

# *Sawa Le Baad*

## *Tahwil Junub Sudan*



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## PART I: INTRODUCTION

# TOGETHER FOR EACH OTHER: TRANSFORMING SOUTH SUDAN

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Together for Each Other: Transforming South Sudan provides women and men with the means to explore how gender norms and social roles operate in their lives by offering tools to begin changing norms and roles that are negative, while reinforcing those seen as positive.

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

The objectives for Transforming South Sudan are that men and women exposed to the activities in the toolkit will:

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

**The toolkit has two main components** to reach this vision. One is a series of real personal stories of women, men, and couples who have overcome gender barriers to reach their goals and improve their lives as well as those of their families. These personal stories are available on flash drives in two versions: Audio Visual (videos) and Audio only. The personal stories are to be used with the second component, this Guide, which leads women and men through a series of exercises and questions to explore the role of social and gender norms in their lives. The personal stories form the centerpiece of each session in the Guide and serve to ground the discussion in the reality of people's lives.

**The activities within the toolkit are based on two theories of behavior** Simply put, one theory (Paulo Freire's Empowerment-Education) states that knowledge comes not from "experts" but rather from group discussions and the knowledge that people already have from within themselves and their communities. The other (Albert Bandura's Social Learning Theory) proposes that people learn new behaviors and identify their own strengths by seeing them modeled in others. Using the personal stories together with the Guide will enable participants to both draw upon their own experiences and resources while learning from the stories of achievements from others.

### Project Components:

**Together for Each Other: Transforming South Sudan Toolkit includes:**

- The Facilitators Guide
- Video and Audio Personal Stories of women, men and couples

**The Facilitator's Workshop Guide has four main sections:**

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

## **PART II:**

# **USING THE TOOLKIT IN COMMUNITIES**

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### **Who the Toolkit is for:**

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

### **Achieving the vision through “Participatory Learning:”**

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

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

*The Together for Each Other: Transforming South Sudan Guide* is designed to be used along with the video and/or audio personal stories. The personal stories, as well as the other activities in the individual sessions, help participants analyze their experiences, learn new information, improve their skills of interaction, and understand and identify opportunities for change.

### **Working with men and women from a gender perspective:**

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

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

Including both women and men in a community workshop such as this, where they share a common space and are encouraged to work together, offers a unique opportunity and valuable learning experience for both women and men. It may also present some challenges for the facilitation team who may find themselves rethinking some of their own assumptions about gender and gender roles.

Section III offers some exercises to help facilitators prepare for using the Facilitators Guide and think through some of these issues before leading the sessions.

## Overview of how to use the Facilitators Guide

The ideal way to use the Together for Each Other: Transforming South Sudan package of materials is to go through sessions 1-7 in order as each session builds on the next.

Each session is designed to be between two and three hours long. Going through all the sessions can be done in a variety of ways, depending on the needs and availability of the communities where you are working. For example, the sessions can take place every day for 7 days in a row; they can be implemented over a two-week period or spread out over an entire month or more.

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



### A. How do I use this Guide?

The sessions in this Guide can be used as:

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



### B. What resources are required?

The resources required for conducting the sessions in the community are:

- A safe and quiet space where participants can work together without being disturbed;
- Flip chart, chalk board or paper (or local materials that allow for group sharing of information);
- Supplies for participants to record their own ideas (pens/pencils, paper, etc.). If the participants do not have a high level of literacy, you may want to think of other ways that they can record their ideas (i.e., symbols or drawings); and,
- Some means of showing the video or playing the audio recordings (battery operated portable screens with USB inputs, laptops connected to a screening device and external speakers, screen or white sheet to reflect the video).



### C. How do I get started?

- **Before you begin**, it is important to review the table of contents so that you have an overview of all the sessions.
- **Before you begin each session**, read through it and plan how you will facilitate it. Pay special attention to the introductory page so you will be sure to have all the necessary materials. Prepare appropriate examples and questions for your community. Review the personal story and write down all the significant points to make sure they are discussed later.



## D. What kinds of activities are included?

### Types of Activities:

- **Video viewing and discussion:** This is the central activity in most of the sessions of this Guide. The videos show real stories of people who are dealing, in a successful way, with different issues discussed in each session. The video is intended to prompt discussion and challenge the ideas of the participants. If you do not have access to video equipment, you can use the audio version of the personal stories.
- **Brainstorm:** This is an activity for sharing ideas that allows all members of the group to voice their thoughts about a topic. The goal is to let them express their reactions and ideas in a rather quick manner, and to hear as many ideas as possible from the group that they have.
- **Participatory games:** This includes using guided imagery, role play and problem-solving activities where everyone is actively engaged in an exercise. After each activity, the group analyzes what they experienced and how it relates to their daily life.
- **Small group discussion:** This activity consists of having a small group of people discuss a topic – the minimum number for the small group is three people and the maximum number six. Unlike brainstorming, this kind of activity allows the participants to reflect more deeply on issues and exchange points of view.
- **Large group or plenary discussion:** Most of the time this activity follows small group discussions. The objective is to let all the participants to discuss together the different points of view expressed by the smaller groups.

### Instructions for the Facilitator:

#### “What do we want to achieve?”

This presents the activity’s objective at the beginning of each activity.



#### “Note” box:

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



#### “Steps”:

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





### E. Who should facilitate?

- The sessions should ideally be facilitated by a two-person team that includes a woman and a man.
- During the large group or plenary sessions one facilitator should take the role of the main facilitator, while the other should assist in managing materials and taking notes. The team should alternate these roles for each session, so the participants see that the responsibility is shared evenly between the male and female facilitators.
- While both facilitators should be aware of how the sessions are going, the facilitator who is not in the lead should play the role of “observer” during that session. This observer is responsible for understanding and keeping track of the group’s overall dynamic, such as:
  - o Are the women participating as often as the men?
  - o Are there other power dynamics around age, status in the community, etc. that are barriers to having open, free flowing discussions?
  - o Is anyone talking so much that others do not feel comfortable participating?
  - o How does the arrangement of the group and the room affect participation?
  - o Is anything distracting participants outside the discussion room?
  - o Is there anything the main facilitator needs to change to help improve the flow of the discussion?

This will allow the team to make small changes as needed throughout the sessions and will be useful later in the evaluation.



### F. How do I work with groups?

- At times, it is recommended that same-sex groups meet and discuss particular issues before coming together as an entire group. The separate discussions may allow women and men to speak more freely with each other before presenting their ideas to the whole group. It is up to the facilitator to decide, together with the group members, as to what is most appropriate - some groups may choose to work in mixed-sex groups or same-sex groups the entire time.
- When organizing the small groups, be aware if there are big age differences among participants. It is recommended that people of similar ages work together in the same groups. This has two advantages: on the one hand it will help to bring out any differences in perspective between the younger and older participants, and, on the other hand, it should lessen the possibility of the older participants taking over the discussion, or vice versa.



### **Managing time**

- Be flexible and responsive to the needs of your group. Do not cut off an interesting discussion merely for the sake of sticking to the timetable; however, be careful to not allow participants to get into discussions that are not directly linked to the topic at hand.
- You do not have to ask participants to discuss every question in each activity. These questions are there to guide you in helping the participants to explore the main topics. You may find that asking just one or two questions is enough to get the group talking about important issues. Other times, you may want to go through most of the questions if there is enough time.
- Do not feel you are solely responsible for keeping the participants on schedule. When there are small group discussions, ask a participant from each group to be the timekeeper.

### **Working with low literacy participants**

Whenever needed, use drawings and symbols to improve the understanding and participation of participants who have low or no literacy. In general, it is better to let the group suggest and agree on what symbols to use. If they do not come up with ideas, propose some and ask the group if they are acceptable.

### **Evaluating the experience:**

- At the end of each session, the facilitation team should have a meeting to discuss what worked well in the session, what did not work well and how the session could be improved, as well as what changes may need to be made to the next session.
- At the end of the final session, the team should hold a meeting to discuss their reflections and the participants' feedback about the entire workshop. This should be taken into account for improving future workshops.

## FACILITATOR SKILLS

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



### A. Working with participants

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



### B. Managing the sessions

- As stated earlier, the time set aside for each activity should serve as a guide. If an interesting, dynamic discussion is taking place, do not stop it because you are out of time. Let it continue until its natural conclusion. If you feel an activity is not working, then move on to the next one. The most important aspect of the sessions is the opportunity it gives participants to share their experiences, better understand each other and come to joint solutions to gender-based problems in their communities.
- Have a clear understanding of the Guide's objectives.
  - Be aware of signs that the discussion is not working in mixed-sex groups and allow them to first form same-sex groups before coming together.
  - Make sure men get involved in discussions about issues that are typically considered "women's issues" (e.g., reproductive health, taking care of children).
- Respect the participants and set a tone of balance between the facilitators and participants.
- Observe the dynamics among the participants and between participants and the facilitator(s), and shift things rapidly if something is not working well.
- Manage discussions, including managing the overly talkative participants and encouraging those who are less talkative to share their ideas. Make sure those who are less literate feel comfortable expressing their points of view. Acknowledge all participants' contributions.

- Guide the exercises, clarify objectives, and explain concepts.
- Clarify points of confusion.
- Summarize the learning experience.
- Be knowledgeable, but remember that a facilitator, while helping others, is a learner too. S/he should not be seen as the only source of knowledge, but as a person who will listen, guide and suggest rather than direct the group members.
- Try to find out about resources in the community where participants can get additional information on specific topics such as domestic violence, safe motherhood, family planning, water, sanitation and hygiene etc.

## PART III:

# TOOLS FOR STRENGTHENING FACILITATION SKILLS

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

**This section is designed to be used by trainers who are training facilitators; however, it can also be used by anyone** who is planning on implementing Together for Each Other: Transforming South Sudan to strengthen their skills and prepare for the sessions. It is strongly recommended that Facilitation Teams go through the exercises before holding community-based workshops.

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

### **Facilitating Discussions**

- Activity 1: Managing discussion questions
- Activity 2: Challenging participants' viewpoints

### **Reflecting on Our Own Gender Values**

- Activity 1: Gender roles
- Activity 2: Gender and sexuality
- Activity 3: Gender and violence

# Facilitating Discussions

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

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



Time:  
1 hr 20 min

## Activity 1: Managing discussion questions

### Step 1:

#### Introduce the activity

Explain the following to the facilitators: The main purpose of the “discussion questions” suggested in this Guide is to encourage reflection and the exchange of viewpoints among participants. We are not looking for the “right” answer to each of the questions but to help people express their ideas. This means two important things:

- o First, the questions proposed in the Guide are flexible. As mentioned earlier, the facilitator should feel free to rephrase them and, if needed, look for different strategies to start the discussion on a topic, depending on the context and local language.
- o Second, as the question is only the starting point for the discussion, do not move on to the next topic just because a few people have answered it. Encourage all participants to express their opinions about what has been discussed.

### Step 2:

#### Practice group work

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

### Topic:

## Women and men listening to each other (from the Tradition and Cultural Norms Session)



#### Questions to ask women:

- What makes you happy to be a woman?
- What do you think is the most difficult thing about being a woman in your community?
- What do you think men need to better understand about women?
- What do you find difficult to understand about men?
- How can men better support women?
- What is something that you never want to hear again about women?



#### Questions to ask men:

- What makes you happy to be a man?
- What do you think is the most difficult thing about being a man in your community?
- What do you think women need to better understand about men?
- What do you find difficult to understand about women?
- How can women better support and empower men?
- What is something you never want to hear again about men?

**Step 3:****Observe and discuss feedback**

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

**Step 4:****Repeat this exercise with the second group****Step 5:****Summarize**

At the end of the exercise, the trainer should summarize the responses and explain what the facilitators could improve, using examples to illustrate the correct approaches.

**Step 6:****Close the activity by highlighting these key take home ideas***Key take home ideas:*

- Questions should encourage reflection and exchange of different points of view.
- There are no right answers to the questions.
- Everyone should be encouraged to express their opinions.



Time:  
1 hr 20 min

## Activity 2: Challenging participants' viewpoints

### Step 1:

#### Introduce activity

Explain to the facilitators that: As facilitators, you should always try to push the discussion further to make participants critically reflect on ideas and values that are considered traditional and encourage them to consider the possibility of changing them. When challenging the ideas of the participants, facilitators and other participants should not be judgemental about others' points of view and beliefs. For instance, they should never say something like: "What you said is wrong," or "That does not make any sense." The role of the facilitator is to ask challenging questions that allow the participants to further think through the issues being discussed.

### Step 2:

#### Practice group work

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

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

### Step 3:

#### Role play the group discussion in the large group

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

### Step 4:

#### Discuss feedback

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

### Step 5:

#### Repeat the exercise with the second group

### Step 6:

#### Summarize

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



**Example:**

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

**Step 1:****Ask why s/he thinks this is so.**

Would you tell us why you think only men should inherit land?

**Step 2:****Ask a question that challenges the logic of her/his main argument.**

Do you mean that only men can work on the land? Do you know of women who farm? Do you think it is fair to keep land from those who labor on it? Have you ever heard of situations where women did inherit the land? If so, what happened?

**Step 3:****Ask for other participants' opinions on this central argument.**

What do the other participants think about this?

**Step 4:****Offer an alternative point of view by building on what the others have said in support of this different point of view.**

As some of you have said, it is important to understand that those who till the soil should not be excluded from ownership. If women can till the soil, they can also manage the property. As several of you have noted, men and women can learn to do most tasks.

**Step 7:****Close the activity by highlighting these key take home ideas***Key take home ideas:*

- Never tell the participants that they are wrong.
- Ask challenging questions that allow the participants to further think through the issues being discussed.

# Reflecting on our own gender values

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

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

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

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



Time:  
40 min

# Activity 1:

## Gender roles

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

### Step 1:

#### Discuss in a big group

First ask the facilitators to go back in time and try to remember the first time they heard the following kinds of ideas:

- Men and should not be excluded from participating in any task or responsibility because of their gender”
- Men and women can perform most tasks and responsibilities if they are taught to.

Then ask them to think about the following:

- What was, or still is, the role, responsibility, or characteristic most difficult for them to imagine a woman having?
- What was, or still is, the role, responsibility, or characteristic most difficult for them to imagine a man having?

### Step 2:

#### Write on a large piece of paper all the responses

Divide the paper into two columns and write the things said about women’s roles in one and the things said about men’s roles in the other.

### Step 3:

#### Choose a couple of responses from each column (the most mentioned) and discuss with the whole group why they think people said these things

### Step 4:

#### Summarize

Close the activity by reminding facilitators of these key take home ideas.

*Key take home ideas:*

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



Time:  
40 min

## Activity 2: Gender and Sexuality

### Step 1:

#### Introduce the activity

Explain to the facilitators that:

- The gender norms guiding men's and women's behavior that exist in society are often the basis for problems, such as the difficulty women have talking about family planning with their partners for fear of being labelled "unfaithful" or being subjected to violence, and the risks men may take because they feel they need to have many partners to prove their sexual potency.
- These gender norms make it hard for men and women to ensure the health of their family by spacing children.
- For that reason, this intervention is intended to help participants think about how gender norms affect sexual health and well-being.
- To help participants in the community better understand this, as facilitators, we should take time to explore our own ideas on the topic.

### Step 2:

#### Discuss in small same-sex groups

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



#### Men's group discussion questions:

- Do most men always expect their partner to agree to have sex when they want to? What is this expectation based on?
- How would most men respond if their wife/partner/lover was reluctant to have sex?
- What would most men think of a woman who proposed the use of family planning?
- What do most men think of men and women being equally able to decide what to do or not do sexually? To use family planning?



#### Women's group discussion questions:

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

Invite the groups to present the main ideas from their discussions with everyone.

**Step 4:****Discuss feedback**

After the groups' presentations, ask the facilitators to discuss the issues that make it hard for them to think that men and women can interact sexually as equals.

**Step 5:****Summarize**

Close the activity by reminding the facilitators of these key take home ideas.

*Key take home ideas:*

- It is important that we try to work on these issues in order to be able to help participants challenge ideas and practices that keep women from participating fully in sexual decisions.
- As facilitators, we need to be careful not to reinforce negative stereotypes about men's and women's roles during the workshop.
- Gender equity at every level, including sexuality, is a main principle in which this intervention is framed.



Time:  
40 min

## Activity 3: Gender and violence

### Step 1:

#### Introduce this activity

Explain to the facilitators that:

- Violence between spouses/partners, mainly men against women, happens in many communities and unfortunately is sometimes socially accepted.
- Therefore during the workshop, participants, men as well as women, may justify the use of violence against women in certain contexts, for instance, when women have not finished some of the tasks or responsibilities that they are supposed to take care of.
- This is a very delicate issue because some participants will probably be involved in violent situations of this kind (as perpetrators or survivors).
- As facilitators, we should be very careful when dealing with this issue, but at the same time, we should be willing and able to challenge the idea that it is never acceptable.

### Step 2:

#### Discuss in small same-sex groups

Separate facilitators into same sex groups of 3-6 and ask them to think about the following question:

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

### Step 3:

#### Present group work

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

### Step 4:

#### Summarize the main causes of violence presented as a group

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

### Step 5:

#### Work in small same-sex groups again

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

### Step 6:

#### Present group work

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

After the presentations, discuss with the group: **“What kind of effort would men and women need to make in order for this alternative solution to take place and be successful?”**

### Step 7:

#### Summarize exercise

Close this exercise by reminding the participants of the following key take home ideas.

*Key take home ideas:*

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



Time:  
40 min

## Activity 4:

# Gender and decision-making

### Step 1:

#### Introduce activity

Explain to facilitators that:

- Creating awareness of the need for men and women to equitably share decision-making is one of this intervention's most important goals.
- At many different levels, from issues that concern mainly couples (such as reproductive health, family planning and resource management in the household) to issues that concern the community as a whole (such as networking and participation in activities and initiatives to improve living conditions in the community), it is necessary to help participants think about the importance of women and men sharing in the decision-making process.

### Step 2:

#### Work in small mixed-sex groups

Divide the facilitators into mixed-sex groups of 3 or 4 and ask them to think about how decisions are made with their spouses/partners about the following issues:

- Family planning (number of children and spacing)
- Reproductive health
- Children's education
- Resource management in the household

For each topic they should think about:

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

### Step 3:

#### Present group work

Invite the groups to present to everyone the main ideas they discussed.

### Step 4:

#### Summarize

the main ideas of the groups.

### Step 5:

#### Discuss questions in a large group

After summarizing the smaller groups' presentations, invite the whole group to think about how men and women participate in decisions that affect the whole community. Ask the following questions to encourage discussion:

- When the members of your community decide to work together towards a goal, how are men and women involved and how do they participate?
- Who plays a major role in deciding what is done? Why?
- What can prevent men and women from equally participating in making community decisions?
- Are you doing something to improve this aspect of your community life? What are you doing? If nothing, what can be done?

*Key take home idea:*

- It is important that men and women share decision-making for the well-being of the family and for the development of the community.

**PART IV:**

**FACILITATORS GUIDE FOR  
LEADING  
COMMUNITY-BASED  
WORKSHOPS**



# **SESSION 1**

# **INTRODUCTION TO KEY**

# **CONCEPTS**

In this session, we will introduce each other, our expectations, the workshop goals and explore key concepts



**Time:**  
About 2 hours  
and 30 minutes

## Our Objectives

In this session, we will introduce each other, our expectations, the workshop goals, vision, and key concepts.

### Our Objectives:

This session will allow participants to:

- Get to know one another.
- Clarify their motivations for coming.
- Create an environment where everyone feels comfortable.
- Identify the goals of this workshop and define key concepts.

### Activities:

- Getting to know each other
- Expectations, clarifications, and ground rules
- Workshop overview and understanding key concepts
  - a. Defining gender: How are men and women supposed to behave?
  - b. Defining gender inequity: Cleaning up
  - c. Defining equitable decision-making: Who gets a say
  - d. Defining “critically examine”: A case of labelling
- Reflecting on change throughout the workshop

### Materials Needed:

- Flip chart paper/Chalkboard or any local materials that can be found in a community setting (i.e. sticks, paper, large leaves - ideally, things that are visible, but can be broken into smaller pieces).
- Markers/Chalk or you can use any local materials available in communities such as leaves, sticks, etc.
- Cards to write their name and tape to attach it to their clothes
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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



Time:  
25 min

# Activity 1:

## Getting to know each other

### What do we want to achieve?

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

**Note:** It is very important that you begin this first session in a warm, open and welcoming way, so that all the participants (women, men, younger, older, etc.) feel comfortable. Remain positive. You should keep this type of attitude throughout the whole workshop.

You should learn the name of each participant as soon as possible. Give each participant a card with his/her name on it that can be worn on a visible part of his/her body.

Alternatively, you could write the name of each participant on a paper tape and stick this to their shirt or dress for ease of identification.

### Step 1:

#### Introduce yourself as the facilitator

Tell them your name, title, and organization. Next, describe what you will do as a facilitator. You may say something like:

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

### Step 2:

#### Do the activity/icebreaker

Ask participants to find someone in the room who is not their spouse or close relative.

They should find out the person's:

- Name
- Age
- Marital status
- Where they live (Residence)
- Reasons for coming to the workshop

Allow a few minutes for the pairs to share this information with each other. Participants can choose what to tell about themselves.

**Step 3:****Introduce each other**

Have the pairs join the large group again. Go around the room and ask each participant to introduce his or her partner.

**Step 4:**

**Ask the following questions** to the group, after everyone has introduced themselves:

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

**Step 5:****Close the activity**

Summarize the main ideas shared and highlighting the key take home ideas.

*Key take home idea:*

- We all have some things in common and some differences. It is very important during the sessions to share and respect different points of view.

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

Be sure to accommodate persons living with disabilities if you are considering an alternative icebreaker.



Time:  
20 min

## Activity 2:

# Expectations, Clarifications and Ground Rules

### What do we want to achieve?

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

### Step 1:

#### Clarify expectations

#### Explain to the participants that:

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

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

**Note:** As you discuss, make sure everyone knows what the workshop will not:

- Change laws
- Be a place for people to sell their goods
- Be a place for people to discuss political issues
- Give them goods

To make sure that participants understand the concept of “expectations,” you may want to first ask them about expectations they have of a common event – like a wedding.

Answers may be “eat food, have a good time, see relatives” and so on. Once everyone is clear about what an expectation is, you can then move on to expectations of the workshop.

Answers may be “eat food, have a good time, see relatives” and so on. Once everyone is clear about what an expectation is, you can then move on to expectations of the workshop.

### Step 2:

#### Explain the importance of participation

- Explain that it is very important that everyone can participate and share their ideas during the discussions.
- Ask them if they consider participation important and why.
- After they have shared their point of view, highlight participation as a central part of the workshop that is necessary for it to be successful and achieve its objectives.

#### You may say something like:

The most important thing in these sessions is your participation. Do not feel shy about raising questions, sharing experiences, or simply stating your point of view on any topic. There is not going to be an evaluation or judgment of what you say. Everything you say is important and everyone’s opinion has the same value.

### Step 3:

#### Establish ground rules

- Ask the group to decide on a common language that will be used during the workshop. The participants can take a vote on which language will be used, however participants should also know it is okay to use a different language at times when it will help them feel free to express themselves, especially around sensitive or emotional topics. They can ask for assistance from other participants to assist with translation.

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

**Make sure the rules include:**

- Listen when others are talking - everyone has a right to express his or her opinion.
- Do not interrupt when others are speaking.
- Opinions will not be judged right or wrong - all opinions can be discussed.
- No one will share other participants' personal information with anyone outside this group.

If someone does not respect these rules, the facilitator will review the list of rules again with everyone.

**Step 4:**

**Summarize the discussion and highlight these key take home ideas**

*Key take home ideas:*

- Everyone needs to share their ideas and participate in the workshop activities for the workshop to be a success.
- The ground rules we established together will facilitate trust and respect for each other's point of view, so that we can all benefit from each other's experience



Time:  
40 min

## Activity 3:

# Workshop Overview and Understanding Key Concepts

### What do we want to achieve?

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

### Step 1:

#### Explain workshop objectives and vision

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

#### Workshop Objectives:

- To better understand ways men and women interact and how this can affect their health and well-being.
  - To explore with the participants ways to lead healthier and more productive lives.
  - To help participants discover and/or strengthen abilities within themselves to make changes in their lives and communities.
  - To develop and practice more equitable decision-making.
- 
- Explain that all these goals are based on the vision of “Together for Each Other: Transforming South Sudan” which is:

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

We will now explore what the key concepts in the vision mean through a series of exercises.

## Activity 3.1:

# Defining Gender: How are women and men supposed to behave?

### Step 1:

#### Define “gender.”

Ask the group to brainstorm what they think of when they hear the word “gender.”

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

#### Definition of Gender:

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

### Step 2:

#### Summarize. Say something like:

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

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

#### Definition of Sex:

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

#### Definition of Gender:

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



## Activity 3.2:

# Defining Gender Inequity: Cleaning Up

### Step 1: Define “gender.”

#### Note:

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

#### Materials needed:

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

### Step 1:

#### Divide the group into groups of 6-8.

All teams must be the same size. If there are extra participants, ask the group to nominate referees beforehand. All participants should take off their shoes for this exercise.

### Step 2:

#### Give each team several sheets of flip chart paper.

At least one group should have significantly more flip chart paper than the other 1-2.

### Step 3:

#### Mark a starting line at one end of the training room

Position a chair for each team at the other end of the training room.

### Step 4:

#### Now tell the teams that they will be involved in a race

They are to start at the starting line placing one sheet of flip chart paper on the floor and having one participant stand on it. The participant then places another sheet down in front of them and moves onto it. The second team member moves onto the first sheet and so on. It will soon become apparent to the participants that they must share spaces on the sheet of paper.

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

### Step 5:

#### The first team to go around their chair and get back to the starting line will be declared the winner.

If any of the team members walks on the floor and not on the paper, the team must go back to the beginning and start again.

**Step 6:**

**Ask the group the following questions:**

- What happened?
- How did you feel as the group that won?
- How did you feel as the group that had fewer resources to work with?
- How did you deal with having fewer resources?
- Does this happen in real life?
- How?
- Who does it affect?

**Step 7:**

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

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

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

**Note:**

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

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

## Activity 3.3:

# Defining Equitable Decision-Making: Who gets a say!

### Note:

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

### Step 1:

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

### Step 2:

**Ask the following:**

"What time do you think we should have a break?"

### Step 3:

**Select a few people to hear from based on a specific color. For example, you could say:**

*Let us hear from those participants wearing orange first.*

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

### Step 4:

**Open up to ask those participants with another shared characteristic**

For example, you could say:

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

### Step 5:

**Conclude and say we now have a decision!**

### Step 6:

**Ask the following questions. First, say to the group:**

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

**Then ask,**

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

### Step 7:

**Brainstorm as a group. What do you think are some qualities of good decision-making?**

**For Example:**

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

**Step 8:****Summarize**

In the activities we will do together, we will want to ensure that everyone has an opportunity to participate in decisions made by the group. We will also explore whether or not equitable decision-making between men and women occurs in real life and what can be the consequences if decisions are not shared and equitable.

**Note:**

Below is a definition of equitable decision-making that can help the facilitator.

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

## Activity 3.4:

### Defining “Critically Examine”

#### Step 1:

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

#### Step 2:

Once the group has discussed this for a while, wrap up the discussion by giving them the working definition

Remind participants it will be a key tool that they will use throughout the workshop.

#### Note:

Below is a definition of critically examine that can help the facilitator.

- “Critically Examine” refers to looking at the root causes of an issue and understanding as many of the factors that contribute to it as possible.
- For example, to “critically examine” tradition, we might look at why the tradition was established in the first place, who it benefited, if it still is beneficial to maintain, and if not, how it can be changed.

#### Step 3:

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

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

#### Step 4:

Explain that to reach these goals the following topics will be discussed within different sessions

- Social Roles
- Tradition and Cultural norms
- Couple Communications/Conflict Resolution
- Gender Based Violence
- Women’s and Men’s Reproductive Health
- Safe Motherhood
- WASH

#### Tell them that:

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

#### Step 5:

Summarize the session by highlighting these key take home ideas

#### Key take home ideas:

- Our main purpose in coming together is to help each other identify positive changes for ourselves and our communities by exploring issues affecting both men and women.
- We will discuss a range of topics affecting men and women by participating in activities and reflecting on change by men and women shown in the video stories.



Time:  
10 min

## Activity 4:

# Reflecting on Change throughout the Workshop

### What do we want to achieve?

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

### Step 1:

#### Explain to the participants that:

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

- For those who can write, the change chart is provided in the back. Distribute copies of the Change Chart and explain that participants can write their ideas about new information, skills, or attitudes that they have learned. Show them how they can fill it in for each module that they participate in. Give examples of new information, attitudes, and skills that they may learn. Give them some ideas about how these things can lead to action. Show them where to write it.
- Many community members may not be able to write within a chart, so you can alternatively, ask the questions from the chart and write them down. You could brainstorm as a big group, or form a circle, and throw a ball around to different participants and ask the questions provided.

### Step 2:

**Practice doing the change chart by asking the questions below regarding the first session topic**

#### Key questions from change chart:

- Have you learned anything new in this session? What?
- Have any of your views changed from anything we discussed?
- Have you learned any new skills? What?
- What action can you take based on what you learned today?

### Step 3:

**Conclude by reminding participants that they may discover changes in their thinking over the next few days or weeks**

It is important to reflect on any changes that the participants find and if they would like, share with the group when we meet again.



**Time:**  
15 min

## Activity 5: Summary

### Step 1:

**Summarize the key ideas shared during the session**

**You could say something like:**

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

### Step 2:

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



## SESSION 2

# SOCIAL ROLES

In this session, we will reflect on and discuss the different roles and tasks society teaches women and men what they should do. Participants will watch and discuss **Nyantong Garang's** story.

Nyantong is a woman who challenges gender norms through her job as a pump mechanic in her community.





**Time:**  
About 2 hours

### Our Objectives:

This session will allow participants to:

- Reflect on and discuss the different roles and tasks society teaches women and men that they should do
- Reflect on and discuss the roles and tasks women and men can perform despite what society says they can and cannot do
- Understand that there are only a few biological differences between women and men that cannot be changed (e.g., being able to give birth, breastfeeding, etc.)

### Activities:

- Introduction
- A common day in our community: what do men and women do?
- What are men and women capable of doing? Nyantong's story
- Summary

### Materials Needed:

- Nyantong Garang's video story
- Flip chart paper/Chalkboard
- Markers/Chalk
- 24-hour-day worksheet
- Computer/laptop and flash disks with audio of the files
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask a volunteer to briefly review the key points from the last session**

### Step 2:

**Ask a couple of volunteers to talk about what they put in their Change Charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the "ball game," in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the Change Chart, if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Underline today's topic from the master list created in the first session**

Explain that today we will begin to explore how roles for men and women shape our lives.



Time:  
50 min

## Activity 2:

# A Common Day in Our Community: What do men and women do?

### What do we want to achieve?

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

### Step 1:

#### Group Discussion

Tell participants that they are going to form same-sex groups of 4-6 people to talk about all the things women and men must do during a typical day. Ask each group to imagine a typical day in the lives of a wife and husband from their community. Give each group a flip chart with the 24-hour-day sheet already on it so they can fill it in with the group's ideas. They will have to write the activities performed by men and women in a household over 24 hours and note if the activity is paid or not.

### Step 2:

#### Sharing Results
















After about 15 minutes, have the participants post their work on a wall or surface where everyone can see. Tell the participants to walk around and study the work of all of the groups. Tell them to look for what is the same and what is different from their own group's chart. Ask participants to talk about what they are learning about how men and women spend their days.

### Note:

Suggest that the participants use symbols to make the activity clear for everybody (literate and non-literate). In the next page you have an example that shows how part of a chart with symbols might look like.

The symbols used in this chart are just examples that will not necessarily work for every context. You should find symbols that are appropriate for the community where you are working. You can also ask the participants to come up with symbols they think might be useful.

Sample:

A TYPICAL MAN'S ACTIVITIES		Paid Yes (✓) / No (✗)	A TYPICAL WOMAN'S ACTIVITIES		Paid Yes (✓) / No (✗)
1 am		✗	1 am		✗
2 am		✗	2 am		✗
3 am		✗	3 am		✗
4 am		✗	4 am		✗
5 am		✗	5 am		✗
6 am			6 am		✗
7 am		✓	7 am		✗
8 am		✓	8 am		✗

**Note:** Only shows part of the day. Participants should fill out the chart with all 24 hours.

- |   |                              |   |   |
|---|------------------------------|---|---|
|  | Sleep                        |  | Work out of the house                               |
|  | Eat                          |  | Take care of children                               |
|  | Leisure Time                 |  | Clean the house/wash clothes/other household chores |
|  | Marital Relations (have sex) |  | Cook  |

### Step 3:

#### Plenary Discussion

Once everyone has analyzed the work of the other groups, lead a discussion about the difference between men's and women's activities, the different number of hours each of them works and the value that is attached to this work. You may use the following questions:

- What kind of activities do women do? And men?
- Would you say that men or women work longer hours? Why do you think that is so? What do you think about this?
- Would you say that men or women typically have more leisure time? Why do you think that is so? What do you think about this?
- How much does your community value men's work? How much does the community value women's work? Why?
- Why are men more likely than women to work for pay than to take on jobs that aren't paid—such as growing foods for household consumption, gathering wood, and fetching water? How does this affect their status in society? How does their status affect the way they spend their time? What do you think about this?
- Do you think it could change? Why? What would be the benefits for men and women?
- Do you think you can apply these changes in your homes? How can you do this?

#### Note:

You should pay attention to the charts prepared by men and women and highlight the differences, if any, in their perceptions of men's and women's work hours.

If the following key points are not mentioned, you should ask the participants to discuss them:

- Women and men have different roles.
- Women and men do different things during the day.
- Women usually work longer hours.
- Men usually have more leisure time.
- Men often have the same task to do; women often have varied tasks.
- Much of women's work is unpaid and not seen as work.
- Much of men's work is outside the home, paid and seen as real work

### The 24-hour Day:

A TYPICAL MAN'S ACTIVITIES	Paid Yes (✔) /No (✘)	A TYPICAL WOMAN'S ACTIVITIES	Paid Yes (✔) /No (✘)
1 am		1 am	
2 am		2 am	
3 am		3 am	
4 am		4 am	
5 am		5 am	
6 am		6 am	
7 am		7 am	
8 am		8 am	
9 am		9 am	
10 am		10 am	
11 am		11 am	
12 noon		12 noon	
1 pm		1 pm	
2 pm		2 pm	
3 pm		3 pm	
4 pm		4 pm	
5 pm		5 pm	
6 pm		6 pm	
7 pm		7 pm	
8 pm		8 pm	
9 pm		9 pm	
10 pm		10 pm	
11 pm		11 pm	
12 midnight		12 midnight	

Man Total Hours Worked	Total paid hours	Woman Total Hours Worked	Total paid hours



Time:  
50 min

## Activity 3:

# What can men and women do?

## Nyantong's Story

### What do we want to achieve?

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

### Step 1:

#### Video discussion

Show the video of Nyantong Garang, a young woman who decided to work in a job traditionally performed by men. Introduce the video and ask participants to look out for key learning points.

**Read some of the discussion questions below to the participants before showing the video so that they follow the videos very carefully. You should always stress that the people in the videos are real people and not actors.**

#### Discussion questions:

- What did you think of Nyantong's story?
- Were you surprised by anything in this video? What?
- How different is Nyantong from other women in your community?
- What makes her different?
- What do you think of her taking on a role usually performed by men?
- Why do you feel her husband was so supportive of her doing this work? How did he support her?
- Nyantong mentions that the community is pleased with her, but they feel she may have challenges doing it along with her household responsibilities- what do you think about this? How can Nyantong's family support her to do this work?
- How do people in your community view women who take on roles usually performed by men? How do they view men who take on roles usually performed by women?
- What are the advantages of women and men taking on each other's roles?
- What do you think Nyantong would want other men and women to understand from her experience?
- What is something you have learned from Nyantong's experience that you would like to be a part of your life?

### Step 2:

#### Close the discussion

Summarize the main points raised and by highlighting the fact that women and men should not be excluded from doing something just because of their gender and that most women and men can do anything once they are taught.



Time:  
10 min

## Activity 4: Summary

### Step 1:

#### Review main points

- Culture and society teach us different roles as men and women.
- Men and women can learn to do all kinds of activities that are traditionally considered only for men or only for women.
- Neither men nor women should be excluded from participating in an activity just because of their gender.
- Roles that women and men currently perform can change.
- Men and women can support each other to achieve great accomplishments.

### Step 2:

#### Fill out change chart

- Did I learn new information about men and women today? What?
- Did I learn any skills and new ideas? What?
- Would I take some action in my own life about this? What?
- Will the action bring change in my life and how?

### Step 3:

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



## SESSION 3

# TRADITIONAL AND CULTURAL NORMS

This session will explore cultural practices and norms that affect men and women. Participants will watch and discuss **Chief Madalina Ihisa Tito's** story.

Chief Madalina is the only female head chief in Eastern Equatoria and is a role model for women and men alike.





**Time:**  
About 2 hours

### Our Objectives:

This session will allow participants to:

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

### Activities:

- Introductions
- Women and Men Listening to Each Other
- Traditional Norms and Practices:
  - Story of Chief Madalina
  - Exploring Changing Norms and Practices
  - Exploring positive traditional norms
- Summary

### Materials Needed:

- Flip chart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video Profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask the volunteer to review key points of the last session. Ask:**

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

### Step 2:

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

### Step 3:

**Underline today's topic from the master list in Session 1**

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



Time:  
1 hour 15 mins

## Activity 2: Women and men listening to each other

### What do we want to achieve?

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

### Step 1:

#### Plenary discussion

Bring all the participants together in a large, mixed-sex group. Ask the women to sit in a circle in the middle of the room and the men to sit around the outside of the circle facing in. Begin a discussion with the women by asking the questions listed below. The men's job is to observe and listen. They are not allowed to speak. Once the women have talked for 25 minutes, close the discussion. Then ask the men to switch places with the women and lead a discussion with the men while the women listen, without talking, for another 25 minutes.

### Note:

If you realize that the group of participants cannot conduct this discussion the way it has been proposed above, then you can divide the participants into small groups of the same sex (men alone and women alone), and have each group discuss the questions suggested below separately. Then bring everybody back to the large group and request one person from each small group to present what they discussed.



#### Questions to ask women:

- What do you think is the most difficult thing about being a woman in your community?
- What do you think men need to better understand about women?
- What do you find difficult to understand about men?
- How can men better support and empower women?
- What is something that you never want to hear again about women?
- What are the cultural norms in your community about how women are supposed to behave?



#### Questions to ask men:

- What do you think is the most difficult thing about being a man in your community?
- What do you think women need to better understand about men?
- What do you find difficult to understand about women?
- How can women better support and empower men?
- What is something you never want to hear again about men?
- What are the cultural norms in your community about how men are supposed to behave?

### Step 2:

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

- What do the men in the group think about the women's discussion?
- What do the women in the group think about what the men said?
- How can you use the suggestions from the discussions in your homes/community?



**Time:**  
1 hour 15 mins

## Activity 3: Traditional Norms and Practices

### What do we want to achieve?

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

### Activity 3.1

#### Step 1:

##### Video Discussion

Show the video of **Chief Madalina Ihisa Tito**. Ask participants to pay attention to the traditional beliefs about men and women that are present in this story, and how they affect the life of Chief Madalina and her community.

**Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.**

#### Discussion questions:

- What do you think of Chief Madalina's story?
- Was there anything that surprised you? What?
- What are some of the qualities that make Madalina a respected Chief?
- What do you think of the praise and supportive words Chief Enrico expressed about Chief Madalina? Why do you think he felt this way?
- What do you think about the influence Chief Madalina is having on her daughter?
- Why is it important for young girls and boys to see women in leadership positions?
- How easy or hard would it be for a woman in your community to take on the role of Chief -or other leadership roles? Why is this the case?
- How can more women be encouraged to take on leadership positions?
- How can more men be encouraged to support women to take on more leadership positions?
- What do you think Chief Madalina would want other men and women to understand from her experience?
- What is something you have learned from Chief Madalina's experience that you would like to be a part of your life?

#### Note:

**Make sure the following beliefs, referred to in the video, are discussed:**

- Ideas about who can hold leadership positions
- Ideas about women speaking without fear in mixed sex groups

## Activity 3.2

### Step 1:

#### Plenary discussion

After discussing the case of Chief Madalina move the discussion to their experiences. Invite participants to think about and discuss traditional beliefs and practices in their community.

#### Start by asking them:

- What traditions/traditional practices have changed in your community, or do you see changing?
- Why do you think they changed or are changing?
- Are you comfortable with the change?
- If yes, how is it helping you? And if not, how is it hurting you?

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

- What traditions or traditional practices still remain and could be considered harmful, or would they like to challenge?

They should list traditions that affect men and that affect women. Copy their responses in a flip chart divided into two columns, one for women's traditional practices and the other for men's traditional practices.

From the list, let participants choose two practices: women should choose a traditional practice they think affects women and men should choose a traditional practice that affects men. The participants should then discuss all aspects of these practices and the possibility of changing them. You may use the following questions:

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

**Ask participants to think about any traditions or traditional practices that benefit women, men, and the community that they would like to keep.**

### Step 2:

#### Close the activity by summarizing the discussion

Highlight the idea that traditions can change to improve the lives of men and women in the community.



Time:  
10 min

## Activity 4: Summary

### Step 1:

#### Review main points

- Culture and tradition can often cause men and women to be treated unequally (with many disadvantages for women).
- We can change some traditional practices and beliefs that may be causing inequities or harm.
- It is important that women and men both take leadership positions, as this will benefit the whole community.

### Step 2:

#### Fill out Change Chart

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

### Step 3:

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



## SESSION 4

# COUPLES COMMUNICATION /CONFLICT RESOLUTION

In this session, we will explore issues around couple's communication and conflict resolution. Participants will watch and discuss the first part of **Angua Night Francis and Abdulwahab Juma Bakit's** story.

Angua and Abdulwahab share how making decisions together and supporting one another leads to harmony in the home and enables their family to thrive.



**Time:**  
2 hours 30 mins

### Our Objectives:

This session will allow participants to:

- Understand the benefits of effective communication
- Explore ways conflict can be resolved by using communication
- Understand how effective communication between couples can lead to more harmony in the home

### Activities:

1. Introduction
2. Effective Couple Communication
3. Resolving Conflict through Communication
4. Communication and Shared Decision Making: Angua and Abdulwahab's story
5. Summary

### Materials Needed:

- Flip chart paper/Chalkboard
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask the volunteer to review the key points of the last session. Ask:**

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

### Step 2:

**Ask a couple of volunteers to talk about what they put in their change charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the “ball game,” in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the change chart if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Introduce today's topic**

Explain that we are going to talk about couples' communication and conflict resolution.



Time:  
45 mins

## Activity 2: Effective couples communication

### What do we want to achieve?

This activity will allow participants to think about and discuss the importance of effective couples' communication and barriers that may prevent it.

### Step 1:

#### In plenary, tell participants they are going to be talking about effective communication

For this discussion, effective communication will be defined as a discussion that leads to a mutually agreed upon decision or resolution of a conflict where both parties feel their needs are considered, their point of view is heard and respected and an outcome is achieved where both people feel satisfied with the outcome.

### Step 2:

#### Divide participants into same sex groups

- Ask participants to think about the times when they have experienced what they would consider effective communication (with a spouse, family member, friend, etc.)
- After giving them some time to reflect, ask the group to identify common elements of that experience when the communication was effective.
  - Responses may include things like: there was an opportunity for both parties to speak openly, both sides were listened to and respected, the discussion continued until both sides felt comfortable with the final decision or resolution of the discussion.
- Ask participants to think about the times when they have experienced communication that was not effective and resulted in only one person making the decision or resulted in an outcome, they did not feel they contributed to and ask the group to identify common elements of that experience.
  - Responses may include they were not able to speak out openly or express their point of view, their opinions were not considered or respected, someone spoke on their behalf instead of allowing them to speak.

### Step 3:

#### Ask the group to discuss the following questions, reflecting on what they just discussed:

- What are the benefits to effective communication?
- What can make it challenging to achieve effective communication?
  - What challenges might women face?
  - What challenges might men face?
  - What are some things women and men can do as couples to have more effective communication, so both feel they have contributed to the decision that was made and are satisfied with the outcome?



- How were the responses between the women's and men's groups similar?
- How were they different?
- What social or cultural norms may impact how effectively women and men communicate?
  - How might these norms make it easier for women and men to communicate?
  - How might these norms make it more challenging for men and women in couples to communicate effectively?
- How might they be overcome?
  - What can men do to ensure they have effective communication with their wives?
  - What can women do to ensure they have effective communication with their husbands?

**Step 5:**

**Close the activity by summarizing the discussion**

Highlight that effective communication takes place when both women and men can openly share their ideas, opinions and viewpoints and feel heard and respected when they do. Some traditional norms may make it challenging for women to communicate openly with their husbands, or for husbands to openly express their feelings with wives. Effective communication has many benefits including that it can lead to decisions where both members of the couple feel they have contributed to the outcome and are satisfied with the results.



Time:  
30 mins

## Activity 2: Resolving Conflict through Communication

### What do we want to achieve?

This activity will allow participants to better understand how effective communication can help resolve conflict.

### Step 1:

**Ask participants to discuss the following questions about conflict in general**

- Why do conflicts happen?
- How can they be resolved?
- What can happen if a conflict is not resolved?
- Can any good come out of conflict?

Summarize the highlights of the discussion. Mention these key points if they were not brought out by the participants.

- Conflict is inevitable because human beings are different.
- Conflicts can be resolved in many ways; the best way is when everyone involved feels their needs are considered and they get something out of the resolution.
- If conflicts are not resolved, they can cause disruption in the home and communities.
- Sometimes conflict is necessary and can bring about growth for those involved when the conflict is resolved.

### Step 2:

**Tell participants you now would like them to think about conflicts that may be experienced between couples**

- What are some of the common causes of conflict between wives and husbands?
- How are these conflicts usually resolved?
  - Does this lead to both the wife and husband feeling satisfied with the outcome? Why or why not?
  - What might make it difficult for the wife to feel satisfied with the outcome? What might make it difficult for the husband to feel satisfied with the outcome?
  - How can these difficulties be overcome when resolving conflicts?
- Why is it important for both members of the couple to feel satisfied with the outcome?
- How can effective communication be used to resolve conflicts between couples?

### Step 3:

**Close the activity by summarizing the discussion**

Highlight that conflict can be a normal part of relationships but it is important to resolve conflicts so both parties feel they have contributed to the resolution and are comfortable with the outcome. Women and men both need to work together to resolve conflicts, using effective communication. This can lead to harmony in the home and families thriving, which we will hear more about in the next activity.



Time:  
40 mins

## Activity 3: Communication and Shared Decision Making

### What do we want to achieve?

This activity will allow participants to think about and discuss how effective communication and making decisions together can lead to families thriving.

### Step 1:

#### Video Discussion:

Show the video of Angua Night Francis and Abdulwab Juma Bakit. Ask the participants to reflect as they watch the video on the benefits of men and women communicating about and making decisions together.

**Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.**

#### Discussion questions about Angua and Abdulwahab's story:

- What do you think of Angua and Abdulwahab's story?
- Was there anything that surprised you? What is it?
- What do you think about how this couple communicates and comes to decisions?
  - What are the benefits to the way they communicate and make decisions?
- Is it common for couples in your community to communicate and make decisions together like this? Why or why not?
  - What kinds of challenges do women face when they try to discuss issues with their husbands?
  - What kinds of challenges do men face when they try to discuss issues with their wives?
- How can these challenges be overcome?
- How can couples use effective communication to have peace and harmony in the family?
- What do you think Angua and Abdulwahab would want other men and women to understand about their experience?
- What is something you have learned from their experience that you would like to be a part of your life?



Time:  
10 min

## Activity 4: Summary

### Step 1:

#### Review the main points

- Effective communication between couples is an important way to make sure both members of a couple feel they have contributed to decisions that affect the family.
- Decision making where women and men equally contribute, can lead to harmony in the home and enable families to thrive.
- Traditional norms may make it challenging for couples to always communicate effectively, for example women may not feel free to express their opinions and men may find it hard to express their feelings.

### Step 2:

#### Fill out Change Chart

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

### Step 3:

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



## SESSION 5

# GENDER BASED VIOLENCE

In this session, we will reflect on and discuss violence between partners and identify ways of addressing and preventing violence. Participants will watch and discuss **Yar Makuei's** story.

Yar Makuei is a survivor of gender-based violence who stayed in an abusive marriage for the sake of her children, and was eventually able to leave and stand on her own.



**Time:**  
2 hours 30 mins

### Our Objectives:

This session will allow participants to:

- Think about and discuss violence between partners in their community (causes and consequences)
- Discuss how differences in the amount of control people have in a relationship can contribute to violence
- Identify ways of addressing and preventing violence between partners

### Activities:

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

### Materials Needed:

- Flip chart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask the volunteer to review the key points of the last session. Ask:**

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

### Step 2:

**Ask a couple of volunteers to talk about what they put in their change charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the “ball game,” in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the change chart if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Introduce today’s topic**

### Note:

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



Time:  
1 hour

## Activity 2:

# Violence between partners and how we experience it in our communities

### What do we want to achieve?

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

### Step 1:

#### Guided imagery

This first exercise will help set the stage for thinking about the issue of violence in relationships. Explain to the participants that the first part of the day's activities will involve closing their eyes, relaxing, and trying to imagine the story being told.

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

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

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

You see another woman, who is young, on her way to work. She lives next door to you. She has a bruise on her face. You heard banging, screaming, and crying last night through the walls. You hear it often. Sometimes you hear her husband shouting that his food is not cooked well. You also have seen him stumble home drunk. (Pause)

Does the young woman ever talk to you about what happens in her home at night? When you see her, what do you do - do you greet her or pretend you don't see her? What do you think she thinks about her relationship? (Pause)

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

You know that the husband works during the day as a mechanic and at night as a security guard. He frequently must work for 24 hours in a row. When he is not working, he likes to go to a nearby bar to watch football. (Pause)

Why might he become violent at home? What does he think of his wife? Their child? Himself? (Pause)

When you are ready, slowly open your eyes.

**Step 2:**  
**Group discussion**

Once you have finished the story, divide the participants into same-sex groups and tell participants that we are going to discuss this situation. The idea is to explore men's and women's perceptions of violence between partners. You may use the following questions:

- What do you think is going on in this story?
- Why do you think this is happening?
- In what ways was the husband hurting the wife?
- How does this treatment affect the wife? How does it affect the husband? How does it affect the family?
- What do you think they should do?
- How does this couple's problems affect the community?

Once they have discussed the story, direct the discussion to what is happening in their community:

- Does this situation happen in our community? What do we see happening?
- Based on their experience and examples, help them identify the different aspects of violence:
  - Physical – hurts the body (and generally also hurts the feelings)
  - Emotional – hurts feelings
  - Sexual – controls sexuality (and hurts the body and the feelings also)
  - Economic abuse – controls access to money, property, and resources
- What are the causes of this violence?
- Do you think violence could be justified in some contexts? Why? (If any of the participants answer yes, it is important to start a discussion and try to identify in what situations they feel it is justified and why. Explain that in all possible scenarios this is not a fair and adequate solution to any problem and emphasize the negative effects this can have on the woman, the couple and the family.)
- What roles or expectations allow men to behave this way?
- What roles or expectations allow women to accept it as "okay"?
- How does this violence affect our community?
- What can we do to change this situation?

Once the small group discussions are over, let each group present the main ideas that came out of the discussion. While the groups present their ideas, copy women's and men's ideas, separately, on a large piece of paper so you can compare them. You should highlight the similarities and differences between them.

**Note:**

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

You should also address the seriousness of the issue by highlighting the extreme consequences that it has for women. About emotional violence, point out that this could cause serious psychological harm. About physical violence, point out that murder and suicide could be the result.



**Step 3:**

**Close the activity by summarizing the ideas mentioned by the participants and highlighting these points about violence:**

- Violence between partners is usually, though not exclusively, a man against a woman.
- Violence is about power and control.
- Violence:
  - Violates a person's dignity.
  - Affects communication and interaction of the couple.
  - Affects psychological growth of children.
  - Causes pain that could be one or more of the following: physical, psychological, emotional, sexual, economic.
  - Causes disruption to the entire family.
  - Cannot be justified under any circumstance.



Time:  
1 hour

## Activity 3:

# How can we prevent and deal with violence between partners?

### What do we want to achieve?

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

### Step 1:

#### Video Discussion

Show the video of Yar Makuei Explain that they are going to see the case of a woman who experienced physical and emotional violence in her marriage and how she has survived. Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.

#### Discussion questions:

- ☐ What do you think of Yar's story?
- ☐ Was there anything that surprised you? What is it?
- ☐ How was Yar's life affected by the violence she experienced? How did it impact her children?
- ☐ Why was it difficult for Yar to leave her abusive marriage?
- ☐ What do you think Yar would want other men and women to understand about their experience?
- ☐ What is something you have learned from Yar's experience that you would like to be a part of your life?

### Step 2:

Ask participants to consider ways to deal with abuse in their communities; have them consider:

- When a woman is abused what does she generally do?
  - Where can she look for help?
  - Who does she tell?
- What kind of help can she get?
- What else can she do?
- What can a man do if he finds himself so upset that he wants to, or hits his wife?
  - Who can he talk to?
  - Where can he find help to learn to control his anger and find other ways to resolve conflict?
- What can our community do to help couples in this situation?
  - To help women get out of abusive situations?
  - To help men learn how to resolve conflicts without resorting to violence?

Copy the ideas about ways to help prevent and deal with violence mentioned by the participants into a chart with three columns: one column for things women can do, one for men and one for the community.

After they have expressed all their ideas suggest some of the ones listed below if they were not mentioned:



**Ideas for women:**

1. Find a counselor to help her figure out what her options are
2. Seek support from family members, friends, or religious leaders
3. Recognize that it is not her fault
4. Demand to be treated better



**Ideas for men:**

1. Find a counselor or trusted family member or friend who can help him learn to control his anger
2. Seek to understand the root of his violence
3. Learn to communicate about his upset before the situation becomes out of control
4. Recognize that abuse is never acceptable to resolve issues



**Ideas for the community:**

1. Develop community networks to support couples and individuals who may be experiencing abuse.
2. Keep a record of how often it happens in your community
3. Identify contact information for service providers women can go to if they are being abused and share the information
4. Communicate and reinforce that violence is unacceptable, through public statements, posters, and other communication venues
5. Make a commitment to be a “violence free zone” and have zero tolerance for violence in the community
6. Organize community discussions on gender, violence, and rights so everyone can understand the harmful effects of violence
7. Start a mentoring group in which older couples’ mentor younger ones on communication and conflict resolution skills

**Step 3:**

Close the activity by summarizing the main ideas mentioned by the participants



Time:  
10 min

## Activity 4: Summary

### Step 1:

#### Review the main points

- Violence between partners can be physical, emotional, financial, or sexual.
- It has to do with power and control and most often men use violence to exert power over women.
- Men and women as individuals, and the community, can help to change this situation (by documenting cases of violence, educating the community about existing resources, by developing ways for the community to share the experiences of couples who have learned to solve conflict without using violence, and by protecting women whose partners are violent.)
- Violence affects not only the couple, but also the growth, mental and emotional well-being of their children and the community.
- Violence cannot be justified under any circumstance. Women often stay in violent situations too long because of cultural expectations, economic realities, and pressure from their family and the community.
- Roles and expectations of men and women that allow violence to continue are gender related and can change.

### Step 2:

#### Change Chart

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

### Step 3: A

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



## SESSION 6

# WOMEN AND MEN'S REPRODUCTIVE HEALTH

In this session, we will reflect on and discuss the different reproductive needs of men and women and the benefits of making decisions together about family planning. Participants will watch and discuss **Peter Daniel and Veronica Joseph Pasquale's** story.

Peter and Veronica share how spacing their children has led to improved pregnancy outcomes and better opportunities for the family.



**Time:**  
2 hours 30 mins

### Our Objectives:

This session will allow participants to:

- Think about and discuss their understanding of health and reproductive health (RH)
- Explore and discuss the different RH needs of women and men
- Understand the importance of men and women making decisions together about RH issues (in particular, family planning) and supporting each other in the process.

### Activities:

1. Introduction
2. Our ideas about health and reproductive health
3. Reproductive health needs of women and men
4. Men and women making family planning decisions together
5. Summary

### Materials Needed:

- Flip chart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask the volunteer to review the key points of the last session. Ask:**

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

### Step 2:

**Ask a couple of volunteers to talk about what they put in their change charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the “ball game,” in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the change chart if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Introduce today’s topic**

Explain that we are going to talk about men’s and women’s health and more specifically reproductive health.



Time:  
30 mins

## Activity 2:

# Our ideas about health and reproductive health

### What do we want to achieve?

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

### Step 1:

#### Brainstorm

Explore with the participants their ideas of health / well-being. Ask them:

What is it to be “healthy”? What is necessary for a person to be healthy? (Explore local terms that refer to this meaning.)

List what they say on a large piece of paper.

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

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

### Step 2:

#### Ask them:

Given these ideas about health, what is “reproductive health?” Take note of the participants' suggestions and explain to them that Reproductive Health is that part of our health that has to do with reproduction and that involves the relationship with our spouse or partner, sexual relationships, decisions about having children or not, when to have them, our body and the reproductive parts, pregnancy, access to a clinic, safe motherhood, etc. Explain that these issues will be discussed in this session.



Time:  
30 mins

## Activity 3:

# Reproductive health needs of men and women

### What do we want to achieve?

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

### Step 1:

#### Group discussion

Explain to the participants that we are going to have a group discussion about what an average man and woman of the community need to have a healthy reproductive life. You should divide them into same-sex groups (this is important because the men or the women may not feel comfortable talking about their reproductive health needs in mixed groups). Women should work on the average woman's needs and men on the average man's needs. They should start off with drawing a picture of a typical woman and a typical man in their groups, so they have a sense of who they are really focusing on.

You may use the following questions to lead the group discussion. As you go through them, write down on a large piece of paper the needs mentioned by the participants.

- Does this person have a partner?
- What is needed for his/her relationship to be healthy?
- Does this person have sexual relations?
- What is needed for this person to be healthy?
- Does he or she want to have children?
  - If not: What does he or she need to avoid an unwanted pregnancy?
  - If yes: What does she need to have a healthy pregnancy? A healthy delivery?
- What is this person's most common RH problems?
- (For each of the problems mentioned ask: What does this person need to prevent them? To solve them?)

**Do you think this person can make decisions and take actions about their RH independently? If no, who else might be involved in the making of the decision? How do you think that impacts the health of the woman or man?**

#### Note:

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

- Good communication with partner and family - you can remind them of the discussion from the Couples Communication module
- What is the importance of love for our health?
- What impact does decision making have on a family to be healthy?



**Step 2:****Plenary discussion**

Place the lists with the ideas about men and women next to each other in a visible place; read the responses out loud. Then lead a discussion about how the lists are similar and how they differ:

- In what way are men's and women's needs different?
- Why are they different?
- How are they similar?
- It is important to highlight aspects that have been mentioned only for one sex that can be valid for both. Ask questions that make them think about it. (e.g. Is it only important for women to get family planning information? Why? What would be the advantage if both men and women went together to the clinic to learn about family planning?)
- Do men and women in this community have all they need to have a healthy reproductive life?
- What can we do as individuals and as a community to improve this aspect of life?

**Step 3:****Close the activity by summarizing the discussion**

Highlight how important it is for women and men to meet their Reproductive Health needs and to remain healthy, and the importance of equitable decision making where both members have a say about the family's health. What is the importance of love to our health? What impact does decision making (who makes the decision, who contributes to it) have for a family to be healthy?



Time:  
40 mins

## Activity 4:

# Men and women making family planning decisions together

### What do we want to achieve?

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

### Step 1:

#### Video Discussion

Show the video of Peter Daniel Pasquale and Veronica Joseph Pasquale. Ask participants to think about the characteristics of this couple's relationship. Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.

Discussion questions about the story of Peter Daniel and Veronica Joseph Pasquale:

- What do you think of Peter and Veronica's story?
- Was there anything that surprised you? What is it?
- Why is Peter such a strong advocate for family planning?
- What do you think about the role Peter plays using drama to educate and encourage other families to use Family Planning?
- Why did Peter and Veronica decide to adopt family planning? What do you think about how they made this decision?
- What is the advantage of a couple agreeing to use family planning?
- What can make it challenging for a couple to discuss family planning?
  - What may be challenging for women?
  - What may be challenging for men?
- How can couples be encouraged to discuss their family planning needs and mutually agree on a decision about family planning?
- What do you think Peter and Veronica would want other men and women to understand about their experience?
- What is something you have learned from them that you would like to be a part of your life?

### Step 2:

**Close the activity by summarizing the participants' main ideas and highlighting the importance of men and women taking care of each other and making decisions together about their health**



Time:  
10 min

## Activity 5: Summary

### Step 1:

#### Review main points

- To be healthy we need to take care of different aspects of our lives like our bodies, minds, and relationships with others.
- Men and women share some RH needs and at the same time they have some important specific needs.
- A couple should take care of each other's health and make decisions together about RH issues that concern both, such as family planning.

### Step 2:

#### Fill out Change Chart

- Did I learn any new information today about men's and women's reproductive health? What?
- Did I learn any new information today about decision making regarding reproductive health and family planning? What?
- Will I do something differently in the future or try something new? What?

### Step 3:

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



## SESSION 7

# SAFE MOTHERHOOD

In this session, we will explore issues around safe motherhood. We will watch and discuss the second part of **Angua Night Francis and Abdulwahab Juma Bakit's** story.

Abdulwahab shares how he supports his wife during and after her pregnancy including by going with her for ante-natal visits and sharing household and childcare responsibilities.



**Time:**  
About 3 hours

### **Our Objectives:**

This session will allow participants to:

- Define what safe motherhood is
- Describe roles that women and men can play in safe motherhood
- Understand how safe motherhood is a gender issue
- Identify traditional, cultural, and gender issues surrounding safe motherhood in their communities
- Discuss how individuals and the community can take action to overcome gender related, and other barriers, to practicing safe motherhood

### **Activities:**

1. Introduction
2. Sharing experiences on safe motherhood
3. The 3 delays and birth plans
4. Couples working together to ensure Safe Motherhood
5. Summary

### **Materials Needed:**

- Flip chart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Ball
- Pictures showing danger signs of pregnancy
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### **REMINDER**

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



Time:  
10 min

## Activity 1: Introduction

### Step 1:

**Ask the volunteer to review the key points of the last session. Ask:**

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

### Step 2:

**Ask a couple of volunteers to talk about what they put in their change charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the “ball game,” in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the change chart if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Introduce today’s topic**

### Note:

The issue discussed in this session is a very sensitive one. Some of the participants may have experienced loss of a baby, complications during pregnancy or birth and/or may be struggling to conceive. This session may be very emotional for them, so it is important the group is empathetic to their situation. You should also be ready to privately refer someone to a local resource if they tell you they need assistance to cope with their loss or other safe motherhood related issues, and don’t know where to go.



Time:  
1 hour

## Activity 2: Sharing experiences on safe motherhood

### What do we want to achieve?

This activity is meant to explore the participants' understanding of safe motherhood. Based on these ideas, we will agree on a general understanding of safe motherhood and identify the three key delays and danger signs.

### Note:

Seven danger signs: persistent and severe headache; severe fever; severe bleeding before and after delivery; swollen feet, hand, and face; prolonged labor (more than twelve hours); foul discharge from the vagina; eclampsia – pregnancy induced high blood pressure

Three key delays: delay in decision making; delay in transport to go to the hospital and/or money for transport; delay at the facilities

### Step 1:

#### Brainstorm on what is meant by safe motherhood: the women and men should be in separate groups to have a variety of the issues brought out

Ask participants to discuss the following questions and then report back to the plenary. List what they say on a large piece of paper.

- What is safe motherhood?
- How do men and women work together to promote safe motherhood?
- What, if any, are other ways that men and women can work together to promote safe motherhood?
- What can the men in our community do to be more involved in safe motherhood?
- What are some of the cultural norms that prevent men and women in promoting safe motherhood?
- What support do men need from the community so that they can be more meaningfully involved in safe motherhood in our community?

After discussing participants' contributions wrap up by giving them a working definition of safe motherhood that will be used throughout the workshop.

### Note: Definition Safe motherhood

Safe motherhood means ensuring that all women receive the care they need to be safe and healthy throughout pregnancy and childbirth. <http://www.safemotherhood.org/>

For Safe Motherhood to be a reality the following things are key:

- Access to and early attendance at antenatal care
- Skilled delivery care
- Having a birth preparedness plan
- Ensuring the mother has access to proper nutrition, exercise and rest

**Step 2:****Women and Men Sharing Experiences on Safe Motherhood**

The facilitator should ask the group to break into two groups, one for men, and the other for women. The two groups should discuss their experiences on safe motherhood and the following questions should guide their discussion:

- What were your fears and expectations when you or your spouse/partner were pregnant?
- How were your fears and expectations addressed? How else do you think your fears and expectations could have been better addressed?
- Were there certain gender or traditional norms that made it difficult for you or your partner to ask for the support you needed? To get the support they needed?
- How else do you think your spouse/family or community could have supported you as a woman who is/was pregnant or a man whose wife is/was pregnant?
- How might you help others in the community who are facing similar issues?

**Step 3:****Plenary**

Ask each group to summarize what they discussed. Allow questions and comments if any.

**Step 4:****Summarize the discussion and conclude with these key take home ideas**

*Key take home ideas:*

- Both men and women have fears and expectations when a woman is pregnant; they both need support from each other and the community.
- Both men and women should make sure that both the mother and baby are healthy during pregnancy and after delivery.
- Gender and traditional norms- such as those make it difficult for a woman to attend ANC regularly and/or deliver in a hospital, or that make it difficult for a man to attend ANC with his wife or provide support to her with household tasks, may make it more difficult for couples to practice safe motherhood.





Time:  
25 mins

## Activity 3: The 3 delays and birth plans

### What do we want to achieve?

This activity intends to impart the significance of making a birth plan so that they can influence couples that are expecting babies to make their own plans in order to avoid the three delays which can endanger the life of the mother and baby.

### Step 1:

#### Reviewing the 3 delays and birth plan

Explain to participants that there are three main types of what are called “delays” that can lead to a very difficult labor and/or negative outcomes for a pregnancy.

- They three delays are:
  - Delay in decision making (e.g., to go the clinic if the woman is unwell, to deliver in a hospital, etc.)
  - Delay in getting transport or money for transport to the hospital, and
  - Delay at the clinic.

Tell participants that for the next discussion they are going to focus on the first two types of delay that take place at the household level: delay in decision making and delay in getting transport or money for transport when the woman is in labor. Share with them that having a birth plan is one of the best ways to avoid these delays. Birth plans can include making decisions about when to go to the clinic before an emergency happens, or labor begins, putting aside money so it is available when the woman goes into labor, determining who will watch the other children if needed, having a system and funding in place to get transport no matter the time of day or night.

### Step 2:

#### Group Work

The facilitator should organize the participants to go into groups of five. Considering the delays mentioned above, the groups should:

1. Discuss what are some of the traditional and gender related barriers that lead to each of the delays.
2. Discuss how these barriers can be overcome
  - i. What are some of the things the father can do?
  - ii. What are some of the things the mother can do?
  - iii. What can other members of the family (e.g., mother-in-law) do?
3. What might be included in a birth plan to ensure these barriers do not prevent a woman from getting to the hospital on time when there is an emergency, or she goes into labor?

Start with one group presenting back highlights from their discussion on one of the delays. Ask the other groups if they have anything to add that has not yet been mentioned. Follow the same process with the other delays and the birth plan.

The facilitator should summarize by highlighting the key elements that have come out from the discussion and highlighting that having a birth plan in place that considers gender as well as other issues, can ensure a woman gets to the hospital in a timely manner under any circumstances.

**Step 4:**

**Summarize the discussion and conclude with these key take home ideas**

*Key take home ideas:*

- The 3 delays include delay in decision making; delay in getting transport or transport money to the hospital; and delay at the hospital
- To avoid the 3 delays, couples should plan together for the coming birth, or an emergency and it should be in good time.
- All pregnant women should deliver at a health facility.



Time:  
45 mins

## Activity 4:

# Couples working together to ensure Safe Motherhood

### What do we want to achieve?

This activity will allow participants to think about and discuss the roles women and men can play in ensuring healthy pregnancies, safe deliveries and care for the mother and baby after giving birth.

### Step 1:

#### Video Discussion

Show the video of Angua Night Francis and Abdulwahab Juma Bakit. Ask the participants to reflect as they watch the video on the benefits of men and women working together for healthy deliveries.

**Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.**

#### Discussion questions about Angua and Abdulwahab's story:

- What do you think of Angua and Abdulwahab's story?
- Was there anything that surprised you? What is it?
- What do you think about the way Abdulwahab cared for and supported Angua?
  - How common is it in your community for men to support their wives in a similar way? Why or why not?
- What are the advantages of couples like Angua and Abdulwahab sharing household responsibilities? Both contributing to the household finances? Deciding together how to spend their resources?
  - How has it impacted them?
  - How does it impact their children?
- What kinds of challenges do women face when they try to seek out antenatal care? Do men face when they want to support their wives going for ANC? How can couples be supported to practice behaviors they believe are best for their family?
- How can men best support their wives when they are pregnant? How can wives support their husbands' fears and expectations about the pregnancy?
- What can communities do to ensure safe motherhood is practiced by women and men?
- What do you think Angua and Abdulwahab would want other men and women to understand about their experience?
- What is something you have learned from Angua and Abdulwahab's experience that you would like to be a part of your life?



Time:  
10 min

## Activity 5: Summary

### Step 1:

#### Review the main points

- Both men and women should work together to ensure that safe motherhood goals are achieved for the mother's health and the family.
- Women and men deciding together on safe motherhood can reduce the number of deaths of mothers and their babies and ensure women are supported to have safe pregnancy, delivery, and care after birth.
- Some traditional and gender related beliefs and practices are harmful to women and can cause negative pregnancy related complications.

### Step 2:

#### Fill out Change Chart

- Did I learn any new information today about men's and women's reproductive health? What?
- Did I learn any new information today about decision making regarding reproductive health and family planning? What?
- Will I do something differently in the future or try something new? What?

### Step 3:

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



## SESSION 8

# WATER, SANITATION AND HYGIENE

In this session, we will explore issues around healthy WASH behaviors and the roles that both women and men play in ensuring improved hygiene and sanitation at the household level and within their communities. We will watch and discuss **Data Emmanuel Gordon's** story.

Data Gordon advocates with boys and men to raise menstrual hygiene awareness and provides girls and women with menstrual hygiene products.



**Time:**  
About 3 hours

### Our Objectives:

This session will allow participants to:

- Discuss how current roles for women and men impact the practice of proper WASH (hygiene, sanitation, and menstrual hygiene) within the household and communities
- Explore the roles that both men and women can play in ensuring the practice of proper WASH behaviors.

### Activities:

1. Introduction
2. Challenges practicing WASH Behaviors
3. Menstrual Hygiene Management - not just for women
4. Summary
5. Closing

### Materials Needed:

- Flip chart paper/Chalkboard
- Markers/Chalk
- (You can also use any local materials available in communities such as leaves, sticks, etc.)
- Video profile
- Computer/laptop and flash disks with audio of the files
- Handouts – Change chart (if group is literate)
- Covid-19 precautionary measures as needed (face masks, hand sanitizers, ability for participants to socially distance)

### REMINDER

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

## Activity 1: Introduction



**Time:**  
10 min

### Step 1:

**Ask the volunteer to review the key points of the last session. Ask:**

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

### Step 2:

**Ask a couple of volunteers to talk about what they put in their change charts or what they reflected upon (if they did not fill it out)**

Alternatively, you can use the “ball game,” in which you as the facilitator throw a ball randomly to any participant and then ask him or her to share what they put in the change chart if they feel comfortable doing this. If they are not comfortable with that, you can ask them to reflect upon anything they thought about after the previous session.

### Step 3:

**Introduce today’s topic**

Explain that we are going to talk about WASH (water, sanitation, and hygiene)



Time:  
50 mins

## Activity 2: Challenges in practicing WASH behaviors

### What do we want to achieve?

This activity is meant to have participants begin thinking about gender roles as it pertains to hygiene, sanitation, and menstrual hygiene.

### Step 1:

#### Overview of WASH related behaviors.

Tell participants that there are several practices that are important to maintain good health related to WASH (Water, Sanitation and Hygiene). These include:

- Access to and use of safe water
- Storage of water in above the ground in a closed container
- Elimination of open urination and defecation
- Washing hands with soap and water before meals and preparing food, before and after changing a baby's nappy, and after using the latrine
- Closed storage of food so insects and animals cannot get into it
- Keeping grounds outside the home and in the community clean - free of waste, garbage, etc.
- Using a rubbish pit for proper disposal of solid waste
- Properly cleaning and/or disposing of menstrual hygiene products

Mention to participants that practicing these behaviors involves the whole family and the entire community.

### Step 2:

#### Group work

Challenges practicing healthy wash behaviors.

Separate participants into groups by sex. Tell them in this next exercise they will be identifying some of the challenges women and men face in practicing healthy WASH behaviors.

Further divide the same sex groups into three different sub-groups to consider each the following WASH behaviors:

1. Accessing and using clean water
2. Using sanitation facilities (e.g., latrines, toilets) to avoid open urination and defecation
3. Practicing (women) or supporting (men) proper menstrual hygiene

Ask the groups to think about how the following may contribute to the challenges that women and men face:

- Knowledge /awareness about WASH related behaviors
- Safety concerns (e.g., women using latrines)
- Comfort (e.g., discomfort using latrines after an elder)
- Norms around gender, age, status, and other factors
- Role/burden in construction, upkeep (e.g., repairs to water pumps, building and keeping latrines clean etc.)
- Who has control over decision making (e.g., to build latrines, provide menstrual hygiene products, etc.)?

Ask each subgroup to highlight the 2-3 top challenges they identified and present back in plenary.

### Step 3:

#### In Plenary, have the women and men present their top challenges.

Discuss in plenary:

- What do they think of the challenges identified?
- How are the challenges identified by women and men similar? How do they differ?
- Probe:
  - Who has greater concern about safety?
  - Who has more burden of responsibility?
  - Who has more control over decision making?
  - How do these differences influence the WASH behaviors practiced?
  - How might women and men separately and together begin to address some of these challenges?

Summarize the key points in the discussion; share these key points if they are not mentioned:

1. Fetching water is usually the responsibility of women and girls; this task is time-consuming and physically demanding and if the water source is far away, can leave women and girls vulnerable to attacks or other forms of violence. They may also face abuse or assault when having to use outside latrines and toilets and share them with men and boys.
2. Social and gender norms may also prevent girls and women from using the same sanitation facilities as male relatives or prohibit their use on the days they are menstruating.
3. Men who want to share the burden of fetching water and/or cleaning latrines and/or support proper menstrual hygiene may face backlash from other men and feel stigmatized for doing so.
4. It is important that women and men share the responsibility for ensuring the practice of proper WASH behaviors, and that they can be done safely. They should also work together to remove barriers that can make this challenging. To do so, women and men should be equally involved in decisions regarding water and sanitation so their needs can be addressed.

### Step 4:

#### Group work

Finding Solutions to Common Challenges.

Divide participants into three groups and ask each group to work on one of the role plays below. Give them approximately 10 minutes to prepare the role play. Have them present and after each role play have them discuss the following questions:

- What do you think of how the solutions or responses were presented in each role play?
- What else could have been said or done to resolve the situation?
- What steps can be taken by women, men, and the larger community to ensure proper WASH behaviors can be practiced effectively and safely?
- What can the community do to advocate for water and sanitation resources?



### Role Play #1:

The borehole in a community has broken down and the mechanic responsible for fixing it has not been available for some time. A young wife, responsible for fetching water, now needs to walk even further to access water from a borehole in the neighboring community. The long distance travel makes her vulnerable to potential abuse and violence. At the water source, she experiences fighting with other villagers due to a long water queue. At home, she is blamed for taking too long to fetch the water, leading to abuse from family members. In addition, she is left with no time to participate in communal meetings, or to access information, knowledge and services and share her experiences with the community.

**Task:** Prepare a 5–7-minute skit on how she can receive family and community support to reduce her burden and how access to water can be improved for the community.

### Role Play # 2:

A family has decided to build a latrine and they feel very proud about the steps they are taking to improve their own hygiene as well as contribute to the improved sanitation of the entire community. After a while, the husband notices that neither his wife nor daughters use the latrine, despite the family's commitment to do so. He berates his wife for not using the latrine that he spent his hard-earned money on building.

**Task:** Prepare a 5-7 skit on how she can explain why she does not use the latrine and show how they can come up with solutions together to make it more comfortable for her and other women in the extended household to do so.

### Role # 3:

A man has attended community meetings about WASH and has come to understand that he can play a greater role in improving sanitation and hygiene practices in his family. He decides the task of fetching water and cleaning latrines should not only be done by his wife and daughter but that his sons should also help with this responsibility. Although they resist, they eventually see their father's point of view. Soon after, they set out to do their tasks, with one fetching water and the other gathering the cleaning supplies to take care of the latrine. As people in the community see them, they start gossiping and making fun of them for doing "women's work."

**Task:** Prepare a 5-7 skit on how they respond to the negative comments and insults from others in the community and explain why they are proud to be contributing to their family in this way.

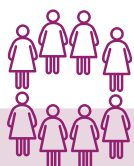
## Step 5: Plenary

After each groups presents, discuss the following questions in plenary:

- What do you think of how the solutions or responses were presented in each role play?
- What else could have been said or done to resolve the situation?
- What steps can be taken by women, men, and the larger community to ensure proper WASH behaviors can be practiced effectively and safely?

Make a list of the ideas from the participants with a separate flip chart for the ideas for women, men, and the community. Note if the ideas are listed for more than one group as well as how the lists are similar and different.

If they are not mentioned, ask participants to consider these ideas:



### For women:

1. Model good personal hygiene practices
2. Seek support from family members to help ensure their sanitation and hygiene needs are met, as well as those of the rest of the family
3. Give support to fellow women by sharing the knowledge they have regarding hygiene and sanitation
4. Support their daughters in understanding menstruation and how they can practice good hygiene practices
5. Advocate during family meetings for resources for improving sanitation and hygiene



### For men:

1. Discuss with wives and other women in the household about their sanitation and hygiene needs
2. Consider the needs of women in the household in making family financial decisions related to WASH and mutually agree on decisions
3. Use resources to buy dignity kits (pads, panties, soap)
4. Share in the tasks related to safe and effective hygiene and sanitation practices and raise sons to do the same
5. Talk to their sons about the natural process of menstruation and how they can support their sisters in proper menstrual hygiene management



### For the community:

1. Break the silence - have open discussions about menstrual hygiene and how to ensure women have what they need to practice it
2. Work together to ensure there are spaces where woman can bath, use latrines, and feel safe and comfortable doing so
3. Encourage everyone in the community to practice proper WASH behaviors
4. Make sure women are safe when they fetch water
5. Provide affordable sustainable dignity kits- reusable pads

Summarize the discussion by highlighting the key discussion points and remind participants that women and men should work together to come to solutions for overcoming barriers to practicing proper WASH related behaviors as it impacts the whole family and entire community.



Time:  
40 mins

## Activity 3: Menstrual Hygiene Management - not just for women

### What do we want to achieve?

This activity is intended to encourage participants to reflect on and discuss ways to encourage healthy menstrual hygiene behaviors.

### Step 1:

#### Video Discussion

Show the video of **Data Gordon**. Explain that they are going to see the case of a man who is a champion for menstrual hygiene management.

**Read some of the discussion questions below to the participants before showing the video so that they follow the video very carefully. You should always stress that the people in the video are real people and not actors.**

#### Discussion questions about Data's story:

- What do you think of Data's story?
- Was there anything that surprised you? What is it?
- Why do you think of Data's decision to become a champion for menstrual hygiene management?
- How has this affected his life?
- How does lack of menstrual hygiene management impact girls and women's lives?
- What role can men play in menstrual hygiene management? What may prevent them from doing so? What role can women play?
- How can the community work together to ensure proper menstrual hygiene management?
- What do you think Data would want other men and women to understand about their experience?
- What is something you have learned from Data's experience that you would like to be a part of your life?

### Step 2:

**Close the activity by summarizing the main ideas mentioned by the participants**



Time:  
10 min

## Activity 4: Summary

### Step 1:

#### Review the main points

- Many gender related factors prevent women and men from practicing healthy WASH related behaviors.
- Women and men should work together to overcome the challenges related to keeping their families healthy and avoiding illness that can result from improper water, hygiene, and sanitation related practices.
- Decisions about how to keep the family healthy and what resources will be used to ensure that, should be made together with the husband and wife, and consider the needs of the women and girls in the family.

### Step 2:

#### Fill out Change Chart

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



Time:  
40 mins

## Activity 5: Closure activity

### What do we want to achieve?

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

### Step 1:

#### Chairs game

This game will allow participants to respond to the evaluation questions. Put one fewer chair than there are participants in the middle of the room. Participants should form a circle around the chairs and dance around them as they listen to music. At some point, without announcing it, turn off the music. This will indicate that everybody should find and sit on one of the chairs. The participant who does not manage to get a chair will have to answer one of the evaluation questions listed below. Once the person has responded s/he should leave the game, taking one chair with him/her out of the central part of the room. Then turn on the music and ask the remaining participants to repeat the same procedure as many times as it is necessary to have all the questions answered.

#### Evaluation questions:

- What did you like the most about the sessions? Why?
- What did you not like about the sessions? Why?
- What would you suggest to improve the sessions?
- What would you recommend to the facilitators to improve their work?
- What is something you like about the way the facilitators guided the sessions?

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

### Step 2:

#### Final remarks

Close the workshop by thanking the participants for their participation and highlighting the importance of the learning everyone has gone through. Encourage them to continue discussing the ideas from the workshop. Also, encourage them to further explore the role gender norms play in their lives and to work on changing the harmful ones and on reinforcing the positive ones.

# Glossary of terms

## Access

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

## Control

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

## Equitable decision making

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

## Gender

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

## Gender-based violence

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

## Health

The physical, mental and emotional well-being of people

## Resource

A good that can be used.

## Rights

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

## Sex

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

## Violence

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

## The 24-hour Day:

A TYPICAL MAN'S ACTIVITIES	Paid Yes (✓) /No (✗)	A TYPICAL WOMAN'S ACTIVITIES	Paid Yes (✓) /No (✗)
1 am		1 am	
2 am		2 am	
3 am		3 am	
4 am		4 am	
5 am		5 am	
6 am		6 am	
7 am		7 am	
8 am		8 am	
9 am		9 am	
10 am		10 am	
11 am		11 am	
12 noon		12 noon	
1 pm		1 pm	
2 pm		2 pm	
3 pm		3 pm	
4 pm		4 pm	
5 pm		5 pm	
6 pm		6 pm	
7 pm		7 pm	
8 pm		8 pm	
9 pm		9 pm	
10 pm		10 pm	
11 pm		11 pm	
12 midnight		12 midnight	

Man Total Hours Worked	Total paid hours	Woman Total Hours Worked	Total paid hours

# ANNEX:

## Charts to copy

### Change Chart

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

Category	Have you learned new information? What?	Have you changed any of our attitudes? How?	Have you learned any new skills?	Do you intend to take any action based on what you learned?	Did you take any action?
Ideas from Session 1 Topic:					
Ideas from Session 2 Topic:					
Ideas from Session 3 Topic:					
Ideas from Session 4 Topic:					
Ideas from Session 5 Topic:					
Ideas from Session 6 Topic:					
Ideas from Session 7 Topic:					
Ideas from Session 8 Topic:					







## NOTES:

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