

OPINION LEADERS TRAINING MODULE



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Opinions Leaders Module

Acknowledgements

This module attempts to bring together recent learning in the field of GBV prevention in order to create the most effective program possible for the communities where Indashyikirwa will be implemented. As such, the module adapts materials and ideas from several key partners.

The module was informed strongly in both structure (Stages of Change) and content (power analysis) by the SASA! approach to preventing violence against women and HIV, developed by Raising Voices and piloted by the Center for Domestic Violence Prevention (CEDOVIP) in Uganda. It also draws on the strong experience of CARE International Rwanda and Rwanda Women's Network (RWN) in working with community opinion leaders and local authorities in the area of GBV prevention and response, Gender equality, women and girls empowerment and human rights. Sincere thanks goes out to all of the staff of those organizations who have contributed their time and effort to this process.

Many helpful resources have been reviewed and adapted for inclusion in this module and we thank the talented people who created them. Specific citations can be found within each session. Finally, the module content was informed substantially by the findings of What Works to Prevent Partner Violence: An Evidence Overview by Lori Heise as well as Lori's direct guidance. 'We wish to acknowledge the support from the What Works to Prevent Violence against Women and Girls? Global Programme for pre-testing and strengthening the curricula. What Works is funded by UK aid from the UK Government, and the funds were managed by the South African Medical Research Council. The views expressed do not necessarily reflect the UK government's official policies.'

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Introduction

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Overview of the Curriculum

Gender-based violence has been recognized as a cross cutting issue affecting the lives of victims, families, and whole communities from diversity of dimensions including health, economy, culture, psychology, education, livelihoods and political participation. In fact, GBV is considered one of the critical areas of action in Rwanda. This presents a key opportunity for different players, including government agencies, NGOs, opinion leaders and all stakeholders to build an understanding on issues of GBV.

Training is imperative to build this understanding and initiate or strengthen programmes combating Gender Based Violence.

The involvement of all stakeholders especially opinion leaders is generally accepted as a key strategy for combating gender- based violence and opinion leaders have expressed their desire to support this programme. However, there are limited numbers of opinion leaders with the necessary knowledge, skills, motivation and drive to create the desired enabling environment for gender equality, GBV prevention and response.

This manual is meant to be a contribution towards building the capacity and commitment of opinion leaders to eradicate GBV and to develop enabling environment for gender equality, GBV prevention and response through personal change, supporting community activism against GBV, including and prioritizing gender & GBV specific targets in the plans and performance contracts as well as making the fight against a key message in their daily engagement within their communities.

The strength of this manual lies in its systematic linkage of gender-based violence issues with the overall movement for gender equality in Rwanda. It does this by providing comprehensive historical information and theoretical analysis of socio-cultural, economical and institutional factors. It also brings into play the expertise and experience RWN has developed over more than a decade in conducting gender trainings and preventing/ responding to GBV.

List of abbreviations and acronyms

AIDS	Acquired Immune Deficiency syndrome
CEDAW	Convention on Elimination of all forms of Discrimination Against Women
CSO	Civil Society Organizations
IPV	Intimate Partner Violence
E.g.	For Example
Etc.	Etcetera
GBV	Gender Based Violence
SGBV	Sexual and Gender Based Violence

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HIV	Human Immune Virus
MIGEPROF	Ministry of Gender and Family Promotion
MINISANTE	Ministry of Health
NGO	Non-Governmental Organization
RWAMREC	Rwanda Men's Resource Centre
RNP	Rwanda National Police
RWN	Rwanda Women's Network
UN	United Nations
ICGLR	International Conference on Great Lakes Region
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
UNSCR	United Nations Security Council Resolution
VAW	Violence Against Women
Vs	Versus
%	Percentage

Key terms in this Module

Gender based violence: Gender Based Violence (is a term for any harmful act that is perpetrated against person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, mental, emotional or economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These acts can occur inside the home (in private) or outside of the home (in public).2GBV is most commonly committed against women and girls as a way of controlling them.

Marriage: a legally recognized relationship, established by a civil ceremony, between two people who intend to live together as sexual and domestic partners. According to Rwandan Law this marriage is between a man and a woman.

Polygamy: The fact that one person marries a second spouse while the marriage with the first one is still valid

Concubinage: The fact that two people live together permanently as if they were spouses though they are not married while one of them is legally married

Rape: Unlawful sexual intercourse or any other sexual penetration of the vagina, anus, or mouth of another person, with or without force, by a sex organ, other body part, or foreign object, without the consent of the victim³.

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According to Rwandan Law the rape is defined as the fact that a person is involved into sexual intercourse without consent of the other person, by force, intimidation, or other means.

Conjugal rape: Coercing a spouse into sexual relations without that spouse's consent, by way of force, intimidation or other means

Forcible abduction: Abduction of someone by force or fraud for the purpose of marital union

Sexual slavery aimed at self-satisfaction: using influential authority, economic power or any other ways of achieving sexual satisfaction for one self without the other person's consent

Elderly: Any person above sixty five (65) years of age

Child: Any human being from conception to the age of eighteen years

Harassment: Putting someone in unrest condition by persecuting, nagging, scorning or insulting him/her or other persons or things that are dear to that person

Opinion Leaders: In this module, an opinion leader is a well-known individual that has the ability to influence public opinion on GBV issues. In this context the majority of the Opinion leaders will come from local / community leaders, journalists, security organs like police, religious institutions, etc.

Intimate Partner Violence: Intimate partner violence (IPV), the term describes physical, sexual, or psychological harm by a current or former intimate partner or spouse.

Structure of the Sessions

There are 6 total sessions in the curriculum. Each session is a maximum of three hours and generally contains 4 parts:

- *Take-Home reflection:* guided discussion to reflect upon the previous week's TakeHome Exercise.
- *Part 1:* interactive learning exercise that sets the foundation for the given topic.
Part 2: interactive learning exercise to go deeper into the given topic *TakeHome Exercise:* introduction of the Take-Home Exercise for the week.

Most sessions are designed to be conducted with men and women together. However, a selected number of sessions are suggested to implement with men and women separately; this is indicated clearly at the beginning of the session. **Take-Home Exercises and Reflections**

All sessions contain Take-Home exercises that are assigned at the end of the session, to help participants reflect upon and apply new ideas in their own lives. These Take-Home exercises are where learning is consolidated and strengthened. Research shows that doing exercises at home following training significantly increases the effectiveness of the program. This means that the Take-Home exercises are essential to the success of this program.

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Each session, likewise, starts with a reflection of the Take-Home exercise. The format of this reflection is the same for each session, with different guiding questions to help to facilitate the debrief.

Practicalities

Who will participate?

This module is designed for use with diverse groups, especially service providers and opinion leaders whose responsibility or interest include strengthening initiatives to combat Gender Based Violence and response to GBV. It can be used to strengthen knowledge, programming and policy development towards eradicating Gender-Based Violence.

The module is designed for use by experienced staff and trainers who have in-depth understanding and analysis of GBV and versed in participatory methods of training.

However, less experienced practitioners will also find it easy to use because of the step-by-step instructions given and references provided.

How many people can participate?

The sessions are written for an ideal group of up to 30 participants. Beyond 30 participants would create conditions that are not optimal for learning.

What supplies are needed?

The curriculum is designed to be easy to implement in low-resources settings; projectors and computers are not necessary. All sessions require simple training supplies including flipchart paper, flipchart stands (or adequate wall space), markers, tape, pens and paper. Sessions are designed with the understanding that they will be implemented in an enclosed workshop space. However, accommodations can be made if that is not available.

Many of the sessions do call for photocopying materials and handouts. Therefore, it is important to have access to a printer or photocopier, and to prepare well in advance so that you know which materials are needed for that session.

How do you set up?

It is recommended to arrange chairs in a semi-circle to help build connections and discussion between participants. You may choose to use desks but they are not necessary.

Language

This curriculum uses the language of gender-based violence (GBV) rather than violence against women and girls (VAWG), as was deemed most relevant for the Rwandan context. It recognizes,

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however, that GBV primarily affects women and girls and is driven by the imbalance of power between men and women. It also uses the term “GBV in couples” rather than “intimate partner violence” for the purpose of simplicity and clarity at community level.

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Opinion Leaders' Module objectives:

- (a) Strengthen knowledge of opinion leaders on core concepts related to gender-based violence.
- (b) Stimulate the development of opinion leaders initiatives geared towards eradicating gender-based violence.
- (c) Foster personal reflection amongst opinion leaders about the power dynamics in their own lives and in their communities, particularly between men and women.
- (d) Strengthen analysis of the root causes and common triggers of GBV as foundations for preventing GBV
- (e) Build skills for activism within their spheres as opinion leaders.

Module Coverage

 Activity	 Time
 Session 1: Understanding of key Gender Justice and Transformative Change Concepts and programming principles	1 hr.
1. Translating key concepts into practice	30 min
2. Constructing and imagining the pillars of transformative change	30 min
3. Introducing the Take-Home Exercise	15 min
 Session 2: Understanding of Key Psychosocial Support Concepts and Programming Principles	2 hrs.
1. Take-Home Reflection	2. 30 min
2. Definitions of key Psychosocial Support Concepts	1 hr
3. Psychosocial Programming Principles	1 hr
 Session 3: Building and Redefining Agency	4 hrs. 30 min
1. Take-Home Reflection	30 min
2. Women Leadership	2 hrs 15 mins
3. Engaging Men and Boys in Gender Equality and Transformative Change	2 hrs 15 mins
 Session 4: Introduction to Concept and Tools for Enhancing Selfesteem/Self-confidence	3 hours
1. Take-Home Reflection	30 min

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2. Treasure Hunt	30 mins
3. Self-esteem of women and men	45 mins
4. Build your own self-esteem!	10 mins
5. Tell others what you like about them	15 mins
6. Positive Nurturing	20 mins
7. Give and accept compliments	10 mins
8. Self-esteem and attentive listening	30 mins
9. Self-Compassion	10 mins
10. Journaling Self-Esteem Tool	10 mins
 Session 5: Business Management	16 hrs 25 Min
1. Take-Home Reflection	30 min
2. Introduction to VSL	1hrs 40 mins
3. What is men's role in VSL and how can they support their partners to do business in the VSL	2hrs 30 mins
4. Business knowledge- session with an expert	3 hrs
5. Building time management skills and learning task-sharing	2 hrs
6. Obstacles and challenges to doing business with your partner in the VSL	2 hrs 30 mins
7. How to manage business with your partner/wife, including roles in business, necessary skills, money management and decision making	2 hrs
8. Summary/wrap-up	2hrs 45 mins
 Session 6: Laws and policies	16 hours
1. Take-Home Reflection	30 min
2. Violence: perception and knowledge about different forms of violence	2 hrs 30 mins
3. GBV: what is and how to prevent it	1 hr 30 mins
4. Laws and policies knowledge – session with an expert	3 hrs
5. Perceptions and implications of the laws	2 hrs

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6. Summary and wrap-up	3 hrs
7. Closing session	4 hrs

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Session 1: Starting the Journey Together



I. SUGGESTED TIME:
60 minutes

II. OBJECTIVES:


- Participants will be able define and explain key concepts of Gender Equity, equality, empowerment and Gender transformative change
- Participants will be able to link key concepts to conceptual frameworks for gender transformation and Equality
- Participants will be able to identify how they can best contribute to the different pillars of change and where to put more focus

III. ACTIVITIES:

✍️ Activity 1: Translating key concepts into practice

🕒 **Time required** 30 minutes

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 **Methodology:** Role plays, storytelling and picture drawing

 **Materials and Preparation:** masking tape, marker pens, colored pens, flipchart



Steps:

1. Participants are divided in four groups: Equity, Equality, Transformative Change, Empowerment and asked if they have ever heard these words/expressions before (if not, then the Facilitator should offer the briefest of answers)
2. Ask the participants to think about the concepts then discuss the concepts as a group for a 10 minutes. Participants are then given 20 minutes to develop a role play represent the concepts, through story telling/best practice, through picture drawing
3. Presentations are then made in plenary and key highlights drawn for each of the concepts represented.
4. After each presentation facilitator quizzes the whole group whether they agree/disagree, what to add and what is missing
5. Facilitator then complements and/or corrects the key terms by giving concrete samples or show picture to explain the concepts and how they build on each other

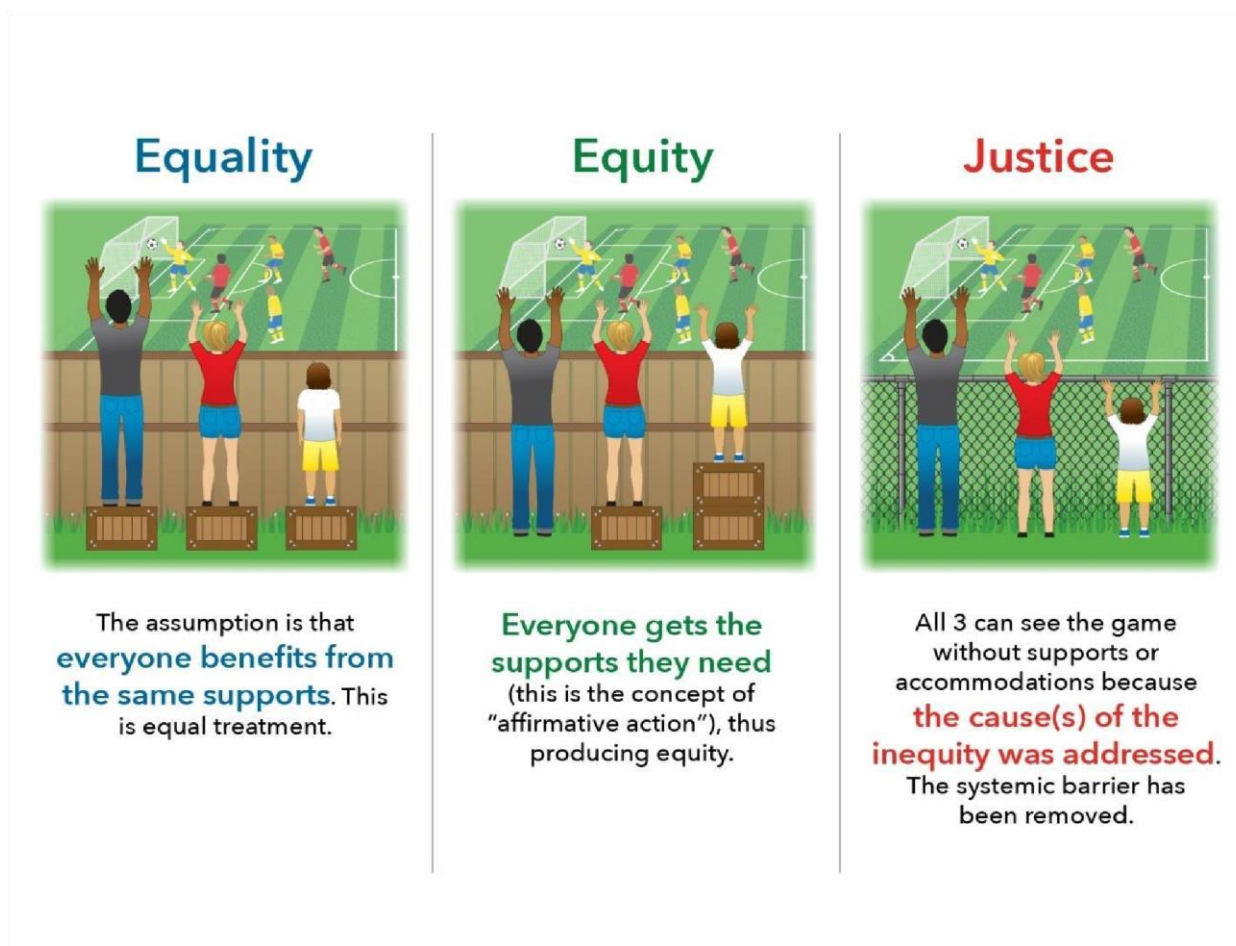
Key Concepts

- **Gender Equity** the process of allocating resources, programs and decision-making fairly to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading in sport and physical activity. It does not necessarily mean making the same programs and facilities available to both males and females. Gender Equity also requires an examination of organizational practices and policies that may hinder the participation of girls and women. **Equity leads to equality.**
- **Gender equality** - or equality between women and men - refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards across all sectors of society, including economic participation and decision-making. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male.
- **Gender transformative change** goes beyond identifying and exploring the symptoms of gender equality, and addresses underlying causes such as **socially constructed norms, attitudes, and relations of power**. It is committed to rigorous gender analysis of existing

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inequalities, individual and organizational change, capacity and institutional strengthening, and ensuring gender positive impact through meaningful participation of women and men in leadership, policy, and decision-making processes, and institutions. Transformative change takes time.


- **Empowerment** is the process by which individuals (women or men), individually or collectively, gain the ability to make and enact strategic life choices (Kabeer, 1999). Accordingly, a woman's ability to make strategic choices has three inter-related elements: access to resources, the ability to use these to define and act on goals or choices (i.e. agency), and the achievements of gender, race, nationality, ethnicity, religion, sexual orientation, age and disability, among others, to include *diversity of perspectives that uphold CARE's core values*, and to emphasize the value of creating and maintaining a work environment that promotes diversity. Embracing diversity at CARE means valuing, respecting and fully benefiting from each individual's unique qualities and abilities in order to fulfill and strengthen our vision and mission 'realized capabilities' that result from these actions.
- **Diversity** - CARE defines diversity in the broadest sense, going beyond regular classifications



Activity 2: Constructing and imagining the pillars of transformative change

 **Time Required:** 30 minutes

 **Methodology:** role play, group discussion

 **Materials and Preparation:** Three glasses of the same size, masking tape each to be marked with either Structure, Relations or Agency. A tray or flat board to put on top of the three glasses (pillars). A table to install the model so that it is visible to all participants.

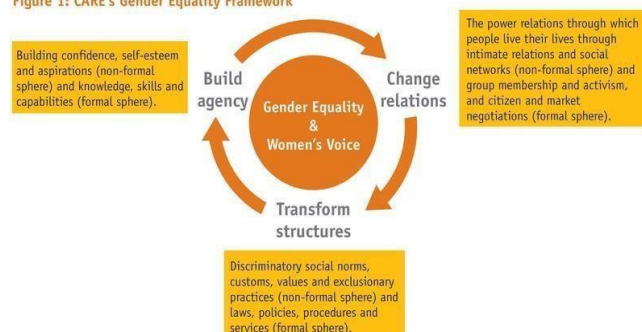


Steps:

1. Install the triangle framework – three glasses with tray/flat board on top
2. Explains the different pillars and gives examples of what each pillar means (see table below)
3. Ask different participants to pull away one glass to illustrate if focus of work is exclusive on one or two pillars, change will be inhibited. The tray falls and makes a loud noise
4. Ask the group if they know what is meant by the term, 'interlinkage' and probes for answers/discussion, aiding to help participants develop a definition. If group has challenges defining term than the Facilitator can share the following, 'if empowerment work exclusively focuses on agency building but with no network/movement building, change for structural change will be difficult to accomplish. On the other hand, if only movements are being strengthened without those members having built a strong agency, structural change will also be hard to achieve etc.
5. Ask questions to probe whether participants have understood the significance of each pillar and how they interlink
6. ask groups (and/or a representative of each organization) to think of their work and how they contribute best to the triangle as well as where they identify weaknesses of their work in relation to the different pillars
7. Ask groups to present an example/best practice of their work of how the different pillars are applied

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Figure 1: CARE's Gender Equality Framework



Agency	Structures	Relations
1. Self-Image; self-esteem 2. Legal and rights awareness 3. Information and skills 4. Education 5. Employment/control of own labor 6. Mobility in public space 7. Decision influence in household 8. Group membership and activism 9. Material assets owned 10. Body health and bodily integrity	11. Marriage and kinship rules,norms and processes 12. Laws and practices of citizenship 13. Information and access toservices 14. Access to justice, enforceability of rights 15. Market accessibility 16. Political representation 17. State budgeting practices 18. Civil society representation	19. Consciousness of self and others as interdependent 20. Negotiation , accommodation habits 21. Alliance and coalition habits 22. Pursuit, acceptance of accountability 23. New social forms: altered relationships and behaviour

Activity 3: Introducing the Take-Home Exercise

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Apply the ideas that they have learned in their daily lives
- 🕒 **Time Required: 15 minutes** 👤 **Methodology:**

✎ **Materials and Preparation:**

- ☐ Photocopy and cut the Take -Home Exercise at the end of this session (one for each participant)



Steps:

1. Introduce the final part of the first session by explaining that the main purpose of the curriculum is to provide participants with knowledge and skills that they can use in their daily lives. This is where the real growth and change takes place. Therefore, every week participants will be assigned a Take-Home Exercise. The Take-Home Exercises are designed to help participants apply the ideas that they have learned in that particular session. Take-Home Exercises involve reflection, discussion, and taking action as an individual or as a couple. Emphasize that:
 - a. The Take-Home Exercises are the most important part of the curriculum. Without them, the curriculum would not have any meaning.
 - b. It is essential that all participants do the Take-Home Exercise every week.
 - c. There won't be anyone to watch over them so it is up to everyone to make a commitment and be responsible for themselves.
 - d. The following week there will be designated time to reflect upon the exercise and share their feelings.
2. Introduce the Take-Home Exercise for this week by explaining that:
 - a. It will be important throughout this process for couples to get comfortable spending more time together and speaking about various issues.
 - b. This will be new for many participants and might feel uncomfortable at first. That is ok! The Take-Home Exercises will offer specific steps to guide them. As they complete the exercises each week, they will get more and more comfortable working together.
 - c. To get started, the Take-Home Exercise for this week focuses on scheduling time together as a couple and practicing talking about your ideas.

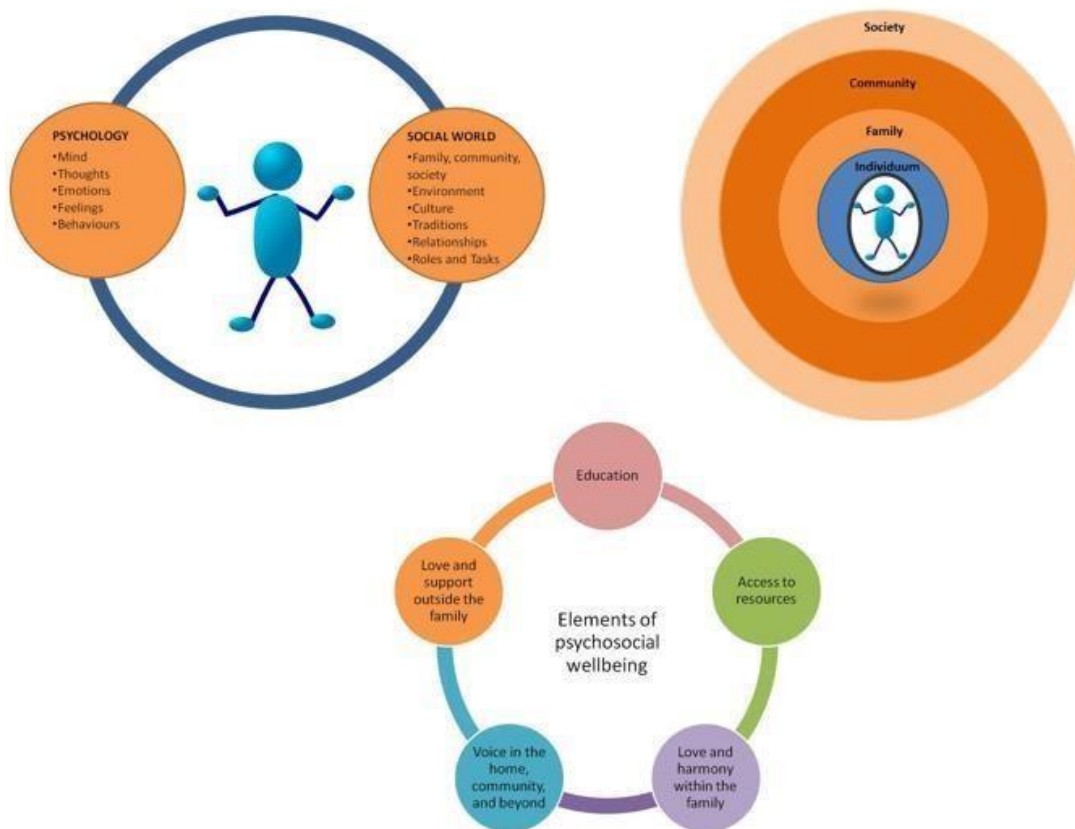
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3. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
4. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take- Home Reflection

Take some time to reflect upon what was

Session 2: Understanding of Key Psychosocial Support Concepts and Programming Principles



I. SUGGESTED TIME: 2 Hours

II. OBJECTIVES:

- ✓ Have a deeper understanding of key psychosocial support terms like psychosocial support, psychosocial needs, psychosocial well-being and psychosocial support interventions.
- ✓ Understand psychosocial and social needs of individuals, especially vulnerable persons.
- ✓ Understand the psychosocial circles of support.
- ✓ Be able to explain and apply the psychosocial support programming principles.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share





Steps:

1. Welcome everyone to the session. Remind participants that in the last session you too time to get to know each other. You also discussed the different concepts of gender.
2. Invite participants to share their reflections about the Take-Home Exercise. Ask participants to share the how men and women are empowered in their communities.

Activity 02: Definitions of key Psychosocial Support Concepts

Part I: Circle of Support based on story-telling about the life of a vulnerable women or girl in your context (30 min)

 **Time required** 60 minutes

 **Methodology:** Story-telling, brainstorming competition, circle of support, Group work 

Materials and Preparation: -

- Depending on the location and participants: circles of support drawn on the flipchart or on the floor; or assorted color idea cards; or local materials like stones, leaves etc. to help draw different circles of support.
- Illustration of psychosocial support and its definition



Steps:

1. Start by storytelling about an individual representing a beneficiary of the participants' projects. The person should be clearly described in regard to their social and economic context, age etc. The participants continue building the story, contributing from their own experiences and pulling out key aspects of their daily life and challenges beneficiaries are faced with. Each participant contributes to the story. E.g. Sheila is a girl, 12 years old, living with her mother, grandmother, and 4 brothers, sisters and cousins...
2. Based on this story, brainstorm on the needs of the individual described through storytelling. You may generate the needs through a quiz: divide the participants into two groups and facilitate them to identify the needs in a competitive process. Each group should try to identify as many needs as possible. The group who has brainstormed the higher number of different needs wins.
3. Based on the needs identified, do the following exercise ("circles of support") to identify what can be done to fulfill a person's needs. There are at least three alternatives of representing the circles of support:

Alternative 1 to be used with NGO staff:

- a) Distribute to each participant 4 differently colored cards. Explain that each color has a specific meaning, e.g. green represents support by the individual themselves, red support by the family, yellow support by the community and blue support by the society at large/the government. Ask the participants to note on each of the cards one support that can be provided by the respective actor (individual – family – community – society/government).

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- b) Ask the participants to read the possible support they identified for the individual aloud and to place the corresponding card in the middle. When all the cards on individual support are lying in the middle, ask the participants to read the cards on the possible support by the family and to put them in a circle around the first cards. Then, ask to read the cards with the possible support by the community and to put them in a circle around the “family circle”. Do the same with the society/government support cards.
- c) In the end, add other supports the participants might have missed. They could be connected to the categories of e.g. have education, love within the family, friendship and support from outside family, voice at home and community, access to resources, good health.
- d) Show the circle of support as a conclusion.

Alternative 2 to be used with communities:

- 4. Distribute to each participant 4 differently colored cards. Explain that each color has a specific meaning, e.g. green represents support by the individual themselves, red support by the family, yellow support by the community and the blue support by the society at large/the government. Ask the participants to imagine for each of the cards one support that can be provided by the respective actor (individual – family – community – society/government). They can write it down, draw a symbol on the card or simply remember the kind of support represented by each card.
- 5. Ask the participants to say a possible support by the individual aloud and to place the corresponding card representing it in the middle. When all the cards on individual support are lying in the middle, ask the participants to each say a possible support by the family and to put the corresponding card in a circle around the first cards. Then, ask to say a possible support by the community and to put the corresponding cards in a circle around the “family circle”. Do the same with the society/government support.
- 6. In the end, add other supports the participants might have missed. They could be connected to the categories of e.g. have education, love within the family, friendship and support from outside family, voice at home and community, access to resources, good health.
- 7. Show the circle of support as a conclusion.

Alternative 3 to be used with communities:

- a) Ask for a volunteer to come forward to represent the person of the story just concluded,

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e.g. to represent a woman of a certain age and background. Then, ask the volunteer and the participants what support she would need to feel well at heart.

- b) For every identified support ask a participant to place a stone, a leave or something else to represent this support and take say the possible support aloud. Start with asking for things the individual can do themselves. Then, ask for possible support by the family, the community and, at last, the society at large/the government. If the support is given by the person her/himself, the object is put very close to the person in the middle. If the support is given by family or community members a little further away. Furthest away from the person in the middle are support services provided by the society at large and the government. Draw the circles on the floor to represent the circles of support.
- c) Ask the volunteer in the middle how s/he felt when the cards were placed.
- d) In the end, add other supports the participants might have missed. They could be connected to the categories of e.g. have education, love within the family, friendship and support from outside family, voice at home and community, access to resources, good health.

a. Show the circle of support as a conclusion.



Key Learning Points

Under normal circumstances the interaction between individuals and

their families, communities and other services in the immediate circle of care are sufficient to enable a person to have psychosocial wellbeing.

Part II: Definition of Key Terms (30 min)



Steps:

1. Form three groups by counting 1, 2, 3. Each group will get one terminology to work on:

For NGO Staff:

Group 1: Psychosocial & Psychosocial support and Care

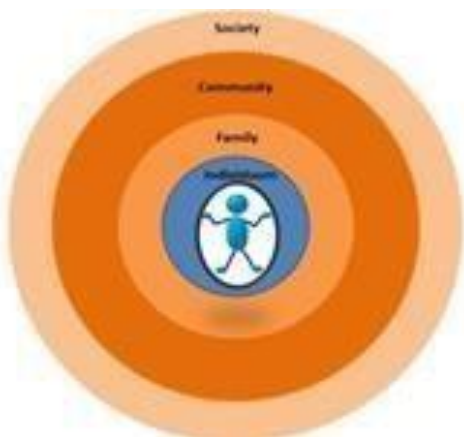
Group 2: Psychosocial Wellbeing

Group 3: Psychosocial support interventions

For Community Members:

Ask the participants to explain psychosocial wellbeing. Note: Try to find a locally adapted description of the term, e.g. by asking the participants to visualize what a good life for their children would mean.

2. Give 5 -10 minutes to the groups to clearly define the definitions of the terms within their group in a manner which is simple and could be used with beneficiaries. Then, each group should be given 5-10 minutes to present their definitions of the terms in the larger group. Encourage other groups to challenge these definitions in order to promote debate about the term's true meaning
3. Conclusion



Facilitator Notes

WHO NEEDS PSYCHOSOCIAL SUPPORT? AND WHAT KIND OF NEEDS DO INDIVIDUALS HAVE?

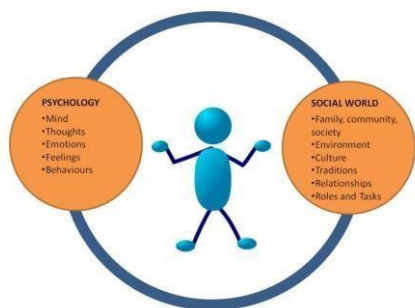
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Everyone needs psychosocial support because we all have social, emotional, and psychological needs. However, we need to pay extra attention to people who have had trouble for example loss (dear ones, jobs, or property), grief, the death of a loved one, physical and sexual violence, displacement, rights violation or any of the other difficult situations. Others who need special attention are people who live in difficult circumstances, such as poverty; those who have a lot of stress; adolescents who are going through change; and people who may be involved in alcohol and substance abuse. Anyone who experiences the psychological, social, and physical reactions mentioned above will need psychosocial support.

Human beings have various needs including:

- Physical needs like food, shelter, health office space, health care, safety, etc.
- Emotional needs like need for love & affection, appreciation, acknowledgement, comfort whenever in problems/ hardship, etc.
- Social needs like need for friendship, interaction, acceptance, family & community networks/ structures, recreational activities for social bonding, etc.
- Spiritual needs like belief/ value systems, instilling good moral values & affiliation, etc.
- Economic needs like absence of extreme poverty, assured means of livelihoods, etc.
- Political /Association needs like participation in decision-making, absence of racism, religious and gender tolerance.
- Mental needs like education, cognitive development

A change in our social world or environment produces an emotional and behavioral response in us. This influences how others experience us as well as how we relate to our environment and those in it. There is a dynamic relationship between psychological and social effects of experiences. They are continually influencing each other:

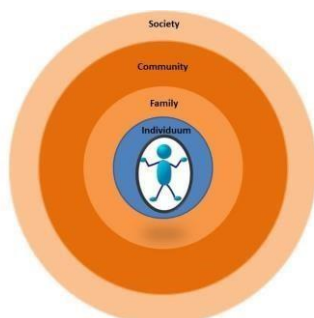


WHO PROVIDES PSYCHOSOCIAL SUPPORT?

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Under normal circumstances the interaction between individuals and their families, communities and other services in the immediate environment are sufficient to enable a person to have psychosocial wellbeing. However, there are many stressors or risks to families and communities, which result in breaks in the circles of care. Some of these are disease, conflict, poverty and many rights abuse issues. In most cases, individuals are able to recover to normal functioning when individual and immediate family and community support are functional. Only few need specialized services (see also psychosocial support pyramid on page 22).

The circles of support are composed of the individual, the family, community, government services, broader government programs and the general socio-political and socio-economic environment.



Potential sources of 'support' are...

a) Individual:

E.g. talking with others; Use of life skills, such as problem solving and being able to access required resources

b) Family/ Friends:

E.g. Support and care by family and/or friends; Cohesive and supportive organizational environment; Sharing with others who have had similar experiences; Group activities, e.g. using the Female Mentorship groups

c) Community/Society:

E.g. Participation in community or religious/organizational activities; Living in a community that is cohesive, tolerant and provides social support; Existence of security and basic needs met; Use of social and psychological services

KEY TERMS

Some terms are important because they are frequently used in psychosocial support work.

Psychosocial

The term 'psychosocial' is used to explain the way psychological and social aspects of the person are inseparable, with each continuously influencing the other so that it is impossible to tease them apart (The Paris Principles, 2007; UNICEF, 1997).

The term 'psychosocial' underlines the interdependent relationship between psychological and social effects of an event:



«**Psycho**» refers to the psyche or the «soul» of a person.

It has to do with the inner world – with feelings, thoughts, desires, beliefs and values and how we perceive ourselves and others.

«**Social**» refers to the relationships and environment of an individual.



It includes not only the material world but also the social and cultural context in which people live, ranging from the intricate network of their relationships to manifold cultural expressions to the community and the state.

The inner world (psycho) and the outer world (social) influence each other. In short, «psychosocial» deals with the well-being of individuals in relation to their environment.

Psychosocial Support (PSS)

Psychosocial support is the total help given to an individual or communities which takes into account the psychological (or unseen aspects) of a person and his or her social life. It gives the individual skills to cope with stress or difficult situations, but also the emotional intelligence/energy to act which is usually a precondition, inter alia, for participation. Psychosocial Support (PSS) can be described as an integrated ongoing process of meeting a person's physical, social, emotional, economical, mental, and spiritual needs, all of which are considered essential for meaningful, positive human development and co-existence.

PSS therefore helps individuals to have a sense of self-worth, belonging and it helps them acknowledge that they are important individuals who can learn, develop life skills, participate in society, and have faith for the future. PSS strengthens individuals and communities in dealing with the challenges they face and ensures their active participation in coping with the difficulties.

The following aspects of psychosocial support are important to note:

Opinions Leaders Module

- Effective psychosocial support enhances individual, family and community competencies and positively influences both the individual and the social environment in which people live. It draws on individual and community strength. Hence, it strengthens resilience, which leads to thriving.

The following aspects of psychosocial support are important to note, cont'd:

- PSS embodies values, principles, actions, hopes and dreams that people have for themselves and for the Wellbeing of one another, including vulnerable persons and groups such as families and communities.
- PSS is expressed through caring and nurturing relationships that communicate understanding, unconditional love, tolerance and acceptance.
- PSS is about day-by-day, consistent nurturing care and support that is expressed through family and community interactions that occur in everyday life.
- PSS does not have to be an expensive project – it is more about giving your time and attention. In addition, it is never a stand-alone.
- Psychosocial care and support is about supporting individuals, families and communities to improve their psychosocial wellbeing.

Psychosocial support interventions and programs

These are activities, or services organized and provided in order to strengthen the everyday care and support provided in trusting relationships.

Psychosocial support interventions include activities like:

- Counseling, or supporting relationships
- Support groups, male mentorship groups, women's support groups, VSLA, or counseling groups, church groups, burial, fun etc.
- Succession planning & memory work
- Recreational engagement groups

Psychosocial wellbeing

Psychosocial wellbeing is about the connections between the individual, family, community and society ("social"). It is about how an individual feels and thinks about him/herself and about life ("psycho"). It is often linked to the African concept of "Ubuntu" – "I am, because we are and we are because I am". Such wellbeing includes many different aspects of life, such as physical and material aspects, psychological, social, cultural and spiritual aspects. The focus of psychosocial wellbeing is not just on the individual, but households, families and communities.

Key elements of psychosocial wellbeing are:



Activity 03: Psychosocial Programming Principles

 **Time Required:** 60 minutes

 **Methodology:** Role Play; buzz groups

 **Materials and Preparation:** Flipchart with psychosocial programming principles



Steps:

Alternative 1 to be used with NGO staff:

1. The activity builds on the definitions of the beneficiaries' needs. It addresses the questions how a NGO worker should/should not behave when working with a community. What can they do to support the communities? What shouldn't they do?
2. The participants form two groups, A and B.
3. Ask the participants to organize a role play to depict behaviors of respect and empowerment when engaging with communities. One group will present positive behaviors and attitudes of NGO workers when working in the communities, the other group will present the contrary, negative behavior. Participants should draw on their experiences and imagination of good and bad implementation of projects. Give 15 min to prepare the role play and 10 minutes for each group to present. As well as providing the class opportunity to comment on what mistakes might have made, or what was successful in each role play.
4. Discuss in plenary and note the main results on a flipchart.

Guiding questions:

- What can community workers do to support the community beneficiaries?
 - How should they behave?
 - With whom should they collaborate? What is their attitude?
5. Link the discussion results with the psychosocial programming principles through a presentation of the flipchart with principles (15min)

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6. Ask the participants what strategies they would use to incorporate these principles in their own organization's work. Let them share in buzz groups, i.e. exchanging informally with their direct neighbors. Afterwards, ask for a few short examples in the plenary. (10min)

Alternative 2 to be used in the communities:

1. Based on the knowledge on beneficiaries' needs from the former exercises, this exercise helps the community to define what attributes they would desire for a person that they can contact or seek support from. What kind of characteristics or qualities must this person demonstrate?
2. Ask participants to form two groups A and B.
3. Organize a role play to depict behaviors of respect and empowerment when engaging with communities. One group will present positive behaviors and attitudes of a supportive person; the other group will present a person that behaves in a contrary negative way. Give 15 min to prepare the role play and 10 minutes for each group to present.
4. Discuss in plenary.

Guiding questions:

- What qualities/attributes relate to a supportive person?
 - How should they behave?
 - With whom should they interact?
 - How can NGO workers build trust in the community?
 - What should the goals of NGO workers be for working with the community – please define explicitly?
 - What are the most common mistakes made by NGOs when building relationships with a community, and what are often the ramifications of these mistakes?
 - How can NGO workers demonstrate accountability for their actions in the community?
5. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
 6. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take Home reflection

Make a flashback of key points discussed in the session.
Where can one get psychosocial

Key Learning Points

- It is important that individuals develop supportive qualities. **One Facilitator Notes**

There are six core Psychosocial Programming Principles:

1. Human rights and equity and non-discrimination



Development worker and Humanitarian actors should promote the human rights of all affected persons and protect individuals and groups who are at heightened risk of human rights violations.

2. Participation



Development worker and humanitarian action should maximize the participation of local affected populations in any response. They should involve local communities and stakeholders in all steps of the intervention (incl. vulnerable populations and NGOs representing them).

3. Do no harm



Development worker and Humanitarian aid is an important means of helping people affected by emergencies, but aid can also cause unintentional harm. Work on mental health and psychosocial support has the potential to cause harm because it deals with highly sensitive issues. As development worker and Humanitarian actors we should remain alert to possible adverse effects at all stages of the intervention and may reduce the risk of harm in various ways, such as:

- Participating in coordination groups to learn from others and to minimize duplication and gaps in response;
- Designing interventions based on sufficient information.
- Committing to evaluation, openness to scrutiny and external review;
- Developing cultural sensitivity and competence in the areas in which they intervene/work;
- Staying updated on the evidence base regarding effective practices;

4. Building on available resources and capacities



All affected groups have assets or resources that support mental health and psychosocial well-being.

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5. Integrated support systems



Activities and programming should be integrated as far as possible. The proliferation of stand-alone services, such as those dealing only with rape survivors, can create a highly fragmented care system.

6. Multi-layered supports



A key to organizing mental health and psychosocial support is to develop a layered system of complementary supports that meets the needs of different groups. A pyramid (see below) may illustrate this. All layers of the pyramid are important and should ideally be implemented concurrently.

Intervention Pyramid for Mental Health and Psychosocial Support in emergencies



The above pyramid displays the four main layers of psychosocial support in emergencies. It represents the response suggested according to the specific impact that incidents/emergencies have on affected persons.

1. Basic services and security. The well-being of all people should be protected through the (re)establishment of security, adequate governance and services that address basic physical needs (food, shelter, water, basic health care, control of communicable diseases).
2. Community and family supports. The second layer represents the emergency response for a smaller number of people who are able to maintain their mental health and psychosocial well-being if they receive help in accessing key community and family supports. In most emergencies, there are significant disruptions of family and community networks due to loss, displacement, family separation, community fears and distrust. Moreover, even when family and community networks remain intact, people in emergencies will benefit from help in accessing greater community and family supports. Useful responses in this layer include family tracing and reunification, assisted mourning and communal healing ceremonies, mass communication on constructive coping methods, supportive parenting programmes, formal

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and non-formal educational activities, livelihood activities and the activation of social networks, such as through women's groups and youth clubs.

3. Focused, non-specialized supports. The third layer represents the supports necessary for the still smaller number of people who additionally require more focused individual, family or group interventions by trained and supervised workers (but who may not have had years of training in specialized care). For example, survivors of gender-based violence might need a mixture of emotional and livelihood support from community workers. This layer also includes psychological first aid (PFA) and basic mental health care by primary health care workers.
4. Specialized services. The top layer of the pyramid represents the additional support required for the small percentage of the population whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning.

Adapted from: Inter-Agency Standing Committee 2008: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.

Session 3: Building and Redefining Agency



I. SUGGESTED TIME:

5 Hours 15 minutes

II. OBJECTIVES:

- An understanding of how to critically reflect and re-define one's agency to become a leader for change.
- Ability to apply tools and approaches to critical thinking and cooperation to enable an environment conducive for women to become leaders of change and men/boys to proactively support their women/daughters/sisters/mothers etc. as well as advocate to other men/boys about the need and means to engage in gender justice work

III. ACTIVITIES:

Opinions Leaders Module

Activity 1: Take-Home Reflection

 **Time required 30 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share




Steps:


1. Welcome everyone to the session. Ask participants to share anything new since the last time
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. Where can one get psychosocial support?
 - b. Give examples of where we get psychosocial support in your community.


Activity 2: Women Leadership

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Build an understanding of the contextual issues that surround WL/EMB.
- b. Draw on their own experiences and discuss leadership experiences.
- c. Understand that each is a leader in their own right and that leadership is not limited to formal leadership.
- d. Explore the strengths, challenges and opportunities that exist for individuals to practice transformative leadership.
- e. Establish a definition of leadership with a range of leadership types: community, cultural, political, social/economic
- f. Practice story telling as a powerful tool for facilitating transformative change
- g. Express stories of change in visual form/drawing

 **Time Required:** 2 hours 15 minutes

 **Methodology:** Speed Dating, Story-telling

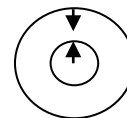
 **Materials and Preparation:** Markers, flip chart, space to make one inner and one outer circle, masking tape, Sheets of A4 paper.

Part I: Exploring one's own understanding and experience related to Leadership and Gender Justice Work 1 hour 15 minutes



Steps:

1. Ask participants to number off as 1 and 2. The 1's take their chairs and form a circle in the center of the room facing out; the 2's form a circle around them facing in so that everyone is sitting across from someone else at comfortable conversational distance¹. See Figure 1.
2. In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There is normally time for 3 or 4 rounds.
3. After each question, call for highlights of the conversation to be shared aloud for the whole group. *Figur*



¹ Requires an even number of people; if group is uneven, a trainer joins the exercise or one set of partners has three people

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4. Between questions, ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.
5. As a group discuss what taking on leadership roles can do for self-confidence, how taking on a leadership role can change community group/dynamics, and what the value of doing so might be. Further, discuss strategies for how one might take on a leadership role, and manage those who are uncomfortable with a woman taking on a leadership role. Finally, discuss what the group thinks will happen if women chose NOT to take on leadership roles in their communities.

Questions for discussion:

- From your personal experiences (your home, with peers, circle of friends, work/community engagements) share an experience in which you took on leadership and how it made you feel?
- Share a challenging experience in which you contributed to bring about transformation. What made it successful?
- Reflecting on your work in the communities, share how your work enables women and girls' leadership
- What would you do differently in order to scale up Engaging men and boys' interventions in your communities?

Key Learning Points

- Recognize that leadership is about specific goal - that we are all taking on but that there are also

influencing others towards a leaders. We must recognize that there **Part II: Understanding Leadership through stories of empowerment and leadership**
1 hour 15 minutes



Steps:

1. Participants are split in 5 different groups
2. Explain that leadership can be defined in a broad range of contexts – political, economic, social, community, family/house-hold level etc.
3. Probing questions are prepared by the facilitator and presented to the groups (see below).

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4. Ask participants to reflect as individuals about an example of a woman leader they know, they have interacted with.
5. Share their experience within the group and agree on an image, metaphor, symbol, cultural element, item, visualization that best expresses the kind of leadership that is portrayed
6. Participants discuss the qualities of leadership in the group
7. Each group develops a story that depicts leadership story of change and they draw that story
8. Participants share the key qualities of leadership as identified in the group by telling a story of leadership, including the encountered challenges, draw-backs and changes accomplished for the community.

Probing questions:

- Do the qualities discussed apply to both men and women? Can women and men be leaders without being in formal leadership positions?
- What difference do women make as leaders' indifferent spheres-political, economic social-cultural?
- What difference do women make as leaders in promoting gender equality and social justice in their communities?
- How does presence/absence of women leaders affect the women empowerment roles that organizations play in the community?
- Are there practices /policies that currently support and promote women's transformative leadership? How can these be encouraged/supported?

Key Learning Points

Leadership Types:

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Autocratic leadership-is task oriented, convincing and aims at communicating a vision, with an aim to conceive strategic objectives.

Transactional leadership is associated with transaction between leader and follower. It is based on reward of the subordinates' work.

Key Learning Points

- Story telling is an ancient practice (oral history) that allows one to share knowledge with content and emotion. We can share that side of the story of what we know. Story

Transformative Change in Gender Equality and

🕒 **Time required** 2 hours 15 minutes

🧑 **Methodology:** Role play, Appreciative Inquiry, Individual and group self-reflection

✍️ **Materials and Preparation:** Whiteboard or poster paper and markers, staging role-play, sheets of A4 paper, Idea cards for each participant, Flip chart, masking tape

PART I: Act like a Man/ Act like a Woman

1hour



Steps:

1. Women and men split up in same sex groups.
2. On two separate flip charts, draw Man box and Women box.

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3. Ask participants if they have ever been told to act like a man/woman based on their gender identity/sex?
4. Ask participants to share experiences among each group in what context this happened. Why were they told this by the individual? How did it make you feel?
5. Inform participants that we are going to look closely at the 2 phrases/expectations “act like a man” and “act like a woman”, and see how society makes it difficult to be a man/woman.
6. Ask Women to act out a role play of what they understand when they hear one being told to “act like a woman” while the men act the impression they get when they hear one asked to “act like a man”. Suggested context: At a wedding or when making an important family decision.
7. Each group should discuss what this means – expectation, how they act, behave, relate....
8. Each group should prepare a small role play on a situation what it means to act like a woman (for the women’s group) and to act like a man (for the men’s group)
9. After the role plays, ask participants for key characteristics identified and write these in the “women” and “men” boxes.
10. Next, draw another table that includes columns representing men and women. Label it: “Transformed Men/Women.” Ask the participants to list characteristics of men who are “living outside the box.” Record their answers. Once you get seven or so responses, ask the same about women who are, “living outside the box.”
11. Once you have brainstormed your list, initiate a discussion by asking the questions below.

Questions for discussion:

- i. Can it be limiting for a man or woman to be expected to behave in this manner? Why?
- ii. Can women actually live outside the box? Is it possible for women to challenge and change existing gender roles? What happens when men or women choose to break away from these gender expectations?

Key Learning Points

- Increasingly, arguments for Gender and development (GAD) approaches are proposed as a cornerstone for addressing gender inequalities. The

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- iii. How can you in your own lives, challenge some of the no equitable ways men and women are expected to act and make it easier for men and women to live outside of these boxes?

implementation of masculinities
/engaging men/boys will provide a

holistic approach to help confront
gendered issues in women and men
lives.

- Men's lived realities too are not static and are constantly changing- economies, social structures, household. Men do not live up to

Part II: Appreciative inquiry as a mean for EMB

45 minutes



Steps:

1. Have the difference between problem solving and appreciative inquiry methodology prepared on a poster/flip chart (see table below)
2. Compare and contrast differences with the group
3. Ask participants to reflect and describe a time when they overcame a significant challenge in addressing an inequality in their personal life
4. Discuss what the strengths/success elements were and the details surrounding the experience. Identify the values and factors that helped them overcome the situation/event
5. Ask participants to vision their future and what they would like to achieve in this area based on the skills and strengths they have discussed and discovered

Problem Solving	Appreciative Inquiry
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Assumes a felt need and identifies a problem	Appreciate and value the best of what one has achieved
Analysis of the causes- what caused this problem	Envision what might be- vision of where you want to achieve or attain
Analysis of possible solutions- what should be done to address the problem	Dialogue “what should be” what does it take for me to get there
Action planning (treatment)-what actions will help me overcome the problem.	Innovate –what will be- what should I do to get there

Key Learning Points

- Appreciative inquiry is designed as a tool to help create and support sustainable change by identifying organizational assets/practices to use as models for best practice for others.
- Rather than focusing on and identifying existing problems and

Part III: Identities, values and value based leadership



Steps:

Part 1 - Steps:

1. Ask participants to reflect on the following and write all question on flip chart: **Values** are part of
2. What in your opinion and in relation what makes us who to your we are .Values affect environment defines who you are? everything we think,
3. What has been the influence of your do, say and thus how identity on your personal /professional life? people view us. If we can build self-
4. Distribute the cards and ask each participant to write down the characteristics, roles that define them. Reflect on these characteristics and identities.
5. Ask those willing to share their experiences and draw out diverse characteristics on a flip chart: Characteristics – sex, age, socio-economic status, class, ethnicity, religion, ability/disability.

Part 2 – Steps:

1. Ask participants what values mean to them and capture this on flip chart
2. Ask each participant to reflect back over their personal and professional lives, What have been the values that have guided their choices/actions
3. Each participant identifies 3-5 values that have guided their choices, actions.
4. Ask participants to share experiences of how their values helped them make an important decision and how this influenced/ guided their actions.
5. Ask participants to share an experience when other's values might have had a negative impact on their life. For example, some hold values that all are not equal, or that women should hold no rights and are simply property.
6. Ask participants in pairs to share a situation in which they felt that their values and actions were contradictory, and how this made them feel, how they dealt with this. A few participants may share their discussions

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7. What happens when we cannot live to our values, especially when we are trying to build agency and relations among people/communities? Share in plenary.
8. Using the key learning points below, facilitate a discussion which emphasizes the need to reflect on one's values, align one's values to both personal and group/community/organizational values. Draw on your values to guide your decisions. This is important in strengthening agency, relations and structure.
9. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
10. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take Home reflection

Make a flashback of key points discussed in the session.

Reflecting on your community, why do

Key Learning Points

- Identities are a large part of what makes us who we are and it influences how we see and view the world. For each of us, there may be parts of our identities that are quite public and other parts that we feel unsafe sharing openly with others. This is because we are conscious and sometimes fear people's

Session 4: Introduction to Concept and Tools for Enhancing Self-esteem/Self-confidence



I. SUGGESTED TIME:

3 Hours

II. OBJECTIVES:

- ✓ Have an increased understanding of the tools used to build self-esteem among vulnerable persons including women and girls and therefore able to apply the tools
- ✓ Increased understanding of self-esteem and its relationship with self confidence

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 🧑 Methodology:

✍ Materials and Preparation: Individual work, Pair-share

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Steps:

3. Welcome everyone to the session. Ask participants to share anything new since the last time
4. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a) Why do you think it is important to engage men and boys in gender equality and transformative change? How balance in your community?
 - b) How are men and boys engaged in gender equality and transformative change?



2: Treasure Hunt

Time Required 30 min

 **Methodology:** Treasure Hunt



Steps:

1. Ask all participants to stand in a circle.
2. Explain the process: You will call out a value or skill and everyone who thinks s/he has that value /skill stands together in a cluster in the middle of the circle. Demonstrate what you mean: say, "I am looking for people who like to sing! Then, ask all those who like to sing to stand together and briefly chat about why and what they like to sing.
3. Begin to play. Shout out values and allow reflection – change categories often so that participants keep on moving!

According to your context, select values like:

- Grows good crops
 - Knows how to cook well
 - can negotiate good sales prices
 - can make people laugh,
 - is a good listener, can run fast,
 - knows how to treat a cold
 - can put a crying baby to sleep
 - can carry heavy loads
 - knows how to make a stove
 - has a good relationship with her brother / sister / spouses
 - is friendly and kind to all people without discrimination ☐ is a good mediator
 - Knows how solve conflicts.
4. Stop the game and ask participants to sit in a circle. Explain that this game is called 'treasure hunt' because it helps us to identify the skills and abilities of people in the group.
 5. Discuss what happened with the participants. Do not discuss in depth but ask each question and let people answer. Once, one person gives an answer that is similar to the main information, go to next question. (10 min)

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Guiding Questions:

- Who had at least 3 treasures? What does this say about us? (It says that we have a lot of skills and knowledge amongst us! We can do many things. Together we even have more skills together.)

Activity

- Why do we find it hard to think of these skills / abilities as valuable and things to praise?
- Why do we value some skills more than others do? What does this create? (Competition instead of cooperation. It creates exclusion and keeps some people from developing self-esteem easily.)

6. Explain the following without discussion (5 min).

Key Learning Points

- A person who has a good sense of

A person who has no self-esteem

self-worth is able to manage everyday challenges much better. S/he can make decisions and act accordingly.

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association (VSLA) Discussion Guide for Food Security Programs Facilitators Manual



3: Self-esteem of women and men

Time Required 45 min

 **Methodology:** Group discussion, separated in women and men



Steps:

1. For the following small group Discussion, the facilitator should separate participants into male and female groups (20 min):

Discussion Questions for women:

- Who usually has more self-esteem? Men or women? Poor or other households? Why?
- If there is discrimination against a person (like a widow, a disabled person or divorced woman) how do you think this affects their self-esteem? How will that woman feel about herself?
- If a woman is regularly criticized by her husband, mother in law or neighbors, how will this affect her self-esteem?
- If a woman has a low self-esteem, how does this affect her ability to do an income generation activity?
- What are some ideas of things we can do to enhance our self-esteem?
- How can we help other women to have good self-esteem?
- What do we need from our fathers, husbands or brothers to enhance our self-esteem? Is there something we wish they would NOT do, because it makes us feel bad about ourselves?

Discussion Questions for men:

- Who usually has more self-esteem? Men or women? Poor or other households? Why?
- If there is discrimination against a man (like a disabled man) how do you think this affects his self-esteem? How will he feel about himself?
- If there is discrimination against a woman (like a widow, a divorced or unmarried woman), how do you think this affects her self-esteem?
- A man or woman who regularly receives criticism or violence from others, how will that affect their self-esteem?
- If a man or woman has a low self-esteem, how does this affect her ability to do an income generation activity or have good agriculture practice?
- What are some ideas of things we can do to enhance our own self-esteem?

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- How can we help women members in the VSLA group have good self-esteem? How can we help our wives to have a good self-esteem?
2. The facilitators ask both groups to summarize and present what they discussed (20min).
 3. In the plenary, discuss the following questions (15 min).
Final Group Discussion Question:
 - What can we do to help each other build our strengths and believe in our abilities?
 - What difference would this make in day to day life between wife and husband? How will this benefit us as a VSLA or another group?
 4. The facilitator summarizes key points (10 min)

Activity

Key Learning Points

- We all have skills, abilities, strengths – but often we are not aware of them and do not value them. Skills that women have are often especially not valued.
- We can assist each other by

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association

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(VSLA) Discussion Guide for Food Security Programs Facilitators Manual



Activity

4: Build your own self-esteem!

Time required 10 minutes

Methodology: Homework Assignment



Steps:

1. Present one of the following Homework Assignments:

- Do one thing this week to build your self-esteem. You might 'notice yourself' and praise yourself quietly when you do something well, or when you are kind to someone. You can choose anything that helps you feel better about yourself.
- Do one thing this week, to build the self-esteem of your husband, wife, or other family members. You might thank them for something they did for you, tell them you love them, etc.

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association (VSLA) Discussion Guide for Food Security Programs Facilitators Manual

5 Tell others what you like about them

Time Required 15 min

Methodology: Giving compliments



Materials and Preparation: Radio or music player



Steps:

Alternative 1:

1. Play music / sing and ask participants to interact and dance around as the music plays.
2. Tell them to stop when the music stops and pair up with someone even if they do not know that person well.

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Activity :



3. Ask them to tell their partner something positive about them by completing the sentences given below. They may cite their character, appearance, behavior, interests, etc. as long as they are truthful & respectful. After each sentence, the one receiving the complement looks the partner in the eyes & thanks them.

Examples for sentences:

- One of the things I like about you is... •
- A really individual thing about you is...

4. Repeat this 3-4 times.

Alternative 2:

1. Ask participants to attach blank sheets of paper on their backs.
2. Play music / sing and ask participants to interact and dance around as the music plays. While doing so they write positive feedback on the papers of the other participants.
3. When you stop the music they pair up and read what is written on the papers.
4. Ask some volunteers to share some impressions with the whole group. Ask the group how they feel after this exercise.

Key Learning Points

- How others see us influences our self-

6 Positive Nurturing

Time required 20 minutes

Methodology: Giving compliments



Steps:

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Activity :



1. All members sit in a circle. One person is singled out for nurturing. S/he can sit in the middle of the circle.
2. Everyone else in the group states out loud and to that person how and why they value that person in the club/ group or, as friend etc.
3. The nurtured person replies with a 'thank you'.
4. Discuss in the plenary.

Guiding questions:

- How does it feel to say those things to the person?
 - How does it feel to hear and receive positive feedback?
 - Would you like to do this exercise when we get together? Have meetings? How do you think it affects self-esteem?
5. Close with a decision about continuing and choosing a person for nurturing for the next time.

Key Learning Points

- Self-esteem is such an important

part of each of us. Yet we do not

7 Give and accept compliments

Time Required 10 min

Methodology: Giving compliments



Steps:

1. Ask the participants to face & look at the person next to them. One is "A" and the other is "B".

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Activity :



2. “A” gives “B” a compliment – for example, “you are absolutely, undeniably a “remarkable person/student/etc.”.
3. “B” responds with “thank you” or “you got that right honey!” (Whichever feels most comfortable).
4. Reverse it
5. Discuss in the plenary: What was that like? Giving the compliment? Receiving the compliment?

Key Learning Points

- How others see us influences our

8 Self-esteem and attentive listening

Time Required 30 min

Methodology: Attentive listening



Steps:

1. Form two rows. In one row, all participants are A, in the other row B. First, all A will talk to B for 3 minutes. B will only listen. Then, all B talk to A for 3 minutes. A will only listen.

Guiding question for A & B:

Think of a moment when you felt very confident. What was the context? How did it feel like? How did you behave? What was your body language? What did others do to make you feel confident?

2. Introduce the subject of self-esteem and self-confidence and discuss in the plenary in reference to the exercise just concluded (20 min):

Activity :



Guiding questions:

- What is self-esteem?
- Why is self-esteem important?
- How can self-esteem be enhanced?
- What is the relationship between self-esteem and self-confidence?

3. Conclude with key learning points.

Key Learning Points

□ Self-esteem is composed of your perception of yourself, how you think others perceive you and how others see you.

9 Self-Compassion

Time Required 10 min

Methodology: Self-reflection



Steps:

1. Ask the participants to make a fist and squeeze tighter and tighter. Until you tell them to release. They will feel how their body relaxes and how they can focus on their environment again.
2. Based on this, do a reflection exercise: Ask the participants to close their eyes and think of an experience when they have criticised themselves for having done something the wrong way. Then, lead them through the following steps.

Activity :



3. Ask them to take a few slow and deep breaths, to scan their body for any tension and slowly release that tension until they feel relaxed.
4. Then, they should go back to the time of the experience. They should imagine themselves back in the situation when they did something they regretted afterwards. They should reflect on where they were, how they were dressed, how the environment was like, who was there, what was spoken.... “What feelings did you have? What are your current feelings?”
5. Still seeing the scene, they should ask themselves:
 - What were my reasons to act like I did? What were my needs behind my action? What was I thinking? What influenced me?
6. Now they should accept and forgive themselves for what happened. Staying focussed on that image of themselves in the middle of the event, they should tell the person they were at this moment: “I wish this hadn’t happened, but I had my reasons. I accept myself without judgement. I accept myself at that moment. It is over, I can forgive myself”
7. Ask them to let this sink in and try to really feel each statement as they practice compassion for yourself.
8. If they want, they can now symbolically let go of the memory – by either making a ball of the memory and throwing or kicking it away, by letting it fly like feather or a bird or by any other gesture.
9. As a group discuss what it feels like to forgive yourself, and how this can help you grow from your mistakes. Further, discuss whether if forgiving yourself is always enough, and when it is useful to tell others that you made a mistake, and that you are sorry for this.

Key Learning Points

□ The essence of self-esteem is compassion for yourself. This means forgiving yourself when you make a mistake and not having unreasonable or



Activity 10: Journaling Self-Esteem Tool

Time Required: 10 min



Methodology: Journaling



Materials and Preparation: Paper and pen



Steps:

1. Journals to improve one's self-esteem can be done in a group or individually, for those able to write and read. Facilitators can also ask the participants to do it as a regular selfreflection exercise without writing it down. Journaling can be done on a daily basis or periodically.
2. Introduce the journalizing self-esteem tool by explaining: *Journaling helps one to become more confident and secure with yourself. They help one to get to know yourself at a deeper level. When you journal, you tap into different states of mind that help you become clearer about your desires and the person you want to become. The more often you journal to improve self-esteem, the better your relationship with yourself will be.*

For journaling, you can use a prompt like: "I felt proud when..."; "Today I accomplished..."; "Something I did for someone...". If you do not have a prompt, you could just reflect on the day through writing which can be incredibly helpful too.

Possible Journal Prompts for Reflecting.

- What went well today? Can you think of five things?
- What was challenging for you today and what did you learn about yourself from that experience?
- What did you enjoy about today? Can you think of particular experience or examples that made you happy during the day?
- What are you grateful for? Can you think of 10 people and/or things that you have gratitude for today?
- What do you want to feel tomorrow? What do you desire for yourself tomorrow?
- Who made you feel good this week? What did they do or say?
- Is there anything you did this week that you wish you had done differently? What did you learn about yourself from this mistake?
- How did you surprise yourself this week? Did you do something the old you would have never been able to do?
- What did you do this week that moved you closer to reaching your goals?

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- What did you enjoy doing this week?
- What did you learn this week?
- What makes you unique (positive comments only, please)?
- Write your body a letter thanking it for all it does for you.
- Make a list of things you want to do before next year.
- Make a list of your best character traits.
- Make a list of your accomplishments; go through your life span and list 5- 20.
- What are you good at?
- How would your best friend describe you?
- What would you do if you knew you could not fail?
- Who are your role models and why? How are you on your path to be more like them?
- What would you do with your time if money were no object?
- If you could become an expert in any subject or activity, what would it be?

Adapted from Emily Roberts 2015: Express Yourself

3. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
4. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take Home reflection

Make a flashback of key points discussed in the session. Referring to the key elements



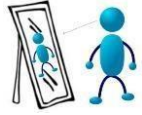
in **Facilitator Notes**

Self-esteem, which can also be referred to as self-regard, self-value or self-worth. Self-esteem reflects a person's overall personal emotional evaluation/ sense of their own self-worth or value (of his or her own worth). It is a judgment of oneself as well as an attitude towards the self.

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Self-esteem is composed of three layers:



The first layer is how you see yourself. This is also called self-perception.

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The second layer is how you think other people see you.



The third layer is how other people actually do see you. This is also called social perception.

Abraham Maslow's hierarchy of needs, depicts self-esteem as one of the basic human motivations. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization.

Self-esteem refers to how you feel about yourself overall; how much esteem, positive regard or love you have for yourself. It means being happy with oneself, believing in oneself and one's abilities, and valuing one's self and one's opinion even if not conform with others.

Self Confidence, on the other hand, is the self-assurance arising from one's appreciation of and trust and belief in one's abilities". Self-confidence is how you feel about your abilities and can vary from situation to situation.

Self-esteem can be seen in the followings way:

- Physical appearance, which includes a sense of competence at certain tasks. A competent person is able to say: "I can" and "I am".
- Expressing a personally held value system is also a part of self-esteem, for example being able to say: "I am honest", or "I believe in Christian values", or "I am child of Allah", no matter what other people say about you.

However, identification with a set of values can also be harmful – to the individual, and to the social and physical environment, for example someone feeling superior to another person because of race or gender.

Many women, especially those who are in female-headed households or have some other social stigma, have low self-esteem. This comes from the devaluing messages they got when little girls, girls are worth less than boys are. It comes as well from messages they receive later throughout their life: that only women who are married are good woman; that a woman whose husband abuses her must have done something 'wrong' to deserve the abuse; that only women who are mothers are good women.

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People with low self-esteem can become very isolated and struggle to achieve their dreams for their life.

- Low self-esteem makes it difficult for vulnerable persons to communicate and express their ideas, since they may believe that their ideas are not important.

Significance of self-esteem for psychosocial well-being:

- Having high self-worth operates as a protective factor.
- Having self-worth creates energy for life. It is the basis for decision-making, assertiveness and learning.
- It is central to identity-build it in individuals.
- It is important for self-care.

Session 5: Business Management

I. SUGGESTED TIME:

3 Hours

II. OBJECTIVES:

- ✓ Addresses basic business and management skills
- ✓ Provide information and tips on income generating activities, on managing profits from the VSL program and on investing VSL benefits, etc.
- ✓ Present detailed, practical information about the structure, purpose, and objective of the VSL program, as well as about what the women do in the VSL groups, what they learn, and how VSL involvement affects them and their families.
- ✓ Create awareness about the differences between sex (biological roles and differences) and gender (social differences and roles)
- ✓ Define important terms, such as “gender”, “sexuality”, and “gender equality”, among others.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

 Time required 30 minutes 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Ask participants to share anything new since the last time
2. Invite participants to share their reflections about the Take-Home Exercise. Participants share with the rest their own journalizing self-esteem

Activity 2: Introduction of the VSL

 **Time Required** 1 hr. 40mins

 **Methodology:** Quiz

 **Materials and Preparation:** papers



Steps:

1. Ask several questions about VSL, including;
 - What do VSL members do during a meeting?
 - What are the rules of the VSL?
 - How much can a person save and how large a loan can a member take out?
 - What is the loan used for?
2. Pay attention to engaging men in providing answers but also give chance to women to share their knowledge.
3. Summarize the key features of the VSL, and add comments on the details.
4. Ask partner-participants to discuss at home (homework) ways that the man can support his wife to make her involvement in the VSL more successful.

Activity

3: What is men's role in VSL and how can they support their partners to do business in the VSL

 **Time Required** 2 hrs. 30mins

 **Methodology:** group work, open group discussion

 **Materials and Preparation:** Flip charts, markers

 **Steps:**

1. Explain that we are now moving on to explore how different in our society are expected to behave.
2. Ask participants to break into mixed groups of 3 or 4 and give each group some flip-chart paper.
3. Have participants discuss how men are supposed to behave in their families, among peers, in the community, and in the second to note what they are expected to say and do, or not to say and do, in partner relationships.
4. After the participants have done this, give them more flip chart papers and ask them to discuss how women are expected to behave in their families, among peers, in the community and I relationships. Again, have them divide the paper into two columns. In the first column, ask them to note how people expect women to behave in the family and community, and in the second to note what they are expected to say and do, or not to say and do, in partner relationships.
5. After a few minutes of small group discussion, ask the participants to form a large circle and share their ideas with the larger group. Use the questions below to help facilitate a discussion among the larger group. Note that some of these questions are for the men only. **Discussion**

Questions:

- i. What are the main differences between the ways men and women are expected to behave in your community and your families?
- ii. How do these differences affect your daily lives? iii.
How do these differences affect your daily lives?
- iv. How do these differences affect your relationships with your family and partners?
- v. How do these differences affect the way to do business, make decisions or spend money and loans?
- vi. How does being men and being women differ from the time of your parents?

Activity

- vii. How does being men and being women influence VSL activities?
 - viii. Why have VSL activities mostly focused on women?
6. Explain to participants that through men's lives, they receive messages from family, media, and a society about how they should act as men and how they should relate to women and other men. It is important to understand that although there are differences between men and women, many of these differences are constructed by society and are not part of our inborn nature or biological make up. Even so, these differences can have a fundamental effect on men's and women's daily lives and relationships. They place different pressures on us, as well as provide us with different opportunities. Sometimes we are under pressure to behave in ways that we do not want to, ways that don't make us happy and that may undermine our ability to achieve our goals in life. Generally, men are privileged and have control over their relationships with women, but they may have other disadvantages. Men may be expected to be strong and tough and, for example, to drink a lot and settle arguments with a fight. However, some men do not want to behave like that and would rather help their mothers or grannies at home; they may be called names for doing this. Women may be expected to be submissive and to help most at home. This can make them feel happy if they receive appreciation for the work they do, or very unhappy because they feel they have few options and little control over their life. Many of these rigid gender stereotypes have consequences for both men and women, as you will be discussing throughout these sessions. As the men participants become more aware of how some gender stereotypes can negatively impact their lives and their collaboration with women, they might think constructively about how to challenge the stereotypes and promote more positive gender roles and relations in their lives and communities.
7. Ask the men to identify activities that they do at home or outside in the community but which traditionally (normally) have been or are done by their wives /female partners. They should choose an activity that normally is done by wife because it is considered "female" work but that they as men carry out at times.(homework)
8. Ask if there are any remaining questions about the session, any doubts or confusion, make sure the homework is clear.

4: Business Knowledge – session with an expert

 **Time required** 3 hours

 **Methodology:** group work, open group discussion

 **Materials and Preparation:** Flip charts, markers



Steps:

1. Gather participants in a circle and, one by one, the men share their experiences about the tasks/ activities they are doing that in the past have been done by their wives. Allow 10 to 30 minutes, depending on how many couples wish to present activities identified as traditionally done by women/men
2. Introduce the activity by explaining that it is going to feature an expert and that it will be focusing on practical business skills, including how to save, plan, and manage your income, and how to gather information that will support your income-generating activities (harvest, etc). It will also discuss possible obstacles and challenges that one may encounter while starting and building a business and how to overcome them.
3. Invite the expert for the presentation. (Please consult with the expert prior to the session.) The expert's presentation should explain why it is important to have some income generating activities rather than just waiting for support from family members, neighbors, or the community, or even from the outside. Living dependently on others contributes to poverty. Income-generating activities helps us to be self-sufficient, and to meet basic household needs.

There are Five Core Elements necessary to the sustainability and profitability of incomegenerating activities. Therefore, before starting such activity, one should ask five core questions. They are:

- i. Will people buy my products/services?
- ii. Do I have the skills and knowledge necessary to provide those products/services?
- iii. Do I have money to start and sustain a business?
- iv. Will my products/services bring me profits?
- v. Can the profits help you family to meet basic needs?

What can happen if one does not consider the five core elements? □ There will be not enough customers for your product.

- Your activity will be difficult to handle
- The activity will become very expensive in terms of the first expense needed to start operating.
- There will be no returns
- The activity will not help your family to meet the basic needs

How to identify promising income-generating activities:

Activity

- What opportunities for income generation do they have? (Do they have land, banana trees, money, special knowledge, etc)?
- We must understand existing income generating activities from which we will choose one (these can involve activities, products, or services in your community).
- We must determine what activities, products, or services are already in place/being provided, and what activities, products, or services are missing in the community. Here are a few income-generating activities to think about (the list is not complete but can give ideas):
- Bee-keeping and selling honey, selling meat, carpentry, selling cassava, preparing and selling banana beer (or other drinks such as tea), selling chickens, repairing (shoes, radios, bicycles, etc.), selling firewood and charcoal, grilling fish, breeding goats, knitting by hand, weaving baskets or mats, making pots, selling used clothes, tailoring, growing and selling vegetables

At the end of expert's presentation, participants should have the following knowledge: □

What the income generating opportunities in the community are

- What activities are already in place, and what business could be developed
- How to start, and what is needed to start a business
- How to save money, how to invest, how to make budgets and money action plan □
How to maximize VSL benefits for the entire family

4. Give participants a home work to select at least three income generating activities they might like to develop/ undertake and to prepare a presentation about these activities for the next session
5. At the end of the session, ask if there are any remaining questions about the session or what was learned, any doubts or confusion, makes sure the homework is clear.

5. Building time-management skills and learning task-sharing

 **Time required** 2 hours

 **Methodology:** group work, open group discussion

 **Materials and Preparation:** Flip charts, markers, tape

 **Steps:**

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1. Ask participants to present ideas about income generating activities from the previous homework. Give it 30 minutes
2. Divide the participants into small mixed groups of two or three per group
3. Ask each group to imagine a typical day in the lives of a wife and a husband in their community, and to list, on flip-chart paper, the activities or tasks performed by women and men in a household over 24 hours. For low literacy groups, ask participants to depict the tasks in different ways (through images, drawings, etc.), or make sure that each group has one person who is able to make notes. The participants should also identify each task as paid or unpaid.
4. After about 10 minutes, ask each group to stick their flip chart on the wall. Ask participants to walk around the room and study the work of other groups, looking for what is the same and what is different from theirs. Ask participants to briefly present what they wrote/pictured.
5. Talk about what they are learning about what they are learning about how men and women spend their days.
6. Use the questions below to lead a discussion about women's and men's roles and status in society. Note that some of these questions are for men only.

Discussion Questions:

- What differences do you notice between the ways in which men and women spend their day?
 - Who generally carries out more activities or tasks during the day? Men or women?
 - How do you define work?
 - Which of the tasks or activities are considered work?
 - FOR MEN: what activities or tasks can your wife never do? What activities you as men never do?
 - FOR WOMEN: what activities or tasks can your husband never do? What activities you as women never do?
 - FOR BOTH: think about one or two activities that could be exchanged between you and your wife or husband.
 - If you had more time in the day, what would you use it for?
7. Ask men and women participants to discuss why they do not or cannot do some of the activities traditionally done by the opposite sex. Are there any men in the community who carry babies, cook, etc.? It is recommended that such men be identified. The facilitator can

Activity

then stimulate additional discussion among the men by asking: What do you think about Man X? How does he perform?


8. Explain that women and men do different things throughout the day. Women often work longer hours when we count both their work at home and their work outside the home, and men sometimes have more leisure time. Many of the activities that consume women's time such as cooking, childcare, cleaning among others are however not considered "work" because they are unpaid. Women's time is therefore considered less valuable than men's because they may not earn cash. When women are involved in earning income for the family, they generally continue to have all of the traditional responsibilities within the home. The perception of women's activities as not valuable, as well as women's limited opportunities to earn an income, results in women having less power in the family and the community. In turn, men's roles as the expected breadwinner, authority figure, and protector carry a higher status and give men more power and privileges in society. However, these roles also put considerable stress and pressure on men; men who do not have adequate income or employment may believe they are "failures."
9. For the homework invite husband and wife to choose one activity (household task/responsibility that has traditionally been done by the opposite sex (man takes traditionally woman's task and woman takes traditionally man's task), and to carry out that task for one week. They are asked to report, at the following session, on their experiences and feelings about taking on the new responsibility.

Ideas for men (as inspiration and encouragement for men, facilitators are welcome to use Promundo's photos from the Men Care – Global Fatherhood Campaign;⁹ please see Annex II at the end of this manual):

- To cook for the family; To carry babies/young children
- To play with the children; To pick up children after school
- To feed children; To wash dishes
- To fetch water; To collect firewood
- To make the bed; To wash the clothes

6. Obstacles and challenges to doing business with your partner in the

VSL

 **Time required** 2 hours 30 minutes

 **Methodology:** group work, open group discussion

 **Materials and Preparation:** Flip charts, markers, tape



Steps:

1. Write the word “POWER” in the middle of a flip chart and hangs it on the wall.
2. Ask participants what comes to their mind when they hear the word power. Write their responses around the word POWER on the flip chart
3. Ask participants to group the collected associations into positive powers and negative powers
4. Identify the characteristics of negative power, or abuse of power
5. Explain to participants that each association can be both positive and negative depending on personal experiences.
6. Hang two separate charts on the wall, one showing man and one showing woman (you can prepare two pictures prior to the session).
Both charts are divided into the following categories: sex, children/childcare, money, land and free time.
7. Ask participants to reflect on the following questions: “where do you have power?” Ask men to use one color of paper or marker and women another. They think about those areas in their lives where they as women or men have power or “the final say” about an issue in the household.
8. After all the stickers are used, reflect with the group on the results. Look at which areas have the most stickers; who has more power in each of the listed categories? Encourage participants to consider a few questions:
 - Which areas men dominate and which ones by women? Why?
 - Can you think of examples of family problems caused by the way power is used?
 - How is power related to control over resources like land or money?
 - Do you have any ideas on how to change power inequalities? How would it be to give up power?
9. After 5 minutes of discussion using the question above, ask, “who believes in change?” Divide the entire group into two groups: those who believe in equal power between men and women and those who do not
10. Give 3 minutes to the equal power supporters to convince the others.
11. After the 3 minutes, stop the discussion (even if it is very vibrant and active).
12. Following the debate, lead an additional discussion using the following questions:
 - For men: what is the meaning of power for you as a man?
 - Is there a difference between having power as a man and as a woman?
 - Is there a difference in the way power is used by men and women?

Activity

- How does it feel when you have power and when you don't (for example, when your wife has the power in a certain situation or when your husband does)?
- How does it feel when you lose power?
- When have you felt that you have lost power?
- For the men: When you look at the charts, what possibilities for sharing power with your wife do you see?
- For the men: What are the benefits of sharing power with your wife?

13. Ask the men to think about their own power compared to that of other men. Ask:

- How do you see your power compared to the power of other men in the community?
- Which men have power over you?
- How do you feel about this?

Note to trainer;

This activity, with its emphasis on helping men examine how they see themselves relative to other men, is critical for establishing a clear understanding, first, of the extent and impact of men's power over women (and vice versa), and second, of what equality of power between men and women means. Your attitude, neutral, helping to explore is crucial for this exercise. If men react defensively, make clear that the aim of the exercise is to explore and learn, not to judge.

Make it clear that you are not accusing anyone in the room of exerting power over women. Remind the group that you are trying to show how constructive/destructive power can be.

This exercise is for men and women. Both sexes can explore why and how men more often have power over women; why women have less power and why they might give power away to men; and what it is like when a woman has power over a man, or when a man has less power than another man. Explore and debate opinions, and question rigid statements and statements that support abuse of power (abuse and violence).

Be aware that some men (and women) may think that men need to have power over women. If anyone expresses this opinion, remind the group that it is important for each of us to work to create a world where power can be shared and used in positive ways and emphasize that this starts in families and between partners.


14. Give them a homework to make a budget plan for one week with their partners. This is to exercise the ability to share decisions with their partners, in particular decisions regarding money. Explain to the group: you add up all available money and plan, together, how best to spend it (for example, to pay for food or other nutrition items, soap or other everyday household items, drinks, transport, children's needs, etc.)

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15. Ask if there are any remaining questions about the session, any doubts or confusion, makes sure the homework is clear.

Activity 7. How to manage business with your partner/wife, including roles in business, necessary skills, money management and decision-making

 **Time required** 2 hours

 **Methodology:** group work, open group discussion, role plays

 **Materials and Preparation:** Flip charts, markers, tape

“Gender Fishbowl”

1 hour



Steps:

1. Divide the male and the female participants.
2. Ask the women to sit in a circle in the middle of the room facing each other, and the men to sit around the outside of the circle, facing in.
3. Begin a discussion by asking the women the questions listed below.
4. The men’s job is to observe and listen to what is being said. They are not allowed to speak.

Questions for Women

- What is the most difficult thing for you as a woman involved in VSL activities?
 - What do you find difficult to understand about men?
 - How can men support and empower women in their VSL efforts?
5. After 30 minutes, close the discussion and have the men and women switch places. Lead the discussion with the men while the women listen. **Questions for Men:**
 - What do you want to tell women to help them better understand men?
 - What do you find difficult to understand about women?
 - What is the most difficult thing for you to do in support of your wife in her VSL efforts?
 - How can men support and empower women in their VSL efforts?
 6. Discuss the activity after both groups have taken a turn. Use questions below to wrap up the activity.

Discussion Questions:

- What surprised you about this activity?
- How did it feel to talk about these things with others listening?
- For the men: Based on what you learned, what opportunities do you see for supporting your wife in her VSL efforts?
- What have you learned from this activity? How can this help you in your life and in your relationship?

7. Close by explaining that often, our opinions and perspectives about the other sex are informed by stereotypes, and gender and social norms that are reinforced over time by many sources, such as the media or our peers. This often makes it difficult for us to understand the other sex and their needs and concerns. By having a better understanding of the opposite sex and their needs and experiences, we are able to have greater empathy for how they experience gender and how it affects them.

Facilitator's Note:

This is a mixed-gender group of participants so it may be difficult for some, especially when both husbands and wives are attending the session, to speak openly in front of spouses/partners.

Exercise 2: "Trust Me" – Trust exercise between partners

30 min



Steps:

1. Start the exercise by leading the men.
2. One partner leads another, whose eyes are closed, around the room. The leading partner asks the follower how he/she likes to be guided and supported: hand in hand, arms around the shoulders, standing behind, etc. The follower is also invited to indicate what he/she needs to feel supported and guided, what builds his/her trust.
3. The leader should ensure that his/her partner is both safe and feels safe (no jokes, no clashes with others). After a few minutes roles change.
4. To make the exercise more challenging, place some obstacles around the room. The leaders have to guide their partners around these obstacles, guide them to sit, step over, etc.
5. Couples discuss their impression between themselves.

Questions after exercise:

- How was it to be led? How was it to lead? (Explore sense of responsibility as the guide, and trust and sense of safety as the guided person.) Which position was the easiest?
 - Which one was more difficult?
 - Did you feel the power in this exercise, and if so, how did you deal with this?
6. Observe and give feedback about reactions and statements.
 7. Ask couples to make a "plan of action" to support each other as homework.

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How can a man support his partner in her VSL involvement? For example, when the woman is at a VSL meeting, the man can do some work at home; the wife can discuss logistics with her husband and ask him to help at home, e.g., by preparing a meal. Likewise, while the wife is on the way home from the VSL meeting, she can visit a cassava field or run an errand normally assigned to the husband.

8. Ask if there are any remaining questions about the session, any doubts or confusion, makes sure the homework is clear
9. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
10. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take Home reflection

Make a flashback of key points discussed in

11. the session. Reflecting on your community,

Session 6: Laws and policies



I. SUGGESTED TIME:

16 Hours

II. OBJECTIVES:

- ✓ Presenting practical legal knowledge, including information on Rwanda's laws and policies related to land and succession, to gender, and to gender-based violence (GBV)
- ✓ Help participants to share their perceptions about the laws, what these laws mean for them and how they could benefit from it.
- ✓ Learn how to access legal services in a proper way.
- ✓ Educate participants about the roots of violence, calling particular attention to genderbased violence

III. ACTIVITIES:

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Activity 1: Take-Home Reflection

 **Time required 30 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Ask participants to share anything new since the last time
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a) Identify what makes women and men have low self-esteem?
 - b) How can we support each other to boost our self-esteem?



Activity 2. Violence: perceptions and knowledge about different forms of violence

Time required 2 hours 30 minutes

Methodology: group work, open group discussion

Materials and Preparation: Flip charts, markers, tape/clothesline, papers



Steps:

Exercise 1: – Four forms of violence

1. Ask the group to think together about examples of the four forms of violence, and write them on a flip chart.
 - What are some examples of GBV
2. Point out that all these examples have in common is the of power by one person over another related to professional status, to physical appearance, to social (gender) role, etc.
3. Explain that differences in power can be abused as well as used to justify violence. Ask a question:
 - How did unequal power play a role in the examples you gave?
4. Indicate the role of power on the chart and make sure everybody understands the relationship between power and violence.

Exercise 2: “Violence Clothesline”

1. Ask participants to think about situations in which they were the victim, but also about situations in which they used violence against another person. Participants choose examples that still disturb them when they think too much, or when they feel nervous
2. (In case people do not have any examples from their lives, the facilitator asks them to give examples from the lives of people they know – examples they have witnessed. If a participant does not want to disclose his/her own experiences, the facilitator should respect it.)
3. Encourage participants to think about one or more of the four previously discussed forms of violence (physical, sexual, economic, and psychological) that they have been the victims of or that they committed against another person (did something harmful to another person).
4. Give everyone a few pieces of paper. Each sheet of paper represents one experience – committed or experienced. Participants sit and think on their own and write their experiences

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down (in case of low-literacy level, choose one person who can write to be a secretary for the rest).

I

5. Ask participants to drop the papers in a large box. When all papers are collected, the facilitator hangs their papers on the wall (clothesline), one end called “Actors,” another “Survivors” of violence. Participants should not write their names on the papers and the facilitator should encourage participants to not read the papers of their fellow participants.
6. Ask a volunteer to read each experience aloud –and the rest of the participants, by discussing as a group, try to place each experience in one the four categories.
7. Ask the group how it felt to undertake this exercise. If somebody feels offended or touched, give that person time to talk. If nobody wants to share anything, that is okay, too, and you should continue the session. Thank the participants for their courage in remembering and rethinking their own experiences, and emphasize that after this session all the papers with the written memories will be burned and nobody will see them. Idea: taking part in burning the bad memories may help the men to leave them behind mentally as well as physically, and create “space” for new and different behavior. If you plan to do this, burn the papers outside in a pot.
8. Ask if there are any remaining questions about the session, any doubts or confusion
9. As you round up, explain that violence occurs at different levels in society: the State level (violence from armed forces during war, for example), the community level (e.g., violence between ethnic groups and tribes), the interpersonal level (violence in the family and/or between partners), as well as the intra-personal level (violence towards oneself, such as drinking or suicide). Violence is defined as the intentional use of physical force, whether threatened or actual, against oneself, another person, or against a group or community, that results in, or could result in, injury, death, psychological harm, mal-development, or deprivation (WHO, 2002).

Being exposed to violence can encourage the use of violence, consciously and unconsciously. But this cycle of violence can be stopped In this session, we focus on violence that happens in the family and between partners. Violence has many different faces, including GBV. In order to recognize what acts are perceived or experienced as violence, we need to understand the different forms of violence that can occur between partners: psychological, economic, physical, and sexual

For example, a soldier or combatant who came home can be deeply affected by what he saw, and easily start fights with others at home (interpersonal violence). Lead a very quick



discussion (question-and-answer session), asking: Do you know of any ways that violence can be transmitted from one person to another?

Activity 3. Gender-based violence: what it is and how to prevent it

Time Required 1 hour 30 minutes

Methodology: group work, open group discussion

Materials and Preparation: Flip charts, markers, tape/clothesline, papers



Steps:

Exercise 1: “What is GBV?” – A quiz

1. On a chart, write the four forms of violence discussed in the previous activity and asks the following question:
 - Who can give examples of GBV between partners: psychological, economic, sexual, physical?
2. Allow discussion about examples and then continue with the following questions: □ When is an act perceived as violent?
 - What ideas, beliefs, and perceptions in society may fuel violence? (E.g., men have to beat women.)
 - How can a nonviolent relationship contribute to increased profits from VSL involvement?
3. Divide participants into two groups. One group prepares arguments that support each statement below, the other group prepares arguments against each statement below:
 - A husband who has sex with his wife against her will is using his natural power and therefore we cannot call this sexual violence.
 - Sexual violence does not happen between partners.
 - A woman who does not ask her husband for permission to go to the VSL group does not respect her husband, and the husband can force her to stay in the house for a week.
 - Psychological violence cannot be considered a serious offence because it does not hurt.

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- A husband who spends all his money in the bar, without permission of his wife, commits a form of economic violence.
- A woman who talks in public in the presence of her husband is a bad woman and should be called a “bad wife” or a “witch.”
- A husband who allows his wife to spend the VSL savings on her own needs must have been “poisoned” by her; he is not a normal husband.
- A husband who beats his wife when she disappoints him is showing his love for her. This is not physical violence.

Exercise 2: How to stop the use of violence

1. Divide participants into small groups of 2 or 3 people.
2. Ask the groups to discuss how they can stop GBV (in the four forms of violence) and prevent themselves and their neighbors from using GBV.
3. The groups come together and share their findings. Together, the larger group makes a plan of action for educating other families in their village about GBV and supporting community members in efforts to prevent men from committing violence.
4. Give homework to participants to go and ask his wife/partner how she perceives the way he deals with his role as “the boss” or the most powerful member of the household and what she would like to change or to do differently. (Note: only ask and listen. No debate.)



Activity 4. Laws and Policies Knowledge — session with an expert

Time required 3 hours

Methodology: group work, open group discussion

Materials and Preparation: Flip charts, markers, tape/clothesline, papers



Steps:

1. Follow up the homework and have participants discuss the responses they got from their wives
2. Invite the expert for the lecture on laws. It is recommended that the expert provide simple printed materials (brochures or pamphlets) about the different laws in the country.
2 hours
3. Lead an open group discussion to address any remaining questions about the laws, and to allow space for opinions and views about them.

Based on the lecture, the following questions may be asked:

Are the laws and policies clear?

- Which policies or laws are still unclear?
 - Which policies or laws did you know about prior to the session?
 - How do you imagine implementation of the laws will affect your community and/or your family?
4. Ask the couples to discuss the laws and policies and how they can support and implement them in their daily lives as a homework.

Activity



5. Perceptions and Implications of the Laws

Time required 2 hours

Methodology: group work, open group discussion

Materials and Preparation: Flip charts, markers, tape/clothesline, papers



Steps:

Exercise 1: “Implement or not to Implement”? - Discussion panel

1. Explain that the exercise focuses on the question: how can my new insights about GBV and gender-equality laws contribute to the betterment of my life and ultimately to the support of my wife/female partner in her VSL involvement?
2. Create two groups of five men each: “Supporters” and “Opposition” to the new laws. Supporters defend women’s rights and the GBV laws for the benefit of family and VSL activities; Opposition sees the law as too harsh for men and as making it too easy for women to send their husbands to prison; they protest against the new laws and policies and oppose the gender-equality policy as a new way to disempower men.
3. Each group sits facing each other
4. Conduct two discussions of 10 minutes each. After the first 10 minutes debate, the two groups switch - Supporters become Opposition and Opposition become Supporters.
5. After the double debate, bring Supporters and Opposition back together in one group and ask the following questions:

Activity



- What did you learn from the panel and the debates?
 - How can the laws be supported? How can YOU support the laws to keep peace in your family?
6. As a homework, ask participants to discuss the laws with neighbors, male friends, and male relatives in your village, and present the various arguments that support equal rights for men and women as they are defined in the laws.

6. Summary/Wrap-up

Time required 3 hours

Methodology: group work, open group discussion

Materials and Preparation: Flip charts, markers, tape/clothesline, papers



Steps:

1. Summarize in your own words, each session of this session, giving a brief review of the new knowledge presented, the practical information communicated, and the exercises conducted during each session.
2. A suggested activity is Open Discussion, in which you divide the group into pairs and ask the pairs to discuss the following questions: What did you learn in this session that you would like to take home, to work, to your family or community? What new knowledge did you like, and what new knowledge did you dislike? What knowledge would you like to leave here (because it is too difficult, confusing, or uncomfortable).

7. Closing Session

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Activity



Time required 4 hours

Methodology: open group activities, watching a movie **Materials**

and Preparation: screen/projector

Ideas for the Closing Session/Celebration

1. Watch a related movie/documentary on gender, gender equity, or masculinity (to be in local language)
2. Graduating couples have their pictures taken and given to them as a token of their “new partnership”
3. Certificates of graduation/certificates of appreciation for the couples
4. Food and drinks for couples and guests
5. Invitation of local government representatives, gender experts, facilitators of all other groups in the training, representatives of implementing partners, office country/regional directors and managers, dance or drama groups or other performers
6. Invitation of local media (community radio station, local TV, newspaper or other print media)