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# FATHERS: INVOLVED, RESPONSIBLE, HEALTHY

USAID: TRANSFORM PRIMARY HEALTH CARE MALE  
ENGAGEMENT IN ANTENATAL CARE AND FAMILY PLANNING

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## INTRODUCTION

In the past two decades, Ethiopia has experienced significant improvements in its health system and the health status of its population. Nevertheless, the population still has limited to quality reproductive, maternal, and child health services through the primary health care system. Only 41% of women in Ethiopia use a family planning method,<sup>1</sup> and one in five married women still have an unmet need for family planning services.<sup>2</sup> Only 43% of women completed the recommended four ANC visits during pregnancy,<sup>3</sup> and the pregnancy-related mortality ratio remains high – almost twice the global average at 412 deaths per 100,000 pregnancies.<sup>4</sup>

Consequently, the Government of Ethiopia is implementing the Health Sector Transformation Plan, with the main goal of preventing child and maternal deaths.

## THE TRANSFORM: PRIMARY HEALTH CARE PROJECT (2016–2021)

Acknowledging that the social determinants of health affect women, men, girls, and boys in different ways, the United States Agency for International Development (USAID) funded the 5-year Transform: Primary Health Care project, (2016–2021) to provide technical assistance to the Government of Ethiopia to support its implementation of its Health Sector Transformation Plan.

The Transform: Primary Health Care project has focused primarily on reproductive, maternal, newborn, child, and adolescent health and nutrition in five regions: Amhara, Oromia, Southern Nations, Nationalities, and Peoples' Region (SNNPR), Sidama<sup>5</sup>; and Tigray, taking a holistic approach to health systems strengthening by addressing four result areas:

1. Improved management and performance of health systems
2. Increased sustainable quality of service delivery across the continuum of care
3. Improved household and community health practices and health-seeking behaviors
4. Enhanced program learning to impact policy and programming related to preventing child and maternal deaths

## THE IMPORTANCE OF MALE ENGAGEMENT<sup>6</sup>

The Government of Ethiopia recognizes the important role of men in improving health outcomes at the national level. The National Guideline for Family Planning Services (2011) aims to bolster men's role as users, promoters, and decision makers with regard to family planning. Similarly, the guidelines

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<sup>1</sup> Ethiopian Public Health Institute (EPHI) [Ethiopia] and ICF. 2021. Ethiopia Mini Demographic and Health Survey 2019: Final Report. Rockville, Maryland, USA: EPHI and ICF.

<sup>2</sup> Central Statistical Agency (CSA) [Ethiopia] and ICF. 2016. Ethiopia Demographic and Health Survey 2016: Key Indicators Report. CSA and ICF: Addis Ababa, Ethiopia, and Rockville, MD, USA.;

<sup>3</sup> Ethiopian Public Health Institute (EPHI) [Ethiopia] and ICF. 2021. Ethiopia Mini Demographic and Health Survey 2019: Final Report. Rockville, Maryland, USA: EPHI and ICF.

<sup>4</sup> Central Statistical Agency (CSA) [Ethiopia] and ICF. 2016. Ethiopia Demographic and Health Survey 2016: Key Indicators Report. CSA and ICF: Addis Ababa, Ethiopia, and Rockville, MD, USA.;

<sup>5</sup> In June 2019, Sidama split from SNNPR to become an independent region, increasing the number of target regions for the Transform: Primary Health Care project from four to five.

<sup>6</sup> Taken and adapted from: Transform: Primary Health Care Project. 2018. *Male Engagement Implementation Research Inception Report*; and Transform: Primary Health Care Project. 2018. *Gender Analysis: Final Report*. Pages 5-9. Rockville, MD: EnCompass LLC.

suggest the need to ensure that family planning services are friendly toward men and promote male accompaniment when women access family planning services.<sup>7</sup>

In 2017–2018, the Transform: Primary Health Care project's comprehensive gender analysis identified the need for improving and enhancing male engagement in family planning and maternal healthcare to address barriers to care. It also found that men's behaviors around accessing healthcare services in Ethiopia are likely influenced by: a) sociocultural taboos; b) expectations and norms preventing men's engagement; c) lack of knowledge of or familiarity with ways to engage in familial health; d) lack of social and peer support; and e) poor couple communication.

In 2019, formative research carried out by the project identified a growing body of evidence that links male engagement in reproductive health and maternal and child health services with: a) improvements in antenatal care attendance; b) skilled birth attendance; c) births taking place in facilities; d) postpartum care; e) birth and complications preparedness; and f) maternal nutrition.<sup>8</sup>

Similarly, the review of myriad project/program interventions in Ethiopia and other global contexts demonstrated that engaging men could lead to gender-transformative behavioral change and increased uptake of family planning services.<sup>9</sup>

The formative research also highlighted the importance of engaging men simultaneously as **partners**, in which they are central to supporting women's health, and as **agents of positive change**, in which they are involved in actively promoting gender equity for the sake of improving both men's and women's health, and as an end in itself. The data revealed that men in the targeted communities typically don't accompany partners to family planning or antenatal care visits, but they remain the primary decision makers about contraceptive use, family size, and birth spacing. Participants, health workers, and male community leaders reported that traditional gender roles and norms contribute to negative attitudes toward male engagement, and men are often criticized by community members for accompanying women to family planning or antenatal care visits. Data also showed that there are several enabling factors for men's engagement throughout pregnancy and early childhood including formal and informal education and community awareness raising efforts, opportunities to engage with local professionals and role models who support men's engagement, and opening space for couples to share their experiences with each other. The formative study therefore concluded that the adaptation should include critical reflection on gender roles and dynamics in order to transform them as well as education and awareness raising around gender roles, gender-based violence (GBV), family planning, and pregnancy to increase men's engagement as partners and agents of positive change.

## THE SELECTION AND ADAPTATION OF PROGRAM P

The findings of the formative research reaffirmed the importance of the inclusion of male engagement in the Transform: Primary Health Care project, while also facilitating analysis of which interventions and approaches would best coincide with the needs of the project and its proposed outcomes.

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<sup>7</sup> Government of Ethiopia. 2011. *National Guideline for Family Planning Services*.

<sup>8</sup> Tokhi, M., L. Comrie-Thomson, J. Davis, A. Portela, M. Chersich, and S. Luchters. 2018. *Involving men to improve maternal and newborn health: A systematic review of the effectiveness of interventions*. PLoS ONE 13(1): e0191620.

<sup>9</sup> In Ethiopia, see Tilahun, Coene, Temmerman, and Degomme (2015) and Terefe and Larson (1993). Globally, see Daniele et al. (2018) in Burkina Faso; Al-Sabir, Alam, Hossain, Rob, and Khan (2004) in Bangladesh; and Wilder, J., R. Masilamani, and E. Daniel. 2005. *Promoting Change in the Reproductive Behavior of Youth: Pathfinder International's PRACHAR Project*. Bihar, India: Pathfinder International in India.

As a result, Program P<sup>10</sup> was selected, given: a) its affinity to the project's focus on engaging fathers and couples for the purpose of increasing the use of antenatal care and family planning services; b) the use of experiential learning and participatory methodologies (gender transformative) to enable reflection, critical analysis, and the articulation of changes in attitudes and behaviors; and c) the promising results achieved in previous applications, particularly in the 2014/15 adaptation of Program P in Rwanda, the Bandedereho/Role Models: Fathers and Couples program,<sup>11</sup> promoted by Promundo and Rutgers University and implemented by The Rwanda Men's Resource Center (RWAMREC).<sup>12</sup>

To adapt Program P to the Ethiopian context for implementation in Oromia and Southern Nations, Nationalities, and Peoples' Region (SNNPR), the Transform: Primary Health Care project carried out a process of "implementation research" that included: a) key informant interviews with health care providers and male leaders in the community; b) focus group discussions; c) a pre- and post-intervention attitudes and behavior survey with the men and women (couples) selected to participate in the male engagement intervention; and d) the collection of quantitative data from healthcare facilities, including service delivery indicator data.

Exhaustive analysis of the data collected during the implementation research process recommended focusing the adaptation of the Bandedereho Program P manual on three major areas of interest:

1. The inclusion of GBV, gender norms, and household division of labor in dialogue sessions within the manual
2. The integration of a strong gender-transformational approach, underlying all dialogue sessions
3. A focus on contextual factors, given that traditional gender roles and cultural norms reinforce negative attitudes about male engagement

The findings of the implementation research study also indicated that the adaptation of the Bandedereho Program P curriculum/manual would not need to vary in relation to the ages of participants and the geographical regions in which they reside. The same manual could be used with all couples in both Oromia and SNNPR regions.

Based on the recommendations, the ensuing development of a draft adapted Program P manual involved the review of other relevant training manuals and evaluations of male engagement processes from Africa and Latin America, while maximizing fidelity to the Bandedereho Program P manual, given the positive results achieved in Rwanda. Consequently, appropriate adaptations were made to the content and methodology of some activities and supplementary activities were introduced.

To enhance the pertinence of the first draft of the Program P manual to the Ethiopian context, EnCompass organized an in-country curriculum adaptation workshop with the Federal Ministry of Health's Health Extension Directorate and the Women, Children, and Youth Affairs Directorate, EnCompass project staff, including regional gender officers and male engagement coordinators, and local specialist consultants.

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<sup>10</sup> Program P ("P" for "Padre" and "Pai" in Spanish and Portuguese respectively, means "Father") was developed initially by Promundo in partnership with Puntos de Encuentro in Nicaragua, CulturaSalud in Chile, and the Brazilian Ministry of Health and has since been adapted for implementation in at least 15 countries.

<sup>11</sup> *Bandedereho Program P manual: RWAMREC, Promundo-US, MenCare+, Rutgers. 2013. Facilitator's Manual - Engaging men as fathers in gender equality, maternal and child health, caregiving and violence prevention.* Rwanda

<sup>12</sup> Doyle, K., R.G. Levkov, G. Barker, G.G. Bastian, J.B. Bingenheimer, S. Kazimbaya, et al. 2018. "Gender-transformative Bandedereho couples' intervention to promote male engagement in reproductive and maternal health and violence prevention in Rwanda: Findings from a randomized controlled trial." *PLoS ONE* 13(4): e0192756. <https://doi.org/10.1371/journal.pone.0192756>.

With a particular emphasis on cultural sensitivity and the applicability of the curriculum, the adaptation workshop reviewed the overall structure, content, and methodology of the draft adapted Program P manual and of the educational activities proposed in each of the I I dialogue sessions.

The recommendations of the adaptation workshop were subsequently integrated into the adapted Program P manual, contained in this document.

## ABOUT THE MANUAL

A very warm welcome to the **Fathers: Involved, Responsible, Healthy** manual! Your role as a community facilitator is crucial in ensuring the success of its implementation in the community! Below you'll find some introductory information to help you plan and implement the process you will facilitate with this manual.

This manual has been developed by EnCompass, the gender partner on the USAID Transform: Primary Health Care project in Ethiopia, led by Pathfinder International. Designed originally to be used in selected rural communities in Oromia and SNNP regions, as part of a wider male engagement implementation research study being carried out by EnCompass, the manual can be adapted and implemented in similar settings throughout Ethiopia.

## PURPOSE OF THE MANUAL

Its application aims to increase men's attendance and engagement in family planning and antenatal clinic visits with their wives/partners and improve their involvement as fathers in the welfare and health of their children and, more generally, in sharing responsibility for domestic work. It will also enable participants to critically reflect on their attitudes toward gender, power, and violence and make commitments to changes in their behavior that will contribute to healthy and equitable partner and family relationships and to transformations in harmful social norms related to being men in society.

## PARTICIPANTS

The manual is designed to be implemented with men and their wives/partners who meet the following criteria:

- Couples aged 15 to 35 years, married or living together
- Expectant and/or current parents with one or more children under the age of five
- Resident within accessible distance of a health post or health center

Sessions work best with smaller groups of between 10-15 couples. The manual is designed to be implemented with the same group of participants for all 11 sessions. Five of the sessions are for men only (2, 5, 6, 8, and 11) and six are for couples together (1, 3, 4, 7, 9, and 10).

## MANUAL SESSIONS

The manual consists of 11 thematic sessions. As you can see from the table below, some of the sessions are for men only and require a male facilitator; others are for couples and require both a male and a female facilitator. Sessions 3 and 4 also require the presence of a nurse or health extension worker.

## Exhibit 1: Fathers: Involved, Responsible, Healthy Sessions

SESSION/THEMATIC CONTENT	PARTICIPANTS	FACILITATOR(S)
1. Gender equality	Couples	Man and woman
2. Involved, responsible fatherhood	Men	Man
3. Family planning and pregnancy	Couples	Man, woman, and health extension worker
4. Our fathers' and mothers' legacy	Couples	Man, woman, and health extension worker
5. Identifying types of power	Men	Man
6. Violence in our own lives	Men	Man
7. Gender-based violence	Couples	Man and woman
8. Resolving conflict	Men	Man
9. Raising children	Couples	Man and woman
10. Sharing responsibilities at home	Couples	Man and woman
11. Consolidating commitments	Men	Man

Each of the 11 sessions shares a common structure, as described below:

- **Facilitator:** Men-only sessions require a male facilitator; couple sessions require both a male and a female facilitator. Couple sessions with mainly health content (Sessions 3 and 4) also require the presence of a health extension worker.
- **Participants:** Five of the sessions are for men only (2, 5, 6, 8, and 11) and six are for couples (1, 3, 4, 7, 9, and 10).
- **Session time:** This is the estimated time the session should take and is generally between 2.5 and 3 hours. This is based on the time that participants can dedicate on a given day, in relation to their multiple work, family, and other commitments.
- **Learning objectives:** This describes what participants will have learned by the end of the session.
- **Materials:** These are the materials and resources facilitators need to carry to each session. Some may need preparation before the session begins.
- **Methods:** A brief description of the facilitation methods that will be employed by the facilitator(s) during the session
- **Overview:** An outline of the activities that will make up each session. These include a “check-in” and a “checking out” activity

## ACTIVITIES

Each session is made up of several training **activities** that are described in detail to enable you to implement them with ease. The table on the next page demonstrates the activities included in each session plus the check-in and checking out activities, and the estimated time you will need for each one. These timings are not fixed, so you may need to be flexible based on the characteristics of each group or because of unseen issues that may arise.

All the activities in the manual follow the structure indicated below:

- **Purpose:** This describes what the activity endeavors to achieve.

- **Materials and preparation:** These are the materials and resources you will need to carry out the activity. Remember, some may need preparation before the activity begins.
- **Facilitator's notes:** These notes refer to aspects of the session process, methodology, and methods and are tips to help you prepare and implement the activity fluidly and be aware of things to look out for. You should read these notes VERY carefully before carrying out the activities.
- **Instructions:** These are the individual steps that make up the activity. Follow these steps carefully and methodically in order to implement the activity well. The steps are numbered and should be executed in the order in which they are presented. Make sure you review and practice the steps before implementing the activity, to make sure you understand how they link together and avoid skipping any!

The **check-in** activity welcomes the participants to the session. It bridges the new session with the previous one by inviting the participants to share how they and their family have been since the previous session, and their efforts to put into practice the commitments they articulated in the previous session.

The **checking out** activity closes each session highlighting key messages and enables the participants to articulate commitments and changes they will put into practice in their homes and/or communities before the next session.

## Exhibit 2: Index of sessions and their respective activities

SESSION 1: GENDER EQUALITY
• Activity 1.1: Spider's Web (30 minutes)
• Activity 1.2: Gendered Values (45 minutes)
• Activity 1.3: What is this mystical thing called gender? (70 minutes)
• Checking out: Proposals for fostering gender equality (5 minutes)
SESSION 2: OUR FATHERS' AND MOTHERS' LEGACY
• Check-in (15 minutes)
• Activity 2.1: My father's impact, my mother's impact (60 minutes)
• Activity 2.2: The benefits of being an involved father (60 minutes)
• Checking out: Proposals for being involved, responsible fathers (10 minutes)
SESSION 3: PREGNANCY, FAMILY PLANNING, AND CONTRACEPTIVE METHODS
• Check-in (15 minutes)
• Activity 3.1: Ensuring a healthy pregnancy (1 hour 10 minutes)
• Activity 3.2: Learning about family planning and contraceptive methods (1 hour)
• Checking out: Proposals related to pregnancy, family planning, and contraceptive methods (10 minutes)
SESSION 4: INVOLVED HUSBANDS AND FATHERS
• Check-in (20 minutes)
• Activity 4.1: Men's role in antenatal care, birth, and caring for newborn babies (60 minutes)
• Checking out: Proposals for being involved, responsible fathers (10 minutes)
SESSION 5: IDENTIFYING TYPES OF POWER
• Check-in (15 minutes)
• Activity 5.2: Exploring the meaning of power (1 hour 30 minutes)
• Activity 5.1: The games we played as boys... (1 hour 10 minutes)
• Checking out: Proposals for preventing abuse of power (10 minutes)

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**SESSION 6: VIOLENCE IN OUR OWN LIVES**

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- Check-in (15 minutes)
- Activity 6.1: Violence in our own lives (1 hour and 20 minutes)
- Activity 6.2: What is violence? (35 minutes)
- Activity 6.3: The power and violence map (40 minutes)
- Checking out: Proposals for eliminating harmful power dynamics and violence in our lives (10 minutes)

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**SESSION 7: GENDER-BASED VIOLENCE**

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- Check-in (20 minutes)
- Activity 7.1: Violence in daily life (1 hour)
- Activity 7.2: Understanding and speaking out about GBV (1 hour)
- Checking out: Proposals for detecting GBV and supporting victims (10 minutes)

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**SESSION 8: RESOLVING CONFLICT**

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- Check-in (20 minutes)
- Activity 8.1: Resolving conflict (1 hour 20 minutes)
- Activity 8.2: My support network (40 minutes)
- Checking out: Proposals for eliminating harmful power dynamics and violence in our lives (10 minutes)

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**SESSION 9: RAISING CHILDREN**

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- Check-in (20 minutes)
- Activity 9.1: The needs of children (1 hour)
- Activity 9.2: Positive parenting skills (1 hour)
- Checking out: Proposals for raising children (10 minutes)

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**SESSION 10: SHARING WORK RESPONSIBILITIES**

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- Check-in (20 minutes)
- Activity 10.2: The work we do and the value it's given (1 hour 40 minutes)
- Activity 10.1: Who does the care work? (20 minutes)
- Checking out: Proposals for promoting shared responsibility (10 minutes)

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**SESSION 11: CONSOLIDATING COMMITMENTS**

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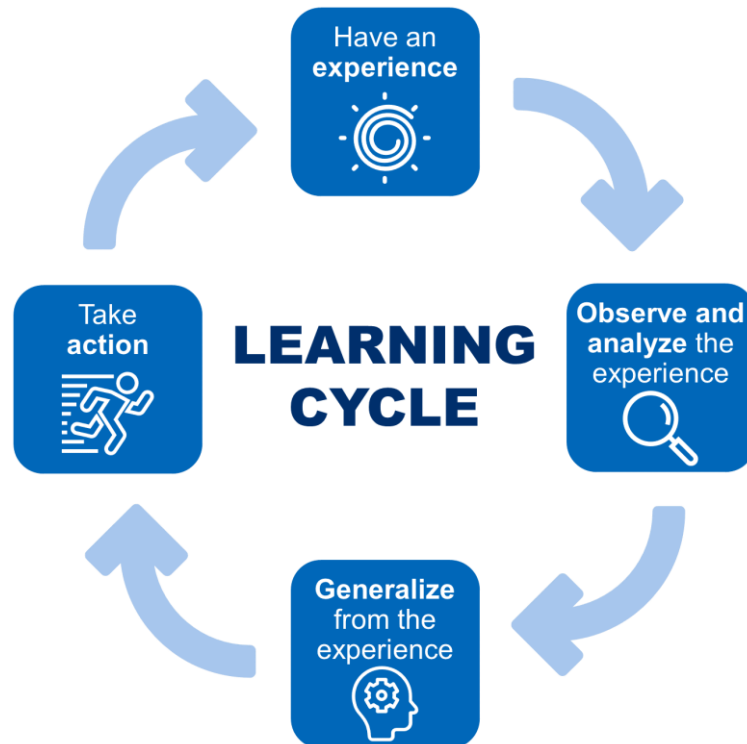
- Check-in (20 minutes)
  - Activity 11.1: A father's web (30 minutes)
  - Activity 11.2: Consolidating commitments (1 hour and 30 minutes)
  - Checking out: Proposals for supporting each other (10 minutes)
-



## METHODOLOGY AND FACILITATION

### EXPERIENTIAL LEARNING CYCLE

All the sessions in this manual and their respective activities integrate an **experiential learning model** that is demonstrated in the learning cycle depicted in the graphic below.



Adapted from: <https://leadershipchamps.files.wordpress.com/2008/04/learning-cycle.jpg>

The **starting point** of the experiential learning cycle (“Have an Experience”) is the acknowledgment of the participants’ life experience related to the themes that will be covered during the II sessions. The experiential learning model values the knowledge (empirical and scientific) that participants already have and recognizes and respects their diverse realities and aspirations.

The activities included in each of the II sessions use **participatory methods** that enable the participants to:

- **Observe and analyze their experience(s):** shared reflection, critical analysis, in-depth questioning, and dialogue between the participants
- **Generalize from the experience(s):** the acquisition of new knowledge and/or strengthening of existing knowledge, using key messages to highlight and summarize concepts and learning at the end of activities and sessions.
- **Take action:** participants’ articulation of proposals for change and the practical application of these proposals, and of the new learning and discoveries in their relationships, families, and communities

### PLANNING AND PREPARATION

**Planning and preparation** are key! Plan and prepare each of the sessions carefully before implementing them.

When preparing a session, take time to study each of the activities in the session and make sure you thoroughly grasp the content, the methodology, and the steps you will follow.

In couple sessions, agree with your co-facilitator who will lead which activity (or steps in each activity) and who will support and how. Work together as a team, sharing tasks and responsibilities.

The regional gender officers and male engagement regional coordinators will support you in the planning and preparation of the sessions and are available to respond to queries, give advice, and answer any questions you may have.

## **FACILITATION TIPS FOR RUNNING THE SESSIONS<sup>13</sup>**

Facilitation is making things occur easily or making something possible. To facilitate is to enable and guide processes, creating and supporting a safe space for purposeful engagement and participation. Facilitation entails the use of participatory methods to stimulate greater participant involvement and interaction.

As a facilitator, you play a key role in ensuring that the learning process is effective and fun. You (and your co-facilitator in the couple sessions) are responsible for creating a positive, healthy learning environment of trust and openness that is conducive to learning and in which all the participants feel comfortable and are empowered to share experiences, speak honestly, and learn together.

Here are some **facilitation tips** to help you be the best facilitator you can possibly be!

- Be clear about your role: your behavior more than your words will convey that you are not the “teacher” but a facilitator and fellow learner.
- Make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage arguments; keep a check on those who dominate; draw in those who are hesitant.
- Explain and summarize when necessary, especially at the end of each activity and session; decide when to extend a discussion and when to go on to the next topic; remind the group when they veer off subject.
- When facilitating group discussions, sit with the participants in a circle in chairs or on the floor. When you stand and they are seated behind desks you recreate a formal, hierarchical setting that can inhibit participation. Ask open-ended questions that encourage reflection and analysis, using language that is suitable for the participants.
- Make the most of the role plays/games that participants will prepare and present. They are (and should be) great fun, but your role is to stimulate reflection and analysis. Keep the manual close by and use the questions that are provided to do a thorough debrief of the role plays.
- Be aware of your eyes: maintain visual contact with participants; be aware of your voice: try not to talk too loudly, too softly, or too much! Be aware of your body language: consider where you sit or stand and other ways in which your body might convey negative messages to the participants.
- Be creative and encourage creativity in the participants!

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<sup>13</sup> Adapted from: [Facilitation manual - a guide to using participatory methodologies for human rights education Amnesty International 2011](#)

## **Your role as a facilitator**

- Your primary role is to facilitate educational processes with and among the participants to enable them to reflect, learn, and take action to make changes. This will entail moments in which the participants will share their feelings and express emotions and may, in some cases, exteriorize problems that may need specialized support to resolve. Refer them to appropriate services that are available locally (in coordination with the health extension worker). You are not expected to offer psychosocial support/counselling, nor should you attempt to. Be clear of where the boundaries are and avoid creating dependencies; you are not a psychologist or social worker and cannot resolve others' problems but can direct them to support.
- Some participants may, for legitimate reasons, miss a session or two. If someone is absent for two consecutive sessions, however, contact them and encourage them to come to the next session. If they miss three consecutive sessions, you should consider that they have withdrawn from the process.
- If, during the facilitation of the 11 sessions, you become concerned that the behavior of any of the participants could be causing harm to their partners or children, contact your regional gender officer and/or male engagement regional coordinator for advice and decide together what course of action to take. Consult with other GBV/intimate partner violence professionals as necessary. Remember that the safety and wellbeing of women and children and their protection from violence is a key guiding principle of engaging men and boys for gender equality.
- Be true to the facilitators' code of conduct.

## **Evaluation and Feedback**

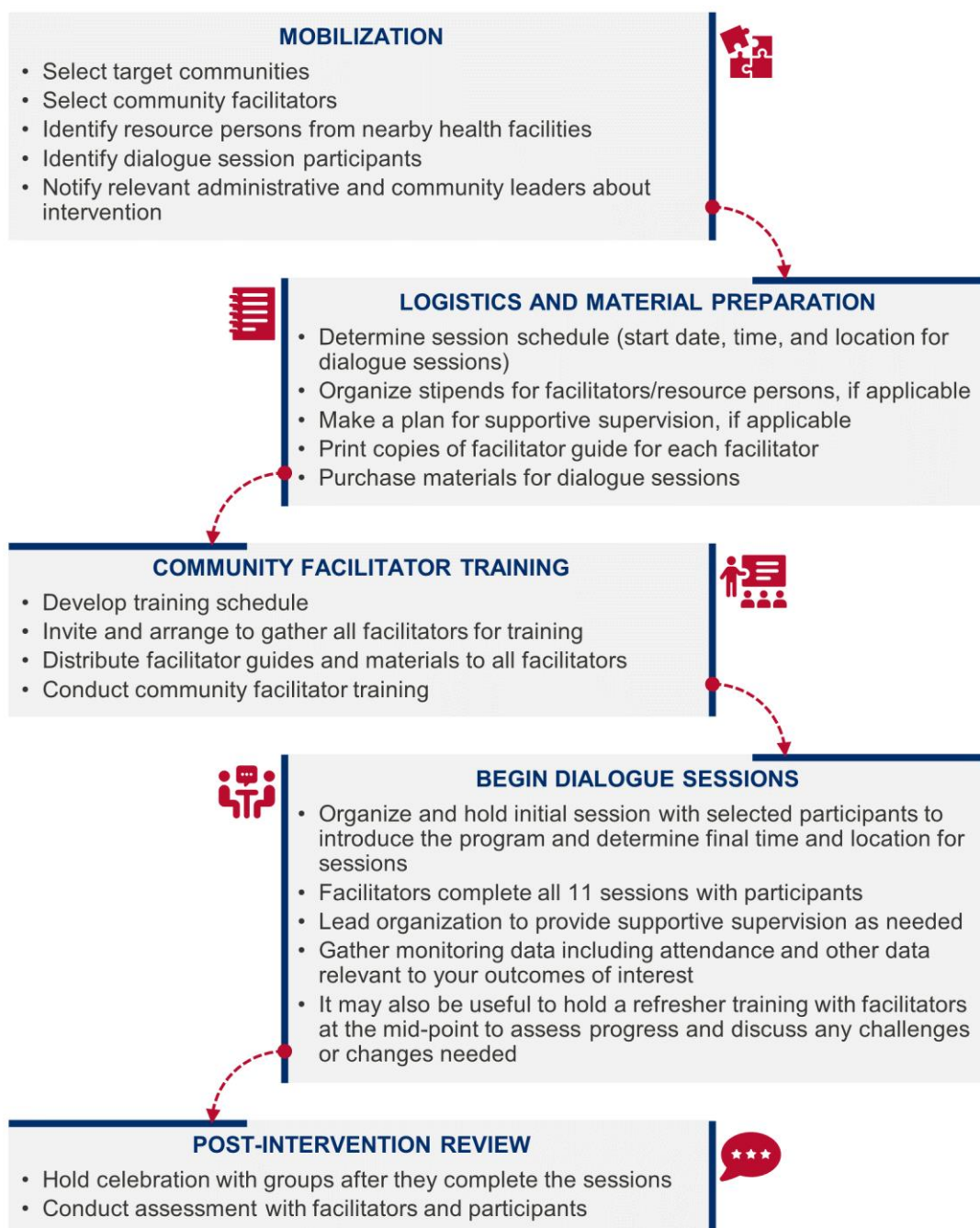
It is important to gather as much information about the implementation of the sessions as is possible to inform further adaptations and help refine the curriculum. Your role in this is vital and consists of:

- Taking attendance at each session with the provided attendance sheet.
- Carrying out a brief evaluation of each session with the participants. You can do this using a flipchart divided into two columns with a smiley face symbol in one and sad face symbol in the other, onto which participants can stick Post-its or write comments about what they liked and didn't like about the session. Encourage participants who can read and write to help others who have limited literacy skills.
- Completing the facilitator feedback form for each session with your own thoughts and opinions about each session using the questions provided.

## IMPLEMENTATION SUGGESTIONS

The graphic below depicts the basic steps for implementing this male engagement intervention. Implementation plans should be revised based on community context and your organization's goals, budget, and reach, but the information below provides guidance based on international best practices.

**Exhibit 3: Suggested implementation plan**



## TIPS FOR SELECTING AND MOBILIZING COMMUNITIES AND PARTICIPANTS

Implementing this manual entails executing I I dialogue session processes of 2–3 hours each at the community level over a period of several months. These can be organized by civil society organizations in collaboration with local health authorities or by the latter in liaison with selected communities and their leaders.

In selecting and mobilizing the communities and participants that will take part in the I I dialogue sessions, the following suggestions can be taken into consideration.

- a) Establish a coordination mechanism for the planning, delivery, monitoring, and evaluation of the dialogue sessions. This can include the appointment of a coordinator (or coordination team) by the implementing entity and the selection of community mobilizers with experience in gender programming in the geographical areas where the dialogue sessions will be rolled out.
- b) Determine the roles and responsibilities of the coordination team and community mobilizers in relation to: community facilitator recruitment and training, participant selection, liaison with community leaders, coordination with local health authorities, and monitoring and evaluation of the dialogue sessions.
- c) Train the community mobilizers in the use of the manual to strengthen their command of the thematic content and methodology and to plan its implementation.

To do this, the coordinator/coordinating team, in collaboration with other specialists on gender, GBV, antenatal care etc., can facilitate a workshop making use of the activities included in the manual so the community mobilizers experience them initially as participants. This deepens their commitment to gender equality and contributes to their understanding of how each activity and session is constructed and sequenced, and how they should be delivered.

Additional training on participatory methodologies can also be included in the workshop, as can detection and reporting of GBV and intimate partner violence and support available to survivors of GBV and intimate partner violence.

Similarly, if the community mobilizers will play a role in training community facilitators and in monitoring and evaluating the dialogue sessions, the training they receive should also cover the tools they will use and how these tools will be applied.

Community mobilizer training should adhere to safeguarding health and safety and security protocols related to COVID-19 and/or social/political conflict.

Sufficient time for adequate and integral community mobilizer training is vital and may be 4–5 days.

- d) Typically, assessing changes in attitudes and behavior resulting from participants' involvement in the dialogue sessions can be done through pre and post testing. Measuring health-related outcomes such as antenatal care visits (by participants and in the wider community) as a result of the intervention will require the establishment of a baseline and end line study. Information on the variables that can be included in these can be found in the EnCompass Program P Adaptation Report.
- e) Contextualize the focus and content of sessions and activities contained in the manual with the settings, cultural traditions, needs, and idiosyncrasies of the envisaged communities and participants, as needed. This can be done, where possible, via pre-intervention consultation with local leaders, health personnel, and participants, and also with community mobilizers during the training they receive on using the manual. The latter is particularly important if it is not possible to conduct pre-intervention consultation with other stakeholders.

- f) Select the participants for the dialogue sessions, bearing in mind that the focus and content of the dialogue sessions have been developed for participants who meet the following criteria:

- Couples aged 15–35 years, married or living together
- Expectant and/or current parents with one or more children under the age of five
- Resident within accessible distance of a health post or health center

If the manual is used primarily with groups of couples who are expecting their first child, adaptations may have to be made to some of the activities that reference and build on participants' previous experience as couples in pregnancy, childbirth, and parenting (Session 3, for example).

- g) In selecting participants, bear in mind that the activities in the dialogue sessions are designed to require minimal levels of formal education and literacy skills. It is important, however, that the literacy skills of some participants in each of the dialogue session groups are sufficient to support other members of the groups with limited literacy skills.
- h) Deliver the 11 dialogue sessions weekly or fortnightly, bearing in mind that between the sessions, participants will be required to carry out simple actions in their homes and/or communities, on which they will report back to the group at the beginning of the next session. Momentum could be negatively affected if there are more than two weeks between each of the dialogue sessions, which could lead to participant abandonment of the sessions.
- i) Translation of the manual into local languages can be time consuming. Verification mechanisms should be established to validate the fidelity of translations and to ensure that content and language are aligned to cultural sensitivities, especially in relation to taboo topics.
- j) Meetings with selected community leaders (including influential religious leaders) to present the purpose and content of the proposed processes of dialogue sessions and foster their interest and support can help mitigate resistance and misperceptions. In these meetings, emphasize the importance of the session dialogues for improving community health, preventing GBV, and fostering healthy, equitable relationships within couples, families, and communities.

## TIPS FOR SELECTING AND MOBILIZING FACILITATORS

Facilitators are the backbone of the group dialogue sessions, as they will be responsible for the preparation and delivery of the sessions using this manual, as well as follow-up with participants and monitoring and evaluation activities.

Three types of facilitators are needed for the session processes:

- Adult male facilitators to facilitate the men-only sessions and co-facilitate, with a female facilitator, the couple sessions
- Adult female facilitators to co-facilitate with the male facilitators the couple sessions, paying particular attention to the needs and qualitative participation of the women participants
- Health care providers with expertise in antenatal care and family planning to deliver the technical content of sessions 3 and 4

In selecting facilitators, the following criteria should be taken into consideration:

- Knowledgeable of the communities where the dialogue sessions will be implemented, preferably from and/or resident in those communities
- Committed to gender equality and human rights
- Proven experience in facilitation of community education processes

- Familiar with the use of participatory methodologies and experiential learning approaches
- Good levels of literacy
- Respected members of the community, acceptable to participants and local leaders
- Fathers and mothers (optional) who are committed to positive parenting approaches and practices
- Some knowledge of gender and GBV (causes, consequences, and prevention)
- Proven track record of firm commitment to non-violence against women and children

Facilitator training in the use of the manual should focus on achieving and/or reinforcing several interconnected areas:

- Knowledge of the thematic content contained in the manual
- Understanding of the dialogue session structure and activities and how these should be delivered
- Gender equitable attitudes and behaviors and commitment to gender equality and non-violence
- Skills in facilitating participatory methodologies
- Familiarization with monitoring and evaluation tools and procedures
- Adherence to safeguarding, health and safety, and security protocols related to COVID-19 and/or social/political conflict
- Detecting and reporting GBV and intimate partner violence and support to survivors

Training workshops for facilitators can be designed and delivered by community mobilizers with support from the coordinator/coordinating team, and from other specialists on gender, GBV, antenatal care, etc. as needed. As much as possible, community mobilizers should endeavor to make use of the activities included in the manual so the facilitators experience them first as participants. This deepens facilitators' commitment to gender equality and contributes to their understanding of how each activity and session is constructed and sequenced, and how they should be delivered.

Sufficient time for adequate and integral facilitator training is vital and may be 5–8 days.








To provide ongoing support to facilitators during the delivery of the dialogue sessions, depending on resources available, community mobilizers can supervise/monitor selected dialogue sessions and give on the spot feedback to facilitators. Similarly, they can organize periodic encounters (for example, after Sessions 3, 6, 9, and 12) for facilitators to evaluate their performance and learn from each other on thematic content and facilitation skills.

Peer-to-peer support and ongoing learning between facilitators can be attained by encouraging facilitators from the same or neighboring communities to prepare sessions together and share feedback (for example, via WhatsApp groups) on successes and challenges related to the delivery of the sessions.

Facilitators can also play a key role in consultations with community leaders, local health authorities, and participants (baseline study) and the application of monitoring and evaluation tools.



## SESSION 1: GENDER EQUALITY

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	<p>Create a space of trust and confidentiality among participants</p> <p>Discuss the differences between sex and gender, and reflect on how gender norms and inequalities influence men's and women's roles and positions in society</p>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• Ball of string</li> <li>• Flipchart</li> <li>• Markers</li> <li>• Tape</li> <li>• Copies of Sessions Overview Handout</li> <li>• Three signs on A4 paper or card of different colors: "Agree" (white), "Disagree" (yellow), and "Unsure" (blue)—or use the colors you have available</li> <li>• Signs for Man and Woman</li> <li>• Sticky dots</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>• Interactive, participatory exercises</li> <li>• Group work and plenary discussions</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Activity 1.1: Spider's Web (30 minutes)</li> <li>• Activity 1.2: Gendered values (45 minutes)</li> <li>• Activity 1.3: What is this mystical thing called gender? (70 minutes)</li> <li>• Checking out: Proposals for fostering gender equality (5 minutes)</li> </ul>



## ACTIVITY 1.1: SPIDER'S WEB (30 MINUTES)

### PURPOSE

To explore participants' expectations of the planned sessions and create an atmosphere of trust and collaboration.

### MATERIALS AND PREPARATION

- A ball of string
- Flipchart papers with headings "Expectations" and "Working Together"
- Markers and masking tape
- Enough space for the participants to form a circle. (If you are using a classroom or other community space, chairs and tables will need to be moved back, out of the way.)

### FACILITATORS' NOTES

- Participants will be throwing and catching a ball of string during this activity, so track the string so it does not tangle.
- Some participants might drop the ball of string. That is OK. Simply have them pick it up and continue.
- Make sure participants are as brief and precise as possible when they receive the ball of string, especially if there are 20 or more people taking part. This activity needs to be fast-moving.

### INSTRUCTIONS

#### Step 1: Introduction to the Spider's Web

Ask participants to form a circle (standing up).

Explain that you will throw a ball of string to another participant across the circle, holding the end of the string in your hand. The participant who receives the ball of string will say who they are and where they are from.

#### Step 2: Weaving the Web—Introductions

Throw the ball of string to one of the participants across the circle while holding the end of the string in your other hand. Ask that person to share who they are and where they are from.

When they have done so, ask them to throw the ball of string to another participant, holding the unwound string in their other hand.

Repeat this until all participants have taken part.

Invite the participants to share reflections on the "spider's web" they have woven. What did they observe, feel, or find interesting as they did the exercise?

### Step 3: Expectations

Explain that we will now do the exercise in reverse order, until the ball of string is back in your hands, as when the activity started.

Ask the person who is holding the ball of string (the last person to introduce her/himself) to share a personal expectation of the upcoming sessions. A co-facilitator notes the responses on the sheet of flipchart paper entitled “Expectations.”

Once they have done so, invite them to throw the ball of string back to the person they received it from, and ask that person to share their expectation of the upcoming sessions.

Repeat the above until the ball of string arrives back in your hands and everyone has shared their expectations. Invite your co-facilitator to quickly summarize the expectations on the flipchart, allowing time for questions, observations, and reflections.

Refer to the sheet of flipchart paper headed “Working Together” and do a quick brainstorm with participants, inviting them to share their suggestions for ground rules for creating a positive space for working together, mutual learning, and an atmosphere of trust. A co-facilitator notes the responses on the sheet of flipchart paper.

### Step 4: Presentation of Sessions

Present the overview of the 11 sessions that will be carried out over the next three months, pointing out the thematic content of each session, sessions that will be mixed (for couples), and those that will be just for the men.

#### Exhibit 4: Sessions’ Overview Handout

Session/Thematic Content	Participants
1. Gender equality	Couples
2. Involved, responsible fatherhood	Men
3. Family planning and pregnancy	Couples
4. Our role as involved husbands and fathers	Couples
5. Identifying types of power	Men
6. Violence in our own lives	Men
7. Gender-based violence	Couples
8. Resolving conflict	Men
9. Raising children	Couples
10. Sharing responsibilities at home	Couples
11. Consolidating commitments	Men

Explain that some of the sessions are just for men to enable them to reflect together on things they can do to be better men, husbands and fathers, brothers and uncles.

Allow time for questions related to the upcoming sessions (content, methodology, logistics, etc.).

End the activity highlighting the key message below and telling participants that we will now move on to the next activity, which is called “Gender Values.”

### Key Messages

- Being parents of young children connects us in a special way, and we all want to be the best fathers and mothers we can possibly be.
- In these sessions, we will discover more about ourselves and our culture, while learning from each other and acquiring new knowledge and skills to help us do just that.

## ACTIVITY 1.2: GENDER VALUES (45 MINUTES)

### PURPOSE

To explore our values and attitudes about men, women, and gender norms.

### MATERIALS AND PREPARATION

- Three signs on A4 paper or card of different colors: “Agree 😊” (white) “Disagree 😞” (yellow), and “Unsure 😐” (blue), or use the colors you have available
- Markers, masking tape

### FACILITATORS’ NOTES

- During the activity, strike a balance between interventions from men and from women. You may find that the men are the first to express their opinions and are less shy in doing so. If two men have spoken in a row, address the women directly and say “Let’s hear from the women. Which one of you would like to share an idea, thought, or opinion?” Do this in all the couple sessions!
- Encourage participants to be brief. No long discourses!
- Prepare key messages on a flipchart before the session, to make closing the activity easier. (You can do this for all the activities, if necessary).

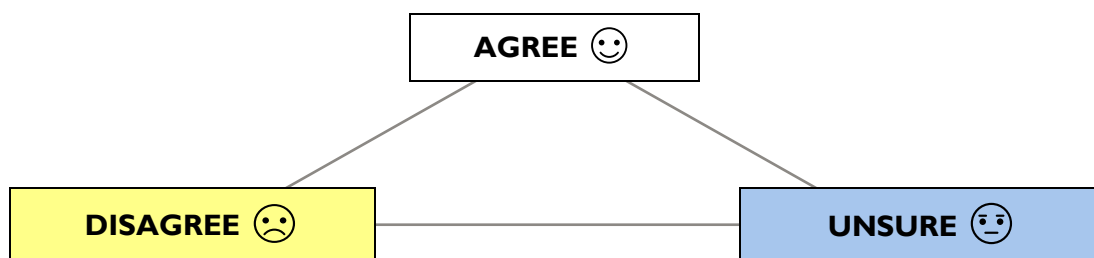
### INSTRUCTIONS

#### Step 1: Introduction to the Exercise

Explain to the group that we are going to do an activity that will help us reflect on our own attitudes and beliefs about men and women. Remind the participants that everyone has a right to their own opinion, and it is important to listen to each other.

Ask the group to stand up and move to where there is plenty of space. Show them the three signs, and explain that the white one says “Agree,” the yellow “Disagree,” and the blue “Unsure.”

Tape the three signs on the wall around the room. If you are outside, place the signs on the ground to form a triangle.



Leave enough space between each sign to allow a group of participants to stand together near each.

### Step 2: Gendered Values Exercise

Explain that you are going to read a series of statements. After you have read each statement, the participants should stand in front of the sign that reflects their own opinion—they can agree with the statement and go to the white sign; disagree and go to the yellow sign; or maybe they are not sure whether they agree or disagree, so they should go to the blue sign.

Read aloud the first statement:

It is easier to be a man than a woman in your community.

Instruct the participants to stand in front of the sign that reflects their opinion on that statement. After they have done so, ask for one or two participants beside each sign to explain why they are standing there (why they agree, disagree, or are unsure). Ask whether anyone wants to change their mind.

If all the participants stand in front of one sign (highly unlikely), ask if anyone had considered a different answer and why. If there is not much discussion, move on to the next statement.

Look out for groups that only have one or two men or women and invite them to share. Or if there are all are men or women in front of one sign, ask for their opinions.

Look out for a generation gap where all the younger women or men think differently than the older women/men.

Reaffirm that the exercise is about their own opinions, not what their culture expects of men and women.

Repeat the above for each of the following statements, reminding them when necessary that they are being asked for their own opinions and not what they consider to be the general cultural expectation of their society:

- Women make better parents than men.
- A woman is more of a woman once she has had children.
- If a difficult decision must be made in a family, the man should make the final decision.
- Men are naturally more violent than women.
- Sex is more important to men than to women.

### Step 3: Dialogue in Plenary

After you have finished with all the statements, ask the group to sit down in a circle and use the following questions to stimulate discussion and dialogue:

### Questions for group discussion:

- Which statements did you have the strongest opinions about? Why do you think this was so?
- How did it feel to talk about an opinion that was different from some of the other participants?
- How do you think the opinions and beliefs we have about men and women might influence the way we interact with men and women?
- Did anyone take a “neutral position” (did not stand under any of the three signs) on any of the statements? If so, why?
- Did anyone change their position during the discussion on any of the statements? If so, what made you change your mind? Why did this change happen?
- Do you think such ideas about what men and women do occur in your community? Why/why not?

End the activity highlighting the key message below and telling participants that we will now move on to the next activity, which is called “What is this mystical thing called gender?”

#### Key Messages

- The ideas we have about how men and women should be and what they should do in society (stereotypes) influence our attitudes, values, and how we behave in certain situations, often without us even realizing it.
- Exploring our attitudes toward men and women of different ethnicities, ages, etc. can help us make different choices about our roles and behavior in our relationships and families.
- Everyone should be valued equally and have the same rights and opportunities, independent of their sex, gender, age, ethnicity, religion, class, social status, etc.

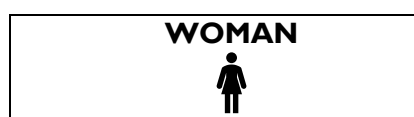
## ACTIVITY 1.3: WHAT IS THIS MYSTICAL THING CALLED GENDER? (70 MINUTES)

### PURPOSE

- To discuss the differences between sex and gender, and to reflect on how gender norms influence the identities, roles, lives, and relationships of men and women, and create unequal opportunities and rights.

### MATERIALS AND PREPARATION

- Two pieces of card with the titles “Man” and “Woman” and/or headed with stick figures for man/woman



- Flipchart paper, markers, and tape

- Sticky-backed dots and stars

## **FACILITATORS' NOTES**

- This activity enables participants to remember people, situations, and experiences from their childhood. When they share and reflect upon these, they may experience feelings of sadness, frustration, loss, and anger as they discover new meanings and even remember things that have been “forgotten” or ignored. Encourage the participants to express how they feel, but without pushing too hard and threatening their sense of security.
- Be positive and empathetic, reaffirming men and women when they share personal experiences. This helps create an atmosphere of acceptance of sharing that is not common in everyday social spaces, especially between men.
- When groups are presenting, don't put one group's flipchart on top of another's! Keep everything visible. Use the walls to spread out the flipcharts!
- Look out for any pushback or resistance from some of the men in the group. As they realize the multiple burdens that women face and the many advantages of being men in society, they may begin to feel a sense of guilt and that they are to blame. Highlight the message that it is not their fault as individual men, and that now they can begin to take responsibility to make changes in their own lives and families to make things better.

## **INSTRUCTIONS**

### **Step 1: Group Work—Sharing Experiences of Gender Socialization<sup>i</sup> (30 minutes)**

Explain that we will now begin personal and group reflection and analysis of our own lives and experiences related to being women and men.

Divide participants into two groups of equal numbers of men and two groups of equal numbers of women. If possible, make sure there is at least one person in each group that has good literacy skills.

Give the groups the question guides below. Explain that the questions for Group 1 of men and Group 1 of women are different from those for Group 2 of men and Group 2 of women. Read out both sets of questions. Both groups reflect and respond from their own experiences as men or women and, where possible, note their answers on flipchart paper.

Spend some time with the groups (facilitators with group of their own gender) to help read the questions, facilitate the group discussion, and note ideas on flipcharts if necessary. You can also help clarify doubts and queries and stimulate reflection and sharing. It can help the groups to deepen their analysis and open up if you share something from your own experience with them.

**Group 1 of men:**

- a) When growing up, what do we remember about the messages we received about how men should behave in society, what they should do, how they should express themselves, and so on?
  - In our families
  - In school
  - In our villages
  - From our religion
  - From the media (TV, radio, newspapers, internet, etc.)
- b) What are the advantages and disadvantages of being brought up a boy?
- c) Each group member places a sticky dot beside any advantages or disadvantages that, looking back, they feel were particularly important for them as they were growing up.

**Group 1 of women:**

- a) When growing up, what do we remember about the messages we received about how women should behave in society, what they should do, how they should express themselves, and so on?
  - In our families
  - In school
  - In our villages
  - From our religion
  - From the media (TV, radio, newspapers, internet, etc.)
- b) What are the advantages and disadvantages of being brought up a girl?
- c) Each group member places a sticky dot beside any advantages or disadvantages that, looking back, they feel were particularly important for them as they were growing up.

**Group 2 of men:**

- a) Share experiences when as boys/men you were ridiculed, reprimanded, or punished for doing things associated with the “other sex” (i.e., when you did not conform to the norms of being a boy/man). How did you feel? What were the consequences for you and others involved?
- b) What are the advantages and disadvantages of being brought up a boy?
- c) Place a sticky-backed star beside any advantages or disadvantages that, looking back, you feel were particularly important for you as you were growing up.

**Group 2 of women:**

- a) Share experiences when as girls/women you were ridiculed, reprimanded, or punished for doing things associated with the “other sex” (i.e., when you did not conform to the norms of being a girl/woman). How did you feel? What were the consequences for you and others involved?
- b) What are the advantages and disadvantages of being brought up a girl?
- c) Place a sticky-backed star beside any advantages or disadvantages that, looking back, you feel were particularly important for you as you were growing up.

**Step 2: Plenary (20 minutes)**

Invite Group 1 of men to present their flipchart first (or share their reflections, if they did not prepare a flipchart). Ask the other participants whether they have any questions for clarification.

Invite Group 1 of women to present their flipchart (or share their reflections, if they did not prepare a flipchart). Ask the other participants whether they have any questions for clarification.

Invite participants to comment on the similarities and differences between the men's and women's group. Ask what captures their attention the most. *(Note to facilitator: don't focus too much yet on analyzing the advantages and disadvantages of being a man or a woman, as group 2 of men and women have also reflected on this.)*

Repeat this procedure for Group 2 of women and Group 2 of men.

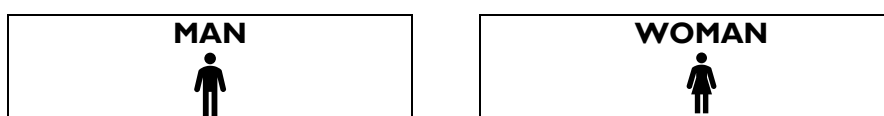
Ask the participants what similarities and differences there are in relation to the advantages and disadvantages of being a man or a woman.

Facilitate further reflection on any issues you feel need further discussion, and that have not been brought up by the participants (for example, reproduction of gender stereotypes, unequal opportunities and rights) and major similarities and differences between the reflections carried out within the groups.

Before moving on to Step 3, emphasize that social institutions (the family, religion, political parties, military, etc.) play a key role in teaching men about gender. This is because they involve or reach a lot of men. The messages that men receive from these institutions promote ideas, attitudes, values, and behavior that presuppose and reinforce the idea of men's superiority over women.

### **Step 3: Identifying the Characteristics of Being a Man and a Woman<sup>ii</sup> (10 minutes)**

Stick the two pieces of card that you prepared before the activity on the wall, side by side, with a sheet of flipchart paper under each.



Building on the previous exercise, ask the participants:

#### **In our culture, what are the expectations around being a man?**

Write down the words and phrases they come up with on the flipchart underneath the card that says "man."

Explain that the responses can be positive or negative, and can include men's physical attributes, things they do in the family/community/society, how they express themselves, or how they relate to other men and women (bring out both biological aspects and social characteristics).

Repeat this step, asking the group:

#### **In our culture, what are the expectations around being a woman?**

Write down the words and phrases they come up with on the flipchart underneath the card that says "woman."

### **Step 4: Sex and Gender (10 minutes)**

If they have not emerged clearly from the previous step, ask the group:

#### **What are the biological/anatomical differences between men and women?**

Write these on the corresponding "man" and "woman" flipcharts.



After all the responses are written down, switch the title cards above the flipchart papers so that the characteristics associated with being a “man” are those of a “woman,” and vice versa.

Ask the participants which of the characteristics (social and biological) they mentioned for men could also be attributed to women? Discuss where there are disagreements.

Then ask which of the characteristics mentioned for women could also be attributed to men. Discuss where there are disagreements.

Bring the discussion to a close highlighting the following definitions of sex, gender, and gender equality:

**Sex refers to the biological and physiological characteristics that define men and women (as male or female) and make them different.**

Some examples of sex characteristics:

- Women menstruate while men do not.
- Men have testicles; women have ovaries.
- Men impregnate and women become pregnant.

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women, and that lead to inequalities. We are not born with these “masculine” and “feminine” characteristics, but learn them as we grow up.

Some examples of gender characteristics:

- Women do more housework than men.
- Women care for children; men are providers and protectors.
- In some societies, many more men than women smoke and drink alcohol, because these behaviors have not traditionally been considered appropriate for women.
- Girls marry at a younger age than boys.
- Men perform the “hard” or “tough” labor, such as working outside the home in agriculture or construction.

Gender identities, roles, and expressions can be modified and may vary greatly from one culture to another, as time passes, and as specific cultures change. (Ask what has changed in gender roles since their grandparents’ and great-grandparents’ times?)

**Gender equality (equality between women and men) refers to the equal rights, responsibilities, and opportunities of women and men of different ages.**

Equality does not mean that women and men will become the same; it means that women’s and men’s rights, responsibilities, power to make decisions, opportunities, and access to resources and services will not depend on whether they were born male or female.

## CHECKING OUT: PROPOSALS FOR FOSTERING GENDER EQUALITY (5 MINUTES)

Read the key messages of this session/activity to the participants.

### **Key Messages**








- The biological characteristics we are born with make men and women different.
- The gender stereotypes and roles we learn from our culture lead to inequalities between men and women.
- Gender stereotypes are manifested in male dominance in decision-making and power relations between men and women in our daily life.
- It is important to note that proverbs, the media, traditional songs, and some curricula perpetuate gender inequalities.
- To foster gender justice and equality, and improve standards of health and community well-being, we must challenge and change gender-related roles and stereotypes.

Invite participants, between now and the next session, to:

- a) Observe in their own homes and villages situations of gender stereotypes and/or inequalities
- b) Identify, as couples, changes they will make in their own homes to foster gender equality

Tell the participants that the next session will be on involved, responsible fatherhood and for the men only. Agree on a time and place for the next session.

## SESSION 2: OUR FATHERS' AND MOTHERS' LEGACY

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male facilitator
<b>Participants</b> 	Men only
<b>Session Time</b> 	2 hours 25 minutes
<b>Learning Objectives</b> 	Encourage men to reflect on how their parents have influenced their lives and their own roles as fathers, and on the future they envision for their children, including how to use positive influences and how to avoid the negative aspects so they do not repeat them
<b>Materials</b> 	<ul style="list-style-type: none"> <li>Flipchart paper, markers, and tape</li> <li>Copies of Support Sheet: The Benefits of Being an Involved Father (one per participant)</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>Personal reflections, sharing in pairs and dialogue in plenary</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>Check-in (15 minutes)</li> <li>Activity 2.1: My father's impact, my mother's impact (60 minutes)</li> <li>Activity 2.2: What are the benefits of being an involved father? (60 minutes)</li> <li>Checking out: Proposals for being involved, responsible fathers (10 minutes)</li> </ul>

## CHECK-IN (15 MINUTES)

Welcome the participants to the second session, which is on “involved, responsible fatherhood.” Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

**What do you remember most, or what did you like most about the last session? Why?**

**What new knowledge did you acquire in the last session?**

Remind the participants that at the end of the last session, they agreed to take some steps related to fostering gender equality. Ask them to share:

- Any gender stereotypes and/or inequalities they have observed in their own homes and villages
- Changes they identified with their partners they have started to make in their own homes to foster gender equality
- Any challenges related to implementing those changes and how they deal with them

## ACTIVITY 2.1: MY FATHER’S IMPACT, MY MOTHER’S IMPACT (60 MINUTES)

### PURPOSE

To encourage men to reflect on the influences their fathers and mothers (or other female and male authority figures) had on their lives growing up, including how to use the positive influences and how to avoid the negative aspects so they do not happen again.

### MATERIALS AND PREPARATION

- Flipchart paper, markers, and tape

### FACILITATORS’ NOTES

- This activity can have a deep emotional impact on participants and facilitators because experiences of violence or other traumatic life events, such as abandonment or death of a parent, may be recalled. Therefore, it is important to give the participants emotional support during this activity. Generally, this can be achieved by respectfully listening to the participants, without judging or pressuring them.

### INSTRUCTIONS

#### Step 1: My Father’s Impact (20 minutes)

Explain to the group that they will do an activity to reflect on the influence their mothers and fathers had on them when they were growing up, starting with their father’s impact.

Tell the participants that they will begin thinking about their fathers. Use the following text to guide them through a personal reflection on their father’s impact.

Please close your eyes and think about your father and how you remember him when you were a young boy growing up.

If you did not grow up with your father, for whatever reason, recall another man who was important to you as a father figure during your childhood—an uncle, grandfather, older brother, cousin, neighbor, etc.

Think now of an object or a smell that reminds you of your father or father figure. It might be a tool, a book, a piece of clothing, the smell of local drinks or beer, something related to his work, a song, an animal, or something similar.

Spend a few minutes focusing on the object or the smell you identify with your father or father figure. What else comes to mind?

What emotions does the object or smell stir in you? What did you feel then and what do you feel now?

After two minutes, ask the participants to open their eyes. Tell them to turn to the person sitting next to them and talk about the object or smell they identified. Ask them to share how it relates to their father or father figure from their childhood, and the feelings they experienced.

After five minutes, once everyone has finished sharing, tell the participants you are going to read out an incomplete statement to which they will have to add an ending. Read the following statement out loud and give some time for the participants to think about endings they would add to it:

**One thing my father did that I want to repeat with my own children is...**

Now tell the participants you are going to read out another incomplete statement to which they also must add an ending. Read the following statement out loud and give some time for the participants to think about endings they would add to it:

**One thing my father did that I do not want to repeat with my own children is...**

Ask the participants to share their thoughts with the person sitting next to them on the aspects of fatherhood they want to repeat and do not want to repeat, and why/why not. Give them five minutes to share.

## **Step 2: My Mother's Impact (20 minutes)**

Explain to the group that they will do a similar activity to reflect on the influence that their mothers had on them when they were growing up.

Repeat step one above, substituting father (or father figure) for mother (or mother figure) to guide them through a personal reflection and sharing in pairs on the impact of their mothers.

## **Step 3: Dialogue and Discussion in Plenary**

Use the following questions to guide dialogue and discussion on being involved, responsible fathers, noting the main ideas on flipchart paper:

**What are the positive things about your relationship with your father that you would like to put into practice or teach to your children?**

**What are the negative, harmful practices you would rather leave behind?**

**What are the positive things about your relationship with your mother that you would like to put into practice or teach to your children?**

**What are the negative, harmful practices you would rather leave behind?**

**Remembering back to Session I on gendered attitudes and values, how do traditional norms related to being men and women in society affect our current role as fathers and the way we care for our children?**

**What can we do to increase our involvement as responsible, caring husbands and fathers, and leave behind negative, harmful practices?**

Close the plenary discussion highlighting the following key message:

#### **Key Messages**

- The experiences we had growing up and, in particular, the influence of our fathers and mothers have shaped us into the people we are today. But they do not have to determine who we will become in the future.
- Reflecting on our own past as children enables us to make positive choices for our future roles as fathers by replacing negative attitudes and behaviors with positive ones, and by reinforcing the positive ways of relating to children we learned from our fathers and mothers and already practice.
- The first five years are important in the development of our children's personality. Attachment between a child and a parent occurs during the early years of childhood.

Tell participants that we will now proceed to the next activity of this session called "The benefits of being an involved father."

## ACTIVITY 2.2: THE BENEFITS OF BEING AN INVOLVED FATHER (60 MINUTES)

### PURPOSE

To help men reflect on the benefits of being an involved father, including benefits for the child, the mother, and the man himself

To identify obstacles to men being involved fathers

### MATERIALS AND PREPARATION

- Flipchart paper, markers, and tape
- Copies of Support Sheet # 1: The Benefits of Being an Involved Father (one per participant)

### FACILITATORS' NOTES

- Encourage participants to talk from their own experiences of fatherhood.
- Be aware that many of the participants may experience some guilt or shame at not having been directly involved in all aspects of raising and caring for their children (for example, pregnancy and childbirth). Link this to social norms that view the latter as “women’s work” and help them move from guilt/shame to committing to shared responsibility with their partners/wives for parenting.

### INSTRUCTIONS

#### Step 1: Discussion in Plenary on Involved Fatherhood

Explain that in this activity, the group is going to talk more about the benefits of men being involved fathers—how it benefits the mother, the child, men themselves, and the wider community.

Start a group discussion using the questions below. Allow everyone in the group to share their ideas. Ask the group:

- What does it mean to be an **involved father**?
- **Note:** Bring out the idea that an involved father is present and actively engaged—practically and emotionally—in the life of his child, beginning from the prenatal period (during pregnancy, before the child is born) throughout the child’s life.
- What are the benefits of a man being an involved father?
- What are the benefits for the child?
- What are the benefits for the mother of the child?
- What are the benefits for the father himself?
- When does being an involved father start? (For example, at birth, before birth, etc.) Why?

After the group discussion, tell the group that being an involved father begins even before the child is born.

An involved father can participate in antenatal visits, support his partner through her pregnancy, and be present during the birth of his child.

Doing these things enables a father to promote the health of his partner and the child, and also allows him to build strong bonds with his child.

## **Step 2: Group Work and Plenary on the Benefits of Involved Fatherhood**

Pass out copies of Support Sheet # 1: The Benefits of Being an Involved Father.

Ask for volunteers to read the information on the support sheet out loud or read it yourself for the group.

Next, divide the participants into two groups and give them the following instructions:

- You have 15 minutes to analyze the content of Support Sheet # 1: The Benefits of Being an Involved Father.
- What do you agree with or disagree with the most and why?
- What other benefits are there and for whom?
- What do you do daily to be an “involved father?”
- What more could you do?
- What prevents you from doing that?

After 15 minutes, ask everyone to come back to the circle. Give a few minutes for each of the groups to provide feedback on their reflections and analysis.

Continue dialogue and discussion using the questions below to complement and deepen the feedback from the groups. Note down the main ideas on the flipchart.

- What do you think about the benefits of being an involved father listed on the support sheet? What other benefits did you come up with?
- What surprised you? Why?
- How can a man be an involved father (directly and indirectly)?
- What factors make it hard for fathers to be more involved in their children’s lives? (Encourage participants to share their own experiences.)
- What could be done to make it easier for men to be involved fathers?



## CHECKING OUT: PROPOSALS FOR BEING INVOLVED, RESPONSIBLE FATHERS (10 MINUTES)

Read out the key messages of this session/activity to the participants.

### Key Messages

- Being an involved father begins before pregnancy! It continues during pregnancy, once the child is born, and as the child grows up.
- When fathers are actively involved in their child's life, it has positive benefits for them, their wife/partner, and the child.
- Society's expectations regarding men's (and women's) roles can be an obstacle to men who want to be more involved as fathers because they can face ridicule and resistance from within the family and the community.
- Involved fatherhood entails shared responsibility for raising and caring for children, not just offering occasional support when needed.

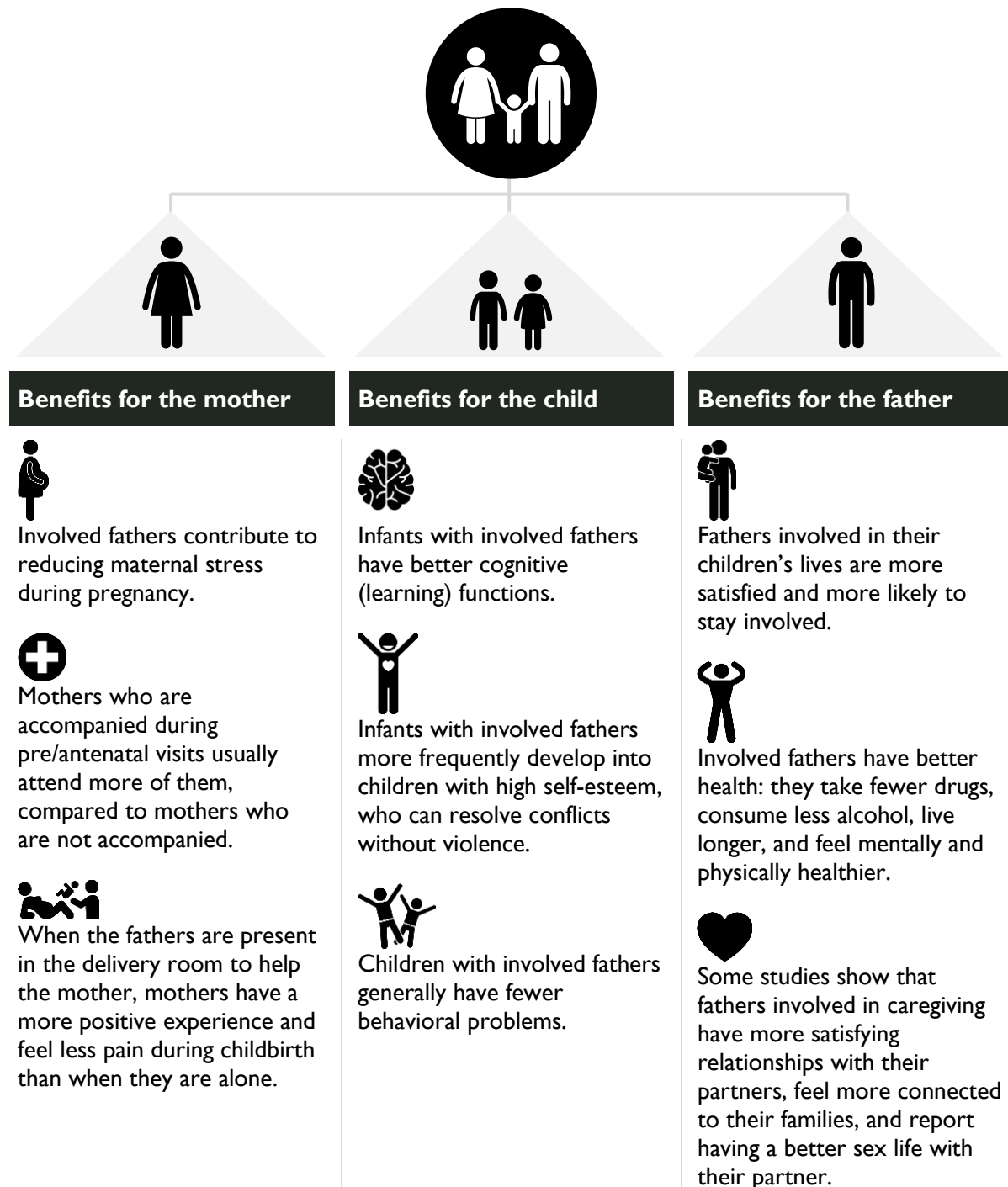
Invite participants to do the following between now and the next session:

- Reflect on what they have learned in this session that they will use in their life to be an involved, responsible father.
- Encourage participants to mention some instances of caring practices men in their community or village show as an exemplary father.
- When they return home, they should ask their partner/wife what she needs from them to be a more involved, responsible father, and listen to her attentively. They should share with her the discussions that took place during this session, what they learned, what they are willing to do to be an involved, responsible father, and concerns or fears they have about that.








Tell the participants that the next session will be on family planning and pregnancy and will be for couples. Agree on a time and place for the next session.

## SUPPORT SHEET: THE BENEFITS OF BEING AN INVOLVED FATHER<sup>iii</sup>

Research shows that when fathers are involved and present during the prenatal period and birth, there are many benefits for the mother, the child, and the father.



## SESSION 3: PREGNANCY, FAMILY PLANNING, AND CONTRACEPTIVE METHODS

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators, nurse, or health extension worker
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 35 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>To inform expectant fathers and mothers about the biological process of pregnancy, including what men can do to ensure the health of the mother and fetus during and after birth, and to address their concerns</li> <li>To reflect on the benefits of family planning and the value of couple communication in making decisions about child spacing and limiting</li> <li>To identify and address community myths and misconceptions, and provide information on different contraceptive methods</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>Contraceptive methods display (samples)</li> <li>Flipchart, markers, tape</li> <li>Facts about contraceptive methods support sheet</li> <li>Benefits of family planning support sheet</li> <li>Pregnancy and Family Planning Myths and Facts support sheet</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>Brainstorming exercises, presentations/talks, buzz groups/group work, and plenary</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>Check-in (15 minutes)</li> <li>Activity 3.1: Ensuring a healthy pregnancy (1 hour and 10 minutes)</li> <li>Activity 3.2: Family planning and contraceptive methods (1 hour)</li> <li>Checking out: Proposals related to pregnancy, family planning, and contraceptive methods (10 minutes)</li> </ul>

### CHECK-IN (15 MINUTES)

Welcome the participants to the third session, which is on pregnancy, family planning, and contraceptive methods. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session you took part in? Why? (Gender equality for women; Our fathers' and mothers' legacy)

- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, the men agreed to take some steps related to becoming better involved, responsible fathers. Ask them to share:

- Any reflections/actions taken since the last session
- Observations of caring practices men in their community or village show as exemplary fathers
- Conversations they had with their wife/partner on becoming better involved, responsible fathers

## ACTIVITY 3.1: ENSURING A HEALTHY PREGNANCY (1 HOUR 10 MINUTES)

### PURPOSE

To inform fathers and mothers about the biological process of pregnancy, including what men can do to ensure the health of the mother and fetus during pregnancy and after birth, and to address their concerns about the experience of pregnancy.

### FACILITATORS' NOTES

- Before the session, you should have identified a health professional (doctor, nurse, midwife, or health extension worker) to come to the group.
- The health professional should come prepared to deliver a 30-minute talk with information about pregnancy. Encourage them to bring as many visuals as they can for the session (for example, they may have laminated flipchart presentations). If they are planning to use PowerPoint, check you have the facilities for that.
- When preparing this activity, decide which steps each of the facilitators will lead on. For example, the male facilitator may lead on Step 1 and introduce the health professional, who will then give the talk on pregnancy. The female facilitator can then take the lead after the talk if the health professional has missed any important topics and then take the lead on Step 3. Alternatively, one facilitator might lead on the whole of Activity 3.1 and the other on Activity 3.2 that follows. Either way, when you are not leading, support your co-facilitator by, for example, handing out question guides or asking the participants questions if some issues have been misunderstood or skipped.

### INSTRUCTIONS

#### Step 1: Brainstorm on Experience of Pregnancy (10 minutes)

Invite participants who already have children to share experiences related to when they were expecting:

- How they felt when they found out
- Visits to health facilities for check-ups during the pregnancy
- Things that went well and any obstacles/difficulties they had to face
- The role the husband/father played during the pregnancy

Keep this short and snappy as the health professional will go into the issues raised in more detail!

## Step 2: Interactive Talk by Health Professional (30 minutes)

- Agree with the health professional giving the talk if they will pause for a while so that participants can ask questions of clarification during the talk or if they would prefer questions at the end. Tell participants what you have agreed.
- Introduce the health professional to the group and explain that they are going to give a short talk on pregnancy.
- Keep track of the time and let the health professional know when their time is nearly up (after 25 minutes).
- Ensure that the health professional covers the following topics related to pregnancy (see table below).

### THE 9 MONTHS OF PREGNANCY

The most important biological and hormonal changes for the mother and baby during these 9 months:

- Breasts may become larger and more tender
- Expanding belly and weight gain
- Thicker hair and possible hair growth on upper lip, stomach, back, and nipples
- Stretch marks on abdomen, breasts, backside, or thighs
- Warmer body temperature and sweat more often
- Swelling in feet and/or growth in foot size

The importance of antenatal visits for pregnant women and their partners:

- A significant number of maternal deaths are caused by risks associated with pregnancy and complications during labor. This is why it is so important to see health professionals throughout the pregnancy to monitor for any complications and to deliver in a health facility to better care for the mother and baby if complications arise.
- It is important to see a health professional to monitor the health of the mother and fetus because every pregnancy brings risks for the mother and baby. This is often done during antenatal care visits. Parents should go to at least four antenatal care visits during each pregnancy. During these visits, health workers will monitor the health of the mother and fetus throughout the pregnancy and will help educate both parents on the following information:

Good maternal nutrition to ensure health of the mother and the baby:

- Iron supplementation
- One extra meal
- Deworming
- Disease prevention

## THE 9 MONTHS OF PREGNANCY

- Preventing mother-to-child transmission of HIV
- Sleeping under an insecticide treated net to prevent malaria

It is good to know about the danger signs so the mother can get care as soon as possible. While pregnant, both parents should monitor for:

- Convulsion or loss of consciousness
- Severe headache or blurred vision
- Vaginal bleeding
- Swelling of the hands and face
- Fever
- Premature rupture of membrane

The importance of having a birth preparedness and complication plan:

- Arrange towels, clothes, socks for the newborn
- Arrange transportation (and have the phone number for the ambulance)
- Save money
- Identify place to deliver
- Arrange someone who can accompany during delivery

How the father can support the health of the mother during and immediately after pregnancy. This should include warning signs and symptoms to look for prior to and immediately after giving birth and what should be done to ensure the health of the mother during and after pregnancy.

Husbands/partners can support a safer pregnancy and labor by avoiding the three delays:

- 1) Delay seeking help from a health worker
- 2) Delay in reaching a health facility
- 3) Delay getting treatment

Sexual relations and pregnancy:

- Sexual relations during pregnancy are safe
- Examples of safe sexual practices during pregnancy, including analysis of cultural norms and myths on sex during pregnancy
- Examples of harmful practices regarding sex immediately after birth
- Mutual consent: as in all sexual relations, consent for sex must be mutual—the husband should be understanding and supportive if his wife/partner does not want sex at any time during the pregnancy
- The consequences of drinking alcohol to the pregnant woman and the child
- Hygiene for couples during and after pregnancy (avoiding urinary tract infections, etc.)

If the health professional misses any important topics, ask specific questions such as:

- Should a woman take alcoholic drinks (like beer, wine, and dry gin or other local drinks like *araki*, *tej*, etc.) when she is pregnant? Should her partner abstain from drinking alcohol too?
- Can the couple have sex during pregnancy? What if the woman doesn't want to?
- Why do men usually not accompany their partners to antenatal care visits?

### **Step 3: Same-Sex Group Work and Discussion (30 minutes)**

Ask the participants to form same-sex groups (one group of men and one group of women) for 15 minutes. The male facilitator helps the men's group and the female facilitator helps the women's group to identify any issues that they did not fully capture and would like more information about.

Allow 15 minutes at the end of the activity for the facilitators to pose questions raised in the groups to the health professional for dialogue and discussion.

## **ACTIVITY 3.2: LEARNING ABOUT FAMILY PLANNING AND CONTRACEPTIVE METHODS (1 HOUR)**

### **PURPOSE**

To provide couples with accurate information on different contraceptive methods, highlight the rationale for family planning, and answer any questions they may have.

### **FACILITATORS' NOTES**

- Before the session, you should have identified a health professional (doctor, nurse, midwife, or health extension worker) to attend the session.
- The health professional should come prepared to deliver a 30-minute informational talk on family planning and contraceptive methods. Encourage them to bring as many visuals as they can for the session (for example, they may have laminated flipchart presentations, or well-designed displays and examples of contraceptive methods). If they are planning to use PowerPoint, check whether you have the facilities for that.

### **Step 1: Exploring Concepts of Family Planning and Contraceptive Methods (5 minutes)**

Carry out a quick brainstorming activity with the participants using the following guiding questions.

- What do you understand family planning to be?
- What names do you use for family planning in your community?
- What names do you use for contraceptives or family planning methods?
- Which methods are most common in your communities?
- What contraceptives have you used? Have you discussed preferences as a couple?

### **Step 2: Presentation of Contraceptive Methods (30 minutes)**

Hand it over to the health professional, who will now give a presentation on different forms of contraceptive methods, with examples, if possible, and highlighting:

- Information on the 11 types of modern contraceptive methods included in the table below, at the end of this activity
- The nature of each contraceptive method, how it protects against pregnancy, duration of protection, and major side effects
- That no method protects us from sexually transmitted infections and HIV, except male and female condoms
- That some methods need check-ups or follow-ups based on appointments
- Assuring participants that almost all side effects are manageable in consultation with a healthcare worker

Keep track of the time and let the health professional know when their time is nearly up (after 25 minutes).

When the health professional has finished their presentation, ask the participants:

**What is the difference between family planning and the use of contraceptive methods, and how are they related?**

Highlight the following definition used by the World Health Organization:

**“Family planning allows people to attain their desired number of children and determine the spacing of pregnancies. It is achieved through use of contraceptive methods...”<sup>iv</sup>**

### **Step 3: Social Norms on Contraceptive Methods and Family Planning (30 minutes)**

Split participants into three mixed-sex groups and give them 15 minutes to discuss the following questions:

1. **Group 1:** The benefits of family planning and contraceptive methods for women, families, and the community
2. **Group 2:** The cultural, social, and religious barriers to family planning and contraceptive methods
3. **Group 3:** Factors that facilitate and inhibit couples from talking openly and making decisions about family planning and contraceptive methods

Give each group three minutes to provide feedback on their reflections.

After each group, give some time for questions, allowing the health professional to clarify doubts, misconceptions, and myths related to family planning and contraceptive methods.

Use the following questions to facilitate further dialogue on family planning and the use of contraceptive methods:

- Who has to think about contraceptive methods? The man or the woman? Why?
- How should a couple choose which contraceptive method to use?
- How should you choose the method that is best for you?



## CHECKING OUT: PROPOSALS RELATED TO PREGNANCY, FAMILY PLANNING, AND CONTRACEPTIVE METHODS (10 MINUTES)

Close the session, referring to the key messages of this session on pregnancy and family planning and contraceptive methods and highlighting the ones you think need the most emphasis (where the participants have demonstrated lack of knowledge or gaps in their knowledge).

Read out the key messages of this session on **pregnancy** to the participants:

### Key Messages

#### Pregnancy:

- Women undergo many physical changes during pregnancy, and it is important to see a health professional to monitor the health of the woman and the fetus.
- Every pregnancy is a risk to the woman and the baby.
- A significant number of maternal deaths are caused by risks associated with pregnancy, complications during labor, and fatal illnesses that sometimes occur after delivery.
- Harmful gender norms intertwined with other sociocultural barriers limit men's involvement during pregnancy and at antenatal care visits.
- Men have an important role to play in ensuring a healthy pregnancy by being active, supportive partners.
- It is important for men to be aware of the danger signs that happen during pregnancy and after delivery.
- Supportive male partners accompany their wives for antenatal care visits, participate in couple counselling, plan the birth together with their wife/partner, and share responsibility for caring for the newborn child.

#### Family planning and contraceptive methods:

- Community members have different views about family planning and contraceptive methods. Some see them as a means of population control, others understand their economical merit, while many are unaware of their health benefits.
- Family planning saves lives. Pregnancies that are too early, too close, and too many affect the health and well-being of both the mother and the child.
- It is the right of couples to decide when to get pregnant and the number of children to have. It is both women's and men's responsibility to seek information to avoid unintended pregnancy.
- Spousal communication to plan and space births using contraceptive methods is often poor due to misconceptions, myths, and gender norms that give men power over women's bodies and reproductive choices.
- Couples should seek information and/or counselling with a health professional when deciding which method to use, and have the right to privacy and confidentiality.
- Mutual consent is good when planning a family.
- Voluntary surgical contraception (vasectomy and tubal ligation) is not similar to castration or female genital mutilation/cutting.

Invite couples to spend some time together between now and the next session to talk about the issues covered in this session and consider the following:

- If they are currently expecting a child and/or planning to get pregnant soon, agreement on joint antenatal visits
- Any changes they need or want to make in relation to family planning and the use of contraceptive methods

Tell the participants that the next session will be for couples and will focus on being involved husbands and fathers. They will have the opportunity to learn new skills related to caring for newborn babies, so ask volunteers to bring a diaper, soap, a towel, and some baby clothes. Agree on a time and place for the next session.

## SUPPORT SHEET: BENEFITS OF FAMILY PLANNING/CONTRACEPTION

<https://www.who.int/news-room/fact-sheets/detail/family-planning-contraception>

Promotion of family planning—and ensuring access to preferred contraceptive methods for women and couples—is essential to securing the well-being and autonomy of women, while supporting the health and development of communities.



### **Preventing pregnancy-related health risks in women**

A woman's ability to choose whether and when to become pregnant has a direct impact on her health and well-being. Family planning allows spacing of pregnancies and can delay pregnancies in young women at increased risk of health problems and death from early childbearing. It prevents unintended pregnancies, including those of older women who face increased risks related to pregnancy. Family planning enables women who wish to limit the size of their families to do so. Evidence suggests that women who have more than four children are at increased risk of maternal mortality. By reducing rates of unintended pregnancies, family planning also reduces the need for unsafe abortion.



### **Reducing infant mortality**

Family planning can prevent closely spaced and ill-timed pregnancies and births, which contribute to some of the world's highest infant mortality rates. Infants of mothers who die as a result of giving birth also have a greater risk of death and poor health.



### **Helping prevent HIV/AIDS**

Family planning reduces the risk of unintended pregnancies among women living with HIV, resulting in fewer infected babies and orphans. In addition, male and female condoms provide dual protection against unintended pregnancies and against sexually transmitted infections, including transmission of HIV from infected husbands to wives or infected wives to husbands.



### **Empowering people and enhancing education**

Family planning enables people to make informed choices about their sexual and reproductive health. Family planning represents an opportunity for women to postpone pregnancy or plan when their pregnancies will take place, allowing them to pursue additional education and participate in public life, including paid employment in non-family organizations. Additionally, having smaller families permits parents to invest more in each child. Children with fewer siblings tend to stay in school longer than those with many siblings.



### **Reducing adolescent pregnancies**








Pregnant adolescents are more likely to have preterm or low birth weight babies. Babies born to adolescents have higher rates of neonatal mortality. Many adolescent girls who become pregnant have to leave school. This has long-term implications for them as individuals and for their families and communities.



### **Slowing population growth**

Family planning is key to slowing unsustainable population growth and the resulting negative impacts on the economy, environment, and national and regional development efforts.

## SESSION 4: INVOLVED HUSBANDS AND FATHERS

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators, nurse, or health extension worker
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	Enable men and their partners to understand the importance of men: <ul style="list-style-type: none"> <li>• Accompanying their pregnant partners to antenatal care visits</li> <li>• Being present at the birth</li> <li>• Being involved in caring for the newborn baby</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• A baby doll</li> <li>• A diaper, soap, towel, and some baby clothes (provided by participants)</li> <li>• Copies of reflections guides for groups</li> <li>• Copies of Types of Power handout</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>• Role plays, analysis, and dialogue in plenary</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Check-in (20 minutes)</li> <li>• Activity 4.1: Men's role in antenatal care, birth, and caring for newborn babies (120 minutes)</li> <li>• Checking out: Proposals for being involved, responsible fathers (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the fourth session on our role as involved husbands and fathers. Ask them how they and their families have been since the last session.

- Do a quick brainstorm using the following questions:
- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to discuss joint antenatal care visits if couples are expecting or planning to get pregnant soon, as well as discuss any changes they need or want to make in relation to family planning and contraceptive methods. Ask the participants:

- Any reflections/actions since the last session?
- Who would like to share any outcomes or reflections from their conversations?

- If they are currently expecting a child and/or planning to get pregnant soon, agreement on joint antenatal care visits
- Any changes they need or want to make in relation to family planning and the use of contraceptive methods

## ACTIVITY 4.1: MEN'S ROLE IN ANTENATAL CARE, BIRTH, AND CARING FOR NEWBORN BABIES (60 MINUTES)

### PURPOSE

To share ideas and experiences about the role of the father during pregnancy and birth, and to prepare men to accompany their partners during delivery, including the importance of bonding with their new sons and daughters.

To learn about a baby's care needs, and reflect on men's capacity to satisfy these needs and how gender stereotypes influence a father's and mother's behavior toward their children.

To reflect on the importance of breastfeeding and nutrition for a new baby, and how men can support their partners in breastfeeding and assuring their child is well nurtured.

### MATERIALS AND PREPARATION

- Copies of reflections guides for groups (see below)
- Baby doll
- A diaper, soap, a towel, and some baby clothes

### FACILITATORS' NOTES

- This activity has a lot of content, so make sure you read it thoroughly and have a firm grasp of all the topics.
- During group work, each of the two facilitators and the health worker should take responsibility for one of the three groups to support them in reading the story they have been given, brainstorming, agreeing on an ending, and planning their role plays.
- Role plays are a fun and creative way to look at serious situations, but the playful element should not outshine the topics we want to emphasize, which can be challenging to talk about because of cultural norms and taboos. Don't let the performance outshine the analysis that follows!
- Make sure the role plays do not overrun their allotted time and that you have enough time for reflection and analysis, using the questions provided.
- Don't forget to do the practical exercises included after the analysis of role plays two and three!

## INSTRUCTIONS

### Step 1: Introduction to Group Work (10 minutes)

Form three groups with equal numbers of men and women. Make sure there is at least one participant in each group that has good reading skills.

Allocate each group a theme, as follows:

- Group 1: Men's role in accompanying their pregnant partners to antenatal care visits (with male facilitator)
- Group 2: Men being present at the birth of a child (with health worker)
- Group 3: Men's involvement in caring for newborn babies (with female facilitator)

Explain to the groups that they will each be given a reflection guide for group work (see below) and for preparing a short role play they will then present to the other groups in plenary. Explain that not all participants have to act in the role play (the more the merrier, though!), but they should all participate in its development.

### Step 2: Preparation of Role Plays in Groups (30 minutes)

Give the groups 30 minutes to prepare their role plays using the following guides. Facilitators and the health worker sit with the group they have been assigned to, to support reading the story, the reflection process, and preparation of role plays, as necessary.

#### **Group 1 Reflection Guide: Antenatal Care Visits**

*(Supported by the male facilitator)*

1. The group appoints a facilitator who reads the following story, inviting the other group members to listen carefully:

"A pregnant woman is at home with her husband when she develops a bleeding problem. Her husband never attended an antenatal care visit with her and does not know what to do. After delaying for a long time, a neighbor comes by and tells the husband to take his wife to the health facility. By the time they reach the health facility, the woman is very weak and cannot answer the nurse's questions. The nurse asks the man how many months pregnant his wife is and her health status. The man does not know."

**What happens next?**

2. The group facilitator enables reflection and dialogue on the story using the following questions:
  - a) Why do you think the man had never attended any antenatal care visits?
  - b) Why does he wait so long before taking her to the health facility?
  - c) Why did the woman herself not ask her husband to take her to the health facility?
  - d) Why could the man not answer the nurse's questions?
3. The group facilitator asks the group to propose possible endings to the story. They can introduce new characters if they wish (for example, other medical staff, family members). The group then chooses which ending they will use to prepare the role play.
4. The group facilitator asks for volunteers to play the following roles in the role play:
  - Pregnant woman
  - Husband
  - Neighbor
  - Nurse

- Other medical staff at the clinic
  - Other family members and people involved in the end of the story they have decided on
5. The group practices the role play, building in their reflections and dialogue on the story, and the ending they have decided on; they take care to emphasize the different roles of the characters in the story and communication between them.

## Group 2 Reflection Guide: Childbirth

*(Supported by the health worker)*

1. The group facilitator reads the following story, inviting the other group members to listen carefully:
 

“It is six in the evening. A woman is in the delivery room and in some pain because she is about to give birth. The doctor and midwife are preparing to deliver the baby. The father is also present and is helping his wife with breathing exercises to help alleviate the pain, while holding her hand. The time arrives and the baby is born. The midwife places the child in the mother’s arms.” **What happens next?**
2. The group appoints a facilitator who uses the following questions to guide reflections and dialogue:
  - a) Do you think men/fathers should be present during the birth of the baby? Why? Why not?
  - b) If some of the men in the group were present with their partner at the birth of one or more of their children, ask them to share what that experience was like.
  - c) If any of the women had their partner present during the birth of one or more of their children, ask them what that experience was like.
 

*(Note: If no men were present and no women had their partner present for the birth of a child, ask whether anyone knows of a couple where the man/father was present at the birth and how that was for them).*
  - d) Why is it that men/fathers are usually **not** present when their partner gives birth?
  - e) What are the advantages of the man/father being present in the delivery ward when the child is born? What are the disadvantages?
3. The group facilitator asks the group to propose possible endings to the story. Is it a boy or a girl? What happens next in the delivery room? They can introduce new characters if they wish (for example, other medical staff, family members). The group then chooses which ending they will use to prepare the role play.
4. The group facilitator asks for volunteers to play the following roles in the role play:
  - Woman giving birth
  - Husband
  - Doctor, nurse, or midwife
  - Other medical staff at the clinic and/or other family members and people involved in the end of the story they have decided on
5. The group practices the role play, building in their reflections and dialogue on the story, and the ending they have decided on; they take care to emphasize the different roles of the characters in the story and communication between them.

### **Group 3 Reflection Guide: Caring for a Newborn Baby<sup>vi</sup>**

*(Supported by the female facilitator)*

1. The group facilitator reads the following story, inviting the other group members to listen carefully:

“A young mother is arriving home with her newborn baby girl. Her mother and husband have picked her up from the health facility, and she is so glad to be home with her beautiful, healthy baby daughter. The young woman's mother goes into the kitchen to prepare some food. The husband sits down beside his wife who starts to breastfeed their baby daughter. When she finishes, she asks him whether he wants to hold the baby. He looks a bit scared, but agrees to do so. His wife guides him through how to hold the baby. The grandmother comes out of the kitchen and takes the baby from the father, saying that he does not need to bother with baby things! He looks confused.” **What happens next?**
2. The group appoints a facilitator who uses the following questions to guide reflections and dialogue:
  - a) What role do you think men/fathers should play in caring for newborn babies?
  - b) What do men need to know about holding a newborn baby?
  - c) Why, in general, do men not play a major role in caring for newborn children?
  - d) What are the advantages of the man/father playing an active role in caring for newborn children? What are the disadvantages?
3. The group facilitator asks the group to propose possible endings to the story. They can introduce new characters if they wish (for example, other medical staff, family members). The group then chooses which ending they will use to prepare the role play.
4. The group facilitator asks for volunteers to play the following roles in the role play:
  - Mother
  - Husband
  - Grandmother
  - Other family members and people involved in the end of the story they have decided on
5. The group practices the role play, building in their reflections and dialogue on the story, and the ending they have decided on; they take care to emphasize the different roles of the characters in the story and communication between them.

### **Step 3: Plenary – Presentation and Analysis of Role Plays (60 minutes)**

#### **Role play 1: Antenatal Care Visits (20 minutes)**

#### **Presentation of role play and group discussion**

Ask Group 1 to present its role play related to antenatal care visits. Once the role play is completed, open the discussion using the questions below.

#### **Questions for Group Discussion:**

- What did you notice in the role play? Are these situations realistic?
- What other risks are involved when men are not informed about their partner's pregnancy and her health?
- Why do men, in general, (and some women) not attend antenatal care visits?
- What are the benefits of men attending antenatal care visits with their partner?
- What can you do to encourage other men to attend antenatal care visits with their partners?



## **Importance of men attending antenatal care visits with their partners**

With support from the health worker, use the following text to recap learning from Session 3 and highlight the importance of men/fathers accompanying their partners at antenatal care visits:

### **ANTENATAL CARE:**

The first antenatal care visit, which most men are familiar with, offers an opportunity to provide the expectant parents with information on what to expect during pregnancy, do HIV testing, and refer those who need it to prevention of mother-to-child transmission of HIV services.

The second through fourth visits help the pregnant woman and her partner prepare for the delivery process, provide information on adequate nutrition for the mother, explain the signs and symptoms to recognize in case of illness or emergency, give vaccinations, and discuss family planning and contraceptive use to plan for future pregnancies.

The antenatal care visits give very important information to help protect the health of the mother and fetus, which is important for a woman's partner to know. It is important for men/husbands to accompany women to these visits to be able to effectively support their wives during pregnancy and birth.

### **Role play 2: Childbirth (20 minutes)**

#### **Presentation of role play and group discussion**

Ask Group 2 to present its role play related to childbirth. Once the role play is completed, open the discussion using the questions below.

#### **Questions for Group Discussion:**

- What did you notice in the role play? Are these situations realistic? Was there anything that the father could have done differently?
- What are the benefits/advantages of the father being present in the delivery room: for the child, the mother, and the father?
- If any of the women in the group had their partners/husbands present during the birth of any of their children, invite them to share with the group why that was important to them. Invite the fathers who were present at the birth of a child to share why it was important to them.
- Why are men, in general, not present during childbirth?
- What types of support can men give their partners in the days before giving birth, during birth, and immediately after the birth to make the mother comfortable and ensure the comfort and health of both the mother and baby?

#### **How men can help during childbirth**

With support from the health worker, use the following texts to highlight the importance of men/fathers being present during the birth of the child:

### **BREATHING EXERCISES AND OTHER PAIN ALLEVIATION TECHNIQUES DURING DELIVERY**

#### **For the pregnant woman:**

- Your pregnant partner must maintain a breathing rhythm and complete a cycle every four seconds.
- Breathe in through your nose in the first second.

- Exhale through your mouth in short intervals while counting two, three, and four seconds.
- Exhale for a longer period of time during the fourth second.
- Repeat.

**At the same time, the father must:**

- Breathe with your partner.
- Make sure your partner is softly exhaling in your face.
- Help her relax between contractions.
- The father should watch his partner and hold her hands while she breathes in through her nose and out through her mouth. This may feel strange at the beginning, and both of you may feel silly.
- Have couples practice this during the session for a few minutes.

### SKIN-TO-SKIN CONTACT WITH YOUR BABY

With support from the health worker, use the following text to highlight the importance of men/fathers having skin-to-skin contact with their children:

- Once the baby is born, it is important to have skin-to-skin contact with your baby. Providing newborns with direct skin-to-skin contact is essential for the health and well-being of the child, and it can be done by both mothers and fathers. Skin-to-skin contact is when the mother's or father's skin touches the baby's skin. This can be done by hugging, placing the baby on your bare chest, and so on. Babies love skin-to-skin contact!
- Research shows that after birth, skin-to-skin contact between the mother and her baby immediately reduces infant crying, improves mother-infant interaction, keeps the baby warm, and helps the mother breastfeed successfully (World Health Organization).
- Although fathers cannot breastfeed, they still can play an important role in providing skin-to-skin contact. For example, babies born by caesarean section need to have contact with a significant caregiver, but sometimes the mother is not in a condition to provide that care. This is where fathers can play an important role in regulating the newborn's body temperature and cardiorespiratory stabilization. This kind of physical closeness helps promote the emotional bond between the father and the child.
- Fathers can talk, sit, sing, rock, tell stories, burp, or bathe the baby. Make some time in the day just for you and your baby—babies need cuddling and hugs from their fathers, too.

### Role play 3: Caring for a Newborn Child (20 minutes)

#### Presentation of role play and group discussion

Ask Group 3 to present its role play related to caring for a newborn child. Once the role play is completed, open the discussion using the questions below.

#### Questions for Group Discussion:

- What did you notice in the role play? Are these situations realistic?
- Why do you think the father looked a bit scared when asked to hold his baby daughter?
- Why do you think the grandmother took the baby from the father's arms?

- How has having a newborn child affected your relationships as couples in the past? (For example, babies cry all the time and need constant attention; parents become tired and irritable.) What have you done to deal with those situations?
- As well as holding their newborn babies, what else can fathers do to be more involved in the caregiving of newborn babies and supporting their partners? How will this affect the mothers?

## **Practical Tips for Caring for Newborn Babies**

### **1. Demonstration of how to hold a newborn baby:**

Using the baby doll, invite one or two of the male participants to practice holding and carrying a newborn baby. Ask the other participants to supply their observations on what the men did correctly and what they could have done better. Make sure they have followed these general guidelines:

#### **HOW TO HOLD A NEWBORN BABY:**

- Always hold the baby's back and head when carrying them. The baby's neck is not able to hold up the head on its own for approximately the first three months.
- With one hand, hold the baby's back, and with your other hand, support the baby's head so it doesn't wobble.
- Once you have the baby in your hands, support all of the baby's body in one of your arms, placing its head on the crease of your forearm while you support the back below with the other hand. When you have acquired enough practice, you can hold the baby with one arm.

### **2. Demonstration on how to change and clean a newborn baby:**

Ask the men in the group whether any of them knows how to change and clean a baby after they have soiled the diaper or clothes. Invite one or two of them to show how using the baby doll. Ask the other participants to supply their observations on what the men did correctly and what they could have done better. With support from the health worker, make sure they have followed these general guidelines:

#### **HOW TO CHANGE A BABY:**

- Wash your hands first and make sure they are clean.
- Get any materials you need, such as a cloth or towel and new diaper or clothes for the child.
- Place the child on a flat, safe surface. Maintain physical contact with the child and make sure they are secure. Do not leave the child unattended.
- Remove the dirty clothes or diaper. Use a wet cloth or towel to clean the child. It is important to clean the child from front to back. Once you have cleaned the child, do not use the same cloth to wipe the child—it can spread bacteria and cause the child to become ill. Use a clean towel or cloth each time you wipe.
- Throw away or put aside any dirty items so they can be washed.
- Wash your hands again and use soap if possible.
- Place a clean diaper or cloth on the child and then dress him or her.

### **3. Other things men can do to support their partners:**

Explain to the participants that fathers of newborn babies should take responsibility for the following to support their partners:

- Take responsibility for housework and cooking, and limit the number of visitors. New mothers need plenty of rest!
- Bond with the newborn baby. Bathe, change, and dress your baby. Sing and talk to your baby. Babies love skin-to-skin contact with their fathers! Make some time in the day just for you and your baby—babies need cuddling and hugs from their fathers, too.
- Take the baby to the mother when he or she is ready to feed. If you see the baby searching for mother's breast, sucking their fist, or making sucking noises, take them to mother for a feeding. The baby will need to feed often, every 1–3 hours, and will wake up to feed. Look at your baby's tiny fist and remember that it is about the same size as their stomach!

## CHECKING OUT: PROPOSALS FOR BEING INVOLVED, RESPONSIBLE FATHERS (10 MINUTES)

Read out the key messages of this session/activity to the participants.

### Key Messages








- Antenatal care visits are critical for monitoring the health of the mother and development of the fetus. Women and their partners should attend all four recommended antenatal care visits.
- Men can support their partners by being present at the birth of their child. This also provides an opportunity to begin bonding with the child right from the start. Men should ask their partner whether she would like them to be present during delivery.
- New babies require a lot of care. There are many things fathers can do to care for their new child, such as holding, bathing, singing, and talking to the baby. Interaction and communication are important ways for babies to learn and allow fathers to bond.
- Breastfeeding is an important way for new babies to get the nutrients they need to grow strong and healthy. Although men cannot breastfeed, there are many ways men can support their partners while breastfeeding.

Invite participants to do the following between now and the next session:

- When you return home, take some time to discuss together, as couples, any changes you want or need to make in how you distribute the work of caring for your children, focusing on tasks husbands/fathers can carry out and take shared responsibility for.

Tell the participants that the next session will be on identifying types of power and will be for men only. Agree on a time and place for the next session.

## SESSION 5: IDENTIFYING TYPES OF POWER

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male facilitator
<b>Participants</b> 	Men only
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	Identify the different types of power that exist and understand how, when growing up as boys, we learn to use power to control and dominate other people, especially women and girls
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• Flipchart, masking tape, markers</li> <li>• Different Types of Power handout</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>• Brainstorm, interactive games, reflections, and dialogue in plenary</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Check-in (15 minutes)</li> <li>• Activity 5.1: The games we played as boys... (1 hour 15 minutes)</li> <li>• Activity 5.2: Exploring the meaning of power (1 hour 20 minutes)</li> <li>• Checking out: Proposals for identifying violence (10 minutes)</li> </ul>

### CHECK-IN (15 MINUTES)

Welcome the participants to the fifth session, which is on identifying types of power. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to take some time to discuss with their wife/partner any changes they wanted or needed to make in how they distribute the work of caring for their children, focusing on tasks they, as husbands/fathers, can carry out and take shared responsibility for.

Invite participants to share how those discussions went, the changes they agreed on, and any reflections on putting those changes into practice.

## ACTIVITY 5.1: THE GAMES WE PLAYED AS BOYS...<sup>vii</sup> (1 HOUR 10 MINUTES)

### PURPOSE

To analyze how the games played by boys reinforce gender stereotypes and how they contribute to aggression and the abuse of power being internalized as characteristics of masculinity.

### MATERIALS AND PREPARATION

- Flipchart, markers, and tape

### FACILITATORS' NOTES

- This exercise is extremely dynamic and good fun for the participants, but do not allow its playful nature to overshadow the seriousness of the reflection and analysis it seeks to stimulate.
- When the games are played, make sure that the participants do not get so involved that they are in danger of physically hurting themselves or other members of the group. If you feel this is about to happen, stop the game immediately and start the process of reflection and analysis of the game, using the question guide provided.
- This activity can be carried out outside if there is a playground or open space available.
- Encourage participants to play the games as they did when they were boys, not just to carry out a simulation of how the game was played. It is important that they identify with the game and its objectives. Some participants may be resistant or feel uncomfortable doing so. If they decline, they can watch the others and provide their observations. If the whole group prefers not to play the games, enable them to remember how they were played and what happened as they developed.
- Make sure that feelings and emotions are expressed freely.

### INSTRUCTIONS

#### Step 1: Brainstorming Exercise (10 minutes)

Invite participants to call out the names of games they played as boys; explaining how each game was played. Write them on a flipchart paper.

When the participants cannot think of any more games, stimulate reflection using the following questions:

- Why did we play these games and not others?
- What did these games teach us about being men?
- From which games were girls excluded and why?
- In which games did both boys and girls take part and why?
- What do the games have in common?

## **Step 2: Group Work (15 minutes)**

Form three groups of about three or four participants each. Invite each group to select one game from the list and then play it in front of the other groups. Make sure each group chooses a different game. Tell the groups to be imaginative and creative if they need specific materials to play the game.

Give the groups 10 minutes to practice their game.

## **Step 3: Plenary – Playing the Games! (30 minutes)**

Invite each group to play its game in front of the others, instructing them to pay strict attention to how the game is played and how the participants relate to each other during the game.

After each group plays its game, stimulate reflection and analysis using the following questions as a guide:

- What caught your attention the most about the game and why?
- Who was in charge/gave orders and how did he (they) do that?
- In what ways were cooperation and solidarity present in the game?
- In what ways did aggression, power, and violence manifest themselves in the game?
- Why is it so important for men to win and not to lose? Is it the same for women?

Ask those who just played the game:

- How did you feel while playing the game? (This question can be directed at specific individuals in accordance with their level and quality of participation in the game.)
- How did you feel about the other players in the game?
- How did you feel about yourself?
- What feelings or emotions emerged during the game?
- How do you feel now that the game has ended?

## **Step 4: Discussion and Dialogue (10 minutes)**

When all the groups have finished their games, stimulate further discussion and dialogue, using the following questions as a guide:

- What other feelings did you experience while playing or watching the games?
- As children, what did these games teach us about being men and women in society?
- Why do boys' games contain elements of aggression, power, competition, and violence?
- Where do aggression and abuse come from? Are they a natural instinct or learned behavior?

Link the activity to participants' role as fathers, using the following questions:

- How important are recreation and games for the development of our children?
- What can we do to promote nonviolent, cooperative games and recreation for our children?
- What games can we play with our sons and daughters to reinforce different feeling, emotions, and roles?

Close the activity with a brief summary of the exercise, linking men's aggression and power to the processes of boy's socialization, covered in previous sessions.

## ACTIVITY 5.2: EXPLORING THE MEANING OF POWER<sup>viii</sup> (1 HOUR 30 MINUTES)

### PURPOSE

- To understand what power is and the different types of power that exist.
- To be able to describe what we have learned from our own experiences of power and powerlessness.

### MATERIALS AND PREPARATION

- Flipchart paper, markers, and tape
- Handout entitled “Different Types of Power”

### FACILITATORS’ NOTES

- It is important to talk about the difference between feeling powerful as individuals and the economic, political, and social power that comes with belonging to more powerful groups in society. For example, some individual women may feel powerful in their own lives but as a group, women lack economic, political, and social power.
- If any participants talk about knowing many powerful women, be sure to make this point about the difference between individual feelings of powerfulness and belonging to a powerful group in society.
- Acknowledge that on an individual basis or in relation to other social conditions like unemployment, skin color, class, age, ethnicity, educational levels, and so on, men can also feel powerless, but our collective socialization and identity as men mean we all belong to a group that has access to privileges in all spheres of life that are denied to women and create power over women.

### Step 1: Individual Exercise (10 minutes)

Tell the participants they are going to reflect more deeply on power. Do a quick brainstorm using the following questions:

- What is power?
- Who has power? (Types of people we know in our communities/society)

Give each participant a sheet of paper. Ask them to draw a line down the middle. On the left-hand side, invite them to draw a situation from their past where they felt powerful; on the right-hand side, they should draw a situation they remember that has made them feel powerless. These may be experiences they remember from their childhood or they had during their adolescence, in the family, at school, in the community, and so on. They can include symbols, words, phrases, etc. in their drawings.

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

Form three groups of 3–4 participants.

Give each group a copy of the following guidelines for group discussion, explaining what they consist of:



### *Guidelines for group discussion:*

- Choose one of the group members to facilitate the discussion and another to take notes.
- The appointed facilitator invites each of the participants to share their drawings of the situations where they felt powerful and when they felt powerless with the other members of the group.
- The appointed facilitator then coordinates reflection on and analysis of those situations, using the following questions as a guide:
- How did we feel when we had power?
- How did we feel when we had little or no power?
- Where does power come from? How was it used and for what ends?
- Which individuals and/or groups have power in our society? Why?
- What do we understand about power?

### **Step 3: Plenary Session (30 minutes)**

Go through the five questions discussed in the groups one by one, allowing each group to share their reflections and analysis before moving on to the next question. Note the main reflections on a flipchart paper.

When all the groups have shared their reflections on all five questions, open up debate and discussion using the following questions as a guide.

- What did the groups have most in common? What differences were there?
- What kinds of situations make us feel powerful or powerless?
- How do sociocultural norms and beliefs about women's and men's roles affect the power people have?
- What are the different types of power we can have?

Additional questions:

- What kinds of situations make women feel powerful or powerless?
- What are the implications for women and for relationship dynamics?
- How can we, as men, support processes of women's empowerment?

### **Step 4: Synthesis (10 minutes)**

Give out the handout on different types of power and read out the terms one by one, allowing for any questions of clarification, and using it to sum up the discussion and the main points that came out of the participants' power stories.

## **CHECKING OUT: PROPOSALS FOR PREVENTING ABUSE OF POWER (10 MINUTES)**

Read out the key messages of this session/activity to the participants.

**Key messages:**

- When growing up, young boys are constantly pressured to exhibit physical strength, agility, speed, and capacity to endure pain without complaining. These are reproduced and reinforced in the games boys are encouraged to play.
- Competition between boys is an integral element of male socialization because boys are taught that winning (and never losing) is an essential part of being a man. Consequently, aggression and power become tools they can access to make sure they win.
- In the games they play (usually promoted by older boys and adults), power over others, aggression, discrimination, and violence are reinforced as essential aspects of masculinity and internalized as an integral part of what it means to be a man.
- When boys and girls take part in games together (especially during adolescence), the games often become an opportunity for the boys to touch the girls' bodies; in other words, they are often used as a pretext for premature sexual contact that reinforces the boys' "right" to have power and dominion over the girls in relation to sexuality.
- Feeling powerful feels like being: in control, knowledgeable, brave, big, potent, happy.
- Feeling powerless feels like being: small, unwanted, fearful, unconfident, incompetent, downtrodden.

Invite participants, between now and the next session to:

- Be on the lookout for situations where they think power is abused, or where there is a direct or indirect threat of power being abused, and to take a mental note of these to share them with the group at the start of the next session
- Share with their partner key lessons learned from this session

Tell the participants that the next session will be on violence in our own lives and will be for men only. Agree on a time and place for the next session.

## SUPPORT SHEET: DIFFERENT TYPES OF POWER

### POWER



#### **Power only exists in relationship to other people**

We only have or do not have power in relation to somebody else or another group. It only exists in a relationship.



#### **Power is not fixed**

It is not something we always have all the time. We are constantly moving in and out of situations and relationships where we have more or less power.



#### **Positive and negative feelings**

We often feel positive and in control when we feel powerful and have negative feelings when we feel less powerful. This affects our ability to influence and take action in a situation.

There are different types of power that can be used in different ways. They are:



**POWER TO:** This kind of power refers to the ability to shape and influence one's life. It pertains to having the ideas, knowledge, skills, money, and

ability to convince yourself and others to do something. With lots of people who have this kind of power, we create “power with.”



**POWER WITH:** Power with is to have power on the basis of collective strength and/or numbers—to have power with people or groups, find a

common ground among different interests, and build a common goal to benefit all those in the relationship. This power multiplies individual talents and knowledge, and is based on support, solidarity, and collaboration.



**POWER WITHIN:** This kind of power is related to a person's feelings of self-worth and self-knowledge. It relates to a person's ability to imagine a








better life for themselves and have hope, and the sense that they can change the world—the feeling that they have rights as a human being. It involves having a sense of self-confidence and a feeling that they have value because they exist. Power within is often influenced and limited (or enhanced!) by the expectations of other people and prevailing sociocultural norms.



**POWER OVER:** To have control over somebody or a situation in a negative way, usually associated with repression, force, corruption,

discrimination, and abuse. This kind of power dominates others and prevents them from expressing their power. When we think of power, “power over” is often the type of power that comes to mind first.

## SESSION 6: VIOLENCE IN OUR OWN LIVES

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male facilitator
<b>Participants</b> 	Men only
<b>Session Time</b> 	3 hours
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>To reflect on the violence we have used against others, that has been used against us, and that we have witnessed; and to analyze the causes and consequences of the abuse of power and violence for men, women, and relationships</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>Sheets of A4 paper</li> <li>Pens and/or colored crayons</li> <li>Printed group reflection guides</li> <li>Power and violence map handouts</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>Personal reflection, group work, individual exercise</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>Check-in (15 minutes)</li> <li>Activity 6.1: Violence in our own lives... (1 hour 20 minutes)</li> <li>Activity 6.2: What is violence? (35 minutes)</li> <li>Activity 6.3: The violence and power map (40 minutes)</li> <li>Checking out: Proposals for eliminating violence in our lives (10 minutes)</li> </ul>

### CHECK-IN (15 MINUTES)

Welcome participants to the sixth session on violence in our own lives. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to be on the lookout for situations where they thought power was abused or where there was a direct or indirect threat of abuse of power, and that they would take a mental note of these to share with the group at the start of this session.

Invite participants to share how they felt when they observed power being abused, or where there was a direct or indirect threat of power being abused.

Ask the participants:

- What were the most common types of abuse of power identified?
- Why do you think that was?

## ACTIVITY 6.1: VIOLENCE IN OUR OWN LIVES<sup>ix</sup> (1 HOUR AND 20 MINUTES)

### PURPOSE

To reflect on the different forms of violence we perpetrate, that are committed against us, or that we witness.

### MATERIALS AND PREPARATION

- Sheets of A4 paper; pens, colored crayons

### FACILITATORS' NOTES

- This activity is a very personal exercise that can bring back memories of experiences of violence and stir up strong emotions. Allow participants to put their own limits on those aspects of violence in their past they want to focus on.
- Encourage participants to listen carefully and respectfully to each other during the group work and in plenary.
- Some men might get emotional and cry. That is ok!

### INSTRUCTIONS

#### Step 1: Violence We Use, Experience, or Witness (20 minutes)

##### Instructions:

Explain to the participants that the purpose of this activity is to talk about the violence we experience in our lives and communities, including the violence we use against others and the violence used against us. Tell them that it consists of a personal, reflective exercise followed by small group work and a plenary session

Explain that everyone is now going to think about the types of violence they have experienced, used against others, and/or witnessed at different times in their lives. Give them some time to sit quietly and remember experiences when they were growing up when they used violence against others, when violence was used against them, and when they witnessed violence.

Give each participant a piece of paper, a pen, and crayons, and ask them to draw a picture that represents:

- Violence I have used (against others)
- Violence I have experienced (violence used against me)

- Violence I have witnessed (between others)

Explain that they can focus on one specific time in their life (for example, at school) or do a timeline and highlight different experiences of violence that occurred when they were growing up. They can also include symbols, words, phrases, and so on in their drawings, if they wish.

Invite the participants to do their drawings in silence. Tell them that they will share their drawings in small group work, and it is up to them to decide what to include in their pictures. Encourage them to be as honest with themselves as possible, explaining that the more they include in their drawings, the more they will learn about themselves and from each other.

## **Step 2: Small Group Work (35 minutes)**

Form six pairs.

Invite the pairs to share their drawings (or aspects of them) with each other and talk about the experiences of violence they have included.

When they have finished sharing their drawings, group two pairs together to form three groups. Use the following questions to stimulate reflection and sharing in the small groups. Give one or two minutes for sharing after you ask a question, before moving on to the next one.

- How was it for you remembering and talking about the violence used against you or that you witnessed, and the violence you carried out?
- How did you feel when you committed an act of violence?
- What were the consequences of the violence you used, that was used against you, or that you witnessed?
- What types of violence were represented in your drawings?
- What were the causes of the violence represented in your drawings?

## **Step 3: Plenary (25 minutes)**

Invite small groups to share main points from their discussions, if they would like. Allow for clarifying questions.

Facilitate reflection and dialogue using the following questions:

- What types of power were expressed, oppressed, or repressed in the drawings? (You can refer back to the previous session.)
- What types of violence were identified in the drawings you discussed?
- Note to facilitator: It is probable that physical and psychological violence will feature the most, with little or no manifestations of sexual and economic violence.
- Whom did we identify in our drawings as the main perpetrators of violence in our lives? Why do you think that is?
- How acceptable is it in our communities for men to use violence against women? Why? And what about violence against children and between men?
- How is men's violence related to the way boys and girls are brought up in the society?
- What are the consequences of violence for women? What are the consequences of violence for men?

Draw the activity to a close, highlighting the following key messages:

- All of us have experienced or witnessed violence at some point in our lives.
- Violence is often considered normal, but it is, in fact, learned behavior that can be unlearned.
- Men are the main perpetrators of violence in society against women, children, and other men.
- Bringing up boys to be dominant, aggressive, and superior to girls, and to use their power to control others and gain benefits and privileges leads to the use of violence.
- Men's violence is a product of (caused by) cultural stereotypes related to being men (and women) in society that are reinforced within the family, in the school system, religion, and the media.

## ACTIVITY 6.2: WHAT IS VIOLENCE?\*(35 MINUTES)

### PURPOSE

To identify different types of violence and discuss the particular types of violence that most commonly occur in families and romantic relationships.

### MATERIALS AND PREPARATION

- Flipchart, markers, and tape

### FACILITATORS' NOTES

- This activity consists of a conceptual summary of the insights and learning from the previous activity. It enables participants to shift from the very personal and intimate atmosphere back to a more "rational" analysis and understanding of the different types of violence that exist.
- You can expect that little or no reference will have been made to "sexual violence" in the previous activity, so this activity is an opportunity to name it and highlight its seriousness.

### INSTRUCTIONS

#### Step 1: Dialogue on Types of Violence (10 minutes)

Explain that the purpose of the activity they are going to do is to discuss what violence is and the different types of violence that exist.

Ask the group, "What is violence?" Allow them to share their opinions. You can write down the responses on a flipchart if you would like.

After everyone has shared their ideas, explain to the group that at its simplest level, violence is "*the use of force or the threat of force by one individual against another.*" Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others.

Ask the group which acts of violence they would include in each of the following four broad categories (one at a time). Give some examples if the group struggles to come up with ideas:

- **Physical violence:** Using physical force such as hitting, slapping, kicking, burning, or pushing.

- **Emotional or psychological violence:** This could include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness, such as the controlling of decisions and activities. It can also include restricting someone's movements. This form of violence can be verbal or non-verbal. Often, it is the most difficult form of violence to identify.
- **Sexual violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sexual intercourse) against their will, or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter whether the person has previously consented to sexual behavior—consent must be given at the time.
- **Economic violence:** When someone else exercises complete control over a person's money and other economic resources. This type of violence is a way of exerting power and can be used to control someone's movements; for example, keeping them from meeting friends.

Ask the group whether anyone can give an example of a form of physical violence that is common in the community. Psychological violence? Sexual violence? Economic violence? Then, ask them to think back to the drawings they did in the previous activity. After examples have been given, open up the discussion using the questions below.

## Step 2: Reflections on Violence in Plenary (25 minutes)

### Questions for Group Discussion:

- What are the most common types of violence that occur in the family? In romantic relationships? Between friends?
- Are men the only ones who are violent, or are women also violent? Give examples.
- Does a person, man or woman, ever “deserve” to be hit or suffer some type of violence? Why or why not?
- Do you think there is a relationship between power and violence? (Encourage the participants to think of the different types of power—to, with, within, over—a person can have over another and link to violence.)

## ACTIVITY 6.3: THE POWER AND VIOLENCE MAP<sup>xi</sup> (40 MINUTES)

(Identifying and eliminating violence in our own lives)

### PURPOSE

To identify dynamics of power and violence within relationships with partners, family members, co-workers, and/or friends, and articulate proposals to change these power relations and eliminate violence.

### MATERIALS AND PREPARATION

- Copy of “Power and Violence Map” for each participant



## FACILITATORS' NOTES

- Change can be a slow process, but it is important to enable participants to articulate concrete, feasible proposals that are relevant to their own particular realities and situations.
- Without being intrusive, walk around the room to see how participants are doing with their power maps and to get an idea of the kind of power relations they are focusing on. If necessary, challenge them to be more specific and concrete in the situations they are recalling and describing.

## INSTRUCTIONS

### Step 1: Individual Exercise: Power Mapping (15 minutes)

Briefly recap that besides physical, violence can also be psychological, sexual, and economic, and explain that all these types of violence involve the abuse of power to dominate and control other people with harmful, often devastating, consequences.

Give each participant a copy of the “Power and Violence Map.” If you do not have access to a photocopier, draw the “Power and Violence Map” on a flipchart paper.

Ask the participants to think about three to five people (more, if they like) with whom they have a close relationship (partner, children, family, school, work, community, religious leader, etc.) and to write their names in the circles that surround the circle in the center that has “ME” written in it. They may focus on fewer relationships if they wish, especially if there is a specific relationship they perceive as especially problematic.

For each of these individuals, ask the participants to write a word or phrase on the line that points from “ME” to that person that best describes the type of power that s/he exercises over the person and the methods s/he uses to exercise that power.

Invite them to do the same on the line that points from each individual chosen to “ME,” using a word or phrase, symbols, or drawings that best describes the type of power that person has over them and how that person exercises that power. If necessary, use a flipchart to demonstrate the power relationship you have with someone in your life (your power over them and theirs over you).

Tell them to take time to reflect and discover the most accurate descriptions possible of these types of power, and the methods used to exercise them. Ask them to also write down how they feel about these power dynamics.

Give them a few minutes to complete this and then ask them to think about the following questions and write down (or make a mental note of) their responses:

- What can I do to change the way I use my power over others, and reduce and eliminate abuse of power and violence in my relationships (partner, family, friends, work, etc.)? Note: They may want to focus on one or two of the relationships where they have identified a significant problematic power dynamic.
- What can I do to challenge and change the way others use power over me?

### Step 2: Sharing in Pairs (15 minutes)

Invite participants to form pairs, and share their power and violence maps, emphasizing those aspects they consider most relevant and feel most comfortable sharing.

Encourage the pairs to identify commonalities in their power and violence maps.

Invite the pairs to share with each other their proposals for changing how they use their power, how it is used against them, and how they can put their proposals for change into practice.

### **Step 3: Plenary (10 minutes)**

Invite one or two pairs to share with the rest of the participants the similarities they identified in their power and violence maps, and their proposals to change the way they use power and how it is used over them.

## **CHECKING OUT: PROPOSALS FOR ELIMINATING HARMFUL POWER DYNAMICS AND VIOLENCE IN OUR LIVES (10 MINUTES)**

Read out the key messages of this session/activity to the participants.

### **Key messages:**

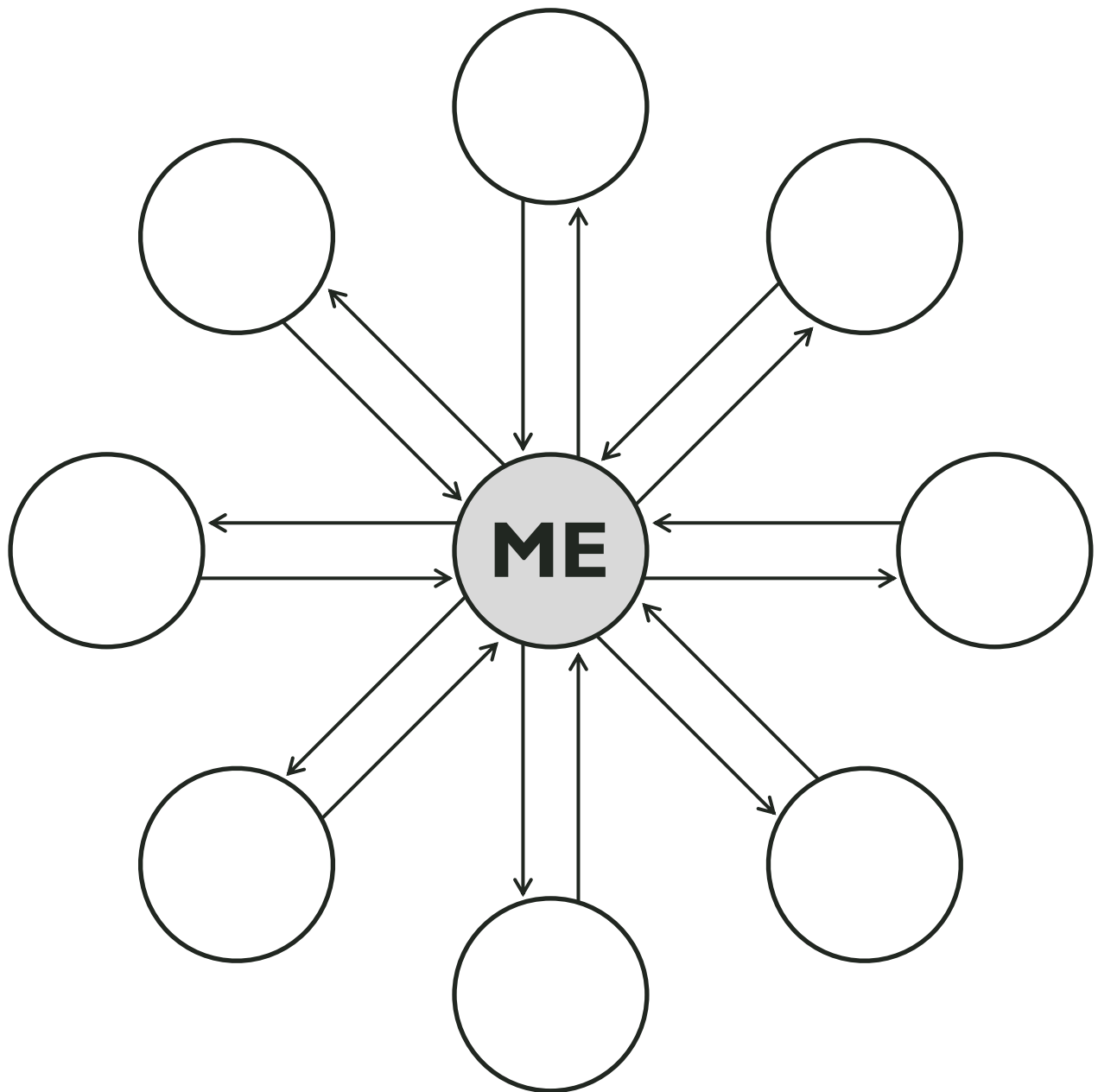
- Violence is a way of exercising power over other people to dominate and control them, and to secure benefits, privileges, or status; it is an abuse of power.
- The violence is often used through direct physical force (punching, beating, slapping, etc.), but can also entail more subtle methods such as putting someone down, threats, humiliations, and so on.
- We can all take actions to reduce and eliminate abusive and violent behavior that is harmful to the well-being and health of others.
- Violence is not a genetic, natural trait in men; it is a socially learned behavior used to control and dominate others (especially women), guarantee rights and privileges, and project oneself as a “real man.” It can be unlearned and non-violent ways of being men can be developed.
- Violence is a way to control or have power over another person. People often only think about violence as physical aggression, but there are other forms of violence as well. Violence is a violation of human rights, whether enacted against women, men, or children.

Invite participants, between now and the next session, to:








- Think about how they can begin to change the harmful power relations they have identified, especially those where violence of some sort is used.
- Choose one or two people they included in the power map and talk to them about their relationship and how to improve it.
- Share with their partner key lessons learned from this session.

Tell the participants that the next session will be on gender-based violence and will be for couples. Agree on a time and place for the next session.

## SUPPORT SHEET: POWER AND VIOLENCE MAP



## SESSION 7: GENDER-BASED VIOLENCE

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 40 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>• Deepen understanding of GBV and its effects on women's and men's lives and relationships, and reflect on how men can break the culture of silence surrounding GBV, particularly in families and couple relationships</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• Flipchart, sheets of A4 paper, markers, tape</li> </ul>
<b>Methods</b> 	<ul style="list-style-type: none"> <li>• Brainstorming in single-sex groups, role plays, plenary discussions</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Check-in (20 minutes)</li> <li>• Activity 7.1: Violence in daily life (1 hour)</li> <li>• Activity 7.2: Understanding and speaking out about GBV (1 hour 10 minutes)</li> <li>• Checking out (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the seventh session, which is on gender-based violence. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Bearing in mind that the last two sessions (identifying types of power and violence in our own lives) were only for men, ask them to share with the women: a) types of power; b) types of violence; c) causes of violence; and d) consequences of violence for women and for men. Help them if necessary.

Remind the male participants that at the end of the last session, you asked them to think about how they could begin to change the harmful power and violence relations they identified in their power maps and to talk to others about that. Invite participants to share:

- Ideas they came up with for changing the harmful power relations they identified, especially those where violence of some sort was used.
- Any initiatives they took to converse with people they included in the power map about their relationship and how to improve it. How did it go? What came out of those conversations? How did it feel?
- Any experiences of sharing key lessons learned from the last session with their partners. How did that go?
- Invite their wives/partners to share what they learned from those conversations.

## ACTIVITY 7.1: VIOLENCE IN DAILY LIFE<sup>xii</sup> (1 HOUR)

### PURPOSE

To better understand the many ways in which women's (and men's) lives are limited by violence and/or the threat of sexual violence by men.

### MATERIALS AND ADVANCE PREPARATION

- Flipchart paper, markers, and masking tape

### FACILITATORS' NOTES

This activity helps establish a clear understanding of the extent and impact of men's use of violence (including sexual violence) against women. Be sure to allow plenty of time in plenary because it can be emotional.

If men are defensive, make sure to look more closely at their reactions. Make it clear that you are not accusing anyone in the room. Be careful not to push men into feeling blamed and guilty. Instead, try to ease them into recognizing the reality of the situation and committing themselves to greater responsibility to end their own and other men's use of violence.

Some people have strong emotional reactions to this activity that can include anger, outrage, astonishment, shame, embarrassment, and defensiveness, among others. These may be related to personal experiences of violence at some point in their life. Some female participants may feel frustrated to have to relive, rehash, and "display" the vulnerability they feel. Some participants may want to share feelings and experiences overtly, which can be emotional and challenging, but also therapeutic and healing. Allow enough time for this and encourage participants to support each other. Other participants may not feel comfortable sharing in front of the group. Never force or demand sharing from anyone.

Remind participants that anger can be a powerful motivating force for change. Encourage them to identify ways to use their anger and outrage usefully to prevent violence and promote gender equality.

Be aware that some men may think they need to protect women from violence. If some men in the group say this, remind the group that it is important for each of us to work to create a world free from violence. Men and women need to work together as allies in the effort. The danger of saying that it is up to men to protect women is that we take away women's power to protect themselves, and reproduce the stereotypes of men as strong and powerful and women as men's property that must be protected from other men.

If necessary, provide referrals to counselling services during the session.

## INSTRUCTIONS

### Step 1: Personal Reflection (10 minutes)

Hand out sheets of A4 paper to the participants.

Invite the participants to reflect (in silence) on the following question, and if they want, note down any ideas on the piece of paper provided:

**What do you do on a daily basis (or regularly) to protect yourself from violence (including sexual violence)?**

Suggest to participants they can focus on different spheres of daily life, such as at work, in public places, at home, when travelling, in places of worship, while shopping, at night, and so on.

When the participants have finished, ask them to reflect on and answer the following question:

**What do you lack to be able to protect yourself from violence (including sexual violence)?**

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

Divide the participants into one group of women and one group of men.

Tell the groups the male facilitator will accompany the men's group and the female facilitator will accompany the women's group. Tell the participants they have 20 minutes in the groups to share their thoughts on the two questions they just reflected on.

Within each group, use separate sheets of flipchart paper to brainstorm the following with the participants (facilitators help with writing the ideas on the flipchart paper):

- Actions identified to protect themselves from violence (including sexual violence)
- Things they lack to be able to protect themselves from violence (including sexual violence)

### Step 3: Plenary (20 minutes)

Invite the men's group to share their flipchart with the women, helping them where necessary (male facilitator). Allow for any questions of clarification.

Invite the women's group to share their flipchart with the men, helping them where necessary (female facilitator). Allow for any questions of clarification.

Lead a dialogue on observations, thoughts, and questions in plenary. Start with the men and ask them:

- What major similarities and differences did you notice about the lists prepared by the women's group compared to the men's lists?
- What surprised or shocked you? Why?
- What questions would you like to ask the women?

Continue the dialogue, asking the women participants for their observations, thoughts, and reflections, using the same questions as above in relation to the flipcharts prepared by the men.

Ask the men how it feels to see the lists and how is it possible they are surprised by the extent to which the threat of violence (including sexual violence) restricts women's lives and choices? If necessary, read the lists again to refresh participants' memories.

To end the dialogue, ask the participants: "What types of violence are girls/women most at risk of during the following periods in their lives?" and bring out the following ideas:

- **Birth:** son preference (ceremonies that place more value on male than female children, etc.)
- **Newborn:** neglect; getting less nutrition; physical violence
- **Childhood:** female genital mutilation; lack of nutrition/resources; restricted access to school and play; physical, emotional/psychological, and sexual violence; sexual abuse
- **Adolescence:** female genital mutilation; early marriage in some cases; physical, emotional/psychological, and sexual violence; sexual harassment, sexual exploitation, and abuse
- **Adult women:** intimate partner violence; economic, emotional/ psychological, physical, and sexual violence; sexual harassment, sexual exploitation, and abuse

If the following questions do not come up, be sure to bring them up in plenary:

- Do the men have many things listed pertaining to sexual violence? (Usually they do not.) Why is this?
- How does men's use of violence (including sexual violence) damage women's lives?
- How does men's use of violence (including sexual violence) damage men's own lives?
- What do you think you can do to change this situation and create a world where women do not live in fear of men's use of violence (including sexual violence)?

#### Step 4: Closing the Activity (5 minutes)

Use the following key messages to carry out a closing synthesis of the activity:

- Violence and the threat of violence, including sexual harassment and sexual violence, are an everyday fact for girls, female adolescents, and adult women.
- Sexual harassment and violence against women are a huge problem around the world and in all sectors of society.
- Because most men do not live with the daily threat of sexual harassment and violence, they do not always realize the extent to which it affects women. Men usually do not understand how actual and threatened sexual violence and harassment are a regular feature of women's daily lives.
- Most acts of violence experienced by men are perpetrated by other men.

## ACTIVITY 7.2: UNDERSTANDING AND SPEAKING OUT ABOUT GBV<sup>xiii</sup> (1 HOUR)

### PURPOSE:

To deepen understanding about GBV, its causes and consequences, and the culture of silence surrounding violence in families and romantic relationships, and to reflect on what men can do if they know someone in an abusive relationship and how to prevent GBV violence in the community.

## FACILITATORS' NOTES

- When discussing examples of GBV that occur in their communities, some of the participants may become emotional or react angrily. Be prepared to intervene in these situations, and let the participants know that if they want to step out the room at any time, they are free to do so. Offer them a paper hanky or glass of water if needed.
- Highlight that when challenging violence they witness and stepping in to stop that violence, they must always take into account the interest and safety of the victim and their own safety.

## INSTRUCTIONS

### Step 1: Understanding GBV (15 minutes)

Referring to the previous activity and the list of things women do to protect themselves from violence (including sexual violence), stimulate a discussion between the participants using the following questions:

- How serious a problem is men's violence against women (including sexual violence) in our communities? (Invite them to give examples.)
- What causes men to use violence against women?

**Note:** Refer to the previous activities on gender socialization, boys' games, power, and violence to make links between gender as the main cause of men's violence against women (and between men). Other factors like alcohol abuse, poverty, low levels of education, unemployment, and displacement should be highlighted as secondary factors that **contribute** to violence against women. Challenge any interventions that blame women for the violence used against them, such as "sometimes women deserve it," "the way they dress," or "some women push men to violence."

- What consequences do women experience when they are subjected to violence at home and in the community? (Bring out effects such as fear, isolation, physical injuries, mental and sexual and reproductive health problems, suicide, death.)

Use the following information to explain the concept of GBV.

### WHAT IS GENDER-BASED VIOLENCE<sup>xiv</sup>?

**Gender-based violence** involves men and women. The woman is usually the target; GBV is derived from unequal power relationships between men and women.

GBV is directed specifically against a woman because she is a woman or it affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm. The most pervasive form of GBV is abuse of a woman by intimate male partners (partners/husbands/boyfriends).

- **Intimate partner violence** refers to behavior by an intimate partner or ex-partner that causes physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviors.
- **Sexual violence** is "any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion by any person, regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part, or object."



- One in three women worldwide have experienced physical and/or sexual violence, mostly by an intimate partner.

Other forms of GBV include:

- Prenatal sex selection and female infanticide
- Honor crimes
- Forced and/or early marriage
- Female genital mutilation/cutting and other traditional practices harmful to women
- Abduction
- Sexual harassment and intimidation at work, in school, and elsewhere
- Commercial sexual exploitation
- Trafficking of girls, adolescents, and women

In 1995, the United Nations expanded the definition to include: violations of the rights of women in situations of armed conflict, including systematic rape, sexual slavery, and forced pregnancy; forced sterilization, forced abortion, and coerced or forced use of contraceptives; and prenatal sex selection and female infanticide. It further recognized the particular vulnerabilities of women belonging to minorities: the elderly and the displaced; indigenous, refugee, and migrant communities; women living in impoverished rural or remote areas, or in detention.

## HEALTH CONSEQUENCES OF GENDER BASED VIOLENCE

GBV causes serious short- and long-term physical, mental, and sexual and reproductive health problems for women. It also affects their children and leads to high social and economic costs for women, their families, and societies. Such violence can:

- Have fatal outcomes like homicide or suicide
- Lead to physical injuries
- Lead to unintended pregnancies, induced abortions, gynecological problems, and STIs, including HIV
- Increase the likelihood of miscarriage, stillbirth, pre-term delivery, and low birth-weight babies (intimate partner violence in pregnancy)
- Lead to depression, post-traumatic stress and other anxiety disorders, sleep difficulties, eating disorders, and suicide attempts; health effects can also include headaches, back pain, abdominal pain, gastrointestinal disorders, limited mobility, and poor overall health

Sexual violence, particularly during childhood, can lead to increased smoking, drug, and alcohol misuse, and risky sexual behaviors in later life. It is also associated with perpetration of violence (for males) and being a victim of violence (for females).

Inform participants that in Ethiopia, the 2004 Criminal Code criminalizes violence that causes injury against a marriage partner, as well as rape, female genital mutilation and cutting, and marriage by abduction of a minor (under 18 years of age).

## Step 2: Speaking Up to Prevent GBV - Preparation of role plays (25 minutes)

Explain to the participants that we will now focus on the roles women and men can play to break the silence surrounding GBV, and what they can do if they know someone in an abusive relationship or someone who perpetrates violence against a partner.

Tell the group that violence, particularly violence that occurs between partners and in the family, is something we often do not talk about. Men and women are frequently hesitant to reach out to someone who they know is in an abusive relationship, or to someone they know uses violence against his partner.

Brainstorm with the participants:

- “What role can men play in breaking the silence about GBV?” Allow the participants to share their own ideas and opinions, and note them on a flipchart.
- “What role can women play in breaking the silence about GBV?” Try and bring out aspects that were not mentioned in the role men can play in breaking the silence about GBV.

Next, divide the participants into four mixed-sex groups and tell them they will have 10 minutes to create a role-play about the difficulties of breaking the silence and speaking out about the violence. Give each group one of the following scenarios to prepare and act out:

### **Group 1: Leave her alone!**

Abel is walking home from work and is very tired. Outside a bar, he sees a couple who are arguing with each other. He doesn't know who they are. As he gets closer, the shouting gets louder and the man gets more aggressive, insulting the woman. Then, he hits her. Abel feels uncomfortable but shouts out in a loud voice “Leave her alone!” Other people begin to gather. There's a lot of commotion.

Discuss what happens next. Who does what and what are the consequences? Prepare the role play with the ending you have agreed on.

### **Group 2: “You are mine and nobody else's!”**

Kia is coming home from the market and hears shouts and screams that sound like a man and a woman arguing. As she gets closer, she hears glass shattering and the man shouting, “I've told you before... you must do as I tell you... you are mine and nobody else's.” Just as she is about to turn the corner, the woman comes running out into the street, crying and holding a hanky to her bloody nose. Kia freezes. She is scared. She wants to help the woman but doesn't know who she is and is afraid of the consequences.

Discuss what happens next. Who does what and what are the consequences? Prepare the role play with the ending you have agreed on.

### **Group 3: “That's the only way to keep her in line”**

A group of men are having a few drinks in a bar. They've known each other since school days and have met to celebrate Yonas' thirtieth birthday! There're a happy bunch and mostly talk about their youth, football, and politics. As the drinks flow, Yonas starts to talk about difficulties in his relationship with his wife, “The food is never ready on time, she's lazy, talks back, and lets the children run wild. Last week she went to visit her friend without my permission and didn't get back until after dark. I was furious and slapped her. That's the only way to keep her in line.” Most

of the group support him but one of them, Kofi, who, as a child, witnessed his father beat his mother, is visibly uneasy with the comments. Yonas notices his discomfort and asks him directly: “What’s up with you? We all know your wife is the one who wears the trousers!”

Discuss what happens next. Who does what and what are the consequences? Prepare the role play with the ending you have agreed on.

#### **Group 4: “Here we go again”**

Aisha is preparing food for her family and suddenly hears shouts and screams coming from her neighbor’s house. She realizes that her friend Marjani is being beaten by her husband. She thinks, “Here we go again...” and continues cooking, biting her lip and clenching her fists. The noise level increases and Aisha sighs under her breath, “Stop it! Please stop now!” Later that evening she bumps into Marjani when picking up their children from school and notices a bruise on her arm. She wants to say something but Marjani looks away and hurries off home. Inside, Aisha feels angry and ashamed of her silence and scared for her friend.

Discuss what happens next. Who does what and what are the consequences? Prepare the role play with the ending you have agreed on.

### **Step 3: Presentation and Analysis of Role Plays (30 minutes)**

Ask the groups to present their role plays, allowing for questions and reflections after each, such as:

- What most caught your attention?
- How did you feel?
- What makes it difficult to support someone who is experiencing violence?

When the four role plays have been completed and analyzed, use the questions below to discuss the difficulties of speaking about GBV and identify some possible solutions.

#### **Questions for Group Discussion:**

- In general, why do we speak up or not speak up when we know someone is experiencing violence? When we know someone who uses violence?
- In what ways do people speak about violence or about women who make violence seem natural or acceptable? For example, proverbs or songs?
- How can men break the silence about violence against women?
- What are some of the challenges you might face as men speaking out against violence against women?
- How does it feel when you know someone you care about suffers from violence?
- How can you talk to that person about violence? What steps can you take to help someone in a violent relationship?
- On the other hand, what steps can you take to stop someone you know from using violence?
- What can men do to stop and prevent GBV in the community?
- What did you learn in this activity that you will take with you in your own life?

## CHECKING OUT: PROPOSALS FOR DETECTING GBV AND SUPPORTING VICTIMS (10 MINUTES)

Read out the key messages of this session/activity to the participants.

### Key messages







- Violence is a way of exercising power over other people to dominate and control them, and to secure benefits, privileges, or status; it is an abuse of power.
- The use of violence is often through direct physical force (punching, beating, slapping, etc.), but can also entail more subtle methods such as putting someone down, threats, and humiliations.
- Violence (including sexual violence) has severe consequences for women and their lives (for example, fear, isolation, physical injuries, mental, and sexual and reproductive health problems, suicide, death).
- It can be very difficult for women and men who suffer violence to seek help, often because of fear and feelings of shame and guilt.
- Speaking out about violence is an important step toward breaking the cycle of violence. We can all take actions to reduce and eliminate abusive and violent behavior in our own relationships that is harmful to the well-being and health of others.
- We can speak up and step up in ways that are safe and positive to prevent or intervene when there is a risk of violence, discrimination, or abuse.

Invite participants to do one or more of the following between now and the next session:

- Talk to a friend about GBV, sharing new knowledge and information they have acquired in this session.
- As couples, reflect on any situations of violence or threats of violence they are aware of (or suspect is occurring) between family members, neighbors, and/or close friends. Decide what (if anything) they can do to safely influence any of those situations.

Tell the participants that the next session will be on resolving conflict for men only. Agree on a time and place for the next session.

## SESSION 8: RESOLVING CONFLICT

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male facilitator
<b>Participants</b> 	Men only
<b>Session Time</b> 	2 hours 25 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>To identify non-violent ways to resolve conflict, and reflect on the importance of strong relationships and social networks when we face difficult moments as fathers and husbands</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>Four photocopies of the Couple Scenario and Couple Role Plays</li> <li>Photocopies of Support Network template</li> <li>Flipchart, markers, pens or pencils, tape</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>Check-in (15 minutes)</li> <li>Activity 8.1: Resolving conflict (1 hour 20 minutes)</li> <li>Activity 8.2: My support network (40 minutes)</li> <li>Checking out: (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the eighth session, which is on resolving conflict. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to do one or more of the following, and invite them to share how they got on:

- Talk to a friend about GBV
- Talk to their wife/partner about any situations of violence or threats of violence they were aware of and decide what (if anything) they could do as bystanders to safely influence any of those situations
- Keep their eyes and ears open to any situations where they could put into practice any of the bystander intervention techniques they learned about

## ACTIVITY 8.1: RESOLVING CONFLICT<sup>xv</sup> (1 HOUR 20 MINUTES)

### PURPOSE

To reflect on situations that trigger conflict within couples, and the positive and negative ways we react when we are angry, and to identify non-violent ways to react when we are frustrated or angry to resolve conflicts and consolidate healthy relationships.

### MATERIALS AND ADVANCE PREPARATION

- Flipchart paper, markers, and masking tape
- Photocopies of scenario and role plays

### FACILITATORS' NOTES

- Should participants mention poverty as a trigger of violence, you can help make the distinction, while validating the very real challenges poverty presents. Try not to get too “stuck” on the issue and simply help draw out the main point.
- Poverty as a state of being is not necessarily a trigger of GBV, but can lead to disagreements and stress about spending and property that do trigger GBV.
- It is the disagreements about spending/property that trigger instances of GBV.
- If any of the participants are called Mulatu or Mestawot, change the names in the stories provided below.

### INSTRUCTIONS

#### Step 1: Triggers of Conflict within Couples (10 minutes)

Introduce the session: We have seen that unequal power dynamics are the root cause of GBV. This is what underlies everything. Other factors then come into play to spark the violence. We call these factors “triggers.”

Write the word “trigger” on a flipchart. Ask participants what they think it means when one thing “triggers” something else. Listen to and record their responses at the pace of a fast brainstorm (1–2 minutes).

Explain that a trigger is an action or event that sets off or stimulates something else. Give an example: imagine there is a tree in your yard that has been growing old and is dying. Another tree starts to take it over and its roots begin to come out of the ground. Its branches become weak. One day, a child jumps up to pull on the leaf of the tree, and a branch collapses. The root cause of that problem was that the tree was old and being overrun by another tree. However, the child pulling on the leaves was what “triggered” the branch to actually fall.

Ask whether there are any questions and clarify as needed.

Ask participants: What are the things couples usually argue or quarrel about? Encourage participants to call out the first things that come to their mind as a quick brainstorm. Write down their contributions on a flipchart. (Note: This question is specifically worded to ask what couples argue or quarrel about most often, not what causes violence.)

Review the list participants come up with and try to group it into general categories. If the following trigger categories have not emerged, ask the participants to what degree they think they are also triggers of GBV:

- Excessive alcohol use by men
- Jealousy
- Disagreements about spending or property

Share with participants that research shows the above three categories are among the most common triggers of intimate partner violence.

Explain that this means that when there are unequal power dynamics between partners, using alcohol excessively, feeling jealous, or disagreeing about spending or property are likely to trigger GBV.

## **Step 2: Role Plays (45 minutes)**

Explain to the group that you will now read a story about a couple named Mulatu and Mestawot, after which they will prepare some role plays.

Invite participants to listen carefully and read the story below. You can read it twice to make sure everyone heard and understood it.

Mulatu and Mestawot are married. They are raising five children; one is a baby and the rest are in school. Mulatu works as a farmer. Sometimes there is a lot of work, sometimes there is none. Mestawot stays home to take care of the children and the house. Mulatu goes out each day, hoping he will earn enough money, and stays out very late. Mestawot cannot ask him where he has been. When he comes home, Mestawot must have dinner prepared. Sometimes, if the prices have gone up in the market, she has to buy less than usual. He sometimes gets annoyed about this. They both worry about money, but do not talk to each other about it, because it is the man's business. At the beginning of each school term, when it is time to pay fees, things are particularly difficult.

Divide participants into four groups. Do your best to make sure each group has at least one member who can read. Hand out one of the following scenarios to each group and a copy of the story, and tell them they have 10 minutes to prepare their role play, which should not take longer than 3 or 4 minutes. Do a quick round of the groups and, if necessary, read out to each group the role play they have been assigned. Encourage all of the participants to take part in the role plays.

## ROLE PLAYS TO PRINT AND CUT

### **Role Play 1: General stress (no trigger)**

It is a typical night at Mulatu and Mestawot's house. Mulatu has gone out to the Saturday market and stayed out late. Mestawot serves him dinner when he gets home. He notices that the food on the plate is less satisfying than usual. Mestawot explains that the prices in the market have gone up.

*What do you think happens next?*

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### **Role Play 2: Excessive alcohol use**

Mulatu decides to join his friends at the bar at the end of a long day. He comes home very drunk and it is very late. He notices that the food on the plate is less than usual. Mestawot explains that the food is short and that they have run out of some supplies.

*What do you think happens next?*

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### **Role Play 3: Jealousy**

Mulatu comes home at the end of a long day. He notices that the food on the plate is less satisfying than usual. Mestawot explains the food supply has not been enough. She says that their old neighbor Kibret has recently opened a shop and told her that Mulatu should stop by if he is looking for work. Mulatu cannot understand when and why Mestawot talked to Kibret, unless she was up to something behind his back.

*What do you think happens next?*

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### **Role Play 4: Disagreements about money**

Mulatu comes home at the end of a long day. He notices that the food on the plate is less satisfying than usual. Mestawot explains that the prices in the market have gone up. Mulatu says that she must be wasting their money on other things. Mestawot accuses him of wasting their money on alcohol.

*What do you think happens next?*



Bring the groups back together and ask them to present their role plays, one at a time. Allow some time after each for reactions and reflections, without entering into a major discussion.

When all groups have completed their role plays, debrief with the following questions:

- What could we see through these role plays?
- What situations were most likely to lead to violence?
- What are the main triggers of disagreement or conflict in your homes?
- Why is it important to understand what triggers violence between partners?
- Generally speaking, is it difficult for men to express their frustration or anger without using violence? Why or why not?
- We often know how to avoid a conflict without using violence, but sometimes this does not happen. Why?

### **Step 3: Managing Anger and Frustration to Reduce Conflict (25 minutes)**

Explain to the group that it is important to be able to recognize the triggers in our own relationships that can stir up frustration or anger and fuel conflict with our partners, and know how to manage our anger and frustration.

Ask the group the following questions:

- What are some negative ways of reacting when we are angry?
- What are some positive ways of reacting when we are angry?
- Where do we learn these ways of reacting when we are angry?
- To what degree do our fathers influence the way we react? Do we use the same methods they did? Why/why not?
- Does anger often lead to violence? Does it have to? (Encourage participants to explain their answers.)
- With whom is it easier to control our anger and with whom is it harder? Why is that? (For example, at work compared to at home, in the family.)

Invite participants to share positive experiences they have had resolving conflict and of healthy relationships:

- Who would like to provide an example where they disagreed strongly with their child or partner on something, but resolved it without yelling or using violence?
- As men, what can we do to manage difficult emotions such as frustration or anger in our relationships with our partners? With our children?
- What does a healthy, respectful relationship look like?

Close the activity by sharing the following information to facilitate a discussion on managing anger, allowing for any questions and reflections from the participants.

## PRACTICAL METHODS FOR MANAGING ANGER

### **Step away from the situation, leave, or take a walk (“to take a breath of fresh air”)**

To calm down, walk away and count to 10, breathe deeply, walk around or do a physical activity. This will “cool your head” and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved before they step away. For example, you can say: “I am very angry right now and I need to leave. I need to do something now like go for a walk, so I can release my anger. When I cool down and feel calm, I would like to talk and resolve this.”

### **Use words to express your feelings without attacking**

Express anger without “attacking.” For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You seem to be a tortoise today, you’re always late, and I have to wait for you all the time.” Or, you can use words without attacking or offending. For example, say: “I am upset because you were late. I wish you had arrived at the scheduled time or warned Male Engagement that you were going to be late.”

## HOW WE COMMUNICATE WITH OTHERS:

Developing an effective communication style is key in any successful relationship, as well as in parenthood. Men can help by clarifying their own desires in non-violent ways and encouraging their female partners to be more assertive.

- ☐ **Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way, so it does not infringe on another person’s rights or put him or her down.
- ☐ **Passive communication:** Expressing your own needs and feelings so weakly that they will not be heard, or the other party lacks details. This can lead to ambiguity and situations of misunderstanding if the other person interprets your feelings in a different way. In this situation, the person also lacks lessons on what to avoid in the future.
- ☐ **Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

## ACTIVITY 8.2: MY SUPPORT NETWORK<sup>xvi</sup> (40 MINUTES)

### PURPOSE

To help men reflect on the important relationships and social networks they can rely on during difficult moments as fathers and husbands.

### MATERIALS AND ADVANCE PREPARATION

- Photocopies of Support Network template
- Flipchart, markers, pens or pencils, tape

### FACILITATORS' NOTES

- Give support as needed to the participants during group work to make sure they understood the questions they were given correctly.
- If some participants find it difficult to identify others they can count on as part of their support network, suggest that they can begin to support each other.

### INSTRUCTIONS

#### Step 1: My Support Network (10 minutes)

Explain to the participants that you are going to do an activity that will make them think about the important relationships in their lives, and the people they can turn to for support or advice when they are facing a problem related to being an involved and responsible father or husband.

Give each participant a copy of the My Support Network worksheet and a pen or pencil. Tell the participants to think about the people they turn to for advice when they have a problem. Explain that each person should think about the people (family members, friends, etc.) they rely on for social support (advice, guidance, help) on being a father and husband.

Tell the group that at the center of the circle, they should put themselves. In the circles around the center, they should write the names of those they can rely on for social support or advice.

(Alternatively, they can draw a smiley face using different colors to represent different people that are part of their support network). The people they can rely on the most should be in the rings closest to the center. Those who provide less support or advice should be placed in the outer rings/circles. Tell the participants that “support” can be either advice or financial or material assistance. If necessary, draw your own support network on a flipchart as an example.

#### Step 2: Small Group Work (15 minutes)

Form small groups of three or four participants. Do your best to make sure each group has at least one member who can read. Ask them to share their support networks with each other, using the following questions as a guide. (Note: If necessary, read out the questions before the group work begins and move around the groups to give any support needed.)

- How easy or difficult was it to identify the people you can rely on for help and support? Why?
- In what ways do these individuals and networks help you as a father and husband? What advice and/or support do they provide?

- Is your partner an important source of support? Why or why not?
- If you are having a disagreement with your partner, who can you turn to for advice?
- Is it easy to talk to our partners about the problems we face as husbands and fathers? Why or why not?

### Step 3: Plenary (15 minutes)

After 10–15 minutes, invite the groups to share in plenary the main issues they talked about in their groups.

Continue facilitating the discussion in plenary using the following guiding questions:

#### Questions for Group Discussion:

- Who does your partner rely on for support?
- What other people would you like to (or could you) rely on more for help, support, and guidance?
- What would happen if you did not have anyone to turn to for advice and support?
- Is there anyone you know who you wish you could rely on for support or advice? What can be done to initiate those relationships?
- What can we do to strengthen our social support networks?
- What did you learn in this activity that you can apply in your own life?

## CHECKING OUT: PROPOSALS FOR ELIMINATING HARMFUL POWER DYNAMICS AND VIOLENCE IN OUR LIVES (10 MINUTES)

Read out the key messages of this session/activity to the participants.

#### Key messages:

- Communication is an essential part of healthy relationships. We have a responsibility to understand where our feelings of frustration, anger, or being upset come from and learn how to manage them. Communicating our feelings is more effective than violence at resolving conflicts.
- In some of our cultures, women are considered verbose or talk too much. Likewise, some communities tend to perpetuate physical violence, believing that a man, at times, has to beat his wife as a demonstration of love. This is a result of attitudes and beliefs about what women and men can and cannot do, and harmful beliefs related to men's power and strength.
- Support networks serve as an important source of resources, solidarity, and guidance in our life. Creating a support network provides an opportunity to share what we feel, think, and want in a positive way, and gain advice and support from others.

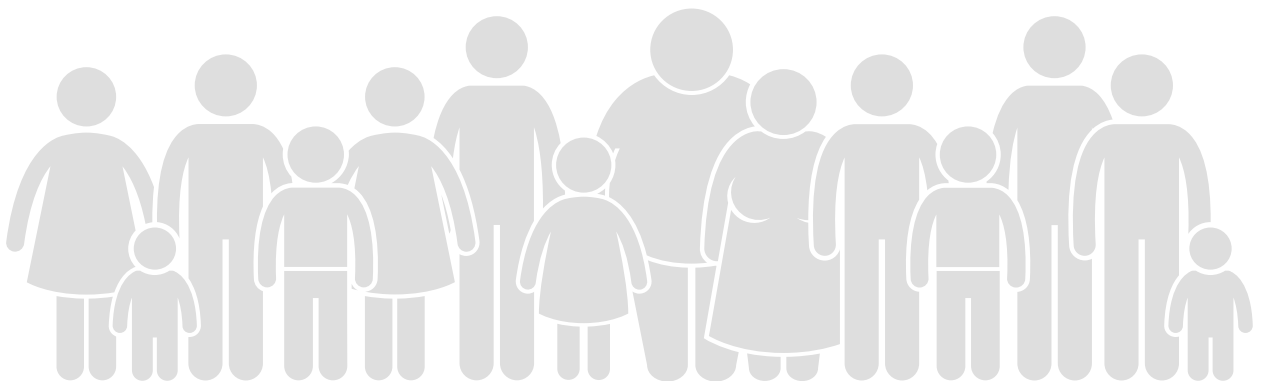
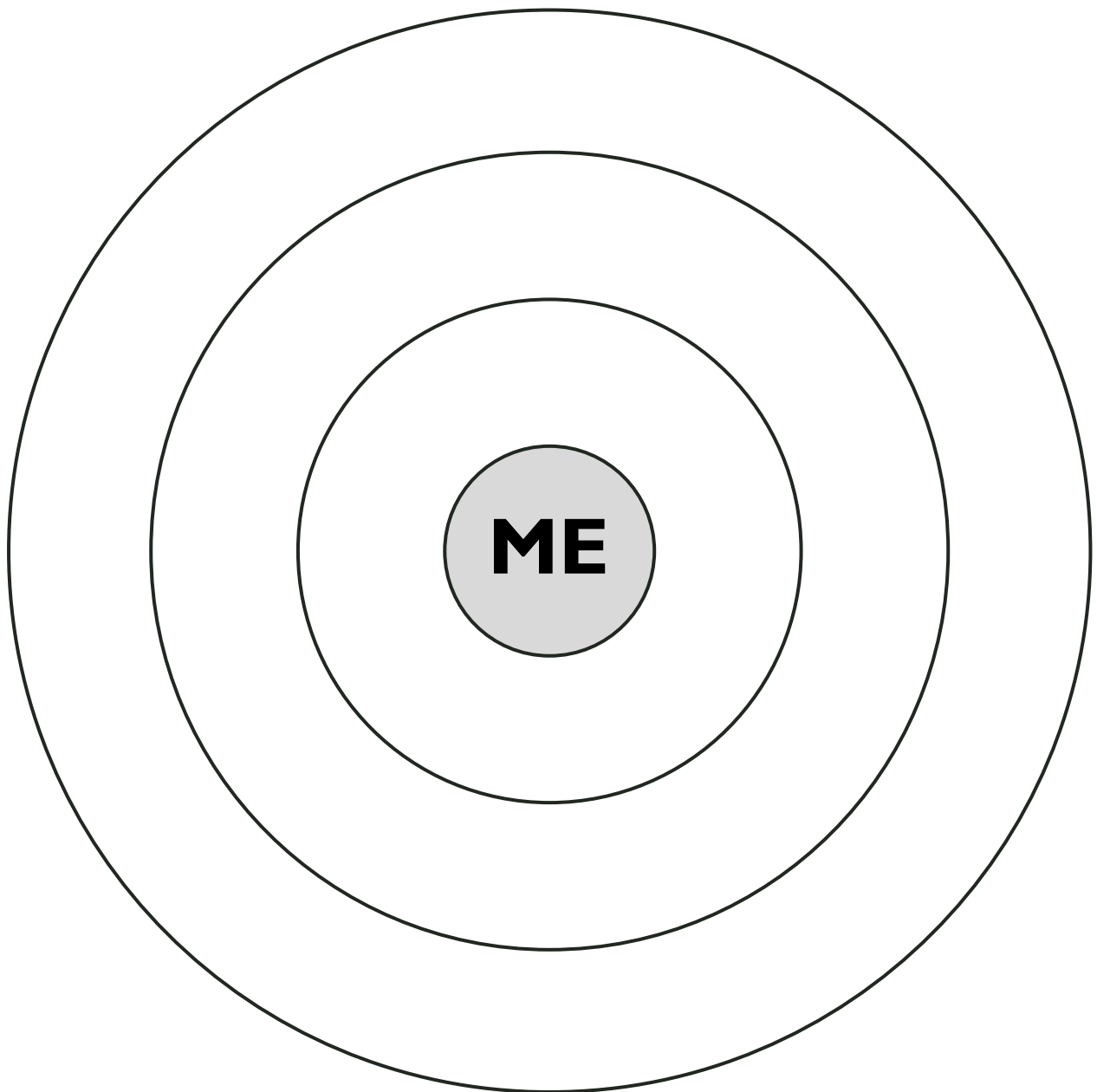
Invite participants to do one or more of the following between now and the next session:

- Share with their wife/partner what they have learned in this session about resolving conflicts.







- Use the learning from this session to talk to their wife/partner about an unresolved situation of tension or conflict they would like to begin to improve.
- Approach someone in the inner circles of their support network to talk about an issue they need support/advice/help with.

Tell the participants that the next session will be on raising children and will be for couples. Agree on a time and place for the next session.

## SUPPORT SHEET: MY SUPPORT NETWORK



## SESSION 9: RAISING CHILDREN

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators Child development specialist
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>Make connections between the long-term goals fathers and mothers have for their children (ages 0–5) and how harsh discipline affects those goals</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>Poster-sized laminated chart with the following stages of child development:               <ul style="list-style-type: none"> <li>Stage 1: 0–6 months</li> <li>Stage 2: 6–12 months</li> <li>Stage 3: 1–2 years</li> <li>Stage 4: 2–3 years</li> <li>Stage 5: 3–5 years</li> </ul> </li> <li>Markers, tape</li> <li>Copies of Stages of Child Development Support Sheet and Positive Discipline Techniques Support Sheet</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>Check-in (20 minutes)</li> <li>Activity 9.1: The needs of children (1 hour)</li> <li>Activity 9.2: Positive parenting skills (1 hour)</li> <li>Checking out: Proposals for raising children (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the ninth session, which is on raising children. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to do one or more of the following, and invite them to share how they got on:

- Share with their wife/partner what they have learned in the previous session about resolving conflicts.

- Use the learning from the last session to talk to their wife/partner about an unresolved situation of tension or conflict they would like to begin to improve.
- Approach someone in the inner circles of their support network to talk about an issue they needed support/advice/help with.

## ACTIVITY 9.1: THE NEEDS OF CHILDREN<sup>xvii</sup> (1 HOUR)

### PURPOSE:

To reflect on communication and affection between parents and their sons and daughters.

### MATERIALS AND ADVANCE PREPARATION

- Flipchart with five stages of child development (see step 2)
- Copies of the question guide for group work (or write them on a flipchart before the activity starts)
- Poster-size laminated charts of the five stages of child development

### FACILITATORS' NOTES

- Do not give the laminated charts to the groups until AFTER they have reflected within the groups on the stage of child development that has been assigned to their group.

### INSTRUCTIONS

#### Step 1: Introduction

Explain to the participants that the activity will help them reflect on the needs of children from birth until age 5, and how they, as parents, can provide for those needs.

Explain to the group that as children grow, they develop physically, mentally, and emotionally, and have different needs at different stages of their development.

#### Step 2: Group Work

Break the participants into five mixed-sex groups (between four and five participants per group) and tell them that each group will focus on one of the five stages of a child's development.

Use the flipchart prepared before the activity to explain to the participants the five stages of child development and which one each group will focus on.

<b>Group 1</b>	Stage 1: 0–6 months
<b>Group 2</b>	Stage 2: 6–12 months
<b>Group 3</b>	Stage 3: 1–2 years
<b>Group 4</b>	Stage 4: 2–3 years
<b>Group 5</b>	Stage 5: 3–5 years



Give the following question guide to the groups (or present a flipchart with the questions). Invite a volunteer to read them out loud.

Allow 10 minutes in the groups for the participants to reflect and share, drawing on their experience of bringing up their own children and observations of how others they know have done so.

#### Question Guide for Group Work


- How does the child behave during this stage of development? Why?
- What are the physical and emotional needs of the child during this stage of development?
- How can you as mothers and fathers respond to those needs?
- What particular role can fathers play?

### Step 3: Plenary

After 10 minutes, ask the participants to come back from the small groups. Ask Group 1 to share with the other participants their reflections on Stage 1: 0–6 months of a child's development. Allow for questions of clarification.


Building on the reflections and ideas shared by Group 1 and the subsequent clarifications, use the poster-sized laminated chart for Stage 1 to highlight the child's behavior and needs during the first six months of their life. Point out the ideas they came up with and emphasize any new ones:

#### Group 1: Stage 1: 0–6 months


Child's Age	How the Child Behaves	Child's Stage of Development
<b>0–6 months</b> 	<ul style="list-style-type: none"> <li>• A child will cry when they need you to know something. They do not yet know any words.</li> <li>• Crying a lot is normal. Sometimes a child does not even know why they are crying.</li> <li>• A child loves to put things in their mouth. It is the way they explore the world.</li> </ul>	<ul style="list-style-type: none"> <li>• A child is easily frightened and needs to feel safe and protected.</li> <li>• A child cannot understand rules or explanations yet.</li> <li>• A child needs unconditional love and affection.</li> </ul>

Repeat the step above for each of the remaining four groups/stages of a child's development, using the corresponding poster-sized laminated chart for each of stages 2–5 to highlight the child's behavior and needs during those stages. For each stage of development, point out the ideas they came up with and emphasize any new ones.


## Group 2: Stage 2: 6–12 months

Child's Age	How the Child Behaves	Child's Stage of Development
6–12 months 	<ul style="list-style-type: none"><li>• A child likes it when you speak sounds back to them. It encourages them to communicate with you.</li><li>• A child will cry less and smile more. Sometimes a child will cry at the same time every day. This is the child's brain "organizing" itself.</li></ul>	<ul style="list-style-type: none"><li>• A child begins to speak sounds like "ba" or "ma."</li><li>• A child needs to know you are close by. This is how they learn to trust you.</li><li>• A child is beginning to get teeth. This causes a lot of pain, so a child may cry a lot.</li></ul>


## Group 3: Stage 3: 1–2 years

Child's Age	How the Child Behaves	Child's Stage of Development
1–2 years 	<ul style="list-style-type: none"><li>• A child is now an explorer. They will begin to talk and walk.</li><li>• A child likes their independence, but needs to be able to explore in a safe environment.</li><li>• A child does not understand you are trying to keep them safe when you tell them not to do something.</li></ul>	<ul style="list-style-type: none"><li>• A child wants to touch and see everything.</li><li>• A child learns the word "no" and understands it is a way you tell them how you feel.</li><li>• A child has tantrums because their frustration builds and they cannot communicate in words how they feel.</li></ul>

## Group 4: Stage 4: 2–3 years

Child's Age	How the Child Behaves	Child's Stage of Development
2–3 years 	<ul style="list-style-type: none"><li>• A child is beginning to understand their own feelings.</li><li>• Suddenly, a child may become afraid of things, like the dark. This is because they now understand danger.</li><li>• A child may suddenly become shy around people they do not know. This shows that the child understands the difference between people they know and strangers.</li></ul>	<ul style="list-style-type: none"><li>• If you have to leave the room, a child may cry because they do not know whether you will come back.</li><li>• If you ask a child to say "hello" to someone they do not know, the child may refuse because they do not know that this person is trying to be friendly.</li></ul>

### Group 5: Stage 5: 3–5 years

Child's Age	How the Child Behaves	Child's Stage of Development
<b>3–5 years</b> 	<ul style="list-style-type: none"> <li>A child wants to learn everything. This might cause them to get into danger, so it is important to give them rules.</li> <li>Playing is an essential part of how a child's brain develops. It is how a child learns to see other people's point of view and develop empathy.</li> </ul>	<ul style="list-style-type: none"> <li>A child will ask a lot of questions. One of their favorite words will be, "why?"</li> <li>A child loves to play imaginary games.</li> <li>A child wants to help you do your daily tasks so they can learn important life skills.</li> </ul>

After the five groups have finished, share some of the ideas below with the participants, emphasizing those that have not yet been discussed:

### PARENTS CAN SUPPORT THE DEVELOPMENT NEEDS OF THEIR CHILDREN BY:<sup>xviii</sup>

- **Providing interaction:** Spending time looking at their children, responding to their child's glances, and answering their questions.
- **Providing affection:** Hold your child and give them hugs to keep them happy and calm.
- **Providing stable relationships:** Let your child know you are always there for them and come when they call you.
- **Providing a safe and healthy environment:** Protect your child by keeping his or her environment safe from danger.
- **Building your child's self-esteem:** Encourage your child when they try new things; applaud and support them.
- **Communicating with your child:** Talk to your child, even if you think they cannot or do not understand.
- **Playing with your child:** Children learn a lot by playing and by singing, dancing, or listening to music. They also enjoy listening to you telling them stories, which helps them learn about the world.

### Step 4: Discussion and Dialogue






After you have shared the information above, facilitate discussion using the questions below.

#### Questions for Group Discussion:

- In which of the needs on the Stages of Child Development Support Sheet are fathers more involved? In which of the needs are mothers more involved? Why?
- In which of the needs are fathers less involved? In which of the needs are mothers less involved? Why?
- How can fathers become more involved during the different stages of the child's development? Why is it important that they play an involved, responsible role in all stages of the child's development?

- Who is responsible for making sure children's needs are satisfied (e.g., parents, school, community, government)?
- What is the role of the family in making sure a child's needs are satisfied? What about the community?
- What did you learn from this activity?

## SUPPORT SHEET: STAGES OF CHILD DEVELOPMENT<sup>xix</sup>

Child's Age	Child's Stage of Development	How the Child Behaves
<b>0–6 months</b> 	<ul style="list-style-type: none"> <li>• A child is easily frightened and needs to feel safe and protected.</li> <li>• A child cannot understand rules or explanations yet.</li> <li>• A child needs unconditional love and affection.</li> </ul>	<ul style="list-style-type: none"> <li>• A child will cry when the need you to know something. They do not yet know any words.</li> <li>• Crying a lot is normal. Sometimes a child does not even know why they are crying.</li> <li>• A child loves to put things in their mouth. It is the way they explore the world.</li> </ul>
<b>6–12 months</b> 	<ul style="list-style-type: none"> <li>• A child begins to speak sounds like “ba” or “ma.”</li> <li>• A child needs to know you are close by. This is how they learn to trust you.</li> <li>• A child is beginning to get teeth. This causes a lot of pain, so a child may cry a lot.</li> </ul>	<ul style="list-style-type: none"> <li>• A child likes it when you speak sounds back to them. It encourages them to communicate with you.</li> <li>• A child will cry less and smile more. Sometimes a child will cry at the same time every day. This is the child's brain “organizing” itself.</li> </ul>
<b>1–2 years</b> 	<ul style="list-style-type: none"> <li>• A child is now an explorer. S/he will begin to talk and walk.</li> <li>• A child likes his or her independence, but needs to be able to explore in a safe environment.</li> <li>• A child does not understand you are trying to keep him or her safe when you tell them not to do something.</li> </ul>	<ul style="list-style-type: none"> <li>• A child wants to touch and see everything.</li> <li>• A child learns the word “no” and understands that it is a way you tell them how you feel.</li> <li>• A child has tantrums because their frustration builds and they cannot communicate in words how they feel.</li> </ul>
<b>2–3 years</b> 	<ul style="list-style-type: none"> <li>• A child is beginning to understand their own feelings.</li> <li>• Suddenly, a child may become afraid of things, like the dark. This is because they now understand danger.</li> <li>• A child may suddenly become shy around people s/he does not know. This shows that the child understands the difference between people they know and strangers.</li> </ul>	<ul style="list-style-type: none"> <li>• If you have to leave the room, a child may cry because they do not know whether you will come back.</li> <li>• If you ask a child to say “hello” to someone they do not know, the child may refuse because they do not know that this person is trying to be friendly.</li> </ul>
<b>3–5 years</b> 	<ul style="list-style-type: none"> <li>• A child wants to learn everything. This might cause them to get into danger, so it is important to give them rules.</li> <li>• Playing is an essential part of how a child's brain develops. It is how a child learns to see other people's point of view and develop empathy.</li> </ul>	<ul style="list-style-type: none"> <li>• A child will ask a lot of questions. One of their favorite words will be, “why?”</li> <li>• A child loves to play imaginary games.</li> <li>• A child wants to help you do your daily tasks so they can learn important life skills.</li> </ul>

## ACTIVITY 9.2: POSITIVE PARENTING SKILLS<sup>xx</sup> (1 HOUR)

### PURPOSE

To analyze how harsh discipline affects the development of children and provide parents with positive parenting skills and techniques.

### MATERIALS AND ADVANCE PREPARATION

- Copies of Positive Discipline Techniques Support Sheet and Stages of Child Development Support Sheet

### FACILITATORS' NOTES

- To get the best out of the role plays, be sure and debrief each one before moving on to the next. Make as much use as you can of the questions that are provided for you as a guide.

### INSTRUCTIONS

#### Step 1: Introduction (5 minutes)

Explain to the group that parenting can be especially difficult in the early years because young children cannot say what they want—they do not even know what they want. The key to effective discipline when your child does something wrong is to see short-term challenges, such as getting them to eat, as opportunities to work toward long-term goals. When you feel frustrated, this is an opportunity to teach your child new skills and work toward your vision 20 years from now.

#### Step 2: Quick Role Play (10 minutes)

Ask for two volunteers from the group. Ask one person to play the role of the parent and the other to play the role of the child (3 years old). Explain that they should imagine a scene where the parent is busy doing something and the young child keeps interrupting them. They should act out the scene where the parent gets frustrated—what do they do? They should imagine a realistic scene that happens in the community.

- Give the volunteers a few minutes to plan the role play and then act it out in front of the group.
- After the role play, ask the group, “In what ways was this scene realistic? What are other ways that parents might respond in this situation?” Allow everyone to share their ideas.
- Next, ask the group, “What does the way the parent reacted say to the child? What does it teach the child? How would you feel if someone reacted that way to you?”

#### Step 3: Role Plays – Good Practice for Disciplining Children (40 minutes)

Tell the participants that now you are going to share with them some techniques they can use with their children.

Pass out copies of the Support Sheet: Positive Discipline Techniques and read them one by one, allowing participants to ask questions and share their own experiences in relation to each technique.

Divide the group into four smaller groups (five to six people per group) and tell them they are going to role-play a realistic scene between a child and a parent (or both parents). The child is misbehaving, and the parent(s) must use one or more of the positive disciplines on the support sheet to address the unwanted behavior. (Check with the groups to make sure they are all practicing different techniques.)

Give the participants 8–10 minutes to plan their role play.

Ask the groups to present their role plays, allowing time for questions and reflections after each.

- What caught your attention the most?
- What did the parent(s) in the role play do well?
- What would you have done differently and why?

After all the role plays, open the discussion using the questions below.

**Questions for Group Discussion:**

- For any of the role plays, what other forms of positive discipline could have been used?
- Which technique would be the easiest to use with your children? Why?
- Which technique would be the most difficult to use? Why? What could you do to make it easier to use?
- What are other ways to discipline children in non-violent and respectful ways?
- In what ways can we acknowledge positive behavior in children?
- How does “warmth,” such as showing physical affection, like hugging or saying “I love you” to your child, help reinforce good behavior?
- Which of these techniques do you think you will use in your own family? Why? Why not?
- How could you encourage others to use positive discipline techniques?

**Step 4: Tips for Disciplining Children in Positive Ways (5 minutes)**

Explain to the group that it is important to communicate with our children—to let them know what you expect from them and teach them how they can live up to these expectations. Hitting or yelling at a child can make them stop doing something you perceive as bad, but it does not teach them why or how they can behave differently.

Tell the group it is important to think about how you want to discipline your children so you do not react emotionally. Tell them you are going to share with them a few questions you can ask yourself to help you know when and how to discipline your child.

1. **Is the child doing something truly wrong? Is there a problem or have you run out of patience?** If nothing was truly wrong, there is no problem.
2. **Is your child really capable of doing what you expect?** Sometimes our expectations of our children are not fair or realistic for someone their age.
3. **Did your child know at the time that there were doing something wrong?** Sometimes our children don’t know that what they did was wrong; help them understand.

If your child knew that what s/he did was wrong and did it anyway, then your child has misbehaved.

Remind the participants about the Stages of Child Development support sheet you gave them in the previous activity. Tell them that sometimes, we get upset with our children when our expectations of them are not realistic, which can lead to violence.

## CHECKING OUT: PROPOSALS FOR RAISING CHILDREN (10 MINUTES)

Read out the key messages of this session/activity to the participants:

### Key messages

- Children grow and develop quickly in the first few years of life. It is important for parents to understand the different needs of children at different ages, and to have realistic expectations of how their children should act and behave.
- Every child has the right to grow up free from violence. Physical punishment negatively affects a child's development. There are forms of discipline and positive parenting techniques parents can use to raise their children without violence.
- Consistency among couples is one of the keys to effective discipline. Both the father and mother have to hold the same stance (unless it is in violation of the best interest of the child) in what they permit and what they prohibit.
- With children under 5 years old, parents should show warmth and attachment while caring. They should be loving and a bit permissive while maintaining control to nurture good behavior.

Invite participants to put into practice the positive discipline techniques they have learned in this session with their own children between now and the next session.

Tell the participants that the next session will be on sharing responsibilities at home and will be for couples. Agree on a time and place for the next session.



## SUPPORT SHEET: POSITIVE DISCIPLINE TECHNIQUES<sup>xxi</sup>

The type of discipline a parent uses influences the type of person a child becomes. What type of discipline do you use? What type of person do you want your child to be? Below are a few positive discipline techniques you can use with your child.



**Fix-up:** When children cause trouble or hurt another child, expect them to fix it up—or at least try to help. If they break something, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw toys around the room, ask them to put them away.

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**Ignore:** The best way to deal with misbehavior aimed at getting your attention is to simply ignore it. But be sure to give attention to your children when they behave well. Children need attention for good behavior, not misbehavior.

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**Be Firm:** Clearly and firmly state, or even demand, that the child does what needs to be done. Speak in a tone that lets your child know you mean what you say and you expect the child to do as they are told. Being firm does not mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.

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**Stay in Control:** Act before the situation gets out of control—before you get angry and overly frustrated, and before the child's behavior becomes unreasonable.

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**Separation:** When children irritate one another, fight, squabble, hit, or kick, have them rest or play apart for a time. Being apart for a while lets each child calm down. Then, you can use other ways to encourage better behavior.

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**Behavior Management:** Talk with children calmly to learn what caused a disagreement. Then talk about ways to deal with it. Come to a solution that is agreeable to both you and the children. This helps children learn to be responsible for their behavior.

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**Redirection:** When children become too boisterous, stop them, explain why you are stopping them, and suggest another activity. When they knock over paint, give them a cloth and a pail of water to clean up the mess. When they race dangerously indoors, if possible, take them outside for a game of chase. When they throw books at each other, gather them for a story time or organize a game.

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**Praise:** Give more attention and praise for good behavior and less for naughty behavior. Do not make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.

## SESSION 10: SHARING WORK RESPONSIBILITIES

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male and female facilitators
<b>Participants</b> 	Couples
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>• Reflect on how gender roles influence the distribution of care work within the household, and encourage a more equitable distribution of childcare and housework between men and women</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• Flipchart, markers, pens or pencils</li> <li>• Optional: Props for doing household tasks (e.g., bucket, broom)</li> <li>• Four copies of the 24-hour day flipchart with sun and moon symbols</li> <li>• B5 size cards of two different colors (one of each color for each participant)</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Check-in (20 minutes)</li> <li>• Activity 10.1: Who does the care work? (20 minutes)</li> <li>• Activity 10.2: The work we do and the value it's given (1 hour 40 minutes)</li> <li>• Checking out: Proposals for promoting shared responsibility (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the tenth session on sharing responsibilities at home. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember most, or what did you like most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to put into practice with their children the positive discipline techniques they learned. Invite them to share how they got on.

## ACTIVITY 10.1: WHO DOES THE CARE WORK?<sup>xxii</sup> (20 MINUTES)

### PURPOSE

To reflect on how gender roles influence the distribution of care work, including caring for children and household tasks, within the household, and to encourage a more equitable distribution of housework between men and women

### MATERIALS AND ADVANCE PREPARATION

- Optional: Props for doing household tasks (e.g., bucket, broom)

### FACILITATORS' NOTES

- Encourage the participants in the role play to be as realistic and spontaneous as possible.
- Make sure that both men and women take part in the role play.

### INSTRUCTIONS

Explain to the participants that this activity will help them reflect on how gender roles influence the distribution of childcare and household tasks within the household.

Ask five individuals (men and women) from the group to volunteer to participate in a role play.

Explain that each of the volunteers will represent a member of a household doing housework or childcare activities. Assign each participant a role:

**1st person is caring for a child**

**2nd person is cooking the dinner**

**3rd person is washing the clothes**

**4th person is sweeping the house**

**5th person is collecting water**

Give the volunteers one minute to prepare their character. Tell them that on the count of three, the role play will begin, and they should not stop doing their household task until you tell them.

Begin the role play... One, two, three!

After one minute, ask the person who is caring for the child to stop. Tell them to give the task of caring for the child to one of the four remaining people in the household. Explain that the person must care for the child in addition to their other task. Let the role play continue for one minute.

After one minute, ask the person who is cooking the dinner to stop and give their task to another member of the household. Explain that that person now must perform all the duties assigned to them. The three remaining members of the household are now sharing all five household duties. Let the role play continue for one minute.

After one minute, ask the third person, who is washing the clothes, to stop and give their duty to another member of the household. The two remaining household members should now be sharing all five duties. Let the role play continue for 30 seconds.

After 30 seconds, tell the fourth person to stop and give their duty to the last remaining household member. Remind the remaining household member that they are now responsible for all five duties.

After 30 seconds, ask the last person to stop working and sit down. Open the discussion using the questions below:

- For the observers, how did it feel watching the role play?
- For the actors, how did it feel to be in the role play?
- How did the people who were still working feel when the others stopped?
- How did the last worker feel?
- Which of these activities do you perform at home?
- Who generally performs these activities? Why?
- Is it realistic for men to do this work? Why or why not?

## ACTIVITY 10.2: THE WORK WE DO AND THE VALUE IT'S GIVEN<sup>xxiii</sup> (1 HOUR 40 MINUTES)

(Gender roles and the gender division of work)

### PURPOSE

To comprehend the social value placed on the different types of work associated with being men and women, and how the division of work based on being men or women leads to unequal access to opportunities and rights for women and men.

### MATERIALS AND ADVANCE PREPARATION

Four copies of the 24-hour day flipchart with sun and moon symbols (see below at the end of the activity)

Colored markers/crayons, masking tape

B5 size cards of two different colors (not white; one of each color for each participant)

Four white cards or A4 paper with the following written on them:

- “Domestic work I will carry out on a regular basis (men)”
- “Things I will do to value the work women carry out in my home (men)”
- “Domestic work I need men to carry out with commitment and responsibility (women)”
- “The things men must do to value the work women carry out in the home (women)”

### FACILITATORS' NOTES

The 24-hour day flipchart with sun and moon symbols is a good way to understand the idea of gender roles: that women and men are expected to play different roles in the family, community, and workplace because of society's ideas about the differences between men and women. But remember that these gender roles may also be affected by class, ethnicity, and other differences.

Bear in mind that many men do take part in some domestic work, usually as a way of helping out occasionally, when there is a specific need, but rarely as an expression of shared responsibility.

Be aware that this exercise might make some men feel a sense of guilt or frustration when they so graphically see the injustices inherent in the ways productive and reproductive work are socially

divided. Enable them to move beyond that feeling, asserting the importance of taking small steps individually to change things where we can, which is usually within the family structure. They can each take greater responsibility in a real way.

There is some evidence that boys who see their fathers participate in housework are more likely to do it later in life themselves. There is also some evidence that women who have male partners who participate in housework have greater sexual satisfaction in their relationship.

Allow enough time in the same-sex groups when participants are engaged in discussion but also make sure that you still have enough time for the plenary sessions that follows.

In Step 4, “Sharing Responsibilities at Home,” allowing men and women to post their own cards and read them out to the group emphasizes their commitment publicly and reinforces ownership and accountability.

## **INSTRUCTIONS**

### **Step 1: Group Exercise (15 minutes)**

Break participants into one group of men and one group of women.

Give each group two copies of the 24-hour day flipchart with sun and moon symbols. (The male facilitator accompanies the men’s group and the female facilitator accompanies the women’s group.)

In the groups, explain to the participants that the half-sun on the left-hand side is sunrise, the full sun at the top is midday, the half sun on the right-hand side is sundown, and the crescent moon with stars at the bottom is the middle of the night.

On the first sheet of flipchart paper, write the heading “the activities we carry out,” and ask them to draw pictures to represent the various activities they do at different points during the day (and night). If necessary, explain that “activity” refers to tasks, work, recreation, study, and so on. They can also write them if they prefer (help them to do so if necessary).

Once they have finished, write the heading “the activities our partners/spouses carry out” on the second sheet of flipchart paper and repeat the above.

### **Step 2: Group Dialogue (30 minutes)**

**(Note:** The male facilitator continues to work with the men’s group and the female facilitator with the women’s group.)

While still in groups of men and women, facilitate dialogue in each of the groups, using the following questions as a guide:

- What similarities and differences are there in the activities and tasks we carry out and those that our partners/spouses carry out? How can we explain these similarities and differences?
- How are the activities and tasks we carry out assigned to us? What choice do we have in accepting these tasks or not?
- What activities and tasks do we enjoy doing and why?
- What activities and tasks do we not enjoy doing and why not?

Based on the previous debate and discussion, ask the group for ideas for a short role play that represents:

- The different roles, activities, and work that men and women of different ages carry out on a daily basis
- The social values placed on those roles, activities, and work
- The inequalities that occur in the way roles and work are distributed

Ask the group for volunteers to take part in the role play and give them a few minutes to practice it. Tell them that some of them will have to play the role of the opposite sex! The other group members can continue to provide ideas.

### **Step 3: Presentation of Role Plays and Plenary Discussion (35 minutes)**

Invite the first group to present the role play it has prepared, and instruct the other participants to carefully observe the work both men and women carry out, and the implications for their own personal development and participation in society.

After the group has presented the role play, invite the rest of the participants for comments, observations, and reflections on the role play they have just seen. The following questions can be useful in stimulating debate:

- How do you feel about the role play we have just seen?
- What caught your attention most in the role play?
- What work were men and women doing in the role play?
- Who was working harder? The men or the women?
- Which types of work were valued more? Why?

Invite the second group to present its role plays. Use the same questions above to facilitate discussion and dialogue. Encourage the participants to focus on new issues that arise (to avoid repetition) and reaffirm recurring themes in each of the different role plays.

When both role plays have been presented and analyzed, invite the groups to post their 24-hour flipcharts on the wall and give time for participants to look at them, paying specific attention to the analysis carried out by the other group (men focus on flipcharts prepared by women and vice versa).

Use the following questions to facilitate further dialogue:

- How do you feel about the work you and others of your gender do? How do you feel about the work those of the opposite gender do?
- Is “women’s work” valued in society? Why or why not?
- What mechanisms are used to undervalue or minimize the importance of the work women carry out?
- If more women these days are doing “men’s work,” why are more men not doing “women’s work”?

### **Step 4: Sharing Responsibilities at Home (20 minutes)**

Give each participant two large index cards of different colors.

On the first card, ask the men to write (or draw a picture of) the domestic work they are willing to undertake in their home on a regular basis.

On the second card, ask them to write (or draw a picture of) one thing they will do to value the work women carry out in the home.

On the first card, ask the women to write (or draw a picture of) the domestic work in her context (family and/or society) they need men to carry out with commitment and responsibility.

On the second card, ask them to write (or draw a picture of) one thing men must do to value the work women carry out in their home.

Write on a board or paste signs on the wall that say:

- “Domestic work I will carry out on a regular basis (men)”
- “Things I will do to value the work women carry out in my home (men)”
- “Domestic work I need men to carry out with commitment and responsibility (women)”
- “The thing men must do to value the work women carry out in the home (women)”

Read them out to the participants to make sure they understand what each says.

Invite the male participants, one by one, to read to the rest of the group what they have written (or show their drawing) on the first card, and to tape it on the wall, under the first heading, “Domestic work I will carry out on a regular basis (men).”

Repeat the same procedure with the second cards under the heading “Things I will do to value the work women they carry out in my home (men).”

Repeat Steps 7 and 8, allowing the women to read and post their two sets of cards.

Invite comments, reflections, and further suggestions from the group.

Ask the participants whether there are any types of domestic work they are not willing to do and why not.

## CHECKING OUT: PROPOSALS FOR PROMOTING SHARED RESPONSIBILITY (10 MINUTES)

Read out the key messages of this session/activity to the participants:

### Key messages:

- Women and men are raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work. Women and men are capable of sharing the care work; the key is discussing and communicating a fair distribution of tasks that is right for each family.
- **Women and men are assigned different roles in society, which means that:**
  - Women and men do different things during the day
  - Women usually work longer hours
  - Men usually have more leisure time
  - Women have more varied tasks, sometimes doing more than one thing at a time
  - A woman’s role is that of caregiver and mother and a man’s role is that of provider (breadwinner), protector, and authority/head of the household
- **Women’s roles carry a lower status and are often unpaid:**
  - Women’s work in the house is often not considered work

- When women work outside the house, this is often an extension of the work they do in the house. This work is usually paid less than men's work; even when women work outside the home, they also do a substantial amount of household work, too
- Men's work is usually outside the home, paid, and considered to be work
- More of women's work is unpaid compared to men's work
- **Gender roles are not only different, they are also unequal:**
  - Men's roles (breadwinner, authority figure, protector) carry a higher status and give men more power, money, and privilege in society
- **Productive and reproductive work:**
  - "Men's work" is socially and economically valued, and known as productive work because it produces goods and wealth
  - "Women's work" is socially and economically undervalued, and known as "reproductive work" because it focuses on the biological, cultural, and social reproduction of humanity
  - Many women carry out both types of work on a daily basis
  - Few men take systematic responsibility for reproductive work

Invite the male participants to put into practice the proposals they have just committed to between now and the next session:

- Domestic work that they will carry out on a regular basis
- Things they will do to value the work their wives/partners and other women carry out in their homes

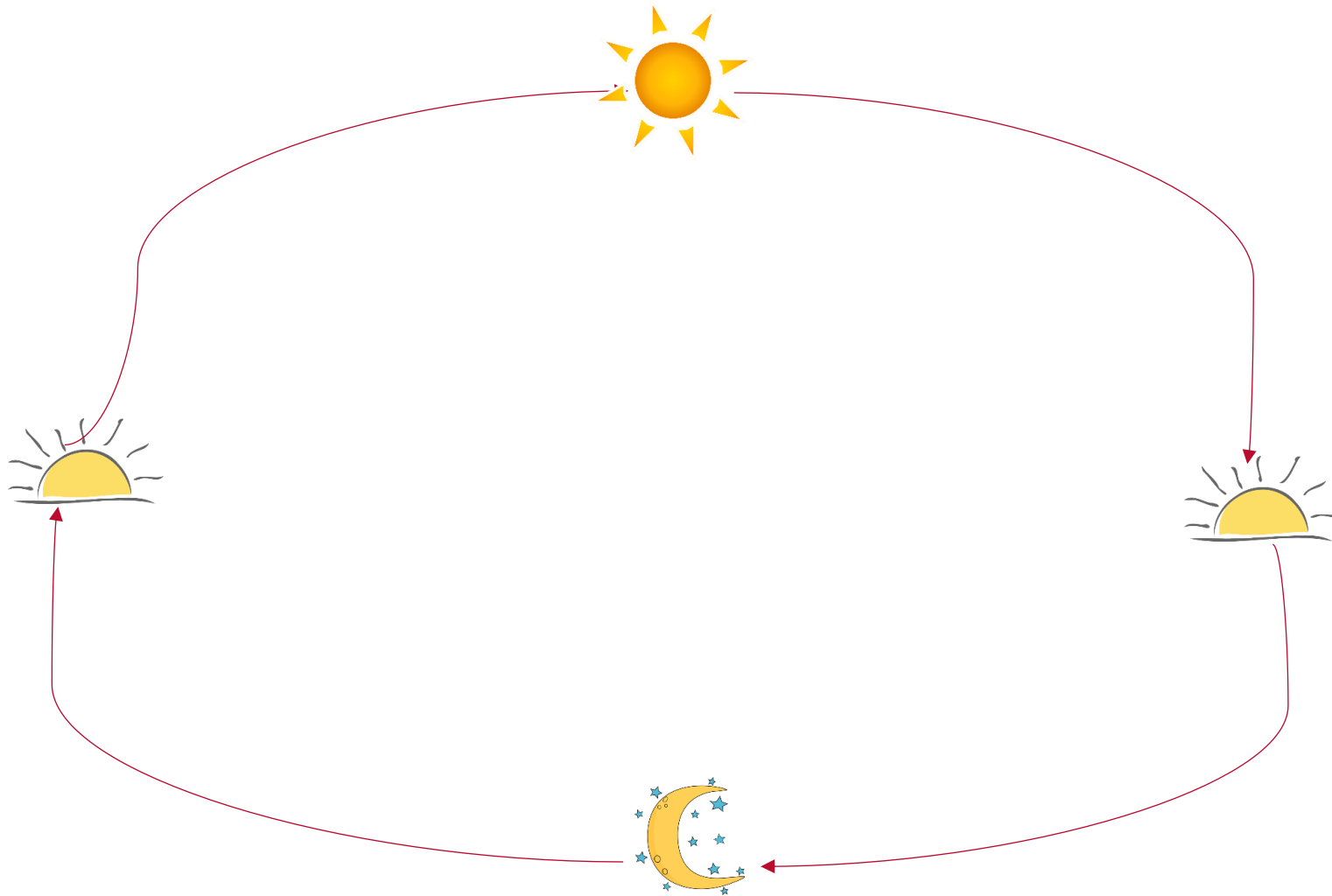
Invite each couple to set some time aside when they return home to discuss and agree on any changes they need to implement in who does what work in the home so everyone is doing their fair share.

Tell the participants that the next session will be on consolidating commitments and is for men only. Agree on a time and place for the next session.







Since this is the last session in which the women will participate, invite them to share their reflections on the program.



## SUPPORT SHEET: THE 24-HOUR DAY



## SESSION 11: CONSOLIDATING COMMITMENTS

SESSION ELEMENT	DESCRIPTION
<b>Facilitator</b> 	Male facilitator
<b>Participants</b> 	Men only
<b>Session Time</b> 	2 hours 30 minutes
<b>Learning Objectives</b> 	<ul style="list-style-type: none"> <li>• Reflect on how gender roles influence the distribution of care work within the household, and encourage a more equitable distribution of childcare and housework between men and women</li> </ul>
<b>Materials</b> 	<ul style="list-style-type: none"> <li>• A ball of string</li> <li>• Photocopies of the “Individual Commitment Statement” provided at the end of this session</li> <li>• Large poster-sized sheets of paper for Commitment Posters</li> <li>• Art supplies (for example, crayons, markers, water paints) available for participants to make decorative posters for their homes</li> </ul>
<b>Overview</b> 	<ul style="list-style-type: none"> <li>• Check-in (20 minutes)</li> <li>• Activity 11.1: A fathers’ web (30 minutes)</li> <li>• Activity 11.2: Consolidating commitments (1 hour and 30 minutes)</li> <li>• Checking out: Proposals for supporting each other (10 minutes)</li> </ul>

### CHECK-IN (20 MINUTES)

Welcome the participants to the eleventh (and final) session on consolidating commitments. Ask them how they and their families have been since the last session.

Do a quick brainstorm using the following questions:

- What do you remember the most, or what did you like the most about the last session? Why?
- What new knowledge did you acquire in the last session?

Remind the participants that at the end of the last session, they agreed to take actions to share responsibility for work in the home and caring for others, and for valuing the domestic work their wives/partners and other women carry out.

## ACTIVITY 11.1: A FATHERS' WEB<sup>xxiv</sup> (30 MINUTES)

### PURPOSE

To reflect on the experiences participants have had in the group sessions and consolidate commitments to being more involved and responsible fathers and husbands.

### MATERIALS AND ADVANCE PREPARATION

- A ball of string

### FACILITATORS' NOTES

- This is a variation of the activity used in Session I to get the process started.
- Participants will be throwing and catching a ball of string during this activity, so track the string so it doesn't tangle.
- Some participants may drop the ball of string. That is OK. Simply have them pick it up and continue.
- Make sure participants are as brief and precise as possible when they receive the ball of string; this activity needs to be fast moving.

### INSTRUCTIONS

#### Step 1: Introduction to the Spider's Web

Ask the participants who can remember the first exercise they did when the process started. If no one can, remind them it was the Spider's Web. Tell them that we are going to do it again, with a slight difference. This time, it is to recap what we liked most about the whole process and think about the future.

Ask the participants to form a circle (standing up). Remind the participants how the exercise works: you will throw a ball of string to another participant across the circle, holding the end of the string in your hand; the participant who receives the ball will be asked to complete the phrase "My favorite moment of this group process was..." (and explain why). He will then throw the ball of string to another participant of his choosing.

#### Step 2: Exercise – Weaving the Web

Throw the ball of string to one of the participants across the circle while holding the end of the string in your other hand.

Ask that person to complete the phrase:

**My favorite moment of this group process was... (and explain why).**

When they have done so, ask them to throw the ball of string to another participant, holding the unwound string in their other hand.

Repeat this until all participants have taken part.

Invite the participants to share reflections on the "spider's web" they have weaved. What did they observe, feel, or find interesting as they did the exercise?

### Step 3: Winding in the Web

Explain that we will now do the exercise in reverse, until the ball of string has been wound back in.

This time, each participant, on receiving the ball of string, will complete the phrase:

**I will be a better and more involved father by...**

When the ball of string arrives back in your hands, invite the participants to share how they feel.

## ACTIVITY 11.2: CONSOLIDATING COMMITMENTS (1 HOUR AND 30 MINUTES)

### PURPOSE

Articulate clear and precise individual commitments to being involved and responsible fathers and husbands that participants can share with their partners/wives

### MATERIALS AND ADVANCE PREPARATION

- Photocopies of the Individual Commitment Statement provided at the end of this session
- Large poster-sized sheets of paper for Commitment Posters
- Art supplies (for example, crayons, markers, water paints) available for participants to make decorative posters for their homes

### FACILITATORS' NOTES

- Encourage participants to continue meeting and providing support to one another. This will help them fulfil their commitments to the group and serve as a source of emotional support in difficult moments.
- Give participants time to exchange contact information, such as mobile numbers.

### INSTRUCTIONS

#### Step 1: Individual Commitment Statements (30 minutes)

Remind participants of the commitments they made in the previous session related to their participation in domestic work and how they value the work women carry out. Tell them they are now going to think about other commitments they can make.

Give a copy of the Individual Commitment Statement handout to each participant. Tell the participants that the handout (left-hand column) contains several categories related to the issues that have been covered during the previous 10 sessions and that for each of these categories, you will now ask them to think about other commitments they can make to be more involved and responsible fathers and husbands.

Read the first category in the handout “Valuing and respecting my partner equally – building a healthy relationship” and ask each participant to write in the right-hand column “MY specific commitment”—something they will do to value and respect their partner and build a healthy relationship. Alternatively, they can draw a picture/symbol or make a mental note of their commitment.

Encourage the participants to be as specific as possible. For example, don't just say "I will respect my wife/partner" but be explicit in what that means. For example, "I will listen to my wife/partner and dedicate time to being together as a couple."

Repeat the step above with each of the categories in the Individual Commitment Statement.

Give the participants 20 minutes to individually work on their personal commitments.

### **Step 2: Buzz Groups and Plenary (15 minutes)**

After 20 minutes, form buzz groups of two or three participants and give them 10 minutes to share their commitment statements.

Invite participants to select three commitments they feel are the most important for themselves and their relationship, and that they would like to begin working on first.

In plenary, invite participants to share some of the commitments they have made that they feel are the most important ones for themselves and their relationships

Summarize the exercise as follows:

- To make meaningful change, we need to identify specific actions we can take in our day-to-day lives.
- Change will not happen overnight. Do not try to change everything at once; take one step at a time.
- We need to support our partners and others to make changes in our lives, particularly the most challenging ones.
- Change is possible!

### **Step 3: Commitment Posters (35 minutes)**

Explain that it is now time to have a little fun! Tell the participants they are going to create a poster, as a visual reminder of their commitment to equality and living in violence-free relationships.

Give each participant a piece of poster-sized paper and show them where the art supplies are and invite them to begin to design their posters!

Tell the participant that the poster is something for them to hang in their homes for all to see and to remind themselves of their commitment to being involved, responsible fathers. They can write, draw, or create anything they would like to make their signs beautiful. They have 20 minutes to complete this exercise.

After 20 minutes, call participant back together. Give them a chance to hold up their posters and walk around to view others for two minutes.

After two minutes, ask participants to return to their seats. Encourage participants to hang their Commitment Posters on a wall in their homes for anyone to see. They should each keep their own Individual Commitment Statements for themselves in a place they feel is most appropriate (they may display them or keep them private.)

### **Step 4: Tied Up in Knots! (10 minutes)**

Announce that you have now come to the end of the group sessions. Ask the participants to form a tight circle, moving as close as possible to each other.

Ask the participants to stretch out their hands into the middle of the circle, and with one hand, to grasp the hand of another participant across the circle; with their other hand they should grasp the hand of a second participant. They should take care not to hold both hands of the same participant. Tell them to move out slowly, without letting go of others' hands and that they must untangle the knot they have made, without letting go of anyone's hand. (This will entail collaboration and creativity, and moving over, under, and through joints in the knot!)

They might not be able to totally untangle the knot and may end up with two or more interlinked or independent circles/links.

Use the following questions to stimulate reflection on the activity:

- How did you feel during this activity?
- What does it have to do with becoming more involved and responsible husbands, fathers, brothers, and uncles?
- What else does the activity teach us about life in general and our journeys to support each other as we move forward?

## **CHECKING OUT: PROPOSALS FOR SUPPORTING EACH OTHER (10 MINUTES)**

Read out the key message of this final session to the participants:

### **Key messages:**

- Individual commitments to being involved and responsible fathers and husbands are strengthened when we articulate them and share them in the group. We can support each other as we move forward.
- We have learned many things with and from each other and our wives/partners in this group that we can continue to use in our daily lives as fathers and husbands. All of us can commit to being involved, caring, and supportive fathers and husbands.

Ask the participants what they can do to continue meeting and providing support to each other (for example, monthly meetings, WhatsApp group). Explain that this will help them fulfil their commitments to the group and serve as a source of emotional support in difficult moments. Note these on a flipchart.









Give participants time to exchange contact information, such as mobile numbers.

Endeavor to finish the activity with the participants making a firm commitment to actions that mean they can continue to support each other.

Thank the participants for their wonderful effort and dedication over the last few weeks, and tell them their individual and collective efforts to untangle the problems of the world are important contributions to gender justice and social justice.

## SUPPORT SHEET: INDIVIDUAL COMMITMENT STATEMENT

I believe in equality in my relationship! Therefore, I **COMMIT TO**:

Category	MY specific commitment:
 <b>Valuing and respecting my partner equally and building a healthy relationship</b>	
 <b>Involvement during pregnancy, birth, and newborn caregiving</b>	
 <b>Raising/bringing up and caring for my sons and daughters</b>	
 <b>Managing “trigger” feelings and situations</b>	
 <b>Preventing violence against women</b>	
 <b>Preventing violence between men</b>	
 <b>Resolving conflicts with partner</b>	
 <b>Participation in domestic work</b>	

## REFERENCES

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- <sup>i</sup> Adapted from original activity in “*El Significado de Ser Hombre*” (Training manual for gender awareness and training with men) 1999 (2<sup>nd</sup> edition 2001), CANTERA, Nicaragua. With additions and further modifications of the version included in “Gender Equity and Diversity Module Five: Engaging Men and Boys for Gender Equality” Burden, A., Fordham, W., Hwang, T., Pinto, M. and Welsh, P. (2013). Cooperative for Assistance and Relief Everywhere, Inc. (CARE).
- <sup>ii</sup> Adapted from the activity “What is this thing called Gender?” in the Program M Manual (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007).
- <sup>iii</sup> Adapted from the Program P Manual (Promundo, REDMAS, EME, 2013).
- <sup>iv</sup> <https://www.who.int/news-room/fact-sheets/detail/family-planning-contraception>
- <sup>v</sup> In Ethiopia, teenage pregnancy (percent of people who first give birth between the ages of 15 and 19) accounts for 13 percent of total births. This is higher among rural teenagers than urban teenagers: 15 percent rural versus 5 percent urban. (Ethiopian Demographic and Health Survey, 2016, Measure, ORC Marco, and Central Statistics Agency).
- <sup>vi</sup> Adapted from the activity “Caring for my Baby—Practice Makes Perfect” in the Program P Manual (Promundo, REDMAS, EME, 2013).
- <sup>vii</sup> Taken and adapted from “*El Significado de Ser Hombre*” (Training manual for gender awareness and training with men) 1999 (2<sup>nd</sup> edition 2001), CANTERA, Nicaragua.
- <sup>viii</sup> Originally taken from HIV/AIDS and Gender Equity Training Project: a training manual for peer educators in the South African National Defence Force, Masibamisane SANDF, EngenderHealth, PPASA and Women’s Health Project (2003) and adapted for inclusion in OIT manual (activity E1.1, page 119). This version has been further adapted to include greater participation.
- <sup>ix</sup> Activity adapted from the activity “Understanding the Cycle of Violence” from the Program M Manual (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007). It also integrates elements from “*El Significado de Ser Hombre*” (Training manual for gender awareness and training with men) 1999 (2<sup>nd</sup> edition 2001), CANTERA, Nicaragua.
- <sup>x</sup> Adapted from the activity “What is Violence” from the Program M Manual (Promundo, Instituto PAPAI, Salud y Genero, ECOS, World Education, 2007).
- <sup>xi</sup> Taken and adapted from an activity that was originally developed in the 1990s by CANTERA in Nicaragua, as a tool for enabling men to identify issues of power, control, and violence in their relationships and take measures to change.
- <sup>xii</sup> This activity was developed by Sonke Gender Justice South Africa, based on a presentation given by Jackson Katz at UC Berkeley, USA, 2003 and included in the Sonke One Man Can (OMC) manual.
- <sup>xiii</sup> Adapted from the activity “Breaking the Silence and Getting Help” from the *Program M Manual* (Promundo, Instituto PAPAI, Salud y Genero, ECOS, World Education, 2007).
- <sup>xiv</sup> Taken and adapted from: <https://guides.womenwin.org/gbv/conflict/context/what-is-gender-based-violence>
- <sup>xv</sup> Adapted from the activity “Resolving Conflict – a role play” in the Program P Manual (Promundo, REDMAS, EME, 2013).
- <sup>xvi</sup> Adapted loosely from the activity “My Network” in the Program H Manual (Promundo, Instituto PAPAI, ECOS, Salud y Genero, 2002), and from the social support systems mapping methodology.
- <sup>xvii</sup> Garcia, I., Olinger, M., and Araújo, T. Ending Corporal and Humiliating Punishments. Rio de Janeiro, Brazil: Promundo. <http://www.promundo.org.br/wp-content/uploads/2010/02/Promundo-Pub-Fim-dos-Ingles.pdf>.



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<sup>xviii</sup> Adapted from Brazelton, TB and Greenspan, SI. 2000. *The Irreducible Needs of Children*. Cambridge: Perseus Publishing

<sup>xix</sup> Adapted from the Program P Manual (Promundo, REDMAS, EME, 2013).

<sup>xx</sup> Adapted from the activity “My Child in 20 Years” and “Put It into Practice—Positive Parenting” in the Program P Manual (Promundo, REDMAS, CulturaSalud, 2013).

<sup>xxi</sup> Adapted from the Program P Manual (Promundo, REDMAS, EME, 2013), inspired by “Positive Guidance and Discipline” (1998) by Georgia Knight and Jackie Roseboro, North Carolina State University.

<sup>xxii</sup> Adapted from the activity “Domestic Tasks: We only notice when nobody does them!” from the Program H Manual (Promundo, Instituto Papai, Salud y Genero, ECOS, 2002).

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

<sup>xxiv</sup> Adapted from the activity “A Father’s Web” from the Program P Manual (Promundo, REDMAS, EME, 2013).

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