Gender Facilitation Guide

The Zambian Adaptation of *African Transformation*

AFRICAN TRANSFORMATION

THE WAY FORWARD

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Acknowledgements

The Zambian adaptation of *African Transformation* was based on the guide written by Cheryl Richards and Angelica Motto. Input was by Basil Tushabe, Nankunda Allen, Carol Underwood, Afeefa Abdur-Rahman, Cheryl Lettenmaier, Brandon Howard, Jane Brown and the African Transformation Technical Advisory Team: Lopang Raboloko (Botswana): Comfort Effiom (Cameroon); Beatrice Torto (Ghana); Dr. Agness Chimbiri (Malawi); Rose Haji (Tanzania); Audax Tibuhinda; Basil Tushabe (Uganda); Christine Kalamwina (Zambia); Adrian Nsefu (Zambia); Simon Mutonyi (Zambia); Lillian Nanchengwa Kaoma (Zambia); Steve Sichone (Zambia); and Mutale Chonta (Zambia).

We would also like to thank the many people who contributed to the Guide, especially those who were willing to tell their stories to help others: Fortunata Mafaku; Lucretia Kimaor; Sarah and Abel Chikwelamwendo; Ressy and George Kalunga; Annie and Bwalya Katongo, Teopista Nantongo; Jane and Charles Mukilikuli; Ssalongo Kyendo; and Rossy and Luke Ssemwogerere.

Portions of this guide were adapted from: *Guia de Autodiagnostico.* Movimiento Manuela Ramos-Reprosalud, 1998 and Men as Partners: A Program for Supplementing the Training of Life Skills Educators. *EngenderHealth and the Planned Parenthood Association of South Africa (PPASA). Second Edition. 2001*

Illustration: Derrick L. Nasando (Zambia)

Layout and computer graphics: Nick-Venter S. Edwards I (Zambia)

Part 1

African Transformation: The Way Forward

African Transformation provides women and men the means to explore how gender norms and social roles operate in their lives and the tools to begin changing those norms and roles that are negative, while reinforcing the one seen as positive.

The vision for African Transformation is a tolerant society in which men and women respect each other, critically examine and change gender-based inequities, and participate in equitable decision-making and resource allocation.

The objectives for African Transformation are that men and women who are exposed to the project will:

- Agree that it is important to critically examine social norms that govern men's and women's roles, responsibilities, and expectations.
- Recognize that some gender-related social norms are harmful.
- Appreciate and equally value sex- and gender-based differences.
- Equitably share decision making and household resources.
- Believe that they can make individual, family and/or community changes.
- Take action to eliminate harmful social norms and/or to support positive social norms.

The project has two main components to reach this vision. One is a series of profiles of men, women and couples who have overcome gender barriers to reach their goals and better their lives. These profiles are available on video and audio cassettes and are also written up as case studies in English and local languages. The profiles are to be used with the second component, this component, which leads women and men through a series of exercises and questions to talk about social roles and gender. The profiles form the centerpiece of each session in the guide and serve to ground the discussion in the reality of people's lives.

The project is based on two theories of behavior. Simply put, one theory (Paulo Freire's Empowerment-Education) states that knowledge comes not from "experts" but rather from group discussions, and the knowledge that people already have from within themselves and their communities.

The other (Albert Bandura's Social Learning Theory) proposes that people learn new behaviors and identify their own strengths by seeing them modeled in others. Using the profiles together with the Guide will enable participants to both draw their own experiences and resources while learning from the stories of achievement from others.

African Transformation was designed through a participatory, collaborative process with men and women from the countries in Africa with background in gender, health, development and communication. While the profiles were filmed in Tanzania, Uganda, and Zambia, the stories of these women and men, and the Guide itself, was designed to be used throughout Africa, as they touch upon common themes and experiences that everyone can relate to.

Project components

The African Transformation package includes:

- The Facilitator's Workshop Guide
- Video and Audio Profiles
- Written Profiles
- Photos from the video profiles (to be used with the audio profiles or written profiles)

The Guide has four sections

- Introduction
- Implementing the programme
- Tools for training facilitators
- Facilitator's guide for leading community workshops

Part 2

Implementing the Programme

1. Introduction

Who the project is for:

The intended beneficiaries of the project are rural and urban men between the ages of 18 and 50. However, any organization is welcome to use the materials in their work, especially if their goal is to help build more gender-equitable societies.

How to achieve the vision

Participatory learning

This guide has been designed to help people explore thoughts, ideas and behaviors and make positive changes in their lives using a technique called "participatory learning". Participatory learning uses facilitation to encourage people to actively participate in their own learning. The role of the facilitator is key to the success of the programme and to enabling participants to use their own experiences and knowledge as the basis for solving problems. Therefore, a section of the guide has been included on training facilitators and strengthening their facilitation skills.

A basic principle of the participatory approach, which especially applies to this intervention, is to work in partnership with community members or community groups from the beginning. To do this, participants should receive clear information about the objectives of he project and the central role they themselves play in its implementation.

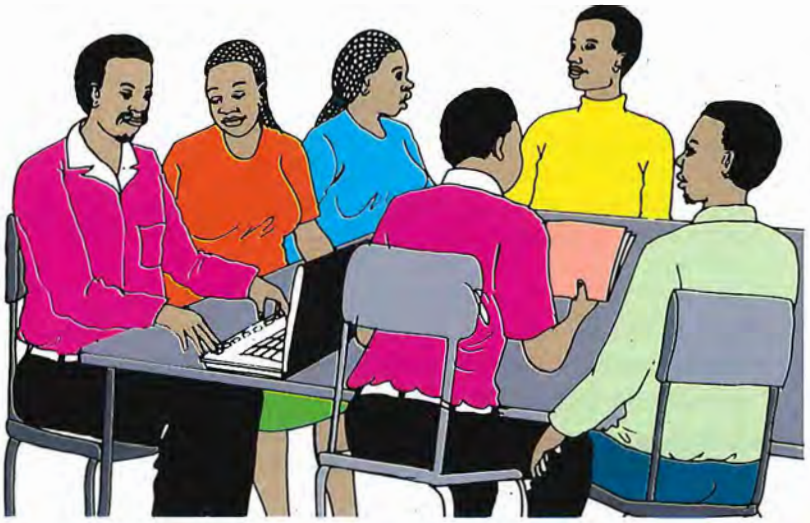
The African Transformation Guide should be used along with the video, audio and written profiles. The profiles, as well as the discussions, role plays, small and large group discussions, in the individual session's help participants analyze their experiences, learn new information, improve their skills of interaction and understand and identify opportunities for change.

Overview of how to use the Guide

The ideal way to use the African Transformation package is to go through the sessions 1-6 in order because each session builds on to the next. However, since this is not always possible, each of the sessions is designed so it can be "stand alone", or used with other selected modules. At a minimum, we recommend going through sessions 1-3 with all participants.

Each session is designed to be between two and two and half hours long. Going through all the sessions can be done n a variety of ways, depending on the needs and availability of the communities where you are working. For example, the session can take place every day for six days in a row; they can be implemented over a two-week period or spread out over an entire month or more.

While the Guide suggests a standard way of engaging participants in discussion, there may be times when it is necessary to adapt the language, questions and examples or modify particular activities to meet the needs of the groups you are working with. It is also not necessary to ask every question that is listed in the discussion section for each module, but rather to ask the key questions that will enable the participants to better understand their experiences and explore how to improve their lives and those of their families and communities.



Working with men and women from a gender perspective

One of the most important objectives of this intervention is to help men and women make changes in their lives that will allow them to better understand each other and form relationships that are more equitable. That is why in each session, it is important to create an atmosphere where men and women feel "safe" and comfortable to (1) reflect on diverse aspects of their lives, (2) identify problems and solutions to make problems, and (3) discuss their roles in society and how those roles could change to improve the health of their communities.

To create this atmosphere, it is important to have an even number of male and female participants and to make sure that both express their opinions, are listened to and engage in the activities. Furthermore, the facilitation team should, ideally, have one man and one woman; this is especially helpful when certain exercises call for men and women to discuss issues separately before talking about them with the entire group.

Including both men and women in a programme such as this, where they share a common space and are encouraged to work together, is relatively new in Africa and offers a unique opportunity and valuable learning experiences for both men and women. It may also present some challenges for the facilitation team who might find themselves rethinking some of their own assumptions about gender and gender roles. Section 3 offers some exercises to help facilitators prepare for using the Guide and think through some of these issues of leading the sessions.

2. General Directions

About the use of the Guide

The sessions in this guide can be used as:

- A complete workshop
- Independent activities during any training process
- Part of a regular community capacity-building exercises
- A resource for individuals and community-based organizations

About the resources required

The resources required for conducting the session(s) in the community are:

- A safe and quiet place where participants can work together without being disturbed
- Flip chart, chalk board or paper
- Supplies for participants to record their ideas (pens/pencils, paper, notebooks etc.). If participants do not have a high level of literacy, you may want to think of other ways that they can record their ideas
- Some means of showing the video or playing the audio recordings (source of electricity: television and video player, screen and DVD and audio player etc.). Note: if you do not have access to a video or audio player, the Guide can still be used by reading the profiles to the participants and showing them the photos. The photos can also be used when playing the audio cassettes.

Preparing to facilitate the sessions

- Before you begin, it is important to review the table of contents so that you have an overview of all the sessions. Also, read the overview of each session so you can choose the ones that meet your objectives and needs. As stated earlier, we recommend using session 1-3 at a minimum.
- Before you begin a session, read through it and plan how you are going to facilitate the session. Pay attention to the shaded introductory page of each session so you will be sure to have all the necessary materials. Read all the steps of the session and make sure you understand them and the intent of the session. Prepare appropriate examples and questions for your community. Review the profile and write down all the important points to make sure that they are discussed later.

Terms and concepts commonly used in the Guide's instructions

Types of activities:

Video viewing and discussion

This is the central activity in most of the sessions of this Guide. The videos show profiles of people who are dealing, in a successful way, with different issues discussed in each session. The video is intended to prompt and challenge the ideas of the participants. If you do not have access to video equipment, you can use the audio profile and photos or written profiles and photos in the same way.

Brainstorm

This is an activity for sharing ideas that allows all members of the group to voice their thoughts about a topic. The goal is to let them express their reactions and ideas in a rather quick manner and to hear as many ideas as possible from the group.

Small group discussions

This group consists of having a small group of people discuss a topic - the minimum number for a small group is three and the maximum number six. Unlike brainstorming, this kind of activity allows participants to reflect more deeply on issues and exchange points of view.

Plenary discussion

Most of the time this kind of activity follows a group discussion or presentation. The objective is to let all the participants discuss together the different points of view expressed by the smaller groups.

Instructions for the facilitator

"Note" box: The intention of the "note" box is to remind the facilitator about crucial issues that should be dealt with or taken into account during the activities and discussions.

"What we want to achieve box": This box, at the beginning of each activity, presents the activity's objective.

Steps: Every activity is divided into steps. These steps are intended to help the facilitator follow the instructions and implement the Guide in an organized way.

About the facilitation team

- The sessions should be facilitated ideally by a two-person team that includes a woman and a man.
- During he large group sessions (for example, brainstorm or plenary discussion), one facilitator should take the role of the main facilitator, while the other should assist in managing materials and taking notes. The team should alternate these roles for each session, so the participants see that the responsibility is shared evenly between the male and female facilitators.
- While both facilitators should be aware of how the sessions are going, the facilitator who is not in the lead should play the role of "observer" during the session. This observer is responsible for understanding and keeping track of the group's overall dynamics such as: Are the women participating as often as the men? Is anyone talking so much that the others do not feel comfortable participating? How does the arrangement of the group and room affect participants? Is anything distracting participants outside the discussion room? Is there anything the main facilitator needs to change to help improve the flow of discussion? This will allow the team to make small changes as needed throughout the sessions and will be useful later on in the evaluation.

About group work

- At times, it is recommended that same-sex groups meet and discuss particular issues before coming together as an entire group. The separate discussions may allow men and women to speak more freely with each other

before presenting their ideas to the whole group. It is up to the facilitator to decide, together with the group members, as to what is most appropriate - some groups may choose to work in mixed-sex groups or same-sex groups the entire time.

- Do not include too many people in a small group because this can make it hard for everyone to participate. The maximum number of people recommended for a group, in order to have the best participation, is six.
- When organizing the small groups, be aware if there are big age differences among participants. It is recommended that people of similar ages work together in the same groups. This has two advantages: on one hand, it will help to bring out any differences in perspectives between the younger and older participants, and, on the other hand, it should lessen the possibility of the older participants taking over the discussion, or vice versa.

Managing Time

- Be flexible and responsive to the needs of your group. Do not cut off any interesting discussion merely for the sake of sticking to the timetable; however, be careful to not allow participants to get into discussions that are not directly linked to the topic at hand.
- You do not have to ask participants to discuss every question in each activity. These questions are there to guide you in helping the participants to explore the main topics. You may find that asking one or two questions is enough to get the group talking about important issues. Other ties, you may want to go through most of the question if there is enough time.
- Do not think that you are sorely responsible for keeping the participants on schedule. When there are group discussions, designate a participant from each group to be the time keeper.
- Working with low literate participants:
  - Whenever needed, use drawings and symbols to improve the understanding and participation of low literate participants. In general, it is better to let the group suggest and agree what symbols to use, but if they do not come up with ideas then propose some and ask the group if they are acceptable.

Evaluating the experience

- At the end of each session, the facilitation team should have a meeting to discuss what worked well in the session, what did not work well and how the session could be improved. Facilitators can meet at the end of each day to reflect on the day's sessions and plan for the following day's.
- At the end of the final session, the team should hold a meeting to discuss their reflections and the participants' feedback about the entire workshop. This should be taken into account for improving future workshops.

3. Facilitation Skills

This intervention is intended to generate a process of participatory learning, a process that is facilitated, not taught. Facilitation involves using skills that enable participants to share, learn from, and use their own experiences to develop solutions to their situations. Below is a list of skills that facilitators will be expected to use throughout the working sessions.

(a) Working with participants

- Encourage participation by everyone.
- Be sensitive to the differences among the participants (gender, age, literacy levels and any other relevant differences)
- Be sensitive to the dynamics when both men and women are together:
  - Make sure that the men are not dominating the discussions and that women have a chance to speak.
- Encourage different points of view.
- When appropriate, share your personal experiences with the participants, especially the changes you are experiencing as a facilitator due to the exposure to African Transformation. This makes participants open up and talk about their own lives.
- Have an open attitude towards participants' opinions, practices and beliefs even if they are not considered "right" or you do not agree with them.
- Express an interest in the participants' points of view and listen thoughtfully to their responses and ideas.
- Allow participants to analyze situations without suggesting or directing responses.

(b) Managing the training process:

- As stated earlier, the time set aside for each activity should serve as a guide. If an interesting, dynamic discussion is taking place, do not stop it because you are out of time, but let it continue until its natural conclusion. If you think an activity is not working, then move on to the next one. The most important aspect is the opportunity it gives participants to share their experiences, better understand each other and come to joint solutions to gender-based problems in their communities.
- Have a clear understanding of the Guide's objectives.
- Be aware of the signs that the discussion is not working in mixed-sex groups and allow them to first form same-sex groups before coming together.
- Make sure men get involved in discussions about issues that are stereotypically considered "women's issues" (e.g. reproductive health, taking care of children).
- Respect the participants and set a tone of balance between facilitators and participants.
- Observe the dynamics between participants and the facilitator(s), and shift things rapidly if something is not working well.
- Manage discussion, including managing the overly talkative participants and encouraging those who are less talkative to share their ideas. Make sure those who are less literate feel comfortable expressing their points of view. Acknowledge participants' contributions.
- Guide the exercises, clarify points of confusion.
- Summarize the learning experiences.
- Be knowledgeable, but remember that a facilitator, while helping others, is a learner too. S/he should not be seen as the only source of knowledge, but a person who will listen, guide and suggest rather than direct the group members.
- Try to find out about resources in the community where participants can get additional information on specific topics such as gender-based violence, HIV testing, family planning, etc.

Part 3

Tools for Strengthening Facilitation Skills

The facilitation team will certainly have valuable skills from their previous experience that will be useful. However, there are some skills that are so important to the success of the workshop that we felt it was important to include a section for the facilitators to practice and strengthen them.

This section is designed to be used by trainers who are training facilitators; however, it can also be used by anyone who is planning on implementing African Transformation to strengthen their skills and prepare for sessions. It is strongly recommended that facilitation teams go through the exercise before holding workshops in the community.

The two main aspects that are covered in this section are:

- Facilitating Discussions
- Reflecting on Our Gender Values

Facilitating Discussions

The two activities below allow facilitators to practice key aspects of managing discussion questions while facilitating the workshop.

> If there is a trainer leading the activities, follow the steps as they are described below. If you are working on your own, read through the activities and the discussion questions. Reflect on the questions and try to answer them honestly.

Activity 1: Managing discussion questions

Time: 1 hour 20 minutes

1. Explain the following to participants:

> The main purpose of the "discussion questions" suggested in this guide is to encourage reflection and the exchange of viewpoints among participants. We are not looking for the "right" answer to each of the questions but to help people express their ideas. This means two important things:
>
> First, the questions proposed in the guide are flexible. As mentioned earlier, the facilitator should feel free to rephrase them and, if needed, look for different strategies to start the discussion on a topic, depending on the context and local language.
>
> Second, as the question is only the starting point for discussion, do not move to the next topic just because a few people have answered it. Encourage all participants to express their opinions about what has been discussed.

In order to practice the issues explained above, for two mixed-sex groups of 5-6 volunteers. Ask each group to identify one person who will be the "facilitator" and explain that they will be responsible for leading a discussion with their small group on a particular question in front of the rest of the participants. Assign each group one question from the list below.

Topic: Gender and sexuality (form the Body Mapping session in this guide)

Are women free to decide who they have sex with, how and when? Are men free to decide?
Explain why and why not.

What are the main difficulties/pressures that men face?

What difficulties/pressures do women face?

Do you think that women in this community would be willing to use a condom? (Married/Unmarried) Why?

Do you think men in this community would be willing to use a condom? (Married / Unmarried) Why?

Do you think men and women are at the same risk of contracting an STI or HIV? Why?

What can we do to change the situation? What can women do? What can men do?

2. The first facilitator should guide his/her small group in a discussion on the chosen question for up to 10 or 15 minutes, while the participants not in the group observe. Once the group has finished, invite the participants who were observing who were the exercise to come up with comments about what they found positive and what could be improved in the facilitator's performance.

3. Repeat this exercise with the second group.
4. At the end of the exercise, the trainer should summarize the responses and explain what the facilitators could improve, using examples to illustrate the correct approaches.

Activity 2: Challenging participants' viewpoints

Time: 1 hour 20 minutes

1. Explain to the facilitators that they should:

   Always try to push the discussion further in order to make participants critically reflect on ideas and values that are considered traditional and encourage them to consider the possibility of changing them. When challenging the ideas of the participants, facilitators should not be judgmental about others' points of view and beliefs. For instance, they should not say something like "What you said was wrong", or "That does not make any sense." The role of the facilitator is to ask challenging questions that allow the participants o further think through the issues being discussed.

2. In order to explain the issue explained above, form two mixed-sex groups of 5-6 people. Ask each group to identify one facilitator to lead the discussion group. Each group will be assigned one of the following statements that will be the position of the members of the groups support during their discussion:

   - "Men are the ones who should inherit land because it is our tradition."
   - "Sometimes it is OK for a man to beat his wife, for example, when she does not do the housework or when she flirts with another man."
   - "Only women can gather firewood, fetch water, and cook because the woman's place is in the home."

3. Invite one of the groups to the centre of the room and ask them to have a discussion about the issue assigned. The others should observe. The facilitator of this group should find ways of challenging the participants' viewpoints, and pushing them to think about the issue differently, taking into account the ideas explained above.

4. After 10-15 minutes of discussion, invite the participants who observed the exercise to comment on the facilitator's performance, both on what was successful and what could be improved.

5. Repeat the exercise with the second group.

6. At the end of the exercise, summarize the positive and negative aspects of the facilitators' performances, and explain through examples more useful ways of handling those situations. Below, there is an example you can use for clarification.

Example: If a participant says something like "men are the only ones who should inherit land because this is our tradition," the facilitator should not say that what s/he said is wrong but try to make him/her think about this idea in a challenging way. The following steps can be used as a guideline:

Step1:

Ask why he or she thinks this is so.
Would you tell us why you think only men should inherit land?

Step 2:

Ask a question that challenges the logic of her/his main argument.
Do you mean that only men should work on the land? Do you know of women who farm? Do you think it is fair to keep land from those who labour on it? Have you ever heard of situations where women did inherit the land? If so, what happened?

Step 3:

Ask for other participants' opinion on this central argument.
What do other participants think about this?

Step 4:

Offer an alternative point of view by building on what others have said in support of this different point of view.
As some of you have said, it is important to understand that those who till the soil should not be excluded from ownership. If women can till the soil, they can also manage the property. As several of you have noted, men and women can learn to do most tasks.

Reflecting on our own gender values

All of us have our own gender values and prejudices, and even though we may be aware of the need to challenge some of them, they sometimes, nevertheless, influence our perceptions and actions. It is useful for facilitators to be clear about their own gender values so that they will be able to help future workshop participants understand their own and be willing to challenge them.

The following section is a series of activities that offer facilitators an opportunity to reflect on four key gender-related issues that are central to this project:

- Gender roles
- Gender and sexuality
- Domestic violence
- Gender and decision-making

> If there is a trainer leading the activities, follow the steps as they are described below. If you are working on your own, read through the activities and the discussion questions. Reflect on the questions and try to answer them honestly.

Activity 1: Gender roles

Time: 40 minutes

> **Note:** The idea that women and men should not be excluded from participating in any task or responsibility just because of their gender, and that most people are capable of doing almost anything once they have been taught is something that will be new to most of the participants in the communities where this guide will be implemented, and there may be some resistance to it.

1. Ask the facilitators to go back in time and try to remember the first time they heard the following kinds of ideas:
   - Men and women should not be excluded from participating in any task or responsibility just because of their gender.
   - Men and women can do most tasks and responsibilities if they are taught to.

   Then ask them to think about the following:
   - What was, or still is, the role, responsibility or characteristic most difficult for them to imagine a woman having?
   - What was, or still is, the role, responsibility or characteristic most difficult for them to imagine a man having?

2. Write on a large piece of paper all the responses. Divide the paper into two columns and write in one the things said about women's role and in the other, the things said about men's roles.
3. Choose a couple of responses from each column (the most mentioned) and discuss with the whole group why they think people said these things.
4. Close the activity, reminding facilitators that they need to think about these issues and be careful not to reinforce stereotypes or harmful gender norms during the workshop. Remind them that gender equity at every level is the main principle in which this intervention is framed.

Activity 2: Gender and Sexuality

Time 40 minutes

The gender norms that exist in society are often the basis for problems, such as the difficulty women have talking about condoms with their partners for fear of being labeled :"unfaithful" or being subjected to violence, and the risks men take because they feel they need to have more partners to prove their sexual potency. These gender norms make it hard for men and women to protect themselves from STIs and HIV. For that reason, this intervention is intended to help participants think about how gender norms affect sexual health and well-being. To help participants in th community better understand this, facilitators should take time to explore their own ideas on the topic.

1. Separate the facilitators into two groups - a men's group and a women's group - and discuss the following questions:

Men's group discussion questions:

- Do most men always expect their partners to agree to have sex when they want?
- How would most men respond if their wife/partner/lover was reluctant to have sex?
- Do most men feel it's always up to them to initiate sexual encounters?
- What would most men think of a woman who proposed the use of a condom in a sexual relationship? Why?
- What do most men think of men and women being equally able to decide what to do or not do sexually?

Women's group questions:

- Do most women ever take the initiative in a sexual encounter? Why?
- What would most women think of a man who sometimes waited for the woman to take the initiative? Why?
- Would most women feel comfortable asking a man to wear a condom in a sexual relationship? Why?
- What do most women think about men and women equally able to decide what to do or not do sexually?

2. Invite the groups to present the main ideas from their discussions to everyone.
3. After the group presentations, ask the facilitators to discuss the issues that make it hard for them to think that men and women can interact sexually as equals.
4. Close the activity by reminding the facilitators that they should try to work on these issues in order to be able to help participants challenge ideas and practices that keep women from participating fully in sexual decisions. Also remind them to be careful about not reinforcing them during the workshop. Remind them that gender equity at every level, including sexuality, is the main principle in which this intervention is framed.

Activity 3: Gender and violence

Time: 40 minutes

Violence between spouses, mainly men against women, happens in many communities and unfortunately is sometimes easily accepted. Therefore, during the workshop, participants, men as well as women, may justify the use of violence against women in certain contexts, for instance, when women have not finished some of the tasks or responsibilities they are supposed to take care of. This is a very delicate issue because some participants will probably be involved in violent situations of this kind (as perpetrators or survivors). Facilitators should be very careful when dealing with this issue, but at the same time, they should be willing and be able to challenge the idea that it is ever acceptable.

A. Separate participants into same sex groups of 3-6 and ask them to think about the following questions: Do you consider violence between spouses necessary to some extent in some situations?

If yes: describe the kind of situation and explain.

If not: ask them to think of a typical situation when violence is justified by most men and women in their community and describe it.

B. Invite the groups to present their cases. They may present these cases as a role-play if they prefer.

C. After all of them have presented their cases, invite the full group to summarize the main causes of violence presented by the smaller groups and discuss why any of these would be considered acceptable.

D. Divide the facilitators into groups again and invite them to think about realistic alternative solutions to the same situations they presented before, without including violence.

E. Ask them to present these new ideas and scenarios; they may want to present them as a role-play.

F. After the presentation discuss with the group: what kind of effort would men and women need to make in order for this alternative solution to take place and be successful?

G. Close this exercise by reminding the participants of the following:

> "This intervention was built on the principle that violence is an unacceptable way of resolving any type of situation. In any discussion about the topic, you should challenge participants to think about alternative solutions and to realize the harm violence causes the victim, the family and the community itself."

Activity 4: Gender and decision making

Time: 40 minutes

Creating awareness of the need for men and women to equitably share decision making as one of this project's most important goals. At many different levels, from issues that concern mainly couples (such as reproductive health, family planning and resources management in the household) to issues that concern the community as a whole (such as networking and participation in the activities and initiatives to improve living conditions in the community), it is necessary to help participants think about the importance of men and women sharing in the decision making process. In order to be prepared to guide participants in this thinking, the facilitators should first explore their own ideas on the issue.

1. Divide the facilitators into mixed-sex groups of 3 or 4 and ask them to think about how decisions are made with their spouses/partners about the following issues:
   - Family planning (number of children and spacing
   - Reproductive health
   - Children's education
   - Resources management in the household

For each topic they should think about:

- Who has the major say about tkhis? Why?
- What are the major difficulties you find in talking to your partner when it comes to a decision?
- Are you working to improve this aspect of your life and make it more equitable? What are you doing?

2. Invite the groups to present to everyone the main ideas they discussed.
3. Summarize the main ideas of the groups
4. After summarizing the smaller groups present invite the whole group to think about how men and women participate in decisions that affect the whole community. Ask the following questions to encourage discussion:
   - When the members of your community decide to work together towards a goal, how are men and women involved and how do they participate? Who plays a major role in deciding what is done? Why?
   - What can prevent men and women from equally participating in making community decisions?
   - Are you doing something to improve this aspect of your community life? What are you doing? If nothing, what can be done?
5. Close the activity by highlighting the importance of shared decision-making for the family and community life.

Part 4

Facilitator's Guide for Leading Community-Based Workshops

Session 1: Introduction

Time: 2 hours

Our Objectives

This session will allow participants to:

- Understand the goals for this workshop
- Clarify their expectations
- Learn how to get the most out of the video profiles
- Create an environment of confidence and get acquainted

Activities Overview

1. Introductions
2. Workshop overview
3. Expectations, clarifications and ground rules
4. Film viewing

Materials

- Handouts
- Video profile
- Flipchart paper
- Markers/chalk

Pre-workshop preparation

- Name cards
- Prepare the video to be shown in this session
- Arrange for TV set and VCR or audio cassette player
- Prepare a list with the topics to be covered in each workshop session on a large piece of paper
- Prepare a large piece of paper with the "Change Chart"
- Workshop objectives written on flipchart paper or large piece of paper

REMINDER

Always make sure that issues raised by participants that may reinforce certain negative beliefs, myths, rumours or stereotypes are discussed by the large group.

1. Introductions

Time: 25 minutes

What do we want to achieve?

These activities will help people start talking to one another and get to know the other participants. They will serve as a way for people to learn what they have in common with others in the group. The process of introducing another person helps people open up and get comfortable with each other.

> NOTE: It is very important that you begin this session in a warm, open and welcoming way, so that all participants (men, women, younger, older etc feel comfortable. Remain positive. You should keep this type of attitude throughout the whole workshop.
>
> You should learn the name of each participant as soon as possible. Give each participant a card with his or her name on it that can be worn on a visible part of his/her body. Alternatively, you could write the names of each participant on a paper and stick this to their shirt or dress for ease of identification. If participants will sit at desks, you can ask each participant to write their name on hard paper such as manila paper and put the piece of paper on the desk where they are seated.

Step 1

Introduce yourself to the group as the facilitator(s) of the workshop. Tell them your name, age, marital status, or anything else that you are comfortable for them to know.

Step 2

To pair participants, find an open space and inform them that you are going to ask them to walk around, and that when you shout "STOP", they should listen to the instructions you are going to give them. Ask them to walk around and the first time you ask them to stop, tell them to meet someone they have not met for a long time or to imagine that they have not met this person for a long time. Ask them "How do you meet this person? What do you say?"

Next, ask them to walk around the room some more and when you instruct them to stop, ask them to meet someone else but this time they should not use words but non-verbal communication, i.e., signs and actions.

Continue asking them to walk around and give them different instructions as you wish such as:

- Meet someone and compliment them about something they are wearing; then, ask them to introduce their partner using the details below:
  - Name
  - Age (if they are comfortable with it)
  - Marital status
  - Where they live
  - What they enjoy doing in their spare time
  - What they do for their living (occupation)
  - Reasons for coming to the workshop
  - How they would like to be called during the workshop

> **NOTE:** To make the exercise more interesting, participants may ask their partners what they will want to be called during the duration of the workshop, e.g. Innovative Isaac, Wondering Willy, Gracious Grace, etc.
>
> As an option, ask them to draw a rough portrait of their partner for presentation to the large group as they are introducing them. Collect all pictures and put them up on the wall for the duration of the workshop.

Step 3

In plenary (all participants together), ask participants to introduce his or her partner.

After the introductions, introduce the facilitation team to the group. You may say something like:

"We/I will guide the discussions, ask questions, and sometimes provide information. We/I are here to help you learn from each other and solve problems together. Please remember that even though we/I will provide some important information, our/my role is not one of a teacher who will tell you all you need to know; you all already have important knowledge and experiences to share with each other and my role is to help this happen. We all are going to learn from each other."

Step 4

Close the activity by asking the participants about some of the things they have in common (residence, age, job, hobby, marital status etc.), and also some of the differences. Highlight how important it will be during the session to "take off our jackets" and share and respect all these different points of view.

2. Workshop Overview

Time: 25 minutes

Step1

Participants' expectations and workshop objectives

To start this exercise, ask participants to find someone who has something in common with them, e.g. colour of clothes, hair cut or style, height, shoes, gender etc. Ask them to have a brief discussion about their expectations about the workshop, agree on one and ask each pair to say it out. After all pairs have given their expectations, ask the larger group for any other. The co-facilitator should write these on flip chart paper and put it up.

Next, put up the piece of paper on which is written the workshop objectives below:

- To explore with the participants ways to lead healthier and more productive lives
- To help participants discover and/or strengthen abilities within themselves to make changes in their lives and communities
- To help participants better understand ways men and women interact and how this can affect their health and well-being
- To reflect on decision-making and how it might be improved

Note: Explain that we believe that when both men and women participate in making decisions, contributing both their ideas about and interests in the matter of discussion, a better decision is made.

Compare the collective participants' workshop expectations, workshop objectives and see if there are any gaps between the two. Explain to them that it might not be possible to cover everything within the workshop period but that some things will be covered during group and plenary discussions.

Place the workshop objectives side by side with participants' expectations in a visible place and ask them to "keep their eyes" on the two so that at the end of the workshop, they will look back to see if their expectations and workshop objectives will have been met.

Explain that the goal of this activity is:

"A tolerant society in which men and women respect each other and, critically look at and address inequalities based on being male or female and equally participate in positive action for health."

This is meant to be a value-added activity to help communities address difficult issues. It is useful when looked at in relevance to your community.

> Note: It will be useful to write and put up the goal of the activity on a large piece of paper, flip chart or chalk board and ensure that all participants understand it. This is because you may have to refer to this goal while discussing difficult issues.

Explain that to reach these goals, the following topics will be discussed:

- Introduction to gender
- Social roles
- Traditions and cultural values
- Violence between partners
- Family health
- Benefits of networking

Explain that each topic will be thoroughly discussed in the session designated for it. Explain that for issues that might need further discussions, the facilitator will write these on the 'parking lot' and allow plenary discussions later in the course of the workshop. Also explain that each topic will include an audio or video profile of a person or people who changed their lives as it pertains to a certain topic.

Step 2

Now that you have shared participants' expectations, workshop objectives, the goal of the workshop and how you will achieve it, ask them to find somebody they have not been paired with. Ask them to buzz and agree on one fear or something they do not want to happen during the workshop. As the fears are mentioned, the co-facilitator should write the fears on flip paper.

Step 3

The Change Chart

Explain to participants that because we are working to make our own changes as we relate to each topic, we will fill out a "change chart" at the end of each session. This chart will help us identify which types of information or exercises are the most useful to us. The "change chart" will also help participants explore possible actions to take based on what they have learnt during the session.

Go through the change chart below

Issue	What happens in your community on this issue?	What changes do you think need to be made?	What changes do you want to make?	Are you ready to make these changes?	What actions are you going to take in order to make these changes?	Who will be involved in making the change possible?	When will the action start and be completed?	What will be the signs that change has taken place?

Distribute copies of the "change chart" and ask participants to reflect and write down under the chart new information, skills or attitudes they have learned. Show them how they can fill it in for each module they participate in.

Example of a filled out Change Chart

Issue, Gender and Reproductive Health	1. Drinking herbs during pregnancy 2. Delivering a baby without assistance.	Going to clinic when I have an RH problem Etc.	Not using herbs to speed up labour	Yes.	Talk to other women	Traditional counselors etc.	Immediately after meeting	Reduction of complications in delivery

If you are unable to make photocopies, ask participants to create their own *"change chart"* using blank paper. Have an example of the *"change chart"* filled out on a large piece of paper for the participants to duplicate.

Explain that participants will not be required to share what is written down in the chart, so they should feel free to write whatever they feel is important, even if it is very personal. However if some participants would like to share their thoughts, on a voluntary basis, there will be time to do it at the beginning of each session.

3. Role of participation and ground rules

Time: 20 minutes

Step 1

Role of participation:

Explain that you want everyone to be able to participate and share their ideas and experiences during the discussions. Ask them if they consider active participation very important and why they think it is. After they have shared their point of view, highlight participation as a central part of the workshop that is necessary for it to be successful and achieve its objectives. You may say something like:

"The most important thing in these sessions is your participation. Do not feel shy about raising questions, sharing experiences or simply stating your point of view on any topic. There is not going to be an evaluation or judgment of what you say. There are no right or wrong answers, but differences in opinions and experiences. Everything you say is important and everyone's opinion has some value."

Step 2

Ground rules

Write in advance on small pieces of paper, the key words from some of the ground rules that participants usually want to observe during workshops e.g. punctuality, confidentiality, participation, cell phones, respect, prayer, noise, smoking, meeting, time, etc. Cut each word into two or three pieces (e.g. Cell Phone). Put the pieces of paper in a container (envelope, bowl, tin, etc.). Ask participants to pick one piece, walk around the room, find the person/ persons that complete the word and write one ground rule for the workshop using the root word they have made.

As the rules are given, the co-facilitator should write them on flip chart paper and put them up on the wall. To add more flavor to the workshop, encourage the larger group to collectively agree on the penalty when someone breaks one of these ground rules. Suggestions may include singing a song, dancing to a tune, small monetary fine to donate to an agreed cause.

Optional Exercise

Write two names of the same fruit, animal or bird according to the number of participants in advance. Ask participants to move around the room and look for somebody that has the same name as them. Ask them to, in pairs, buzz for a few minutes and agree on one ground rule. As they are given, the co-facilitator should write them on flip chart paper. As above, agree on a fine for breaking the rules and put them up on the wall.

Note: Ensure that the 'fines' are enforced in order to show fairness and consistency.

4. Film Viewing

Time: 35 minutes

Step 1

Explaining the role of video profiles

In this session, you should explain to the participants that in every session, they will watch a video profile (or listen to an audio profile, or hear the story of the profile read aloud). Each video profile shows how ordinary people have changed their lives in some way, in spite of the obstacles. This will be the basis for discussing important issues such as how these people:

- Built self confidence.
- Practiced decision-making and negotiating skills.
- Challenged some social norms, traditions and practices.
- Sought support from family members, friends and communities.
- Safe guarded their lives.
- Affected their community's well-being.

Explain to participants that the video discussion will generally entail two parts: (1) discussing the case itself and (2) analyzing how the story relates to their own experiences, or to what happens in their own community.

Step 2

Practicing video viewing and discussion

Explain to participants that they are going to watch a video and have a discussion about it in order to practice this kind of activity. Highlight the importance of concentration and good listening for discussion later. You may say something like:

"This kind of exercise will be central in the session to come so the more you concentrate on the video viewing and the more you comment on it, the richer the discussion and the lessons from it will be."

After the explanation, show the video of Mr. Ssalongo Abubaker Kyendo.

When the video is over, help them start discussing it. As noted before, the discussion should include two parts: analysis of the profile itself and then the analysis of how it relates to what happens to participants themselves, and what happens in their community.

Key discussion points about the story itself:

- What key issues have you observed in the video?
- Were you surprised by something in this video? What was that?
- Is Mr. Ssalongo Abubaker Kyendo different from other men in your community? What makes him different?
- What do you think of him? Why?
- What would be the advantages of this kind of behaviour? What would be the disadvantages?

Now move the discussion to what happens in the community:

- Do you know someone like Mr. Ssalongo in your community?
  If yes: what do you and other members of the community think about him?
  If not: what should be done to men in your community to start thinking about doing things differently?
- What role can and should community leaders play in this?
  What would happen if they did?

5. Summary

Time: 15 minutes

Step 1

Summarize main points

- Quickly repeat the participants' expectations and objectives of the meeting.
- Repeat the ground rules.
- Remind participants how to fill out the 'change chart' and that next time you would like some of them who are comfortable to share what they put on their charts.
- Remind participants how to view the profiles.

Step 2

Conclusion

Ask a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.

Session 2: Introduction to Gender

Time: 2 hours 30 minutes

Our Objectives

This session will allow participants to:

1. Have a basic understanding of gender (what it means to be male or female in a particular society)
2. Understand factors that contribute to the belief that because a person is either male of female, they act and behave in a certain manner (gender stereotypes)
3. Understand the effects of gender stereotypes on choices men and women make
4. Learn more about the opposite sex (male and female) and eventually understand them better
5. Understand that cultural practices and norms can be positive or negative
6. Understand that norms can limit men's and women's ability to participate fully in society and within their own families

Activities Overview

1. You are going to have a baby: do you want a boy or a girl?
2. What do people think of men and women/boys and girls?
3. Summary

Materials

- Large pieces of paper or chalkboard
- Markers or chalk and pencils or pens
- Small pieces of paper

Pre-workshop preparation

- Make copies of *"change chart"* for participants
- Prepare a simple ball from local materials
- Local objects or materials representing boys and girls or different colored pieces of paper for boys and girls

1. Introduction to Gender

Time: 45 minutes

What do we want to achieve?

This activity will help participants understand that there are very few roles that can be performed only by men and ony by women.

Step 1

You are going to have a baby - which sex do you prefer?

Before the session, write in big letters the words 'BOY' and 'GIRL'. Place these in separate places on the wall. Alternatively, put up pictures of a boy and girl. Next, in plenary, read solemnly the following passage:

"Imagine that you have been married for 10 years and you have never had a child. You have prayed to God to give you one but nothing has happened. You have gone to many medicine men and women, taken concoctions but still your desire has not been met. Today your God or a medicine man or woman has told you that you will have only one pregnancy and one child."

Give them one minute to reflect and decide whether they want to have a boy or girl. After one minute, ask them to go to the space written "boy" or "girl" or where the pictures of a boy or girl are stuck, according to their preference.

Next, give each group flip chart paper and ask them to write down the reasons for their choice.

Alternative exercise 1

Prepare in advance pieces of paper on which is written "BOY" and "GIRL" (you may use local materials e.g. different seeds or leaves to symbolize boys and girls). Put these in a bowl or container and ask them to pick one each.

Ask individual participants how they feel about the sex of the baby they have chosen. Are they happy or not? Do they want to change? Why?

The co-facilitator should write the responses (reasons for boys and girls on separate flip chart paper put side by side.)

Alternative exercise 2

Divide participants into four groups as follows:

1. Males that prefer girls
2. Males that prefer boys
3. Females that prefer girls
4. Females that prefer boys

Ask the groups to 'buzz' or discuss the reasons why they have chosen either the boy or girl. Ask each group to choose one member to note what is being said by other group members in order to report to the rest of the participants the reasons for their choice.

Bring participants together and allow group representatives to report to the larger group. As reports are being made, the co-facilitator should, using the first presentation, tick similar points. Note that responses for male and female participants wanting to have boys or girls should be put up next to each other in order to make comparisons of the reasons.

After all the presentation have been made, go through the key reasons given and ask participants if the reasons given apply to boys only and girls only. The essence of doing this is to make participants understand that there are very few roles, tasks and responsibilities that apply to one gender only.

After the presentations, ask volunteers to share experiences of either themselves or other people that have benefited or suffered because of having boy or girl children. Encourage them to include social, economic and other benefits such as status. Wind up the discussion by asking participants lead questions whose answers will bring out ideas that both boys/men and girls/women bring benefits and challenges or problems to their families.

You may use the following questions:

- Why do you think that the majority of roles, tasks and responsibilities can be performed by both boys?
- How do people learn to perform tasks, roles and responsibilities that are acceptable as normal in their communities?
- Who determines what boys/men and girls/women can or cannot do?
- Do you feel that the roles, tasks and responsibilities change? If so, what factors may contribute to the change? Give examples of how you have seen these change.
- Is it easy to identify roles that are performed by boys/men and girls/women only in your community?
- From the above discussion, what can you say about being a girl/woman and boy/man (the biological features one is born with)?

Note: These questions are intended to bring out the differences between sex and social roles such as:

Sex roles (biological)

- The same for all people of the same sex .
- They are not learned and are natural.
- They are not affected by environmental factors such as policy, economic conditions, time, government, one's social status, etc.
- They can easily be identified.

Gender roles (social)

- Determined by society - what one can or cannot do or say because they are either male or female in a particular society.
- Learned and can be unlearned.
- Not the same among households, communities, cultures, social class, etc., and that they change over time and are affected by situations such as death, divorce, loss of jobs, disability, etc.

Step 3

Conclusion

Lead participants to discuss the differences between boys and girls and men and women from their own point of view. You may say something like:

"From your observations, what do you think are the differences between boys and girls, and men and women - in terms of growth and maturity, strength, attitudes to each other, self esteem (what they think of themselves) etc. How does this affect their growth and development?
How does this affect their health and development in general?"

2. What people think of men and women/boys and girls

Time: 50 minutes

What do we want to achieve?

This activity will help participants to reflect on beliefs people hold about men and women, and to increase awareness on how these beliefs, myths, values and attitudes affect the contribution to society of men and women.

Step 1

Men's and women's perceptions of each other

Start the exercise by asking participants to reflect for a few minutes on how men and women relate to or think about each other in everyday life roles and behavior in terms of:

- Personal qualities/characteristics--e.g. men are cruel, women are cowards.
- Mental capacities -- e.g. women are not intelligent.
- Roles and responsibilities -- e.g. men are household providers, women cannot make rational decisions.
- Control over sexuality

After two to three minutes, divide participants into same sex groups (males only and females only). Ask the groups to discuss what they think of the opposite sex in terms of the four aspects of life above (personal characteristics, mental capacities, roles and responsibilities, control over sexuality) and write contributions on flip chart paper for presentation to the larger group.

After the two groups have made their presentation, ask the following questions:

1. Men, what do you think about what the women have said: what are your comments?
2. Women, what do you think about what the men have said; what are your comments?

Next, divide participants into six same sex groups if possible. Tell them that you are going to put them at different stations in the room where there are flip chart papers with different messages. Inform them that they should spend a few minutes at each station discussing the issue and writing on the flip chart paper the requirements. Tell them that when they hear the instruction (e.g., whistle, drum, song), they should move to the next station and continue until they have reached their starting point. The stations should consist of:

1. Traditional sayings and proverbs about men.
2. Traditional sayings and proverbs about women.
3. Food taboos and beliefs about men.
4. Food taboos and beliefs about women.
5. Norms and practices specific for men.
6. Norms and practices specific for women.

When all the groups are back at their starting points, ask a member of each group to present what is written on their flip chart paper to the larger group. After each group has presented, ask the larger group to add to the list.

Still in plenary, ask participants the key messages one gets from the traditional sayings and proverbs about males and females. Messages for males and females should be written by the co-facilitator or a volunteer participant separately and put side by side.

Step 3

Reflection

Time: 45 minutes

Tell participants you are going to give them a few minutes to reflect individually on the following:

- How can these beliefs be positive and negative to boys/men and girls/women?
- Think about something that happened to them or someone they know because of these beliefs and attitudes.

Bring participants back together and have them seated in a circle. Put a chair in the middle and ask volunteers to share to the larger group their reflections while the others listen without interrupting the speakers. Volunteers should be given about three or four minutes each.

> **Note:** This is a very sensitive session. Be on the lookout for participants that might be affected by their own experiences or those of people they know. Offer counsel if you can or refer them to other resources/ facilities for counseling.

After each speaker has shared their reflection, ask the larger group the following questions:

- What would have to change in order for this not to happen again?
- What would need to be done to avoid this happening to other people?

Complement their thoughts by adding that as children grow up, they find themselves behaving the way they have observed other community members behave i.e. what community members think is fine, ok or normal for men and women to do is what they find themselves doing. The roles, tasks and responsibilities are assigned to men and women by society mainly because of what they think or believe about them.

To conclude this session, emphasize the fact that, as seen from the discussions and sharing, the way society sees and treats males and females ultimately affects the quality of life for boys/girls and men/women in various aspects of life such as in the home, at school, work place, self esteem, health, levels of consultation, decision-making involvement, etc.

3. Summary

Time: 10 minutes

Step 1

Review main points

Review the main points and solicit from the participants what they have perceived as key issues. Do they get it? If not, address the issues that need more explanation or discussion.

Step 2

Fill out change chart

- Did I learn new information about men and women today?
- Did I learn new skills and ideas?
- Would I take some action in my own life about this? If so, what?

Step 3

Summary Ask a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.

Session 3: Social Roles

Time: 2 hours 30 minutes

Our Objectives

This session will allow participants to:

- Discuss the different roles and tasks society expects men and women to perform.
- Discuss the roles and tasks women and men can actually perform despite what the majority agrees is right or wrong.
- Describe what men and women do and discuss what they feel they can not change..

Activity Overview

1. Introduction
2. A common day in our community: what do men and women do?
3. What are men and women capable of doing?
4. Way forward

Materials

- Large pieces of paper
- Markers or chalk
- Video or audio profile of Teopista Nantongo

Pre-workshop Preparations

- Prepare the video to be shown in this session.
- Arrange for a TV set and VCR/DVD player or audio cassette player.
- Prepare the chart for video discussion.
- Make copies of "the change chart" for participants.
- Prepare a simple ball from local materials.

> **REMINDER**
> Always make sure that issues raised by participants that reinforce certain negative beliefs, myths, values, rumours or stereotypes are discussed by the large group.

1. Introduction

Time: 10 minutes.

Step 1

Ask the rapporteur/volunteer to review the key points from the last session. Ask: "What were the most important issues discussed in the last session?"

Step 2

Ask a couple of volunteers to talk about what they put in their *"change charts"* or what they reflected upon (if they did not fill it out). Alternatively, you can use the *"ball game"* in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in their "change chart" - if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

Step 3

Summarize today's topic.

2: A common day in our community - what do men and women do?

Time: 45 minutes

What do we want to achieve?

This activity will help participants start reflecting on the different tasks and responsibilities that women and men have in their everyday life and the different values attached to them.

Step 1

Group discussion

Tell participants that they are going to form same sex groups (male and female) to talk about all the things men and women do during a typical day. Ask older and younger participants to imagine that they are married and have children. Ask them to imagine a typical day of a husband and wife from their community. Give each group flip chart paper with the 24-hour-day sheet ready so they can fill it in with the group's ideas. Ask them to write the activities performed by men and women in a household over 24 hours and indicate by putting a tick in the columns, activities that bring monetary gain and a cross against those that do not bring monetary gain.

Alternatively, instead of writing (especially among participants with very low literacy levels), ask them to draw pictures of the activities they do. Illustrations can also be produced in two sets (one for men and another for women). Where illustrations are used, at the end of the exercise, the illustrations not used will indicate the activities not performed by that particular gender. You can also invite a few men and women to share with the larger group their typical day. The co-facilitator should write activities on flip paper. This information can be processed using the questions below.

24-hour Division of Labour Chart

Time (Hours)	A Typical Woman's Activities	Brings money to the home	A Typical Man's Activities	Brings money to the home
04:00				
05:00				
06:00				
07:00				
08:00				
09:00				
10:00				
11:00				
12:00				
13:00				
14:00				
15:00				
16:00				
17:00				
18:00				
19:00				
20:00				
21:00				
22:00				
23:00				
24:00				
01:00				
02:00				
03:00				

Note: When doing this exercise, the table should be split into two separate tables (one for women and one for men). You may, as a group, agree to use symbols to make the activities clear to all participants.

Step 2

Sharing results

After about 15 minutes, have the participants post their work on a wall or surface where everybody can see it. Ask them to walk around and study the charts from the other groups. Tell them to look out for what is the same and what is different from their own group's chart, and add what they think has been left out. Ask them to reflect about what they are learning about how men and women spend their days.

When all have analyzed the other groups' work, bring them back together and lead a discussion about the differences between men and women's activities, the different number of hours each of them work, and the value attached to this work. You may use the following questions:

- What kind of activities take up women's and men's time?
- Which activities do men and women perform because they enjoy doing them?
- Which ones do they do because other people expect them to do them? Who?
- Are there activities that men and women would like to perform but they do not do them because society does not expect them to do?
- Which of these activities would they be unwilling to exchange with the other sex? Why?
- Which of these activities are connected to HIV and AIDS - for example, which might put people at risk of HIV infection or harm them?
- From the above discussion, how do you feel about the amount of work women do compared to the amount men do in relation to their leisure time?
- If you asked a typical housewife and a man what they do for their living, what answers would you get? Why?
- What would happen if roles and responsibilities changed - for example, if a person, or several people, in a household became sick, died or not able to perform their roles?
- What do we learn from all this about roles and responsibilities for men and women?

Still in plenary, conclude this step by discussing with participants the types of work performed by men and women using the information below:

- Productive work - work and services for consumption or for the market e.g. employment, fishing, hunting and farming. This work brings in "visible value' to the household. Women's contribution is less visible than men's in this category.
- Reproductive work - production of goods and services directed at care and maintenance of the household and its members. This includes services such as child care, taking care of the sick, food preparation, water and firewood collection, housekeeping and family health care. This work is generally performed by women and not given as much value as productive work.
- Community work - Community work involves collective organization of social events and services such as funerals, cultural functions and celebrations, and development activities. Gender division of labour is applied even during community activities.

Step 3

Conclusion

To conclude this session, ask participants in plenary the question:

'From our discussion so far on social roles, what factors do you think make it difficult for men and women to perform certain roles, tasks and responsibilities?'

The co-facilitator should write contributions on flip chart paper. Compliment participants' contributions by emphasizing the fact that despite the fact that men and women might want to share roles, tasks and responsibilities, they find it difficult because of the following factors:

- Cultural (society has its own values and expectations about who has the right to do what and about who is capable of doing what).
- Institutional (such as marriages and church, cults and associations where men and women can or cannot do certain things).
- Interpersonal (enforced by family elders - men/husbands/fathers and women/wives/ mothers).
- Personal (some people feel they cannot do certain things just because they are men and women and not because somebody tells them not to do them).

Wrap up this session by emphasizing the following points:

- There are very few things, activities, roles and responsibilities that are performed by men only and women only.
- Sharing roles and responsibilities reduces the pressure on individuals in the household and improves the quality of life.

Ask participants if they have any comments or views to share on social roles.

3. What can men and women do?

Time: 50 minutes.

What do we want to achieve?

Through this activity, we want to challenge participants to think about the things women and men are capable of doing, even those tasks and responsibilities beyond what is traditionally accepted and encouraged by society. On the basis of this exercise, we expect that participants may start to understand that the traditional roles of men and women can change.

Step 1

Video discussion

Show the video of Teopista Nantongo or read the profile. This profile is about a young woman who decided to work in a job traditionally performed by men. Introduce the video and ask participants to look out for key learning points. Read some of the discussion questions below to the participants so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.

After the video or profile, lead participants into a discussion by asking the following questions:

- What key issues have you picked from the profile of Teopista Nantongo?
- What do you feel about what Nantongo does?
- Why do you feel so?
- How different is Nantongo from women in your community?
- What makes her different?

Step 2

What does society think of women and men who perform non –traditional roles and responsibilities?

In plenary, ask participants to brainstorm the tasks, roles and responsibilities men and women perform that are not traditionally considered as acceptable for their gender. The co-facilitator should write the key tasks and roles for each gender on separate flip chart paper.

Starting with one gender (tasks for men and women), put up the flip chart paper with different roles and tasks written on them in different parts of the room.

Divide participants into small groups of three or four. Ask the groups to go round the room and answer the question.

"What do people say, think or do about men and women who perform these roles or tasks?"

Ask them to write their group answers for each role on the flip chart papers as they go round the room.

Give each group two to three minutes at each point. Tell them in advance what signal you will use to tell them it is time to move to the next station e.g. drum beat, whistling, song etc.

After all groups have reached their starting point, put up tasks, roles and responsibilities and start the process again. When participants reach their starting points, bring them back together. Put up the flip charts and ask volunteers to read what has been written on the flip chart paper, starting with one gender.

Step 3

Reflection

Process the information gathered by asking participants the questions below:

- How did you feel about some of the things society thinks about men and women who find themselves performing non-traditional roles? Why?
- Do you know people in your community who are performing non-traditional roles and tasks?
- What circumstances or situations have made them perform these non-traditional roles?
- How do they cope with the negative things said about them?
- How has this affected the quality of their lives?

4. Way forward

What do we want to achieve?

This exercise is intended to make participants reflect on what non-traditional roles and tasks men and women can perform in order to improve the quality of their lives, and to come up with a plan of action.

Step 1

Group work

Divide participants into same sex groups and ask them to list activities that are not traditionally expected of their gender but they feel they can do in order to improve their personal, family and community welfare (encourage participants to include household chores).

In the same groups, ask them to discuss the following:

- Are there non-traditional roles, tasks or responsibilities that you feel women in your community can do in order to improve their welfare and that of their families/households?
- How about men? - Are there any non-traditional male roles/tasks that they can do in order to improve their welfare and that of their families?
- What advice would you give men and women who want to perform roles, tasks and responsibilities that are not considered acceptable for their gender?
- Who, in your community, do you think needs to play a role in enabling men and women to take on these tasks?
- What role should they play?

Step 2

Work plan

Bring participants into plenary and ask the groups to present their findings to the larger group. Give each gender the other gender's responses to the last exercise and ask them to go back into their groups.

Still in their same sex groups, ask the men and women to identify three key non-traditional activities their gender can perform in order to improve their lives at personal and community levels. Tell them that once they have identified the key activities, they should answer the questions below:

- What will you need in order for you to do these activities (e.g. skills and resources)?
- How will you get the skills and resources?
- What skills and resources are available in your community?
- Which ones do you need to get from outside your community?
- How are you going to get these resources?
- Which people, organizations or institutions are you going to work with for you to succeed?
- Who, among you, will be responsible for doing what?
- When do you want to start these activities?
- How are you going to know whether or not what you will be doing is successful?

Step 3

Group report back

Ask the groups to report their discussions to the larger group. Encourage other participants to explore other non-traditional tasks that men and women can perform but were left out.

5. Summary

Time: 10 minutes.

Step 1

Review main points

Ask participants the main issues, lessons or points they have discussed during the session. Points to solicit may include the following:

- Culture and society teach us different roles as men and women;
- Men and women are able to learn to do all kinds of activities that are traditionally considered only for men and only for women;
- Neither men and women should be excluded from participating in an activity just because of their gender; and
- Roles that women and men currently perform can change according to prevailing circumstances.

Step 2

Fill out change chart

- Did I learn new information about men and women today? What?
- Did I learn any skills and new ideas? What?
- Would I consider taking some action in my own life about this? What?

Step 3

Summary

Ask for a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.

Session 4: Violence Between Partners

Time: 2 hours 30 minutes

Our objectives

This session will allow participants

- To think about violence in general, and violence between partners in particular (causes and consequences).
- To discuss how differences in the amount of control people have in a relationship can contribute to violence.
- To identify ways of addressing and preventing violence between partners.

Activities overview

1. Introduction
2. Violence between partners, examples from our community and the effect it has on the community
3. What can we do to deal with the violence between partners?
4. Summary

Materials

1. Large pieces of paper or chalkboard.
2. Markers or chalk.
3. Drawing of 'gender box' on flip chart paper
4. Session objectives on flip chart paper.

Pre-workshop Preparation

- Prepare the video to be shown in this session.
- Arrange for TV set and VCR/DVD player or audio cassette player.
- Prepare the chart for video discussion.
- Make copies of the "change chart" for participants.
- Prepare a simple ball from local materials.

REMINDER
Always make sure that issues raised by participants that reinforce certain negative beliefs, myths, values, rumours or stereotypes are discussed by the large group.

1. Introduction

Time: 10 minutes

Step 1

Ask the rapporteur/volunteer to review the key points from the last session. Ask: What were the most important issues discussed in the last session?

Step 2

Ask a couple of volunteers to talk about what they put in their "change charts" or what they reflected upon (if they did not fill it out). Alternatively, you can use the "ball game" in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in their change chart - if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

Step 3

Summarize today's topic.

> **Note:** The issue to be worked on in this session is a very sensitive one. Some of the participants may be experiencing this kind of violence in their homes so you have to be very careful the way you handle the discussion, especially if men and women are together. Also, be ready to privately refer someone to a local resource if they tell you they have been abused and don't know where to go.

2. Violence between partners and how we experience it in our community.

Time: 1 hour

What do we want to achieve?

The objective of this activity is to get participants thinking about their perceptions of violence and the way it can affect the whole community. The idea is to allow participants to discuss and challenge the ideas that may be used to justify violent behaviours.

Step 1

What is violence?

Put participants into small buzz groups and ask them to give the local language words for 'violence' or 'hurting' or 'pain'. After about two to three minutes, allow each group to give their responses. The co-facilitator should write them on flip chart paper.

Reflection

Tell them that they themselves have used these words many times and they have heard many people use the words. Ask them to reflect for a few minutes on the occasions that led to this for them or people they know. At the end of the refection period, ask volunteers to share what happened.

Alternatively, ask participants to choose buddies and share their experiences before you ask a few volunteers to share with the larger group.

Still in plenary, ask participants key facts they have learnt about hurting somebody. Round off this introductory session by reading out contributions and agreeing that there are many causes of "hurt" so people should be careful about what they say or do because they may be hurting someone unintentionally.

Step 2

Role play

Before the role play identify a small group of participants to prepare a role play that should depict the forms of violence below:

- Physical - hurts the body (and generally also hurts one's feelings);
- Psychological/emotional - hurts the feelings;
- Sexual - controls sexuality (and hurts the body and feelings also)
- Economic - controls access to money, property and resources.

Explain to them about the forms of violence and give a few examples for each. Share with them the plenary questions below in order to provide guidance on the kind of play they should prepare.

After the role play has been presented, ask the larger group the questions below:

- What do you think is going on in this story?
- Why do you think this is happening?
- In what ways is the husband hurting the wife?
- How does this treatment affect the wife? How does it affect the husband? How does it affect the family?

- What are the forms of violence depicted in this role play?
- What do you think they should do to improve the situation?
- How do you think this couple's problems can affect the community?

After the plenary discussion, briefly explain the four main forms of violence as given above before the group work below.

Group work

Divide participants into four groups. You may use an interesting game to put them into groups. One of them is the shipwreck scene where the safety boat can carry a maximum number of people or it will sink. Sing a lively song and call out the number of people that should go into one boat until you reach the desired number of groups. The number of participants per group should be determined before doing this grouping exercise. Assign each group one aspect of violence and ask them to answer the following questions about the form of violence they are discussing:

- From your experiences, list examples of what may be considered as violence in the category assigned to your group.
- Where does the violence take place?
- What do you think are the causes of this type of violence?
- Do you think some acts of violence could be allowed or acceptable in your community? If so, which ones?
- Who suffers from the violence and who is the key perpetrator or cause of this violence?
- What factors influence men to treat their female partners the way they do?
- Why do women allow men to treat them in this way?
- What are the consequences or results of this violence?
- How does this violence affect our society?
- What can we do to change this situation?

Note: In this discussion, men may try to assert that they are often victims of violence themselves and perhaps try to make the discussion less serious. You should emphasize the fact that while men are sometimes abused, women represent the majority of abuse cases.

You should also address the seriousness of the issue by highlighting the extreme consequences that it has for women. About the emotional violence, point out that this could cause serious long term psychological harm, including intense fear/terror, psychological manipulation, isolation, degradation, etc. About physical violence, point out that this could lead to murder and people taking their own lives.

Note: You may use the step below to do the same exercise.

For a group where participants have high literacy levels, you can use the card storm exercise. Write, in advance on flip chart paper, the major forms of violence above and put them up in different places on the wall. After explaining briefly the forms of violence, give cards to participants and ask them to write one example of violence in the household per card (give three or four or according to demand). Ask participants to stick them under the form of violence to which they belong.

Next, ask participants to go to each form of violence in small groups of four or five, and ask them to discuss whether the examples are under the correct form; if not they should move them to what they consider to be the appropriate form. Then, in plenary, guide the group and ensure that all the examples are under the correct form of violence.

Then divide participants into four groups. To put them in groups, draw (in advance) pictures of animals or birds. Put them in a bowl, envelope or small container. After they have all picked, ask them to walk around the room and make the sound or cry of the animal they have chosen, and when they have all assembled in their groups, tell them that these are their working groups for the exercise. Ask them to do the exercise above; tell them to add to the list of examples for the form of violence they are discussing, and answer the other questions.

Optional exercise 1 - Body Mapping

Introduce the exercise by saying that the main aim of the exercise is to increase understanding about parts of a man's and woman's body that are very sensitive to touch (hot spots) - to increase sexual pleasure and know how to manage sexual feelings safely.

Note: This activity often causes a lot of laughter but it has a serious aim. In the typical African context, it is taboo to talk about issues of sex. Women especially are not expected to seem knowledgeable about sex and rarely express themselves. The aim of this activity is to help people to practice talking about sex and to discover more about their own and others' sexual pleasure.

Create a "safe place" by starting with an icebreaker to relax the group. Never force groups to share their maps if they do not wish to; they have good reasons.

Encourage participants to think of lots of ways to feel pleasure or reach orgasm, e.g., talking about sex, erotic dancing, stroking "hot spots," etc.

Divide participants into two groups - women-only and men-only. Ask each group to draw a "body map" (an outline of a person of their sex) on the ground, a blackboard, wall or flip chart paper. Ask the participants to mark 'hot spots' in red, a star or any other symbol - the places on the body where people of their sex like to be touched to make them feel sexy. Discuss whether people like different "hot spots."

Ask the group to repeat the process, but this time drawing a "body map" of the other sex and marking the "hot spots" that they like touching in order to make their partner feel more sexy.

Bring all the participants back together, and ask the groups to share any of the results that they feel happy to share. Encourage the participants to discuss what they have learned by asking questions such as:

- What did you learn about the "hot spots" for men/women?
- How well do women/men understand each other's "hot spots"?
- What do you think needs to be done in order to improve that understanding?
- What risk of transmitting HIV is involved in touching "hot spots"?
- How can we reduce the risk while still getting pleasure?
- What factors do you think reduce men's/women's sexual enjoyment?
- Apart from knowing the opposite sex's "hot spots" and using this knowledge to increase sexual pleasure, what else can contribute to more sexual enjoyment by both partners?

You can conclude the session by asking participants the benefits of a happy sexual relationship.

Step 3
Conclusion

Wrap up this activity by asking participants to share key issues they have discussed about violence. You may use the questions below to guide the discussion:

- What is your understanding of violence from the discussions we have just had?
- Who can be a victim of violence?
- Where does the violence take place?
- What are the main causes of violence based on gender, who is usually the victim? Why?
- How do people become violent?
- From your understanding of violence, are there any forms that are so commonly practiced in your community that they have become acceptable as normal?
- How can we connect violence with human rights?
- Who else may be affected by violence between partners?

The points to solicit for may include the following:

- Violence embraces much more than what can be physically seen or pain felt by the victim - it causes pain that could be one or more of the following: physical, emotional, sexual and economic.
- It cuts across age, color, ethnicity, social status etc .
- Violence between partners usually is man against woman.

- The violence is often a result of unequal power between men and women.
- Socialization and the practices and attitudes we learn as we grow up has a very strong impact on violence between partners.
- Violence is so accepted that it is not seen as violence, e.g., wife beating and sexual violence.
- Lack of or poor communication in a relationship often leads to 'bottling up' feelings, suspicion and often violent behaviour.
- Violence is a violation of a person's human rights and negatively affects his/her dignity.
- It affects the psychological growth of children.
- Violence between partners is unacceptable and cannot be justified under any circumstances.

3. What we can do to cope with violence between partners

What do we want to achieve?

This activity is intended to encourage participants to reflect and discuss possible strategies for dealing with violence, and to think about what women, men and communities can do to prevent it.

Step 1

Video discussion

Show participants the video or read the profile of Fortunata Mafuka. Explain that they are going to see the case of a woman who organized a group to deal with abuse in her community. Read some of the discussion questions below to the participants so that they follow the video very carefully. You should stress that the people in the video are real people and not actors.

In plenary, analyze Fortunata's case with participants using the questions below:

- Why do you think Fortunata's husband was violent?
- How has this affected her life?
- What did she do to try and solve the problem?
- What help did Fortunata get from her family and other members of her community?
- What do you think about the decisions she made?

Use the following questions to encourage participants to identify resources and ways of dealing with abuse in their community. As responses are mentioned, the co-facilitator or a volunteer should write the responses onto a chart with three columns: one for things women can do, one for men and one for the community.

- When a woman is abused, what does she generally do? Why do the women react in this manner?
- Where can she look for help? Who does she tell?
- What help or advice do abused women usually get from the people they approach for help?
- Why do you think abused women are given this kind of advice?
- How do people in the community react when they witness a dispute or fight between partners (married or not married)? Give reasons for this reaction.
- What kind of help do abused women need?
- What should women do when they are abused?
- What can a man do if he finds himself so angry that he hits his wife or partner?
- What can our community do to help couples that find themselves in abusive relationships?
- What facilities and structures are available in your community to provide help to those who are abused?
- What do you think discourages abused women from seeking help from people?
- What are the benefits of violence-free marriages or relationships?

Optional exercise 2: "Violence Calendar"

Divide participants into male-only and female-only groups. Ask them to draw two imaginary 15-day calendars and ask them to fill in the reasons that led to their being beaten by their spouses or partners. Instead of the month, the calendars should have the headings: Each time my husband/wife beat me..., Each time I beat my wife/husband.... Below is a sample calendar.

Each time my husband beats me... Each time I beat my wife...

He came back home at 03:00 hours and said I took too long to open the door for him				

Bring the groups back together. After the groups have made their presentations, lead them into a discussion by asking the following questions:

- What do you think of what the men/women have said?
- What are the main causes of wife/husband battery?
- In what ways can wife/husband battery be reduced?

Another way of doing this exercise with participants that have high literate levels is to use the 'card storm' exercise. Give participants three or four cards each and ask them to write reasons why they were beaten or someone they know was beaten. Collect men's and women's cards separately, stick them up on the wall side by side and ask one member from each group to read the contributions. Process the information as above.

For less literate participants, divide them into single sex groups. Ask them to discuss the main causes of wife/husband battery and choose one member of the group to share with the larger group while the co-facilitator writes the points on flip chart paper. Process the information as above.

Allow participants to ask questions or share experiences on violence between partners.

5: Summary

Time: 10 minutes

Step 1

Review the main points

- In plenary, ask participants to share the key points they have picked from the discussions so far. In order to get everybody to take part, you may use the ball game (throwing the ball to participants and asking them to say something).

Step 2

Change chart

To conclude the module, ask participants to turn to their "change charts" and ask them to reflect on the questions:

- Did I learn some new information today about violence between partners? If so, what?
- Has this session affected my attitude about violence between partners? If so, how?
- What skills were mentioned today that I can use in my own life?

Step 3

Summary

Ask a volunteer to prepare a very brief summary of this discussion to present at the beginning of the next session.

Session 5: Traditional Practices And Cultural Beliefs

Time: 2 hours 30 minutes

Our objectives

This session will allow participants to:

- Understand more about the experiences of the opposite sex and eventually have more empathy towards them;
- Understand that cultural norms and practices can be positive and negative;
- Understand that norms can limit men's and women's ability to participate fully within their own families and society; and
- Understand that norms can and do change.

Activities overview

1. Brief report of previous day's discussions
2. Introduction
3. Women and men listening to each other
4. Tradition
5. Summary

Materials

1. Large pieces of paper or chalkboard.
2. Markers or chalk.
3. Video or audio profile of Lucretia Kimaro

Pre-workshop preparations

1. Prepare the video to be shown in this session.
2. Arrange for a TV set and VCR player or audio cassette player.
3. Make copies of the "change chart" for participants.
4. Prepare a simple ball from local materials.
5. Prepare separate papers on which are written "Keep", "Change", "Stop".

> **REMINDER**
> Always make sure that issues raised by participants that are reinforcing certain negative beliefs, myths, values, rumours or stereotypes are discussed by the large group.

1. Introduction

Time: 10 minutes

Step 1

Ask the designated participant(s) / rapporteurs to review the key points of the last session. Ask: What were the most important issues discussed in the last session?

Step 2

Ask two or three volunteers to talk about what they put in their change charts or what they reflected on (if they did not fill it in). Alternatively, you may use the ball game in which you as the facilitator throw a ball randomly to any participant and ask him or her to share what they put in their change chart - if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

Step 3

Explain that today we will explore traditional practices that affect men and women, and that there will be an exercise to help men and women communicate with each other.

2. Women and men listening to each other

Time: 1 hour 10 minutes

What do we want to achieve?

This exercise is intended to help women and men to share some of their experiences and feelings about what it is like to live as a man and a woman, and to listen to each other talk about their experiences, hopes and fears.

Step 1

Plenary discussion

Bring all participants together in a large, mixed-sex group. 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. Begin a discussion with the women by asking the questions listed below. The men's job is to observe and listen. They are not allowed to speak. Once the women have talked for 25 minutes, close the discussion. Then ask the men to switch places with the women and lead a discussion with the men while the women listen, without talking, for another 25 minutes. Allow as many women and men as possible to contribute to the same question so as to give a wider perspective of women's and men's points of view.

> **Note:** This tool will work well with a group that has built considerable trust and confidence with each other and in the facilitator. If you realize that the group of participants cannot conduct this discussion the way it has been proposed above, you can divide them into small same sex groups (men alone and female alone) and have each group discuss the questions suggested below alone. Then bring everybody back to the large group and request one person from each small group to present what they discussed.

Questions to ask women

- What do you think is the most difficult thing about being a woman in your community?
- What things or experiences happened or were done to you because you are a woman?
- What do you not wish to hear said again about you as a woman?
- Which roles, tasks or responsibilities (assigned to your gender by society) would you willingly share with men? Why?
- Which roles, tasks and responsibilities would you not willingly allow men to do Why?
- What do like most about being a woman in your community today?
- What don't you like most about being a woman in your community today?
- What do you think men need to better understand about women?
- What do you find difficult to understand about men?
- How can men better support and empower women?

Questions to ask men

- What do you think is the most difficult thing about being a man in your community?
- What things or experiences happened or were done to you because you are a man?
- What do you not wish to hear said again about you as a man?
- Which roles, tasks and responsibilities (assigned to your gender by society) would you willingly share with women? Why?
- Which roles, tasks and responsibilities would you not willingly share with women? Why?
- What do like most about being a man in your community today?
- What don't you like most about being a man in your community today?

- What do you think women need to better understand about men?
- What do you find difficult to understand about women?
- How can women better support and empower men?

Step 2

Close the activity by summarizing some of the discussions and sharing any final thoughts. You could use questions like:

- What do the men in the group think about the women's discussion?
- What do the women think about what the men have said?
- How can the suggestions from the discussions be incorporated in your homes and community?

3. Tradition

Time: 1 hour

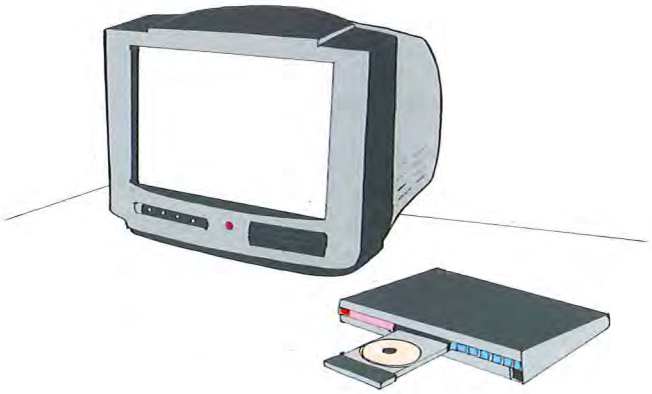
What do we want to achieve?

In this activity, we want men and women to start thinking about tradition in a critical way by identifying the advantages and disadvantages related to some traditional beliefs and practices.

Step1

Video viewing and discussion

Show the video of Lucretia Kimaro. Ask participants to identify the traditional beliefs about men and women that are present in the story, and reflect on how they affect the life of Lucretia and her daughters. Read some of the discussion questions below to the participants before showing the video so that they follow very carefully. You should always stress that the people in the video are real and not actors.



Discussion questions

- What is going on in this story? Key issues (i.e., the facilitator should ensure that participants do not simply re-tell the story).
- What problems was Lucretia facing?
- Why was she having this problem?
- What are the traditional beliefs about women and men that her in-laws have?
- What do you think about them? (Go through each of them and discuss their advantages and disadvantages. Identify those traditions that are beneficial and those that are harmful.)
- Refer to disadvantages/harmful traditions mentioned and ask: Can some of these beliefs change? How?
- How can such situations change or be avoided?

Note: Make sure the following beliefs mentioned in the video are discussed - different values placed on daughters and sons, ideas about "good wife" versus "working women" and ideas about inheritance

Step 2

Group work

After discussing the case of Lucretia, move the discussion to their experiences. Divide participants into male and female only groups. Ask them to discuss and write on flip chart paper traditional practices and customs from the time a child is born, childhood, adolescence, and adulthood up to one's death.

After the two groups have made their presentations to the larger group, discuss current situation concerning traditional beliefs and practices in their community. You may use the questions below:

- What traditions/traditional practices have changed in your community, or do you see changing?
- Why do you think they are changing?
- What traditions/traditional practices have continued that are positive?
- Are they in danger of disappearing? Why?
- What can you do to hold on or strengthen those practices?
- Why do we have this traditional practice?
- Who benefited from this practice in the past?
- What are the benefits of these practices to individuals, families and the community today?
- What are the costs (negative aspects) of these practices to individuals, families and the community today?

If the composition of the group include youths and older participants, direct questions at both in order to determine whether young people think differently about traditional practices from older participants. Encourage more discussion on practices that affect their gender.

Next, put in different parts of the room (or if it is outdoors, on different objects such as trees) "Keep","Change" and "Stop".

Then, ask participants to write traditional practices under the headings according to what they think should be done about them.

Bring the participants together and move to each of the three "stations". Ask volunteer participants to read the traditional practices in the slots where they are put.

Discuss with the large group the information gathered from the participants using the questions below:

- How similar were the views of women and men on the costs and benefits of the traditional practices? If different, why do you think so?
- Does age make any difference on how people see the benefits and costs?
- For those practices placed on the "change" and "stop" signs, what will help the community to change or end these practices?
- What might prevent the community from changing or ending them?
- What can the community do to change the practices considered harmful?
- How will the community deal with those practices they have suggested should end.

Encourage them to discuss what is already happening to change some practices and to suggest alternatives to those they suggested should end.

Step 3

Summary

Close the activity by asking participants to share the key issues they picked from the discussion. Highlight the idea that traditions can change to improve the lives of men and women in the community.

4. Gender boxes

Time: 45 minutes

What do we want to achieve?

In this activity, we want to learn more about the pressures on community members to 'act like a man' or 'act like a woman' according to widespread views about gender roles.

Step 1: Introduction

In plenary, ask the participants to identify what, in the view of their community, are the ten most important characteristics or qualities of an 'ideal' man or woman. The co-facilitator should write these separately on flip chart papers.

Step 2: "Gender boxes"

Draw two large squares on the ground (you may use flip chart papers indoors) a small distance apart. Explain that these are the "gender boxes" - one for men and one for women.

Ask for a male volunteer to stand in the gender box for men. Ask another volunteer (preferably female) to read out the ten characteristics or qualities of the ideal man. As the qualities are read, ask the volunteer to act them out.

Ask for a female volunteer and repeat the process for the women's box.

Explain to them that so far, the activity has focused on the 'ideal' or perfect man or woman - one who comfortably fits into their "gender box."

Step 3: Plenary discussion

Next, encourage the participants to suggest characteristics or qualities that real-life women and men have that are not 'ideal' for their gender. Ask the participants to shout out the characteristics or qualities one at a time. Starting with one gender, ask the volunteers to jump out of their "gender box" and act out the characteristics and qualities.

Encourage the participants to discuss what they have learned from seeing the volunteers jumping in and out of their "gender boxes". Ask them:

- What are the benefits to men and women of staying in their "gender box" and behaving how they are supposed to?
- What are the costs or risks to men and women of staying in their "gender box", especially in terms of HIV and AIDS?
- What are the benefits of jumping out of the "gender box" for men and women
- What are the costs of men and women jumping out of the "gender box" for men and women?
- What support do men and women need to step out of the "gender box"?

> **Note:** This tool can also be used (especially among literate groups) by dividing the participants into two groups – women-only and men – only. The groups can start by doing a "gender box" for their own gender before they do one for the other gender. Ask them to draw a picture of their 'ideal' man or woman in the gender box.

Ask them to also write outside the "gender boxes" the things that community members might say about men and women that may jump out of their boxes.

This tool can also be used with groups of older people and younger people. This helps to explore how traditional and modern expectations affect the "gender boxes".

Step 3: Conclusion

Asp participants to ask questions or share experiences of people they know that have either stayed in their 'gender boxes' or jumped out. Encourage them to share the benefits and costs of their decisions.

5. Summary

Time: 10 minutes

Step 1

Review main points:

Using the ball game, ask participants to mention key issues from the discussions of traditional practices and customs. These may include the following:

- Culture and tradition can often cause men and women to be treated unequally (with many disadvantages for women).
- We can change some beliefs and traditional practices.
- Making decisions together, as partners, can benefit the whole family and community.

Step 2

Fill out change chart

- What new information have I learned today about men and women?
- What skills have I learned?
- Have any of my attitudes changed?
- What action will I take in my own life when it comes to tradition or decision making?

Session 6: Family Health

Time: 2 hours 30 minutes

Our objectives

This session will allow participants to:

- Think about and discuss their understanding of health and reproductive health.
- Reflect and discuss safe motherhood issues related to gender.
- Explore and discuss the different reproductive health needs of men and women.
- Understand the importance of preparing for birth and how to recognize danger signs during and after delivery
- Reflect more on cultural barriers that lead to pre and post natal complications.
- Understand the benefits of men and women making decisions together about reproductive health issues (in particular family planning).

Activities overview

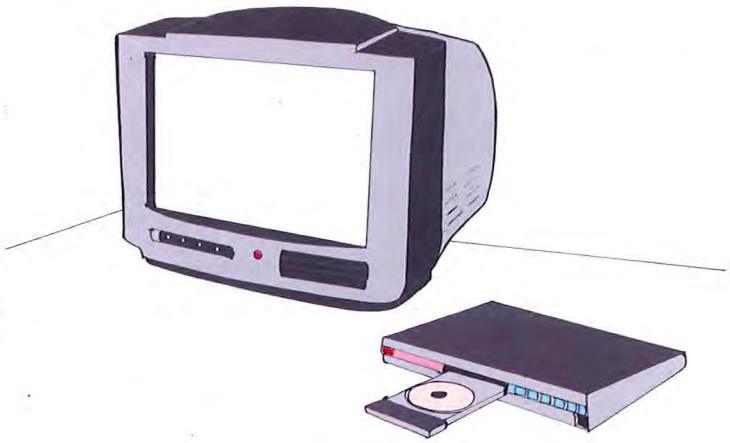
1. Introduction
2. Brief report of the previous day's discussions
3. Our ideas about health and reproductive health
4. Reproductive health needs of women and men
5. Experience sharing on safe motherhood
6. Men, women and the community taking care of their health in pregnancy and post delivery periods to ensure safe motherhood
7. Summary

Materials

- Large piece of paper
- Markers and chalk
- Video and audio profiles
- Copies of Kutemba's case study

Pre-workshop preparations

- Prepare the video to be shown in this session.
- Arrange for a TV set and VCR player or audio cassete player.
- Prepare the "reproductive health needs" chart on a large piece of paper.
- Make copies of the Change Chart for participants.
- Prepare a simple ball from local materials.
- Copies of the Kutemba case study



1. Introduction

Time: 10 minutes

Step 1

Ask the designated participant(s) / rapporteurs(s) to review the key points of the last session. Ask: What were the most important issues discussed in the last session?

Step 2

Ask two or three volunteers to talk about what they put in their change charts or what they reflected on (if they did not fill it in). Alternatively, you may use the ball game in which you as the facilitator throw a ball randomly to any participant and ask him or her to share what they put in their change chart - if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

Step 3

Underline today's topic. Explain that we are going to talk about men's and women's reproductive health.

2. Our ideas about health and reproductive health

Time: 30 minutes

What do we want to achieve?

This activity is meant to explore the participants' understanding of health. Based on these ideas, we will agree on a general understanding of reproductive health.

Step 1

Plenary discussion

In plenary, explore with participants their understanding of health or well being. Ask them:

- What kind of person can be described as "healthy"?
- What is necessary for a person to be healthy? (Explore local terms that refer to this meaning). List what they say on a large piece of paper.

The co-facilitator should write responses on flip paper.

When exploring their ideas about "health" and "well being", try to find out whether their views are limited to physical health. Here are some questions that could help push the exploration further:

- Do you think having good relationships with others like family, partner, and friends are necessary to consider someone healthy? Why?
- Do you think money and material resources are necessary for someone to be considered healthy? Why do you think so?
- Do you think that being healthy has something to do with education and/or knowledge? Why do you think so?
- What kinds of feelings / emotions might a healthy person have?
- Do you think love is important to a person's health or well being? What about pleasure and happiness?
- Do you think the number of children is important when defining a healthy person? Why?
- What is the ideal number of children that a person should have to stay healthy?

Step 2

Understanding Reproductive Health

After discussing the aspect of health and general well-being, ask participants what they understand by "reproduction". Write responses on flip chart paper or chalk board. Ask them to give examples of things that reproduce, and conditions that must be there for reproduction to take place (one example is that of seeds or crops)

Next, ask them: Given these ideas about health, what is your understanding of reproductive health? Write down their responses on a large piece of paper or chalkboard.

Complement their responses by explaining that reproductive health is that part of our health that has to do with the following:

- Reproduction
- Relationships with our spouse or partner
- Sexual relationships
- Decisions about having children or not, how many and when to have them
- Our body and the reproductive parts
- Pregnancy and access to the a clinic or trained birth attendant
- Safe motherhood (safe delivery and a healthy baby)
- Male involvement in reproductive health

3. Reproductive health needs of men and women

Time: 30 minutes

What do we want to achieve?

This activity will help participants identify the different reproductive health needs of men and women.

Step 1

Group discussion

Divide participants into same sex groups. Explain that we are going to explore what an average man and woman of the community needs in order to have a healthy reproductive life. Ask the women to work on their reproductive health needs and the men to work on men's reproductive health needs. Ask them to start the exercise by drawing a picture of a typical man or woman so that they have a sense of who they really are focusing on.

They may use the following questions to guide them through their discussion. Ask them to write on flip chart paper their responses. Tell them that for each problem identified during the discussion, they should answer the questions: What does this person need to have their needs met?

- Does this person have a partner?
- What is needed for his/her relationship to be happy?
- Does this person have sexual relations?
- What is needed for this person to be healthy?
- Does he or she want to have children?
- If not, what does he or she need in order to avoid an unwanted pregnancy?
- If yes, what does she need in order to have a healthy pregnancy? A healthy delivery?
- What are this person's most common reproductive health needs?

Note: If the participants do not mention them, ask about the importance of the following issues:

- Good communication
- Love
- Pleasure
- Personal hygiene
- Balanced diet

Step 2

Plenary discussion

Place the lists with ideas about men and women next to each other in a visible place, ask one of the participants to read the responses out loud, and then lead a discussion on how the lists are similar and how they differ. You may use the questions below:

- In what ways are the men's and women's needs different?
- Why are they different?
- How are they similar?
- Do men and women in this community have all they need in order for them to have a healthy reproductive life?
- What can we do as individuals and as a community to improve this aspect of life?

Note: It is important to highlight aspects that have been mentioned only by one sex that can be valid for both. Ask questions that make them think about it. (e.g. is it only important for women to get family planning information? Why? What would be the advantage if both men and women went to the family planning clinic together?

Step 3: Summary

Close the activity by asking participants key issues they have discussed concerning reproductive health needs for men and women.

4. Men and women taking care of their health together

Time: 40 minutes

What do we want to achieve?

This activity will allow participants to think about and discuss the importance of men and women taking care of each other's health as well as making decisions together about key aspects of their reproductive health such as family planning.

Step 1

Video discussion

Show the video pf Sarah and Abel Chikwelamwendo. Ask participants to think about the characteristics of this couple's relationship. Read some of the discussion questions below to the participant so that they follow the video very closely. You should always stress that the people in the video are real and not actors.

Discussion questions about the case of Sarah and Abel:

- How does this couple talk to and treat each other?
- How does this couple make decisions?
- What decisions have they made about family planning? How?
- Why did the couple decide to limit the number of children?
- What is the advantage of the couple having the number of children they agreed upon?
- How have these decisions affected her health? How have they affected his health?
- What do you think about this kind of relationship?
- What do you think about the advice Abel received about looking for another wife? Why?

Once they have analyzed the video, direct the discussion to experiences in their own community:

- Are there couples in your community who treat each other like Able and Sarah do? Tell us about them.
- Would you like people to treat each other this way in the community and in your lives? Why?
- What is something you have learned from them that you would like to be part of your life? Why?
- How do you think you can get this?
- What can women do to change?
- What can men do?
- What can both do together?

Step 2

Closing the activity

Close the activity by asking participants to highlight main ideas, and the importance of men and women taking care of each other and making decisions together about their health.

Ask participants problems or obstacles men and women in making good decisions about their reproductive health issues. Discuss how they can overcome these difficulties.

5. Sharing experiences on safe motherhood

Time: 40 minutes

What do we want to achieve?

This activity is intended to make participants reflect more on the importance of good health for the mother-to-be and the newborn baby.

Step 1

Understanding Safe Motherhood

In plenary, ask participants how the people in their community greet and generally treat a woman that has just delivered a baby. Discuss why this is so. Write responses on flip chart paper or chalk board.

Still in plenary, brainstorm with participants what needs to be considered in order to ensure the good health of the mother to be/expectant mother and her baby. Answers to solicit from participants should include:

- Good health before conception - including planning whether and when to have the baby.
- Care during pregnancy - antenatal care.
- At delivery - delivery assistance and care.
- After delivery - postnatal care for mother and newborn baby.

At this point, ask participants to give the term commonly used to describe the process of reproductive health for the period before conception to the period after the baby is born.

The answer to solicit is "Safe Motherhood".

Next, ask participants to attempt to give a definition of 'safe motherhood' from the discussion they have had so far on the subject. Complement their responses with something like:

"Safe motherhood is **creating an environment** within which a woman can **choose to become pregnant** and, if she does, ensures that she receives care for **prevention and treatment of pregnancy complications, has a safe delivery** with the assistance of trained birth assistants, and **proper care for her and the newborn baby.**"

Discuss with participants what is necessary for a woman to do in order to remain healthy before she gets pregnant. Answers to solicit should include:

- Reach adulthood before having a baby to avoid complications during pregnancy
- Eat healthy and nutritious foods
- Exercise and/or be active
- Maintain cleanliness; etc.

Step 2

Sharing experiences of motherhood

Divide participants into three mixed sex groups. To make the groups, write (in advance) three popular local songs on small pieces of paper. Put the pieces of paper in a small container and ask the participants to pick one each. After all have picked a piece, ask them to walk round the room while singing the song they have picked. After one or two minutes, inform them that these will be their working groups for the next exercise.

Next, assign group questions as follows:

Group 1: Questions 1-5

Group 2: Questions 6-7

Group 3: Question 8-11

Give out copies of the case studies (see back of the guide for case study and questions). Tell them to write responses on flip chart paper and to choose a person to present discussions to the larger group.

Step 3

Birth Preparedness

Divide participants into three mixed sex groups. To divide the groups you may use the method above but this time write three common dances or another interesting method e.g. fruits or names of trees. Inform them that during this exercise you are going to discuss four key issues that contribute to the safe delivery of a baby. These are:

1. Why is it important to prepare the delivery of the baby?
2. What do you need to prepare for a safe and normal delivery?
3. What are the danger signs (a) during pregnancy and (b) during child birth?
4. What are the danger signs after delivery for (a) the woman and (the baby)?

Ask group one to answer questions 1 and 2, group two question 3, and group three question 4.

Allow each group to present. If they are not mentioned, you may supplement the participants' contributions with the following points:

- It is important to prepare for the birth of a baby because there may be complications during delivery which cannot be known in advance.

Preparation for a Normal Delivery

- When will the baby be born?
- Where are you planning to have the baby?
- When will you need to get to the place where you are planning to have the baby?
- How will you get there?
- How will you contact a health centre staff if there is an emergency?
- Who will be the skilled health worker to help deliver the baby?
- Who will support you during child birth?
- Who will be available to recognize danger signs?
- What will you need to have ready (money, materials and supplies)

Being Ready for Emergencies

- Who will be available to recognize danger signs?
- Where will you go if there is an emergency?
- How will you get there quickly, at any time?
- Who will be there to help (skilled health worker and someone to support you)?
- Who will stay and help the family?
- What things could you need, and will you get them ready at short notice (transportation, money to get to the clinic, money from the clinic to the hospital, if need be, money for medicines and other supplies)?

It is important that the birth plan is signed by the patient herself, family member and the health worker.

- The family has to prepare for a possible emergency so that the woman gets help quickly in order to save the lives of both mother and baby.

Danger Signs

DURING PREGNANCY	DURING CHILDBIRTH
• Bleeding from private parts • Severe headache • Swelling of the feet and hands • Body hotness or feeling cold • Severe stomach pains • Baby not moving or moving less • Discharge or sores on the private parts • Very tired, tires easily or is very pale	• Labour lasting more than 12 hours • Heavy bleeding from private parts • When the cord or hand comes before the baby • Fits • Severe headache • Placenta not delivered within 30 minutes after the baby is born

After Delivery

Woma n	Baby
• Severe headache • Body hotness and feeling cold • Severe increasing stomach pain or pain in the private parts • Heavy bleeding • Breast sores, cracked nipples, redness or swelling of breasts • Bad smelling discharge from private parts	• Breathing difficulties, or not breathing • Fever, chills, rash • Yellowness of the skin or eyes • Poor sucking or feeding problems • Vomiting • Not active • Diarrhea or constipation • Red, swollen eyes • Redness, pus or blood from the umbilical stump

After the groups have presented their discussions, you may (in plenary) ask them the commonest problems they face in their communities during pregnancy and delivery and how they deal with them. Discuss possible dangers, emphasizing the importance of combined efforts by spouses, family and community members in order to ensure good health for the mother and baby.

Summary

Step 1

Ask participants to share the key issues they have discussed in this session.

Step 2

Fill out change chart

- What new information have I learned today about men and women?
- What skills have I learned?
- Have any of my attitudes changed?
- What action will I take in my own life when it comes to tradition or decision making?

Step 3

Ask a volunteer to prepare a very brief summary of this discussion to present at the beginning of the next session

Session 7: Benefits of Networking

Time: 2 hours 30 minutes

Our objectives

This session will allow participants to:

- Understand more the meaning of networking
- Better appreciate networking practices they are already doing that involve both men and women
- Learn how they can further use networking to improve their lives and their community
- Learn more about the benefits of men and women working together towards common goals.

Activities Overview

1. Introduction
2. Brief report of the previous day's discussions
3. Understanding what networking is
4. Understanding how social support and networks have played a role throughout everyone's life
5. Exploring how working with informal networks in which men and women participate can bring about community improvement
6. Working together in organized groups
7. Summary

Materials

- Large piece of paper
- Markers and chalk of different colours
- Video profile
- Decision making chart
- Local materials such as pebbles, bean and maize seeds

Pre-workshop preparations

1. Prepare the video to be shown in this session.
2. Arrange for a TV set and VCR player or audio cassette player.
3. Make copies of the "change chart" for participants
4. Prepare a simple ball from local materials

REMINDER

Always make sure that issues raised by participants that are reinforcing certain negative beliefs, myths, values, rumours or stereotypes are discussed by the large group.

1. Introduction

Time: 10 minutes

Step 1:

Ask the designated participant(s) / rapporteurs to review the key points of the last session. Ask: What were the most important issues discussed in the last session?

Step 2:

Ask two or three volunteers to talk about what they put in their change charts or what they reflected on (if they did not fill it in). Alternatively, you may use the ball game in which you as the facilitator throw a ball randomly to any participant and ask him or her to share what they put in their change chart - if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

Step 3:

Underline today's topic. Explain that we are going to talk about networking between men and women, communities and other organizations.

2. What is networking?

Time: 15 minutes

What do we want to achieve?

We want participants to have a deeper understanding of what networking is, and why it is important to work with other people in order to achieve a particular goal.

Step 1:

Understanding "networking"

Ask a volunteer to demonstrate by drawing on a large piece of paper or chalkboard how a net is made, starting with one cord or line. At different stages of the net making, ask participants if the net will be effective for the kind of object you need to catch. Allow other participants to contribute to the net making until the desired net is made.

Next, put them in pairs and give them two to three minutes to buzz and come up with one factor they have to consider before they begin making a net. Ask the pairs to give their answers. The co-facilitator should write responses on flip paper or blackboard. Responses to expect should include:

- What do you want to catch?
- Where are you going to use it?
- What materials are you going to need?
- How and where are you going to get the materials?

Step 2:

'Bring me' game

Before conducting this exercise, look around the venue and what participants have or accessories they are wearing. Make three lists (one each for the two teams and one for the referee) of 20 things/objects that can be collected. Prepare a prize for the winning team (e.g. sweets).

Divide participants into two groups. Give each team a name of your choice (e.g. using colours, rivers, animals) Prepare two spaces where objects can be put and appoint a referee to sit in between the spaces.

Give the groups a fixed time (e.g. five minutes) to bring all the objects to the spaces provided. Tell them to stop when time is up. The referee should then tick the items simultaneously, ensuring that the objects are correct. The number of objects should be added and the team with the most objects wins the contest.

Ask participants what they have learned from the net-making exercise and the "bring me" game in relation to how people come together to effectively achieve the desired end. Responses to solicit should include:

- It is often impossible for one person to achieve something by him/herself (team work).
- Collective responsibility increases levels of success.
- More than one person with different skills contributes to effective achievement of a goal.
- It is important to know the goal you want to achieve in order to know who to network with.
- Wrong composition of networking members will spoil the process, etc.

Ask participants to, from the discussion above, individually write their understanding of networking on pieces of paper and stick their answers on the wall, flip chart paper or large piece of paper, and read them out. Discuss the responses as a group and agree on aspects of networking. Responses to solicit include:

- Exchange of information
- Working together towards a goal
- Collaborating
- Putting resources together
- Consulting, etc.

Still in plenary, ask participants to share traditional sayings in their local languages that reinforce the fact that one person cannot achieve as much as many people working together. Write the contributions on flip chart paper or chalkboard. Ask participants to read out the sayings and explain what they mean. Lead the participants into discussing networking by asking the following question:

What are the advantages of working with other people?

Answers to solicit will include:

- To improve efficiency
- Use more effectively the available resources
- Reduces unhealthy competition
- Reduce costs
- Avoids duplication of interventions or programmes
- Provides better services to the community, etc.

Step 2:

Understanding "resources"

Together with participants, choose a common activity in the community and brainstorm all the things required to successfully complete the activity. An example is the preparation of a local dish such as okra or delele. The co-facilitator should write the things needed on the blackboard or flip chart paper.

Still in plenary, ask participants to share their understanding of the word "resources". Write responses on flip chart paper or chalk board. Read out the responses and continue the discussion by asking them to give examples of resources that they know.

Supplement their responses by saying something like:

"Resources are things that are necessary for the successful completion of an activity or something required or to which one can turn to for help or support in order to achieve one's purpose. These include natural, human, financial and material resources."

Continue the discussion by going back to the list of resources required to complete successfully the identified activity. Going through the list, ask participants to say under which category the resource falls.

Alternatively, for more literate groups, cards may be given to them to write the things needed to successfully complete an activity. Thereafter, ask the participants to place the cards on pre-prepared flip chart paper on which are written the main categories of resources. Next, ask them to go through each of the categories and move to others those resources they think were misplaced. Lastly, agree with the larger groups and put the resources under the correct categories.

Step 3:

Summary

Ask for questions or clarifications from participants. Ask the participants if they think that some resources are more important than others. From their responses, explain, by giving examples, that all resources are equally important for the successful completion of an activity.

3. Understanding how social support and networks have played a role throughout everyone's life

Time: 25 minutes

What do we want to achieve?

We want participants to reflect on how they have interacted and networked with women and men throughout their lives and how this has impacted their lives.

Step 1:

Guided Plenary Exercise - The 'River of My Life'

Explain that each one of us can tell our life's story by thinking of it as a river, starting at the spring or source (which represents the first years of life with the family), going through the different stages, some of the calm (e.g. passing through a valley, or troubles (waterfalls), and still others influenced by external factors (supporting streams).

Tell participants that they are going to have a quiet time of reflection on their own, and that they should identify a quiet place outside the room for them to be alone during this part of the exercise. Ask them to think about the key stages of their lives - - both the calm and the difficult stages, and the ones influenced by supporting streams (which help us to achieve our goals) or by the limiting or dangerous streams (which create barriers to our success). Ask them to think in particular about these supporting streams and how they were influenced by them. Guide them to focus on some of the key turning points in their life such as:

- When they were particularly successful at something
- When they had to face a difficult challenge
- When they made a decision that impacted the rest of their lives
- When they weren't sure which road to take and someone helped them decide
- When they helped someone else achieve their goals.

After about 10 minutes, call participants in plenary and ask volunteers to share with the group what they were thinking about. Ask participants to describe the important roles played by individuals in their lives - such as men and women in their family, men and women in their communities, friends, work mates or supervisors at the work place, teachers, elders, religious leaders, as well as groups such as prayer groups, women's groups, community- based organizations, farmers' cooperatives, etc.

After a few participants have shared their experiences, ask the group to briefly discuss the following:

- What are the benefits of influencing and being influenced by others?
- What are the benefits of working together with others?
- What are the benefits of being influenced by / working with men?
- What are benefits of being influenced by / working with women?

Step 2:

Summary

Ask for questions, observations or clarifications from participants.

4. Explore how working with informal networks in which men and women participate can bring about community improvement

Time: 40 minutes

What do we want to achieve?

We want participants to understand how they can better use networking practices that already exist to improve their lives in their communities, and how both men and women together can participate in and support community social networks.

Step 1:

Group work

Divide participants into four or five mixed sex groups and ask them to think of a problem that the community faces, or has faced in the past. (Examples could include: 1) long distances to Rural Health Centre and women have complications during delivery; 2) many children are dying from malaria; 3) many women are illiterate and cannot meaningfully take part in development activities; 4) many orphans and vulnerable children are not going to school because they cannot afford school fees.)

Ask each group to draw a map including persons, institutions / organizations and resources that the community would look for / make use of to address the problems they have identified. They should think of how both men and women can contribute, and include the answers in the maps they draw. Ask them to base as much as possible on real stories in their community.

The groups should think about the following questions as they draw their map:

1. What resources do they have as a group (skills, knowledge, labour, monetary contributions, etc.) before approaching others? What can women contribute and what can men contribute?
2. What obstacles, if any, will they have to overcome? How will they overcome them?
3. What obstacle, if any, would they have to overcome by involving both men and women in addressing the community problem?
4. Who (persons, institutions, organizations) will they approach first, second, third, fourth and so on ? Why?
5. What are other resources in the community that they have used in similar situations?
6. How will they organize themselves in order to accomplish their goals? What will women do? What will men do?

Step 2:

Group presentations

When the groups have finished the exercise let them present their maps. Each group should have around 5 minutes to present.

Once they are done, lead the plenary in discussing some of the key issues that emerged from the presentations and from their experiences working in groups. The questions should focus on how informed networks, such as the ones the groups formed to solve the problems they presented, can bring about change. The plenary discussions should include some of the following questions:

- What kind of help, if any, did you get from: (a) the community-based organizations? (b) local leaders? (c) institutions? (d) from outside your community?
- How did men and women work together to achieve a goal for the community?
- Did women participate to the same extent as men? Why? What kind of things did men do? What kind of things did women do?
- Do you think that it is important that both men and women participate? Why?
- What can we do to ensure equal participation of men and women in collective activities and decisions that affect the community?

Step 3:

Concluding the exercise

Close the activity by highlighting the resources mentioned by the groups and how men and women worked together. Congratulate the group on their good work. Ask them how they feel about their accomplishments. Do they see other ways to continue to work together?

5. Working together in organized groups

Time: 45 minutes

What do we want to achieve?

In this activity, we want participants to reflect on the importance of working together in organized groups to improve their lives and the community. The video should help them think about and discuss their own experience of working together as a group in order to reach a goal. A key issue to address is the different ways men and women contribute to and participate in their experiences.

Step 1: Video viewing and discussion

Show the video of Anne Katongo. Explain that the video is about a woman who formed a community group as a way of making many important improvements in the living conditions of her community. Also, tell them about how she began to work as way of developing a sense of responsibility and self esteem. Draw the attention of participants to some of the video discussion questions reflected below so that they follow the video very keenly. You should always stress that the people in the video are real people and not actors.

Discussion questions for analyzing the video are:

- What was Anne's situation and her community's before Atusole Women's Club was formed? Why did she set up this community group?
- What obstacles did the group face?
- How did she overcome these obstacles? Who gave her support? How? Why?
- How was the group able to get the support of the men in the community?
- What did the community gain from this experience?
- What did Anne gain from this experience?

Step 3: Own experiences working with formal networks

Now, ask participants to think about their own experiences working with formal networks, or organizations like the ones described in the video. Ask participants to think about the formal social networks or organizations they belong to. Ask a few participants to share their experiences with the wider group, focusing on:

- The benefits of joining each association, centre or social institution
- How joining the group influenced their lives and personalities (some examples may include that joining the association or club or committee gave them a sense of self esteem and belonging to a society. It can also promote education and self confidence).
- Ask them to discuss together the role that they see networks - formal and informal - play in helping individuals and society.

If the following ideas are not mentioned regarding the role that networks play, suggest to the group and discuss:

- Sharing ideas and promoting awareness
- Allowing members to analyze situations, to have a clearer vision, and to develop a work plan
- Training individuals to participate equally and take up special tasks;
- Gaining the support of others
- Financial benefit of pooling resources
- Helping members overcome obstacles
- Gaining consensus for future goals; discussing issues which are of interest to the community and finding ways of dealing with them

End the discussion by highlighting some key important aspects of networking:

- There are different approaches to networking (for example informal and formal-- networks that last a long time, or are only together temporarily) but that there are key things they have in common:
  - Working together to overcome some issues or obstacles
  - Increasing community responsibility and pride
  - Gaining information
  - Gaining support from others
  - Helping others
- Men and women can contribute equally
- Emphasize that groups that are for women only and for men only are still important but often the goals of such groups can be enhanced through the support of the opposite sex as was the case with Atusole.

Step 4:

Solving potential problems

Remind participants that even with the best intentions, problems might arise. It is better to identify potential problems in advance, and be prepared to deal with them if they surface. Ask them to give some of the problems that they are likely to face as they work with other people/organizations/institution. These will include:

- Exploitation or taking advantage of the partner
- "Laissez faire" or "don't care" attitudes by some partners
- Competition or trying to outdo one another
- False information
- Lack of commitment
- Mistrust, etc.

Discuss with participants how the negatives can be changed into positives.

Alternative exercise (role play: stop-start drama)

Instructions

1. Ask participants to follow the role play very carefully.
2. Once the problem in the play has been shown, shout STOP! And ask the other participants "what is happening?" Ask the characters "How are you feeling?"
3. Ask the participants "What will help solve the problem?" Invite contributions form the rest of participants about how to resolve the problem.

4. If someone has a suggestion, invite them to take over the role, and to try it out.
5. Move to a new scene and try out the suggested changes.
6. Stop again and ask "Is this working?" If the response is "No", ask another volunteer to come up, join the "cast" and try out his/her solution.
7. Continue as necessary

Note: Before doing this activity, you have to ask a group of participants to prepare a role play showing a problem that arises when people are working together towards a goal, and how the problem was solved. Explain the scenario carefully and ask them to agree on what role they are going to play. The play should not last more than five minutes.

6: Making decisions

What do we want to achieve?

In this activity, we are going to discuss the different kinds of decisions that face individuals, couples, and families and the roles men and women play in making those decisions. We shall discuss the power that women and men have in different areas of decision-making and how this affects the quality of their lives.

Ask participants to identify different areas of decision-making at the household level. Encourage them to include areas that they have covered up to this point during the workshop. Write these on flip chart paper or blackboard. Ask them to choose or prioritize five areas for discussion. Examples might include "work" or "money".

Draw, in advance, a 'making decisions' chart. Mark out the grid on the ground, blackboard or flip chart paper and use drawings, items or words to show a man and woman down the left-hand side and the five areas of decision-making across the top. For example:

	Farming	Money	Family planning	Sex	Land
Woman					
Man					

Give each participant ten pebbles or beans. Explain that these are their 'votes'.

Ask the participants to put their 'votes' in the boxes on the chart to show where women or men have less or more power in making decisions. For example, if they think that men have more power in decision-making about money, they should put several of their 'votes' in that box.

Discuss what the 'making decisions' chart shows. For example:

- Who has more power in the different areas of 'decision-making'? Why?
- Overall, who has a greater rolein making decisions: women or men? Why?
- In terms of HIV and AIDS, which decision is most important for men and women to share?
- How do current beliefs about the roles of women and men affect their roles in decision-making? Is there any change from older generations? Why?
- How does the power to make decisions or lack of it affect the quality of life for men and women?
- What needs to change for women and men to share more decision-making?

To conclude this session, ask participants to share experiences about men and women who were negatively affected because they did not have the power to make decisions on issues that affected them. End by asking them to share the benefits of sharing decision-making more equitably between men and women.

7. Summary

Time: 10 minutes

Step 1:

Review the main points

- Working together is very important for men and women to achieve goals that they might be unable to achieve by themselves.
- Through coordinated efforts with other persons we know and institutions/organizations, we can make better use of resources available in the community and generate new ones.
- A community network has benefits for the individual and community as a whole.
- Men and women may contribute differently, but both have an important role to play in networks.
- More sharing in making decisions improves the quality of life at individual, family and community level.

Step 2:

Change chart

- Did I learn new information about networking? What was it?
- What skills were mentioned today that I can use in my own life?

8. Closure of Activity

Time: 30 minutes

What do we want to achieve?

This last activity is intended to encourage the group to think together about the issues learned during the workshop and how they will be put into practice. Additionally, the participants will be asked to evaluate the performance of the facilitators and the activities in the workshop itself.

Step 1:

Role play

Ask participants to divide into mixed sex groups and to prepare a role play. Explain to them that in this role play they should present a situation in their lives in which they used some skill or piece of information that they learnt during the workshop and find particularly relevant. Each group should have 5 to 10 minutes to present their role play.

After the role plays have been presented, summarize the main issues raised in each of them and congratulate the participants for all the things they have learned.

Step 2:

Chairs game

This game will allow participants to respond to the evaluation questions. Place the same number of chairs as the participants (minus one) in the middle of the room. Participants should form a circle around the chairs and dance around them as they listen to music. At some time, without announcing it, turn off the music, and tell the participants to sit on one of the chairs. The participant who does not manage to get a chair will have to answer one of the evaluation questions listed below. Once the person has responded, he or she should leave the game, taking one chair with her/him out of the central part of the room. Then turn on the music and ask the remaining participants to repeat the same procedure as many times as it is necessary to have all the questions answered.

Evaluation questions:

- What did you like most about the sessions? Why?
- What did you like least about the sessions? Why?
- What session did you like the most? Why?

- What session did you like the least? Why?
- What would you suggest to improve the sessions?
- What would you recommend to the facilitators to improve the work?
- What did you like about the way the facilitators guided the sessions?

After all the questions have been answered, invite participants to share any additional comments.

Step 3: Final remarks

Close the workshop by thanking the participants for their participation and highlighting the importance of the learning all have gone through.

Case study

Kutemba married when she was seventeen years old. Her husband Chinyama works as an administrative support staff of a non-governmental organization. The couple lives in the provincial capital, Solwezi. Ten months after their wedding Kutemba became pregnant. She had a very difficult pregnancy as she was constantly ill. Despite this Kutemba never attended the antenatal clinic. She preferred to be treated with herbs.

> ***I never wanted to go the hospital because I only wanted to rest at home and not to bother myself going up and down. I preferred herbs because some women where I grew up used herbs and never went to the hospital while others did. I never thought the baby's health was threatened, I only thought of staying at home and praying for a safe delivery.***

Some of the women who did not go to the hospital had safe deliveries while others had complications.

Kutemba almost died when it was time was to have the baby. The labour lasted two days and she bled continuously. She had gone home to her parents according to tradition to have the baby. Her parents could not take her to the hospital without her husband's consent. By the time Kutemba got to the hospital, the baby had been dead in the womb for three days.

> ***"I stayed at home for nine months, when my baby was due for delivery, I had some complications. I bled heavily and the baby in my stomach was dead for three days. On getting to the hospital the Doctor said I will be operated on."***
>
> ***(Kutemba)***

> ***"Whenever I give her money to go to the antenatal clinic for a check up, she will say that she is afraid to go to the hospital. Whenever she complains of body aches or headaches, I always refer her to the hospital but she never went. I will give her the money for hospital and when I return she will tell me she never went. She would be ill but never go to the hospital and always took local herbs.***
>
> ***At the hospital I asked the doctor what could be done and he said she had to be operated. I gave consent and the dead baby was removed."***
>
> ***(Chinyama).***

Kutemba went back to her parents home to the traditional hot baths, denial of certain foods and confinement to hot stuffy rooms. She got infected and developed a fever. During her second pregnancy Kutemba still did not attend the antenatal clinic. She also lost the second pregnancy. With the third and fourth pregnancies, the family attended the antenatal clinic.

> ***"I always drive her to the hospital and leave her there. When the doctor prescribes drugs for her, I make sure I buy them. That has been the support I gave her. Whenever I am at home with her, I make sure she takes her drugs at the right time."***
>
> ***(Kutemba's husband)***
>
> ***"Kutemba never attended the antenatal clinic for her first two pregnancies and as such she lost two of her babies. When she started going for antenatal care she had it easy. The result of her third pregnancy was that she had a safe delivery due to the fact that she always attended the antenatal clinic. When women attend the clinic, we check their blood pressure, do urine and blood tests and check their general health status.***

My advice to men and in-laws is to let their wives attend antenatal clinics. This helps to prevent hypertension, VVF and other complications a woman might encounter before and during child birth. That is the importance of attending antenatal clinics."

(Matron, Solwezi General Hospital).

Today Kutemba and Chinyama have two healthy daughters after eight years of marriage.

"I am always happy when I look at my daughters. Women should always attend antenatal clinics when they are pregnant to ensure that they are healthy. They should not wait till they get ill before going to the hospital. Antenatal clinics are very important. What I went through is a clear testimony to this."

Questions from the story

1. Why did Kutemba have difficulties during her first two pregnancies?
2. What complications or problems did Kutemba suffer during her first two pregnancies?
3. Who could have assisted Kutemba to avoid these complications during the two pregnancies?
4. What could they have done?
5. What contributed to Kutemba's delivery of two healthy babies?
6. What traditional customs and practices are common in your community during pregnancy, soon after delivery (or miscarriage) for the mother and newborn?
7. What are the advantages and dangers of these practices and customs?
8. What should be the role of men before and during pregnancy, and after the birth of the baby?
9. What reproductive health facilities are available in your community? Are they adequate?
10. What are the commonest problems that women face in your community during pregnancy, delivery and after delivery?
11. How can your community work together to prevent complications during pregnancy, delivery and post delivery?

Glossary of Terms

Equitable decision-making

Refers to a way of making decisions in which men and women participate - both discuss their ideas about and interests in the topic being discussed, and both negotiate as equal partners and are able to agree on a decision that will be fair for both.

Sex

This is a term used to identify biological differences between female and male bodies, linked to their different roles in reproduction. The most obvious: women have vaginas; men have penises. A person's sex is determined at birth. The term is universal and they cannot be changed. One's sex can easily be identified by looking at parts of a body. One is born boy or girl.

Sex roles

These are functions that men and women perform for which the necessary qualification is the sex of the individual. Sex roles are universal, fixed and do not change over time and are not interchangeable between men and women. They are not affected by environmental factors such as policy, laws, economic condition, etc.

Sexuality

Sexuality refers to all aspects of people's sexual lives: their sexual desires, their sexual behaviour and sexual identities.

Gender

This word refers to the characteristics that differentiate men and women which have which have nothing to do with biology but are taught by society. Many societies define different roles, rights, psychological characteristics, behaviour and responsibilities for women and men. "Gender" is the term used to refer to these socially defined differences between men and women. They are based on widely shared beliefs and norms within society and culture about male and social characteristics and capacities. For example: the fact that in most societies women are in charge of cooking and taking care of children and men are usually in control of the household money.

Gender roles

These are socially constructed roles, tasks and responsibilities assigned to men and women in a given culture. The roles arise from sexual differences of men and women. They constitute activities roles, tasks, responsibilities and behaviour that society considers feminine or masculine. Gender roles are learned, vary from family and society to another and change over time, and unlike sex roles, they are influenced by many factors.

Gender-based violence

Gender-based violence is violence involving men and women, in which the female is usually the victim, and which results from unequal power relationships between men and women (the dominant male patriarchy). It includes but is not limited to sexual, physical and psychological harm. This includes intimidation, suffering, coercion, and/or deprivation of liberty within the family or general community. It includes that violence condoned by the state (UNFPA Gender Theme Group 1998). These acts may happen in private or public.

Socialization

This may be described as behaviour that is taught and learned by society. It is also called gender relations. It is a process of learning what to do or say, how to behave as a male or female in a society. This code of conduct is unwritten but it is widely known. It involves expectations about the roles of males and females in a society. It includes all activities and forms of behaviour considered appropriate for the two sexes. The process begins from birth - babies are not born knowing who they are expected to be in society; rather they learn to be boys or girls by seeing, hearing and observing as they grow.

Health

The physical, mental and emotional well-being of people.

Productive work

Production of goods and services for consumption or for the market e.g. employment, fishing, hunting and farming. Women's contribution is less visible than men's.

Reproductive work

Production of goods and services directed at the care and maintenance of the household and its members. This includes services such as child care, taking care of the sick, food preparation, water and firewood collection, housekeeping and family health care.

Community work

Community work involves collective organization of community events and services such as funerals, traditional ceremonies, celebrations and development activities. Gender division of labour is applied even during community activities.

Triple role of women

Productive, reproductive and community work.

Gender equality

The enjoyment by men and women of the same opportunities, rights and obligations in all spheres of life. An equal sharing in the distribution of power, resources and opportunities.

Gender equity

The quality of being fair and right. A stage in the process of achieving gender equality. Fairness in the distribution between men and women of benefits and responsibilities, access to resources and the opportunities to exercise control of resources.

Gender awareness

The ability to identify problems arising from gender inequality and discrimination, even if they are not very obvious.

Gender bias

Tendency to make decisions or take action based on gender.

Gender stereotype

Beliefs that men and women, by virtue of their sex, possess certain psychological traits and characteristics. Gender stereotyping arises when gender roles are considered to be based on biological differences, (thereby characterizing them to be 'natural' and normal), rather than upon constructed expectations.

Gender awareness

The systematic effort to promote awareness of gender differences, and the implication that these have on the development of men and women.

Violence against women

Any action directed at a woman or girl child because of her sex that results or is likely to result in physical or psychological harm or suffering to her, such an action which causes suffering, pain or discomfort to her body, mind and social being, or which reduces her ability to make choices about her life.

Domestic violence (violence between partners)

Domestic violence is the physical, verbal, emotional, psychological, sexual and/or battering of a wife, husband or partner. This type of violence can involve the use of threatening or intimidating words and acts. It also involves cruelty towards him or her and other people he or she cares about.

Resources

Anything needed to develop or successfully complete an activity e.g., time, people, money, education, land, equipment, conducive environment, etc.

Access

The ability to use a resource or take advantage of an opportunity.

Control

The ability to make decisions about and receive benefits from resources and opportunities.

Empowerment

The process by which individuals, groups and communities organize themselves to influence change on the basis of their access to knowledge, to political processes, and to financial, social and natural resources. For women, empowerment is a process by which unequal power relations are transformed and women gain greater equality with

men. This includes 1) at the government level the extension of all social, economic and political rights of women; and 2) at the individual level, processes by which women gain inner power to express and defend their rights and gain greater self-esteem and control over their own lives and personal and social relationships.

Position

Refers to people's social and economic standing in comparison with others in their communities. It involves power, status and control over resources and decisions.

Condition

Refers to the immediate needs -living situation of an individual — do they have a means of livelihood such as food, clothing, housing etc.?

Strategic gender needs

These are needs connected to a person's position or situation. It involves long-term measures for improving social standing such as provision of education, resources, and opportunities i.e., general empowerment.

Practical gender needs

These are connected to one's condition i.e., immediate needs. They are practical in nature and often concerned with inadequacies in basic needs to improve living conditions such as food, water, health and other provisions.

Power over

Involves two people or groups in which one individual or group gets more (dominant). And the other less, based on an assumption power is a limited quantity. It is a relationship of domination/subordination generally defined by the level of seniority. Examples where one has assumed power over the other include sex, age, professional authority, control over money and other resources.

Power to

Individual aspects of empowerment characterized by the individual's ability or capacity to do something e.g. achieve her/his goals.

Power with

Collective or shared power of people united by a common purpose or understanding.

Power within

Internal power based on self-acceptance and self-respect, which contributes to acceptance and respect for others as equals.

Networks

A group of individuals or organizations working together with a common goal.

Rights

Entitlements that human beings have regardless of sex, tribe, race or income.

Skill

A skill is a way of doing things that a person can learn and get better at by practicing.

HIV

Human immunodeficiency virus that attacks the body's immune system.

Sexually transmitted infections (STIs)

A group of infections that are passed on from one person to another through sexual contact. Examples include HIV, syphilis, gonorrhea and chlamydia.

24-hour Division of Labour Chart

Time (Hours)	A Typical Woman's Activities	Brings money to the home	A Typical Man's Activities	Brings money to the home
04:00				
05:00				
06:00				
07:00				
08:00				
09:00				
10:00				
11:00				
12:00				
13:00				
14:00				
15:00				
16:00				
17:00				
18:00				
19:00				
20:00				
21:00				
22:00				
23:00				
24:00				
01:00				
02:00				
03:00				

Annex: Charts to Copy

Category	Have you learned any new information	Have you changed any of your attitudes? How?	Have you learned any skills?	Do you intend to take any action based on what you have learned?	Did you take any action?
Ideas from Session 1 Topic:					
Ideas from Session 2 Topic:					
Ideas from Session 3 Topic:					
Ideas from Session 4 Topic:					
Ideas from Session 5 Topic:					
Ideas from Session 6 Topic:					

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