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Introduction to African Transformation: The Way Forward

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

The Vision for African Transformation is a tolerant society in which men and women mutually 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 exposed to the activities in the toolkit will:

- Agree that it is important to critically examine social norms that govern men’s & 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, familial, and/or community changes.
- Take action to eliminate harmful social norms and/or to support positive social norms.

The toolkit has two main components to reach this vision. One is a series of real personal stories of men, women and couples who have overcome gender barriers to reach their goals and better their lives. These personal stories are available on video and audio cassette and are also written up as case studies. The personal stories are to be used with the second component, this Guide, which leads women and men through a series of exercises and questions to talk about social roles and gender. The personal stories form the centrepiece of each session in the Guide and serve to ground the discussion in the reality of people’s lives.

The activities within the toolkit are 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 modelled in others. Using the personal stories together with the Guide will enable participants to both draw upon their own experiences and resources while learning from the stories of achievements from others.

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

**Project Components:**

The African Transformation Toolkit includes:
- The Facilitator’s Workshop Guide
- Video and Audio Personal Stories
- Written Personal Stories

The Facilitator’s Workshop Guide has four main sections:

1. Introduction
2. Using the Toolkit in Communities
3. Tools for Strengthening Facilitation Skills
4. Facilitator’s Guide for Leading Community-based Workshops
INTRODUCTION

Who the Toolkit is for:
The intended beneficiaries of the intervention are rural and urban men and women 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.

Achieving the vision through “Participatory Learning:”
The Facilitator’s Workshop 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 program and to enabling participants to use their own experiences and knowledge as a 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 the community intervention and the central role they themselves play in its implementation.

The African Transformation Facilitator’s Workshop Guide should be used along with the video, audio and written personal stories. The personal stories, as well as the discussions, role plays, small and large group discussions in the individual sessions, 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 Facilitator’s Workshop Guide:
The ideal way to use the African Transformation package of materials is to go through sessions 1-8 in order because each session builds on the next. However, since
this is not always possible, each of the sessions is designed so it can “stand alone,” or be used with other selected modules.

Each session is designed to be between two and two and half hours long. *Going through all of the sessions can be done in a variety of ways, depending on the needs and availability of the communities where you are working.* For example, the sessions can take place every day for 8 days in a row; they can be implemented over a two-week period or spread out over an entire month or more.

While the Facilitator’s Workshop Guide describes 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 better meet the needs of the groups you are working with. *It is also not necessary to ask every single question that is listed in the discussion section for each module, but rather to ask the key questions that will enable 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 community 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 those problems, and (3) discuss their roles in society and how those roles could change to improve the health of their communities.

To help create this atmosphere, *it is important to have an even number of male and female participants* and to make sure that both men and women express their opinions, are listened to and equally 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 women and men to discuss issues separately before talking about them with the entire group.

Including both men and women in a community workshop 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 experience for both women and men. 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 III offers some exercises to help facilitators prepare for
using the Facilitator's Workshop Guide and think through some of these issues
before leading the sessions.
2 GENERAL DIRECTIONS

A. How do I use this Guide?
The sessions in this Guide can be used as:
- A complete workshop
- Independent activities during any training process
- Part of regular community capacity-building exercises
- A resource for individuals and community-based organizations

B. What resources are required?
The resources required for conducting the sessions in the community are:
- A safe and quiet space where participants can work together without being disturbed;
- Flip chart, chalk board or paper;
- Supplies for participants to record their own ideas (pens/pencils, paper, etc.).
  If the participants do not have a high level of literacy, you may want to think of other ways that they can record their ideas (i.e. symbols or drawings); and
- Some means of showing the video or playing the audio recordings (source of electricity, television and video player, screen and video player, audio recorder, etc.). Note: if you do not have access to a video or audio player, the Guide can still be used by reading the personal stories to the participants.

C. How do I get started?
- 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 if you are not able to implement them all.

- Before you begin a session, read through it and plan how you will facilitate the session. Pay special attention to the introductory page of each session so you will be sure to have all of the necessary materials. Read all of 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 personal story and write down all the significant points to make sure they are discussed later.

D. What kinds of activities are included?
Types of Activities:

**Video viewing and discussion:** This is the central activity in most of the sessions of this Guide. The videos show real personal stories of people who are dealing, in a successful way, with different issues discussed in each session. The video is intended to prompt discussion and challenge the ideas of the participants. If you do not have access to video equipment, you can use the audio version of the personal stories or written personal stories 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 from the group that they have.

**Participatory games:** This includes ranking of statements to show agreement and disagreement, using pictures, guided imagery and problem-solving activities where everyone is standing up and actively engaged in an exercise. After each activity, the group analyzes what they experienced and how it relates to their daily life.

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

**Large group discussion:** Most of the time this kind of activity follows small group discussion or presentation. The objective is to let all of the participants discuss together the different points of view expressed by the smaller groups.
Instructions for the Facilitator:
“What do we want to achieve?” This presents the activity's objective at the beginning of each activity.

“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.

“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.

E. Who should facilitate?
- The sessions should be facilitated ideally by a two-person team that includes a woman and a man.

- During the large group sessions (for example, brainstorm or large group 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 that session. This observer is responsible for understanding and keeping track of the group’s overall dynamic, such as: Are the women participating as often as the men? Is anyone talking so much that others do not feel comfortable participating? How does the arrangement of the group and the room affect participation? Is anything distracting participants outside the discussion room? Is there anything the main facilitator needs to change to help improve the flow of the discussion? This will allow the team to make small changes as needed throughout the sessions and will be useful later on in the evaluation.

F. How do I work with groups?
- 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 women and men 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 discussion because this can make it hard for everyone to participate. In order to have the best participation, the maximum number of people recommended for a group 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 the one hand it will help to bring out any differences in perspective 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 an 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 just one or two questions is enough to get the group talking about important issues. Other times, you may want to go through most of the questions if there is enough time.

- Do not feel you are solely responsible for keeping the participants on schedule. When there are small group discussions, ask a participant from each group to be the time keeper.

**Working with illiterate participants:**

- Whenever needed, use drawings and symbols to improve the understanding and participation of less literate and illiterate participants. In general, it is better to let the group suggest and agree what symbols to use. If they do not come up with ideas, 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.

- 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.
FACILITATOR 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 workshop sessions.

A. Working with participants:
   - Encourage participation by everyone.
   - Be sensitive to the differences among the participants (gender, age, literacy level 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 discussion and that the 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 exposure to African Transformation. This helps participants open up and talk about their own lives.
   - Have an open attitude towards the participants’ opinions, practices and beliefs even if they are not considered “right” or you don’t agree with them.
   - Express an interest in the participants’ points of view and listen thoughtfully to their responses and ideas.
   - Allow the 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. Let it continue until its natural conclusion. If you feel an activity is not working, then move on to the next one. The most important aspect of the sessions 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 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 typically considered "women's issues" (e.g. reproductive health, taking care of children).
- Respect the participants and set a tone of balance between the facilitators and participants.
- Observe the dynamics among the participants and between participants and the facilitator(s), and shift things rapidly if something is not working well.
- Manage discussions, 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 all participants' contributions.
- Guide the exercises, clarify objectives and explain concepts.
- Clarify points of confusion.
- Summarize the learning experience.
- 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 as 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 domestic violence, HIV testing, family planning, etc.
Part III
Tools for Strengthening Facilitation Skills

The Facilitation Team will certainly have valuable skills from their previous work 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 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 the sessions. It is strongly recommended that Facilitation Teams go through the exercises before holding workshops in the community.

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

A: Facilitating Discussions
   • Activity 1: Managing discussion questions
   • Activity 2: Challenging participants’ viewpoints

B: Reflecting on Our Own Gender Values
   • Activity 1: Gender roles
   • Activity 2: Gender and sexuality
   • Activity 3: Gender and violence

Facilitating Discussions

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

Note: 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 hr 20 min

Step 1: Introduce the activity. Explain the following to the facilitators:

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 the discussion, do not move on to the next topic just because a few people have answered it. Encourage all participants to express their opinions about what has been discussed.

Step 2: Practice group work. In order to practice the issues explained above, form two same-sex groups of 5–6 volunteers. Ask each group to identify one person who will serve as 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 discussion question from the list below.
Topic: Women and men listening to each other or have separate groups of men and women (from the Tradition and Cultural Norms Session)

Questions to ask women:
- What makes you happy to be a woman?
- What do you think is the most difficult thing about being a woman in your community?
- 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 women?
- What is something that you never want to hear again about women?

Questions to ask men:
- What makes you happy to be a man?
- What do you think is the most difficult thing about being a man in your community?
- 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?
- What is something you never want to hear again about men?

Step 3: Observe and discuss feedback. The first facilitator should guide his/her small group in a discussion using the questions provided for up to 10 or 15 minutes, while the other participants observe. Once the group has finished, invite the participants who were observing the exercise to come up with comments about what they found positive and what could be improved in the facilitator’s performance. For separate groups of men and women, make sure you hold a plenary session whereby each group should present what they discussed.

Step 4: Repeat this exercise with the second group.

Step 5: Summarize. 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.

Step 6: Close the activity by highlighting these key take home ideas.
Key take home ideas:
- Questions should encourage reflection and exchange of different points of view.
- There are no right answers to the questions.
- Encourage everyone to express their opinions.

Activity 2: Challenging participants' viewpoints
😊 Time: 1 hr 20 min

Step 1: Introduce activity. Explain to the facilitators that:
As facilitators, you 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 and other participants should not be judgmental about others' points of view and beliefs. For instance, they should never say something like: "What you said is wrong," or "That does not make any sense." The role of the facilitator is to ask challenging questions that allow the participants to further think through the issues being discussed.

Step 2: Practice group work. In order to practice the issues explained above, form 2 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 the members of the group will 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 wood, fetch water, and cook because the woman's place is in the home."

Step 3: Role play the group discussion in the large group. Invite one of the groups to the center 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.
Step 4: Discuss feedback. After 10 to 15 minutes of discussion, invite the participants who observed the exercise to comment on the selected facilitator's performance, both on what was successful and what could be improved.

Step 5: Repeat the exercise with the second group.

Step 6: Summarize. 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. In the box below, there is an example you can use for clarification.

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

Step 1: Ask why s/he 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 can work on the land? Do you know of women who farm? Do you think it is fair to keep land from those who labor on it? Have you ever heard of situations where women did inherit the land? If so, what happened?

Step 3: Ask for other participants' opinions on this central argument.
What do the other participants think about this?

Step 4: Offer an alternative point of view by building on what the 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.
Step 7: Close the activity by highlighting these key take home ideas.

- **Key take home ideas:**
  - Never tell the participants that they are wrong.
  - Ask challenging questions that allow the participants to further think through the issues being discussed.
Reflecting on our own gender values

Step 1: Introduce this session. Explain to the facilitators that:
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 us, as facilitators, to be clear about our own gender values so that we will be able to help future workshop participants understand their own and be willing to challenge them.

Note: 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.

In this session, we will do a series of activities that offer facilitators an opportunity to reflect on four key gender-related issues that are central to implementing the community-based workshops. They include:

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

Activity 1: Gender roles

Time: 40 min

Note: The idea that men and women 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.

Step 1: Discuss in big group.

1. First, 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 perform most tasks and responsibilities if they are taught to.”
2. 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?

Step 2: Write on a large piece of paper all the responses. Divide the paper into two columns and write the things said about women’s roles in one and the things said about men’s roles in the other.

Step 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.

Step 4: Summarize. Close the activity by reminding facilitators of these key take home ideas.

Key take home ideas:
   - As facilitators, we need to think about gender issues and be careful not to reinforce stereotypes or harmful gender norms during the workshop.
   - Remember that gender equity at every level is a main principle in which this intervention is framed.
Activity 2: Gender and Sexuality

Time: 40 min

Step 1: Introduce the activity. Explain to the facilitators that:

- The gender norms guiding men’s and women’s behavior 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 labelled “unfaithful” or being subjected to violence, and the risks men may take because they feel they need to have many partners to prove their sexual potency.
- These gender norms make it hard for men and women to protect themselves from STIs and HIV/AIDS.
- 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 the community better understand this, as facilitators, we should take time to explore our own ideas on the topic.

Step 2: Discuss in small same-sex groups. 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 partner to agree to have sex when they want to? What is this expectation based on?
- How would most men respond if their wife/partner/lover was reluctant to have sex?
- Do most men feel it is always up to them to initiate sexual encounters? Why?
- 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 discussion 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 being equally able to decide what to do or not do sexually?

**Step 3: Present group work.** Invite the groups to present the main ideas from their discussions with everyone.

**Step 4: Discuss feedback.** After the groups' 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.

**Step 5: Summarize.** Close the activity by reminding the facilitators of these key take home ideas.

**Key take home ideas:**
- It is important that we 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.
- As facilitators, we need to be careful not to reinforce negative stereotypes about men’s and women’s roles during the workshop.
- Gender equity at every level, including sexuality, is a main principle in which this intervention is framed.
Activity 3: Gender and violence

Time: 40 min

Step 1: Introduce this activity. Explain to the facilitators that:

- Violence between spouses, mainly men against women, happens in many communities and unfortunately is sometimes socially 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 that 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).
- As facilitators, we should be very careful when dealing with this issue, but at the same time, we should be willing and able to challenge the idea that it is never acceptable.

Step 2: Work in small same-sex groups. Separate facilitators into same sex groups of 3-6 and ask them to think about the following question:

- Do you consider violence between spouses necessary to some extent in some situations?
  - If yes, describe the kind of situation and explain.
  - If no, ask them to think of a typical situation when violence is justified by most men and women in their community and describe it.

Step 3: Present group work. Invite the groups to present their cases. They may present these cases as a role play if they prefer.

Step 4: Summarize the main causes of violence presented as a group. 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.

Step 5: Work in small same-sex groups again. 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.
Step 6: Present group work. Ask them to present these new ideas and scenarios; they may want to present them as a role play.

After the presentations, 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?”

Step 7: Summarize exercise. Close this exercise by reminding the participants of the following key take home ideas.

Key take home ideas:
- 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 min

Step 1: Introduce activity. Explain to facilitators that:

- Creating awareness of the need for men and women to equitably share decision-making is one of this intervention's most important goals.
- At many different levels, from issues that concern mainly couples (such as reproductive health, family planning and resource management in the household) to issues that concern the community as a whole (such as networking and participation in 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.

Step 2: Work in small mixed-sex groups. 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
- Resource management in the household

For each topic they should think about:

- Who has a major say about this? 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 to make it more equitable? What are you doing?

Step 3: Present group work. Invite the groups to present to everyone the main ideas they discussed.

Step 4: Summarize the main ideas of the groups.
Step 5: Discuss questions in large group. After summarizing the smaller groups’ presentations, 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?

Step 6: Summarize. Close the activity by highlighting this key take home idea.

- **Key take home idea:**
  It is important that men and women share decision-making for the well-being of the family and for the development of the community.
Facilitator’s Guide for Leading Community-Based Workshops
Session 1

Introduction to Workshop

In this session, we will introduce each other, our expectations, the workshop goals, vision and key concepts. Participants will practice watching and discussing a video about gender roles through Ssalango Abubaker Kyendo’s story.

Ssalango is a man who chose to take care of his children alone after his wife died from AIDS complications.
Our Objectives:
This session will allow participants to:

- Get to know one another.
- Clarify their motivations for coming.
- Create an environment where everyone feels comfortable.
- Identify the goals of this workshop and define key concepts.
- Be introduced to social roles of men and women.
- Learn how to get the most out of the personal stories.

Time:

확적  About 2 hours and 30 minutes

Activities:

1. Getting to know each other
2. Expectations, clarifications and ground rules
3. Workshop overview and understanding key concepts
   - Defining gender: How are men and women supposed to behave?
   - Defining gender inequity: Cleaning up
   - Defining equitable decision-making: Who gets a say
   - Defining "critically examine": A case of labelling
4. Introduction to social roles: Ssalongo’s story
5. Reflecting on change throughout the workshop

Materials Needed:

- Ssalongo Abubaker Kyendo’s video story
- Flipchart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- TV set and VCR or audio cassette player
- Handouts - Change chart (if group is literate)

REMINDER
Always make sure that issues raised by participants that may reinforce certain negative beliefs, myths, rumors or stereotypes are discussed by the large group.
Getting to Know Each Other

© Time: 25 minutes

What do we want to achieve?

This activity will help people start talking to one another and get to know the other participants. It 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 first session in a warm, open and welcoming way, so that all the participants (women, men, 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/her name on it that can be worn on a visible part of his/her body. Alternatively, you could write the name of each participant on a paper tape and stick this to their shirt or dress for ease of identification.

Step 1: Introduce yourself as the facilitator. Tell them your name, age and marital status. Next, describe what you will do as a facilitator. You may say something like:

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

Step 2: Do the activity/icebreaker. Ask participants to find someone in the room who is not their spouse or close relative.
They should find out the person’s
• Name
• Age
• Marital status
• Where they live (Residence)
• Reasons for coming to the workshop

Allow a few minutes for the pairs to share this information with each other.

**Step 3: Introduce each other.** Have the pairs join the large group again. Go around the room, and ask each participant to introduce his or her partner.

**Step 4: Ask the following questions to the group.** Ask the participants,

• What are some of the things you have in common with each other? (residence, age, job, marital status, etc.)
• What are some of the differences that you have found?

**Step 5: Close the activity by summarizing the main ideas shared and highlighting this key take home idea.**

- **Key take home idea:**
  It is very important during the sessions to share and respect different points of view.

- **Note:** If you would like to start the workshop sessions with an exercise you are used to doing to make participants feel relaxed and comfortable, feel free to do so. It is important, however, that the principles of gender equity that are found throughout the Guide are not violated in any way in that exercise.
Expectations, Clarifications and Ground Rules

Time: 20 minutes

What do we want to achieve?

This activity will help participants to clarify their expectations of what they would like to achieve in the workshop and establish ground rules regarding group participation, respect and active listening.

Step 1: Clarify expectations. Explain to the participants that:

*It is very important that we are clear about what we will get from the workshop and what we should not expect so that in the end no one will feel frustrated or disappointed.*

Lead a discussion by asking: “Given what we will cover, what do you expect to learn?”

**Note:** As you discuss, make sure everyone knows what the workshop will not:
- Change laws
- Be a place for people to sell their goods
- Be a place for people to discuss political issues
- Give them goods

To make sure that participants understand the concept of “expectations,” you may want to first ask them about expectations they have of a common event – like a wedding. Answers may be “eat food, have a good time, see relatives” and so on. Once everyone is clear about what an expectation is, you can then move on to expectations of the workshop.

Step 2: Explain the importance of participation.
- Explain that it is very important that everyone is able to participate and share their ideas during the discussions.
- Ask them if they consider participation important and why.
- 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. Everything you say is important and everyone’s opinion has the same value._

**Step 3: Establish ground rules.**
- Ask participants to think of rules that the group should follow during the workshop.
- On a large piece of paper, write their ideas using words or symbols so that everyone can understand. Keep this list up during each session to remind participants of their rules.

**Make sure the rules include:**
- Listen when others are talking - everyone has a right to express his or her opinion.
- Try not to interrupt when others are speaking.
- Opinions will not be judged right or wrong - all opinions can be discussed.
- No one will share other participants’ personal information with anyone outside this group.
- If someone does not respect these rules, the facilitator will review the list of rules again with everyone.

**Step 4: Summarize the discussion and highlight these key take home ideas.**

**Key take home ideas:**
- Everyone needs to share their ideas and participate in the workshop activities for the workshop to be a success.
- The ground rules we established together will facilitate trust and respect for each other’s point of view, so that we can all benefit from each other’s experience.
Workshop Overview and Understanding Key Concepts

What do we want to achieve?

This activity will present the workshop objectives, and introduce and explore key terms and concepts underlying the workshop format and session activities in a participatory fashion.

Step 1: Explain workshop objectives and vision.

- Start the overview by describing the objectives of this workshop.
- Write the objectives on a large piece of paper before participants arrive to the workshop.
- Place the paper in a visible place and explain each of the following objectives to the participants:

**Workshop Objectives:**

- 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 better understand ways men and women interact and how this can affect their health and well-being.
- To develop more equitable decision-making skills.

- Explain that all these goals are based on the vision of African Transformation which is:

  "A tolerant society in which men and women mutually respect each other, critically examine and change gender-based inequities, and participate in equitable decision-making and resource allocation."

We will now explore what the key concepts in the vision mean through a series of exercises.
Activity 3.1: Defining Gender: How are men and women supposed to behave?

Step 1: Define “gender.” Ask the group to brainstorm on what they think of when they hear the word “gender.”
- How is it different from sex?
- Once the group has discussed this for a while, wrap up the discussion by giving them the working definition of “gender” that will be used throughout the workshop. Make sure that they understand the concept by asking them to provide examples of gender differences in their communities.

Definition of Gender: "Gender is the term used to refer to the socially defined differences between men and women. These differences are based on widely shared beliefs and norms within a society or culture about male and female characteristics and capacities. Gender differences will vary within and between societies and can change over time. The biological differences are what is referred to as "Sex", these fixed and do not change.

Step 2: Summarize. Say something like:

In the activities that we will do together, we will look at gender from different angles, and explore what might be beneficial to change in ourselves and in our communities.

☑ Note: Below are two definitions that can help the facilitator.

Definition of Sex:
- Sex is biological and genetic.
- It describes our physical bodies. We are female if we have a vagina and breasts; we are male if we have a penis and testicles.
- These biological differences are fixed and do not change.

Definition of Gender:
- “Gender” is the term used to refer to the socially defined differences between men and women.
- These differences are based on widely shared beliefs and norms within a society or culture about male and female characteristics and capacities.
- Gender differences will vary within and between societies and can change over time.
Activity 3.2: Defining Gender Inequity: Cleaning Up

☑️ Note: This short activity will help participants to understand what is meant by gender inequity (unequal access to opportunities) through participation in a game and discussion.

Materials needed: Requires flipchart paper or any local materials that can be found in a community setting (i.e. sticks, paper, large leaves - ideally, things that are visible, but can be broken into smaller pieces.).

Step 1: Divide the group into groups of 6-8. All teams must be the same size. If there are extra participants, ask the group to nominate referees beforehand. All participants should take off their shoes for this exercise.

Step 2: Give each team a number of sheets of flipchart paper. At least one group should have significantly more flipchart paper than the other 1-2.

Step 3: Mark a starting line at one end of the training room. Position a chair for each team at the other end of the training room.

Step 4: Now tell the teams that they will be involved in a race. They are to start at the starting line placing one sheet of flipchart paper on the floor and having one participant stand on it. The participant then places another sheet down in front of them and moves onto it. The second team member moves onto the first sheet and so on. It will soon become apparent to the participants that they have to share spaces on the sheet of paper.

Step 5: The first team to go around their chair and get back to the starting line will be declared the winner. If any of the team members walks on the floor and not on the paper, the team has to go back to the beginning and start again.

Step 6: Ask the group the following questions:
- What happened?
- How did you feel as the group that won?
- How did you feel as the group that had fewer resources to work with?
- How did you deal with having fewer resources?
- Does this happen in real life?
- How?

☑️ Note: Participants can solve this in a number of ways (by moving the back sheet of paper, by ripping the paper into strips, etc. - so it can also be used as an exercise on creative problem-solving).
Who does it affect?

Step 7: Define inequity for the group and summarize discussion. You could say something like:

*Often, in real life, individuals, groups or communities do not have the same access to opportunities, services, rights or resources as others because they are poor, have a different religion, ethnic background or because of gender.*

*In the activities that we will do together, we will look more closely at whether men’s and women’s access to opportunities, information, services, rights and resources are different or the same. Hopefully, like in the exercise you just did, we may find some creative solutions to dealing with limited access in general.*

**Note:** Below is a definition of inequity that can help the facilitator.

- "**Inequity**" refers to a situation where an individual, group or community does not have the same access to opportunities, services, rights or resources.
- One may be denied this same access because of many factors such as religion, ethnicity, education and gender.
- "**Gender inequity**" is when the access is denied because of gender. Equity refers to when the access to information, opportunities, services and so on is "fair."
- A gender-equitable approach considers the different needs, responsibilities and societal expectations of women and men in the allocation of resources.

**Activity 3.3: Defining Equitable Decision-Making: Who gets a say!**

**Note:** This short activity will explore participant’s understanding of equitable decision-making through a simulation by the facilitator excluding specific groups from a fair decision-making process, and a group brainstorm on qualities of fair decision-making.

**Step 1:** Announce that the group will now need to decide the timetable for the rest of the activities of the day. What time to break, etc. as a brainstorm session.

**Step 2:** Ask the following.
"What time do you think we should have a break?"
Step 3: Select a few people to hear from based on a specific color. For example, you could say:

Let us hear from those participants wearing orange first.

Get their responses, and write them down for everyone to see.

Step 4: Open up to ask those participants with another shared characteristic. For example, you could say:

Now let's hear from those people with some decoration in their hair.

Step 5: Conclude and say we now have a decision!

Step 6: Ask the following questions. Say to the group:

This is a perfect introduction to our next concept which is about decision-making. Let us now come to the definition of equitable decision-making.

Ask,
- Was that a fair way for us to make a group decision?
- Why not?
- How are decisions made in your family? In your community?

Step 7: Brainstorm as a group. What do you think are some qualities to good decision-making?

E.g. Everyone has a say;
    Different points of view are respected;
    Decisions are as fair as possible according to everyone.

Step 8: Summarize. In the activities we will do together, we will want to ensure that everyone has an opportunity to participate in decisions made by the group. We will also explore whether or not equitable decision-making between men and women occurs in real life.
Activity 3.4: Defining “Critically Examine”

Step 1: Ask the group to brainstorm on what comes to mind when they hear “critically examine.”

Step 2: Once the group has discussed this for a while, wrap up the discussion by giving them the working definition. Remind participants it will be a key tool that they will use throughout the workshop.

Step 3: With the key concepts clarified, summarize the vision statement in a different way. You could say something like:

So, to summarize, the main purpose of the workshop is to help ourselves and our communities develop in such a way that draws on the strengths of both men and women, and ensures that decision-making and resources are shared by all. We will do this by looking at how we function now in our lives as men and women and try to identify ways in which we and our communities can benefit by change.
Step 4: Explain that to reach these goals the following topics will be discussed within different sessions.

- Social roles
- Tradition and cultural norms
- Women's and men's reproductive health
- Sexually transmitted infections, HIV and AIDS
- Intergenerational relationships
- Violence between partners
- Benefits of networking

Tell them that

- Each of these topics will be thoroughly discussed in its own session.
- Each topic will include a real personal story on video or cassette tape of a person or people who changed their lives as it relates to a certain topic.

Step 7: Summarize the session by highlighting these key take home ideas.

- Key take home ideas:
  - Our main purpose in coming together is to help each other identify positive changes for ourselves and our communities by exploring issues affecting both men and women.
  - We will discuss a range of topics affecting men and women by participating in activities and reflecting on change by men and women shown in the video stories.
Introduction to Social Roles: Ssalongo’s Story

What do we want to achieve?

This activity will introduce participants to men’s and women’s roles within communities through film viewing and discussion of the personal story. The topic of roles will be discussed more thoroughly in session two.

Step 1: Explain the role of the personal stories. Explain to the participants that:

In every session you will watch a personal story on video (or listen to an audio version of the story, or hear the story read aloud). Each personal story shows how ordinary people have changed their lives in some way, in spite of the obstacles. They are REAL stories and not actors. Their stories 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 or practices,
- Sought support from their communities, friends or families
- Took care of their health, or
- Affected their community’s well-being

The video discussion will generally have two parts: (1) discussing the story itself and (2) analyzing how the story relates to the participants’ experiences or to what happens in their own communities.

Remember: This kind of exercise will be central in the sessions to come so the more you can focus on the story and the more you comment on it, the richer the discussion and the lessons from it will be.

Step 2: Show the video of Mr. Ssalongo Abubaker Kyendo and discuss the questions provided in a big group.

When the video is over, help them start discussing it. As noted before, the discussion should include two parts: the analysis of the personal story itself and then an analysis on how it relates to what happens in their communities.
Discussion questions about Ssalongo’s story:

- What did you think of Ssalongo's story?
- Were you surprised by anything in this video? What?
- What do you think Ssalongo would want other men and women to understand from his experience?

Step 3: Now move the discussion to what happens in the community. Ask
- Do you know someone like Mr. Ssalongo in your community?
- If yes, what do you think about him?
- What are the advantages of his kind of behavior? What are the disadvantages?

Step 4: Ask the participants to reflect on possible community action. Ask,
- How can men support each other to do things differently in your community? How can women support men?
- How will others benefit if they do?

Step 5: Summarize the main points raised from the discussion and remind the participants of these key take home ideas.

Key take home ideas:
- Both men and women can be responsible for running the home and can work together for the benefit of their family.
- Communities should support both men and women to realize their skills and potential.
Reflecting on Change throughout the Workshop

What do we want to achieve?

This activity will introduce participants to the “Change Chart” as a way to reflect on personal changes throughout the workshop.

Step 1: Explain to the participants that:

Because we are working to make our own changes as they 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 most useful to us. The Change Chart will also help participants explore possible actions to take based on what they have learned during the session.

- For those who can write, the change chart is provided in the back. Distribute copies of the Change Chart (Annex: Things to Copy) and explain that participants can write their ideas about new information, skills or attitudes that they have learned. Show them how they can fill it in for each module that they participate in. Give examples of new information, attitudes and skills that they may learn. Give them some ideas about how these things can lead to action. Show them where to write it.

- Many community members may not be able to write within a chart, so you can alternatively, ask the questions from the chart and write them down. You could brainstorm as a big group, or form a circle, and throw a ball around to different participants and ask the questions provided.

Step 2: Practice doing the change chart by asking the questions below regarding the first session topic.

Key questions from change chart:
- Have you learned anything new in this session? What?
- Have any of your views changed from anything we discussed?
- Have you learned any new skills? What?
- What action can you take based on what you learned today?
Step 3: Conclude by reminding participants that they may discover changes in their thinking over the next few days or weeks. It is important to reflect on any changes that the participants find and if they would like, share with the group when we meet again.
Summary

Time: 15 minutes

Step 1: Summarize the key ideas shared during the session. You could say something like:

- In this session, we wanted to introduce you to the main objectives of the training and help you begin thinking about men's and women's roles within our communities.
- We will have an opportunity to explore the social roles of men and women in more detail in the next session as well as many other related issues throughout the time that we are together.
- As we discuss these key issues related to men and women and our community, it is important to remember the ground rules that we discussed earlier.
- Everyone has a point of view to share that is equally important to hear.
- We should actively listen to what each other has to say and respect the opinions provided.
- We should also remember that we want to create a place where everyone feels it is safe to share their thoughts without judgement.
- Finally, this workshop is about change for ourselves and our community. It is very important that we reflect on any changes in our thinking while we are together in these sessions and identify actions that we can take to improve ourselves, our families and our communities.

Step 2: Ask a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.
Session 2

Social Roles

In this session, we will explore what men and women can do through Memory Maluwa’s story.

Memory Maluwa is a pioneering woman who decided to work in a job traditionally performed by men.
Our Objectives:
This session will allow participants to:
- Reflect on and discuss the different roles and tasks society teaches women and men to do.
- Reflect on and discuss the roles and tasks women and men can actually perform despite what society says they can do.
- Understand that the only differences between women and men that cannot change are the biological ones.

Time
⏰ About 2 hours 30 minutes

Activities:
1. Introduction
2. A common day in our community: What do men and women do?
3. What are men and women capable of doing? Memory’s story
4. Summary

Materials Needed:
- Gender picture cards
- Memory Maluwa’s video story
- Large pieces of paper or chalkboard
- Markers or chalk and pencils or pens
- TV set, VCR or audio cassette player.

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

Time: 10 minutes

Step 1: Review the key ideas from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the change chart - if they feel comfortable doing this.
- If they are not comfortable with that, you can ask them to reflect upon anything that they thought about after the previous session.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce the session. Explain that

In this session, we will begin to explore how roles for men and women shape our lives.
2 A common day in our community: What do men and women do?

(Time: 30-45 minutes)

What do we want to achieve?

This activity will help participants to reflect on the different tasks and responsibilities that women and men have in their everyday lives and the different values attached to them. They will also recognize that women have more gender roles than men and both men and women can easily perform some of these gender roles. In this activity, every participant takes a card with gender roles inscribed on it, discusses the role and places the card under women’s roles, men’s roles, or roles that can be shared by both men and women.

Note: You will need the following materials from the kit:

- Three character cards of
  - A Man
  - A Woman
  - A Man and a Woman
- Various gender role cards, each with a drawing of a person as gender-neutral silhouette (so you cannot tell whether it is a man or a woman) doing particular tasks or activities. These tasks and activities can include: cooking, fetching firewood, carrying water, looking after a baby, taking a child to the clinic, farming, cleaning, washing clothes, drinking at a bar, attending meetings, working in an office, looking after a sick person, etc.
- A few blank cards or blank pieces of paper and a flipchart marker for writing additional gender roles on.

Step 1: Set up the activity.

- Lay out the character cards in the middle of the training area, so that the card with both a man and a woman is in the center, the card with just a man is on one side and the card of just a woman is on the other side. Place the gender role cards surrounding the character cards.
- Get participants to stand or sit in a circle so that everyone can see the cards.

Step 2: Discuss and place the gender role / activity cards.

- Invite participants in turn to pick up a gender role card and discuss who exactly performs that role in his/her community. Participants may be tempted to
answer the question: “Who is supposed to perform the selected activity?” instead of “who actually performs the selected activity?” As a facilitator, keep the focus on the second question.

- Invite the person with the gender role card to place it next to one of the character cards, depending on whether the role is actually performed in the community by women only, men only, or by both women and men.

- If participants suggest that certain activities or gender roles are missing, write each activity or role that they suggest on a blank card or paper and let participants discuss and place it by the appropriate character card.

- The majority of the gender role cards will probably be placed by the woman character card.

**Step 3: Ask questions about how the gender role cards are placed.** Ask questions like:

1. Who has more gender roles?
2. During a normal day, how many roles does a woman have?
3. During a normal day, how many roles does a man have?

**Step 4: Ask the group to organize the pictures in order of time.** Ask questions like:

1. Which activity starts first? What time of day does this take place?
2. Which activity starts second, etc...?
3. Would you say that men or women work longer hours? Why do you think that is so? What do you think about this?
   a. What time of day does the woman begin to do her roles?
   b. What time does she finish?
   c. What time does the man begin to do his roles?
   d. What time does he finish?
4. Would you say that men or women typically have more leisure time? Why do you think that is so? What do you think about this?

- In turn, take each gender role / activity card placed by the woman character card and use probing questions like:

  1. Why does a woman do this activity?
  2. Why do men not do this activity?
  3. What would happen if a man did this activity?
4. Why does a man do this activity?
5. Why do women not do this activity?
6. What would happen if a woman did this activity?
7. How much does your community value men's work versus women's work?

- If participants agree that men as well as women should be involved with a particular activity, move that gender role card from the woman character card to the character card with both a man and a woman.

☑️ Note: If the following key points are not mentioned, you should ask the participants to discuss them:
- Women and men have different roles.
- Women and men do different things during the day.
- Women usually work longer hours.
- Men usually have more leisure time.
- Men often do the same tasks; women often have varied tasks.
- Much of women's work is unpaid and not seen as work.
- Much of men's work is outside the home, paid and seen as real work.

Step 4: Close this activity by summarizing the main points raised and highlighting these key take home ideas.

Key take home ideas:
- Women usually do more activities during the day, start earlier than a man and finish their work later.
- While there are some roles that men cannot do, like giving birth or breastfeeding a child, many of the roles can be done by both a man and a woman.
What can men and women do? Memory Maluwa’s story

What do we want to achieve?

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

Step 1: Show the video story of Memory Maluwa and discuss the questions provided. Tell the participants that:

*We will now explore what men and women can do by watching/listening to the story of Memory Maluwa. Memory Maluwa is a real woman who decided to work in a job traditionally performed by men.*

Discussion questions for Memory’s story:

- What did you think of Memory’s story?
- Was there anything that surprised you? What?
- What kinds of challenges did Memory face when she took on her non-traditional work?
- Why was she willing to face these challenges?
- What do you think Memory would like other men and women to understand from her experience?

Step 2: Ask participants to reflect on their community situation. Ask,

- Do you know of any girls/women in your community who do activities or roles that are not considered typical or traditional?
- What are the benefits of these girls/women doing what they do in the community?
- What kind of support do you think is important for women to have when taking on a non-traditional role?
Step 3: Remind participants about the video of Ssalongo, shown in the introductory session, and start a discussion about the possibility of men performing tasks and responsibilities mostly done by women. Ask,

- Do you know any men who do activities or roles that are not considered typical or traditional?
- What are the benefits of these men doing what they do in the community?
- What kind of support is important for men to have when taking on a non-traditional role?

Step 4: Ask participants to reflect on possibilities for community action.

- Now that we have looked at two individuals who have decided to take on non-traditional roles, what can we do in our communities to support men and women to take on non-traditional roles?

Step 5: Close the discussion by summarizing the main points raised and by highlighting these key take home ideas.

Key take home ideas:
- Most women and men are capable of doing something once they are taught.
- Women and men should not be excluded from doing something just because of their gender.
- Men and women can support each other to achieve great accomplishments.
- Taking on different roles will benefit the family and the community
Summary

© Time: 10 minutes

Step 1: Review the key ideas shared from the session.
- 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 or only for women.
- Neither men nor women should be excluded from participating in an activity just because of their gender.
- Roles that women and men currently perform can change.
- Men and women can support each other to achieve great accomplishments.

Step 2: Reflect on personal change. Ask the following questions or use the change chart.
- Did I learn new information about men and women today? What?
- Did I learn any skills and new ideas? What?
- What action can I take in my own life based on what I have learned?

Step 3: Ask for a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.
Tradition and Cultural Norms

In this session, we will explore cultural practices and norms that affect men and women through Lucretia Stephen Kimaro’s story.

Lucretia fought for the right to bury her husband and keep the marital property and won the case.
Our Objectives:
This session will allow participants to:
- Understand more about the opposite sex and eventually have more empathy towards them.
- Understand that cultural practices and norms can be positive or negative.
- Understand how norms can limit men's and women's ability to participate fully and equitably in society and within their own families.
- Realize that norms can and do change.

Time:

- About 2 hours and 30 minutes

Activities:
1. Introduction
2. Men and women listening to each other
3. Tradition: Lucretia Kimaro’s story
4. Summary

Materials Needed:
- Lucretia Stephen Kimaro’s video story
- Large pieces of paper or chalkboard
- Markers or chalk
- TV set, VCR player or audio cassette player

REMINDER
Always make sure that issues raised by participants that may reinforce certain negative beliefs, myths, rumors or stereotypes are discussed by the large group.
Step 1: Review the key ideas from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the change chart - if they feel comfortable doing this.
- If they are not comfortable with that, you can ask them to reflect upon anything that they thought about after the previous session.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce the session topic. Explain that

In this session, we will explore traditional practices that affect men and women and that there also will be an exercise to help men and women communicate better with each other.
Women and men listening to each other

Time: 45 minutes

What do we want to achieve?

This exercise is intended to help women and men develop greater empathy for the opposite sex by listening to one another.

Step 1: Divide the participants into small groups of the same-sex (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 makes you happy to be a woman?
- What do you think is the most difficult thing about being a woman in your community?
- 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?
- What is something that you never want to hear again about women?

Questions to ask men:
- What makes you happy to be a man?
- What do you think is the most difficult thing about being a man in your community?
- 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?
- What is something that you never want to hear again about men?

Note: It is very important that participants are reminded that this exercise is about listening to each other. Tell them when the women report, men need to be completely quiet. When the men report, the women also need to be completely quiet. They should listen carefully to the different groups and respect the opinions shared.
Step 2: Summarize the main points of the discussion and highlight the key take home ideas listed below. Close the activity by summarizing some of the discussion and sharing any final thoughts. You could use questions like:

- What do the men in the group think about what the women said?
- What do the women in the group think about what the men said?
- How can understanding each other better support communication between men and women?

Key take home ideas:
- Both men and women have strengths as men and women.
- We can support each other better by appreciating that we do have different strengths.
- By listening to each other, men and women will improve their relationship.
Tradition: Lucretia Kimaro’s story

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.

Step 1: Show the video story of Lucretia Kimaro and discuss the questions provided.
- Tell participants that they will watch a story about a woman named Lucretia Kimaro.
- Ask participants to pay attention to the traditional beliefs about men and women that are present in this story, and how they affect the life of Lucretia and her daughters.
- You should always stress that the people in the video are real people and not actors.

Discussion questions about Lucretia’s story:

- What did you think of Lucretia’s story?
- Was there anything that surprised you? What?
- What traditional beliefs did her in-laws have about women and men?
- How did these beliefs and the actions of her in-laws based on these beliefs affect Lucretia and her family?
- What do you think Lucretia would want other men and women to understand from her experience?

Step 2: Now ask questions regarding traditional beliefs and practices in their community.

1. Start by asking them:

- What traditions/traditional practices have changed in your community or do you see changing?
- Why do you think they changed or are changing?
- What traditions/traditional practices have continued that are positive?
• What are those practices?
• Are they in danger of disappearing?
• What can you do to hold on to or strengthen those practices?

2. Once participants have discussed changing traditions, ask them to think about:

• When does tradition serve communities and when does it hinder development?
• What traditions or traditional practices still remain and could be considered harmful or would they like to challenge?

3. Let participants choose two traditional practices to discuss further. Women should choose a traditional practice that they think affects women and men should choose a traditional practice that affects men.

4. The participants should then discuss all aspects of these practices and the possibility of changing them. You may use the following questions:

• Why do we have this traditional practice? Who benefited from this practice in the past? Who benefits from it now? Who is harmed by this practice? Anyone else?
• Does anyone think there is any reason to keep this practice? If yes, why?
• Could we achieve the benefits of this practice in a different way so we do not have to deal with the harmful consequences?

Step 3: Close the activity by summarizing the discussion and highlighting these key take home ideas.

Key take home ideas:
• Communities have traditions that are positive and keep communities strong.
• Some traditions are harmful to specific members of the community and hinder community development.
• Traditions can change to improve the lives of men and women in the community.
Summary

Time: 10 minutes

Step 1: Review the key ideas shared in the session.
- Both men and women have strengths as men and women.
- We can support each other better by appreciating that we do have different strengths.
- Communities have traditions that are positive and keep communities strong.
- Some traditions are harmful to specific members of the community and hinder community development.
- Traditions can change to improve the lives of men and women in the community.

Step 2: Reflect on personal change. Ask the following questions or use the change chart.
- Did I learn new information about men and women today? What?
- Did I learn any skills and new ideas? What?
- What action can I take in my own life based on what I have learned about tradition or decision-making?

Step 3: Ask a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.
Session 4

Women’s and Men’s Reproductive Health

In this session, we will explore men’s and women’s reproductive health through Sarah and Abel Chikwelamwendo’s story.

Sarah and Abel are a couple that jointly decided to use family planning to keep Sarah and their family healthy.
Our Objectives:
This session will allow participants to:
- Think about and discuss their understanding of health and reproductive health.
- Understand the importance of men and women making decisions together about reproductive health issues (in particular family planning) and supporting each other in the process.

Time:
- About 2 hours and 30 minutes

Activities:
1. Introduction
2. Reproductive health needs of men and women
3. Our ideas about health and reproductive health: Where do we stand?
4. Men and women taking care of their health together: Sarah and Abel Chikwelamwendo’s story
5. Summary

Materials Needed:
- Sarah and Abel Chikwelamwendo’s video story
- Large piece of paper or chalkboard
- Markers or chalk
- TV set and VCR/DVD player or audio cassette player

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

Time: 10 minutes

Step 1: Review the key ideas from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the 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.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce the session topic. Explain that

In this session, we are going to talk about men’s and women’s health and more specifically reproductive health.
Reproductive health needs of men and women

Time: 30 minutes

What do we want to achieve?

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

Step 1: Discuss in small same-sex groups. Explain to the participants that:

We are going to discuss what an average man and woman of the community need in order to have a healthy reproductive life.

- You should divide them into same-sex groups (This is important because the men or the women may not feel comfortable talking about their reproductive health needs in mixed groups.). Women should work on the average woman's needs and men on the average man's needs.

- They should start off with drawing a picture of a typical woman and a typical man in their groups so they have a sense of who they are really focusing on.

- You may use the following questions to lead the group discussion. As you go through them, write down the needs mentioned by the participants.
  
  - What is needed for this person to be healthy?
  - What is needed for this person to have a healthy relationship?
  - What are this person's most common reproductive health problems?
  - What can this person do to prevent or solve their reproductive health problems?

Step 2: Present group work and discuss the following questions in the large group.

- Were men's and women's responses similar or different?
- In what way are men's and women's reproductive health needs different? Similar?

Step 3: Summarize main points raised and tell them that we will explore this in greater detail in the next activity.
Our ideas about health and reproductive health: Where do you stand?

๑ Time: 30 minutes

What do we want to achieve?

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

Step 1: Introduce the activity and its objectives. Explain that:

This activity aims to explore some of the beliefs, values and attitudes that we have to do with health and reproductive health. Everyone can participate in this activity. You can each show how much you agree or disagree with a number of different statements, and discuss your reasons for this.

Three Key Statements:
1. Love is important to be healthy.
2. Men and women have all they need in order to have a healthy reproductive life.
3. Men and women need to make decisions together about reproductive health for the family to be healthy.

Step 2: Create positions with callers for different levels of agreement or disagreement.

- Ask all the participants to stand together at the back of the training area or room. Tell them that this position is the “Not sure” position.

- Ask for three volunteers to be “callers”. (Any co-facilitators you have can also take the caller roles.) Tell one of the volunteers that they will be the “Agree” caller, the next one the “Disagree” caller and the last one the “Not Sure” caller. Get the callers to each stand at different positions in the training area /room, as shown in the box.
Step 3: Facilitator reads a statement, participants take positions.

- Explain to all participants that you will be reading statements to them. Some of them might be controversial and there will likely be different opinions. Read the first statement you have selected.

  "Love is important to be healthy"

- Instruct participants that they should:

  *Think about the statement and go to the position that reflects whether or not you personally agree or disagree with the statement. If you have no opinion or if you are not sure about this issue, you may remain where you are in the Not Sure position.*

  - Get each caller to state the position that they represent, so that everyone is clear where they should go. For example "If you Disagree, come here" or "If you Agree, come here."

Step 4: Facilitate discussion.

- After the participants have taken their places, ask for volunteers from different positions to explain why they are standing where they are.

- The goal is not to convince anybody else that there is one right answer, but for participants to be allowed to think critically about their choice of position and to learn from each other.

Step 5: Everyone move to a position of agreement / disagreement.

- Instruct all those who stayed in the Not Sure position to now move to one of the other two callers, depending on how much they now agree or disagree with the statement after listening to the discussion and explanations.

- Invite those who moved the first time to move to another position if what they have learned from the discussions and explanations has changed their ideas and opinion on the issue.
• If there are still people left in the Not Sure position, check whether this is because they are struggling to understand the issue, and provide further information as necessary.

**Step 6: Ask the following key questions after each statement.**

• Do we all agree?
• Do men and women in this group think differently about this issue? Why? Why not?
• What do you think are the consequences of this in the family? In the community?

**Step 7: Repeat Steps 3, 4, 5 and 6 for the other statements.**

▌ Note: It is also important to highlight aspects that have been mentioned only for 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 together?)

**Step 8: Summarize the discussion and highlight these key take home ideas.**

▌ Key take home ideas:
• To be healthy, we need to take care of different aspects of our lives like our bodies, minds and relationships with others.
• Men and women share some reproductive health needs and at the same time they have some important individual needs.
• It is very important for women and men to meet their reproductive health needs and to remain healthy.
• Reproductive health is also about family health. Mothers and fathers both need to be healthy for the family to be healthy.
• Men need to be involved in reproductive health for the family to be healthy.
Men and women taking care of their health together: Sarah and Abel Chikwelamwendo’s story

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, and also of making decisions together about key aspects of their reproductive health, such as family planning.

Step 1: Show the video story of Sarah and Abel Chikwelamwendo and discuss using the discussion questions provided.

- Tell the participants that they will now hear the story of a real couple who are dealing with reproductive health in their family.
- Ask participants to think about the characteristics of this couple’s relationship.
- You should always stress that the people in the video are real people and not actors.

Discussion questions about Sarah and Abel’s story:

- What did you think about Sarah and Abel’s story?
- Was there anything that surprised you?
- How does this couple talk to and treat each other?
- How does this couple make decisions?
- What is the advantage of the couple deciding together on the number of children that they will have?
- What do you think Sara and Abel would want other men and women to understand from their experience?

Step 2: Once they have analyzed the video, direct the discussion to experiences in their own community.

- Are there couples in this community who treat each other like Sarah and Abel do? Tell us about them.
- What is something you have learned from their relationship that you would like to be a part of your life? As women? As men? As couples?
Step 3: Close the activity by summarizing the discussion and this key take home idea.

■ Key take home idea:
It is very important that men and women take care of each other and make decisions together about their reproductive health issues that concern both of them, such as family planning.
Summary

Time: 10 minutes

Step 1: Review the key ideas shared from the session.

- To be healthy we need to take care of different aspects of our lives like our bodies, minds and relationships with others.
- Men and women share some reproductive health needs and at the same time they have some important individual needs.
- It is very important for women and men to meet their reproductive health needs and to remain healthy.
- Reproductive health is also about family health. Mothers and fathers both need to be healthy for families to be healthy.
- Men need to be involved in reproductive health for the family to be healthy.
- A couple should take care of each other’s health and make decisions together about reproductive health issues that concern both of them, such as family planning.

Step 2: Reflect on personal change. Ask the following questions or use the change chart.

- Did I learn new information about men’s and women’s reproductive health today? What?
- Did I learn any new information today about decision-making regarding reproductive health and family planning? What?
- Did I learn any skills and new ideas? What?
- What action can I take in my own life based on what I have learned?

Step 3: Ask for a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.
In this session, we will explore STIs, HIV and AIDS through Luke and Prossy Ssemwogerere’s story.

Luke and Prossy are a discordant couple dealing with HIV in their relationship.
Our Objectives:
This session will allow participants to:

- Reflect on and discuss practices and beliefs about sexuality that place men and women at different levels of risk of getting STIs, HIV and AIDS.
- Understand the importance of support from partners, family and community members when someone has HIV and AIDS.

Time:

About 2 hours and 30 minutes

Activities:

1. Introduction
2. Understanding the risk men and women face of contracting STIs and HIV:
   - Taso Game
   - Understanding about HIV and relationships
4. Summary

Materials Needed:

- Luke and Prossy Ssemwogerere’s video story
- Large pieces of paper or chalk board
- Small pieces of paper with + and - marks
- Markers or chalk
- TV set and VCR/DVD player or audio cassette player

REMINDER

- Always make sure that issues raised by participants that reinforce certain negative beliefs, myths, rumors or stereotypes are discussed by the large group.
- Remember to familiarize yourself with the local names that are used to refer to different STIs.
- Identify health facilities in your community where you can refer participants for STI, HIV and AIDS services.
Introduction

⊕ Time: 10 minutes

Step 1: Review the key ideas from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the 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.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce the session topic.

In this session, we will explore STIs, HIV and AIDS and how they affect couples and the community.
2 Understanding men’s and women’s risk of contracting STIs, HIV and AIDS

Time: 1 hour

What do we want to achieve?

This activity is meant to encourage participants to reflect on and discuss ideas and practices about men’s and women’s sexuality that put both of them at risk of contracting STIs and HIV, and why women usually have a higher risk than men.

Activity 2.1: The Taso Game

Step 1: Ask each participant to choose a slip of folded pre-marked paper from a box or a hat. Keep one for yourself too, making sure it is one with a “+” sign on it. Emphasize that no one should look at their slips of paper until the end of the exercise.

Step 2: Ask the participants to move freely around the training area, stopping to greet friends. Do this yourself also.

Step 3: After each person has greeted four or five friends, stop the activity and ask everyone to look at their slip of paper. Include yourself in the following instructions.

Step 4: Ask all those who have a “+” on their paper to come forward. Explain that this game is pretending that these people are HIV-positive. Point out that there is no risk of catching HIV through normal social greeting, however, and also this is only a game.

Step 5: Then ask those who greeted any of those who came forward first to come forward also to join their friends. Explain that this game is pretending that these people are at high risk of being infected with the HIV virus.

Note: This activity will help participants understand how quickly HIV can spread.

Materials needed: Pre-marked slips of paper, one for each participant and one for yourself: 25% marked with “+”, 75% marked with “-”.

Description: Participants are given marked pieces of paper. Then they spend a few minutes socializing before responding to instructions according to the mark on their paper.
Step 6: Next, look to see who is left. Explain that this game is pretending that the status of these people is unknown. They may have made friends with those infected before they had become infected; but in any case, they are at risk.

Step 7: Discuss as a group. Finally ask, according to this game:
- How many people were originally infected with the HIV virus?
- How many are at high risk of being infected?
- How many others are at risk of being infected?
- How many remain uninfected?
- What does this tell us about the spread of HIV in our community?

Step 8: Summarize the key take home ideas from the activity.

Key take home ideas:
- We are all at risk of HIV.
- You cannot tell if someone is HIV+ just by looking at them.

Activity 2.2: Our ideas about HIV and relationships

Step 1: Clarify concepts about STIs, HIV and AIDS. Before discussing the main issue, you should clarify some important concepts about STIs, HIV and AIDS.

Begin the discussion by asking:
- What is a sexually transmitted infection (STI)?
- What are some examples?
- What is HIV? What is AIDS? What is the difference between HIV and AIDS?
- How do people get STIs or HIV?

Note: You should add specific and factual information to what they already know. When dealing with participants' misconceptions during this activity, it is important to try to understand the underlying reasons why people might have these misconceptions and then discuss these issues with them rather than only telling them that these ideas are wrong.

Note: It is important to remember that Step 1 of this activity is only intended to clarify some basic concepts and that it is not intended to be an educational session on STI/HIV/AIDS. So if the group starts asking a lot of questions especially ones that you cannot answer or are not sure of, then refer them to the local health clinic or community outreach worker.
Note: Make sure the discussion includes the following information:

**STIs** are a group of infections that pass from person to person through unprotected sexual contact (oral, anal or vaginal).
- Examples of STIs include: syphilis, Chlamydia, and herpes (use local terms when talking about STIs).
- Any untreated STI can lead to infertility for you and your partner. It can also increase your risk of getting HIV.
- It is important to treat syphilis (or any other STI) that you or your partner might have immediately to prevent it from affecting your unborn baby. Untreated syphilis can cause death (miscarriages) and birth defects like blindness in your new baby.
- Luckily, most STIs can be treated if diagnosed early by a qualified doctor.

**Body Defense, HIV and AIDS**
- Everyone has a natural immunity which acts as a shield against sickness. We keep our shield strong by taking care of our health (i.e. eating a balanced diet daily, managing stress and keeping fit).
- Our shield always minimizes the impact of different illnesses in our body. Despite having a strong shield, some sicknesses can still infect the human body. Therefore, one can still get sick at one time or another.
- HIV is a virus that increases in the body over time making it weak and less able to fight different illnesses. The HIV virus works differently from other viruses. It does not make us sick by itself, it attacks our shield making tears, holes, etc.
- People with HIV become sick with AIDS. AIDS only develops after HIV has stayed in the body for several years. ARVs help someone with HIV to feel better but do not get rid of the HIV virus. People with HIV often die of illnesses such as TB and other infections because their bodies are weak. But remember, not everyone who has these illnesses has HIV.
- The main way HIV is contracted is through unprotected sexual contact. It can also be passed through unclean piercing instruments such as needles and blood transfusions and from mother to child through pregnancy, delivery and breastfeeding.
- You cannot tell by looking at someone if they are infected with HIV. The only way to find out is from an HIV test.
- If you are found to be HIV+, you can benefit from care and support services including assessment for ARV eligibility, treatment for other illnesses, PMTCT and support services to help you live positively with HIV.

The difference between HIV and AIDS is that HIV is the virus that attacks your immune system, making your body defense weak. AIDS describe the illnesses that occur after your body defense is weakened.
Step 2: Ask the following questions to the group.

- Do you think men and women are at the same risk of becoming infected with a STI or HIV/AIDS? Why?
- Do you think men and women have the same ability and opportunity to decide when to have sex and whom to have it with? Explain why.
- What are the difficulties / pressures that women face?
- What are the difficulties / pressures men face?
- Do you think men and women have the same ability and possibility to decide to use a condom? Who is it easier for? Why?
- What would most men’s opinion be about a woman who had condoms with her and proposed using them with her partner? With her husband? What would other women’s opinion be? What is your opinion?
- What would most women’s opinion be about a man who had condoms with him and proposed using them with his partner? With his wife? What would other men’s opinion be? What is your opinion?

Step 3: Summarize the discussion and highlight these key take home ideas.

Key take home ideas:

- Women and men are at risk of getting infected with STIs and HIV through unprotected sexual relations, but women are more vulnerable than men due to many social and biological reasons.
- Women and men have different abilities to protect themselves from HIV and STIs, particularly in negotiating sex and condom use with their partners.
- Culture makes it difficult for both men and women to use condoms in their relationships.
Note: Facts about HIV and AIDS and gender:

- HIV/AIDS affects both women and men, but the risk of infection and the course of the disease are determined by biological factors and gender-specific norms, roles and behaviors.
- Today, almost half of the 36.1 million people living with HIV are women, and this percentage is increasing.
- Over half of the people infected with HIV in sub-Saharan Africa are women.
- Young women are infected six times more frequently than young men.
- The roles and standards that society assigns to men and women, the unequal relationships between men and women, poverty, illiteracy and unemployment are all factors that make women more vulnerable to HIV infection.
- In most societies, men determine sexual behavior and can impose their will on women and children.
- Women face more severe stigma and discrimination. In addition women, especially young women, are more vulnerable biologically to sexual diseases than men are.


Note: Some Information about Discordant Couples

In countries, like Malawi, with high HIV prevalence, it is fairly common for one partner to be HIV-infected and the other uninfected – meaning that they are HIV sero-discordant, or simply “discordant.” Many individuals and couples have the misconception that discordance is not possible. Couples can remain discordant for a long time – even more than 10 years. Regardless of your HIV test result, it is very important for your partner to get tested for HIV as well. It is possible to have a different HIV test result from your partner even if you come as a married couple. There are different reasons why the HIV virus might be slower to be passed on to your partner (i.e. window period). We do not always know why, except that the conditions for HIV to develop must be right. For example, not every mosquito bite causes malaria. But, it is possible for couples to have come into the relationship already discordant and not knowing their HIV status. It is very important for couples to know their HIV status as a couple so that regardless of their test results; they can protect themselves, their partners and their babies. When couples have different test results, the HIV-partner is at high risk of getting HIV. Discordant couples are not protected by remaining faithful.

Living with HIV and AIDS: Prossy and Luke Ssemwogerre’s story

© Time: 40 minutes

What do we want to achieve?

In this activity, participants will be able to reflect on and discuss the impact of HIV and AIDS for individuals and couples and the importance of receiving support from their partner and the community. They will also be able to challenge ideas and practices that cause people with HIV and AIDS to be stigmatized. The activity will help to highlight the different risks that men and women face when they decide to tell other people that they are HIV positive.

Step 1: Show the video story of Prossy and Luke Ssemwogerere and discuss the questions provided below.

- Let them know that they are going to see a couple who is dealing with HIV in their relationship.
- Ask the participants to pay careful attention to how the couple deals with HIV with each other and how they have been treated in their community.
- You should always stress that the people in the video are real people and not actors.

Discussion questions about Prossy and Luke’s story:

- What did you think of Prossy and Luke’s story?
- Was there anything that surprised you? What?
- What do you think about the way Prossy and Luke treat each other? Why?
- What do you think about Prossy’s decision to stand by Luke? What influenced her decision?
- If Prossy were the one infected, what would Luke do?
- What are the benefits of protecting a partner from becoming HIV+? What are the ways couples can protect each other?
- What do you think Prossy and Luke would want others to understand from their experience?
Step 2: Now focus the discussion on what happens in their community. Ask the participants to think about what they see happening to couples who are affected by HIV in their relationships.

- Do you know of any couples affected by HIV in their relationship?
- If only one of the partners in a relationship is HIV+, would they be treated differently?
- Do you think the situation would be different if the man was HIV+ in the relationship and the woman was HIV- compared to a situation if the woman was HIV+ in the relationship and the man was HIV-?
- How can we support couples to deal with HIV in their relationship?

☑️ Note: If these are not mentioned, consider probing for these key actions

What we can do:
- Go for HIV testing together as a couple.
- Protect a partner from becoming HIV+ by abstaining or using condoms.
- Form a club for couples for continued support.

Step 3: Summarize the main ideas raised by the participants and highlight these key take home ideas.

Key take home ideas:
- Many couples are discordant in Malawi (one partner is HIV positive and the other one is HIV negative) - 20% of those couples according to MACRO.
- Men and women in discordant relationships are sometimes treated differently by each other, by the family and by the community.
- Communities should support both men and women who are HIV positive and not stigmatize them.
- Couples should go for HIV testing together so that they can protect themselves against the disease or adopt ways to cope with the disease together.
- It is important to protect your partner from HIV because of love and for your children’s future.
Summary

Time: 10 minutes

Step 1: Summarize the day's key take home ideas.
- You cannot tell that someone is HIV+ just by looking at them.
- Women and men are at risk of getting infected with STIs and HIV through unprotected sexual relations, but women are more vulnerable than men due to many social and biological reasons.
- Women and men have different abilities to protect themselves from HIV and STIs, particularly in negotiating sex and condom use with their partners.
- Culture makes it difficult for both men and women to use condoms in their relationships.
- Many couples are in discordant relationships.
- Families and communities may treat HIV+ women differently than HIV+ men in a discordant relationship but both need love and support.
- Communities should support both men and women who are HIV positive and not stigmatize them.
- It is very important for partners to take an HIV test together so that they can protect themselves against the disease or adopt ways to cope with the disease together.
- It is important to protect your partner from HIV because of love and for your children's future.

Step 2: Reflect on personal change: Ask the following questions or use the change chart.
- Did I learn new information about men and women today? What?
- Did I learn any skills and new ideas? What?
- What action can I take in my own life based on what I have learned?

Step 3: Ask for a volunteer to prepare a very brief summary of this meeting to present at the beginning of the next session.
In this session, we will explore intergenerational relationships through Tamara Banda’s story.

Tamara is a young woman who had a relationship with a man almost ten years her senior that changed her life forever. She now educates young people on the things to consider before they begin a sexual relationship.
Our Objectives:
This session will allow participants to:

- Explore and reflect on the risks of sexual relationships between women and men of different age groups.
- Explore and discuss the factors influencing relationships between women and men of different age groups.
- Explore the consequences of the relationships between women and men of different age groups.
- Reflect and discuss the small actions that young women, men and the wider community can take to address issues of relationships between young women and older men.

Time:
⌚ About 2 hours and 30 minutes

Activities:
1. Introduction
2. Understanding relationships between women and men of different age groups
3. Risks and consequences of relationships between men and women of different age groups: Tamara Banda’s story
4. Summary

Materials Needed:
- One intergenerational relationship picture
- Tamara Banda’s video story
- TV set and VCR player or audio cassette player
- Large pieces of paper, if available

REMINDER

- Always make sure that issues raised by participants that may reinforce certain negative beliefs, myths, rumors or stereotypes are discussed by the large group.
- This session deals with relationships between partners of different age groups. These relationships can take many forms – they maybe loving and consensual, they may be based on material exchange for sex, they may involve some coercion; however, rape and child abuse – the more violent forms of coercion are not part of this session.
- Remember to familiarize yourself with the laws that deal with issues of child abuse and rape, and services where people can go to get help if they have been abused.
- Also, familiarize yourself with the local names that are used to refer to sexual relationships between men and women of different groups.
1 Introduction

⏰ Time: 10 minutes

Step 1: Review the key ideas from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the 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.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce this session’s topic. Tell participants that

In this session, we will explore intergenerational relationships (relationships between men and women of different age groups).

Note: The issue to be discussed in this session is a very sensitive one. Some of the participants may be having relationships with older men so you have to be very careful how you handle the discussion, especially when women and men are together.
2 Understanding the types of sexual relationships between women and men of different age groups and reasons why they exist

Time: 30 minutes

What do we want to achieve?

This activity is intended to allow participants to discuss and gain an understanding of the different types of relationships between men and women of different age groups and some of the factors that lead them to exist.

Step 1: Introduce the activity. Explain that we want to discuss different types of relationships that exist between men and women. Ask the group,

- What types of sexual relationships between women and men of different age groups do you know about?
- Prompt for the facilitator: Are there situations where the man is not that much older than the woman?
- What are the local terms associated with such type of relationships?

Step 2: Show the picture of an older man with the young woman. Ask the group to interpret:

- What do you see in this picture?
- What do you think is happening?
- What are some of the reasons why this happens?
- What are some of advantages of such a relationship to the older partner?
- What are some of advantages of such a relationship to the younger partner?
- What kind of pressures do men face to be in relationships with younger women from their friends? Peers? Societal expectations?
- What kinds of pressures do younger women face to be in relationships with older men from friends? Peers? Families? Societal expectations?
- Who do you think has more power to make decisions in the relationship?
  - How does her ability (or lack of ability) influence the decisions a young woman makes?

Note: Material Needed. One intergenerational relationship picture
• What role do traditional norms around gender and age play in a young woman's ability to say no to a relationship with an older man? To her ability to say no to sex? To negotiate for condom use? To end the relationship?
• What role do traditional norms around gender and age play in an older man's ability to say no to a relationship with a younger woman? To his ability to say no to sex? To negotiate for condom use? To end the relationship?
• How does all of this influence the couples' risk for HIV? The man's risk? The younger woman's risk?

☑ Note to the facilitator. The session focuses on relationships between older men and younger women because it is more common, and there is greater risk of HIV transmission. If the group raises questions regarding older women and young men, tell them that while these relationships can occur, they occur less frequently and do not hold the same level of risk.

Step 3: Summarize the discussion and conclude with these key take home ideas.

Key take home ideas:
• Relationships between older men and younger women or vice versa can form for many reasons – but often involve the exchange of money and material goods.
• Young women are more at risk of HIV infection in such relationships because their partners are more likely to have had many sexual partners and are more likely to be infected with HIV.
• Traditional norms around age and gender make it difficult for young women to say no to these relationships and/or to sex and to negotiate condom use.
• Societal expectations also may make men feel pressured to have multiple partners and to seek out young women in particular for sexual relationships.
• The risk for HIV is high even in relationships where the age difference is as little as five years.
4 Risks and consequences of relationships between women and men from different age groups: Tamara Banda’s story

What do we want to achieve?

This activity is intended to allow participants to explore and discuss the factors influencing and consequences of relationships between women and men of different age groups.

Step 1: Show the video story of Tamara Banda and discuss the questions provided below.

- Explain to the participants that they are going to see the case of a young woman who had a relationship with an older man.
- Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully.
- You should always stress that the people in the video are real people and not actors.

Discussion questions to analyze Tamara’s story:

- What do you think about Tamara’s story?
- Was there anything that surprised you?
- What traditional norms or expectations influenced Tamara’s decision to have a sexual relationship with her boyfriend? What influenced her decision to have sex without using condoms at times?
- Why did Tamara end the relationship? What do you think about this decision?
- Why do you think her ex-boyfriend could not accept that he could be HIV positive? What responsibility does he have to share this with his wife? To get tested?
- What could Tamara have done differently to avoid this relationship?
- What could Tamara’s parents have done differently to help Tamara?
- What do you think Tamara would want other men and women to understand from her experience?
Step 3: **Brainstorm.** Explore with the participants the risks and consequences of relationships between older men and young women. Ask them the following questions.

- How common is it for young women to accept gifts or favors from men in exchange for sexual relationship in this community? Do you think older men feel that they have to give gifts or favors to young women in exchange for sex?
- How do you think the exchange of gifts or favors for a relationship can affect the relationship?
- What should a young woman think about before entering into a relationship with a man? Particularly with an older man?
- What should an older man think about when entering a relationship with a woman? Particularly a younger woman?
- What are the risks and consequences of these relationships? To young women? To men? To the community?

Write down the answers to the questions on a flip chart so that everyone can see them.

**Step 4: Discuss in big group.** Explain to the participants that:

*We are going to have a group discussion about what individuals, parents and communities can do to help younger women and older men avoid relationships that put them at risk of HIV and result in some of the negative consequences they have been identified. As we think about the strategies, bare in mind the issues that we discussed in previous sections.*

What can we do in our communities to address this?

- Young women
- Parents
- Men
- Community members
Note: Below are some of the actions that can be included:

Young Women:
- Find out more about the man before they get involved.
- Talk to parents about relationship issues.
- Do not feel that favors (material and financial) from older men mean that they have to have sex with them.
- Do not accept favors (material and financial) from older men.
- Ask the man to first get tested for HIV before getting sexually involved.
- Use a condom correctly and consistently if you are not abstaining from sex.
- Say “no” to unprotected sex.
- Set goals that will benefit their lives and focus on achieving those goals.
- Seek support from family members they trust.
- Make a pact with their friends to support each other in staying away from relationships with older men that put them at risk.

Men:
- If they are married, think about the consequences for their family of the relationship.
- Think about how they would feel if their daughter, niece or close relative was in a similar relationship.
- Think about the consequences of the law if they are having sex with someone under the legal age limit.
- Consider what they would do if the young woman becomes pregnant.
- Think about why they are in the relationship. Is it because of peer pressure? Is it because of lack of time spent building their relationship with their wife? Is it love?
- Take responsibility for protecting the young woman in the relationship. Use a condom each and every time they have sex.
- Be open to talk about relationship issues with their children.

Community:
- Hold community meetings to discuss HIV in their communities and how relationships between older men and younger women contribute to it.
- Develop community-based sanctions for men who engage in relationships with younger women, especially minors.
- Explore cultural/traditional norms and practices and traditions that promote relationships between older men and young women and decide how to change them.
- Support young women to achieve their goals.
Conduct open days to highlight role model families in their communities which others can emulate.

Step 5: Close the activity by highlighting the small doable actions and reminding participants of the following key take home idea.

**Key take home idea:**
It is important to work together to protect people in the community.
Summary

Time: 10 minutes

Step 1: Review the key take home ideas shared during the session.
- Relationships between older men and younger women or vice versa can form for many reasons - but often involve the exchange of money and material goods.
- Traditional norms around age and gender make it difficult for young women to say no to these relationships and/or to sex and negotiate condom use.
- Being in a sexual relationship with an older man, even as little as five years older, greatly increases a young woman’s risk of becoming HIV+.
- Women, men, families and communities can help to change this situation by taking small doable actions that can help deal with such relationships listed at the end of the session.
- It is important to work together to protect people in the community.

Step 2: Reflect on personal change. Ask the following questions or use the change chart.
- Did I learn some new information today about issues related to sexual relationships between women and men of different age groups? What?
- Has this session affected my attitude about sexual relationships between women and men of different age groups? How?
- What skills were mentioned today that I can use in my own life?
- What action can I take in my own life based on what I have learned?

Step 3: Ask for a volunteer to prepare a very brief summary of this discussion to present at the beginning of the next session.
Session 7

Violence Between Partners

In this session, we will explore violence between partners through Chimwemwe Chinoko’s story.

Chimwemewe is a woman who experienced violence in her marriage and used the courts to fight for her rights. She now educates women in her community on how to deal with abuse.
Our Objectives:
This session will allow participants to:
- Think about and discuss violence between partners in their community (causes and consequences).
- Discuss how differences in the amount of control people have in a relationship can contribute to violence.
- Identify ways of addressing and preventing violence between partners.

Time:
_generally 2 hours and 30 minutes

Activities
1. Introduction
2. Violence between partners, examples from our community and the effect it has on the community
   - Guided imagery
   - Understanding violence
   - Critically examining root causes
3. What can we do to deal with violence between partners? Chimwemwe Chinoko’s story
4. Summary

Materials Needed
- Chimwemwe Chinoko’s video story
- Four violence pictures
- Large pieces of paper or chalkboard
- Markers or chalk
- TV set and VCR/DVD player or audio cassette player

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

Time: 10 minutes

Step 1: Review the key ideas shared from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on the change chart. 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).

- 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 the 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.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Summarize the session’s topic. Tell the participants,

In this session, we will explore violence between partners.

Note: The issue to be discussed 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 how you handle the discussion, especially when women and men are together. Also, be ready to privately refer someone to a local resource if they tell you that they have been abused and do not know where to go.
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 behaviors.

Activity 2.1: Guided Imagery

Step 1: Conduct an exercise on guided imagery. This first exercise will help set the stage for thinking about the issue of violence in relationships. Explain to the participants that the first part of the day’s activities will involve closing their eyes, relaxing and trying to imagine the story being told.

- Speak in a slow, gentle voice.
- Ask participants to visualize what you are saying.
- Read the text below slowly and briefly pause after each sentence and question. Pause for a few seconds where indicated.

Guided Imagery

Imagine that it is early in the morning and, as usual, you are awake and in your home. Observe who is around you. Who is preparing the morning meal? Who is doing the morning chores? Who is feeding the children and preparing them for the day? (Pause)

You walk out of your house and are now in the road, and you can see other people. You see a woman washing clothes outside her door. What do you think her life is like? Do you think her husband treats her well? (Pause) You see a man nearby fixing his bike. What do you think his life is like? Is he happy at home? (Pause)

You see another woman, who is young, on her way to work. She lives next door to you. She has a bruise on her face. You heard banging, screaming and crying last night through the walls. You hear it often. Sometimes you hear her husband shouting that his food is not cooked well. You also have seen him stumble home drunk. (Pause)
Does the young woman ever talk to you about what happens in her home at night? When you see her, what do you do - do you greet her or pretend you do not see her? What do you think she thinks about her relationship? (Pause)

You have seen her small son, looking frightened and scared, sit outside their door many times when the screaming begins. What does he think of what is happening inside? (Pause)

You know that the husband works during the day as a mechanic and at night as a security guard. He frequently has to work for 24 hours in a row. When he is not working, he likes to go to a nearby bar to watch football. Why might he become violent at home? What does he think of his wife? Their child? Himself? (Pause)

When you are ready, slowly open your eyes.

**Step 2: Discuss the exercise in same-sex groups.** Once you have finished the story, divide the participants into same-sex groups and tell participants that we are going to have a discussion about this situation. The idea is to explore men’s and women’s perceptions of violence between partners. You may use the following questions:

- What do you think is going on in this story?
- Why do you think this is happening?
- What do you think they should do?
- How do this couple’s problems affect the community?

**Step 3: Bring the groups back together to share their discussions.** Once they have discussed the story, direct the discussion to what is happening in their community.

- Does this situation happen in our community? What do we see happening?

**Step 4: Summarize.** Explain to the participants that:

*We have all seen or heard of some aspect of violence that occurs between men and women in our communities. Often, we feel helpless in the face of violence, and are not sure what we can say or do. But, it is clear that violence is damaging both to the people directly involved and to those who witness violence or see*
the effects of violence. Before we take this further, it would be helpful to explore what we understand by violence.

Activity 2.2: What is violence and why does it occur?

Step 1: Tell the group we are going to explore different types of violence that occur in our communities.

Step 2: Show each of the following pictures showing the different types of violence. Ask the group,

- What do you see in this picture?
- Does this occur in our communities?
- Are there other examples of violence that you can think of?

Explain that:

 Violence can take different forms. Often we think of violence only in terms of physical abuse (hitting someone). However, violence can be physical, emotional, sexual and economic.

Note: Materials Needed: Four Illustrations:
- Man hitting woman
- Man making fun of wife
- Man refusing to give money
- Rape

Note: Based on their experience and examples, help them identify the different aspects of violence:

- Physical - hurts the body (and generally also hurts the feelings)
- Emotional - hurts feelings
- Sexual - controls sexuality (and also hurts the body and the feelings)
- Economic abuse - controls access to money, property and resources

Step 3: Divide men and women into same-sex groups to explore male and female perspectives. Explain to the group that they will divide into a male group and a female group to discuss the following questions:

- What do you think are the causes of this violence?
- Do you think violence could be justified in some contexts? Why?
- What roles or expectations allow men to behave this way?
• What roles or expectations allow women to accept it as “okay”?
• What are consequences of violence for men, for women, for families and communities?

✓ Note: If any of the participants answer that violence can be justified, it is important to start a discussion and try to identify in what situations it is justified and why. Explain how that in all possible scenarios this is not a fair and adequate solution to any problem.

✓ Note: Dealing with men who feel like victims and/or being attacked as men.

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. While some men are mistreated by their wives physically, “the differences in power and physical strength between men and women in society means that the abuse which women suffer from men is much more common and severe than that which men experience from women.” (p. 101 Stepping Stones Revised.)

About physical violence, point out that, as often seen in the papers, murder and suicide could be the result.

About emotional violence, point out that this could cause serious psychological harm.

Step 4: Have the group come back to report their discussions. While the groups present their ideas, note women’s and men’s ideas, separately, on a piece of paper so you can compare them. Ask,

• Do men and women think similarly about these issues or differently?
• How can the roles and expectations that influence both men and women in relation to violence change?
• What can be done in your community?
Step 5: Close the activity by summarizing the ideas mentioned by the participants and highlighting these key take home ideas about violence.

- **Key take home ideas:**
  - Violence between partners is usually a man against a woman.
  - Violence is about power and control.
  - Violence causes pain that could be one or more of the following: physical, emotional, sexual or economic.
  - Violence affects children.
  - Violence cannot be justified under any circumstance.
  - Roles and expectations of men and women that allow violence to continue are gender related and can change.
3. **What we can do to cope with violence between partners?**

*Chimwemwe Chinoko's story*

😊 Time: 60 minutes

**What do we want to achieve?**

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

**Step 1: Show the participants the video story of Chimwemwe Chinoko and discuss the questions provided below.**

- Explain that they are going to see the case of a woman who organized a women's group to deal with abuse in her community.
- You should always stress that the people in the video are real people and not actors.

**Discussion questions about Chimwemwe’s story:**

- What did you think of Chimwemwe’s story?
- Was there anything that surprised you? What?
- How has the violence affected Chimwewe's life? Her children's lives?
- Why do you think she stayed in the relationship for so long (10 years)?
- Why do you think Chimwemwe’s husband became violent?
- What do you think of the way her Uncle initially reacted? What traditions or norms in the community caused him to react this way?
- What do you think Chimwemwe would want other men and women to understand from her experience?

**Step 2: Discuss community action.** Ask participants to list resources and ways to deal with abuse in their community.

- When a woman is abused, what can she do?
- What can a man do if he finds himself so angry that he hits his wife?
- What can our community do to help couples in this situation?
Step 3: Identify key actions that women, men and communities can do. After they have expressed all their ideas suggest some of the ones listed below if they were not mentioned.

<table>
<thead>
<tr>
<th>What Can We Do?</th>
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<tbody>
<tr>
<td><strong>Ideas for women:</strong></td>
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<tr>
<td>• Find a counselor to help them learn to talk to each other.</td>
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<tr>
<td>• Seek support from family members.</td>
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<tr>
<td>• Assert herself - demand to be treated better.</td>
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<tr>
<td><strong>Ideas for men:</strong></td>
</tr>
<tr>
<td>• Learn to control his anger through counseling.</td>
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<tr>
<td>• Understand the root causes of his violence.</td>
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<tr>
<td>• Learn to communicate his anger.</td>
</tr>
<tr>
<td><strong>Ideas for the community:</strong></td>
</tr>
<tr>
<td>• Develop community networks to support couples and individuals who may be experiencing abuse.</td>
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<tr>
<td>• Keep a record of how often it happens in your community.</td>
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<tr>
<td>• Identify contact information for service providers and share the information.</td>
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<td>• Put up posters showing violence between partners is unacceptable.</td>
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<td>• Organize community discussions on gender, violence and rights.</td>
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<tr>
<td>• Start a mentoring group in which older couples mentor younger ones on communication and conflict resolution skills.</td>
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</tbody>
</table>

Another idea taken from Jewkins and Stepping Stones Revised p. 104
"When neighbours hear that a woman is being beaten, they could pick up wood and start beating a cooking pot. When others hear this, they could do so as well until the beatings stop. In this way, the man will know that the community knows that he is beating his wife."
Step 4: Close the activity by summarizing the main ideas mentioned by the participants and highlighting these key take home ideas.

- **Key take home ideas:**
  - Women often stay in violent situations too long because of cultural expectations, economic realities, pressure from family and the community.
  - Men and women, as individuals and couples, and the community as a whole, can help to change this situation (by documenting cases of violence, educating the community about existing resources, by developing ways for the community to share the experiences of couples who have learned to solve conflict without using violence and by protecting women whose partners are violent).
Summary

Time: 10 minutes

Step 1: Review the key take home ideas from the session.
- Violence happens in our communities.
- Violence between partners is usually a man against a woman.
- Violence is about power and control.
- Violence causes pain that could be one or more of the following: physical, emotional, sexual or economic.
- Violence affects not only the couple, but also the psychological growth of children and the community.
- Violence cannot be justified under any circumstance.
- Women often stay in violent situations too long because of cultural expectations, economic realities, pressure from family and the community.
- Roles and expectations of men and women that allow violence to continue are gender related and can change.
- Men and women, as individuals and couples, and the community as a whole can help to change this situation.

Step 2: Reflect on personal change. Ask the following questions or use the change chart.
- Did I learn new information about violence between partners? What?
- Has this session affected my attitude about violence between partners? How?
- Did I learn any skills and new ideas? What?
- What action can I take in my own life based on what I have learned?

Step 3: Ask for a volunteer to prepare a very brief summary of this discussion to present at the beginning of the next session.
Session 8

Benefits of Networking

In this session, we will explore the benefits of networking through Annie and Bwalya Katongo’s story.

Annie, with her husband Bwalya’s support, formed a women’s group as a way of making many improvements in the living conditions of their community.
Our Objectives:
This session will allow participants to:

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

Time:
About 2 hours and 30 minutes

Activities:
1. Introduction
2. Understanding how social support and networks have played a role throughout everyone’s life
   - Guided Imagery
   - Tugs of War and Peace
3. Working together in organized groups: Annie Katongo’s story
4. Exploring how working with informal networks in which men and women participate can bring about community improvement
5. Summary
6. Closure: Spider Web and Evaluation

Materials Needed:
- Length of strong rope
- Annie and Bwalya Katongo’s video story
- TV set and VCR player or audio cassette player
- Ball of string

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

Time: 10 minutes

Step 1: Review the key ideas shared from the last session. Ask the volunteer,

What were the most important issues discussed in the last session?

Step 2: Reflect on personal change. 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).

- 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 the 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.

Key questions:
- What new information did you learn in the last session?
- Have any of your attitudes changed? How?
- Have you learned any new skills? What?
- Do you intend to take any action based on what you learned? What?
- Did you take any action?

Step 3: Introduce the session topic. Tell participants that:

In this session, we will explore the benefits of networking in our communities.
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.

Activity 1: Guided imagery

Step 1: Conduct a Guided Imagery Exercise: The “River of My Life”

Guided Imagery: Explain to the participants 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 different stages, some of them calm (e.g. passing through a valley), others troubled (waterfalls), and still others influenced by external factors (supporting streams).
- Close your eyes and using the idea of the river, begin thinking about your life from when you were small until now.
- Think about the key stages of your life - both the calm and the difficult stages, and the ones influenced by supporting streams (which help us achieve our goals) or by limiting or dangerous streams (which create barriers to our success).
- Think in particular about these supporting streams and how you were influenced by them.
- Focus on some of the key turning points in your life such as:
  - When you were particularly successful at something
  - When you had to face a difficult challenge
  - When you made a decision that impacted the rest of your life
  - When you were not sure which road to take and someone helped you to decide
  - When you helped someone else achieve their goals
Step 2: Discuss in a big group.

- After about 10 minutes of this reflection, ask if any of the participants would like to volunteer to share with the group what they were thinking about.
- Ask the whole group the following questions:
  - Who were some of the important people in your life that helped you decide what to do or how to solve a problem? (i.e. men and women in their family, men and women in their communities, teachers, elders, religious leaders, etc.)
  - What were some of the institutions/organizations or groups that people found important in their lives? (i.e. prayer groups, women's groups, community-based organizations, farmers cooperatives, etc.)
  - What are the benefits of working together with others?

Step 3: Summarize. Close the activity by highlighting that:

Everyone is influenced by others in their family, neighborhoods, peer groups, etc., and that there are mostly positive benefits from interacting with each other and working together.
What 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 these experiences.

Step 1: Show Annie Katongo's video story and discuss the questions provided below.

- Explain that the video is about a woman who formed a women's group as a way of making many important improvements in the living conditions of her community.
- Read some of the discussion questions below to the participants before showing the video so that they follow the video very closely. You should always stress that the people in the video are real people and not actors.

Discussion questions for analyzing the Annie Katongo's story:

- What did you think about Annie’s story?
- Was there anything that surprised you?
- Why did she set up this women’s group?
- What were the obstacles the group faced?
- How was the group able to get the support of the men in the community?
- What did the community gain from this experience? (i.e. built a school, started adult education classes, put in boreholes and trained TBAs and community health workers for ANC clinics within the community).
- What do you think Annie would like other men and women to understand from her experience?
Step 2: Discuss participants’ experiences in a big group.
Now, ask participants to think about their own experiences working with formal networks or organizations like the one described in the video.

Ask:
- Are there organizations and clubs that exist in your community? Are there women’s groups, men’s groups, or groups where men and women work together?
- What have they achieved?
- What do you think are the benefits of belonging to a group or organization?

Step 3: Brainstorm as a group.
- Remind the participants, that during the workshop, many key issues related to themselves and their community have been discussed, and that we have tried to identify things that we and our community can do to address these problems along the way.
- Reflect on the workshop, and as a group, choose the most important problem that we can work on together during our time together.

Step 4: Ask the following questions.
- What resources do we have as a group to address this?
- What other resources are in the community that we could make use of to address the problem?
- Do you think it is important that both men and women work together to solve this problem?
- What role will men play?
- What role will women play?
- Would those roles be the same?
- What would the benefit be of everyone working together?
- How do we ensure that men and women participate equitably?

Step 5: Summarize. Close the activity by highlighting all the resources mentioned by the groups and how men and women worked together.
Explain that this working together is often called “networking” and say something like:

- *We have seen how men and women working in small, informal groups of friends or neighbors can get in touch with other people, institutions and organizations in order to improve their situation.*
- *This process of getting in touch with others and coordinating efforts to help reach a goal is what networking is.*
- *Often greater success can be achieved through the participation of both men and women.*
- *Sometimes we rely on personal friendships, sometimes on institutions, sometimes on local leaders, sometimes on services provided by the government.*
- *Networking may also be done as part of a collective effort in a formal and organized way (through community groups).*

**Step 6: Summarize the discussion by highlighting the key benefits of networks.**

**Note:** Networks help people to:

- Share ideas and promote awareness of issues by the community;
- Allow members to analyze situations, to have a clearer vision and to develop a work plan;
- Train individuals to participate equally and take up specific tasks;
- Gain the support of others;
- Provide financial benefit of pooling resources;
- Overcome specific obstacles;
- Gain consensus for future goals; and
- Discuss issues which are of interest to the community and find ways of dealing with them.
Step 7: Close activity by highlighting these key home away ideas.

Key take home ideas

- Working together is very important for men and women to achieve goals that they might be unable to achieve by themselves.
- Through coordinated work with other people we know and institutions/organizations we can make better use of the resources available in the community and generate new ones.
- A community network has benefits for individuals and the community as a whole.
- Men and women may contribute differently, but both have an important role to play in networks.

☑ Note: If time permits, a more in-depth community mapping exercise can be done instead of Steps 3-5.

Materials needed: Pieces of paper with numbers 1 - 6.

Step 1: Introduce the activity. Explain to the group that we will work on how we can solve one problem that was identified based on workshop reflection.

Tell the group that we are going to make a community map of resources to address the problem identified and the path we would take to look for help (in the way of information, emotional support, advice, material aid, etc.) in all the different stages of the problem.

Step 2: First ask someone in the community to draw a very rough map of the village on the ground using a stick.

Step 3: Tell the group, we will first identify the resources that are available in the community basing

Examples of Resources:

- The chief
- The church or mosque
- Community groups
- CACC, VHC
- Community health worker
- Social worker
- TBA
- Police
- Health facility
- Available transport
- School/teacher
as much as possible on the real situation of their community. As each resource person or institution is identified, ask for volunteers from the group to be the different resources.

- What resources do we have as a group to address this?
- What other resources are in the community that we could make use of to address the problem?
- Do you think it is important that both men and women work together to solve this problem?
- What role will men play?
- What role will women play?
- Would those roles be the same?
- What would the benefit be of everyone working together?
- How do we ensure that men and women participate equitably?
- Is there a symbol or gesture that we can use so that we do not forget who they are? (i.e. church could be represented by a person with hands in prayer.)
- What other resources do men and women have to offer? (i.e. skills, knowledge, labor, monetary contributions, etc.).
- How can we represent them?

**Step 4: Identify the steps that they will take to deal with the problem.**

Use numbers to identify who they would talk to first, second, etc. Remind participants that there is no right or wrong route, and that they should focus on the reality of the communities that they live in, not an ideal situation.

- How will they organize themselves to accomplish their goals?
- What will women do?
- What will men do?
- What types of obstacles if any would they have to overcome by involving both men and women in addressing the community’s problem?
- How will they overcome them?

**Step 5: Summarize:** Close the activity by highlighting all the resources mentioned by the groups and how men and women worked together.
Summary

Time: 10 minutes

Step 1: Review the key ideas from the session.
- Working together is very important for men and women to achieve goals that they might be unable to achieve by themselves.
- Through coordinated work with other people we know and institutions/organizations we can make better use of the resources available in the community and generate new ones.
- A community network has benefits for individuals and the community as a whole.
- Men and women may contribute differently, but both have an important role to play in networks.
- Groups that are for women only or for men only are still important, but often the goals of such groups can be enhanced through the support of members of the opposite sex, as was the case in Atusole.

Step 2: Reflect on personal change. Use the change chart or ask the following questions.
- Did I learn any new information about networking? What was it?
- What skills were mentioned today that can I use in my own life?
- What skills can I improve with the new information I have learned today?
- What action can I take in my own life based on what I have learned?
Closure activity: Spider Web

Time: 30 minutes

What do we want to achieve?

This last activity allows participants to share what they have learned, and recognize the benefits of future networking among the members of the group to achieve future tasks. Additionally, the participants will be asked to evaluate the performance of the facilitators and the activities in the workshop itself.

Materials needed: A large ball of wool or string.

Step 1: Ask the members of the group to stand and form a tight circle.

Step 2: Explain to the participants that when you throw the ball, each person will share one thing that they have learned during the workshop. They should hold on to part of the string and throw it to someone else.

Step 3: Start the spider’s web by sharing one thing that you learned as a facilitator. After you have shared, hold on to the ball by the loose end and throw the ball to a participant across the circle.

Step 4: The receiver gives his/her message and throws the ball to someone else across the circle, while holding onto the piece of string. This process continues until all the group participants have had a chance to speak and are holding a part of the string. The result will look very much like a spider web.

Step 5: Conclude the activity. The facilitator concludes by saying:

We all have learned new skills and information that benefits us. As you can see by the web we have created, together we can use these skills to benefit our community.
Step 6: Evaluate sessions using chairs game or other local materials. This game will allow participants to respond to the evaluation questions.

- Put one fewer chairs than there are participants in the middle of the room. Participants should form a circle around the chairs and dance around them as everyone sings a song decided by the group.
- Everyone has to sing until the facilitator shouts stop! This will indicate that everybody should find a chair and sit down.
- 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 s/he should leave the game, taking one chair with her/him out of the central part of the room.
- Sing and ask the remaining participants to repeat the same procedure as many times as it is necessary to have all the questions answered.

If no chairs are available (i.e. in village setting), have the group walk around in a circle as everyone sings a song together. You could lay out a number of sticks, leaves, or other locally available materials, one less than the number of participants. Make sure that they are far enough apart so that everyone has an equal chance to grab one (without hurting each other). As you go through the process, have the person who does not have the stick or leaf, answer one of the questions below. Once they have finished, take away that stick or leaf and continue with the game until all the questions have been answered.

Evaluation questions:

- What did you like the most about the sessions held? Why?
- What did you not like about the sessions held? Why?
- What would you suggest to improve the sessions held?
- What would you recommend to the facilitators to improve their work?
- What is something you liked about the way the facilitators guided the sessions?
- After all the questions have been answered invite participants to share any additional comments.
Step 7: Close workshop.

- Thank all the participants for their participation.
- Highlight the importance of the learning that everyone has gone through.
- Encourage them to continue discussing the ideas from the workshop.
- Also, encourage them to further explore the role gender norms play in their lives and to work on changing the harmful ones and on reinforcing the positive ones.
Glossary of Terms

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

AIDS: Acquired immune deficiency syndrome. It refers to a person suffering from a number of specific infections caused by a weakened immune system. The immune system had been weakened by HIV.

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

Intergenerational relationships: A sexual relationship between partners where the age difference is 5 years and above. These relationships are usually between older men and younger women and put women at risk of HIV infection because gender, age and power dynamics do not allow her to adequately negotiate for her safety within the relationship.

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.

Gender: This word refers to the characteristics that differentiate men and women which have nothing to do with biology but are taught by society. Many societies define different roles, rights, psychological characteristics, behaviors 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 a society or culture about male and female characteristics and capacities. For example, the fact that in most societies women are in charge of cooking and taking care of the children and men are usually in control of the household’s money.

Gender-based violence: Any form of violence that results from and contributes to gender inequality. Sexual violence can be defined as the deliberate use of sex as a weapon to demonstrate power over, and to inflict pain and humiliation upon, another human being. An example of gender-based violence
is men's violence against women. Examples of sexual violence include child sexual abuse and rape.

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

**HIV**: Human immunodeficiency virus. It is a virus that attacks the body's immune system.

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

**Resource**: A good that can be used.

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

**Sex**: Set of biological differences between female and male bodies, linked to their different roles in reproduction. The most obvious are that women have vaginas; men have penises. People are born with these kinds of differences, and they cannot be changed.

**Sexually Transmitted Infection (STI)**: A group of infections that are passed from one person to another through sexual contact. Examples include HIV, syphilis, gonorrhoea and Chlamydia.

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

**Transactional sex**: A sexual relationship where the giving of gifts/money/services and the like are exchanged for sex.

**Violence**: Direct force, threats, intimidation and coercion. It can be physical, psychological, sexual, financial or emotional. Violence happens not only between individuals but also between groups of people.
**Annex 1**

**Change Charts to Copy**

*Change Chart*

This chart can be used to keep a record of what you are learning during this workshop. These categories can be useful later as you decide how you will achieve these changes.

<table>
<thead>
<tr>
<th>Category</th>
<th>Have you learned new information? What?</th>
<th>Have you changed any of our attitudes? How?</th>
<th>Have you learned any new skills?</th>
<th>Do you intend to take any action based on what you learned?</th>
<th>Did you take any action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas from Session 1 Topic:</td>
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<td>Ideas from Session 2 Topic:</td>
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<td>Session 3 Topic:</td>
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<td>Ideas from Session 9 Topic:</td>
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</tbody>
</table>
### Sample Change Chart

<table>
<thead>
<tr>
<th>Category</th>
<th>Have you learned any new information? What?</th>
<th>Has this session changed any of your attitudes? How?</th>
<th>Have you learned any new skills? What?</th>
<th>Do you intend to take any action based on what you learned?</th>
<th>Did you take any action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas from Session 1 Topic: Gender and Reproductive Health</td>
<td>Yes, I learned that men and women have some similar reproductive health needs like: Love, pleasure and good communication</td>
<td>Yes, now I think that it is important to discuss sexual matters with my partner so we can make decisions together.</td>
<td>Yes, I learned how to act when I face a RH problem.</td>
<td>Yes, first I will start discussing things more with my partner in order to make decisions concerning our RH and I will seek out reproductive health services the next time I have a RH problem.</td>
<td>I told my partner about what was discussed in the session and we agreed to talk more openly about Reproductive Health issues.</td>
</tr>
</tbody>
</table>

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 though it may be very personal. However, if some participants would like to share their thoughts, on a voluntary basis, there will be time to do so at the beginning of each session.
Evaluation/Feedback Form for Users of the African Transformation Toolkit

We want to hear from you!

Please complete and send this form to us. Your response will help us to revise and improve the African Transformation Toolkit.

Send To: Bridge Project, Johns Hopkins Bloomberg School of Public Health
          Center for Communication Programs,
          P.O. Box 30782, Lilongwe 3, Malawi
          Fax No: 01 750 496

1. Please tick the people/groups that you have used the African Transformation Toolkit activities with:

   | Youth Groups       |   |
   | Community Groups   |   |
   | PLWAs              |   |
   | Groups of Men only |   |
   | Mixed groups of men and women |   |
   | Church/ Religious Leaders |   |
   | Traditional Healers |   |
   | Students           |   |
   | Counseling clients |   |
   | Other              |   |

2. What impact do you think African Transformation activities are having on the attitudes and behavior of participants?

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3. What have participants said or done to make you think this way?

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4. When using, what activities worked well?

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5. What activities did not work well and why?

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6. What difficulties did you have in using African Transformation activities?

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7. Did you have to make any changes or adaptations? Please tell us about these adaptations.

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8. What changes/additions would you suggest to make the Users' Guide better, i.e. easier to use and understand?

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9. Do you or your organization require further training or support around using the African Transformation activities?

YES ☐ NO ☐

10. If yes, what type of training do you suggest, and for whom?

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11. Who should benefit from this training activity?

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12. Any other comments?

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Thank you!