a female. The names and violent behaviours listed outside of the box are punishments for breaking these rules.
- There might be parts of the gender box that you enjoy doing or that you find positive. This activity is not intended to make you feel shameful of the things you enjoy about being a woman, but to build an awareness of where these messages and expectations stem from.



This session is for **WOMEN ONLY** led by the *Equality Officer*

MODULE 3B – OBJECTIVES

- To examine the messages society sends about who we should be as women and men; to understand how these messages affect us and our relationships.

Materials required: Flipcharts, markers

Activities adapted from: *International Rescue Committee: Implementation Guide Preventing Violence against Women and Girls: Engaging Men through Accountable Practice A transformative individual behavioural change intervention for conflict-affected communities (Part 3)*

Session overview:

Welcome and Check In

Activity 3.1b: What I like about being a woman

Activity 3.2b: 'The woman box'

Activity 3.3b: Defining sex and gender

Activity 3.4b: Reflecting on the boxes

Check out and close

Pre-session preparation:

Consider:

ADDRESSING SAFETY

Throughout the sessions, participants in both the women's and the men's curriculum groups will be talking, discussing, and exploring violence against women and girls. This is a highly sensitive topic, and it is likely that issues related to safety will come up, including participants either committing violence or reporting violence used against them. It is important that facilitators and the supervisor address safety at all steps.

As the women reflect on changes that they would like to see happen in different areas of their lives, encourage them to examine ways that they can be safe if they are interested in taking steps to make changes, or discuss what they are learning with men in their lives. The women know their situations and what precautions need to be taken. The facilitator must discuss with the women the various risks associated with raising the issue of VAWG, and support the women to determine how they may lessen those risks. **It is also important for the facilitator to emphasise that violence does not occur because someone is not taking enough measures to stay safe and that violence is not the women's responsibility. It is not a woman's fault if someone responds with violence.**

FEMALE PARTICIPANTS:

There is a high likelihood that women in the group may have experienced violence or know someone who has. Such violence includes physical, sexual, emotional / psychological, and economic abuse. While women are never asked to disclose their experiences, some women may want to share about their experiences of violence. Ask women to be mindful of what they are sharing and explain that they do not have to talk in front of the full group if they prefer to speak to a specialist in private.

It is important to keep in mind that the groups are not a place for participants to work on deep personal issues around violence and abuse, and that facilitators are not trained counsellors. As a facilitator, you should maintain clear boundaries, and stay focused on the learning objectives of each session. At the same time, because different types of disclosures could take place during group discussions and reflections, you should be prepared to address these in a way that is respectful and safe. Review the following guidance as necessary, particularly ahead of sessions in the curriculum that include significant reflection and acknowledgment of violence.

If anyone discloses that they have experienced or witnessed violence against women, please keep in mind the following steps in responding:

- **Respect and validate the person:** It is important to always show respect for every person and not judge the woman who has made a disclosure. In fact, it is important to let the woman know that you believe her. Always take the disclosure seriously. Do not question her but rather reaffirm her as a person.
- **Be sensitive:** Remember that this may be the first time that she has ever shared this experience. Be sensitive and give her space, using kind words and showing support. Do not judge.
- **Know the resources available:** Have a list of resources available for survivors. Have the name of someone from the local clinic that can provide physical support. Know the name of the main contact within your organisation and others within the local community. Give the woman these contact details.

- **Do not try to counsel the individual:** Instead, acknowledge her experience and encourage her to contact those organisations and people who can better support her. As the facilitator, you have a separate role to play and may not be qualified to offer this support.
- **Pay attention and take responsibility for your own reactions:** It can be difficult to hear about others' experiences of violence. We may want to try and solve the problem or give advice, or may be reminded of violence that we have witnessed or experienced. Make sure you are aware of your own reactions to disclosures of violence, and seek additional support from your supervisor or a trusted individual if needed.
- **Be aware of the impact on the rest of the group:** Just as disclosures of violence may impact you, they also may impact others in the group. It is not uncommon for many women to share their experiences with violence after the space has been opened up to discuss violence. It may be the first time that women have named what happens to them, which can be a powerful and sometimes overwhelming experience. Make sure to follow these steps and remind women that violence is never the fault of the survivor. Encourage them to support one another and recognise that they are resilient and strong.

It is important to note that facilitators should never provide individual counselling or emotional support to participants outside of the group. This could create discomfort for the individual who disclosed violence, could impact group dynamics, and most importantly, is only appropriate with a trained counsellor.

Welcome and Check-in: 20 minutes

Do:

Welcome participants to the first discussion group meeting with women only. Tell the group that over the next eight months there will be five sessions that are for women only. You will be discussing many different topics, including their experiences, concerns, and hopes related to being a woman. You will also be talking with them about how men in their community act and what they think both women and men could do differently to help improve women's lives. Explain to the group that you will also be talking about violence that happens to women and girls and the affect it has on us. This is a safe space in which we hope women will feel free and comfortable discussing anything related to being a woman in Malawi.

Do:

Review the key messages from Sessions 1 and 2 with mixed groups.

Ask:

- What questions or thoughts do you have about what we discussed last time?
- Did anything come up for you over these last two months?
- How are you feeling about being part of the group?
- Are there concerns that have come up for you over the first two meetings?
- What kinds of responses have you been getting from others about your involvement in the group?

Activity 3.1b: Warm up Activity: What I like about being a women: 15 minutes

Do:

Ask the women to form a circle. Ask them to think of one thing that they enjoy about being a woman. Give them a couple of minutes to think. Then ask for a volunteer to introduce herself and act out what she likes about being a woman. For example: “My name is Mary and I like that as a woman, I am strong.” and she acts out being strong. Then for a few seconds, the women join her in acting out what she likes about being a woman.

After all of the women have had a chance to participate, thank them for sharing and encourage them to continue to volunteer, participate, and enjoy their time together.

Say:

“In the last session we looked at our hopes and aspirations for our families, together with our husbands. This session is for women only, to give us a chance to consider some of the ways that being a woman influence how we feel, how we behave and the roles we play in our family. We are going to look more deeply at what it means to be a woman and the difficulties of being a woman. Men are doing the same in their session, looking at what it means to be a man.”

Activity 3.2b: ‘The Woman Box’: 60 minutes

Say:

“I would like to start the discussion by finding out more about what you think about the different ways that men and women are seen in your community.”

Part 1: ‘Act like a woman/lady’

Do:

Ask the participants to share their ideas about what they have been taught about being a woman or girl and what the expectations are for how women and girls are supposed to behave. List these on a flip chart. The following questions may help to create the list:

- What kind of toys do little girls play with?
- What are women and girls supposed to wear?
- How are women supposed to act in terms of sex?
- How are women supposed to act in relationships/marriage?
- What kinds of tasks do women and girls do in the home?
- What kinds of tasks do women and girls do in the community?

**RESPONSES IN THE ‘ACT LIKE A WOMAN/BE A LADY’ BOX
MAY INCLUDE THE FOLLOWING:**

- | | |
|--|--------------------|
| • Be passive - a woman cannot be a leader or chief | • Be quiet |
| • Give birth to many children | • Obey |
| • Support their family (if a woman is a widow or has been abandoned) | • Listen to others |
| • Be the caretaker for children and elders | • Be the homemaker |
| • Be beautiful, but not too sexy | • Be faithful |
| • Be smart, but not too smart | • Be submissive |
-

Do:

All of the examples of behaviours will be listed on a flip chart (This can be done in writing or through pictorial representations of each behaviour). As a facilitator you can draw images of certain behaviours to facilitate the participants understanding of the exercise. These drawings does not have to be perfect, just a symbol of the behaviours and characteristics mentioned by the participants. Draw a box around the list of phrases you have written on the flipchart and say “This is the Woman/Lady Box.”

Similar drawings can be used to demonstrate behaviours that are expected from women and girls, such as; be quiet, listen to others, being a good wife and mother, cooking for the family, taking care of others, being submissive.

**Say:**

“The ‘woman/lady box’ refers to the roles and expectations that society has for how women must behave, act, feel and say. These expectations come from family, peers, society, media, stories, etc. They are taught to us from the moment we are born from many different people and experiences.”

Do:

Ask a volunteer to role-play or act out the type of man that is described in the ‘woman box’. Allow her a few minutes to demonstrate the ‘woman box’ to the group.

Ask:

- Does this seem familiar?
- Do any of you, or someone you know, visit this box?
- How did you learn to do these things? Who taught you when you were younger?
- Is there anything you would change about this demonstration of the woman described in the ‘woman box’?

Ask:

- What are the benefits or ADVANTAGES for women who follow these rules and fit inside the box? *(Can include being respected in the community, being recognised as good wife and mother, being given power within the household, or being admired by men or by their peer group)*

Write or draw the advantages said by the group on a new flip chart, titled ‘ADVANTAGES’

Say:

“Most women and girls work very hard to stay inside the box, and to live up to the expectations associated with being a ‘real woman’. Some women and girls may enjoy or take pride in some of the characteristics of the box (cooking, caretaking, etc.) but they might also be limited and harmed by others (submissive, passive, etc.). Not all women and girls fit inside this box, and some women consciously choose to step outside of it.”

Ask:

- Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?
- What happens to women and girls who step outside of the box?
- What are the behaviours and roles that lie outside the box? How are they different from the behaviours and roles that are inside the box?
- What methods are used to keep women inside the box, or to punish women who step outside of the box? (E.g. name calling (Called sluts, whores, and prostitutes) threatened with rape, harassment, and assault, shunned from community)

Say:

“The ‘woman box’ shows us how women are trained to fit into a box by rewarding certain kinds of behaviours and punishing other kinds of behaviour.”

Ask:

- Are there any DISADVANTAGES to staying inside the box? (Can include issues such as women lack decision-making power, women are restricted in their mobility, women have less influence in the community, women’s workload in terms of household chores and caring for children/elderly, women’s limited ability to negotiate safe sex, violence).

Write or draw their responses on separate flip chart entitled ‘DISADVANTAGES’

Ask:

- What do the ideas both inside and outside of the box teach people about what it means to be female?
- Is it only men who think this way? Are women also conditioned to think this way about their peers?

Say:

“We are taught to think that there is a right and a wrong way to be a woman. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day we are born and continue throughout our lives. These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers, and that women are to be subservient and obey. We are taught that men should have more power and control than women and girls in relationships, the home, and society in general. The name-calling and violence women who lives outside the box face are demonstrations of ways that men reinforce this power and control over women and their bodies.”

Part 2: ‘Act like a man’**Do:**

Ask the participants to share their ideas about what they have been taught about how men are supposed to behave. List these on a flip chart. The following questions may help to complete the list:

- What kind of toys do little boys play with?
- What are men and boys supposed to wear?
- How are men supposed to act in terms of sex?
- How are men supposed to act in relationships/marriage?
- What kinds of tasks do men and boys do in the home?
- What kinds of tasks do men and boys do in the community?

RESPONSES IN THE 'ACT LIKE A MAN' BOX MAY INCLUDE THE FOLLOWING:

- Be seen as tough and aggressive
 - Do not cry
 - Be a leader
 - Be the protector
 - Be a good advisor
 - Have lots of sex
 - Have more than one girlfriend/wife
 - Never ask for help
 - Make a lot of money
 - Travel to find work
 - Make decisions in the home
 - Control the finances
 - Know how to fight
-

Do:

Now draw a box and write 'Act Like a Man' above it. After the group has come up with many responses, review some of the ideas on the list and ask participants:

Ask:

- Do you know men who do these things or act in these ways?
- How did they learn to do these things? Who taught them when they were younger?

Do:

Explain that these are society's expectations of who men should be, how men should act, and what men should feel and say.

Ask:

- Is the box helpful or harmful to men? How? (Emphasise that the box both privileges men (they are leaders, decision makers, etc.) and limits men (they can't cry, they must appear in control and tough, etc.)
- What happens to men who step outside of the box? (teased, beat-up, ignored)
- What are they called?
- What messages does this send? What does this teach us?

Say:

"The ideas in the box teach all of us that men are superior to women—that they are the rulers, leaders, and decision makers. The box also teaches us that there is a right and a wrong way to be a man or a boy. The names and violent behaviours listed outside of the box are punishments for breaking these rules. They are ways of policing behaviour and making sure that men 'act like real men'. These ways of acting may directly harm women and girls."

Do:

Point out that the names on the outside of the box are mostly derogatory terms for women or gay men—note that this teaches men and boys that women/girls/non-straight men are 'less than', and therefore that it is ok to treat them in disrespectful, dehumanising or violent ways.

Note that the consequences for women of stepping out of the box are generally much more severe than for men.

Activity 3.3b: Defining Sex and Gender: 30 minutes**Do:**

Compare the responses side by side that were shared for each of the boxes.

Ask:

- How does it make you feel to think about what it means to be a woman or man?
- Do you think that ideas about men and women are based on biology/sex or based on gender/social ideas that are learned?

Do:

Explain that Sex refers to physiological attributes that identify a person as male or female and gender refers to widely shared ideas and expectations concerning women and men. These include ideas about typically feminine/female and masculine/male characteristics and abilities, and commonly shared expectations about how women and men should behave in various situations)

If participants reply that they are ‘sex’ characteristic to the ‘gender’ category, correct them by asking:

- If a boy or man does not possess that characteristic, is he still a male?
- If a girl or woman does not possess that characteristic, is she still a female?

Do:

Explain that the rules about being a man and a woman are not based in our sex or biology. They are socially constructed based on our ideas, attitudes and beliefs. They are not ‘natural’, although they may appear to be as we grow up. They are rather in fact, learned and cultural. They are expressed daily in stories, attitudes, assumptions and ideas that we learn and act on. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles. They are created by us and reinforced by us.

Ask:

- Can you name the places, people, and things that teach you about what it means to be a woman or a man. Examples may include:
 - » School, teachers
 - » Religious leaders and institutions
 - » Our parents and families, friends and neighbours, culture
 - » Magazines, TV, media
- What do you feel good about in terms of what it means to be a woman? What do you not feel good about?

Do:

Explain that from the moment we are born, we begin learning about the different rules and expectations for women and men—and then these sessions are reinforced over and over by many different people and in many different ways.

Activity 3.4b: Reflecting on the boxes: 40 minutes**Do:**

Ask participants to break into small groups and assign each group one of the discussion topics below.

Share stories of a time they might have defied social pressures and rigid stereotypes and acted outside of the 'box'.

Discussion topics:

Think about a time that they acted outside the 'box'.

- What allowed them to do this?
- How did they feel about it?
- What were the reactions of others?

Think about a time that they may have pressured someone to stay in the box.

- What made them do this?
- How did they feel about it?

Think about key moments when they learned how they were expected to behave as women.

- What happened? What did you learn that you were supposed to do or not supposed to do?
- Who taught this to you?
- How did they feel about it?

Do:

After 10 minutes, ask participants to share the key points of their discussions with the larger group.

Highlight the following aspects from what participants share. If working with a group with higher literacy, note these on chart paper.

- What messages they were given about how they should behave as women or girls.
- What allowed them to step out of the box; what it was like to be outside of the box.
- Ways that they might pressure someone to stay in the box or reinforce the teachings inside the box.

Ask:

- Is it better to stay inside the box or step outside of the box?

Say:

"It is not always safe or possible for us to act in ways that are outside of the box. There may also be aspects of the box that we like and find positive. However, it is important that we think about the many ideas that we have been taught about what it means to be a woman or a man so we can understand the ways that these beliefs affect us—in both positive and negative ways."

Homework and Check Out: 15 minutes**Do:**

Ask participants to take a moment and think about what life outside of the expectations and rules in the box would be like. Ask for volunteers to share one word that comes to their mind when they think of the world outside of the boxes.

Say:

“This session’s homework assignment is to try and do one thing this week to try and step outside of the ‘woman box’.

It is important to first discuss with your husband what you discussed during today’s session and what you would like to do differently.

Remember that out of respect for each other’s privacy, you should only share your own experience with your husband, and not share what other women have been brave enough to share with the group.

Ask your husband what he thinks about what we have been discussing in this session and ask if he is comfortable with the changes you propose. This will help him to understand why you are making the changes you are making, and be able to support you in making them. Come prepared to share your experience at the next session.”

Ask:

- What parts of our discussion today do you think is important for men to know when they do this activity?
- What do you think about the men doing this activity?
- What do you think about discussing what you’ve done today with men?

Do:

Tell participants that you have now come to the end of your time together. Conclude the session by explaining to the group that over the next several weeks, we will be looking at how these ideas of what it means to be male and female lead to violence against women and girls—and what we can do about that.

Remind them of the next meeting day and time.

Module 3 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To discuss challenges and experiences men have had in ‘stepping out of the man box’, and to encourage women to support their husbands in expressing alternative masculinities. To discuss the possibility of women ‘stepping out of the women box’ and how men can support this.

Format: This is a set of follow-up questions on the issues covered in Module 3 to be used by the Field Monitor/Case Worker during routine home visits

Materials required: None

During routine home visits by Field Monitors/Case Workers throughout the Graduation Programme, the following questions can be used with participating households to provoke further reflection:

To men:

- What do you remember about the activities and discussion we had last month?
- Did you talk to your wife about what had been covered in the session? What did you tell her?
- How do you feel about ‘The Man Box’ now that you’ve had time to process it and think about it?
- Tell me about your experiences of ‘stepping outside the Man Box’ in the last month? What did you do? How did it feel? What was your wife’s response? What was the wider community’s response? Did you talk to any of you fellow group members about what you were doing?
- Was there anyone who supported you? Was there any negative consequence as a result of your action? How did that feel, and how did you deal with it?

To women:

- Did your husband talk to you about ‘The Man Box’ and what was covered in the last session? What did he tell you? What did you think about it?
- Did you tell your husband about the Woman Box? How do you feel about it now that you’ve had time to process it?
- Do you feel you could step out of the box in any way? What support do you need to be able to do this?
- Did you notice your husband trying out any new behaviours this month as he ‘stepped out of the man box’? What happened? How did you feel about it? What was the reaction of other people? Did you talk to your husband about it?
- How can you support and encourage your husband to ‘step out of the man box’?

To both:

- How will your knowledge of ‘The man Box’ and ‘the woman box’ and the expectations placed on men and women influence how you work together?
- (If the couple have children) What can you do to encourage your sons and daughters to also ‘step outside the man/woman box’?

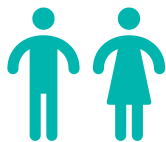
Give the couples the information on when and where the next taught session will take place and that it should be attended by both men and women. Thank them for their participation.

Module 4: Household Dynamics and Decision Making

MODULE 4 – KEY MESSAGES

- Usually the majority of care work falls to women. Usually the burden of decision making rests with men. If we support each other to share each other's burdens, with men being more involved in care work, and women being more involved in decision making, it will make things easier for everybody – *“Mutu umodzi susenza denga”*
- There are inequalities in the way household assets and earnings are shared including ownership of assets and decision-making processes among household members. These inequalities result in reduced productivity and increased poverty of the household.

MODULE 4 – OBJECTIVES



This session is for COUPLES led by the Equality Officer

- To demonstrate to participants that care for people and the environment is a critical part of the economy even if this is not paid work.
- To identify inequalities in ownership of assets and decision-making.
- To decide priority areas for improving the gender relations and inequalities.
- To identify immediate and long-term commitments by couples relating to equitable division of labour, distribution and use of benefits, ownership of assets and participatory decision-making, to improve their well-being.

Materials required: Flip charts and pens/markers, small pieces of colored card/paper (at least 2 colors) or post-it in two different colours, a copy of a sample Gender Balance Tree.

Activities adapted from:

Trust me: Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme’

Activity Mapping: ActionAid, IDS, & Oxfam (2015) ‘Redistributing care work for gender equality and justice – a training curriculum’, *Gender Balance Tree:* Government of Malawi, Ministry of Agriculture, Irrigation and Water Development (2016) ‘Household Approach Implementation Manual for Extension Workers and Local Facilitators’

Session overview:

Welcome and Check In

Activity 4.1: Gender Balance Tree – Drawing the Tree

Activity 4.2: Activity Mapping

Activity 4.3: Gender Balance Tree – Who spends what?

Activity 4.4: Gender Balance Tree – What is pushing the tree?

Activity 4.5: Gender Balance Tree – Going Forward

Check out and close

Pre-session preparation:

Consider:

- The Gender Balance Tree activity used in this module is adapted from a Government of Malawi manual for extension workers being rolled out in 10 districts including Nsanje and Mangochi. This session, therefore, might provide a useful opportunity to link with government stakeholders, by inviting the area extension worker, or a representative from the DADO (District Agricultural Development Office) or the DSWO (District Social Welfare Office) to co-facilitate.

Prepare:

- Pre-drawn Gender Balance Tree templates: For groups with low levels of literacy where participants, particularly women, have little experience of drawing or writing, it would be a good idea to have the general outline of the tree drawn in advance. This prevents a situation in which the tree is drawn too small to allow for the requisite information around it.

Review:

- Example Gender Balance Tree (Figure 4.5)

Session Plan:

Welcome and Check-in: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to each other about the issues we discussed in our last sessions?
- Have you talked to anyone else about the issues we discussed in our last session?

Ask:

- Who has completed the homework assignment? Tell us about your experiences of ‘stepping outside the ‘Man Box’ and the ‘Woman Box’ in the last month?
- What did you do? How did it feel?
- How did people around you react?
- Did you talk to any of your fellow group members about what you were doing?
- Was there anyone who supported you?
- Was there any negative consequence as a result of your action? How did that feel, and how did you deal with it?
- What advice would you give to others who want to try and step outside the Man/Woman Box?

Say:

“In the last module we worked with men and women separately, as we talked about being a man and a woman and living in The Man/Woman Box. We spent a lot of time

discussing the challenges and benefits of being a man and a woman and trying to live up to the expectations of being a man and a woman. Today we will be discussing issues of roles and responsibilities in the household and how best men and women can support each other to help the family to develop, and work towards our shared vision.

This month we also want to explore who has control of household assets, and how decisions are made in the household. In this session we will look at how best to share both women's and men's burdens with each other, to make things easier for everybody."

Activity 4.1: Gender Balance Tree – Drawing the Tree: 15 minutes

Do:

Bring the participants to look at a large tree in the vicinity. Point to the various parts of the tree as you give the following explanation.

Say:

"This session will help household members to analyse and understand the gender relations within the household in terms of division of labour, using of benefits, ownership of assets and decision making processes. The activity likens a household to a tree. The trunk represents male and female household members. The roots represent activities performed by household members while the branches and fruits represent the benefits and the way they are used by household members. The tree needs to have strong roots that are evenly distributed to prevent it from falling over in times of storm. Similarly, the fruits need to be evenly distributed in the branches to avoid the tree tipping over and falling."

Say:

"However, inequalities between women and men as well as male and female youths within households are a key cause of imbalances and inefficiencies, which limit a household's ability to improve their livelihood and reach their goals or vision. As we discussed in the last module sometimes work in the household is not equally shared among household members leading to overburdening of certain members. Similarly, there are inequalities in the way benefits are shared including ownership of assets and decision-making processes among household members. These inequalities result in reduced productivity and increased poverty of the household, which can be likened to a tree which is weak and likely to fall. The gender balanced tree helps the household members to understand and address the inequalities in order to achieve their vision."

Do:

Ask women and men to split and sit on different sides of the space. **Give each person a pre-prepared Gender Balance Tree template.** This activity will initially be conducted individually. Ask the participants to look at the trunk of the tree. On the trunk, women in the participant's family should be drawn on the left hand side, and men in the participant's family should be drawn on the right hand side. Female children should be drawn below the women on the trunk, and male children should be drawn below the man. (See an example of the Gender Balance Tree in the end of Activity 4.4)

Activity 4.2: Activity Mapping – What did you do yesterday?: 40 minutes**Do:**

Put the ‘Gender Balance Tree’ Diagrams to the side until the end of this activity. In a group discussion, ask participants to list out ALL of the activities that they did yesterday. Ask them to name all the activities they did yesterday while you, as a facilitator, write them down on small notes. Write one activity per card (small piece of paper). The activities mentioned by men and women will be given different coloured cards – for instance, activities mentioned by men may receive green cards while the activities women mention will be written down on yellow cards.

Do:

When you have written down all the activities mentioned by the participants, explain that we will now group these activities together in different categories.

Ask:

- Which of these activities helped you to take care of your family and friends?

The facilitator places a card on the wall titled ‘Care for people’.

Ask the participants to group all the activities related to ‘care of people’ and put the cards the participants select on the wall under the card including the four categories –housework, collection of water and firewood, care of children, care of adults. Make sure to place both the women’s and the men’s cards on the wall although some of them might say the same things.

Ask:

- Which of these activities helped you to take care of the natural resources that are around you?

Place a card on the wall titled ‘Care for the environment’. Ask the participants to group these activities together and place them under the card.

Ask:

- Which of these activities are paid or generate income?

Place a card on the wall titled ‘Paid Work’.

Participants then group these activities together and the facilitator places them on the wall.

Ask:

- Which activities do you do in your leisure time?

Place a card on the wall titled ‘Recreational Activities’. Participants then group these activities together and the facilitator places them on the wall.

Ask:

- Which activities relate to resting and taking care of yourself?

Place a card on the wall titled ‘Rest and Self-care’ and ask the participants to group these activities together and the facilitator places them on the wall under the card.

Ask:

- Is there anything missing from this list of activities?

- Does this activity mapping capture the main activities that you see in your community?
- Identify those activities that take up the most time for you.
- What activities do men and women do that are the same?
- What activities do men and women do that are different, and why?
- What activities do girls and boys participate in?
- What differences do you notice between the ways in which men and women spend their days?
- How much time do women and men spend on different activities?
- Who generally carries out more activities or tasks during the day? Men or women?
- Who generally has more leisure time to spend with friends or family? Men or women?
- Do you think these differences are fair? Why or why not?
- Why do we tend to undervalue domestic work such as cooking or cleaning, and time spent caring for children? And why is paid work seen as having more value?

Ask the women:

- All of you are very busy within and outside the home. Is it difficult to manage to do all of the household activities and to work outside the home and participate in the graduation programme?
- Are there things that men could do to support women in their efforts to generate an income and to contribute economically to the home?

Ask the men:

- Based on what the women said, are there activities that you would be willing to do to support your wives/partners in her work, both inside and outside of the home?
- Are there things that men and women could help each other with?

Whole group:

- Can both men and women do the care activities listed here?
- How does the quantity of money you have affect how much time you spend on care work activities?
- Which of these activities do you do at the same time?
- What are some of the benefits of men and women working together on these activities? For women? For men? For the family?
- What can men do to support their wives in this care work?
- How can we deal with any ‘mocking’ or disapproval men may experience from the community, if we support our wives more?

Do:

Return to the Gender Balance Tree Diagram. Give the participants the pre-drawn ‘Gender Balance Tree’ template or give them some time to draw the tree themselves. Three roots should then be drawn, the one on the left represent the women and female children, the one on the right represent the man and male children, while the central root will represent joint activities undertaken by both genders. Ask the participants to draw or write in the roots the different activities done by each group (Men, Women, Male Children, and Female Children) as discussed in the activity mapping activity.

Activity 4.3: Gender Balance Tree - Who spends what?: 40 minutes**Say:**

“Now draw five branches, two branches for women and two for men, with the central branch for joint expenditure by all. On the outside branch on each side, draw symbols for personal expenditure that each gender category (men and male dependants, women and female dependants) in the household makes for themselves alone. This may include clothes or products that they use for themselves alone, food or drink taken outside the house that they do not share with the family, money spent on entertainment or video shows etc. Draw a black circle on largest personal expenditure as something the household may want to discuss.”

Say:

“The two inner branches (Branch 2 and 4) should represent the spending that men or women do alone for the benefit of the family e.g. this may include milling maize, buying relish, buying household materials, paying school fees, paying hospital fees, buying clothes for children etc.

The inner root should depict expenditure that is made jointly for the family. Draw a circle around any expenditure which may not be necessary and may need to be discussed, and a triangle around any expenditure which is necessary and the household may want to keep.”

Do:

Give the participants time to complete the above instructions

Activity 4.4: Gender Balance Tree - What is pushing the tree?: 20 minutes**Say:**

“This next step explores control over assets and decision-making. We are now going to put symbols or make a mark on each side of the trunk (women’s side and men’s side) for;

- *The property which each sex owns e.g. land, livestock, house, equipment*
- *The types of decisions made by each sex; women only, men only.”*

Do:

Ask the participants to reflect on the number assets and properties own by each partner and make a mark on each side of the trunk reflecting that number. The participants shall also reflect on how decisions are made in the household and how many areas of decision-making only one of the partners have influence over, or where they have joint decision-making. Ask the participants to indicate assets that are owned jointly and decisions that are made by both partners by putting a symbol or making a mark in the middle of the trunk

Ask:

- *Could one person sell this asset without telling the other? If so, place the asset on their side of the trunk.*

Do:

Ask the participants to indicate decisions that are made jointly.

Ask:

- How are these decisions made?
- Is there discussion about these decisions?
- Does one person do most of the talking in these discussions, while the other person stays quiet? If so, put the decision on the person’s side of the trunk who does the talking.
- Do you discuss, and then one person has the final say? If one person has the final say, please place that decision on their side of the trunk?
- Can the decision happen if both people do not agree?
- Does one person just ‘give in’ to not cause trouble? If so, place that decision on the other person’s side of the trunk.

Gender Balance Tree

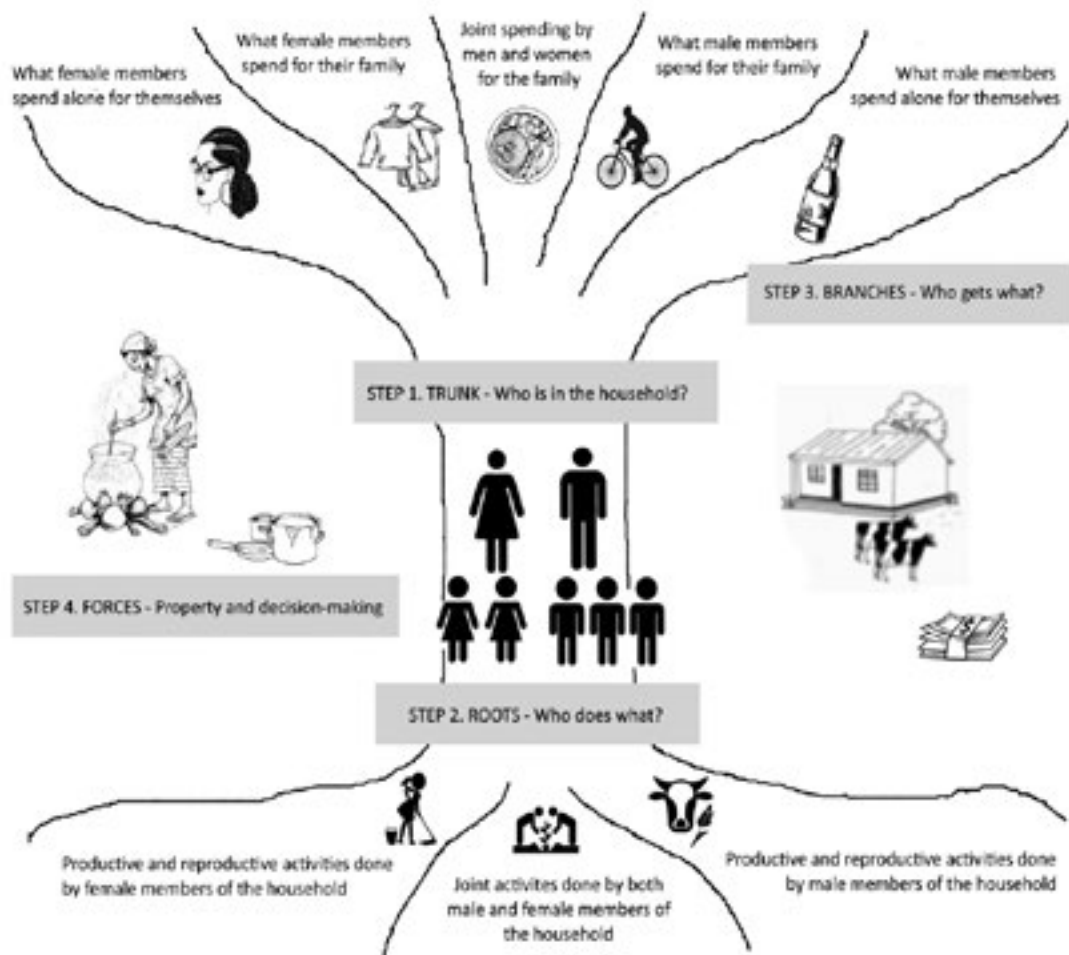


Figure 4.5a: Developed based on an example Gender Balance Tree by the Government of Malawi, 2016

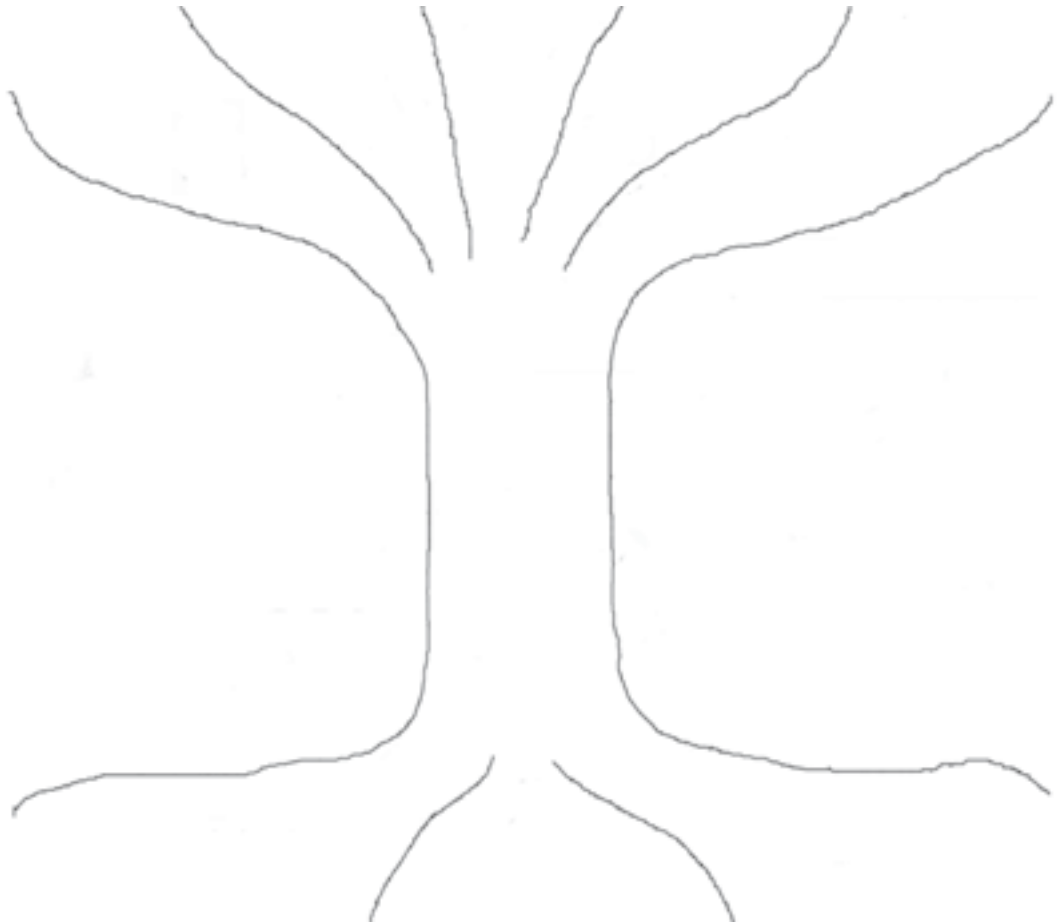


Figure 4.5b: The outline of the ‘Gender Balance Tree’

Activity 4.5: Gender Balance Tree: Going Forward: 40 minutes

Say:

“This stage of the process involves exploring what we would like to change in our households. I now ask husbands and wives to come together with each of their individual Gender Balance Trees. Please look at each other’s trees and compare them.”

Ask:

- What is different and what is the same about your trees?
- Why might these differences in perspectives on what goes on in the household exist?
- Were there any activities that you forgot about but that your husband/wife remembered?
- Was there any spending that you forgot about but that your husband/wife remembered?

Do:

Ask the couples to take a few minutes to reconcile their differences in their version of the Gender Balance Tree with each other. First the women should be given an opportunity to explain why they gave responses that were different to their husband’s (without interruption), and afterwards the men should be given a few minutes to explain their differences to their wives. Ask the couples to decide what differences they can agree on, and ask them to set aside any differences that they cannot currently agree on until the individual reflection session.

Ask:

- Does the tree balance?
- Who is doing most of the work?
- Who owns most of the property?
- Who controls the income and gets the most expenditure?
- What do you think would make the tree balance better?
- What would need to happen?
- Which tasks could be done jointly?
- Which expenditure could be cut?
- Which property could be shared?
- Are there any income generating activities that could either increase earnings or decrease time spent?

Do:

Ask the couples to identify five action commitments - things they want more of or less of to make the tree balance. These actions should be marked on the Tree in a different colour marker/pen.

Check Out: 15 minutes

Say:

“We are now coming to the end of our session. Thank you all for taking part.”

Ask:

Do you have any questions about the session?

Do you have any doubts or confusion?

Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we looked at how the majority of care work usually falls to women while the burden of decision making usually rests with men. We learned that if we support each other to share each other’s burdens, with men being more involved in care work, and women being more involved in decision making, it will make things easier for everybody – Mutu umodzi susenza denga.”

We explored how there are inequalities in the way household assets and earnings are shared including ownership of assets and decision-making processes among household members. These inequalities result in reduced productivity and increased poverty of the household.”

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session and remind them that the next session should be attended by men and women separately. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 4 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To review each couple's Gender Balance Tree and provide an opportunity to reflect on it

Format: This is a set of follow-up questions on the issues covered in Module 4 to be used by the Field Monitor/Case Worker during routine home visits

Materials required: The couple's Gender Balance Trees from the previous session.

Field Monitors/Case Workers visit individual households and review the Gender Balance Tree with couples. The following questions can be used to promote reflection;

- What did you notice about the way that tasks are split in your household?
- What did you notice about the way that expenditure happens in your household?
- What did you notice about the way that decisions are made in your household?
- Was there anything that you found it difficult to agree on when you compared Gender Balance Trees in the last session? What was it? Why do you think you disagreed on this issue? Have you thought any further about it since then?
- Since doing the activity has anything changed?
- Do you want something to change?
- Did last month's activities around advantages and disadvantages to men and women making certain decisions raise any thoughts for you? How do you think that this applies to your household?
- How does your Gender Balance Tree relate to your family vision?

Inform the men and women of the time and location of the next session. Inform them that the next session will be for both partners. Thank them for their participation and close the session.

Module 5a: Forms of Power

MODULE 5A – KEY MESSAGES

- Power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person.
- Everyone can have power. We all have power within us, even if at times we don't realise it. We can join our power with others to give support. “Mutu umodzi susenza denga”. We can be powerful in raising other people up. We all have power to do something, to act.
- Using our power over someone else is abuse of that person's rights.
- Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities.

MODULE 5A – OBJECTIVES



This session is for
MEN ONLY led by the
Equality Officer

- To introduce participants to four forms of power; power over, power with, power to and power within.
- To provide opportunities to explore the ways in which the exercise of power can impact positively and/or negatively on the lives of the self and/or others.
- To analyse whether everyone is able to use his/her power freely.
- To guide participants in reflecting on how they use their power.

Materials required: Flip charts and pens, paper, copies of the 4 forms of power (taken from SASA! Faith Training Manual)

Activities adapted from: Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Activity 5.2: ActionAid, IDS, & Oxfam (2015) ‘Redistributing care work for gender equality and justice – a training curriculum’

Session overview:

Welcome and Check in

Activity 5.1a: Introducing power, who has it?

Activity 5.2a: The Power Line

Activity 5.3a: Forms of Power

Activity 5.4a: Our experiences of Power

Activity 5.5a: Powerful Choices

Homework and Check Out

Pre-session preparation:

Prepare:

- Large copies or drawing of the 'Forms' of Power pictures taken from SASA faith manual.
- Flip charts with "I feel I *have* power with...." "I feel I *have* power when....", "I feel I *lack* power with....", and "I feel I *lack* power when..." written on them
- A set of character cards for the 'power line activity' 5.2a
- 'Sometimes', 'Always' and 'Never' signs for Activity 5.5a

Review:

- List of characters for the Power Line activity 5.2a
- Powerful choices statements in Activity 5.5a.

Session Plan

Welcome and Check In: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to your wife about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?
- (Be flexible to discuss any pressing issues that arise at this point).

Activity 5.1a: Introducing power, who has it?: 15 minutes

Do:

Participants will be asked to close their eyes and imagine what power looks like to them. The following questions should be answered silently in their minds as they visualise 'power'.

Ask:

- What does power look like?
- What images are in your mind?
- How does a person with power act?

Do:

Facilitate a group discussion by using the following questions:

Ask:

- Who are the people, or groups of people, in our communities who have different forms of power?
- Do all men have the same level of power?
- Do all women have the same level of power?
- Might there be issues that affect whether a man has power or not?
- What sort of situation might change a person's level of power?

Say:

“Although people have varying levels of power based on their identities, and that although in some situations women can have more power than men, in general, due to the way that society is structured, women tend to be significantly less powerful than men, in particular when it comes to ‘power over’.”

Activity 5.2a: The Power Line: 45 minutes**Say:**

“This activity will look at the interactions between gender (patriarchy) and other systems of unequal power in restricting some people's rights and progress in life.”

Do:

Ask the participants to stand in a row in the middle of the room. Give each of the participants one of the character cards that you prepared earlier. Whisk to each participant what it says on the card, but be careful so the other participants does not hear.

Say:

In this activity you will take on the character that has been written on the card. Please close your eyes and imagine that you are the character on the card – What do you look like? How do you feel? How did you get to where you are in life?

Table 5.1: List of Characters for The Power Line

-
- 16-year-old girl who is just married and is pregnant with her first child
 - Grandmother who looks after her five grandchildren
 - Male local government official who is responsible for the community’s budget
 - Married woman with three children who has an ill parent living with her
 - Married man who has an ill parent living with him
 - Farmer who owns the farm he works on and has four children at home
 - Woman smallholder farmer who works on the family farm and has four children at home
 - Male member of the water board committee
 - Female member of the water board committee
 - Female domestic worker who has not completed primary school and is a widow with three children
 - Woman who has two children and her husband is a migrant labourer who works abroad
 - Elected leader of the women’s group
 - Religious leader from the minority religious group in the area
 - Woman who sells fruits at the market and has two children at home
 - Male 10-year-old orphan, living in the streets
 - Female student aged 17, struggling to pay school fees
 - Male Minister of State, married, with two daughters
 - Wife of male Minister of State, married and has two daughters
 - Female Police Officer, living in Blantyre
-

Do:

Ask the participants to open their eyes and explain that you will read a series of statements. For each statement, you would like them to consider whether that statement applies to the role they have been given. Explain that participants must take steps forwards or backwards depending upon what they think their character is able to do or not do in response to each of the statements that will be read out. **Remind participants** to speak up and ask for help from the rest of the group if they are unsure as to how a particular statement applies to their character.

Read each of the following statements in turn and allow participants the opportunity to silently move forward one step if the statement applies to them:

Say:

- If your character has studied up to Standard 7, please take two steps forward, if you have not then take a step back.
- Your character needs 8,000 kwacha for some personal work, and you do not want to ask your partner for it. If you can arrange a loan from a bank or savings group take one step forward. If you cannot, take one step backward.
- You do not want a child. If you can convince your partner to use a contraceptive take one step forward, otherwise take one step back.
- You are tired after a long day working. If you can sit down and relax for one hour take one step forward, otherwise take one step back.

- There is a party/cultural programme at a friend's house tomorrow night. If you can go, take one step forward otherwise take one step back.
- The water in the area is polluted by a factory. If you can participate in a protest demanding that the factory stops polluting the water take one step forward, if you cannot take one step backward.
- You are working on ganyu or an estate and your child is sick at home. If you will have to take care of your child and not go to work take one step backwards, if you can still go to work because someone else can take of your child take one step forward.
- You do not like washing dishes, there is a pile of dishes to be washed. If you do not need to wash these dishes take one step forward, otherwise take one step back.
- The local authorities have called a meeting to discuss how much to spend on the new road. If you can speak at this meeting take one step forward, if you cannot speak then take one step back.
- You had to go out of town/village on some work and the work has taken longer than you thought. If you think that you can stay out of the house at night take one step forward, otherwise take one step back.
- If you ride a cycle/or any vehicle to work, or for daily errands take one step forward, if you do not, then take one step backwards.
- Nearby, there is a new factory. They are hiring staff. If you think you can get a job, take one step forward, if not take one step backward.
- Your parents have died. If you think you are able to get a share in their property take a step forward, if not take one step back.
- The water board committee has called an urgent community meeting just before meal time because there is a water shortage. If you can participate in this meeting take one step forward, if you cannot take one step back.

Do:

After all the statements have been read out ask the persons who have moved forward the most to reveal their characters and say how they feel. Then ask the others who have taken the most steps backwards to reveal their characters and ask them how they feel. Ask participants to leave their positions and gather together in a circle to discuss.

Ask:

- What would need to change to move the participants at the back of the line forward?
- The participants at the front of the line how can the participants at the front of the line support those at the back of the line to move forward?
- Why did the participants get distributed in this way even though they had started at the same place in the role play?
- What are the various bases of differences in the role play?
- How do these differences affect each character?

Say:

“A person may be at an advantage on one account but at a disadvantage on another. For example, not all men and all women ended up in the same position in the line, because of differences in wealth, status, disability etc. Care work responsibilities also affect people differently based on the gender, class, age and disability.”

Ask:

- Who had the most care work responsibilities of the different characters and why?
- How did care work responsibilities prevent some characters from moving forward?
- Why were care work responsibilities more of a challenge for some characters and not for others?

Say:

“Women and men are often raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work. This creates an extra burden for women, especially when they are also working outside the home. There are many ways that men can work together to reduce this burden. When men and women work together to complete the household tasks, both will have more time to work and participate in activities that will help the family to prosper.”

Activity 5.3a: Forms of Power: 20 minutes**Do:**

Display the four images of power⁸ in different areas of the space. Looking at one drawing at a time, ask participants the following two questions for each drawing.

Ask:

- Did you imagine anything like this when you were thinking about power?
- How would you describe this type of power?

Do:

After both questions have been discussed, introduce the matching terms and write them on the flipchart (i.e., power within, power over, power with, and power to). With participants, match the type of power to the image.

Say:

“Power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power. We all have power within us, even if at times we don’t realise it. Using our power over someone else is abuse of that person’s rights. We can join our power with others to give support. We all have power to do something, to act.”

8. Taken from Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Table 5: Four Different Forms of Power

POWER WITHIN	The power of internal beliefs, attitudes, and habits; Strong sense of mission or destiny
POWER OVER	The power to dominate others; The perception that a leader has the right to give directives; Parents’ authority over children; Bosses’ authority over employees; Charisma that leads to the influence of famous or popular people.
POWER WITH	The power of mutual support, solidarity and collaboration; Groups who use collective action to achieve a goal; Sense of identity or belonging.
POWER TO	The power that comes from the capacity to accomplish something; Education, talent, knowledge of a certain thing or how to do a certain thing.

Figure 5.1: Images to demonstrate Forms of Power

From Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’



Power Within



Power Over



Power With



Power To

Activity 5.4a: Our experiences of Power: 20 minutes

Do:

Give the following statements to the participants (This can be done orally one-by-one if literacy or materials are a problem):

- I feel I *have* power with....
- I feel I *have* power when....
- I feel I *lack* power with....
- I feel I *lack* power when...

Give the participants 10 minutes to think of at least two examples for each statement. First, give the participants a minute or two to think of examples internally, then they will join in pairs to share their examples and come up with others.

Ask pairs to share their examples with the rest of the group.

Ask:

- What can we learn from this exercise?
(Possible responses: *We all have experiences in which we feel we have power and in which we feel we lack power, we all have power, when someone's power becomes greater it does not mean that someone else's power has to become less, etc.*)
- Why do you think this started as an individual exercise before you joined in pairs?
(Possible responses: *To show everyone sometimes feels they have power and sometimes feels they lack power. To show the circumstances in which we feel we have or lack power may be different, but have similarities.*)
- What do you think are the consequences of feeling a lack of power?
(Possible responses: *hopelessness, low energy, fear, abuse, anger, etc.*)

Say:

“We all have certain situations in which we feel powerful and those in which we feel powerless. Understanding our own experiences of power can help us to use our power more positively with others. Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities.”

Activity 5.5a: Powerful choices: 45 minutes**Say:**

“The next exercise will allow us to look at our own experiences of power as individuals. Your responses to this exercise do not have to be shared with the group, as some of them are quite sensitive.”

Do:

Read out each statement (see Table 5.1) one by one allowing participants a minute to reflect on each one choosing ‘always’, ‘sometimes’ or ‘never’. (This can be done silently and internally, or if there is a very good rapport and trust within the group, this can be done by placing three signs saying ‘Sometimes’, ‘Always’ and ‘Never’ in different areas and asking the men to move and stand beside the sign they choose. After going through all of the statements, ask the men to sit together in a circle.

Ask:

- What was it like for you to complete this activity?
- What did you find difficult?
- What do your answers tell you about yourself?
- Many of us might not want to show this to others. What does this tell us about how we use our power?
- When we use our power over someone else do we usually feel good about this?
- Is treating all people equally and with respect easy all the time? Why or why not?

Table 5.1: ‘Powerful Choices’ Statements

Taken from: Raising Voices & Trocaire (2016) SASA! Faith Training Manual

-
1. When I talk to my partner, I raise my voice.
 2. I feel more important than the other people in my community.
 3. I can’t stand to be refused sex.
 4. I kick animals.
 5. I decide how the household money is spent.
 6. I feel that I can have several sexual partners without telling my spouse.
 7. I beat children when they don’t listen.
 8. When I quarrel with someone I don’t apologise. I wait until they come to make up with me.
 9. I feel that people have the right to buy sexual favours.
 10. I feel that one partner in an intimate relationship can beat the other if there is a good reason.
 11. I feel ashamed to greet people who have less status than me, especially when we are in public.
 12. I easily shout at my domestic worker.
 13. I would feel ashamed if my religious leader knew how I treated my spouse at home.
 14. I have to have the final decision in all matters at home.
 15. When I am nervous I become aggressive.
 16. I easily call a person a liar, stupid, ugly, etc.
-

Homework and Check Out: 15 minutes

Say:

“We are now closing the session. Thanks so much for your participation. Your homework for this month is to look for examples of each type of power that you observe, or are part of, over the next month.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Everyone has power. We can use it positively or negatively. Whether we are female or male, influences how much power we feel in our relationships, families and community.

Today we explored the ways in which power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. We learned that everyone can have power. We all have

power within us, even if at times we don't realise it. We can join our power with others to give support. We can be powerful in raising other people up. We all have power to do something, to act.

We examined the ways in which using our power over someone else is abuse of that person's rights. Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities."

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind the men that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

"Mutu umodzi susenza denga"

Module 5b: Forms of Power

MODULE 5B – KEY MESSAGES

- Power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person.
- Everyone can have power. We all have power within us, even if at times we don't realise it. We can join our power with others to give support. “Mutu umodzi susenza denga”. We can be powerful in raising other people up. We all have power to do something, to act.
- Using our power over someone else is abuse of that person's rights.
- Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities.

MODULE 5B – OBJECTIVES



This session is for **WOMEN ONLY** led by the *Equality Officer*

- To introduce participants to four forms of power; power over, power with, power to and power within
- To provide opportunities to explore the ways in which the exercise of power can impact positively and/or negatively on the lives of the self and/or others
- To analyse whether everyone is able to use her/his power freely
- To guide participants in reflecting on how their use their power

Materials required: Flip charts and pens, paper, copies of the 4 forms of power (taken from SASA! Faith Training Manual)

Activities adapted from: Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Activity 5.2: ActionAid, IDS, & Oxfam (2015) ‘Redistributing care work for gender equality and justice – a training curriculum’

Session overview:

Welcome and Check in

Activity 5.1: Introducing power, who has it?

Activity 5.2: The Power Line

Activity 5.3: Forms of Power

Activity 5.4: Our experiences of Power

Activity 5.5: Powerful Choices

Homework and Check Out

Pre-session preparation:

Prepare:

- Large copies or drawing of the 'Forms' of Power pictures taken from SASA faith manual.
- Flip charts with "I feel I *have* power with...." "I feel I *have* power when....", "I feel I *lack* power with....", and "I feel I *lack* power when..." written on them
- A set of character cards for the 'power line activity' 5.2b
- 'Sometimes', 'Always' and 'Never' signs for Activity 5.5b

Review:

- List of characters for the Power Line activity 5.2b
- Powerful choices statements in Activity 5.5b.

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to your husband about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?
- (Be flexible to discuss any pressing issues that arise at this point).

Activity 5.1b: Introducing power, who has it?: 15 minutes

Do:

Participants will be asked to close their eyes and imagine what power looks like to them. The following questions should be answered silently in their minds as they visualise 'power'.

Ask:

- What does power look like?
- What images are in your mind?
- How does a person with power act?

Do:

Facilitate a group discussion by using the following questions:

Ask:

- Who are the people, or groups of people, in our communities who have different forms of power?

- Do all women have the same level of power?
- Do all men have the same level of power?
- Might there be issues that affect whether a woman has power or not?
- What sort of situation might change a person's level of power?

Say:

“Although people have varying levels of power based on their identities, and that although in some situations women can have more power than men, in general, due to the way that society is structured, women tend to be significantly less powerful than men, in particular when it comes to

Activity 5.2b: The Power Line: 45 minutes**Say:**

“This activity will look at the interactions between gender (patriarchy) and other systems of unequal power in restricting some people's rights and progress in life.”

Do:

Ask the participants to stand in a row in the middle of the room. Give each of the participants one of the character cards that you prepared earlier. Whisk to each participant what it says on the card, but be careful so the other participants does not hear.

Say:

In this activity you will take on the character that has been written on the card. Please close your eyes and imagine that you are the character on the card – What do you look like? How do you feel? How did you get to where you are in life?

Table 5.1b: List of Characters for The Power Line

-
- 16-year-old girl who is just married and is pregnant with her first child
 - Grandmother who looks after her five grandchildren
 - Male local government official who is responsible for the community's budget
 - Married woman with three children who has an ill parent living with her
 - Married man who has an ill parent living with him
 - Farmer who owns the farm he works on and has four children at home
 - Woman smallholder farmer who works on the family farm and has four children at home
 - Male member of the water board committee
 - Female member of the water board committee
 - Female domestic worker who has not completed primary school and is a widow with three children
 - Woman who has two children and her husband is a migrant labourer who works abroad
 - Elected leader of the women's group
 - Religious leader from the minority religious group in the area
 - Woman who sells fruits at the market and has two children at home
 - Male 10-year-old orphan, living in the streets
 - Female student age 17, struggling to pay school fees
 - Male Minister of State, married, with two daughters
 - Wife of male Minister of State, married and has two daughters
 - Female Police Officer, living in Blantyre
-

Do:

Ask the participants to open their eyes and explain that you will read a series of statements. For each statement, you would like them to consider whether that statement applies to the role they have been given. Explain that participants must take steps forwards or backwards depending upon what they think their character is able to do or not do in response to each of the statements that will be read out. **Remind participants** to speak up and ask for help from the rest of the group if they are unsure as to how a particular statement applies to their character.

Read each of the following statements in turn and allow participants the opportunity to silently move forward one step if the statement applies to them:

Say:

- If your character has studied up to Standard 7, please take two steps forward, if you have not then take a step back.
- Your character needs 8,000 kwacha for some personal work, and you do not want to ask your partner for it. If you can arrange a loan from a bank or savings group take one step forward. If you cannot, take one step backward.
- You do not want a child. If you can convince your partner to use a contraceptive take one step forward, otherwise take one step back.
- You are tired after a long day working. If you can sit down and relax for one hour take one step forward, otherwise take one step back.

- There is a party/cultural programme at a friend's house tomorrow night. If you can go, take one step forward otherwise take one step back.
- The water in the area is polluted by a factory. If you can participate in a protest demanding that the factory stops polluting the water take one step forward, if you cannot take one step backward.
- You are working on ganyu or an estate and your child is sick at home. If you will have to take care of your child and not go to work take one step backwards, if you can still go to work because someone else can take of your child take one step forward.
- You do not like washing dishes, there is a pile of dishes to be washed. If you do not need to wash these dishes take one step forward, otherwise take one step back.
- The local authorities have called a meeting to discuss how much to spend on the new road. If you can speak at this meeting take one step forward, if you cannot speak then take one step back.
- You had to go out of town/village on some work and the work has taken longer than you thought. If you think that you can stay out of the house at night take one step forward, otherwise take one step back.
- If you ride a cycle/or any vehicle to work, or for daily errands take one step forward, if you do not, then take one step backwards.
- Nearby, there is a new factory. They are hiring staff. If you think you can get a job, take one step forward, if not take one step backward.
- Your parents have died. If you think you are able to get a share in their property take a step forward, if not take one step back.
- The water board committee has called an urgent community meeting just before meal time because there is a water shortage. If you can participate in this meeting take one step forward, if you cannot take one step back.

Do:

After all the statements have been read out ask the persons who have moved forward the most to reveal their characters and say how they feel. Then ask the others who have taken the most steps backwards to reveal their characters and ask them how they feel. Ask participants to leave their positions and gather together in a circle to discuss.

Ask:

- What would need to change to move the participants at the back of the line forward?
- The participants at the front of the line how can the participants at the front of the line support those at the back of the line to move forward?
- Why did the participants get distributed in this way even though they had started at the same place in the role play?
- What are the various bases of differences in the role play?
- How do these differences affect each character?

Say:

“A person may be at an advantage on one account but at a disadvantage on another. For example, not all men and all women ended up in the same position in the line, because of differences in wealth, status, disability etc. Care work responsibilities also affect people differently based on the gender, class, age and disability.”

Ask:

- Who had the most care work responsibilities of the different characters and why?
- How did care work responsibilities prevent some characters from moving forward?
- Why were care work responsibilities more of a challenge for some characters and not for others?

Say:

“Women and men are often raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work. This creates an extra burden for women, especially when they are also working outside the home. There are many ways that men can work together to reduce this burden. When men and women work together to complete the household tasks, both will have more time to work and participate in activities that will help the family to prosper.”

Activity 5.3b: Forms of Power: 20 minutes**Do:**

Display the four images of power⁹ in different areas of the space. Looking at one drawing at a time, ask participants the following two questions for each drawing.

Ask:

- Did you imagine anything like this when you were thinking about power?
- How would you describe this type of power?

Do:

After both questions have been discussed, introduce the matching terms and write them on the flipchart (i.e., power within, power over, power with, and power to). With participants, match the type of power to the image.

Say:

“Power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power. We all have power within us, even if at times we don’t realise it. Using our power over someone else is abuse of that person’s rights. We can join our power with others to give support. We all have power to do something, to act.”

9. Taken from Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Table 5: Four Different Forms of Power

POWER WITHIN	The power of internal beliefs, attitudes, and habits; Strong sense of mission or destiny
POWER OVER	The power to dominate others; The perception that a leader has the right to give directives; Parents’ authority over children; Bosses’ authority over employees; Charisma that leads to the influence of famous or popular people.
POWER WITH	The power of mutual support, solidarity and collaboration; Groups who use collective action to achieve a goal; Sense of identity or belonging.
POWER TO	The power that comes from the capacity to accomplish something; Education, talent, knowledge of a certain thing or how to do a certain thing.

Figure 5.1: Images to demonstrate Forms of Power

From Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’



Power Within



Power Over



Power With



Power To

Activity 5.4b: Our experiences of Power: 20 minutes

Do:

Give the following statements to the participants (This can be done orally one-by-one if literacy or materials are a problem):

- I feel I *have* power with....
- I feel I *have* power when....
- I feel I *lack* power with....
- I feel I *lack* power when...

Give the participants 10 minutes to think of at least two examples for each statement. First, give the participants a minute or two to think of examples internally, then they will join in pairs to share their examples and come up with others.

Ask pairs to share their examples with the rest of the group.

Ask:

- What can we learn from this exercise?
(Possible responses: We all have experiences in which we feel we have power and in which we feel we lack power, we all have power, when someone's power becomes greater it does not mean that someone else's power has to become less, etc.)
- Why do you think this started as an individual exercise before you joined in pairs?
(Possible responses: To show everyone sometimes feels they have power and sometimes feels they lack power. To show the circumstances in which we feel we have or lack power may be different, but have similarities.)
- What do you think are the consequences of feeling a lack of power?
(Possible responses: hopelessness, low energy, fear, abuse, anger, etc.)

Say:

“We all have certain situations in which we feel powerful and those in which we feel powerless. Understanding our own experiences of power can help us to use our power more positively with others. Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities.”

Activity 5.5b: Powerful choices: 45 minutes**Say:**

“The next exercise will allow us to look at our own experiences of power as individuals. Your responses to this exercise do not have to be shared with the group, as some of them are quite sensitive.”

Do:

Read out each statement (see Table 5.1) one by one allowing participants a minute to reflect on each one choosing ‘always’, ‘sometimes’ or ‘never’. (This can be done silently and internally, or if there is a very good rapport and trust within the group, this can be done by placing three signs saying ‘Sometimes’, ‘Always’ and ‘Never’ in different areas and asking the men to move and stand beside the sign they choose. After going through all of the statements, ask the men to sit together in a circle.

Ask:

- What was it like for you to complete this activity?
- What did you find difficult?
- What do your answers tell you about yourself?
- Many of us might not want to show this to others. What does this tell us about how we use our power?
- When we use our power over someone else do we usually feel good about this?
- Is treating all people equally and with respect easy all the time? Why or why not?

Table 5.1: ‘Powerful Choices’ Statements

Taken from: Raising Voices & Trocaire (2016) SASA! Faith Training Manual

-
17. When I talk to my partner, I raise my voice.
 18. I feel more important than the other people in my community.
 19. I can’t stand to be refused sex.
 20. I kick animals.
 21. I decide how the household money is spent.
 22. I feel that I can have several sexual partners without telling my spouse.
 23. I beat children when they don’t listen.
 24. When I quarrel with someone I don’t apologise. I wait until they come to make up with me.
 25. I feel that people have the right to buy sexual favours.
 26. I feel that one partner in an intimate relationship can beat the other if there is a good reason.
 27. I feel ashamed to greet people who have less status than me, especially when we are in public.
 28. I easily shout at my domestic worker.
 29. I would feel ashamed if my religious leader knew how I treated my spouse at home.
 30. I have to have the final decision in all matters at home.
 31. When I am nervous I become aggressive.
 32. I easily call a person a liar, stupid, ugly, etc.
-

Homework and Check Out: 15 minutes

Say:

“We are now closing the session. Thanks so much for your participation. Your homework for this month is to look for examples of each type of power that you observe, or are part of, over the next month.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Everyone has power. We can use it positively or negatively. Whether we are female or male, influences how much power we feel in our relationships, families and community.

Today we explored the ways in which power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. We learned that everyone can have power. We all have

power within us, even if at times we don't realise it. We can join our power with others to give support. We can be powerful in raising other people up. We all have power to do something, to act.

We examined the ways in which using our power over someone else is abuse of that person's rights. Exploring our own understandings of power and how it can be exercised will better enable us to address power imbalances and negative use of power in our families and communities."

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind the men that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

"Mutu umodzi susenza denga"

Module 5 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To explore forms of power discussed in session 5 and build a common understanding of power among couples.

Format: This is a set of follow-up questions on the issues covered in Module 5 to be used by the Field Monitor/Case Worker during routine Home Visits

Materials required: Four images of the forms of power from SASA!

During routine home visits by Field Monitors/Case Workers throughout the Graduation Programme, the following questions can be used with participating couples to provoke further reflection:

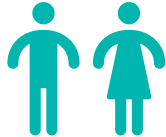
- How do some of the limitations and opportunities in the man/woman box link with the different forms of power we talked about last month?
- Are there any forms of power that you observed mainly among men, or mainly among women? If so, why do you think that is?
- Have you noticed any of these forms of power in your family, or in your community?
- Can you think of any example of a time when you as husband and wife supported each other and you had ‘power with’ or ‘power to’? How did that make you feel?
- If you were involved in any of the forms of power, which forms did you feel good about exercising? Did any of the forms of power leave you feeling not good? Why?
- Which forms of power can better help your family to achieve your family vision?
- Are there any ways that you feel you can better share power and divide roles within the home more equally? Like what? How can you do this?

Give the couples the information on when and where the next taught session will take place and that it should be attended by both men and women. Thank them for their participation.

Module 6: Household Budget Management

MODULE 6 – KEY MESSAGES

- Couples who work together are better able to make good financial decisions that will help their family to grow and develop – “Mutu umodzi susenza denga”.
- By openly discussing the different priorities that husbands and wives may have, and making decisions together, we can better understand each other and avoid conflicts and misuse of money.



This session is for COUPLES led by the Equality Officer

MODULE 6 – OBJECTIVES

- To discuss men and women’s priorities for household spending and reflect on how financial decisions are made within the family.
- To support couples to create household budget and discuss how men and women can make financial decisions that ensure the well-being of their children.

Materials required: Flip charts and pens/markers, copies of the budget worksheet (enough copies for each family), small pieces of colored card/paper (at least 2 colors), some twigs/branches, pens or pencils, a calculator (a phone calculator is acceptable).

Activities adapted from: Activity 6.1 & 6.4: Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme’

Activities 6.2 & 6.3: Archer, D. & Cottingham, S. ‘Reflect Mother Manual: Regenerated Freirean Literacy through Empowering Community Techniques’ Action Aid

Session overview:

Welcome and Check In

Activity 6.1: Discussing family finances

Activity 6.2: Expenditure Tree

Activity 6.3: Expenditure Calendar

Activity 6.4: Making a budget

Check Out

Pre-session preparation:

Consider:

As this session requires some calculations and work with numbers, if possible, it may be useful to also have the Field Monitor/Case Worker for that area present to support individual couples during the ‘making a budget’ activity.

If couples are open and receptive to the budgeting activities, further probing questions can be addressed to individual couples, as the facilitator circulates the groups during activity 6.4 to provoke further thought about who has the final say in deciding what will be written on the budget, and how much discussion takes place before a decision is made.

Prepare:

- Copies of the household budget template for every couple

Review:

- The Household Budget Template

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to anyone else about the issues we discussed in our last session?
- (Be flexible to discuss any pressing issues that arise at this point)

Say:

“In the last module we discussed forms of power, and looked at who has power? Who controls what?? This module we want to look specifically at financial decisions in the household and how couples can work better together to make good financial decisions that will help their family to grow and develop.”

Activity 6.1: Discussing family finances: 30 minutes

Say:

“We are going to do an activity to help you think about how families manage their money and the different priorities that men and women have for spending money within the household.”

Do:

Divide the participants into small groups based on sex (there should be at least one group of men and one group of women. Depending on the group size and availability of facilitators, there can be multiple groups of men and multiple groups of women.)

Tell the groups that they are going to do an exercise on their priorities for the household budget. Ask each group to discuss the following questions.

Ask:

- What are your personal priorities for your household budget? (For example: school fees to send the children to school; health insurance; investing in income-generating activities; constructing a new roof, etc.)
- What items do you think should be prioritised first?
- What do you think your partner's priorities are for the household budget?

Do:

After 15 minutes, ask the groups to come back to the circle. Invite one representative from each group to share some of the feedback from the group discussion to the whole group.

Ask:

- What were women's priorities? What were men's?
- (For men) Did anything surprise you about the priorities presented by the women?
- (for women) Did anything surprise you about the priorities presented by the men?
- Is it easy to decide the priorities for the budget? Why or why not?
- How can men and women work together to make financial decisions if they have different priorities?
- How does your family decide how money is spent?
- Who decides how to use money in the family?
- Do you normally discuss household finances and make decisions together? Why or why not?
- Is there anyone else you think should be involved in making decisions, or providing ideas, on how the family's budget should be managed?

Say:

“Men and women sometimes have different priorities and ideas for how family finances should be spent. It is important to talk about these priorities and to agree together how money is spent. If men and women work together to manage the finances, money can be spent in ways that most effectively contribute to the well-being of the family.”

Activity 6.2: Expenditure Tree: 30 minutes**Say:**

“In the last module, we looked at many aspects of gender dynamics in the household through the Gender Balance Tree. Today, as we are focusing on family finances, we want to highlight one aspect of that; family income and expenditure.

Today, we will be using the idea of a tree again to look at income and expenditure, but we will be presenting it in a slightly different way. Again, the roots of the tree are going to be their different sources of income and the branches are going to be the different types of expenditure you have.”

Do:

On the ground, lay out a large stick. This is the trunk of the tree. Place smaller sticks spanning out at the top to represent branches and other sticks spanning out beneath to represent the roots. Then ask what different sources of income they have. Ask for major sources of income, such as selling crops, as well as categories such as livestock, *ganyu*, small business, VSL payout, cash transfers, and remittances.

Do:

Ask participants to draw and agree a simple picture card (On a small piece of paper) for each of these categories and place each at the end of a root of the tree.

Do:

Then ask for the different types of expenditure they have – again include major items (such as alcohol) and general groups or categories. These could be agricultural inputs, food, fuel, clothes, health, housing, contributions to community events like weddings and funerals, school fees, school uniforms and materials, phone airtime etc.

Create simple cards for these and place each one at the end of a different branch.

Ask:

- Is there anything different in this tree, than there was when you did this activity last month?
- Can a tree like this keep standing?
- Will the weight of all the different expenditures be too much for the roots to bear? Will it fall over?!
- Have you discussed any of these issues about the balance between income and expenditure with each other over the last few months?

Activity 6.3: Expenditure Calendar: 30 minutes**Say:**

“We have been looking at all of our sources of income, and where our money goes. Now we want to start thinking about when in the year we most need money so that we can start planning and budgeting.”

Do:

Ask the participants to place all the picture cards for sources of income (from the previous activity) in a column, one under the other. Underneath these, place the different sources of expenditure. Across the top draw twelve columns (for 12 months) to make a calendar (See Figure 6.1.).

Demonstrate how the calendar works by asking the participants to think of a typical family in their village. Agree some basic elements of what such a family might be like – the number of children, their ages, whether the children are in school or in a parents’ community school etc. Then ask the participants, for each of the types of income, what month of the year this typical family will have most of this source of income and when they will have least.

Do:

Ask them to fill in the response for the whole twelve months, for each source of income. Use stones, or draw a number in the sand with a stick to represent the relative amount

of money. All amounts should be regarded as relative, not as being actual amounts of money (perhaps on a scale of 10, so 10 stones is a lot and one stone is very little). If the discussion gets stuck, then ask the participants to agree additional assumptions about the ‘typical family’ (such as which crops they grow and on how much land).

Ask the same for all the different types of expenditure so that the whole calendar is complete. The calendar below can be used as an example of how the final calendar will look.

Figure 6.1: Example of Expenditure Calendar (taken from Reflect Mother Manual, Action Aid)

INCOME AND EXPENDITURE CALENDAR												
	January	February	March	April	May	June	July	August	September	October	November	December
Income - Zolowa												
Maize - chimanga				\$\$	\$\$							
Livestock - ziweto					\$	\$	\$	\$	\$\$	\$\$	\$\$	\$
Casual labour - ganyu	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Vegetables - masamba	\$	\$	\$	\$	\$	\$\$\$	\$\$\$	\$\$\$	\$			
Graduation cash	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Beer brewing - Kuphika mowa	\$	\$	\$	\$	\$							
Charcoal selling -Kugulitsa makala											\$	\$
Expenses - Zotuluka												
School fees - Sukulu fees	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$	\$	\$	\$	\$	\$
Food - zakudya	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$
Seed - Mbeu				\$\$\$	\$\$\$	\$\$\$					\$\$	\$\$
Drugs/Medicine - mankhwala									\$	\$	\$	\$

Do:

Ask the couples to now go back to their expenditure trees, and start to develop their own expenditure calendars. Circulate the group offering support and guidance where required. Once each family has completed their Expenditure Calendar, ask the participants to rejoin as a whole group in a circle.

Ask:

- How does a family cope with unexpected expenditure or large items?
- How do we save for weddings or funeral costs?
- What happens if a child falls very ill and needs to go to a doctor?

- What happens if the goats die?
- What strategies for increasing income are most feasible for a family like this?
- Where can we access credit in times of need? Which are the more secure and which are the riskier avenues of accessing credit?

Activity 6.4: Making a budget: 1 hour 15 minutes

Say:

“In this activity each couple will work on their own household budget. Please sit next to your husband/wife. If someone’s partner is not present, he/ she can complete the worksheet himself/ herself.”

Do:

Give each couple a copy of the budget worksheet. (For low literacy groups: If participants are not comfortable using the household budget worksheet, they can simply follow the activity and listen to the prompts of the facilitator. They can also make pictorial representations of the items on their budget rather than writing the words.)

Do:

Explain to the group that you are going to lead them through the worksheet one step at a time.

1. Ask them to list the main **expenses** that they have over a season that they have just discussed in the previous two activities. This can include paying rent, water, transportation, food, milling costs, necessities like soap, paying for ganyu, paying for childcare, school fees, VSL shares etc.
2. Ask them to estimate the **amount that they spend** from each category in a season. Couples may need support from the facilitator in working out calculations.
3. Ask the couple to list all of the **sources of income** that are coming into the household, that they have just discussed in the last 2 activities. (This can include money from farming, ganyu, small business activities, from family members, VSL pay out, Cash Transfers etc.).
4. Ask them to estimate the **amount they earn** from each category in a season.

Tell the group to look at Step 3 in the worksheet and;

Ask:

- Does your family earn enough money to pay all of its expenses?

Do:

Explain that this question is based on the first two steps.

- Couples should take the total from Step 2 (how much they earn) and see if it is enough to cover all of the costs in Step 1.
- If the amount in Step 2 is larger than the amount in Step 1, the family has enough money to survive and meet its expenses.
- If the amount in Step 2 is smaller than the amount in Step 1, the family does not have enough money.

Allow couples enough time to discuss their responses with each other.

Tell the group to look at Step 4 in the worksheet and;

Ask:

- What items do you spend money on that are necessities for your children?

Do:

Explain that each group should examine their family's budget and circle those expenses (Step 1) that are associated with the basic needs of their children. Ask the couples to identify how much of their family budget contributes to the development of their children. Allow enough time for the couples to discuss this question.

Ask:

- Did you learn anything in this activity?
- What do you think about the practice of writing up your family's budget? Is it possible to do this every week (or month) in your own family?
- What are some difficulties or challenges you might have in making your budget?
- How do you think money should be best spent to support the family and children's well-being?
- Do households ever spend money on items that do not promote the family's well-being? Why?
- What are some of the consequences when money is not well spent?
- How could this situation be improved?
- What are some ways that families with 'not enough' could generate more income for their family? (E.g. both parents could work – fathers could share in the household tasks to enable the mother to work, etc., income-generating activities, voluntary savings and loans, etc.)

Say:

“A family budget is an important way to plan and use your resources effectively to promote the well-being of the family. Men and women can discuss the family budget together and make joint decisions about how money is spent. When men and women plan together it can lead to more efficient use of resources and also reduce conflict about how money is spent.”

Homework and Check-out: 15 minutes**Say:**

“The session is now ending. Thank you all for your participation. The homework assignment for today's session is to go home and using the information you discussed today, make a budget plan for one month. Practice discussing the different priorities you each have for the family this week and share the financial decisions. Come prepared to share this experience at the next session.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we explored how couples who work together are better able to make good financial decisions that will help their family to grow and develop - “Mutu umodzi susenza denga.” By openly discussing the different priorities that husbands and wives may have, and making decisions together, we learned that we can better understand each other and avoid conflicts and misuse of money.”

Do:

Thank the participants and confirm the time, date, place of the next session and remind them that the next session should be attended by men only. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 6 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To review each couple’s budget and provide an opportunity to reflect on it.

Format: This is a set of follow-up questions on the issues covered in Module 6 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: The couple’s household budget from the previous session.

Field Monitors/Case Workers meet with individual Households and reviews their Household Budget. Use the following questions to promote reflection;

For both:

- How did you decide what your priorities are?
- Was there anything you had to leave out?
- What assumptions is this budget made on?
- Have you set aside any money for contingencies?
- We discussed about decision making in a previous session. Did you notice anything about the way that you made decisions as a couple when you were making the budget? Does one person have the final say? Do you discuss it more?
- Which expenditure was it easy to agree on?
- Which expenditure was more difficult to agree on?
- How did you find the process of sitting down and working out your budget? How was it different to how your family usually makes decisions about money?

For men:

- How can you involve your wife more in decision making, so that you can share the burden of making all the decisions?

For women:

- What do you need from your husband so that you can better share the burden of decision making and have more of a say in what happens with family finances?

Inform the men and women of the time and location of the next session. Inform them that the next session will be for men and women separately. Thank them for their participation and close the session.

Module 7a: Violence Against Women and What Men Can Do

MODULE 7A – KEY MESSAGES

- Men are frequently the perpetrator of violence against women, and so can also have a central role in preventing it.
- Violence against women is any act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the power and control of others.
- All violence is abuse of power. It is a negative use of power. It is ‘Power over’. Violence is used to control another person through fear.
- There are many negative effects of violence against women—for women, men, children, families, and the whole community. It harms men, women and children, it prevents us from being happy, it gets in the way of social and economic development and it can destroy community unity and cohesion.
- 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.

MODULE 7A – OBJECTIVES



This session is for
MEN ONLY led by
the *Equality Officer*

- To guide the participants in understanding the types of violence against women.
- To demonstrate the relationship between violence against women and power and control.
- To identify and examine the effects of violence against women.
- To reflect on how men react when they are angry and to practice positive ways of managing anger without resorting to violence.

Materials required: Flip charts and pens/markers

Activities adapted from: Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Session overview:

Welcome and Check In

Activity 7.1a: Understanding Violence against Women

Activity 7.2a: The impacts of violence

Activity 7.3a: What can I do when I am angry?

Activity 7.4a: Why does violence occur?

Homework and Check Out

Pre-session preparation:

Consider:

In *Activity 7.2a*, be aware that participants may focus on extreme forms of violence and brainstorm only extreme consequences, e.g., suicide, divorce, dropping out of school. The purpose of this exercise is to try to understand the common effects of VAW that affect all of us, such as what it means for a relationship when one partner fears the other, in addition to those severe consequences. It is important to help participants connect with this issue personally and to probe in ways that helps them identify various serious and less serious impacts of VAW and ways it hinders the healthy functioning of a couple, family, and community. See Table 7.1 for suggestion that you can add if they are not raised by the men themselves.

Prepare:

- Five flipcharts each with one of the following titles; women, men, children, families, the whole community.

Review:

- Table 7.1a for suggestions that you can add to discussions during activity 7.2.
- Table 7.2a: Examples of positive ways of responding when we are angry.

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to anyone else about the issues we discussed in our last session?
- (Be flexible to discuss any pressing issues that arise at this point).

Ask:

- How was the experience of planning a budget?
- Did it change the way that you spend money in your household at all? In what way?
- Who was involved? How did you make decisions?

Say:

“In the last few module we have been working together with our wives on issues around roles and responsibilities in the household, household dynamics and household budgeting, to help us to work together better as a family. In this module and the next we are going to look at an issue that can derail our plans for family development; violence against women. We are going to look at this as men alone, because although men are frequently the perpetrator of violence against women, we can also have a role in preventing it. Women are discussing similar issues in their own session.”

Activity 7.1a: Understanding Violence against Women: 40 minutes**Say:**

“This session is designed to help participants understand violence against women and girls. The four types of violence and the effect violence has on all members of a community.”

Do:

On a flip chart, write the following statement and ask a participant to read it; *“Violence against women is any act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the power and control of others.”*

Say:

“There are many forms of violence against women. They are usually categorised into four types: physical, emotional, sexual and economic.”

Do:

Split the group in four. Give each a flipchart with one of the following types of violence written on it;

- Physical Violence
- Emotional Violence
- Sexual Violence
- Economic Violence

Explain that each group will work on the type of violence named on their flipchart. Each group has five minutes to come up with as many examples of that type of violence as possible. These can be represented with small drawing, or written if participants are comfortable writing.

When they have completed the task, ask participants to come back to the larger circle. Ask one participant from each group to present their work in three minutes or less.

After each group has presented, ask the following questions.

Ask:

- What are some other examples you could put under this type of violence?
- Does anyone have a question or something to share about this type of violence?

Do:

Ensure that ‘threatening to take another wife/girlfriend’ is included under emotional violence.

Ask:

- Why might ‘threatening to take another wife/girlfriend’ be violence?
- What is the impact of this threat on a woman?
- What would be the impacts on a family/woman if a man was to take extra wives? *(This could also be included under economic violence)*

Do:

Ensure that ‘land grabbing’ is also included under economic violence. Explain that this is not done by a husband, but can be done by his family in the event of his death.

Go back to the definition of violence against women. Read the last phrase: “*is meant to keep a woman or girl under the power and control of others.*” Ask participants to turn to their neighbour and discuss what this means. Give participants five minutes for this discussion.

When five minutes have passed, facilitate a group discussion about this last phrase by asking the following questions.

Ask:

1. Why do you think violence against women is linked to power and control?

Suggested answers:

- i. *Because as a society we expect men to demonstrate that they are in control of their partners or daughters, and that they have power over women and girls.*
- ii. *As a community, many people see it as normal for men to control women. Without this external control, women are considered unable to manage themselves)*

1. Is violence against women ever not an abuse of power that is used for controlling a girl or woman?

Suggested answer: All violence is abuse of power. Violence is used to control another person through fear

2. Even if men experience some of the same acts as women, how is the violence men experience different than that experienced by women?

Suggested answers:

- i. *Men may experience acts of violence but generally, violence is not used as a way of controlling men as it is for women. For example, if a man experiences violence from his partner it is usually an event—it happens and is over. Violence or the threat of violence is not used as a way of controlling him through fear.*
- ii. *Men as a group do not live in fear of violence from women as a group. The majority of women live in fear of violence from other men (partners or strangers). Women have this fear because society accepts men’s power over them and violence against them.*
- iii. *In most cases, men are physically stronger than women. Therefore the harm or threat of harm from violence for men is not as great.*
- iv. *Most often, when a man experiences violence from his partner, the woman is defending herself from the violence he has used against her.*

Note: This question may provide a suitable opportunity to contest the idea that a wife ‘denying a husband sex’ is a form of Gender-based Violence. Ask the participants to consider who has greater power and control in the interaction. Ask them to also consider whether it is used as an ‘excuse’ for me to exercise their ‘power over’ their wives in a negative way.

Activity 7.2a: How Violence Impacts Us: 50 minutes**Do:**

Hang five flipcharts on the wall, each with one of the following titles:

- women
- men
- children
- families
- the whole community

Say:

“In this exercise, we will explore the effects that violence against women has on women themselves, men, children, families and the broader community. In a moment, we will walk around the room and write single words or phrases on the posted flipcharts to describe the effects of violence for women, men, children, families, and communities.”

Table 7.1: Suggested consequences of violence against women

Consequences for women include: hopelessness, stress, injury, HIV infection, isolation, faster onset of AIDS, poor relationship with husband, fearing for children etc.

Consequences for men include: sadness, poor relationships with children, unhappiness, imprisonment, lack of intimacy, ill health, feelings of guilt, being looked down on by the community etc.

Consequences for children include: depression, poor performance in school, fear, distrust of adults, for boys; being more likely to be violent with their wives when they grow up, if they witness it in childhood etc.

Consequences for the family include: resources spent on health care for injuries, lack of harmony and happiness, tension, family break ups, missing opportunities to develop, bad feeling/atmosphere in the home etc.

Consequences for the whole community include: lack of development, lack of peace, increased number of children on the streets, overburden on social services (police, health care providers, local leaders), etc.

Do:

Review the five \ flipcharts with the whole group. After every flipchart, ask the following questions.

Ask:

- Are there any comments or questions? Does anyone want to add something to this list of effects?
- Why might violence lead to this consequence?

Say:

“As we can see there are many negative effects of violence against women—for women, men, children, families, and the whole community. Some of these effects are extreme and have immediate negative impacts, while others are more subtle and cause negative effects over time.”

Activity 7.3a: What can I do when I am angry?: 45 minutes**Say:**

“The purpose of this activity is to think about how men can break the cycle of violence, and ways that men can react when they are angry that are not violent or destructive.

Sometimes when we have a conflict with others or we are upset about something, it can provoke anger.

- *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 **behavior**, a way that is sometimes used to express anger.”*

Ask:

- What are some of your triggers that can make you angry or lead to conflict with your partner?

Allow the participants to share some of the triggers or issues that can cause them to become angry.

Say:

“There are many other ways to deal with our anger instead of using violence, including positive ways. We will now talk about some of the different ways that men can react when they become angry.”

Do:

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. Tell the group that money matters are often at the center of many disagreements between couple and can often lead us to be angry. Ask group to think of a money-related situation or conflict that made them angry. Ask the group:

Ask:

- What happened? *(Give the group a few minutes to think silently).*
- What were you thinking and feeling in this situation?

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?”

Do:

Divide the participants into groups of four or five (maximum). Tell the groups that they are going to have 20 minutes to share their reflections about a time when they were angry within their small groups. The groups should discuss:

- What was the situation that made them angry?
- How did they feel? What did they think?
- How did they react to their anger?
- What was the consequence of your reaction?

After 20 minutes, ask everyone to come back to the circle.

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?

It is likely that some of the examples listed in Table 8.3 will be given. If not, you may share some of these examples with the group.

Table 7.2 : Examples of positive ways of responding when we are angry

Take a breath of fresh air, or count to 10; and (2) use words to express what we feel without offending. It is important to stress that to ‘take a breath of fresh air’ does not mean going out to a bar and drinking lots of alcohol, or getting in a vehicle and driving around at high speed exposing oneself to risk.

To take a breath of fresh air is simply getting out of the situation of conflict, and away from the person who is making you angry. One can count to 10, breathe deeply, take a walk, or do some kind of physical activity, trying to cool down and keep calm. One should also explain to the other person that he/she will go outside to take a breath of fresh air because he/she is feeling angry.

To use words without offending is to learn how to express two things: (1) To say to the other person why you are upset, and (2) to say what you want from the other person, without offending or insulting.

Say:

“It is important to learn how to express our anger 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.”

Ask:

- When discussing money matters or other household issues, is it difficult for men and women to express their anger without using violence? Why?
- 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?
- Is it possible to use words without offending especially when making household decisions? How?
- 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?
- Did you learn anything in this activity?

Activity 7.4a: Why Does Violence Occur?: 20 minutes**Do:**

Tell the group that you will be reading them a scenario that occurs in many different communities all over the world (See ‘Miriam’s Story’ below).

Miriam’s Story

Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family and, from the beginning, expected Miriam to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbours that he was the boss in his house. Many of their neighbours were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbours about Jean. Although they would often see her with bruises on her face, they just kept quiet.

Ask:

- Is this an example of violence against women and girls?
- If so, what type(s) of violence is this?
- What do you think people in the community said about what caused this violence to happen?

Do:

Tell participants that we are now going to think about the ways that violence may affect Miriam and her family.

Ask:

- How did the situation affect Miriam?
- How did it affect Miriam’s family?

Emphasise that violence can affect the victim in many ways

- Consequences for women could include: hopelessness, stress, injury, HIV infection, isolation, etc.
- Consequences for children could include: depression, poor performance in school, fear, distrust of adults, bullying, violence, substance abuse, absenteeism, disruptive behaviour at school and in the community, etc.

Say:

“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 and depict men as strong, violent and head of the household that needs to show that he’s in control.”

Do:

Re-read the scenario and ask the men:

- What ideas from the gender boxes do we see in this example?
- What power differences exist between women and men?

Say:

“Violence is never the fault of the victim but often the victim is blamed for violence that happens to them. Violence is not about anger or drinking too much—it is about men (mostly) choosing to exert power over women in harmful ways. Violence is learned behaviour and abusive men are able to choose when to exert their power and control through violence.”

It might be helpful to present examples of violence being a choice by stating:

- When you are angry at your boss or friend do you yell and hit them?
- When you don’t like how others prepare food do you throw it at them and punish them or react without aggression and violence?

Clarify that **violence is a choice** and we can all learn how to deal with our anger and frustration in ways that are better for ourselves, our wives and our children. We can choose to question certain ideas in the gender boxes that lead to violence, and we can choose not commit violence against women and girls.

Check-out and Homework: 15 minutes**Say:**

“Thank you so much for your active participation in this session. Your homework for this month is to observe any examples of violence that you witness or are part of in your communities. Please reflect on the impacts of this violence for a) the women, b) the man, c) the children and d) the wider community. You will be asked to share your experiences at the next session.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we discussed how men are frequently the perpetrator of violence against women, and so can also have a central role in preventing it. We learned that violence against women is any act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the power and control of others. We explored the ways in which all violence is abuse of power. It is a negative use of power. It is ‘Power over’. Violence is used to control another person through fear.

We also examined that there are many negative effects of violence against women—for women, men, children, families, and the whole community. It harms men, women and children, it prevents us from being happy, it gets in the way of social and economic development and it can destroy community unity and cohesion. We now know that as men, we can have a key role in preventing violence.”

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind them that the next session should be attended by men only. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 7b: Understanding Violence Against Women and Girls

MODULE 7B – KEY MESSAGES

- In this group we will learn how men and women can work together, as supportive and respectful partners, to promote a more successful and profitable household.
- The programme will last one year and consist of taught sessions and reflections at home. Some sessions are for couples, some are for men and women separately.
- We have ground rules that help us to work together and respect each other.
- By supporting each other within the group, we can make positive changes in our families and communities – “*Mutu umodzi susenza denga*”.

MODULE 7B – OBJECTIVES



This session is for WOMEN ONLY led by the Equality Officer

- To introduce the participants to four forms of power; power over, power within, power with and power to.
- To explore and reflect on the power dynamics within intimate relationships
- To understand the different types of VAWG and why it occurs
- To identify how we can support survivors of VAWG in our communities

Materials required: Flipcharts, markers, pieces of paper painted ‘green’ on one side, and ‘red’ on the other side.

Activities adapted from: *International Rescue Committee: Implementation Guide Preventing Violence against Women and Girls: Engaging Men through Accountable Practice A transformative individual behavioural change intervention for conflict-affected communities (Part 3)*

Session overview:

Welcome and Check In

Activity 7.1b: Sharing Roles

Activity 7.2b: Understanding power

Activity 7.3b: What is violence against women and girls?

Activity 7.4b: Why does VAWG occur?

Activity 7.5b: Supporting survivors of violence

Check out and close

Welcome and Check In: 20 minutes**Do:**

Welcome participants and ask if anyone can share what was discussed last time. Review the key messages from the last women only session (Module 3b. Understanding gender). Ask them if they thought about the conversation from Module 3b.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to your husband about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?

(Be flexible to discuss any pressing issues that arise at this point.)

Ask (Safety Check):

- How are you feeling about being in the group?
- Are there concerns that have come up for you since the last meeting?
- What kinds of responses have you been getting from others about your involvement in the group?

Say:

“This week we are going to be talking about power and Violence against Women and Girls (VAWG). Unfortunately, many women have experienced this, as it is very common. If you feel you need to talk, let the facilitator know and we can connect you to someone who is trained to talk about these things. It is normal to feel upset after violence occurs, even if it happened many years ago. Talking can help. You are not alone and violence is never your fault.”

Activity 7.1b: Sharing Roles: 45 minutes**Do:**

After each of the timelines have been reviewed, ask participants to get back into their small groups and discuss the following questions:

- Are there things that you would like to do that you aren't able to do in your daily life?
- Are there things that you do that you wish you didn't have to do in your daily life?
- Why do you think you have to do those things?

Do:

After a few minutes, ask each group to choose one or two of the things that they aren't able to do or wish they didn't have to do in their life and develop a short skit demonstrating what would need to happen in order for them to be able to do or not do those things. In particular, ask each group to addressing some of the following questions in their skit:

- What would need to happen in order for you to be able to do those things? What would help you to have more time to do the things you want to do?
- What would your husband need to do differently?
- What would your children need to do differently?
- What would you need to do differently?
- Who would support you with this? How would you ask them for support?

Do:

After 10 minutes, ask the larger group to come back together and ask each small group to perform their skit. After each skit, ask participants:

- What was going on in the scenario?
- Which male and female gender role(s) is represented in this skit?
- What were the things that the woman in the skit was able to do?
- What happened that allowed for the woman in the skit to be able to do the things she wants to do?
- Would it be easy or hard for you to make these changes? What about for your husband?
- What might stop you from trying to make these changes happen?

HELPFUL TIPS: As you review participants' responses, connect back to the Gender Boxes and highlight specific characteristics or expectations of both men and women that they have identified as needing to change.

For example:

- How did the idea of women as responsible for cooking, cleaning, etc. have to change in order for women to have more time to work outside of the home?
- How did the idea of men being the authority have to change in order to have equal decision-making?
- What might be scary about these things changing or doing things differently?
- What might be hard for you about your husband becoming more involved with household activities?

Say:

“Although we might want to be able to do different things, it can be hard to make changes because we have been taught that the current situation is natural or the way it is supposed to be. We may feel uncomfortable or embarrassed if our husband began to do help with housework or if we began to work outside of the home. We are conditioned to think of our husband in these gender norms as well, so we need to be aware of our own reactions.”

Do:

Ask the women to reflect back to our first activity about role models. Ask if any of the women they mentioned before were able to make one of these scenarios a reality in their home.

Say:

“As a group, I encourage you to use each other as a support system. If someone in the group or someone you know says they want to make a change in the roles of their household, provide encouragement and share some of the knowledge you learned from the group.”

Activity 7.2b: Understanding Power: 30 minutes**Say:**

“We will begin this session by looking at different forms of power and the positive and negative ways in which power can be exercised.”

Ask:

- What is power?
- What kinds of power are there?

Do:

Explain that power is the ability to influence or control people, opportunities, or resources and that power can be used in different ways—it can be used for good, but it can also be abused. Tell participants that you will be reading them scenarios and you want them to tell you whether they think the examples demonstrate good uses of power or abuses of power. Give each participant a card that is green on one side and red on the other side. Ask participants to hold up the green side if the type of power described is good and the red side if the type of power is bad. After each scenario, discuss why the type of power is good or bad.

GOOD/BAD POWER SCENARIOS

- A woman needs to feed her children but does not have enough money. A merchant says that he will forgive her credit at the store, if she gives him a sexual favor in the backroom.
 - A young man stands up in the bus and allows an elderly woman to take his seat.
 - Men march with women to demand an end to domestic violence.
 - After a flood, families from the dominant ethnic group help rebuild the school that is primarily used by children from the minority group.
 - A wealthy man builds a public library and playground for the community to use.
-

Do:

After discussing the scenarios, review the different uses of power.

- **POWER WITHIN** - The power of internal beliefs, attitudes, and habits; Strong sense of mission or destiny
- **POWER OVER** - The power to dominate others; The perception that a leader has the right to give directives; Parents’ authority over children; Bosses’ authority over employees; Charisma that leads to the influence of famous or popular people.
- **POWER WITH** - The power of mutual support, solidarity and collaboration; Groups who use collective action to achieve a goal; Sense of identity or belonging.
- **POWER TO** - The power that comes from the capacity to accomplish something; Education, talent, knowledge of a certain thing or how to do a certain thing.

Ask:

- Do all people in the community have the same amount of power?
- How do you know if someone has power?

Say:

“Power can be used positively and negatively. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power. We all have power within us, even if at times we don’t realise it. Using our power over someone else is abuse of that person’s rights. We can join our power with others to give support. We all have power to do something, to act.”

Activity 7.3b: What is Violence against Women and Girls: 30 minutes**Say:**

“In the next exercise we will be talking about how these ideas about women and men, and the differences in power, lead to violence against women and girls. This is a very sensitive topic and that some people in the room may have experienced violence or witnessed violence so I ask you all to respect the ground-rules we discussed during our first meeting (confidentiality, respect etc.). If anyone wants to talk more after the session I can help you find someone trusted and safe in the community to talk to.”

Ask:

- What is violence? What comes to your mind when you hear that word?

Do:

Explain that violence is the ‘use of force that results in physical, emotional, psychological, and/or social harm’. Introduce the idea that the acts of violence identified can be divided into four types and provide examples of each type:

- Physical (hurts the body)
- Emotional (hurts the feelings and the self-esteem)
- Sexual (controls sexuality)
- Economic (controls access to money, property or resources)

Emphasise that violence is not always physical. People can use power to harm others through their words, through threats, and through denial of resources.

Ask:

- What are different types of violence that women in this community experience? (Make sure to specifically address violence in the home, as this is often the most common type of violence experienced in conflict affected communities)

Activity 7.4b: Why Does VAWG Occur?: 30 minutes**Do:**

Tell the group that you will be reading them a scenario that occurs in many different communities all over the world (See ‘Miriam’s Story’ further down).

Miriam's Story

Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family and, from the beginning, expected Miriam to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbours that he was the boss in his house. Many of their neighbours were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbours about Jean. Although they would often see her with bruises on her face, they just kept quiet.

Responses about types of VAWG may include the following:

- Rape
- Sexual exploitation
- Female genital cutting
- Forced marriage
- Insertion of objects into genital openings
- Attempted rape
- Sexual threats
- Humiliation
- Intra-familial rape
- Early marriage
- Domestic violence
- Sexual harassment
- Molestation
- No access to education and heritage for women and girls
- Wife-inheritance
- Peppering (the rubbing of hot pepper into women's eyes and vaginas)
- Abandonment
- Denial of food and other resources
- Cursing and using hurtful language
- Forced abortion

Ask:

- Is this an example of violence against women and girls?
- If so, what type(s) of violence is this?
- What do you think people in the community said about what caused this violence to happen?
- Do all women and girls experience these types of violence? Or are some women more at risk?

Do:

Note differences in what the women consider violence and why they think this violence has occurred. Also make sure to emphasise the different types of VAWG in the story (physical, emotional, financial, etc.)

On a flip chart, record all the reasons that women give for WHY violence occurred in the story they discussed. (Make note of victim blaming if comments arise. We want the participants to be aware of the messages they might be reinforcing and to feel comfortable discussing their personal beliefs that may condone these violent acts.)

Do:

Review the reasons that the women listed for why people in the community said that the violence occurred.

Explain the difference between ‘a cause’ and ‘a contributing factor’. To help clarify the difference, ask the group:

- If (contributing factor) did not exist, would VAWG still happen?
- In fact, does it still happen? (Emphasise that violence against women and girls still occurs when men are not drunk or angry or poor)

Do:

Point out any reasons for VAWG that were given that blame women and girls. Explain to the group that we are taught to blame women and girls for the violence that men commit against them but that it is only the person who chooses to commit violence who is responsible.

Say:

“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.”

Do:

Re-read the scenario and ask the women:

- What ideas from the gender boxes do we see in this example?
- What power differences exist between women and men?

Say:

“Violence is never the fault of the victim but often the victim is blamed for violence that happens to them. Violence is not about anger or drinking too much—it is about men choosing to exert power over women in harmful ways. Violence is learned behaviour and abusive men are able to choose when to exert their power and control through violence.”

It might be helpful to present examples of violence being a choice by stating:

- When your husband is angry at his boss or friend does he yell and hit them?
- When your husband does not like how others prepare food does he throw it at them and punish them or react without aggression and violence?

Clarify that while women can also reinforce the ideas in the gender boxes that lead to violence, **women are not the ones choosing to commit violence against women and girls.**

Activity 7.5b: Supporting Survivors of Violence: 20 minutes**Do:**

Tell participants that we are now going to think about the ways that violence may affect Miriam and her family.

Ask:

- How did the situation affect Miriam?
- How did it affect Miriam's family?

Emphasise that violence can affect the victim in many ways

- » Consequences for women could include: hopelessness, stress, injury, HIV infection, isolation, etc.
- » Consequences for children could include: depression, poor performance in school, fear, distrust of adults, bullying, violence, substance abuse, absenteeism, disruptive behaviour at school and in the community, etc.

Ask:

- How we can support survivors of violence
- How might you help a woman that you know is being beaten by her husband?
- How might you help a woman that you know has been raped?
- How could men help women who are in these situations? What could a community leader do? What could other men do?

Say:

“Think back to the session when we talked about role models. Think about the qualities you admire in other women and how you can build these qualities yourself. Remember that we all have power (within) to change certain things and build our own strength.”

Ask:

- Are there any women who are already having conversations, and already attempting to make changes, about VAWG?
- Can you think of any male allies you have? Men who have the potential to become allies in this work?

Review the overall goal of these workshops. Remind participants that these workshops are designed so both men and women can look at the bigger picture in our society and make changes. Inform the women that an important piece of the men's workshop will be discussing men holding each other accountable for their behaviours and choices.

Check-out and Homework: 15 minutes**Do:**

Ask participants to share one word that describes how they are feeling after this discussion. After some of the participants have shared their feelings, ask the group what we can do to support each other.

Say:

“Today we learned that everyone can have power. We all have power within us, even if at times we don't realise it. We can join our power with others to give support. We also

examined how women and girls are affected by violence and why violence occur. This is not easy to talk about and some of you might feel sad or angry after this session, and it is ok to feel that way.”

Do:

Thank the participants for their contributions and inform them of the location and time of the next session, which will also be attended by women only. Remind the group that if anyone wants to talk further, they should see the facilitator and she will connect them to someone in the community who can help. Inform the participants of the services available in their district and how they access them. Refer to the service mapping of your district available in the Concern offices. Also encourage the participant to support each other and see this group as a source of trust and support. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 7 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide an opportunity for men to share what they have learned about violence against women with their wives, and to provide an opportunity for women to reflect what they learned about VAWG and how they can help and support each other.

Format: This is a set of follow-up questions on the issues covered in Module 7 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: None.

During routine home visits by Field Monitors/Case Workers throughout the Graduation Programme, the following questions can be used with participating households to provoke further reflection:

To men:

- How did you feel during the session on violence last month?
- What did it make you think about?
- Did you talk to anyone about issues of violence afterwards?
- Tell us about any examples of violence you have witnessed? (Participants are reminded to respect the privacy of victims of violence in their discussions)
- What happened? What were the consequences on a) the women, b) the man, c) the children and d) the wider community?
- Did you experience any situations which led to you feeling angry? How did you deal with this anger? Was this different to how you have done so in the past? How did it feel? What was difficult about responding differently? What was better about responding differently?
- Which anger management strategies worked better than others? Had the situation been different, would a different strategy have worked better? Can you think of an example where a different strategy might work?

To women:

- How did you feel during the session on violence last month?
- What did it make you think about?
- What have you reflected on since the last session?
- Did you talk to anyone about issues of power and violence afterwards?
- Have you noticed any examples of forms of power in the last month? Who was involved? What happened? How did the people involved feel afterwards?
- Have you noticed any of the different types of violence we discussed during the last session in your community?
- Have you thought any more about how women can help each other when they have suffered violence etc.

Inform the men and women of the time and location of the next session. Inform them that the next session will also be for men and women separately. Thank them for their participation and close the session.

Module 8a: How Do We Reduce Violence in Our Communities

MODULE 8A – KEY MESSAGES

- By creating a balance of power in our intimate relationships we can contribute to overcoming power imbalance within society and the community.
- We can be activists and influence others in our community to make positive changes in their lives and reduce violence in our communities.
- Effective activism provokes people’s thinking without using any form of emotional or physical violence, and without judging or shaming others. Effective activism makes the issue feel safe enough for people to engage, while still pushing people to grow in their ideas and perspectives.



**This session is
for Men Only
led by the
Equality Officer**

MODULE 8A – OBJECTIVES

- To explore and reflect on the power dynamics within intimate relationships
- To identify opportunities for taking action against violence against women in our everyday lives and to differentiate between effective, ineffective, and harmful activism.
- To provide opportunities to practise challenging violence against women in our homes and communities.

Materials required: Copies of ‘Relationship self-reflection’ worksheet, flipchart and pens, copies of scenarios for Activity 8.4a

Activities adapted from: Raising Voices & Trocaire (2016) ‘SASA! Faith: Training Manual’

Session overview:

Welcome and Check-in

Activity 8.1a: Relationship Self Evaluation

Activity 8.2a: Everyday Activism Opportunities

Activity 8.3a: Taking Action Effectively

Activity 8.4a: Taking Action against Violence against Women

Check-out and Homework

Pre-session preparation:

Consider:

Consider that there will be different literacy levels within the group. As there are many statements in the ‘Relationship Self Evaluation’, it will be difficult to ask participants to simply hold them in their head. Therefore it is recommended that each participant be given a copy of the form, regardless of literacy levels, so that they can at a minimum follow roughly where the group is using the statement numbers.

For the Relationship, if there are any participants who are not currently in a relationship, they can complete the form based on a past relationship or a relationship they know well (e.g., with their mother and father).

Prepare:

- One copy of Worksheet ‘8.1: Relationship Self Evaluation’ for every participant

Review:

- Relationship Self-reflection Worksheet
- Story 8.2
- Visual imagery guidelines in Activity 8.3
- Scenarios in Activity 8.4

Session Plan:

Welcome and Check-in: 20 minutes

Do:

Thank all of the participants for coming to the session, and ensure that they are all seated in a circle where they can all see each other.

Ask:

- How are you?
- Has anything new happened since the last session?
- Did you talk to anyone about the issues discussed in the group?

Ask:

- Did you witness or were you involved in any incidents of violence this month?
- What happened? Who was involved?
- What were the impacts of this violence for the woman?
- What were the impacts of this violence for the man?
- What were the impacts of this violence for the children?
- What were the impacts of this violence for the wider community?
- Please share with us your experiences of using alternative methods for managing your anger. What happened? How did you feel? What was the result?

Say:

“In the last module we spoke about Violence against women; what it is and its impacts. We also explored what we, as men, can do to prevent violence against women. In this session, we are going to look even more deeply at the topic of violence, we are going to think about the power imbalances within our own relationships, and then we are going to consider how we can work as activists to reduce violence in our communities.”

Activity 8.1a: Relationship Self Evaluation: 30 minutes**Say:**

“In previous sessions, we explored social expectations for boys and men and women and girls, by discussing ‘The Man Box’. We have also experienced first-hand how it feels to either have power over someone or for someone to have power over us. In this activity, we will explore the implications of power imbalances for ourselves and others.”

Ask:

- What does it mean to have power?

Do:

On a flip chart, write “Power is about the ability to influence your own or others’ experiences”. Read the statement aloud for participants.

Say:

“We have discussed how society gives men power over women, often causing violence against women. Many of us try to overcome this power imbalance within society and the faith community by creating a balance of power in our intimate relationships.”

Do:

Give each participant a copy of the ‘Relationship Self-Evaluation’. Explain that this form helps us think more deeply about power in intimate relationships. Explain that participant should not worry if they cannot read it all and that you will be reading each statement aloud for them to hear.

Describe the scoring system for the evaluation and write it on a flipchart visible to all participants:

1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always

If participants are confused by the numbering, they can simply write the word. If participants are uncomfortable to answer certain questions they can leave it blank and just answer in their head.

Do:

Read through the questions slowly, one by one, and give examples of the scoring method for each. As you are doing this, ask each participant to fill in the form for his or her intimate relationship, scoring each statement in turn as you read it.

Ask:

- How did you feel completing this form?
- Who enjoyed completing this form? Why?
- Who did not enjoy completing this form? Why?
- Who was surprised by their answers? Why?
- Was anyone surprised by the questions? Why?

Do:

Point out the last column on the Relationship Self-Evaluation form that is labelled Comm (for community). Explain that this column is for an evaluation of the community as a whole.

Say:

“For example, when answering the first question: “Do both people in a couple equally receive thanks and recognition from the other?” we will think about whether it is an equally common practice within couples in our faith community for men to thank and recognise women, as it is for women to thank and recognise men.”

Do:

As a whole group, then complete the form for the whole community. Explain that since we will not always be able to agree, the majority response will be used for the purposes of the exercise.

Read each question aloud and collect the group’s responses and reasons.

Ask:

- What do these responses tell us about relationships in the faith community?
- How does that make you feel?
- How could people balance power in their intimate relationships?
- Why do you think some men hesitate to balance power in their intimate relationships?
- Why do you think some women hesitate to have equal power in their intimate relationships?
- How does the power imbalance between women and men in our faith communities increase women’s risk for violence

Say:

“In most relationships power is not equal. The expectation for men to have power over women is so strong in our community, that sometimes we can be in an intimate relationship and not recognise the power imbalance. Most power imbalances lead to a form of violence. This may be the obvious physical or sexual violence, but it can also show itself in less obvious forms of violence, like emotional or economic violence.

Some people recognise the power imbalance but prefer to leave it the way it is, because it is what they know and that makes it feel easy and comfortable. Balancing power is only possible with commitment, support and action from both the woman and man. Balancing power can be challenging for both women and men. It puts women and men in new roles they are not used to.”

Worksheet 8.1: Relationship Self-Evaluation

This questionnaire evaluates the balance of power in your intimate relationship.

For each question choose one of the following scores:

1 = NEVER, 2 = SELDOM, 3 = SOMETIMES, 4 = OFTEN, 5 = ALWAYS

	ME	COMM
1. Do both partners equally receive thanks and recognition from the other?		
2. Are both partners interests treated with equal priority?		
3. When making decisions, do both partners aim to reach consensus?		
4. Do both partners have equal influence over how money is used?		
5. Can both partners access the family’s money independently?		
6. Do both partners apologise and admit they are wrong when necessary?		
7. Do both partners have equal opportunity to spend time at community activities?		
8. Do both partners control their anger or temper appropriately?		
9. Do both partners make each other feel equally comfortable refusing sex?		
10. Do both partners feel equally safe?		
11. Do both partners equally trust the other’s fidelity?		
12. Do both partners feel that the other would care for them if they became ill?		
13. Do both partners have equal financial security should the other die or disappear?		
14. Do both partners have equal power during sexual activity?		
15. Do both partners have equal ability to initiate sexual activity?		
16. Do both partners equally prioritise safe sex?		
TOTALS:		

Activity 8.2a: Everyday Activism Opportunities: 30 minutes**Say:**

“Every day we interact with many people. With all these people we could be fostering change through our words and actions. Yet often we are not aware of this and feel that activism can only be a large or well-planned activity. Our attitudes and actions affect others. Our simple everyday choices can inspire others to also create positive change in their own lives. We may think that we have little power to make a difference, but in reality we can be sparks that light a fire! Many times the most effective activism is what happens in the course of normal life.”

Do:

Read the following story to the group:

Story 8.2

Phillimon is a member of our community. He lives in a small, rural area. On a day he does not have to work, he and his family get up at just before dawn, bathe and have breakfast. He then goes to pray, after which he talks for a while with some of his fellow community members about upcoming events. On the way home, he stops at the market stall of a faith community member to buy some vegetables and food for cooking. He comes home and helps prepare food with the rest of his family, and the family enjoys a nice meal together. Then, Phillimon has a meeting with a couple of the leaders in the community to discuss pressing issues. In the late afternoon, the whole family goes to visit the sick and elderly at a health clinic. When they arrive back home, there are neighbours sitting outside and listening to a radio programme. Phillimon’s wife cooks a special supper. A newly married couple in the faith community comes by and they all share food. The whole family takes supper and then goes to bed at 10pm.

Say:

“The story, about a day in the life of Phillimon, is a simple one. It doesn’t tell everything Phillimon did in the day, but focuses on the social interactions he had during his day. This could have been the story about any woman or man living in your community. Let’s review Phillimon’s day and the social interactions that he had.”

Ask:

- What social interaction did Phillimon have first thing in the morning? (He had breakfast with his wife and children.)

Do:

When you have got answers from the group, put the men in pairs and ask them to list all of the social interactions that Phillimon had in the day. Give the pairs five minutes to do so, and then get feedback from the group listing all of the interactions.

Say:

“Everybody has social interactions each day. Every social interaction is an opportunity for activism. Remember that activism can be personal or public.”

Do:

Ask participants to choose a day from the past week and think through carefully from morning to evening what social interactions they had and remember them. Give them five minutes to do so.

Say:

“Please turn to your neighbour to discuss your work. Explain your day and its opportunities for personal or public activism. Be specific. Work together to ensure you have named specific ways to take action for each social interaction. You will have six minutes for this discussion. After three minutes, I will tell you to switch roles and begin working on the other person’s opportunities to influence other people positively.”

Ask:

- What did you learn from this exercise?
- Did the exercise help you think differently about your day and your role as an activist? If so, how?
- What times of day or types of social interaction were the most challenging for identifying how to take action?

Say:

“Everyone can take action and influence positive change in their communities. Everyone has the power to reach many people. The more people we reach out to, the more we will be able to effect social change.”

Activity 8.3a: Taking Action Effectively: 30 minutes**Say:**

“We have been talking a lot about how you can take action to reduce violence. Activism is when you use your power to make positive change. This exercise will help us focus on being effective activists. I am going to read some descriptions of different types of activism—some effective, some ineffective, and some harmful. Please close your eyes and imagine what I describe.”

Do:

Read the following examples to the participants. Allow pauses between each example.

Table 8.3: Activism examples

Example 1:

“Imagine this first image. A man carries a sign that says ‘Stop Domestic Violence.’ He is yelling and shouting and standing outside of the church/mosque when prayers are about to start. He stops when a man known to beat his wife comes into the area, and goes over and says directly to the man, ‘Stop the beating. This means you!’ He points to the other side of the sign he is carrying that says, ‘Wife Beaters Must Leave.’”

(Long pause)

“Imagine a second image. A woman and a man are posting signs that read ‘Prevent Violence against

Women and HIV.’ These signs send a familiar message that many have seen before. The image on the poster is a common scene and could advertise any number of things. They hang the posters in a back corner of the mosque/church where most people never go, and give one to the religious radio station for their recording studio wall. Faith community members come and go from the mosque/church. They listen to the religious radio station’s programmes about other topics. No one notices these signs. Sometimes people glance toward the signs, but no one stops to read them.”

(Long pause)

“Imagine a third image. It is a local community event. There is a simple stage, and many people are standing around the stage listening carefully. There are two community members, a woman and a man, invited onto the stage by a respected leader. Everyone knows them and everyone knows they are HIV positive.

To raise awareness, they are telling their personal stories about how they became HIV positive, what they have learned from the experience, and the support they found along the way. Some people are whispering and gossiping, shocked that anyone would do such a thing. Others are making faces as the less pleasant details of the speakers’ stories are revealed. But the area is packed with people, despite all the other activities and music. After sharing their story, an activist who is with them asks the audience questions about power, violence and HIV, and everyone actively engages in discussion.”

(Long pause)

Ask:

- Which of these examples was harmful, which was ineffective and which was effective?

Say:

“The first story about the man yelling and shouting was an example of harmful activism.”

Ask:

- What made this style of activism harmful

(Possible responses may include: aggressive behaviour, abusive language, destruction of property, labelling, etc.)

Say:

“The second story about the woman and man hanging the posters was an example of ineffective activism.”

Ask:

- What made this style of activism ineffective?

(Possible responses: familiar message, inappropriate location, boring image, etc.)

Say:

“The third story about the woman and man telling their personal stories was an example of ‘effective activism’.”

Ask:

- What made this style of activism effective?

(Possible responses: moderate risk, ideal setting, provocative and personal message, raw truth combined with optimism, role models for using one’s power to take action, support from leaders, etc.)

Say:

“Activism is when you use your power to make positive change. Effective activism uses innovative approaches to provoke people’s thinking without using any form of emotional or physical violence, and without judging or shaming others. Effective activism makes the issue feel just safe enough for people to engage, while still pushing people to grow in their ideas and perspectives.”

Activity 8.4a: Taking Action against Violence against women: 1 hour**Say:**

“We have seen in the last activity that we all have the power to influence others in our community to reduce violence against women and that there are effective and ineffective ways of taking action. This next activity will look at how we can go about using our influence positively.”

Do:

Split the men into small groups. Give each group one of the following scenarios. Ask them to spend 15 minutes developing a role play on how they could use their influence and new-found knowledge of violence and power to effectively influence positive change in each of the following scenarios.

Table 8.4: Role-play scenarios

Scenario 1: Pemba and Agnes have been married for many years. In recent months, it has been noted that Pemba is spending more and more time at the tea rooms drinking local beer. Loud shouting and crying has been heard from Pemba and Agnes's home.

Scenario 2: John's wife died 2 years ago leaving him with 3 children. His eldest child is a 16 year old girl. There have been some rumours in the village that John is having sex with his daughter.

Scenario 3: Mary and Chifunilo have been married for a number of years. When Mary recently had their second child, she had a very difficult birth and spent some weeks recovering. Since then she has not wanted to have sex with Chifunilo. Now Chifunilo is saying that he will take another wife.

Scenario 4: Mphatso is married to Faith. They have 4 children. Mphatso recently started a relationship with another woman in town. Faith is complaining that Mphatso is no longer bringing money home and that her children have nothing to eat.

Do:

Give each group five minutes to perform their role-play. After each role play, ask the following questions.

Ask:

- How did he use his influence?
- What was the impact?
- Was the action taken harmful, ineffective or effective?
- What made it harmful/ineffective/effective?
- What do you think the result will be?
- Do you think this role-play was realistic?
- What could have been done differently to lead to greater positive change?

Check-out and Homework: 15 minutes

Say:

“Through this programme, you have been learning new ways of doing and being. You can use this new knowledge and understanding to positively change those around you. When preventing violence against women we all have the power to change our own thoughts and behaviours, to provoke new thinking in others and to take action to promote healthier and happier relationships between women and men. We all have—and must—use our power to create positive change.

Your homework for this month is to use one of your social interaction opportunities to positively influence someone else to make positive changes in their life. Come to the next session ready to talk about your experiences.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned that to change our community, we must first change ourselves as by creating a balance of power in our intimate relationships we can contribute to overcoming power imbalance within society and the community.

We learned that we have the power to be activists and influence others in our community to make positive changes in their lives and reduce violence in our communities.

We also learned the differences between harmful activism, ineffective activism and effective activism. Effective activism provokes people’s thinking without using any form of emotional or physical violence, and without judging or shaming others. It makes the issue feel safe enough for people to engage, while still pushing people to grow in their ideas and perspectives.”

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind the participants that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 8b: An Ideal Community

MODULE 8B – KEY MESSAGES

- We all need support in order to change and grow. There are specific actions we can take to support each other and get the support we need.
- Rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. However, we may not all be able to access our rights because of harmful ideas; such as different people should have different opportunities and freedoms.
- It is important for us to envision our ideal community so we know what we want to achieve, and what we want men to work with us towards.
- Violence can happen to women whether or not they act in ways that are inside or outside of the box. However, we are taught that violence is the fault of the victim—that she did something to deserve the violence. This is not true. Violence is never the fault of the victim. It is a choice made by the person who commits the act of violence.

MODULE 8B – OBJECTIVES



This session is for **WOMEN ONLY** led by the *Equality Officer*

- To visualise what life would look like as a woman in a community where violence, disrespect, and discrimination against women and girls no longer existed; to assess what factors would need to change in order for this vision to become a reality; to discuss human rights.
- To explore and reflect on the power dynamics within intimate relationships

Materials required: Flip-chart and markers

Activities adapted from: *International Rescue Committee: Implementation Guide Preventing Violence against Women and Girls: Engaging Men through Accountable Practice*. A transformative individual behavioural change intervention for conflict-affected communities (Part 3)

Session overview:

Welcome and Check-in

Activity 8.1b: Role Models

Activity 8.2b: An Ideal Community exercise

Activity 8.3b: Healthy and Unhealthy relationships

Activity 8.4b: Relationship Self Evaluation

Activity 8.5b: Understanding rights

Check-out and Homework

Pre-session preparation:

Consider:

Consider that there will be different literacy levels within the group. As there are many statements in the 'Relationship Self Evaluation', it will be difficult to ask participants to simply hold them in their head. Therefore it is recommended that each participant be given a copy of the form, regardless of literacy levels, so that they can at a minimum follow roughly where the group is using the statement numbers.

For the Relationship, if there are any participants who are not currently in a relationship, they can complete the form based on a past relationship or a relationship they know well (e.g., with their mother and father).

Prepare:

- One copy of Worksheet '8.3: Relationship Self Evaluation' for every participant

Review:

Story 8.2 'An Ideal Community'

Worksheet 8.3 'Relationship Self-reflection'

Welcome and Check In: 10 minutes

Do:

Welcome participants and ask if anyone can share what was discussed last time. Review the key messages from the last women only session (Module 7b. Understanding Violence against Women and Girls).

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to your husband about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?
- (Be flexible to discuss any pressing issues that arise at this point).

Ask (Safety Check):

- How are you feeling about being in the group?
- Are there concerns that have come up for you since the last meeting?
- What kinds of responses have you been getting from others about your involvement in the group?

Say:

"In previous session, we explored power issues and issues to do with violence against women and girls. We also discussed 'Miriam's Story' and how we can support survivors of violence. In this activity, we will move on to look at what a community without violence would look like, and how we can develop more healthy relationships."

Activity 8.1.b: Role Models: 10 minutes**Do:**

Ask the women to think of a woman that they admire. After a couple of minutes, ask them to tell the person next to them about this person and why they admire them.

After a couple of minutes, ask for volunteers to tell the larger group about the kinds of characteristics that the women they admire have—are they caring? Brave? Strong? Leaders?

Ask:

- What did/does she do?
- What did/do other people think about her?

Do:

Ask the women to silently reflect on the ways that they may also have those characteristics within themselves.

Say:

“The things that we admire about others might also be the things other admire about us. We all have different strengths and

Activity 8.2b: ‘An Ideal Community’ Exercise: 20 minutes**Do:**

Using the ‘facilitator script’ as a guide, lead participants through envisioning a community without violence. It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10–15 seconds between each set of questions. Ask the participants to close their eyes or look down and stay silent during the exercise.

Story 8.2 ‘An ideal community’

What would it look like to live in a community where there was no violence against women and girls?

Facilitator script:

Please close your eyes or look downward. For the next few minutes, I’m going to describe a community to you that may be very different from the one that we are in now. I’m going to ask you questions about what your life would be like if you lived in that community. Please reflect on the questions silently and notice what you feel when you imagine your life in this community. After reflecting on life in this community, we will share what we envisioned and felt with each other.

When you wake up tomorrow, you are living in a community in which there is no violence against women and girls. This is a community where women and girls are safe and respected. They have no worries about violence happening to them or to their mothers, sisters, or daughters. Violence against women and girls – in their homes, in their bedrooms, and in the community - has ended.

(Pause for 10–15 seconds)

What activities are you, as women, doing in this community? Where do you go? What do you wear?

(Pause for 10–15 seconds)

How are you treated in this community? What is your relationship with your husband like? Your children?

(Pause for 10–15 seconds)

How do men act in this community? What kinds of qualities do they have? How do they treat you?

(Pause for 10–15 seconds)

What does the life of your daughter or another little girl look like in this community? What opportunities does she have? What kind of job will she have when she grows up? How do you feel in this community? Embrace that feeling – breathe it in.

Ask participants to slowly open their eyes or look up. Proceed to the discussion questions.

Facilitator note:

It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10–15 seconds between each set of questions.

Do:

After reading the script, ask the following questions:

- What is one word that represents how you feel about life in this community?
- Are there other times where you have this feeling?
- What are they doing or thinking when they feel this way?

Do:

Now ask the women to describe their visions of life in this community.

- What did being a woman look like for them in this community?
- Encourage them to be as specific as possible and encourage everyone to share.

Activity 8.3b: Healthy and Unhealthy Relationships¹⁰: 40 minutes**Do:**

Prepare three flipcharts, one with each of the following written on it: ‘Healthy’, ‘Unhealthy’ and ‘Depends’. Before the activity begins, place the ‘Unhealthy’ flipchart on the left wall of the room and the ‘Healthy’ flipchart on the right and the ‘Depends’ somewhere in between. You can also place the posters on the floor if this is easier. Leave enough space between each poster to allow a group of participants to stand near each one.

Say:

“This is the Relationship Range that will be used to discuss behaviours in relationships. When we talk about intimate relationships it is important that remember that our relationships can be anywhere on this range between healthy and unhealthy.”

Do:

Break the participants into pairs. Ask each person to share with her partner an example of a healthy relationship and an unhealthy relationship. The examples the women give can be from their own lives or from people who they know. Allow each person five minutes to share her examples.

After 10 minutes, bring everyone back together. Ask the group to explain what their understanding of healthy and unhealthy intimate relationships is.

Say:

“In healthy relationships, both partners are respectful to each other and feel safe with each other and valued. In unhealthy relationships, one or both partners are stressed or fearful because of continuing problems with the relationship that are not being addressed.”

Do:

Ask the group to brainstorm the qualities of a healthy relationship. Write the responses from the group on the ‘Healthy’ flipchart. Emphasise these key qualities: respect, equality, responsibility and honesty. Do the same for ‘Unhealthy’ flipchart.

Say:

“I am going to read a series of statements. After I have read the statement, you should decide whether situation described reflects a ‘healthy’ or ‘unhealthy’ relationship. The participants who think it is a healthy relationship should go to the side of the room where the ‘healthy’ poster is placed, and the participants who disagree should go to the side of the room where the ‘unhealthy’ poster is. If someone is unsure of whether it is healthy or unhealthy, they can stand where the ‘depends’ sign is placed. Remember that everyone has a right to his or her own opinion, one important ground rule is to be respectful, which includes listening while the others are speaking and not judging their ideas or experiences.”

10. Adapted from: ‘Engaging Men and Boys in Gender Transformation: The Group Education Manual,’ The ACQUIRE Project (EngenderHealth) and Promundo, 2008.

Say:

- *One person usually makes every decision for the couple.*
- *You are able to do what you want without informing your partner in advance.*
- *You are both able to decide whether you want to have sex or not, when and what kind of sex you want to have.*
- *You and your partner both have time to rest and sleep.*
- *Your partner listens to you.*

Do:

After reading each situation and when the participants have decided where to stand, ask at least two participants to say how healthy or unhealthy this situation is in a relationship and why she thinks so. Then, ask two participants with a different opinion to explain why. If anyone is unsure of whether the situation is 'healthy' or 'unhealthy', invite them to explain what they think. If there is disagreement after the discussions, remind the women of the qualities of a healthy relationship. Ask them if the situation shows these qualities.

Ask:

- Would anyone like to move after hearing the other participants explaining their reasons for choosing either 'healthy' or 'unhealthy'?

Do:

Repeat this for each statement, then lead a discussion with the whole group guided by the following questions:

- What are the ways that your husband or boyfriend could demonstrate respect towards you?
- What are the actions you never would want to see from him again? What would you never want to hear from him again?

Activity 8.4b: Relationship Self Evaluation: 30 minutes**Do:**

Give each participant a copy of the 'Relationship Self-Evaluation'. Explain that this form helps us think more deeply about power in intimate relationships. Explain that participant should not worry if they cannot read it all and that you will be reading each statement aloud for them to hear.

Describe the scoring system for the evaluation and write it on a flipchart visible to all participants:

1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always

If participants are confused by the numbering, they can simply write the word. If participants are uncomfortable to answer certain questions they can leave it blank and just answer in their head.

Do:

Read through the questions slowly, one by one, and give examples of the scoring method for each. As you are doing this, ask each participant to fill in the form for his or her intimate relationship, scoring each statement in turn as you read it.

Ask:

- How did you feel completing this form?
- Who enjoyed completing this form? Why?
- Who did not enjoy completing this form? Why?
- Who was surprised by their answers? Why?
- Was anyone surprised by the questions? Why?

Do:

Point out the last column on the Relationship Self-Evaluation form that is labelled Comm (for community). Explain that this column is for an evaluation of the community as a whole.

Say:

“For example, when answering the first question: “Do both people in a couple equally receive thanks and recognition from the other?” we will think about whether it is an equally common practice within couples in our faith community for men to thank and recognise women, as it is for women to thank and recognise men.”

Do:

As a whole group, then complete the form for the whole community. Explain that since we will not always be able to agree, the majority response will be used for the purposes of the exercise.

Read each question aloud and collect the group’s responses and reasons.

Ask:

- What do these responses tell us about relationships in the faith community?
- How does that make you feel?
- How could people balance power in their intimate relationships?
- Why do you think some men hesitate to balance power in their intimate relationships?
- Why do you think some women hesitate to have equal power in their intimate relationships?
- How does the power imbalance between women and men in our faith communities increase women’s risk for violence.

Say:

“In most relationships power is not equal. The expectation for men to have power over women is so strong in our community, that sometimes we can be in an intimate relationship and not recognise the power imbalance. Most power imbalances lead to a form of violence. This may be the obvious physical or sexual violence, but it can also show itself in less obvious forms of violence, like emotional or economic violence.

Some people recognise the power imbalance but prefer to leave it the way it is, because it is what they know and that makes it feel easy and comfortable. Balancing power is only possible with commitment, support and action from both the woman and man. Balancing power can be challenging for both women and men. It puts women and men in new roles they are not used to.”

Worksheet 8.3: Relationship Self-Evaluation

This questionnaire evaluates the balance of power in your intimate relationship.

For each question choose one of the following scores:

1 = NEVER, 2 = SELDOM, 3 = SOMETIMES, 4 = OFTEN, 5 = ALWAYS

	ME	COMM
1. Do both partners equally receive thanks and recognition from the other?		
2. Are both partners interests treated with equal priority?		
3. When making decisions, do both partners aim to reach consensus?		
4. Do both partners have equal influence over how money is used?		
5. Can both partners access the family’s money independently?		
6. Do both partners apologise and admit they are wrong when necessary?		
7. Do both partners have equal opportunity to spend time at community activities?		
8. Do both partners control their anger or temper appropriately?		
9. Do both partners make each other feel equally comfortable refusing sex?		
10. Do both partners feel equally safe?		
11. Do both partners equally trust the other’s fidelity?		
12. Do both partners feel that the other would care for them if they became ill?		
13. Do both partners have equal financial security should the other die or disappear?		
14. Do both partners have equal power during sexual activity?		
15. Do both partners have equal ability to initiate sexual activity?		
16. Do both partners equally prioritise safe sex?		
TOTALS:		

Activity 8.5b: Understanding Rights: 45 minutes**Say:**

“What we just did was envisioning a world where there is no violence against women and girls.”

Ask:

- What does the word ‘rights’ mean to you? What does it mean for someone to have a ‘right’ to do something? (Give the group examples of rights—such as the right to education, physical safety, respect, control over your body, etc.).
- Do we have a right to be treated with respect in our relationships?

Do:

List the responses and examples on the board/chart paper (if working with a high literacy group).

Explain that rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.

Do:

Divide the participants into smaller groups and ask them to come to a decision about the most important four rights for people living in this ‘Ideal Community’ to have.

Ask the groups to prepare a short role-play demonstrating the right and the way it would be accessed in the ‘Ideal Community’. After the women have had time to prepare their role-plays, ask them to come back into one group and perform their role-plays for each other. After each presentation, ask the other women to guess the rights that the groups were acting out. Make sure to note the rights that women felt were most important.

Lead a discussion with the group using the following questions as a guide:

- Do these rights exist for women in this community right now?
- What rights are women able to access?
- How can men help women to be able to have more rights?

Remind the group that in the next session it will be mixed with men. They will have the chance to talk to each other in front of the men about issues they face as women in Malawi. Spend 5–10 minutes discussing the key points that women may like to raise in the next session.

Check-Out and Homework: 10 minutes**Do:**

Explain that this community that we envisioned is obviously very far from the reality that most of us live in, yet hopefully during these discussions we can think about ways to build moments of the feeling that we had in this community into our current lives, whether at home, with each other in the group or somewhere else in the community.

Say:

“Your homework for this month is to use one of your social interaction opportunities to positively influence someone else to make positive changes in their life. Come to the next session ready to talk about your experiences.”

Do:

Conclude by thanking women for sharing their thoughts and feelings. Inform them of the location and time of the next session, and remind them that the next session will be attended by both partners. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 8 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide men and women with an opportunity to discuss how they can take action in their communities to promote positive change.

Format: This is a set of follow-up questions on the issues covered in Module 8 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: None.

Field Monitors/Case Workers visit individual households for routine home visits. The following questions can be used to promote reflection on the content of Module 8.

For men:

- Did you discuss what was done in the last module? What did you tell your wife? (Give husband an opportunity to discuss some of the content if he has not done so)
- Did you talk to your wife about any of the questions in the relationship Self Evaluation? Do you think she would agree with you on the score you gave each question? (Note: Remember that the self-evaluation was confidential and the husband does not have to share any of the score he gave with his wife)
- Tell us about any examples of violence you have witnessed? (Participants are reminded to respect the privacy of victims of violence in their discussions)
- How did the community view this violence? Did everybody have the same view, or were there differences of opinion?
- What could have been done differently?
- Where could support have been sought for each person involved?

For women:

- Did your husband talk to you about what was covered in the last session? What do you think about it?
- What needs to happen to try and reduce violence in this community?
- What role can you and your husband have in helping to reduce the problem?
- Do you think there are ways that you could support your husband in influencing others positively?

Give the couples the information on when and where the next taught session will take place and that it should be attended by both men and women. Thank them for their participation.

Module 9: Working Together as Partners

MODULE 9 – KEY MESSAGES

- Our attitudes and beliefs about how men and women should behave and act influence our own behaviour and our relationships with the opposite sex.
- We are socialised that there are certain roles and activities that are acceptable for men, and certain roles and activities that are acceptable for women.
- Gender roles influence the distribution of childcare and household tasks within the household and a more equitable share of responsibilities within the household benefits everyone – *“Mutu umodzi susenza denga”*.

MODULE 9 – OBJECTIVES



This session is for **COUPLES** led by the *Equality Officer*

- To explore participants’ attitudes about men and women.
- To reflect on how men and women spend their time and to identify ways that men and women can work together to support women’s work outside the home.
- To discuss who does the household tasks and encourage a more equitable distribution of care work between men and women.
- To built trust between partners and to reflect on men and women’s responsibilities to each other as spouses/ partners.

Materials required: Flip charts, tape and pens/markers

Activities adapted from:

Activity 9.1, 9.2: Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme’

Activity 9.3: ActionAid, IDS, & Oxfam (2015) ‘Redistributing care work for gender equality and justice – a training curriculum’

Session overview:

Welcome and Check In

Activity 9.1: Our attitudes about men and women

Activity 9.2: Who does the care work?

Activity 9.3: Gender Fishbowl

Check-out

Pre-session preparation:

Consider:

For activity 9.1 and 9.2, it is important to remember that your role is to remain neutral, and to promote discussion of the different opinions. You should not tell people which opinion to have, or to suggest to people to change their opinions. If someone has a very strong or dissenting opinion, ask the group for their opinion: “What do others think about this statement or opinion that was shared?”

Prepare:

- Two posters, one where it says ‘Agree’ and one where it says ‘Disagree’. To facilitate for those with low literacy level, the message can be further emphasised by drawing a smiley face on the ‘Agree’ poster and a sad face on the ‘Disagree’ poster.

Session Plan:

Welcome and Check-in: 20 minutes

Do:

Welcome the participants. Ensure they are all sitting comfortably in a circle where they can all see each other.

Ask:

- How has it been since we last met?
- Has anything new happened?
- Have you talked to each other about the issues we discussed in our last session?
- Have you talked to anyone else about the issues we discussed in our last session?

(Be flexible to discuss any pressing issues that arise at this point.)

Ask:

- Did you do the homework?
- Who did you speak to? How did you try to influence them?
- How did they respond? What was the impact?
- What advice would you give to other participants in the group when they want to influence others to make positive changes?

Say:

“In the last modules we have been working with men and women separately, as we were looking at what men and women can do to support the family and work better together. Today we have come back together and will be discussing issues of roles and responsibilities in the household and how best men and women can support each other to help the family to develop, and work towards our shared vision.”

Activity 9.1: Our attitudes about men and women: 40 minutes

Do:

Before the activity begins, tape two posters on the wall: One poster that says ‘Agree’ (smiley face) and one poster that says ‘Disagree’ (sad face). You can also place the posters on the floor if this is easier. Leave enough space between each poster to allow a group of participants to stand near each one.

Ask the group to stand up and move to where there is plenty of space.

Say:

“This activity will help you to reflect on your own attitudes about men and women. I am going to read a series of statements. After I have read the statement, you should decide whether you ‘agree’ or ‘disagree’ with the statement. The participants who agree with the statement should go to the side of the room where the ‘agree’ poster is placed, and the participants who disagree should go to the side of the room where the ‘disagree’ poster is. If someone is unsure of whether they agree or disagree, they can stand in the middle. Remember that everyone has a right to his or her own opinion, and no response is right or wrong. One important ground rule is to be respectful, which includes listening while the others are speaking and not judging their ideas or experiences.”

Say:

- *“Men should make the final decisions in the household.”*
- *“A woman’s main role is to take care of the home and family.”*
- *“Men can clean the house, cook and wash dishes.”*
- *“Women make better parents than men.”*
- *“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.”*

Do:

After each statement and when the participants have decided whether they agree or disagree, ask at least two participants from who agree with the statement to explain why. Then, ask two participants who disagree to explain why. If anyone is unsure of whether they agree or disagree, invite them to explain.

Ask:

- Would anyone like to move after hearing the other participants explaining their reasons for agreeing or disagreeing with the statement?

Say:

“Everyone has their own beliefs about the roles of men and women, which influence our ideas and behaviours. Sometimes these attitudes may even be in conflict. It is important to respect an individual’s beliefs, but also to challenge those that might be harmful to that individual or to others.”

Do:

Ask the group to sit down in the circle. Next, start a discussion using the questions below:

Ask:

- Which statements did you have the strongest opinions about? Why do you think this was so?
- How do you think these opinions and beliefs we have about men and women might influence the way men and women behave?
- How men and women interact with each other?
- How do these beliefs, or attitudes, we have about men and women influence the types of activities we expect men and women to engage in?

Say:

“All of us have different attitudes or beliefs about men and about women should behave and act. These ideas influence our relationships with the opposite sex and our own behaviours, without us even realising it! It is important to think about how these attitudes influence our lives and our relationships with others.”

Activity 9.2: Who does the care work?: 30 minutes**Say:**

“This session is designed to help participants to reflect on how gender roles influence the distribution of childcare and household tasks within the household.”

Do:

Ask five individuals from the group to volunteer to participate in a role-play. (**Note:** It is important that there are some men who volunteer for the role-play.)

Explain that each of the volunteers will represent a member of a household doing housework or childcare activities. Assign each participant a role:

- 1st person is **caring for a child**.
- 2nd person is **cooking the dinner**.
- 3rd person is **washing the clothes**.
- 4th person is **sweeping the house**.
- 5th person is **collecting water**.

Give the volunteers one minute to prepare their character. Tell them that on the count of three the role-play will begin and they should **not** stop doing their household task until you tell them.

Begin the role-play...One, two, three!

After one minute, ask the person who is caring for the child to stop. Tell them to give the task of caring for the child to one of the four remaining people in the household. Explain that the person has to care for the child in addition to their other task. Let the role-play continue for one minute.

After one minute, ask the person who is cooking the dinner to stop and give his or her task to another member of the household. Explain that that person now must perform all the duties assigned to him or her. The three remaining members of the household are now sharing all five household duties. Let the role-play continue for one minute.

After one minute, ask the 3rd person, who is washing the clothes, to stop and give his or her duty to another member of the household. The two remaining household members should now be sharing all five duties. Let the role-play continue for 30 seconds.

After 30 seconds, tell the 4th person to stop and give his or her duty to the last remaining household member. Remind the remaining household member that he or she is now responsible for all five duties.

After 30 seconds, ask the last person to stop working and sit down. Open the discussion using the questions below:

Ask:

The role-play participants:

- How did you feel doing this exercise?
- How did the people who were still working feel when the others stopped?
- How did the last worker feel?

The group:

- Who generally performs the activities from the role-play in the home? Why?
- Why is it that many men and boys are usually not responsible for household activities like cooking, cleaning or caring for the children?
- How can it negatively impact the lives of women and girls when they are expected to perform all of these activities?

Ask the women:

- Are there any activities that you would like men to participate more within the home?

Ask the men:

- What can men gain from being more involved in household work like cooking and cleaning? How would women benefit?
- What are one or two things you can do differently this week to share responsibilities more fairly in the home?

Say:

“Household tasks should be everyone’s responsibility. Even though it is not always possible to share these tasks equally amongst all household members, everyone should take on their ‘fair share’. This does not mean that men and women should switch roles, or that men need to take on all of the household tasks. Each family should discuss the activities that need to be done and agree on a fair distribution that is right for their family.”

Activity 9.3: Gender Fishbowl: 60 minutes**Consider:**

This exercise requires careful facilitation to make sure all participants feel safe and comfortable. Some questions can be sensitive and all participants might not feel comfortable answering all the questions in the presence of their spouses. If this happens, do not probe, but make sure you leave enough time for the participants to reflect and answer if they want to. This exercise should be done in a very calm and respectful manner.

Say:

“We will now do a listening activity, where men and women will each have an opportunity to talk about their experiences as men and as women. You will be asked some questions about your childhoods and about being men and women, including some of the difficult moments you may have experienced.”

Do:

Divide the group into men and women and 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.

Explain that you are going to start by asking the women a set of questions. The men's responsibility during this time is to observe and listen to what is being said. They are not allowed to speak. Remind the men of the importance of listening respectfully to what the women say. Everyone in this group has the right to voice their opinions and experiences. The women do not have to answer all the questions if there are some question that makes them uncomfortable. However it is also important to practice empathy, and not to judge others for their ideas or experiences. Ask the women to discuss the following questions.

Ask:

- What is the most difficult thing about being a woman in Malawi?
- What do you want to tell men that will help them better understand women?
- What do you find difficult to understand about men?
- How can men support and empower women?
- Who typically makes decisions in your household? If the answer is men, how does it feel to have them making all the decisions?
- What is something that you never want to hear again about women?
- What rights are hardest for women to achieve in Malawi?
- What do you remember about growing up as a girl in Malawi?
- What did you like about being a girl? What did you not like?
- 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?

Do:

After 20 minutes, close the discussion and have the men and women switch places. Lead a discussion with the men while the women listen. Remind the women of the importance of listening respectfully to what the men say. Remind the women of the ground rules and of the importance of listening respectfully to what the men say. Everyone in this group has the right to voice their opinions and experiences. It is also important to practice empathy, and not to judge others for their ideas or experiences.

Ask:

- What is the most difficult thing about being a man in Malawi?
- What do you want to tell women to help them better understand men?
- What do you find difficult to understand about women?
- How can men support and empower women?
- What do you remember about growing up as a boy in Malawi?
- What did you like about being a boy? What did you not like?
- 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?

Do:

After 20 minutes, ask the groups to come together and form a big circle.

Say:

“From a very young age, each of us is given messages about how to act or look based on whether we are male or female (our biological sex). We are socialised, or taught by our society, that there are certain roles and activities that are acceptable for men, and certain roles and activities that are acceptable for women.”

Do:

Next, start a discussion about the activity using the questions below.

Ask:

- Did anything surprise you about this activity?
- How did it feel to talk about these experiences?
- Did you realise anything about how we are socialised, or taught by society, to become men or to become women?
- How do the messages we received in our own childhood influence the way we raise our own children?
- Can you give any examples of how we raise boys and girls differently?
- Can you think of any ways that these messages of how we should look or act can be harmful to men or women?

Say:

“Our opinions and perspectives about the other sex are often informed by stereotypes and gender and social norms, which are reinforced over time by different sources. This often makes it difficult for us to understand the other sex and their needs and concerns. By having a better understanding of the opposite sex and their needs and experiences, we are able to have greater empathy for how they experience gender and how it affects them.”

Check-out and Homework: 15 minutes**Say:**

“The session is ending now. Thank you all for taking such an active part in this session. The homework assignment for this session is to go home and make a ‘plan of action’ to support each other. The plan of action should include how both partners can support each other in their daily work and the Graduation programme.”

Say:

“To prepare for the next session, which is for men and women separately, when we will be discussing our roles as fathers and how we can ensure safety in our communities. For the men there is also a second piece of homework. This is to;

- *Ask your partner or the mother of your child what is expected of you as a father. Listen to her. Come prepared to share voluntarily in the next session your experiences about the conversation.*
- *Bring an object that you associate with your father or main male role model to the next session. This could be a tool, a book, a hat, a strap used for punishment, etc. Come prepared to the next session ready to tell a story about the object and about your father.”*

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned more about our own attitudes about men and women, how gender and power interact and roles and responsibilities in the household. We also learned how men and women can support each other to help the family to develop, and work towards our shared vision.”

Do:

Thank the participants and confirm the time, date, place of the next session and remind them that the next session should be attended by men only. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 9 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide men and women with an opportunity to discuss their experiences of working together as a couple and how they can support each other.

Format: This is a set of follow-up questions on the issues covered in Module 9 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: None.

Field Monitors/Case Workers visit individual households for routine home visits. The following questions can be used to promote reflection on the content of Module 9.

For both:

- Have you had any thoughts about what was covered in the last session since then?
- Did anything come to your notice in the last month based on what was discussed in the last session?
- What did you notice about the way you and your partner communicate and listen to each other?
- What did you notice about the way that tasks are split in your household?
- What did you notice about the way that decisions are made in your household?
- Since doing the activities last session has anything changed? (Remind the participants that the homework from last session was to develop a ‘plan of action’ to support each other).
- Do you want something to change?
- Did last month’s activities around advantages and disadvantages to men and women making certain decisions raise any thoughts for you? How do you think that this applies to your household?

For men:

Homework: Explain that in the next session will be with men and women separately and the men’s group will be discussing fatherhood. Ask the participants as homework to;

- Ask your partner or the mother of your child what is expected of you as a father. Listen to her. Come prepared to share voluntarily in the next session your experiences about the conversation.
- Bring an object that you associate with your father or main male role model to the next session. This could be a tool, a book, a hat, a strap used for punishment, etc. Come prepared to the next session ready to tell a story about the object and about your father.

Inform the participants of the time and location of the next session. Inform them that the next session will be for men and women separately. Thank the men for their participation and close the session.

Module 10a: My Father's Legacy

MODULE 10A – KEY MESSAGES

- We have been influenced by the way that our fathers behaved when we were children, both positively and negatively.
- The way we behave towards our wives and children will influence the kind of adults our children become.
- Using physical discipline with our children can lead to fear, a lack of understanding, and can contribute to the cycle of violence.
- Positive discipline helps to build a better relationship with your child, adds to the harmony in the household and helps the child learn to become the kind of person you'd like them to be.

MODULE 10A – OBJECTIVES



This session is for MEN ONLY led by the Equality Officer

- To reflect on men's relationship with their fathers and how they can take the positive aspects into their relationship with their own children and leave the negative aspects behind.
- Make connections between long-term goals fathers have for their children and how harsh discipline affects those goals.
- Learn and practice different Positive Parenting techniques available to parents.
- Make a commitment to avoid the use of harsh punishments against children.

Materials required: Flip charts and pens, paper

Activities adapted from:

Activity 10.1a & 10.3a: Concern Worldwide Rwanda & MenEngage 'Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme'

Activity 10.2a: 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.

Session overview:

Welcome and Check in

Activity 10.1a: My Father's Influence

Activity 10.2a: My Child aged 20

Activity 10.3a: The Cycle of Violence

Homework and Check Out

Pre-session preparation:

Consider:

- **Activity 10.1 ‘My Fathers’ Impact’:** Before beginning this activity, the facilitator should ascertain if there are any ‘father and son’ relationships within the group. If there are, the sons should be given an opportunity to reflect on their experiences growing up, and given an opportunity to discuss their experiences with a trusted friend within the group, but should not be asked to share their experiences openly if their father is present.
- ‘My Father’s Impact’ can have a serious emotional impact because participants can remember violent experiences or traumatic events, such as abandonment. It is very important to give the participants emotional support during this process. Generally, this can be achieved by respectfully listening to the participants, without judging or pressuring them.

Review:

- Table 10.1: Some factors that may contribute to men’s use of violence
- Table 10.2 The cycle of violence
- Table 10.3 Positive Discipline Techniques

Session Plan:

Welcome and Check in: 20 minutes

Say:

“In the last module we talked about our use of power. People over whom we have a lot of power are our children. In today’s session, we are going to explore our role as fathers, and how we can better support our children to grow up to be good adults.”

Activity 10.1a: My father’s impact: 40 minutes

Say:

“In our meetings, we have been discussing a lot about your roles as men and as husbands, but most of you are also fathers. In this activity we are going to reflect on the influences of our own fathers and how we can take the positive aspects of our relationships with our fathers and use them with our children. We will also discuss some of the negative aspects of our own fathers and how we can avoid repeating some of the mistakes from our own past.”

Do:

Ask everyone if they have brought an object that reminds them of their father as asked of them in last month’s homework. Ask them to focus on this item and think about their father. If they have not brought an item, ask them to close their eyes and think about this object or a smell that reminds them of their father. If someone did not grow up with their father, explain that they can think of another man who was important to them during their childhood– an uncle, grandfather, older brother, etc. It can be a tool, a book, a piece of clothing, the smell of beer, etc.

Tell the group to spend a few minutes focusing on the object or the smell that they identify with their father.

Ask:

- What emotions does this object or smell recall for you?
- What memories does it recall?
- Are they happy or sad memories?

Do:

After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father, or main male role model from their childhood. Give them five minutes to share.

Once everyone has finished sharing, ask everyone to think about this statement: “One negative thing that my father did that I do not want to repeat with my own children is...”

Explain that each person should think about this statement and imagine how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them. Give them five minutes to share.

After everyone has finished sharing with their partner, ask everyone to think about the next statement: “One positive thing that my father did that I do want to repeat with my own children is...”

Ask them to share their thoughts with the person sitting next to them. Give them five minutes to share.

After everyone has finished sharing, ask everyone to come back to the circle.

Ask:

- What are the positive things about your relationship with your father that you would like put into practice or to teach to your children? Which things would you rather leave behind?
- How do traditional definitions of what a man should be impact the way our fathers cared for children? [Some examples: Men cannot cry; men should not express physical affection to sons such as kissing or hugging; men use violence to resolve conflict.]
- Which things would you rather leave behind?
- How can we ‘leave behind’ harmful practices to be more involved and gender equitable partners? And be more involved and gender equitable parents for our children?

Say:

“Who we are today was shaped by our experiences growing up, but they do not have to determine who we will become in the future. By reflecting your pasts and the relationships you had with your fathers, you can be better fathers to your own children. You can choose to leave behind all of the negative or harmful practices of your father and only carry the positive ones into your relationship with your children. You can make positive choices for the future by replacing negative attitudes and behaviours with positive ones.”

Activity 10.2a: My Child Aged 20: 30 minutes**Do:**

Ask participants to close their eyes and imagine the following, “Your youngest child is all grown up. You are about to celebrate your child’s 20th birthday. Imagine what he or she will look like at that age. What kind of person do you hope your child will be? What kind of relationship do you want with your children?”

Do:

Next, ask participants to individually identify five characteristics (long-term goals), that they want their child to have when they are 20 years old. Some examples may include:

- Kind and helpful
- Honest and trustworthy
- A good decision-maker
- Caring towards you

Give participants a few minutes to discuss with the person sitting next to them the characteristics they desire for their child.

Ask:

- What are some of the characteristics you would like your child to have by age 20?
- How does yelling or hitting affect children? How might it impact your long-term goals?
- What does yelling or hitting teach children instead about resolving conflict?
- Is it possible to prevent all misbehaviour of children?

Say:

“Children constantly change and develop as they grow. It is important to understand what your child is capable of doing at his or her stage of development, and to have reasonable expectations for them based on their age. Parenting can be especially difficult in the early years because young children cannot verbalise (or even know!) what they want. The key to effective discipline is to see short-term challenges such as getting children to eat dinner, follow instructions, help out at home etc. as opportunities to work towards long-term goals. When you feel yourself getting frustrated, this is an opportunity to teach your child new skills and work towards your vision twenty years from now!”

Activity 10.3a: The cycle of violence: 1 hour**Say:**

“In this activity we are going to discuss why violence happens within the family and how violence can become a cycle that repeats over time.”

Ask:

- Why do you think violence happens in the family?
- How does it start?
- What causes violence to become a cycle that repeats again and again?

Do:

After 10 minutes of discussion, explain to the group some of factors that can contribute to men's use of violence, using the information in Table 10.1.

Table 10.1: Some factors that may contribute to men's use of violence include:

Gender inequality: Some men think they need to have and maintain power and control over women. They sometimes use violence to dominate women.

Family history: Some men grew up in families where they saw violence between male and female partners, or where they were victims of violence themselves.

Isolation within society: When men feel frustrated, lose morale and trust in society and the community, and feel disconnected from others, they sometimes express these feelings through violence.

Alcohol abuse and lack of control: Some men choose not to control their emotions and aggression. Sometimes violence is brought on by stress, trauma, alcohol abuse, poverty, and other factors.

Say:

“When we see violence between partners it often follows a pattern. You may have seen this pattern in your own life, or in the life of someone else in your family or community. It is called ‘The Cycle of Violence’, and it describes how violence begins, repeats and becomes worse.”

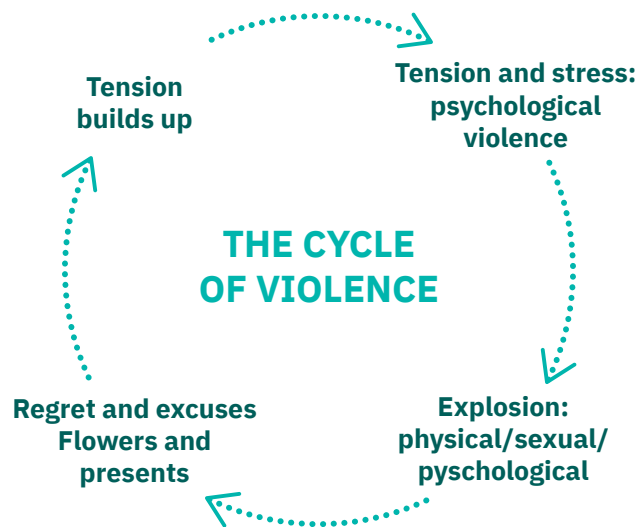
Do:

Draw the ‘Cycle of Violence’ (Table 11.2) on a flip chart and explain the different phases of the cycle to the group using the information on the next page.

Explain each of the four phases (one at a time) and explain how they repeat in a cycle.

As facilitator, act out each stage in the cycle as a role-play to illustrate this for participants. 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.

Table 10.2: The Cycle of Violence



Phase 1: Tension (frustration, anger, irritation) leads to → Economic and psychological violence.

Example: Husband may say things to his partner such as: “You are nothing, you have no value, you are a whore.”

Emotions: Fear of losing control: over his partner, over his emotions, or over his life.

Phase 2: Explosion leads to → Physical and/or sexual violence (forcing her to have sex).

Example: Husband may throw things at his wife, or beat or slap her.

Emotions: Anger and aggression become very strong. A feeling of powerlessness turns into an abuse of power.

Phase 3: Guilt leads to → Regret when he injures his wife or others, and says he was wrong.

Example: He may say things like: “I love you and I will not do this again;” or he may bring presents such as his wife’s favourite food or Fanta and be kind for a period of time.

Emotions: Fear and guilt that he could have killed his wife, and that he felt like he lost control.

Phase 4: Tension and stress rebuild leading to → Cycle starts again, returning to Phase 1

Say:

“With each new cycle of violence that occurs, the violence may become worse and more aggressive, and the phases or periods of peace may become shorter.

The more often the cycle is followed, the more a person may try to control his feelings of shame and regret by justifying his violent actions through statements such as:

- *“She is not obeying me, so I need to correct and discipline her.”*
- *“Beating her shows her that I love her and care for her.”*
- *“She provokes the violence because she is not a good wife.”*
- *“I am the boss in the house, and I have to show her that.”*

Do:

Divide participants into two groups.

Explain that each group will have 5–10 minutes to create a short role-play showing the cycle of violence in a household. Explain that not all of the group members need to perform in the role-play, but all should contribute to the discussion and planning of the role-play.

After 5–10 minutes, ask the groups to come back to the circle and perform their role-plays.

After each role-play, ask the group if they have any feedback on the performances. Then open up the discussion using the following questions.

Ask:

- Do you recognise this cycle of violence?
- Is the cycle of violence something that happens in households in your community?
- How can the cycle of violence be broken?

Note: If it is not raised by the men themselves, raise the issue of increasing trust between partners and more communication as a means of breaking the cycle of violence. These are both actions that one partner can begin but that require participation from both partners in order to work. Another issue to raise is that the partner who is using violence **must choose to stop using violence**.

Say:

“Remember that violence is a choice and every moment in our lives where we feel like using violence, as we saw in the cycle of violence – we can choose to use or not to use violence, to resolve conflict in more peaceful ways.

Even though violence may seem to solve problems in the moment, we know and have seen that it has very negative effects on ourselves and those around us. It harms men, women and children, it prevents us from being happy, it gets in the way of social and economic development and it can destroy community unity and cohesion.”

Say:

“Violence within the family is often part of a cycle of violence, which starts, repeats and gets worse over time. All of us are capable of perpetrating violence – however, violence is a learned behaviour, and as such, it can also be unlearned. When we understand how the cycle of violence is perpetuated, and what triggers our own violent behaviors, we can begin to take actions to break the cycle.”

Check Out and Homework: 15 minutes

Say:

“The session is now coming to an end. You have taken part so well, thank you. Your homework is to take time this month to spend time with their children. This time should be in addition to communal farm work or chores and could involve discussing your child’s hopes for the future, playing a game with your child, telling your child a story, or asking your child about their school work. Come prepared to the next session to tell us how it went.”

Ask:

- Do you have any questions about the session?

Do you have any doubts or confusion?

Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned about the ways we have been influenced by the way that our fathers behaved when we were children, both positively and negatively. We explored how the ways we behave towards our wives and children will influence the kind of adults our children become. We discussed how using physical discipline with our children can lead to fear, a lack of understanding, and can contribute to the cycle of violence.

Finally we learned that positive discipline helps to build a better relationship with your child, adds to the harmony in the household and helps the child learn to become the kind of person you’d like them to be.”

Do:

Thank the participants for their contributions and focus, and inform them of the location and time of the next session. Remind the men that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 10b: Safety Planning

MODULE 10B – KEY MESSAGES

- Safety can be physical, emotional, social and spiritual.
- It is important to think about safety in your community in order to minimise your risk of violence - however, there is nothing that we can do to guarantee that we will be safe—and if we do experience violence, it is never our fault.
- Safety planning is an ongoing process that should be reassessed often—what might be helpful in one situation may be potentially harmful in another situation.
- Now thinking about the neighbourhood map of safety there might be changes to your daily routine that you can make to increase your feeling of empowerment and safety.
- The breathing and stretching activities used are simple, yet helpful ways to reduce stress and anxiety in our bodies. At times we might not be able to leave our home or a violent situation and these interventions can help in those moments.



This session is for WOMEN ONLY led by the Equality Officer

MODULE 10B – OBJECTIVES

- To discuss what safety means; to conduct safety planning.
- To assess safety in our communities.
- To identify measures to stay safe in our communities and to reflect on how can support ourselves and each other to stay safe.

Materials required: Flip charts and pens/markers

Activities adapted from: International Rescue Committee: Implementation Guide Preventing Violence against Women and Girls: Engaging Men through Accountable Practice a transformative individual behavioural change intervention for conflict-affected communities (Part 3)

Session overview:

Welcome and Check-in

Activity 10.1b: Safety mapping

Activity 10.2b: Taking measures to be safe

Activity 10.3b: supporting ourselves and one another

Check-out and Homework

Module 10 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To provide men and women with an opportunity to discuss the role of fathers in the family and to introduce women to the idea of positive discipline techniques.

Format: This is a set of follow-up questions on the issues covered in Module 10 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: The ‘Cycle of Violence’ image from the above session.

Field Monitors/Case Workers visit individual households for routine home visits. The following questions can be used to promote reflection on the content of Module 10. The Field Monitor/Case Worker should sit down with both partners together and first ask questions to both partners, and then follow up with some questions for the woman and some for the man.

For both:

- Did you discuss what was covered in the last session on the role of fathers? What did you talk about?
- Did you discuss the image that you (men) had for your child in 20 years? Did you have different or similar ideas on what kind of people you would like your children to be as adults?
- Did you discuss the idea of positive discipline?

For women:

- What kind of a father would you like for your children?
- What do you think your neighbours/community will think if you are using positive discipline techniques?
- How can you support your husband to use positive discipline techniques even if there is disapproval from neighbours/family members?
- What kind of behavior would you like to see from your husband so that he can be a role model to your children?
- Have you reflected on how you can better support women who are experiencing violence?

For men:

- What kind of support do you need from your wife so that you can be a better father?
- What tasks could you do as a father that would make her job as mother easier?
- Did you talk to your wife about what was discussed in the last session? (Give the man a chance to describe the cycle of violence to his wife using the image)
- Did you see or experience any examples of the cycle of violence? What happened? What was the consequence? What could have been done differently?

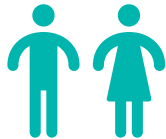
Inform the couple of the time and location of the next session. Inform them that the next session will be for both men and women, and will focus on healthy relationships and positive parenting. Thank them for their participation.

Module 11: Healthy Relationships

MODULE 11 – KEY MESSAGES

- Violence is a learned behavior, so it can also be unlearned. When we understand how the cycle of violence is perpetuated, and what triggers our own violent behaviors, we can begin to take actions to break the cycle.
- A healthy relationship is characterised by mutual respect. Both spouses/ partners need to understand what a healthy relationship is, and what the other person wants from a relationship, in order to work together to create a healthier relationship.
- Communicating our feelings and listening while our partner communicates their feelings is a very important way of resolving conflict, and can even help us to avoid conflict in the first place.

MODULE 11 – OBJECTIVES



This session is
for **COUPLES**
led by the
Equality Officer

- To help men and women understand the cycle of violence and the factors which contribute to men's use of violence.
- To identify the characteristics of a healthy, non-violent relationship and to discuss how to build more respectful relationships.
- To discuss the importance of couple communication and to rehearse creative ways of communicating to successfully resolve conflicts.

Materials required: Flip charts and pens/markers

Activities adapted from: Concern Worldwide Rwanda & MenEngage 'Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme'

Session overview:

Welcome and Check-in

Activity 11.1: From violence to respect

Activity 11.2: Positive Parenting

Activity 11.3: Communicating to resolve conflict

Check-out and Homework

Pre-session preparation:

Consider:

Welcome the men and women to the group, and recap some of the issues that have been dealt with in previous sessions. Ask the women about their experiences of the programme and whether they have noticed any changes in their husbands' behaviour or their relationships.

Prepare:

- Flipchart with the cycle of violence drawn on it
- Flip chart with the four phrases from Activity 11.3 (Four phrases for communicating during conflict) written on it

Review:

- Table 11.1: Positive discipline techniques
- Table 11.2: The cycle of violence
- Table 11.3: Four phrases for communicating during conflict

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome everybody and thank all of the participants for coming to the session.

Ask:

- How are you?
- Has anything new happened since the last session?
- Did you talk to anyone about the issues discussed in the group?

Ask:

- To the men in the group, did you spend some time with your children this month?
- What did you do? How did your children respond? How did you feel?

Say:

“For the past few months we have been working with men and women on issues around violence against women, and exploring men’s role as fathers. In this session, we want to work together to build on this, as well as everything we have learned over the last year to look at how we can have positive and effective relationships with each other.”

Activity 11.1: From violence to respect: 40 minutes

Say:

“In this activity they will discuss what a healthy relationship is and how to build relationships based on mutual respect.”

Do:

Divide the participants into two smaller groups: one group of women; and one group of men. Each group should have one facilitator (if possible).

Ask the groups to move to different parts of the room, to allow enough space for each group to discuss the following questions openly without disturbing the others.

Ask:

- What does a violent relationship look like?
- How do partners in a violent relationship treat each other?
- How do the partners in a violent relationship feel?

Do:

Encourage the participants to reflect on the different forms of violence in relationships (control, coercion, shouting, etc.) as well as physical violence.

After the group has shared their ideas of what a violent relationship is, ask the following questions.

Ask:

- What does a healthy, non-violent relationship look like?
- How do the partners in a healthy relationship treat each other?
- How do the partners in a healthy relationship feel?

Do:

Give the groups time to share their ideas of what a healthy, respectful relationship looks like.

Say:

“Once we know what a healthy relationship looks like, we can begin to think about the steps we need to take to create healthier, happier relationships with our partners, our families and our friends. Creating a healthy relationship is a daily, on-going process that requires mutual respect and commitment to improving partner relations.”

Ask:

- Do men and women usually talk about how to improve their relationship? Why or why not?
- What do men and women need to do to create a healthy relationship that is based on respect?
- Is this easy to achieve? Why or why not?

Do:

After the group has finished sharing, thank everyone for their participation, and ask everyone to come back to the larger circle.

Say:

“A healthy relationship is characterised by mutual respect. It is important for both spouses/partners to understand what a healthy relationship is, and what the other person wants from a relationship, in order to work together to create a healthier relationship. Communication and non-violence are also important characteristics of a healthy relationship, which we will explore more in the next activity.”

Activity 11.2: Positive Parenting: 50 minutes**Say:**

“Sometimes, as a parent, we have to teach our child discipline and train them to become good men and women. In this session, we will discuss and practice different positive parenting techniques, so that we can support our children to behave well in a positive way.

Before taking any action to discipline a child, it is important to ask yourself the following questions...”

Do:

Write the following question on a flipchart, and read it aloud.

1. When I get angry or frustrated with my child, is the child doing something truly wrong? Is there a problem here, or have I just run out of patience?

Say:

“If there is no problem, release the stress away from the child. If there is a problem go onto the next stage which is to think for a moment;

2. Is your child really capable of doing what you expect? Are they too young? Are they developed enough to take this lesson on board?

Do:

Write Question 2 above onto the flipchart.

Say:

“If you realise that they are too young to be able to meet your expectations, re-evaluate your expectations. If you are being fair and they are old enough to know better, go onto the next question.”

Do:

Write the following question on a flipchart, and read it aloud.

3. Did your child know at the time that he or she was doing something wrong?

Say:

“If your child did not know what he or she was doing was wrong, then help him or her understand what you expect, why it was wrong, and how he or she can do it. Offer to help. If your child knew what she was doing was wrong and disregarded your reasonable expectations, then your child misbehaved.”

Answer any questions that may arise at this point.

Do:

Read out the ‘Positive Discipline Techniques’ information (Table 11.1) to the participants. (If possible, and if literacy levels are high in the group, copies of the information sheet could be passed out).

Explain that, in groups of three or four, participants will create and then role-play 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.

Give participants 10–15 minutes to design a scene, and then ask the groups to perform their role plays for each other.

Ask:

- 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 ways to discipline children of non-violent and respectful ways?
- What are ways in which we can recognise children for 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?

Say:

“Positive discipline techniques are not what we are used to, they can be difficult to learn, and sometimes 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.”

Ask:

- How might your friends/family members react when they first observe you using positive discipline techniques?
- Who do you need to ‘convince’ in your home and community to use positive discipline?
- How will you do it?

Table 11.1: 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 fix it up – or at least try to help. If they break something, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw kitchen utensils, 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 do 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 things that they need. 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 boisterous, 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 around the yard dangerously, if possible, take them outside to an open space for a game of chase. When they throw things at each other, gather them for a story time or organise a game.
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.

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.

Activity 11.3: Communicating to resolve conflict: One hour

Say:

“In the last activity the group discussed about the characteristics of a healthy relationship. A healthy relationship is not necessarily free of conflict – there may be disagreements – but these conflicts are solved respectfully, not through violence.

In the last sessions, where men and women participated separately, the men’s group discussed about the cycle of violence. Very often, violence between partners follows a pattern where violence begins, repeats and becomes worse over time. You may have seen this pattern in your own life, or in the life of someone else in your family or community.”

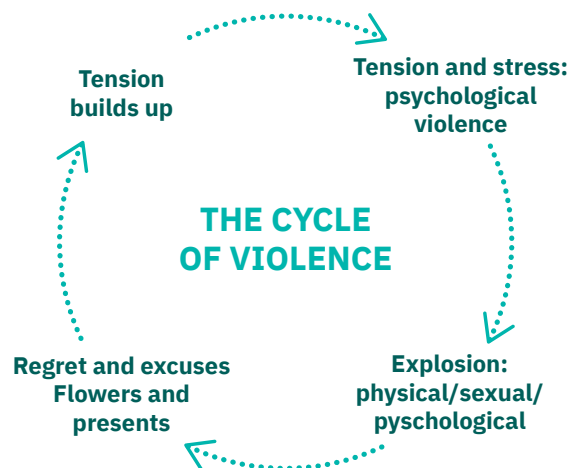
Do:

Ask for a man, who was present at the last session, to summarise what the group learned about the cycle of violence during the last session.

As the facilitator, provide additional explanation of the cycle, using the information in Table 11.2. It is important that women understand how the cycle works.

Table 11.2: The Cycle of Violence

Taken from: Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme’.



Phase 1: Tension (frustration, anger, irritation) leads to → Economic and psychological violence.

Example: Husband may say things to his partner such as: “You are nothing, you have no value, you are a whore.”

Emotions: Fear of losing control: over his partner, over his emotions, or over his life.

Phase 2: Explosion leads to → Physical and/or sexual violence (forcing her to have sex).

Example: Husband may throw things at his wife, or beat or slap her.

Emotions: Anger and aggression become very strong. A feeling of powerlessness turns into an abuse of power.

Phase 3: Guilt leads to → Regret when he injures his wife or others, and says he was wrong.

Example: He may say things like: “I love you and I will not do this again;” or he may bring presents such as his wife’s favourite food or Fanta and be kind for a period of time.

Emotions: Fear and guilt that he could have killed his wife, and that he felt like he lost control.

Phase 4: Tension and stress rebuild leading to → Cycle starts again, returning to Phase 1

After the cycle has been explained, ask the women the following question.

Ask:

- Does this cycle seem familiar?

Say:

“Breaking the cycle of violence requires finding new ways of resolving conflict that does not involve violence or aggression. Communicating our feelings is a very important way of resolving conflict, and can even help us to avoid conflict in the first place. We will now discuss and rehearse creative ways of communicating in order to resolve conflict – ways that can be used in our relationships with our spouses/partners, but also with friends, family members and others.”

Ask:

- When you are upset or having a disagreement with your partner or other family member, do you usually communicate why you are upset?

Do:

After the group has finished discussing the above question, you may present them with some sample phrases that can be helpful to communicate our feelings, using the information in Table 11.3.

Table 11.3: Four phrases for communicating during conflict

Taken from: Concern Worldwide Rwanda & MenEngage ‘Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme.’

I can see... This is how we can express the behaviour that we see in the other person. For example: “I can see that you did not greet me when you arrived.”

I imagine... This phrase is how we say what we imagine when we observe the other person’s behaviour. For example: “I imagine that you are annoyed.”

I feel... This phrase is how we say what we feel to the person about what we can see and imagine. For example: “I feel sad and what happened really hurt me because our relationship is important to me.”

I want... This phrase is how we make a proposal for how to improve things. For example: “I want you to tell me if something is bothering you.”

Ask:

- Do you think these phrases could be useful for you to communicate when you have conflicts in your relationship? Why or why not?
- Are there other ways of communicating your feelings that you think would help you to resolve conflicts without violence?

Do:

Divide the participants into small groups of three or four individuals. These groups can be a mix of men and women. Explain that each group will now have 10 minutes to role-play a healthy relationship, using communication, rather than violence or aggression, to resolve conflict.

Explain that each group should imagine a scenario where a husband and wife are quarrelling over how money is spent in the household, and both partners are becoming angry. The role-play should practice communicating to resolve the conflict without resorting to violence. This can use some of the four phrases, but does not have to. Ask the participants to think about how the couple would act, what would they say? Encourage the men to also include some of the strategies for managing anger that they discussed in the previous session.

Give the groups 20 minutes to practice resolving the conflict through discussion and communication.

After 20 minutes, ask everyone to come back to the circle.

Say:

“Conflict always exists, but can be an opportunity for personal growth and development, rather than an opportunity for violence. When we communicate with each other, we can resolve conflict peacefully and avoid future conflict.”

Ask:

- Did you discover anything while doing this exercise?
- What are the main causes of disagreement or conflict in between spouses/partners? What about other types of relationships?
- Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
- Are these methods for preventing arguments from escalating realistic? Why or why not?
- What are the benefits of communicating your feelings during a conflict?
- Do you think it would be easy for a woman to express his feelings during an argument? Why or why not?
- Do you think it would be easy for a man to express his feelings during an argument? Why or why not?
- Do you think using these communication skills could help improve your relationship with your partner? With your children?

Say:

“Sometimes when we are sad or frustrated, we don’t talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting. Communication is a key part of healthy relationships. Communicating our feelings to other person is an important part of resolving conflict, and is much more effective than violence. Take the time to talk to your partner and to listen to him/her. When we communicate, we can often stop a conflict before it starts, or resolve it without resorting to violence.”

Homework and Check-out: 15 minutes

Say:

“The session is ending, thank you so much for taking part. The homework assignment for this session is to start taking steps to build a healthier relationship with your partner. If you find yourselves in conflict, try communicating your feelings to each other, rather than shouting or using violence. Think about how it feels. Does it work? Come to the next session prepared to share some of the steps you have taken to build a healthier relationship.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned that a healthy relationship is characterised by mutual respect. Both spouses/partners need to understand what a healthy relationship is, and what the other person wants from a relationship, in order to work together to create a healthier relationship.

We explored how communicating our feelings and listening while our partner communicates their feelings is a very important way of resolving conflict, and can even help us to avoid conflict in the first place.”

Do:

Thank the participants for their focus and engagement during the session and inform them of the time and location of the next, and final, session. Remind the men that the next session is for both men and women. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 11 – Follow-up questions for use by Field Monitors/Case Workers during routine home visits

Purpose: To reflect on progress as a couple towards their shared vision over the last year.

Format: This is a set of follow-up questions on the issues covered in Module 11 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: The Family Visions from Module 2.

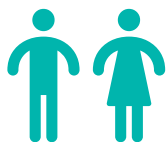
Field Monitors/Case Workers visit individual households for routine home visits. The following questions can be used to promote reflection on the content of Module 11.

- Have you reflected on what a healthy relationship is since the last session? What does it mean to you?
- Have you had any further thoughts about positive discipline methods? Do you agree with them?
- Have you practiced using positive discipline with any of your children?
- If so, what was the outcome?
- If not, what has stopped you? What support do you need?
- What did you discuss in the session about communication?
- Do you feel in a better position to communicate without violence if you disagree with each other?
- Have you tried communicating your feelings more openly?
- Is there anything you need your partner to do more of relating to the last session?

Module 12: Taking Stock

MODULE 12 – KEY MESSAGES

- By communicating assertively, we can better express ourselves and have more harmonious relationships.
- By continuing to support each other, we can make even more positive changes in our families and communities – *“Mutu umodzi susenza denga”*.



This session is for **COUPLES** led by the *Equality Officer*

MODULE 12 – OBJECTIVES

- To consolidate the key messages from the previous 11 sessions.
- To reflect on our progress and develop next steps for continued progress towards our family visions.
- To develop commitments on advocating for gender equality within or own communities.

Materials required: Flip charts and pens/markers

Activities adapted from:

Activity 12.1: The Acquire Project/Engender Health & Promundo (2008) ‘Engaging Men and Boys in gender Transformation: A Group training Manual’

Session overview:

Welcome and Check-in

Activity 12.1: Effective Communication

Activity 12.2: Reminding ourselves how far we have come

Check-out and Close

Pre-session preparation:

Consider:

In Activity 12.1, when asking, “Would this situation be different if Stella and Dalitso were married? In what way?”, be aware that many participants may believe that it is acceptable for a husband to force his wife to have sex. Ensure that you address this appropriately by being clear that forcing anyone to have sex, even if it is your wife, is rape, and is violence.

Prepare:

- Flipchart 1: With ‘Passive Communication, Aggressive Communication and Assertive Communication’ written on it
- 12 flipcharts with the key messages from each session written on them.

Review:

- Descriptions of Passive, Aggressive and Assertive responses in Activity 12.1
- Table 12.1 for a description of how to formulate an assertive response.
- Review the key messages from all 12 modules.

Session Plan:

Welcome and Check In: 20 minutes

Do:

Welcome everybody and thank all of the participants for coming to the session. Remind them that this is the final session and congratulate them for coming this far.

Ask:

- How are you?
- Has anything new happened since the last session?
- Did you talk to anyone about the issues discussed in the group?

Ask:

- Did any couple have an experience of communicating with each other to resolve a conflict this month?
- What happened? What did you each say? What was the result? How did you feel?

Say:

“We have spent the last year exploring how men and women can work together and support each other better. Think how far you have come from this time last year. Today, we are going to follow on from last month’s session on healthy relationships to further explore how we can communicate effectively with each other. Then we are going to spend some time reminding ourselves of the key messages we heard and the changes we have made along the way.”

Activity 12.1: Effective Communication: 1 hour**Say:**

“In many of our sessions we have been exploring how husbands and wives can work better together and live more harmoniously together. Last month we looked at how we can communicate with each other to resolve conflict. As communication is such an important skill in building positive relationship, in this activity we will further explore how we can communicate more effectively with each other after this programme ends.”

Ask:

- What do you think is meant by the term ‘assertive communication?’

Do:

Show participants Flipchart 1 and explain that there are three types of communication: passive, aggressive, and assertive.

Say:

“It is very important that we assess a situation and consider our personal safety before using assertive communication. For example, if someone is on drugs, is drunk, or has a weapon, it probably is not the best time to speak up.

However, in relationships, especially romantic relationships and marriages, it is important to be assertive.”

Say:

“One way to make communication more effective in difficult situations, is to choose the appropriate kind of communication to suit the situation.”

Do:

Read the following scenario aloud:

Scenario 1: Stella and Dalitso have been dating for three months. During that time, they never had sex. One afternoon, Dalitso wanted them to go out for a video show, but Stella suggested that they spend some time at Dalitso’s place. Dalitso thought at last Stella was ready to have sex, and started making sexual advances. Stella made it clear that she was not ready for sex, but Dalitso continued to pressure her.

Do:

Ask the participants individually to think about what Stella should do in this situation. Give the participants about three minutes to think silently.

Do:

Ask participants to form three groups, based on the following criteria:

Group 1: Get angry at Dalitso and leave

Group 2: Submit to his advances and have sex

Group 3: Explain that you do not want to have sex but would like to continue spending time together

Once the three groups have been formed, ask them to answer the following questions as a group.

Ask:

- Why do you think this response is appropriate?
- What results may happen because of this response?

Do:

Allow five minutes for each discussion, then ask everyone to be seated in a circle. Ask one participant from each group to share group responses to the questions. Record the major points in three separate columns on flipchart paper.

Do:

Use Flipchart 1 and ask participants to match each term to the list of outcomes for the responses. Review Stella’s choices for action one more time, and illustrate why assertiveness is usually the best choice in a situation like this, using the following descriptions.

- **Passive Response:** Behaving passively means not expressing your own needs and feelings, or expressing them so weakly that they will not be heard.
- **Aggressive Response:** Behaving aggressively is asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person.
- **Assertive Response:** Behaving assertively means asking for what you want or saying how you feel in an honest and respectful way, so that it does not infringe on another person’s rights or put the individual down.

Do:

Using the description in table 12.1 the process of communicating assertively describe to the participants how to formulate an assertive response.

Table 12.1: How to communicate assertively

Use ‘I’ Statements—CLEAR (to the point) and CLEAN (free of blame or judgment)

Formula = ACTION + RESPONSE + REASON + SUGGESTIONS

The Action: “When...” Be specific and nonjudgmental

My Response: “I feel...” Keep it to your own feelings

Reason: “...because...” (optional)

Suggestions: “What I’d like is...” (ask but not demand)

Do:

Ask for two volunteers (if possible use a husband and wife) who can role-play the scenario in which Stella responds assertively using the methods you have described.

Ask:

- Were you surprised by anyone’s response in this exercise? Why or why not?
- How did it feel to think about speaking assertively?
- Would it have been different if the roles were reversed (Dalitso did not want to have sex and Stella was pushing Dalitso)?

- Why is it so hard for some people to be assertive?
- Do you think there are differences in gender that affect how assertive a person is?
- Would this situation be different if Stella and Dalitso were married? In what way?
- What are some of the disagreements that occur between married couples that could be dealt with in a passive, aggressive, or assertive way?

Do:

Ask husbands and wives to sit together in pairs.

Ask:

- As a couple, is there any situation you have been in over the past year when you wish you had acted more assertively, rather than passively or aggressively? Describe it to your partner and tell them what you wish you had have said.

Do:

Give the pairs five minutes silent time to think of the situation, then ask the wives to express themselves for five minutes. During this time, husbands must not interrupt. Then give husbands five minutes to express themselves, during which wives must not interrupt. Finally give the husband and wife five minutes to discuss what they have heard together.

Say:

“Although being assertive may not come to you naturally, it is important to think about when it might be important for you to be assertive since it can often be beneficial. However, you need to determine when that behavior might be most appropriate, and you need to ensure that you can be safe. In some situations, speaking up and communicating assertively can be dangerous (if someone has a weapon, has been drinking or taking drugs, is extremely angry, etc.)

If you feel uncomfortable being assertive, you can practice being assertive in ‘mock’ situations with people you feel safe with, such as friends or family members.”

Activity 12.2: Reminding ourselves how far we have come: 1 hour 30 minutes**Say:**

“We are going to spend some time reminding ourselves how far we have come over the last 12 months, and thinking about everything we have learned. To start, let’s go back in time to remind ourselves of what our key messages were from the very first session. These were;

- *In this group we will learn how men and women can work together, as supportive and respectful partners, to promote a more successful and profitable household.*
- *By supporting each other within the group, we can make positive changes in our families and communities - “Mutu umodzi susenza denga”*

Do:

Split the group into pairs or small groups (Ideally you would like to have five groups)

On a flip chart list the following key themes that were explored over the last year

1. The Man Box
2. Forms of Power

3. Roles and responsibility in the household, decision making and budgeting
4. Preventing violence against women
5. Healthy relationships and communication

Assign a topic to each of the small groups. Instruct each group to prepare a short role play demonstrating what they learned about this topic in these sessions. Remind the participants that their role-play should not involve simply speaking, but should include movement, acting and should be as creative as possible. Tell them that they will have about five minutes to perform their role play and 15 minutes to prepare.

Do:

Ask each group to perform their role play. After each role play, ask the following question.

Ask:

- Is there anything else about this topic that you think was very important that was not covered in the role-play?

Do:

After each role-play, display the relevant flipcharts showing the key messages for the relevant sessions, read them out loud to the participants. The relevant sessions for each topic are listed here.

- The Man Box (Session 3 and Session 10)
- Forms of Power (Session 4)
- Roles and responsibility in the household, decision making and budgeting (Session 5 and 6)
- Preventing violence against women (Session 7, 8 and 9)
- Healthy relationships and communication (Session 11 and 12)

Split the group into same sex pairs, men with men and women with women. Ask them to discuss the following questions in their pairs.

Ask:

- What are the 3 most important messages that you learned during this programme?
- What is the biggest change that you have seen in your relationship over the last year?
- What is the key thing that you want to continue working on in the future?

Do:

Ask if any volunteers would like to describe some of the changes they have experienced over the course of the programme and what they would like to carry forward. Ensure that only those who are comfortable to share are asked to speak.

Check-out and close: 15 minutes

Say:

“The session is now coming to an end. You have taken part so well, thank you.”

Ask:

- Do you have any questions about the session?
- Do you have any doubts or confusion?
- Did you learn something today that will be useful in your own life? Are there any changes that you will make?

Say:

“Today we learned how by communicating assertively, we can better express ourselves and have more harmonious relationships and that by continuing to support each other, we can make even more positive changes in our families and communities. We have now reached the end of our time together. However, your journey as couples is only at the beginning. You have learned so much and made positive changes to your lives. As the graduation programme continues, I hope you will continue to work together as husbands and wives, for you good of your whole families to grow and develop in a healthy, happy, and harmonious way. Congratulations on completing the programme. Remember to continue supporting each other in your households and in your community to grow and develop. Remember – Mutu umodzi susenza denga!”

Do:

Thank the participants for their contributions and focus, and say goodbye. To close the session, ask the participants to stand in a circle, make eye contact with each other and loudly together chant the phrase;

“Mutu umodzi susenza denga”

Module 12 – Reflection on the First Year

Purpose: To reflect on progress as a couple towards their shared vision over the last year.

Format: This is a set of follow-up questions on the issues covered in Module 11 to be used by the Field Monitor/Case Worker during routine home visits.

Materials required: The Family Visions from Module 2.

Field Monitors/Case Workers visit each individual household and review the family's 'vision board'. The Field Monitor/Case Worker should use the following questions to prompt discussion;

- What has changed over the last year?
- Do you have the same vision now that you had one year ago? What has changed about the vision you have?
- What steps have you made towards your vision goals?
- What barriers have you faced? Is there anything you can do about this barrier?
- Has anything unexpected happened?
- Have any new opportunities arisen since starting the programme?
- Has the vision helped you to plan?
- Has your vision of a better future changed over the last year?
- Has working towards your vision required you to do anything differently?
- Has working towards your vision required you to do anything differently in terms of decision making, budgeting or planning?
- Has working towards your vision changed anything about your relationship? In what way?
- What are your next steps to keep working towards your vision as the programme closes?

Thank the participants for their dedication to reaching their vision and praise them for any gains made.

Give the couples the information on when and where the celebration for the end of training will take place and that it should be attended by both men and women. Thank them for their participation.

Community Celebration

It is recommended that a community celebration be held in each community to mark the completion of the programme. This celebration should include

- Songs, Poems, Performances
- Praise from a community leader
- Examples of some of the role plays that have been done over the past year e.g. 'Act like a Man' (with explanation of why it can be harmful), and 'Positive Discipline'
- Testimonies from couples on any changes they have experienced in their relationships as a result of the programme.
- Commitments to maintain the gains made through the programme going forward.

References

ActionAid, IDS, & Oxfam (2015) 'Redistributing care work for gender equality and justice – a training curriculum'

Archer, D. & Cottingham, S. 'Reflect Mother Manual: Regenerated Freirean Literacy through Empowering Community Techniques' Action Aid

CARE (2007) 'Ideas and Action: Addressing the Social Factors that influence sexual and Reproductive Health'

Concern Worldwide Rwanda & MenEngage 'Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme'

Government of Malawi, Ministry of Agriculture, Irrigation and Water Development (2016) 'Household Approach Implementation Manual for Extension Workers and Local Facilitators'

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.

Raising Voices & Trocaire (2016) 'SASA! Faith: Training Manual'.

The Acquire Project/Engender Health & Promundo (2008) 'Engaging Men and Boys in gender Transformation: A Group training Manual'.

Annex A: Facilitator Observation Tool

This tool should be administered to both Equality Officers delivering taught sessions, as well as periodic monitoring of Field Monitors’/Case Workers’ delivery of reflection questions during home visits. Ideally, each Equality Officer would have an observation and feedback in the first four months of the programme and during the final four months of the programme. Observations should be conducted by a senior staff member who has also been trained in facilitation and training techniques.

Purpose:

- To maintain quality and consistency in delivery across communities.
- To provide feedback and professional development information to facilitators.

Materials required: Copy of the Facilitation Observation Tool, pens

Adapted from: The Acquire Project/Engender Health & Promundo (2008) ‘Engaging Men and Boys in gender Transformation: A Group training Manual’

OBSERVATION AND FEEDBACK FORM

Presenter

Observer

Date

Location

Ratings: 1 = low; 5 = high, Circle the appropriate score

SKILL COMPONENT	DETAILS	SCORE				
Use of voice to communicate	Pronunciation, projection, rate	1	2	3	4	5

Comments:

Demeanor with audience	Humour, sincerity, energy, enthusiasm	1	2	3	4	5
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Comments:

Use of body to communicate	Facial expressions, eye contact, body movements, gestures	1	2	3	4	5
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Comments:

Instruction-giving	Concise, clear, simple, choice of language; Comments: checks the participants’ understanding	1	2	3	4	5
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Comments:

Process skills	Uses open-ended questions, validates the participants, seeks opinions, encourages group interaction	1	2	3	4	5
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Comments:

Group management	Controls disruptions, draws out the quiet participants, does not let one or two control the group	1	2	3	4	5
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Comments:

Management of biases	Does not show biases re: gender, ethnicity, sexual orientation, other; addresses participant biases appropriately	1	2	3	4	5
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Comments:

What did this presenter do that you found particularly helpful?

What suggestions for improvement can you make?

Annex B: Reflective Practice Monitoring Tool

This is a group reflection process for participating men and women led by Equality Officer/Case Manager/Concern Malawi staff members, and attended by Field Monitor/Case Worker. It should take place at the mid-point of the project to provide formative informative to adapt and improve the programme.

Purpose:

- To think critically as a group about how a project is progressing
- To brain storm changes to the project that may be necessary

Format:

Materials required: Flip charts, markers, pens

Adapted from: CARE (2007) 'Ideas and Action: Addressing the Social Factors that influence sexual and Reproductive Health'

At the half way point of the gender component programme, this reflection session will involve a whole group meeting to reflect in a structured way on progress to this point. It would be beneficial for Concern Malawi staff (beyond the gender trainer and field monitors/case workers) to attend some of these meetings or to align some community reflective practice activities with the Graduation programme quarterly review process so that insights gained through the reflection can inform programme M&E.

Prior to the reflective practice sessions, programme staff should meet with the M&E advisor and discuss the following questions;

- What are we intending to accomplish? What changes are we trying to promote through our processes and actions?
- According to our observations, and any data we have collected, what is actually happening? How are the processes unfolding?
- What are the outcomes? Are they planned or unplanned?
- What has changed in our operating environment since we began?
- What do we know now that we did not understand before?

Decide on any specific questions that should be asked based on experiences, issues raised, over the last six months.

Reflective practice activity

Session Plan:

Welcome

Welcome all participants to the reflective practice session. Introduce any participants/observers who may not be familiar to the community e.g. Concern Malawi Management staff. Explain that this process is occurring at the halfway point of the gender component programme to assess progress so far, and to learn how to ensure that the programme continues to work towards its goals. A 'rapporteur' should be assigned within the Concern team to take note of major points and conclusions, as well as major points of dissention and agreement, body language, individual and group behaviour during exploration of difficult issues, breakthroughs; etc.

Remind participants of the goals of the gender component within the graduation programme;

- To ensure that programme impacts benefit community members equitably
- To minimise any adverse effects that the programme may have on women's safety and/or household dynamics
- To promote positive relationships between women and men to benefit all members of the household and community.

Gathering Data

Lead the participants through a discussion based on the questions previously discussed by Concern staff;

- What are we intending to accomplish? What changes are we trying to promote through our processes and actions?
- According to our observations, and any data we have collected, what is actually happening? How are the processes unfolding?
- What are the outcomes? Are they planned or unplanned?
- What has changed in our operating environment since we began?
- What do we know now that we did not understand before?

Follow these questions with additional questions aimed to help participants to analyse information, develop conclusions and agree upon recommendations for future action.

- What have we learned about the way that we are doing things and the results of the way we do them?
- Why are things happening in the way that we have seen?
- What is supporting us in achieving our intended outcomes?
- What is hindering us from achieving our intended outcomes?
- Given these changes, observations and learning, what do we need to change about what we want to achieve and the way we are going about it?
- What are the specific, actionable recommendations that the majority of stakeholders agree on?

At the conclusion of the meeting, review the major outputs with participants to ensure that what has been recorded during the meeting is an accurate reflection of what was said and agreed to.

The outputs that need to be recorded include;

- Synthesised answers to questions posed: What were we intending and what is actually happening?
- Areas of agreement and areas of disagreement among meeting participants
- Processes and actions that seem to be going well
- Changes in operating environment and/or new understanding of issues, occurrences or dynamics in operating environment
- Key lessons learned in relation to the questions posed
- The reasons behind the current situation—i.e., supporting and hindering factors
- Proposed changes in intervention strategies and processes
- Specific, actionable recommendations

Following the meeting, the 'rapporteur' should compile the outputs of the meeting in a short report for a) M&E purposes and b) to be shared with participants at their next gathering.

Print-Outs

Module 2: Family Vision

	CURRENT SITUATION	VISION FOR THE FUTURE
