



THE SILC+GTA FACILITATION MANUAL

*The Savings and Internal Lending Communities
Plus Gender-Transformative Approach (SILC+GTA)*



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About the Authors

WorldFish

WorldFish is an international research organization that harnesses the potential of fisheries and aquaculture to reduce hunger and poverty. WorldFish is a member of [CGIAR](#), a global agriculture research partnership for a food-secure future. WorldFish is leading the implementation of a research-in-development program, in the Barotse Floodplain in western Zambia, called the CGIAR Research Program on Aquatic Agricultural Systems ([AAS](#)). The program recognizes that there are significant gender disparities in access to and control of assets and decision-making within aquatic agricultural systems, and that they greatly reduce people's abilities to harness the benefits of these systems for human well-being. Accordingly, the program seeks not only to integrate gender into other research, but also to pursue research that will help to fundamentally transform underlying gender norms and power relations. To this end, the program adopts an evidence-based, gender-transformative approach that challenges existing unequal gender norms and power relations; promotes power sharing, equal control of resources, equal decision-making, and support for women's empowerment; and creates lasting change at multiple levels.

For more information, visit www.worldfishcenter.org.

Promundo

Promundo, for nearly two decades, has taken a global leadership role in driving the field of evidence-based advocacy, program development, and applied research on engaging men and boys to promote gender equality, improve health, and end violence against women and children. It is an applied research institute with nearly 50 staff members, across offices in Brazil, the United States, Democratic Republic of the Congo, and Portugal, who work to test, evaluate, and advocate for programs and policies that promote gender justice and prevent violence. Promundo works with partners in more than 40 countries to improve the health, well-being, and rights of individuals and communities by focusing on engaging men and boys in gender-transformative approaches. Through structured group education, campaigns, and community action, men and women challenge and question violence, workplace and income inequality, and harmful stereotypes. Policy advocacy ensures that these individual and community changes have national and global impact. Promundo also carries out internationally recognized research, including rigorous evaluation, to measure the impact of this work.

For more information, visit www.promundoglobal.org.

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List of Acronyms

AAS	aquatic agricultural systems
GBV	gender-based violence
GTA	gender-transformative approach

SILC	Savings and Internal Lending Communities
SILC+GTA	Savings and Internal Lending Communities Plus Gender-Transformative Approach

About the Manual

Why is this manual necessary?

The purpose of integrating a gender-transformative perspective into savings and internal lending communities (SILC) is to engage men in SILC group participation and support, and to improve gender relations and decision-making processes for enhanced group performance and financial investments. Savings-group programs have historically targeted women, as there is a long-standing assumption that improving women's access to finance will lead to increases in women's empowerment. Existing evidence, however, shows women's membership in savings (or other types of microfinance) groups does not necessarily translate to women's control over funds, greater investments in production, or increased involvement in income-generating activities with corresponding decreases in unpaid domestic work. To address this concern, a gender-transformative approach (GTA) has been developed to work together with the SILC methodology to challenge harmful social norms and power relations. This Savings and Internal Lending Communities Plus Gender-Transformative Approach (SILC+GTA) works to create pathways through which members can freely invest their time and money in economically productive (agricultural-based) activities, thus leading to better, longer-lasting, and more equitable development outcomes for poor women and men.

Who is the manual for?

This manual is intended for community facilitators who are well trained in gender equality issues and who coordinate savings and internal lending communities in the Barotse Floodplain of western Zambia.

Because of the challenging nature of facilitating group education on these topics in a way that promotes personal reflection, respectful dialogue, and attitudinal and behavioral change, facilitators should participate in a training of trainers and a supervised practicum in addition to receiving this manual. At the beginning of each of the sessions, there are important notes for facilitators that serve as valuable background information for the accompanying activities.

What does the manual contain?

This manual contains 12 activity-based sessions designed for use with partnered and un-partnered men and women in the Barotse Floodplain. Specific topics addressed in this manual include gender and power dynamics, caregiving and shared household decision-making, and gender-based violence (GBV) prevention.

Additionally, this manual includes important references to the "Documentation Tool for SILC+GTA Sessions" that require facilitators to document issues brought up by women and men during the sessions, feedback on homework assignments, and other notes.

What are the manual's objectives?

- Promote positive gender norms that encourage shared financial household decision-making.
- Promote positive attitudes toward gender equality and the understanding of gender equality as a "win-win" for all (women, men, boys, and girls) by deconstructing harmful gender norms.
- Create safe spaces for cross-gender dialogue between women and men in order to build mutual understanding of the challenges (and opportunities) each face in their day-to-day lives.

- Encourage men and women to become involved, active parents who participate in creating gender-equitable households for both daughters and sons, and who foster open, emotional connections with their partners and their children.

What are the manual's principles?

- Women and girls are equals to men and boys. It is important to fully support gender equality and women's empowerment. A more equal world benefits everyone.
- Men can change and have a capacity for nonviolence. When women and men work together, it is possible to find peaceful solutions to conflict.
- Like women, many men are made vulnerable by unhealthy beliefs about masculinity. From a young age, boys and young men are punished both physically and emotionally for not conforming to harmful stereotypes of manhood.
- In order to achieve gender equality, men must be part of the solution.

The SILC+GTA Facilitator Checklist

Use this checklist to ensure that your SILC+GTA sessions run smoothly.

Before the Session

Space

Think about the space where you are holding the session:

Y / N

- ☐ ☐ Is it convenient for everyone to get to?
- ☐ ☐ Is it far enough away from passersby so that they cannot listen in?
- ☐ ☐ (Optional) Does it have plugs for laptops and projectors?
- ☐ ☐ (Optional) Is it close to a place where one can get simple refreshments like tea and snacks?

Attendance

Ensure that couples (or an un-partnered man and woman from the same household) will be attending the session:

Y / N

- ☐ ☐ If this is the first session, did you visit with the couples to invite them to the session?
- ☐ ☐ In the week leading up to the session, did you make one or more phone calls to remind the couples of the upcoming session?

Materials

Prepare the materials needed for the session ahead of time:

Y / N

- ☐ ☐ Do you have the “Documentation Tool for SILC+GTA Sessions”?
- ☐ ☐ Do you have large pieces of paper or a flipchart?
- ☐ ☐ Do you have something to write with, such as markers with sufficient ink?
- ☐ ☐ (For some sessions) Do you have a referrals sheet listing places where participants can seek violence counseling and other social services?

Co-Facilitator

If you have a co-facilitator for the sessions, assign roles and responsibilities ahead of time:

Who will be the note taker? _____

Who will take on the lead facilitation role? _____

During the Session

- ❑ **Do an energizer with the group.** This builds excitement for the day's session and promotes positive group dynamics.
- ❑ **Review the homework.** Make sure to record the feedback in your "Documentation Tool for SILC+GTA Sessions".
- ❑ **Start and end on time.** Many people are busy. However, sometimes issues will arise in the sessions that are so important that they will take much more time than you anticipated. Sometimes, nobody will have thought of them at all. Because of this, you will need to alter parts of the session by asking fewer discussion questions or cutting another activity short. Other times, you may want to extend the session to go beyond two hours. Ask permission from the group before doing this.
- ❑ **Encourage everyone to participate.** This is one of your main jobs as a facilitator. It is up to you to get those who need to listen and those who ought to speak to do so. Encourage people to share their experiences, and learn to identify when people want to speak but may be too shy to say something unless called upon.
- ❑ **Stick to the objectives of the session.** Groups have a tendency to wander far from the sessions' original objectives, sometimes without realizing it. When you hear the discussion wander off, bring it to the group's attention. You can say, "That's an interesting issue, but perhaps we should get back to the original discussion."
- ❑ **Summarize the group's discussion and follow-up actions.** Before ending the meeting, summarize the key points of discussion and decisions that were made. Be sure to summarize the follow-up actions that were agreed to and that need to take place.

After the Session

- ❑ Remind participants about the date and time of the next session.
- ❑ After the "Gender Fishbowl" and other similar sessions that require personal reflection on childhood experiences, pass out the referrals sheet listing places where participants can go to seek violence counseling and other types of social services in their district.
- ❑ Fill out Part 2 of the "Documentation Tool for SILC+GTA Sessions".

Key Definitions

FEMININITIES

How women are socialized and the discourses and practices that are associated with the different ways of being a woman; in short, what it means to be a woman.

GENDER

The socially constructed power relations, roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

GENDER-BASED VIOLENCE

Any harm that is perpetrated against a person's will; that has a negative impact on the physical or psychological health, development, and identity of the person; and that is the result of gendered power inequities that exploit distinctions between males and females, among males, and among females.¹

GENDER EQUALITY

The entitlement of both women and men, regardless of their biological differences, to justice and equality in the use, control, and benefit of the same opportunities, laws, goods, and services in society.

MASCULINITIES

How men are socialized and the discourses and practices that are associated with the different ways of being a man; in short, what it means to be a man.

PATRIARCHY

A system of society or government in which men hold most of the power and women are largely excluded from it.

POWER (TYPES):

“**POWER OVER**” – Control, possession, or influence over others.

“**POWER TO**” – The ability of every person to shape his or her world.

“**POWER WITH**” – Common ground and collective strength with different groups to promote equality.

“**POWER WITHIN**” – The self-confidence and ability to take action and promote positive social change.

¹ Ward, J. (2002). *If not now, when? Addressing gender-based violence in refugee, internally displaced and post-conflict settings*. New York: Reproductive Health for Refugees Consortium, Women's Commission for Refugee Women and Children and the International Rescue Committee (<http://www.rhrc.org/resources/ifnotnow.pdf>).

SEX

Physical and biological differences between men and women, including the different sex organs, hormones, etc. It can also refer to sexual contact, intimacy, touching, and all other activities that make up the richness of sexuality, including sexual intercourse.

VIOLENCE (TYPES):

ECONOMIC VIOLENCE – The refusal to share control over economic resources, creating a dependence of one person on another financially. *Examples of economic violence: not providing money, food, clothes, or medicines; preventing employment opportunities; making women and girls do all the housework; controlling all the money in the home.*

EMOTIONAL/PSYCHOLOGICAL VIOLENCE – Trauma to the victim caused by acts, threats of acts, and coercive or manipulative behavior. Psychological/emotional abuse can include, but is not limited to, humiliating the victim, controlling what the victim can and cannot do, withholding information from the victim, deliberately doing something to make the victim feel diminished or embarrassed, isolating the victim from friends and family, and denying the victim access to money or other basic resources.² *Additional examples of emotional/psychological violence: name calling, threatening, yelling at, intimidating.*

PHYSICAL VIOLENCE – The intentional use of physical force with the potential for causing death, disability, injury, pain, or harm.³ *Examples of physical violence: pushing, beating, pinching, slapping, scratching, biting, choking, using a weapon.*

SEXUAL VIOLENCE – Any contact, act, or behavior perceived to be sexual in nature that is perpetrated against someone's will, or without his or her explicit consent. *Examples of sexual violence: rape; having sex with your partner when he/she does not want to; sexual harassment; child marriage.*

2 Centers for Disease Control and Prevention. Intimate Partner Violence: Definitions (<http://www.cdc.gov/violenceprevention/intimatepartnerviolence/definitions.html>).

3. Ibid.

Session Outline

Session Title	Purpose of the Session
Session 1: The Introduction Session: Exploring Gender	The purpose of this session is to ensure that participants understand the SILC+GTA objectives of the sessions, to promote trust and respect in the group, and to begin exploring the concept of gender.
Session 2: Family Visioning: My Family and Me in 10 Years	The purpose of this session is to set long-term and shared goals that participants would like their families to achieve via the SILC+GTA groups.
Session 3: What Is This Thing Called Gender?	The purpose of this session is to understand the difference between sex and gender and to understand how gender is learned by interacting with others.
Session 4: The Gender Fishbowl	The purpose of this session is to understand how some aspects of gender socialization can harm women's and men's own well-being.
Session 5: Persons and Things	The purpose of this session is to promote participants' understanding of how power inequalities affect well-being.
Session 6: My Parents' Impact	The purpose of this session is to promote men's greater participation in caregiving through reflection on the ways in which childhood experiences impact how men and women care – or do not care – for their own children.
Session 7: My Partner and I: Working as a Team	The purpose of this session is to cause men to reflect on the amount of time they devote to everyday household tasks, as compared to women, and to help them understand the importance of a more equitable distribution of housework to enable greater participation in SILC+GTA groups.
Session 8: Drunk Ball	The purpose of this session is to develop ways to prevent men's abuse of alcohol and other substances – a harmful practice that perpetuates poverty in many households.
Session 9: Supporting My Partner in SILC+GTA	The purpose of this session is to identify specific actions men and other household decision-makers can take to support their partners in the SILC+GTA groups.
Session 10: The Cycle of Violence	The purpose of this session is to understand how violence – including economic violence – is used to control and subjugate women and girls and how this negatively impacts family well-being.
Session 11: What Do I Do When I Am Angry?	The purpose of this session is to recognize the ways in which anger may turn into violence, particularly when discussing money matters within a relationship, and to learn solutions to prevent violence in intimate relationships.
Session 12: The Closing Session: From Violence to Respect in Intimate Relationships	The purpose of this session is to resolve to have intimate relationships based on mutual respect and nonviolence.

Session 1 – The Introduction Session: Exploring Gender

By end of this session, participants will be able to:

- Understand the overall purpose of these SILC+GTA sessions
- Understand how to promote trust and respect in the group
- Understand the values of their fellow group members when it comes to gender

Recommended Time: 2 hours

Materials:

- SILC+GTA Documentation Tool for SILC+GTA Sessions
- Flipchart and markers

Facilitator Notes:

The main challenge in this session will be to promote a safe space where participants feel comfortable sharing their feelings and experiences. The best way to promote this safe space is through the development ground rules (in Part 3). Take time to remind participants of these rules at any point in this or any future sessions.

At the same time, if a participant verbally assaults another participant, or speaks out of turn, do not hesitate to intervene while reminding the group of the ground rules that they all agreed to. In general, remember that the sharing of participants' experiences is the most important ingredient for the success of these groups. They are more likely to change their attitudes and behaviors when they are sharing and analyzing their own experiences and those of others rather than passively listening to the facilitator. Do not be afraid to "step back" and let the participants discuss issues freely.

Preparation:

Pick an area in the community where participants can comfortably sit down in a circle.

Invite the Induna or another important community leader to welcome the group to the first SILC+GTA session.

On three separate sheets of paper, draw three faces: one sad face, one happy face, and one confused face. Hang these on the wall. Alternatively, draw the faces on a dirt floor in different areas of an open space.

Steps to Running the Group

Part 1 – Welcome the Group! (15–30 minutes)

1. As group members arrive, greet them warmly and thank them for coming.
2. Once everyone has arrived, fill out the SILC+GTA Documentation Tool with the list of attendees.
3. Ask the invited community leader to welcome the SILC+GTA group members and speak about the importance of working with both men and women in promoting gender equality and family well-being.
4. Thank the leader for coming.

5. Explain that these additional group sessions – called SILC+GTA – are special because members will discuss how to create communities based on equality in the household and respect. By having these discussions, the SILC savings groups will become more profitable. Higher profit impacts the family in a positive way and promotes greater overall well-being. These sessions will be fun and interactive. This is not a classroom. In these groups, we all sit in a circle because everyone is equal and each opinion is valuable and respected.
6. Ask if any members have questions about the purpose of SILC+GTA.
7. Explain the objectives of today's session.

Part 2 – Ice Breaker Activity, “Who, Like Me?” (10 minutes)

8. Use the activity, “Who, like me...” as the first exercise of the session, which is performed as follows:
 - Have all participants stand up and form a circle.
 - Explain that spontaneously, one by one, participants can move to the center of the circle asking the question, “Who, like me...?” They will complete the question with a detail about their family situation or another personal detail. For example, “Who, like me, has two children?” In this example, all men and women who also have two children would join the person in the center of the circle.
9. As facilitator, start the activity from the center of the circle by asking the question, “Who, like me...?”
10. Encourage others to move to the center and ask their own questions, “Who, like me...?”
11. Thank everyone for participating, and ask them to sit back down.
12. Explain that in this community, men and women have more similarities with each other than differences. In these SILC+GTA sessions, personal experiences and stories will be shared. For this reason, it is important to establish ground rules so everyone knows how to respect each other in the group.

Part 3 – Establishing Ground Rules (15 minutes)

13. Write the following ground rules on a piece of flip chart paper and explain the importance of each one to the group:
 - **Confidentiality** – What is said in this group, stays in this group.
 - **Use only “I believe/I think” statements** – Do not assume that your viewpoint is shared with everyone else in the group.
 - **Practice empathy** – Put yourself in the other person's shoes.
 - **Speak one at a time** – Do not speak over each other. Everyone's viewpoint is important, so we need to make sure everyone is heard.
14. Ask the group, “What other ground rules should the group have to create an atmosphere of openness and respect?”
15. Write these on the flipchart paper.
16. Ask if anyone disagrees by raising his/her hand. If someone feels uncomfortable ask him/her how they can change the rules to make them feel more comfortable.
17. Hang the ground rules where everyone can see them. Explain you will refer back to them at the beginning of every session.

Part 4 – Gender Equality Values Clarification (1 hour)

18. Explain to the group that you will read aloud a few sentences one by one. After each sentence is read, they should walk to the side of the space that best represents what they think. If they agree with the sentence, they should walk to the side with the “happy face.” If they disagree, they should walk to the “sad face.” If

- they're unsure, they can walk over to the "confused face."
19. To begin, everyone should stand in the middle of the room.
 20. Read out any **one** of the sentences below. Repeat it to make sure everyone understood.
 - *"Men should be leaders of the home."*
 - *"A man should feel ashamed if he cannot earn enough money to support his family."*
 - *"A woman's main role is to take care of the home and family."*
 - *"Real men do not cry."*
 21. Ask people to think about the sentence and then walk to the side that best represents their answer.
 22. Once everyone has chosen a side, give them a few minutes to discuss their responses.
 23. Do not respond to their statements with your own opinions. Just listen. However, do look for patterns in the responses. For example, do men tend to answer one way and women another? Share these observations with the group and ask them why they think men and women might have different opinions (or some groups of men think one way and another group of men think another). Encourage participants to pose questions to those who have opposing views.
 24. After each side has had a chance to explain their responses, ask if anyone would like to change their answer. If anyone decides to change sides, ask them what led them to change their mind.
 25. Repeat steps 19 to 24 as time allows.
 26. When time is up, ask participants to sit back down in a circle so you can share the key closing messages.

Homework Assignment

Share one to two things you learned today with one other person either in your family or a trusted friend. Also, consider starting a discussion about gender values with other peers and share any new viewpoints you gained while in today's session.

Facilitator's Closing Messages

- It is important to think more deeply about many of the statements discussed today, such as, "To be a man you have to be tough" or "Women's main role is to take care of the home and family."
- These beliefs can harm the well-being of a family and impact how much they can prosper.
- On the other hand, other ideas about manhood, such as being responsible and respectful, are good ideas that we want to pass on to our own children and family members.
- In this session, we also established rules for respecting each other and confidentiality. We will review these rules every session in order to build trust and safety in the group.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 2 – Family Visioning: My Family and Me in 10 Years

Lozi Proverb

Hold onto it together, because alone you will fail.

By end of this session, participants will be able to:

- Develop long-term shared family visions that they would like to achieve in 10 years
- Understand the importance of working together as a family in order to achieve those visions

Recommended Time: 1 hour

Materials:

- Documentation Tool for SILC+GTA Sessions
- Optional: paper and pens/pencils for participants to write down their family visions

Facilitator Notes: None

Preparation: None

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce today’s session by explaining that the SILC+GTA groups were created to help communities reduce poverty and invest in opportunities that will generate a reliable income. However, families have to set more specific goals for themselves.
6. Ask participants to close their eyes and think about the following: “Imagine it is 10 years from now. What are the things you hope to have and achieve in that time? For example, is it to have larger fields? More efficient farming equipment? Where are your children and your partner in this vision? What do you hope for them?”
7. In couples or individually, have participants agree on two or three long-term goals they want their family to achieve. If your group members would like, pass out sheets of paper and pencils so that they write down these goals.
8. Ask participants to take turns presenting their visions – about 5 minutes each.

Group Discussion

- What are some of the similarities you noticed between the various family visions? Differences?
- If only one person from the family is in charge of the major decision-making, how does this negatively impact the family vision?
- From your family, who needs to be involved in order for these visions to be achieved?
- What are the skills and knowledge needed for each family member to achieve these family visions?
- How can we ensure that the voice of every important household member is involved in achieving this family vision?

Homework Assignment

Go home and develop an action plan with the rest of your household to achieve your family vision. Agree on one to two activities you can start doing now to achieve the vision.

Facilitator's Closing Messages

Everyone wants the best for their families and themselves. This is the main reason why you have joined the SILC+GTA group. Apart from learning about saving and lending, you will also learn how to effectively work together as a couple and as a family to achieve these family visions. By working together, you can more effectively manage your earned income and decide more wisely how to invest it.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 3 – What Is This Thing Called Gender?⁴

By end of this session, participants will be able to:

- Know the difference between gender and sex
- Remember how they learned to become men and women through socialization
- Understand how some gender norms can negatively influence the lives and relationships of men and women

Recommended Time: 2 hours

Materials:

- Documentation Tool for SILC+GTA Sessions
- Flipchart and a marker

Facilitator Notes:

Before carrying out this activity, it is important that the facilitator understands the difference between sex and gender.

Sex is biological. It includes the reproductive organs and hormones – things that we are born with as men and women. Gender is how we are socialized – our attitudes, thoughts, and behaviors – based on what society associates with being a man or woman. These characteristics are *learned* through socialization (i.e. interaction with friends, teachers, family members, religious institutions, politics, etc.). Many people believe that gender identity flows “naturally” from biological sex. For example, people in Barotseland assume that boys are “naturally” better hunters and fishermen than girls. But in reality, they are taught these skills from early ages. For this reason, they are usually better at these tasks than girls.

In this session, the group will share personal opinions and attitudes about what it means to them to be a man or a woman. It's important to highlight throughout the activity that many of these characteristics have been constructed by society and are not necessarily a part of a man's or woman's biological make up. This exercise is designed to help participants **question** characteristics and roles that are assigned to men and women by society.⁵

Emphasize that not all characteristics associated with being a man or woman are bad. For example, “strong” – a characteristic usually associated with men – can also mean standing up for the rights of others or being strong enough to show affection towards one's son or daughter despite what others may say.

Preparation: None

4 Adapted from the Program M manual to engage girls and young women in gender equality (<http://promundoglobal.org/programs/program-m/>) and the World Vision-Armenia Caring for Equality manual to prevent prenatal sex selection (<http://promundoglobal.org/resources/caring-for-equality/>).

5. Though not a primary objective of this manual, it should also be understood by the facilitator that treating the relationship between biological sex and gender as a given also perpetuates the belief of gender as binary – meaning only man and woman. Facilitators should be able to recognize the diverse personalities, preferences, identities and orientations, and support the fair and just treatment of all people regardless of these differences.

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, *“What main issues were discussed in the SILC+GTA session last month?”* Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce this session by explaining that they will learn about the concept of “gender” and how it affects the lives and relationships of men and women.
6. Draw two columns on a piece of flipchart paper (or two large pieces of paper).
7. In the first column write the word ‘Man.’ In the second column write the word ‘Woman.’
8. Ask the participants to each say a word or phrase that they associate with being a man. Write these in the ‘Man’ column. The responses can be positive or negative. Help the participants name both social and biological characteristics. They do not have to raise their hands; they can say their answers aloud as they think of them.
9. Repeat the same for the column for ‘Woman.’
10. Read aloud the words listed from each column.
11. Cross out the word ‘Man’ with an ‘X’ and write ‘Woman’ and vice versa.
12. Ask participants, *“Can a woman also be [Male characteristic]?”* Go down the words listed in this column one-by-one.
13. Do the same for the second column.
14. In your own words, explain the following concepts:
 - **In these sessions, “Sex”** means the biological characteristics of men and women. For example, women have a vagina and men have a penis. These characteristics determine whether a person is male or female.
 - **“Gender”** is how we *learn* to become boys and girls, and then men and women. We all learn from a very early age what it means to be a man and woman. We learn this by talking with our family members and our friends, from television, the workplace, from our culture and history and many other places. Some gender norms are healthy, while others are unhealthy.

Group Discussion

Use the following questions to guide a discussion on society’s expectations of what it means to be a man and a woman. As each person responds, take time to repeat back what he/she said in your own words to make sure you understood what he/she said. Ensure that you give space for everyone to respond, and do not allow one or two people to dominate the discussion.

- What does it mean to be a (young) man?
- What characteristics of how to be a man are viewed as negative by society? Positive?
- What does it mean to be a (young) woman?
- What characteristics of being a woman are viewed as negative by society? Positive?
- In Zambia, women are beginning to take on positions of power usually held by men. What would it be like

for a man to take on some of the responsibilities or characteristics traditionally assigned to women, such as cooking or showing emotions such as pain and sadness? Would it be easy or hard? Why?

- How do our family, friends, history, and culture influence our ideas of what it means to be men? To be women?
- How does the media (radio, television, newspapers) influence the roles men and women should take?
- How do these expectations affect your daily lives? Your relationships with your partner?
- How can you challenge some of the harmful expectations from society of what it means to be a man or woman?

Homework Assignment

Do one activity outside of your typical gender role. For women, it can be fixing the television or pulling the plow. For men, it can be cooking or feeding the children.

Facilitator's Closing Messages

Many of the differences between men and women are determined by our society, and not by our biology. Starting from childhood, men and women receive different messages from society about gender and how they should act and treat each other.

Gender norms can have a negative impact on the lives of men and women. For example, some men expect to be “#1” and dominate how household income is spent without sharing these responsibilities with their partners. Other examples include when men are discouraged from sharing difficult emotions such as stress and sadness, or if women are told they can only be involved in certain kinds of income generating jobs.

On the other hand, some gender norms are helpful. For example, the rule that married people should only have sex with each other prevents conflict in a relationship and can prevent the spread of sexually transmitted diseases like HIV. It is important to define for ourselves what it means to be men and women, and change those stereotypes and/or beliefs that are harmful. By challenging the harmful norms, we can increase family well-being and even income in the home.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 4 – The Gender Fishbowl

Lozi Proverb

If a parent is advising his or her daughter or son, even an orphan should listen.

By end of this session, participants will be able to:

- Through listening, understand how men and women are personally affected by gender socialization

Recommended Time: 1 hour

Materials:

- Documentation Tool for SILC+GTA Sessions

Facilitator Notes: None

Preparation:

Take care to ensure that the views of women are respected in the mixed-gender group. For many men, this may be the first time that they are actively listening to the voices and experiences of women. Go over the ground rules before starting this activity, emphasizing the importance of respect. Respect is also given by:

- Keeping phones off
- Avoiding side conversations
- Not laughing
- Staying in one's seat for the entire conversation

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, *“What main issues were discussed in the SILC+GTA session last month?”* Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce this session by explaining that in the last session they explored how gender is learned by interacting with others. In today's session, they will do an activity called the “Gender Fishbowl.” The purpose of this activity is for men and women to learn about the others' experiences of what it is like to be a man or woman and how some of these experiences can harm one's own well-being.
6. Divide the men and women into separate groups.
7. Ask the women to sit in a circle in the middle of the room. Ask the men to form an outer circle around the women and sit down facing in.

8. Explain to the group that the women are now the “Fish,” and the men are the “Bowl.” Say that the “Bowl’s” job is to stay silent and listen to the women’s answers to the questions below.
9. Once the women finish discussing the questions (below) for about 20–30 minutes, close the discussion. Then, have men and women switch places.
10. Say that the men are now the “Fish” and the women are the “Bowl.” Facilitate a discussion with the men using the questions below.

Questions for women

- *“Reflect back on your experiences of being a girl. What was the most difficult part? What did you like?”*
- *“What is the best part about being a Zambian woman? What is the hardest part?”*
- *“What do you find difficult to understand about boys and men?”*
- *“What is difficult about supporting your partner in the SILC+GTA groups?”*
- *“What are ways women can support their partners in these SILC+GTA groups?”*

Questions for men

- *“Reflect back on your experiences of being a boy. What was the most difficult part? What did you like?”*
- *“What is the best part about being a Zambian man? What is the hardest part?”*
- *“What do you find difficult to understand about girls and women?”*
- *“What is difficult about supporting your partner in the SILC+GTA groups?”*
- *“What are ways men can support their partners in these SILC+GTA groups?”*

11. Reflect on the activity once both groups have a chance to discuss the questions in their fishbowl. Ask the following discussion questions:
 - How did you feel being the “Fish”?
 - How did it feel being the “Bowl”?
 - **Men:** Did you learn anything new by listening to the women?
 - **Women:** Did you learn anything new by listening to the men?
 - **Men:** Why is it important in our daily lives to “keep our ears open” to women and girls, particularly when looking to increasing family income and overall well-being?
 - **Women:** Why is it important to “keep our ears open” to men, particularly when looking to increasing family income and overall well-being?

Homework Assignment

What is one thing you can do differently to promote equality in your home, particularly with your children and your partner? Do it this month.

Facilitator’s Closing Messages

Thank everyone for their meaningful participation and for being respectful to one another. If they were not respectful, remind them of what they can do to improve.

Thank the men for keeping their ears open to the women. This is something – men listening actively to women

– that must happen more outside of this group, because women provide unique and valuable perspectives. Also acknowledge how difficult it is for men to talk openly and share personal experiences because of harmful beliefs about what it means to be a man. Thank them for having the courage to do so.

By understanding the feelings and experiences of one another, men and women can work more effectively together to achieve their family visions.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 5 – Persons and Things⁶

Lozi Proverb

Someone who doesn't have a canoe is treated as a thing.

By end of this session, participants will be able to:

- Recognize the existence of power in relationships, reflect on how we communicate and demonstrate power in relationships, and examine the impact of power on individuals and relationships.

Recommended Time: 2 hours

Materials:

- Documentation Tool for SILC+GTA Sessions
- Flipchart and markers

Facilitator Notes: None

Preparation:

This exercise may provoke strong feelings, especially from men. This exercise aims to show the extent and impact to which men have power over women (and vice versa), and to promote the practice of shared power in the family. The neutral attitude of the facilitator is important. If men react defensively, make it clear that the purpose of this discussion is to explore and learn, not to judge.

Be aware that some men may think that they need to have power over women. If this is the case, invite others who may disagree to share what they think. If needed, step in and emphasize that it is important to work together to achieve a world where power is shared and can be used in positive ways within families and between partners.

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce the day's session by explaining that today the members will explore the concept of power and what it has to do with gender inequality.
6. Divide the participants into two groups on each side of an imaginary line. Each side should have the same number of participants.

⁶ Adapted from Promundo's Program HIMID Toolkit (<http://promundoglobal.org/resources/program-hmd-a-toolkit-for-action/>)

7. Tell the participants that the name of this activity is Persons and Things. Choose at random one group to be the 'THINGS' and one group to be the 'PERSONS.'
8. Read the following directions to the group:

Things: "You cannot think, feel, or make decisions. You have to do what the 'persons' tell you. If you want to move or do something, you have to ask the person for permission."

Persons: "You can think, feel, and make decisions. You can also tell the 'things' what to do."

Note: it may be helpful to have two volunteers to first act out for the group how a "person" might treat a "thing."
9. Ask the "persons" to take the "things" and do what they want with them. The persons can order the things to do any kind of activity. (Alternatively: the "persons" can direct the "things" with hand gestures or words, using their hand to show they must move ahead or back, or jump up and down, or move to one side, or turn around.)
10. Give the groups five minutes for the "things" to carry out the designated roles.
11. Finally, ask the participants to sit down in a circle and use the discussion questions below to help them think about the activity.

Group Discussion

- For the "things": How did your "persons" treat you? What did you feel? Why? Would you have liked to have been treated differently?
- For the "persons": How did you treat your "things?" How did it feel to treat someone as an object?
- Why did the "things" obey the instructions given by the "persons?"
- Were there "things" or "persons" who resisted the exercise/instructions?

Connecting to everyday life:

- In your daily life, do any persons treat you like "things?" Who? Why?
- In your daily life, do you treat any persons like they are "things?" Who? Why?
- Why do people treat each other like this?
- What are the consequences of a relationship where one person might treat another person like a "thing?"
- How does society or culture perpetuate or support these kinds of relationships in which some people have **power over** other people?
- How can this activity help you think about and perhaps make changes in your own relationships?

Homework Assignment

Make an action plan for one thing you can do differently to avoid treating your partner, your children, or others as "things."

Facilitator's Closing Messages

In these SILC+GTA sessions, as well as in our lives in general, it is important to reflect on how the use of power impacts the well-being of women and that of men. Power has many different faces and meanings. In and of itself, power is neutral. Each of us has the ability to use power in positive ways – to share it amongst all family members so that everyone can make decisions together.

A woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. There are numerous other examples of power relationships in our lives. Think of relationships between children or youth and adults, students and teachers, employees and bosses. Or between the rich and the poor. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object. As you discuss gender and relationships between men and women, it is important to remember the connection between how you might feel oppressed or treated like objects in some of your relationships and how you, in turn, might treat others, including women, like objects. Thinking about these connections can help motivate you to construct more equitable relationships with women in your homes and communities.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 6 – My Parents’ Impact⁷

Lozi Proverb

What breaks the neck is not looking forward, it is looking back.

By end of this session, participants will be able to:

- Reflect on the influences that their fathers and mothers (or other female and male figures) had on their lives growing up, including how to repeat the positive aspects with their own children and avoid repeating the negative aspects

Recommended Time: 2 hours

Materials:

- Documentation Tool for SILC+GTA Sessions
- Optional: Paper and pencils/pens

Facilitator Notes: None

Preparation:

This activity can have a serious emotional impact on participants and facilitators because violent experiences or other traumatic life events, such as abandonment, may be recollected. Therefore, it is important to give the participants emotional support during this process. Generally, this support can be realized by respectfully listening to the participants, without judging or pressuring them.

Offer the list of referrals on counseling and other social services to all members after the session is over.

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Explain to the group that like women, men also have the capacity to be loving and involved caregivers for children in the household. However, social and cultural expectations of how to be a ‘real man’ often discourage men from participating in caregiving. These gender norms can often prevent women from participating in income generating activities should they wish to work outside the home.

⁷ Adapted from Promundo’s Program P manual to engage men and women in caregiving and maternal, newborn and child health. (<http://promundoglobal.org/programs/program-p/>)

They will now do an activity to reflect on the influence that their mothers and fathers had on them as children growing up. Tell them that in the activity they will think about how they can learn from the positive aspects of their parents in raising their own children and how to avoid repeating the negative aspects.

6. Tell the group that first they will think about the influence their fathers had on them. If someone did not grow up with their father, explain that they can think of another significant male figure from childhood – an uncle, grandfather, older brother, etc.
7. Ask everyone to close their eyes and think about an object or a smell that reminds them of their father. It can be a tool, a book, a piece of clothing, the smell of beer, etc.
8. Tell the group to spend a few minutes focusing on the object or the smell that they identify with their father. What emotions does this object or smell recall for them?
9. After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father or main male role model from their childhood. Give them 5 minutes to share.
10. Once everyone has finished sharing, read the statements below out loud:
 - “One thing that my father did that I want to repeat with my own children is...”
 - “One thing that my father did that I do not want to repeat with my own children is...”
11. Then, explain that each person should think about these two statements, imagining how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share.
12. Ask participants the following questions:
 - What are the positive things about your relationship with your father that you would like to put into practice or teach to your children?
 - Which things would you rather leave behind?
 - To men: What do you look forward to in becoming a father? Or what do you enjoy about being a father?
 - To women: What do you look forward to in your husband or partner becoming a father?
 - How do traditional definitions of what a man should be impact the way our fathers cared for us as children? [An example: the Lozi proverb, “When you have given birth to a male child, you have given birth to something that is going to get rotten.”]
13. Repeat steps 7 to 11, but this time everyone will think about an object or a smell that reminds them of their mother. If someone did not grow up with their mother, explain that they can think of another woman who was important to them during their childhood – an aunt, grandmother, older sister, etc.
14. Ask participants the following questions:
 - What are the positive things about your relationship with your **mother** that you would like to put into practice or teach to your children? Or that you would like your partner/wife to have or to teach your children?
 - Which things would you rather leave behind?
 - How do traditional definitions of what a woman should be impact the way women are raised and cared for? [Examples: Women are responsible for raising children and doing domestic work; women are weaker, etc.]
 - To women: What do you look forward to in becoming a mother? Or what do you enjoy about being a mother?
 - To men: What do you look forward to in your wife or partner becoming a mother?

- How can we “leave behind” harmful practices to be more involved and gender-equitable partners? And be more involved and gender-equitable parents for our children?

Homework Assignment

What are 1–2 actions you can do this month in order to repeat the good practices of your father, mother or significant caregivers from your childhood?

Facilitator’s Closing Messages

Who we are today was shaped by our experiences growing up. But our experiences do not have to determine who we will become in the future. Reflecting on our own past enables us to make positive choices for the future by replacing negative attitudes and behaviors with positive ones. For men, by participating fairly in the household they not only build more caring relationships with younger children, but they also open up opportunities for women to earn income outside of the home such as by participating in these SILC+GTA groups. This translates into overall well-being for the entire household.

Don’t Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 7 – My Partner and I: Working as a Team⁸

Lozi Proverb

When a man marries, his wife contributes wealth to the little that the man has.

By end of this session, participants will be able to:

- Reflect on the amount of time men are devoting to the care and attention of their children and compare it with the time spent by women.
- Understand the importance of a more equitable distribution of housework to enable greater participation in SILC+GTA groups.
- Make one to two commitments to participate more equally in domestic work.

Recommended Time: 1 hour

Materials:

- Documentation Tool for SILC+GTA Sessions
- Optional: Bring in various items typically used in housework such as a broom, rag, and cooking pot

Facilitator Notes: None

Preparation: See ‘Materials’

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce the activity by saying that besides care work, domestic tasks can sometimes be a huge burden on women and girls. Being overburdened – or doing more than one’s ‘fair share,’ can negatively impact overall household well-being. In this session, participants will explore why this is so.
6. Ask for 5 volunteers to represent members of a household doing housework and caregiving.
7. Assign each participant one of the following household chores:
 - Washing clothes

⁸ Adapted from Promundo’s Program P manual to engage men and women in caregiving and maternal, newborn and child health. (<http://promundoglobal.org/programs/program-p/>)

- Cooking food
 - Sweeping the floor
 - Shopping at the market
 - Taking care of a crying baby
8. Tell participants that they must all begin doing housework. Let them role-play for one minute.
 9. After one minute, ask one of the volunteers to stop doing housework and take a rest. Tell the remaining four participants that they must divide his or her chore amongst themselves.
 10. After one minute, ask a second volunteer to stop working. Tell the remaining three participants that they must divide his or her chore amongst themselves.
 11. Continue this sequence until there is only one participant left.
 12. Finally, ask the last person to stop working.

Group Discussion

To the role play participants:

- How did it feel to do this role play?
- How did the working participants feel as others stopped to take a rest?
- How did the last worker feel?

To the group:

- Which of these role-play activities do you do at home?
- Who generally performs the activities from the role-play? Why?

Connecting to everyday life:

- Are there any household chores men typically do?
- In what ways can being overburdened with housework impact a person's participation in SILC?
- Some people refer to housework as 'invisible,' meaning that no one understands its value until no one does it. Why is this?
- Why is it that many men and boys are not usually responsible for the many household tasks that women do? How can this negatively impact the lives of women and girls, especially when they are also working to contribute income to the household?
- How can men participate more fairly in the home, even when they work outside to earn an income?

Homework Assignment

What are one or two things you can do differently to share responsibilities more equitably in the home? Do it this month.

Facilitator's Closing Messages

Household tasks should be everyone's responsibility. Even though it is not always possible to share these tasks equally amongst all household members because one person may work outside the home or go to school, every-

one should take on their ‘fair share.’ This equitable division of tasks opens up time for other household members, such as women and girls, to pursue opportunities outside of the home and helps men and boys better understand their privilege and share the burden.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 8 – Drunk Ball⁹

Lozi Proverb

To drink beer wisely is good, but to abuse it is bad.

By end of this session, participants will be able to:

- Understand the causes of men's alcohol abuse
- Develop ways to prevent the abuse of alcohol and other potentially harmful substances

Recommended Time: 1 hour

Materials:

- Documentation tool for SILC+GTA Sessions
- Paper or plastic ball, flipchart and markers

Facilitator Notes:

Drinking in and of itself is not bad. However, alcohol and other substances are abused in order to cope with difficult emotions such as anger, sadness, and depression. They are also used to try and “be a better and happier husband.” To abuse alcohol is damaging not only to the partner, but also the family, the community, and the abuser him (or her) self. This session aims to brainstorm positive ways to avoid alcohol abuse.

Preparation:

If possible, make this a male-only session to allow participants to feel more comfortable discussing sensitive issues around alcohol abuse.

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce this session by saying that it will focus on alcohol use and abuse.
6. Ask all participants to stand in a circle.
7. Explain to participants that you will be tossing a ball to one another. When a person catches the ball they

⁹ Adapted from Promundo's Journeys of Transformation Manual to engage men in women's economic empowerment (<http://promundoglobal.org/programs/journeys-of-transformation/>)

have to give a reason why men drink alcohol. Each person should give a different answer.

8. Write their answers on the flipchart.
9. In the next round, whoever receives the ball must name a problem caused by drinking excessively (ex: mental health problems, insufficient money to care for family).
10. Write the answers on another flipchart.

Group Discussion

- Why do men abuse alcohol?
 - Do you think men drink alcohol to be 'real men'? Why or why not?
 - Why do some women abuse alcohol?
 - What is the difference between healthy drinking and unhealthy drinking or abuse?
 - What are some solutions to help a partner or neighbor control alcohol abuse?
 - What types of support would you need to control your alcohol abuse?
- Write the solutions the participants come up with on a flipchart.

Homework Assignment

Come up with 1–2 solutions to reduce your or a neighbor's alcohol abuse. Implement those solutions this month.

Facilitator's Closing Messages

Alcohol and drinking have many different meanings and uses for men (and women), including some that are positive and others that are negative. The abuse of alcohol creates serious problems in families and contributes to violence and conflict between partners. It also perpetuates poverty (e.g., money spent in bars). For men, drinking alcohol is connected to ideas about being 'a real man.' In order to control alcohol consumption, it is important for individuals to understand this connection and disassociate alcohol consumption from manhood.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 9 – Supporting My Partner in SILC+GTA

Lozi Proverbs

One finger alone cannot prick the lice.

Like black storks, let's work together as a team.

By end of this session, participants will be able to:

- Identify specific ways that family members can better support SILC+GTA groups

Recommended Time: 1 hour

Materials:

- Documentation Tool for SILC+GTA Sessions
- Flipchart and markers

Preparation: None

Facilitator Notes: None

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce this session by explaining that participants will do an activity to explore how they can better support family who are members of SILC+GTA groups.
6. Prepare a flipchart with two columns – one marked ‘SILC+GTA Member’ and a second marked ‘Family Member.’
7. Explain that a member of SILC+GTA has many responsibilities, but that many of them can be shared among all family members, even if they do not attend the sessions themselves.
8. Ask participants, ‘What are the responsibilities of a SILC+GTA member?’
9. Write their answers under the ‘SILC+GTA Member’ column of the flipchart paper. Allow the group to provide as many answers as possible. If necessary, add any additional responsibilities that are not mentioned by the participants themselves.
10. Start with the first responsibility on the list. Ask the participants what role the family can play to support the SILC member in this responsibility.

For example, if the group said, “Save money to contribute to the SILC+GTA group,” ask *“What can the family member do to support the SILC+GTA Member to save money?”*

Continue in this manner.

Note: There may be a few responsibilities that can only be done by the SILC+GTA Member alone.

11. Discuss the questions below.

Group Discussion

- What makes an impression on you when you observe the two lists?
- Why do some family members, principally men, not involve themselves more in supporting their partners in SILC+GTA particularly when it comes to saving money and contributing it to the groups?
- Based on the list, what are some things family members can do now to provide more support to SILC+GTA members?

Homework Assignment

Pick 1–2 actions that you can use to better support the SILC+GTA member in the group. Perform them this month.

Facilitator’s Closing Messages

There are many ways partners can support their husband, girlfriend, brother, sister, or wife in SILC+GTA. Some ways include contributing money to the groups, sharing decision-making power, and taking care of children while one’s partner attends a group. SILC+GTA groups are an effective way to earn money and can provide a way to lift families out of poverty. For this reason, it is essential that SILC+GTA members and their families work together to contribute the most to these groups.

Don’t Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 10 – The Cycle of Violence¹⁰

By end of this session, participants will be able to:

- Understand how harmful masculinities perpetuate men's use of violence and negatively impact family economic and overall well-being
- Recognize the many different forms of violence – from small to big
- Identify how violence impacts the lives of the victim, the witness, and the user of violence
- Reflect on their own personal experiences of violence

Recommended Time:

2 hours, but this session can also be broken up into two separate sessions. If the facilitator would prefer to split this into two separate sessions, carry out “Part 1” as Session #10 and “Part 2” as Session #11.

Materials:

- Documentation Tool for SILC+GTA Sessions
- A piece of long string or a dirt floor where the facilitator can draw one long line
- Markers and a large piece of paper hung on a wall

Facilitator Notes:

Violence is any harm that is perpetrated against a person's will that has a negative impact on the physical or psychological health, development, and identity of the person.

The root cause of violence against women is unequal power relations between men and women, as well as between men and between women. Unequal power relations promote men's dominance and discrimination against women and girls. Violence is one of the main ways women are forced to be submissive to men.

Men also suffer from gender-based violence at the hands of men in the form of bullying and sexual exploitation in the classroom, in prisons, and in other places. This is directly related to how little power they have in those specific situations.

Violence is not in men's biology. Men have the capacity for nonviolence if they are given the skills and awareness to communicate their emotions and resolve conflict in healthy and effective ways. More importantly, men, like women, have a need for emotional connection. By creating spaces for men in these groups to be vulnerable and express emotions, it opens up opportunities for them to redefine what it means to be a man.

Under no circumstances is violence ever justifiable. Men (and women) have the responsibility to control themselves when they are angry or frustrated. To live life free from violence is a human right that is never lost, even when we make mistakes.

Often, the group can serve as a place of healing for many individuals who have experienced violence because it allows them to express previously suppressed emotions. However, this is **not** a therapy group and the facilitators are not trained counselors. The role of the facilitator and other group members is to listen and provide emotional support. The facilitator should also take steps to reinforce the ground rules and emphasize confidentiality with the group.

10 Adapted from activities developed by Men's Resources International for Concern Worldwide's Change Maker Training in Liberia, 2013.

Preparation:

This session can trigger strong, emotional reactions from participants. While some may express relief at sharing their personal experiences, others may choose not to comment at all and keep to themselves. Participants should never be forced to participate. Talking about being the user of violence can be very difficult. Some men may want to justify their use of violence. Be sure to challenge this respectfully if it comes up.

Also, **have information ahead of time on where men and women can go to seek counseling or other kinds of support near the village or town where the group will take place.** Pass this out to the group if you have not already done so in previous sessions.

Steps to Running the Group

Part 1 – Violence Brainstorm (30 minutes)

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, *“What main issues were discussed in the SILC+GTA session last month?”* Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Write the word “VIOLENCE” at the top of the large piece of paper, or simply say the word “VIOLENCE” out loud to the group.
6. Explain that everyone will now brainstorm together the different kinds of violence that exist in their communities.
7. As participants call out different kinds of violence, you can either write them on the large piece of paper, or repeat what the participant says back to them.
8. If the group names general types of violence like “physical” or “sexual,” ask for specific examples. Be sure to include more subtle forms of violence such as a man who touches a woman without her consent or a man who uses money to control members of his family.

Do not allow group members to debate or discuss these. The focus should be on making a long list.
9. If participants are having a hard time, point out that violence can be physical, sexual, emotional, economic, or mental. Ensure that types of “Economic Violence” are also put on the list.
10. After getting a long list, draw a long line in the dirt or lay a long piece of string on the ground.
11. Tell the group that this line represents all the different kinds of violence.
12. Walk to one end of the line and say that this represents “big” kinds of violence like murder and war. Walk to the other end and say that this end represents

Examples:

<i>Physical</i>	Killing another person, pushing another person, beating your partner, pinching
<i>Sexual</i>	Rape, having sex with your partner when she does not want to, sexual harassment, child marriage
<i>Mental/ Psychological</i>	Name calling, threatening someone, yelling, intimidating someone
<i>Economic</i>	Making women and girls do all the housework, controlling all the money in the home

- “small” kinds of violence like using your words or your facial expressions to humiliate or scare someone.
13. Ask for one volunteer to give an example of one kind of violence from the list and where they think it fits on the line. Allow the group to discuss if they agree or disagree.
 14. Ask for a few more volunteers to name a kind of violence and where they think it fits on the line of “big” to “small” kinds of violence.
 15. Ask the group:
 - Is there anything on this list that you hadn’t realized could be considered violence?
 - What about economic violence [name a specific kind such as those listed in the example table]? Why is this also classified as ‘violence’?
 - What are the consequences of economic violence on women?
 - What would you do differently if you understand that all the acts listed on the flipchart were violence?
 16. Say to the group, “Often we do not even recognize that the small kinds of violence are really violence.”
 17. Define violence using the definition provided in the Facilitator Notes for this session.

Part 2 – Violence: A Role-Play (1 hour and 20 minutes)

18. Ask everyone to sit back down in a circle.
19. Explain that the group will now do a role-play of a small kind of violence. Ask for someone to name a specific small kind of violence that is not physical.
20. Ask that volunteer to stand up and show the body position of the perpetrator of that small kind of violence and how it feels to be in that position. Thank them and ask them to sit down.
21. Ask for a second volunteer to pretend to be in the body position of the victim of that kind of violence. Ask how it feels to be in that position. Thank them and ask them to sit down.
22. Next, ask for a third volunteer to be in the body position of a witness to that kind of violence. Ask how it feels to be in this position. Thank them and ask them to sit down.
23. What are the effects of violence on you if you are a victim of violence?
24. Ask participants to think about their experiences of being a perpetrator of violence. What are the effects of violence on you if you are a perpetrator of violence?
25. Ask participants to think about their experiences of being a witness to violence. What are the effects of violence on you if you witness violence?
26. Ask the following questions:
 - Some people say that violence is a cycle or like a disease that is passed down from one generation to the next. Based on this discussion, why do you think this is true?
 - Why do some men use violence against women? Ask participants to recall discussions from the session “Persons and Things” that focused on power. What does power have to do with it?
 - Why do some men use violence against other men? What does power have to do with it?
 - What is one thing you’ve learned from this activity that you can apply to your own life?
 - Who is one person you can share this new learning with? What will you tell this person?

Homework Assignment

Prepare 2–3 ways in which both men and women can prevent their anger from turning into violence. Come ready

to share those in the next session.

Facilitator's Closing Messages

When people hear the word “violence” they think of physical violence. But there are many kinds of violence besides physical – economic, emotional, and sexual. Sometimes, violence does not even have to happen in order to be effective. For many women and men, the threat of violence is enough to have a negative impact on their lives.

All who use violence are using the power they have in order to control others who are less powerful.

When we understand the full range of violence from big to small, we can see that most of us have been victims, witnesses, and even perpetrators of violence at some time. These experiences are damaging to us in the moment and can affect us physically, mentally, and socially for the rest of our lives. For example, economic violence is used against women in order to control the choices and decisions they make.

People with more power and privilege have a responsibility to speak out against this violence so that it is no longer invisible or goes unpunished.

Using violence is NEVER okay. Men (and women) have the responsibility to pay attention to their emotions and walk away whenever they feel angry or upset. We will talk more about how to do this in the next session.

Remind participants about where they can go to seek services, if necessary.

Don't Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 11 – What Do I Do When I Am Angry?¹¹

By the end of this session, participants will be able to:

- Recognize when they are angry, particularly when discussing important household decisions
- Express their anger in a non-destructive way

Recommended Time: 1 hour

Materials

- Documentation Tool for SILC+GTA Sessions
- Optional: Blank pieces of paper and pens or pencils for everyone in the group

Facilitator Notes:

In the session “The Cycle of Violence,” the facilitator led a group discussion on different kinds of violence and their root causes. This session builds upon this and provides opportunities for participants to identify ways they can prevent violence from occurring in the first place.

Preparation: None

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Introduce this activity by explaining that making important decisions with one’s partner, especially around money matters, can sometimes provoke anger. Many of us confuse anger and violence, thinking that they are the same thing. Make it clear to the group that anger is a natural and normal emotion that every human being feels at some point in life, especially with one’s partner.

Violence is a behavior, a way to express anger. But there are many other ways – more positive ways – to express anger than violence. It is important to learn how to express our anger rather than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode. Additionally, healthier ways of expressing anger can lead to better results or ensuring everyone gets what they want.
6. Explain to the group that you will now talk about how to react to anger.
7. Ask participants to relax and close their eyes. Say, “*Think of a situation when you were angry. **What happened?** Don’t say it out loud. Just think about it.*” Give them a few minutes to think silently.

Alternatively, pass out sheets of paper and pens to everyone in the group. Ask that they write one or two

¹¹ Adapted from Promundo’s Program HIMID Toolkit (<http://promundoglobal.org/resources/program-hmd-a-toolkit-for-action/>).

sentences about a money-related situation where they felt angry.

8. Next, say, *“In this situation, try to remember what you were **thinking and feeling**.”*

Alternatively, they can write down one or two feelings they felt when they were angry.

9. Say, *“Very often when we feel angry, we react with violence. This can happen even before we realize that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent. Think about the incident where you felt angry. **How did you demonstrate this anger? How did you behave?**”* Give them a few minutes to think silently.

Alternatively, they can write a sentence or a few words about how they reacted.

10. Divide participants into small groups of 4 or 5 people at most. Ask them to share what they wrote or thought about in the group. Allow 20 minutes for this group work.
11. After 20 minutes, ask each group to brainstorm:
- Negative ways of reacting when we are angry
 - Realistic and positive ways of reacting when we are angry

They may choose to write these down or simply discuss them.

12. Ask for 2–3 volunteers to share their answers of positive and negative ways of expressing anger.
13. Share the “Ways of Expressing and Resolving Anger” with the group by practicing the methods outlined in the box. If there is time, have groups prepare a role play which uses these positive methods of expressing and resolving anger.

Ways of Expressing and Resolving Anger

It is likely that, on the list of “Positive Ways” of reacting, you will find **(1) take a breath of fresh air, or count to 10; and (2) use words to express what we feel without offending**. It is important to stress that to “take a breath of fresh air” does not mean going out to a bar and drinking lots of alcohol or getting in a vehicle and driving around at high speed, exposing oneself to risk.

To take a breath of fresh air is simply getting out of the situation of conflict and away from the person who is making you angry. One can count to 10, breathe deeply, take a walk, or do some kind of physical activity, trying to cool down and keep calm. One should also explain to the other person that he/she will go outside to take a breath of fresh air because he/she is feeling angry. They can say: *“I’m really angry and I need to take a breath of fresh air. I need to do something like go for a walk so I don’t feel violent or start shouting. When I’ve cooled down and I’m calmer, we can talk things over.”*

To use words without offending is to learn how to express two things: (1) To say to the other person why you are upset, and (2) to say what you want from the other person without offending or insulting. For example:

I am angry with you because _____.
I would like you to _____.

Group Discussion

- Is it difficult for men and women to express their anger without using violence? Why?
- Very often we know how to avoid a conflict or a fight without using violence, but we don’t do so. Why?

- Is it possible to “take a breath of fresh air” to reduce conflicts? Do we have experience with this? How did it work out?
- Is it possible to use words without offending, especially when making household decisions? How?

Homework Assignment

This month, put these positive ways of expressing anger into practice in your own household.

Facilitator’s Closing Messages

In general, boys and men are socialized not to talk about their feelings. When men are sad or frustrated, they are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting. Money matters are often at the center of many disagreements between couples. In the event of conflict, use words, but don’t offend.

Don’t Forget, Facilitator!

At the end of the session, fill out the Documentation Tool for SILC+GTA – Part 2.

Session 12 – The Closing Session: From Violence to Respect in Intimate Relationships¹²

By the end of this session, participants will be able to:

- Explain how to have relationships based on respect, especially when making household decisions

Recommended Time: 1 hour

Materials:

- Documentation Tool for SILC+GTA Sessions
- Optional: Large pieces of flip chart paper and markers

Facilitator Notes:

This is the final SILC+GTA session. By the end of this session, encourage all participants to make commitments to have healthier, nonviolent relationships based on respect.

Preparation: None

Steps to Running the Group

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “*What main issues were discussed in the SILC+GTA session last month?*” Record these in the Documentation Tool for SILC+GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for SILC+GTA Sessions.
5. Explain that the objectives of this activity are to analyze the various types of violence that we sometimes use in our intimate relationships and to discuss the ways of demonstrating and experiencing intimate relationships based on mutual respect.
6. Divide participants into 4 groups, with 5 or 6 members in each group, and ask them to invent a short role-play or skit:
 - Ask some of the groups to present an intimate relationship – boyfriend/girlfriend, husband/wife – which includes a scene of violence. Ask them to try to be realistic, using examples of persons and incidents they have witnessed or heard about in their communities.
 - Ask the other groups to present an intimate relationship with scenes that show disagreement but are resolved based on mutual respect and nonviolence.
7. Allow 5–10 minutes for groups to develop the story or the scenes and then ask them to present the role-play to the group.

¹² Adapted from Promundo’s Program HIMID Toolkit (<http://promundoglobal.org/resources/program-hmd-a-toolkit-for-action/>)

8. Give each group 5–10 minutes to present their role-play, with other groups being allowed to ask questions at the end.
9. When all groups have presented their role-plays, use the flipchart paper to make a list with responses to the following question: *“What are the characteristics of a violent relationship that we saw in the role-plays?”*
Additionally, encourage participants to think about characteristics of violent relationships in general. Ask them to reflect on the previous session, “The Cycle of Violence,” where they discussed different forms of violence against women. In intimate relationships this may include refusal to share control over economic resources, coercion, shouting, etc., as well as physical violence.
10. Next, ask, *“What is it about the individual or the relationship that makes them violent?”* Write these down on the flipchart or simply brainstorm these ideas out loud.
11. Ask about the characteristics of a healthy relationship. *“What makes those relationships healthy?”* Write these down or simply brainstorm these ideas out loud.
12. Ask, *“What do couples need to do to have a relationship based on respect?”*
13. Discuss the following questions:
 - Are the examples of a healthy relationship that were shown in these stories realistic? Is it possible to construct an intimate relationship based on respect? Do we see it in our daily lives?
 - What is one thing we can do individually and with our partners to promote healthy intimate relationships, especially when it comes to decision-making in the home?

Facilitator’s Closing Messages

This activity sought to encourage men and women to discuss the realities of violence in intimate relationships, using examples from our own communities. Many men and women often feel powerless to stop violence when they see it happening in their communities and many feel uncomfortable talking about domestic violence, believing it is a personal matter. It is important that men work together with women to build relationships based on respect because this promotes overall family well-being.

Remind participants that this is the final SILC+GTA session. Encourage them with final thoughts on how they can continue to build positive and respectful relationships beyond these sessions.

Annex 1 - SILC+GTA Visual Aid Discussion Guide

Introduction

This annex provides guidance on using visual aids to enhance the discussions during each session of the SILC+GTA facilitation. The visuals provide examples of each session's topic and are meant to provoke thoughtful discussion. The visuals are not meant to confine discussion to the situation depicted, but rather aid in reaching the session's main objectives while maintaining a respectful, inclusive discussion among the group.

Session 1: The Introduction Session: Exploring Gender

Visual: Woman and man working together in their garden (woman watering and man weeding).

This visual can be used to reflect on the value of sharing the household and income-generating work in the home. What are the values of sharing such tasks? How would this visual look if both the man and woman were in the house? In what ways would the drawing look different if the man was to share the burden of household and caregiving tasks (caring for children or the elderly, for example)? What are the economic benefits of sharing household tasks?

Session 2: Family Visioning: My Family and Me in 10 Years

Visual: Husband and wife with child sitting together, sharing ideas, and planning together the vision they have for their family. The child is talking with the father listening. There is a thought bubble in the picture with a vision of acquiring land and cattle.

This visual can be used to help aid group brainstorming in terms of what participants imagine a happy and successful future looks like. Why do you think it is important to include all members of the family in the discussion of the family's future? How can each family member contribute to the family vision?

Session 3: What Is This Thing Called Gender?

Visual: Husband and wife fishing together in a canoe.

This visual can be used to further explore what gender means. In what ways are the man and woman in the visual acting out their gender roles? In what ways do their gender roles affect their livelihoods and household income?

Session 4: The Gender Fishbowl

Visual: Women sitting in an inner circle and men sitting in an outer circle – the gender fishbowl activity.

This visual shows what the group looks like while doing the gender fishbowl activity. What can men learn from listening to women's voices in making everyday decisions about household finances? What can women learn from listening to men's experiences of being a man? Why is it important for men and women to listen to each other, especially when looking to increase family income and well-being?

Session 5: Persons and Things

Visual: Headman in the village saying "I'm the owner of this village" to a villager.

This visual can be used to further the discussion after the "Persons and Things" activity. How is the headman treating the villager as a "thing"? How do you think the villager feels? How do you think the headman feels? How does this power relationship affect the village as a whole? How are decisions about household income and savings affected when one person treats others as "things"?

Session 6: My Parents' Impact

Visual: A father demonstrating his carpentry work to his son.

This visual can be used to show how positive practices learned from one's past can be used and applied in everyday parenthood (and how harmful ones can be set aside). How can you use your positive childhood experiences with your father or mother in your parenting now? How can you learn from childhood experiences with your father or mother that you would rather "leave behind"? How does nonviolent and gender-equitable parenthood open up the family's possibilities for increased income and well-being?

Session 7: My Partner and I: Working as a Team

Visual: Family working together and starting to implement one of the activities from the family vision: working on the family field.

This visual can be used to further discussion about the following questions: How is this family's division of tasks equitable? How is every member of the family involved in making their vision come true? How does the equitable division of tasks contribute to the success and happiness of the family?

Session 8: Drunk Ball

Visual: A husband is drunk in the house while the wife and children are at home, feeling and looking uneasy.

This visual can be used to further explore the negative impacts of men's alcohol abuse on themselves, on their partners, and on their children. What is each member of the family feeling in this moment? How is this harmful to their economic well-being? What is the larger impact on the community?

Session 9: Supporting My Partner in SILC+GTA

Visual: A husband cooking nshima while the wife is going to a SILC group meeting.

This visual can be used to show just one thing a man can do while his wife is attending a SILC meeting. How does this support benefit their economic well-being as a family? What are some other actions that a family member can take to support a SILC member?

Session 10: The Cycle of Violence

Visual: A man yelling at a woman, with a child watching and crying.

This visual can be used to show that violence is like a disease – a cycle that is passed down from one generation to the next. Why do you think this is so? What is the effect of violence on the perpetrator? What is the effect on the victim? What is the effect on the witness? How is violence harmful to the family's economic well-being? This visual shows an example of psychological violence. What are other forms of violence that this family may be experiencing?

Session 11: What Do I Do When I Am Angry?

Visual: A man taking a walk by himself.

This visual shows an example of a positive way for a man to control his anger after he and his wife have fought. Instead of using violence, he is separating himself from the situation of conflict and giving himself space. How might this walk help him resolve the conflict? How would this walk benefit the decisions made in the household?

Session 12: The Closing Session: From Violence to Respect in Intimate Relationships

Visual: A happy, prosperous family in the village with cash to spend, food to eat, and land to cultivate.

This visual shows a family that is happy and prosperous. They treat each other with mutual respect. How do you think this family has developed healthy relationships? What decisions have they made together, based on respect? How have their mutual respect and nonviolent relationships contributed to their prosperity?

Session 1 – The Introduction Session: Exploring Gender





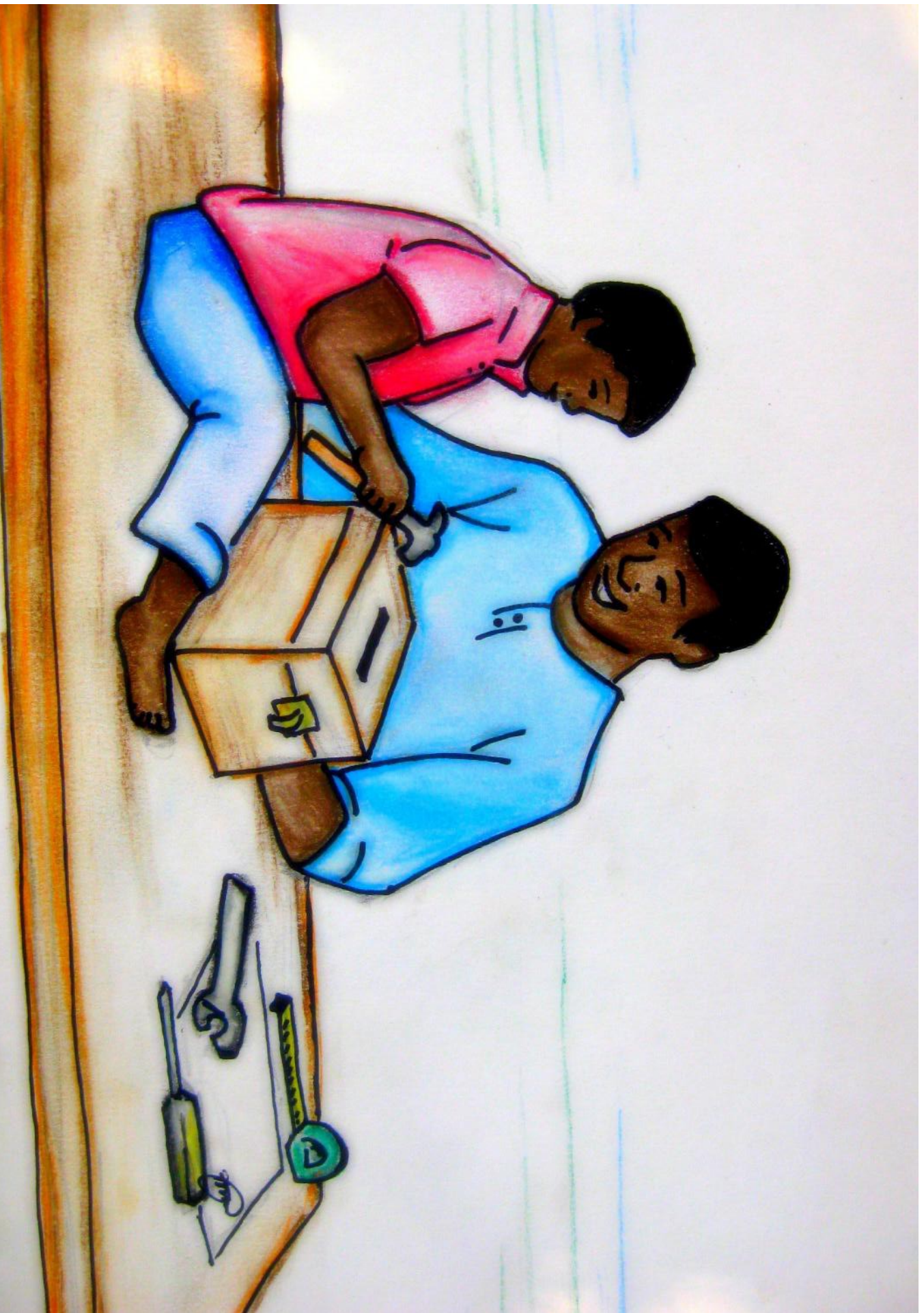
Session 3 – What Is This Thing Called Gender?



Session 4 – The Gender Fishbowl













Session 10 – The Cycle of Violence





Session 12 – The Closing Session: From Violence to Respect in Intimate Relationships



